



20th International Congress Panathlon International

'Ethics and Governance in Sport Are we committed to change?'

Dedicated to late Vic De Donder, President of Panathlon International's Culture Commission

Friday 20 May:

Venue:

**Antwerp University, Campus Middelheim, Building G , Middelheimlaan, 1, 2020
Antwerp- Belgium (tel. + 32 3 265 37 38)**

Timetable

08.30- 09.00: Congress registration

09.00-16.00: four structured discussion sessions/round tables

16.00-18.00: meet the authors; exhibition: Hope and Optimism; editing of final resolutions

18.00: presentation and approval of Congress Resolutions by President Giacomo Santini

18.30: closing of the 20th International Congress

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Exhibition: "Hope and Optimism"

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ROUND TABLE 1 PROMOTION OF ETHICS, INTEGRITY AND HUMAN RIGHTS IN SPORT

Best Hope for the survival of sport as an ethical enterprise and how to deal with legal controversies and human/athlete/child rights violations in sport

Moderator: Ann Tiivas (Director of the Child Protection in Sport Unit, CPSU, UK)

Panel:

Jim Parry (Prof Sport Philosophy, UK & Czech Republic)

Frank Hendrickx (Prof Sport Law, Belgium)

Mike McNamee (Prof Applied Ethics, UK)

Discussant:

Philippe Halleux (Director of sport administration, French-speaking part of Belgium, ADEPS)

Jim Parry

(Prof Sport Philosophy, UK, Univ. Leeds & Czech Republic, Univ. Prague)

Olympism for the 21st Century

It is claimed that Olympism is a universal social philosophy, based on a philosophical anthropology - an idealized conception of the kind of person that the ideology values, and tries to produce and reproduce through its formal and informal institutions. The Olympic Idea, then, translates into a few simple phrases which capture the essence of what an ideal human being ought to be and to aspire to. It promotes the ideals of:

- individual all round harmonious human development;
- towards excellence and achievement;
- through effort in competitive sporting activity;
- under conditions of mutual respect, fairness, justice and equality;
- with a view to creating lasting personal human relationships of friendship;
- international relationships of peace, toleration and understanding;
- and cultural alliances with the arts.

Question 1: is Olympism just a set of high-sounding 'ideals', or is it a viable social project?

It is further claimed that political liberalism entails multi-culturalism, which outlaws discrimination against groups and individuals on the grounds of ethnicity, race, nationality, religion, class, gender or sexual preference; and emphasizes ideals such as recognition, respect and equal status for all cultures.



Question 2: is multi-culturalism an unrealistic 'ideal', or is it a viable social project?

Finally, it is suggested that globalization and universalism are threatening the existence of 'closed' societies; the people are no longer reliant on restricted and controlled forms of information. The internet, satellite television and global forms of communication are all contributing to a democratization of information, and the extensive migration of people across continents is producing a new cosmopolitanism.

It will require increasingly high levels of dogmatism, authoritarianism, isolationism and extremism to sustain closed, exclusivist societies. Their life is limited. This, at any rate, has to be our hope, and the hope of any kind of peaceful internationalism based on the ideas of individual freedom and human rights.

Question 3: is this an over-optimistic assessment of the current situation, and of the transformative power of cultural forms such as the media and sport?

Frank Hendrickx

(Prof Sports Law, KULeuven, Belgium)

What if Sport and the Law have Become Interlocked? The Case of the EU.

Statement 1: "The rule of law should be respected": The tension between public, governmental intervention in sports issues and the autonomy of sports organizations themselves forms the very nature of sports law. Sports law is designed to show respect for the values of sport. A doctrine of the 'specificity of sport', for example developed in an EU legal context, shields sports bodies from public regulatory intervention. However, it is (or should be) beyond doubt that the sports movement is subject to the rule of law.

Statement 2: "Regulatory diversity should be promoted": In designing regulatory policies, it is necessary to determine the appropriate (legal) method of operation in ethical issues in sports. The regulatory diversity is sometimes overlooked. There is a need for a mix of soft and hard law approaches. For example, this could imply that hard legal or governmental interference and top-down approaches should be recommended in only those areas of sports ethics that concern the most severe forms of malpractice or improper behavior.

Statement 3: "A global legal approach of sports bodies is problematic": International private organisations, such as sports bodies, transcend the competence of one legal system. It is therefore logic to address them at a global level. However, the classic division between international and national law is not sufficiently adapted. An example is the complex interplay of WADA provisions with national, international and European law.



MJ McNamee

(Prof of Applied Ethics, Swansea Univ, Wales, UK)

Preamble

Over the last few years sports organizations worldwide have individually and collectively been stuck in response mode to a litany of ethical problems, even crises, that are partly the product of their own complaisance over ethical and governance issues. These range from issues of transgendered competition, genetic manipulation, bribery and corruption and – of course – wide scale doping. *For too long ethics has been viewed typically as the icing on the sports cake; a luxury but not a central ingredient.* The world of sports administration needs to have an ethical vision of sport and to initiate systematic reform of sports cultures and structures. If it is to become a prime mover for organisational reform there is a need to professionalise sports ethics, integrity and governance work with a new occupation in sports administration: **Sports Integrity Officer.**

Recommendation

I invite Panathlon International to call on all international sports federations to support the development of professional courses specialising in Sports Ethics and Integrity and to work to create occupational spaces and structures that support the development of this role.

