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WORKING PAPER

Draft revision of the appendix to Recommendation R (92) 14 rev on the Code of Sports Ethics

“A fair player is a sure winner”

Objectives

1. The Code of Sports Ethics has historical and philosophical foundations. It invokes two principles, fairness and excellence in sport as an expression of human excellence. The principle of fairness in sport embodies an institutional dimension (absence of discrimination founded on any other criteria but performance, uniform application of the rules, exclusion of arbitrary decisions, etc.) and a personal dimension corresponding to a moral obligation to abide loyally by the rules in accordance with fair play. Excellence in sport must be an expression of human excellence. Results and achievements will be the outcome of developing individual talent with merit and uprightness.
2. Proceeding from the principle that the ethical considerations that underpin fair play are not an optional element but something essential to all sports activity, the Code of Sports Ethics has the purpose of providing resolute backing to the standards and values of sport, and making responses to the new challenges raised for sports ethics which apply to all levels of proficiency and commitment in sports activity, recreational activities as well as competitive sport.
3. In a context where sport – characterised by fair play, sportsmanship and the voluntary movement – is subject to the pressures of modern society generating new challenges to its ethics, the Code of Sports Ethics sets out to:
 - a. identify and promote educational and preventive measures intended to reinforce sports ethics and stimulate the development of resources and best practice. In this context, the main issue is promotion of fair play among children and young people;
 - b. give the organisation and playing of sport the benefit of ethical principles thanks to which the challenges facing sports ethics may be analysed and met.
4. In so doing, the code aids the dissemination of examples of best practice for promoting diversity through sport and combating discrimination of all kinds in sport. It fosters the

right of children and young people to play a sport and to derive satisfaction from it, also emphasising the responsibilities of institutions and adults as proponents of sports ethics and fair play, standing surety for the observance of these rights.

Definition of sports ethics

5. Fair play signifies far more than just keeping the rules. It embraces the concepts of friendship, respect for the other person and sportsmanship. Sports ethics are defined as a way of thinking and not only as a behavioural style to adopt. The concept takes in questions concerning the elimination of cheating, of the art of bluffing without breaking the rules, of doping, of abuse of dietary supplements, of violence (physical and verbal), of sexual harassment and abuse committed against children, young people and women, of trafficking in young players, of discrimination, of exploitation, of unequal opportunity, of excessive commercialisation and of corruption.
6. Sports ethics are a positive concept that guides human action. Sport is a socio-cultural activity that enriches society and friendship among nations, on condition of being played fairly. Sport is also viewed as an activity whose fair-minded pursuit allows the individual to attain greater self-knowledge, self-expression and self-fulfilment, development, expertise and life skills which demonstrate his capabilities. Sport permits social interaction, is a source of pleasure and bestows well-being and health. Sport, with its extensive range of clubs and volunteers, provides the opportunity to get involved and shoulder responsibilities in society. Furthermore, responsible involvement in specific activities may help to instil environmental awareness.

Responsibility for sports ethics

7. Participation by children and young people in sports activities is placed in a social setting. Society and the individual will not gain full benefit from the potential advantage of sport unless sports ethics cease to be a secondary concept and become the paramount goal. All who directly or indirectly influence and encourage the experience undergone by children and young people in sport must give this concept absolute priority, in particular:
 - 7.1 *all tiers of government*, including the agencies that work with governments, involved in the official sectors of education and holding major responsibility;
 - 