Questions

Question 1. Is it realistic to think that sports ethics and integrity functions can be incorporated into existing sports administration structures?

Question 2. Ought the movement for change begin at volunteer sport level or in elite professionalised sports?

Question 3. How can we integrate agendas and stakeholders from diverse constituencies such as anti-doping, to child protection and safeguarding, sports administrators, sponsors, and athletes' trades unions?



ROUND TABLE 2

ATHLETE-CENTERED COACHING; CHARTER OF THE PARENTS AND EXPECTATIONS, HOPES OF THE YOUTH

How to optimize the quality of the sport experience for young participants and reduce possible harm by addressing with appropriate means the functioning of the so-called athletic triangle: athlete-parents-trainer?

Moderator: Elaine Cook (Drs University of Toronto, Canada)

Panel:

Elizabeth Sluyter-Matthew (Director, IOC, Lausanne, Switzerland)

Alberto Carta-Fornon (Panathlon Club Biella jr -Italy)

William Froidville (Expert advisor at the Sports Management Training Department of Administration Générale du Sport (Adeps), Wallonie-Bruxelles Federation, Belgium)

Paul Rowe (Director sport administration, Sport Vlaanderen, Flemish part of Belgium)

Kristine De Martelaer (Prof VUBrussels; President International Center of Ethics in Sport (ICES), Belgium)

President Santini (President of Panathlon International, Italy)

Discussants:

Arne Aerts (Research assistant, International Center for Ethics in Sport, Belgium)

Lore Vandevivere (Research assistant, International Center for Ethics in Sport, Belgium)

Herman Vandriessche (Director School-Sport organization, Belgium)

Bart Rogé (Demos, organization for participation and democracy, Belgium)

Dr Elaine Cook & Prof Gretchen Kerr
(Univ. of Toronto, Canada)

Comments from the moderator on the panel theme:

Shifting the Approach from Reducing Harm to Optimizing the Experience:

Global Questions

1. How can we ensure youth experience positive growth and development from their sport participation
2. How can we emancipate coaches/parents/athletes from the current sport discourse of sport practice that perpetuates a system of athlete disempowerment, athlete obedience,



Statement 1: Sport Governing Bodies and Agencies Use a (Humanistic) Coaching Model instead of educational model

We know that coach learning/development strategies are ineffective due to an emphasis on *teaching*. The teaching model assumes that coaches have, and control information and knowledge that is required by the athlete - it is an expert driven model where coaches hold all the power. A coaching model, on the other hand, is considered to be about human growth and change, self-actualization. Coaching is usually, action/goal oriented with an emphasis on performance, however the path involves asking questions designed to facilitate self-awareness and responsibility. The coaching model inherently supports what sport coaches already profess to do - facilitate the development and success of their athlete- and at the same time it turns current sport coaching practice upside down by establishing clear foundational practices that challenge the coach-centered model currently dominating sport.

Statement 2: We need to focus on Communication behavior for coaches and parents

Communication plays a critical role in the sport context, especially between coach and athlete. Overall coach communication competence is a necessary, fundamental skill required by all coaches. Communication is behavior. Communication competence influences positive outcomes for athletes, and is highly correlated with coach effectiveness. It must be noted that communication skills/behaviors are emphasized within coaching models and less so in a teaching model. Importantly, we also know that athletes seek advice/help from family and friends before they seek professional help, and the response of these individuals play a critical role in outcomes for athletes' mental health and performance, therefore basic humanistic coaching skills to enhance communication behaviour is one way of enhancing the athletic triangle, which includes athletes, parents and coaches.

Statement 3: That these models and suggestions are operationalized by humanistic principles that guide future sport development

When applied to sport, a humanistic approach suggests a focus on the holistic growth and development of the individual, including and extending beyond athletic development- self-actualization. Significantly, self-actualization has a positive relationship with of psychological adjustment, and has a negative relationship with psychological illness. One suggestion would be that principles of humanistic athlete-centered coaching must be emphasized as *minimum* standards for coach accreditation, even at the most basic level



Elizabeth Sluyter-Matthew
(Director, IOC, Lausanne, Switzerland)

Suggestion 1: A values-based framework actioning youth development

Sport, play, and physical education for All, are the foundations for sports practice and elite competition which ultimately support the growth of the sporting movement. We must invest to broaden the pool of future athletes and increase public engagement in sport.

Olympic Agenda 2020 is about safeguarding the humanistic values inherent in sport and strengthening the role of sport in society. It focuses on promoting universal participation in sport and physical activity, developing appropriate educational tools to engage and empower young people, as well as using sport as a valuable cross-cutting vehicle to achieve equitable and life-long learning opportunities. The Olympic Movement has the unique and profound opportunity to provide young people with life skills development and values through the sharing of Olympic sport and Olympic Movement traditions.

The importance of sport and physical activity to provide 'social growth and equity' is globally recognized by governments and policy makers as identified in the new UN Sustainable Development Goals (SDGs), paragraph 37:

"Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives."

SDG Goal 4 – Education for All - on inclusive and equitable quality education: Spanning from early childhood and technical/vocational training to Life Long Learning; including "sustainable lifestyles".

Sport and physical activity can close the gap between policy and implementation. However, we need to shift the delivery model from only focusing on elite performance to embracing physical activity as a way of life.

Suggestion 2: The mix of physical literacy and sport values to shape a more socially responsible individual resulting in social cohesion and better communities.

The founder of the modern Olympic Games, Baron Pierre de Coubertin not only saw Olympic sports as an opportunity for athletes to test their skills in competition, but also "for each individual to use sport as a possible source for inner improvement". What was



Coubertin's vision in the late 19th century is today's reality through the Olympic Movement's (OM's) values-based learning programmes.

Suggestion 3: The social and ethical entourage of coaches and parents to change the outcomes of sport.

For sport or physical activity to reach its transformative objective in the development of a well-rounded individual, it must take place in a supportive environment. This triangulation of the athlete, coach/teacher and the safety net of family members is required to optimize the quality of the positive sports experience. Within such a framework sport has the potential to shape and model communities, culture and individuals.

Alberto Carta-Fornon
(Panathlon Club Biella jr - Italy)

Experience 1

The top coaches must have, not only the technical knowledge of the sport to which they are committed every day, but also life philosophy and approach to the context, built on their culture and enriched by experience on the field. This will help them not to lose control of the situation.

Having its own philosophy, the coach will be helped to build its own training rules, the style of play, discipline, codes of conduct, competitive attitudes, the short and long-term objectives and many other technical and moral aspects, that they must face every day with their athletes, surrounded by the media and agents and, in the case of young athletes, also with their parents.

A philosophy is built on particular beliefs and principles that strive to be a guide to the action. The experience as a coach, then, will confirm, enrich or replace this philosophy.

That's why the coach has to stand in front of the athlete and its issues with great humility and openness, being aware that sometime the athlete can transmit important inputs to the common grow.

Question 1: Are the coaches always athlete-oriented or do they seek to have personal success by omitting certain aspects of the role they should play?

Experience 2

The profession of the coach requires an additional effort: the ability to abstract from their own world of experience and aspirations, to be able to establish an empathetic relationship with each athlete. Once he knows the team and individual athletes' needs, the coach will have to take different attitudes to fit the situation, helping athletes in the best way.



The coach should know that mental training should not be considered something standardized, but it must be built and modelled according to the individual needs of each athlete.

The coach, on his part, in order to avoid vertical drops of motivation, must plan together with his athletes at the beginning of the season, the objectives to be pursued. These objectives must be realistic and not utopian, then linked to the athlete's reality itself. The objectives must not be winning a competition, while this could be the consequence. Examples of goals are the physical, technical, psychological and relational improvements. In order to build up and improve the person I mean an interpersonal approach that doesn't only look for making the individual a more efficient athlete according to the technical parameters, but which contributes to improve as a person: tasks that are not necessarily incompatible, but often complementary.

Question 2: today coaches, in the first years of activity, often train young athletes to give them the first athletic aptitude to the sport. Are these coaches actually formed to pursue this objective that will grow young athletes with the right spirit?

Experience 3

What is the "secret" of Jose Mourinho (and many other coaches) in the management of their athletes? I think it is the ability to investigate the psychological and behavioural characteristics of the players, accepting them as they are, without prejudices.

This ability to properly relate to the athlete must start through an approach that takes into account different elements. Similarly, when it comes to take into consideration the technical aspects, a coach should be able to make his choices including most of the qualities that characterize his/her own players.

What does a coach must "offer" to an athlete while building a long-term view with the team? Protection, Confidence and Possibility
athletes to have the real perception of the relationship with the coach.

Question 3: The role of the coach must evolve over time along with his athletes, but how is it that possible, for youth teams, with annual or biennial coach change? This phenomenon for professional teams is even more obvious, especially considering some clubs in certain sports: how is the coach able to conduct, train and teach its philosophy in a few months, sometimes without being even able to finish a season?



William Froidville

(Expert advisor at the Sports Management Training Department of Administration Générale du Sport (Adeps), Wallonie-Bruxelles Federation, Belgium)

Statement 1: The athlete's environment has an impact on his/her performance

As a rule, the higher his level of performance, the more an athlete has to expand his sports coaching environment, in view of acquiring the specific skills he needs to optimize his resources. However, even at a lower level of performance, an athlete is confronted with an environment that has an impact on his performance.

Beyond his sports coaching environment and his neighborhood, an athlete is driven to have relationships with other people, from very different backgrounds, who interact with one another. Therefore, the family circle, the "intimates", as well as the club and federation managers and the various institutions he is related with, the media, sponsors, agents... make up a "human" environment which the athlete is brought into contact with the primary goal of achieving performance. These relationships may have a positive or a negative impact on his development and performance.

Statement 2: In analyzing performance, a common mistake is to take into account just a component, just a factor at a time, isolating it from the overall picture.

Actually, a systems approach to performance analysis should be adopted, encompassing the "relationship with the human environment" dimension, in order to better understand the reasons that underlie performance or counter performance, success or failure, achievement or non-achievement of a goal. In **a systems perspective**, one needs to understand that each element of the system interacts with the others and may potentially influence or even modify them, at times unintentionally or out of awareness.

Statement 3: Strategies and resources should be defined in view of optimizing the privileged athlete/coach relationship, as well as the athlete's relations with all the other components of his human environment. From an early age, a **systems approach** is needed to address the Athlete's human relational environment. Missions, functions and "scopes" of each human component: Who does what? At what time? Why?

Statement 4: It is essential to analyze the interactions and interdependence of the components within the environmental system of the human relations surrounding the Athlete. Relationships and communications between the various components: What relational types and approaches are in place? What should be communicated? Why and how should one interact?



Statement 5: Training and information of the components of the relational system (of which the athlete is a part since an early age) must occur and fall within a perspective aiming to achieve goals that are known to everyone, accepted by everyone and communicated to everyone. Who should deliver this training? How? With what prospects?

Paul Rowe

(Director Sports' Administration, Flemish part of Belgium: Sport Vlaanderen)

Question 1: Who can and should take up the responsibility regarding the changing role and involvement of parents and coaches?

Bloom's model for talent development (art, athletics, music, and academics), shows changes in role and involvement of coaches and parents in the daily lives of the future elite throughout the stages of early, middle and late years of talent development. In sports, this more often than not involves the very young, who cannot be expected or held responsible to handle/manage the changes in required role and involvement of their coaches and parents. Who can and should take up this responsibility, and how?

Question 2: What are the best options to organize intense training in early performance sports?

In early performance sports (e.g. ladies gymnastics or swimming), U12 children are often required to join intense centralized "full board" training programs in high performance centers, and thus to move away from home. Boarding schools or foster families are possible solutions. Which of these or other options are to be considered best practices?

Question 3: Which practical measures should sport organizations apply in order to reduce chance of abuse of young athletes?

The intense relationship between coaches and young athletes can reach a level of trust where chance of abuse becomes a real threat. Which easy and practical measures should sport organizations apply in order to reduce the chance of abuse significantly, without negative impact on the development program or the healthy professional coach-athlete relationship?

Kristine De Martelaer

(President International Center of Ethics in Sport, Belgium)

Statement 1: Need for a Total Quality management

The quality of sport experiences among young athletes depends on the ethical climate of the sport organization that can be situated in the framework of **Total Quality Management or TQM** (ICES-Safeguarding youth sport, 2015). In this pro-active approach



the input of all organizational members is essential, taking into account the developmental level and individual characteristics of children. A decent broad ethical climate aiming at long-term success and benefits sets the prevailing condition for a response policy in case of harm.

Statement 2: A multi-sectoral research approach at micro-meso- and macro-level is needed to evaluate policies and educational initiatives.

Policies and educational initiatives are hard to evaluate empirically (Cook & Kerr, 2016) but with a mixed method approach in **a broader movement culture** (Vanden Auweele, Cook & Parry, 2016) relevant data can be gathered. As several institutions share the responsibility for guiding youth (school, sport, youth movement, music...) a multi-sectoral research approach at micro-, meso-and macro-level is more valuable compared to a one focus carried out in the sport sector only.

Statement 3: Optimal parenting involvement will ensure positive experiences for athletes when the role of parents is obvious and well communicated.

Expertise in sport parenting requires competences at intrapersonal, interpersonal and organizational level (Harwood & Knight, 2015). This is only possible in a sport organization with an integrated approach of the parents as 'psychologically-significant network members' (Jowett & Timson-Katchis, 2005). A code of conduct is only one aspect in this policy creating a social network stimulating lots of skills and strategies among parents where they feel part of the sporting community.

Giacomo Santini

(Panathlon International President, Italy)

A Charter of Parental Duties

1. Background

The Charter of parental duties in sport has completed the framework of rules and aims that included the Charter of the rights of youth in sport, the Panathlete Charter and Panathlon Declaration on ethics in youth sport, signed in Ghent in 2004.

The Charter of parental duties in sport was drafted under the impulse of many sectors of the sports universe where the often detrimental effect of the exceedingly pressing presence of parents next to their children or vis-à-vis the other sports stakeholders - managers of youth associations, trainers, sports federations, Olympic Committees – stands out very clearly.

The need for setting the limits and roles of the parents in the concerted education of their children was increasingly felt, in view of establishing more balanced relationships between



people and clear approaches of youth education through sports, which is the real goal of our shared commitment.

2. Contents

The Charter of parental duties in sport is not a code of conduct, nor does it contain legal-sounding orders or purely moralistic prescriptions originated by sports or family life. It is rather a commitment that parents undertake directly, on a voluntary basis, to get involved in a harmonized, unobtrusive and balanced way in their children's education process, at their sides, in a proper way and in the framework of fair and proactive relationships with the trainers.

The first articles express the parents' aims to leave the fundamental choices to their children, without interfering. In the second part, the independence of trainers and sports managers in exercising their training role is acknowledged, whereas the third part recalls some ethical principles contained in other Panathlon charters, such as the right not to become a champion at any cost and the principle whereby being a winner must not be the ultimate aim of young athletes engaging in sports.

3. Method

To draft the Charter of parental duties in sport, Panathlon International has reversed its tradition of entrusting its officers or scientific congresses with the task of studying and writing up its fundamental charters.

For the first time, a charter was drafted based on the suggestions coming from the direct participation of the members. Actually, at the very start in spring 2014, it was just a rudimentary draft submitted by Panathlon International President; it was then published on line on www.panathlon.net website to invite all the members to submit their remarks and proposals for improvement.

This on-line consultation lasted for three months and allowed the members to submit many remarks, proposals and appreciations for the current nature of the document.

A final text collecting the most relevant remarks was then released. The last phase focussed on streamlining the document, since the on-line suggestions had resulted in a Charter made up of 16 articles of four or five lines each.

That reduction and simplification work was performed while fully adhering to the contents of the suggested wordings, with just a few poetic or romantic additions that would bring the Charter in line with its original spirit, that is to say to represent commitments and aims that express the soul and feelings of the parents.



ROUND TABLE 3

TOWARDS GOOD GOVERNANCE IN SPORT

Regulation, control and accountability of the commercialized, globalized and complex sport landscape!

Moderator: Antonio Bramante (visiting Prof Sport & Leisure Management, Univ Brasilia, Brazil)

Panel:

Thierry Zintz (Prof Sport Management, Belgium)

Arnout Geeraert (Post-doctoral research fellow, governance advisor of Play the Game Belgium)

Hans Vandeweghe (sport journalist, former CEO Cycling Organisation, former director Belgian Olympic Committee, Belgium)

Stefan Kesenne (Prof Sport Economy, Univ Leuven & Antwerp, Belgium)

Discussants:

Philippe De Witte (Eusportlink, Belgium)

Jeroen Vanderputte (Footballfederation, Belgium)

Wim Lagae (Sport Marketing KULeuven & UAntwerp)

Philippe Vlaemminck (legal guidance and protection in industry)

Thierry Zintz

(Prof Sport Management, Belgium)

Question 1. Whereas good governance and corporate social responsibility are close concepts, what is your vision of a societal responsible governance of sport governing bodies towards their stakeholders?

Good governance is increasingly becoming a core topic for sport organizations at all levels. Many reasons explain this trend, including the pressure on the proper use of public funds as well as the responsibilities of sport organizations towards their sports and other stakeholders.

Question 2: Money laundering, illegal betting, match fixing... are major threats to sport organizations. It has been argued that a specific / independent authority (similar to WADA) should deal with those threats. What is your position towards such proposal?

It has been shown that investing in good governance leads to an organization with the right ethical behavior, which is governed more efficiently, is more resistant to various risks and is more effective in reaching its objectives. Therefore, investing in good governance is investing in sporting success.



Although many high-quality codes and principles of good governance, directly or indirectly linked to sport, have been drawn up by various actors (IOC, 2008; IOC, 2014; EU, 2013) the actual implementation of these principles into the daily management of sport organizations is not self-evident.

Question 3. How to bridge the gap between theory and practice by helping sport governing bodies with enhancing their governance?

Major aim would be to contribute in bridging the gap between theory and practice by helping sport governing bodies with enhancing their governance by providing practical guidance on how to implement principles of good governance.

Outcomes should consist of:

- raising awareness on good governance in sport in Europe and beyond,
- transferring know-how and expertise between the project partners,
- enhancing the governance of NOCs and NFs by creating tools that can be used by other NOCs and other NFs,
- identifying experts and good practice examples in the different countries,
- establishing national contact points for good governance and national networks to make national good governance activities more sustainable and
- developing national strategies (sustainability models) for the forthcoming years and start a process towards better governance

Arnout Geeraert

(Post-doctoral Research Fellow at International and European Studies (LINES Institute, Leuven, Belgium).

Statement 1: Two issues, which partly overlap, lie at the root of ISF's swelling risks for corruption: the commercialisation of sport and the instrumentalisation of sport by (international) politics.

- The commercialisation of sport and the instrumentalisation of sport by politics both increase the motives for a wide and diverse group to engage in bribery and fraud, two practices that potentially envelop ISFs in corruption.
- ISFs' augmented regulatory activity has made corruption beneficial for an increasing number of actors, who seek to influence ISFs' rules and decision that affect them.
- ISF's accumulation of wealth and power provides both motive and opportunity for senior officials to either use money to obtain power, or to use power to obtain money.
- By instrumentalising sport, countries try to increase their power relative to each other. First, many (large) countries invest in sporting success at international



sporting events like the Olympics. Second, an increasing number of states seek to host large sporting events with the aim and hope to increase their international prestige. These actions have come with a collective downside, namely the corrosion of the ethical character of international sport.

Statement 2: Corruption thrives where opportunities exist for it to fester. Weak organisational structures provide opportunity for individuals to engage in corruption.

- Solid organisational structures ('good governance') decrease the likelihood that corruption will be discovered and punished .
- In an analysis of the governance of the 35 Olympic ISFs, Geeraert (2015) demonstrates how the majority of these federations have serious deficits regarding transparency, democracy and checks and balances.
- Bad governance decreases the likelihood that corruption will be discovered and punished. Where it is discovered, the punishment is often very light. In the absence of good governance, officials operating in ISFs are thus more likely to engage in corruption.

Statement 3: Change towards better governance by ISFs is very difficult.

- Eradicating corruption in ISFs necessitates outside pressure for reforms. Only then will ISFs be equipped to manage the increased corruption risks they are confronted with.

Hans Vandeweghe

(sports writer, former CEO Flemish Cycling Federation, former director of communications at the Belgian Olympic Committee, Belgium)

The European sports model (clubs, federations, international federations) lacks attractiveness for competent potential sports managers. Most of the federations are led by randomly chosen administrators who carefully look for professionals they can control and who are not too bright.

There is no supra continental organization to control the international federations. They control themselves, punish themselves, and cover themselves. An international controlling super sports power is needed to control the way they rule their sports.

The best kept secret of international sports governance: **WADA is a failure**. It has been mismanaged for years in order to wage a war on certain sports and some of the sports leaders (cycling) denying drug abuse in others (athletics).

The way **USOC blackmails the IOC** to get more money out of the Olympic pot than all the other NOC's combined is a disgrace.



Stefan Kesenne

(Prof Sport Economy, KULeuven, Belgium)

Statement 1: If it is true that no more than 24 professional football teams can financially survive in a small country like Belgium (which I seriously doubt to be true), all professional teams should play together in one professional top division with only a regular championship without playoffs. **The number of teams in the top division of the Belgian Jupiler League (16) is too low, compared with the number that is the result of an open free-entry market.** Also the optimal number of teams is much higher.

Statement 2: The Bosman verdict of the European Court of Justice (ECJ) abolished the transfer system for end-of-contract players in 1995; it is time now to abolish the transfer system completely, also for in-contract players. **The transfer market is just an unnecessary remnant of a dark history, a modern version of a slave market** where players can be traded like cattle. It is totally redundant in an open and competitive European player market.

Statement 3: The creation of the Champions League is one of the biggest mistakes UEFA ever made. It has closed the European Football market for the large majority of teams. It has almost become a closed league with only a few rich teams. It has caused the current, and still growing, inequality in European football. Things are made even worse by UEFA's perverse prize system. UEFA should replace the UCL by a real open European League with European divisions at the top of the pyramid structure of European football.

Philippe Vlaemminck,

(Partner Pharumlegal lawyers – Brussels)

Statement 1: Transparency, integrity and corporate governance rules need to become statutory obligations for all sport federations and at all levels. The EU could work on a Council recommendation (under art. 165.3 TFEU) on this issue. Although EU recommendations are in principle not binding, they become binding when implemented at Member State level (Judgment of the CJEU in Grimaldi). Federations who do not comply could be sanctioned. They could be receiving fines; they could be excluded from participation from official meetings etc.... Indeed the credibility, currently under pressure because of various scandals, could only be reestablished if strict rules are implemented

Statement 2 : Match fixing is an issue that has been largely underestimated. It is often connected to illegal betting and money laundering through OC. Again the question can only be resolved if all States ratify the Council of Europe Convention on



manipulation of sport events and take the necessary measures to set up a strong, independent and professional, multidisciplinary national platform, proper monitoring systems, specific crimes, next to disciplinary measures, and adequate international cooperation. The platform should not be controlled by the (Inter) national federations, but be driven by the State. The monitoring systems must be independent and ruled by law (i.e. to respect data protection rules and guarantee unbiased reporting). The general penal law is not enough to tackle the problems. Good governance requires also that federations implement strong rules for their athletes.

Statement 3: We see more and more sport teams (especially in football) accepting the sponsoring by (remote) gambling/betting operators. These operators offer bets on the sport they sponsor. Even if it does not happen, the impression could be given that there are potential conflicts of interest and risks of inside information. This can affect the integrity of sport. Originally sport betting was only offered through pari-mutuel games with lower pay out and on the end result by state Lotteries to support the sport and enhance visibility. Today life betting (during the match) and high pay outs create higher risks and make sport vulnerable. We did see scandals involving players betting on their own loss. Sport sponsoring by (remote) gambling/betting companies is not a real way of supporting sport. The contribution by the (remote) gambling operators for using the sport events for betting could better take the format of tax to support the integrity of sport (called : Coubertin tax). According to the CJEU it is possible for states, within the context of art. 165 TFEU) to do so.



ROUND TABLE 4 SPORT AS A MEANS FOR INTEGRATION AND DEVELOPMENT

The global and local impact of sport, its various forms of informal and formal social organization and its links with the public, private and civil sectors create huge potential for sport as an agent for wellness, to create a climate of normalcy in refugee camps, to integrate migrants in their new country and to stimulate a North-South cooperation.

In the context of the influx of refugees we will focus this RT on sport and integration.

Moderator: Yves Vanden Auweele (Prof Em. Sport Psychology, KULeuven, Belgium; president of Panathlon Culture Commission)

Panel:

Bart Vanreusel (Prof Sport Management, KULeuven, Belgium)

Oscar Mwaanga (Prof Sport & Development, UK (Southampton, Solent Univ.) & Zambia)

Karen Petry (Prof Sport and Development, Sport Univ. Cologne, Germany)

Johan Leman (President of Foyer in Molenbeek, Brussels, Prof. Em. Anthropology KULeuven, Integration expert, Belgium)

Alessandro Baldo (Soletierre: sport for migrants, Italy)

Discussants:

Tom Meeuws (BBC Willibies Antwerpen: basketball for migrants)

Bob Pleysier (ex- CEO Fedasil: Agency for refugees'/migrants' reception and registration, Belgium)

Jim Parry (Prof. Philosophy, UK & Czech Republic)

Bart Vanreusel

(Prof. Sport management, KULeuven, Belgium)

Statement 1: Sport and integration programs need to focus on bridging and bonding processes in order to enhance social capital among individuals and groups.

Research in the sociology of sport reveals that involvement in physical activity, play and sport can contribute to the development of social capital in individuals and groups. Bridging and bonding processes enhance social capital. Bonding refers to increased community building among equal groups with regular interaction. Bridging refers to increased community building between unequal groups with limited interaction. Bridging and bonding processes foster community building and chances for personal well-being and development and can be facilitated by sport participation. Such findings are particularly relevant for marginalized groups in society with disadvantaged sport participation opportunities..



Statement 2: Sport and integration programs need to focus on social inequality as a major cause of no or low participation by people.

Social inequality cuts through opportunities for participation in sport as it cuts through other issues of daily life such as education, health care, employability... People in (risk of) poverty participate less in sport and physical activity and thus lack the benefits of it. In other words: sport is not for all. Sport and integration programs need to focus on social inequality as a major cause of no or low participation by people in disadvantaged life circumstances. Issues of gender inequity are reinforced by social inequality and need particular attention.

Statement 3: Sport and integration programs need to take the local neighborhood as the core ground of their work.

The policy of public authorities on facilities for sport, physical activity and play needs to focus on local, community based facilities for all. Particularly urban neighborhoods with a high potential for marginalized youth need to create opportunities for sport, physical activity and play. Local community authorities need to prioritize their policy on neighborhood sport facilities, clubs and playgrounds. Sport and integration programs need to take the local neighborhood as the core ground of their work.

Oscar Mwaanga

**(Associate Prof. Sport & Development, Southampton, Solent University;
Founder of EduMove (UK),**

Sport as a means for integration and development

It is apparent that certain types of sport and sport interventions can promote social cohesion under particular conditions, in particular contexts and with specific target groups. Thus, the primary contention of my presentation and arguably the focus of our response to the refugee crisis in Europe is how we can maximize the desirable outcomes as opposed to whether they occur or not. Accordingly, I shall address the following questions:

Question 1: Within the agenda of social cohesion and integration, what do we mean by sport?

Sport activities can be a space to promote intercultural education, build common cultures and positive identities, foster activism against discrimination etc. However, our conceptualization of sport and physical activity is a starting point to understanding how sport and physical activity programs can promote desired outcomes? The common view and approach that leads to the incentivizing of high performance and professional sport,



while paying lip service to other forms of sport and physical activities, has negatively hampered our field's contribution to contemporary social challenges. *Sport must be defined and conceptualize broadly to include all forms of physical activity operating at different levels i.e. personal, community (grass root), national and international.* Different mechanisms operate in diverse sports to impact social cohesion and integrations differently. Thus, our approaches must acknowledge and highlight this fact and remain consistent with the chosen conceptualization of sport.

Question 2: a) How should we make sense of the current challenges? b) And, how should respond with meaningfulness?

The refugee crisis facing Europe forces upon us to respond with a sense of urgency and with critical realist view of what is possible. The current paradigm that postulates 'evangelical' claims that sport is '**the**' answer to social cohesion has lost ground. The critical realist view fosters a collaborative approach to learn and examine what is possible starting with unpacking the root causes of the current challenges and proceeding collaboratively to develop understanding and interventions based sound program theory(s) and evidence. Secondly, as opposed to only focusing on impacts of our interventions, the critical realist view implores us to focus on theory and evidence based approaches that acknowledge context and mechanisms in designing and evaluating interventions for social cohesion interventions via sport. We ask what works: for whom? Where? When? and how?

Hence, it is argued that the critical realist approach lends itself to consider reflectivity and collaborative enquiry which centralizes the critical examination of history, culture, power, ideology, race, gender etc. Accordingly, I argue that the critical realist approach should be the centerpiece in training of SDP practitioners, development of policy and research.

Question 3: Are there examples that apply the critical realist approach?

Here, I will provide an example of the football based anti-discrimination education program called Edukicks which we are running in the South of England. Edukicks is a six weeks primary school and early secondary course (intervention) that uses technology (apps and online supported teaching/learning), football drills and collaborative learning to help participants to change their attitudes and behavior through acquisition of knowledge, reflection and empathy. The main themes include Racism and Religious based Discrimination.



Karen Petry

(Prof Sport and Development, Sport University Cologne, Germany)

Sport and Social Cohesion/ Integration

Question 1: Can Sport play a role in foster social cohesion and integration?

Sport and Physical Activity programs can promote social cohesion presumably by mixing people up. If handled sensitively, sport can break the ethnic as well as gender barriers and make some contribution to integration and (intercultural) learning. Using sport for intervention in this regard means to take active steps towards mutual understanding and respect on a grassroots level. Selected sport related activities can stimulate intercultural processes (such as the experiences of strangeness, deconstruction of stereotypes, reflection of one's own identity) and develop skills for negotiation as well as communication. Children and Youth from different backgrounds and nationalities can get in contact with each other without necessarily speaking the same language. Within the most approaches the assumption is embedded that Sport activities will result in a positive change and progress.

It is argued, that the complex relationship as well as the positive claims have to be treated with some caution and the limits have also to be considered.

Question 2: Who is able to provide such trainings?

Promoting equal opportunities and diversity through sport and physical activity is considering ways to encourage training providers (such as coaches or teachers) in the field of sport and in those fields such as youth and social work, in which sport may be used as a tool, to ensure that the education and training sessions deal with content relating to sport and inter-cultural dialogue.

It is argued, that more professional staff is necessary and the education programs from the federations as well as the universities in the areas of Physical Education and Coaching have to integrate more related aspects, such as intercultural learning, managing diversity, global learning etc.

Question 3: What is the potential of a "global learning approach"?

Global learning is based on the principles of building up a learning environment for all different ethnic groups within one setting. It is proposed to avoid the terms racism, integration etc. and to propose to reflect about one's own position. The term 'global learning' is more related to the debate of sustainable education and it is based on the principle of a global responsibility. This leads to a new agenda in both contexts, in conflicting, economically challenged countries in transition as well as in the industrialized world.



Johan Leman

(President of Foyer in Brussels (Molenbeek), Em. Prof. KU Leuven, anthropology)

Sport as a means for integration and development

I want to touch 3 aspects where sports may become very important in **inter-culturalism projects**.

Statement 1: Positive Role Models: Role models in sports are not necessarily "international top athletes". International top athletes may become role models, but it is not guaranteed to happen easily. We have to invest in the making of role models at the local level: in the formation of trainers for the club, of members of the board of a club, of referees, of people who are present around the field during training sessions. The integration of these people is only possible *if a sports club takes a step in their direction, adapting the sports club culture*.

Statement 2: Social Cohesion. A serious and adequate investment in sports may create better internal **social cohesion** and positive **social capital**. Parents and family may be invited to encourage and guide their children and to support the club, taking up some responsibilities, e.g. bringing 3 or 4 members of the club with their car to meetings, participating in reunions with club members, etc. There is no doubt that sports clubs may have a very good impact on newcomers. They can bring them out of their isolation; it can help to create social networks that extend outside the club. It can lead them to other activities through people in their network. They can meet sports people of their own nationality of provenance, belonging also to other clubs of the same discipline.

Statement 3: Women's Emancipation. Some sports activities may become a stimulus for emancipation of women who are already in their 40s and even 50s (and also have some higher risks of diabetes) by helping to increase their physical activity. Biking and start-to-runs are culturally speaking *very acceptable for such women*. At the same time it gives them more mobility. Swimming and fitness is something they themselves like very much, since they see themselves as menaced by diabetes. In a policy of prevention it should become part of each NGO working with women, also of a certain age, to invest in mobility through sports. One should not forget that the fact that mothers may find some pleasure in being active and in practicing sports may become a stimulus for them to encourage their children and grandchildren to practice sports. The advantages are such that one should accept for some sports that women can practice them apart, if this is a necessity to get them started at practicing sports. The language and tone of this last statement is a little offensive - and not based on science - not sure how you want me to amend it?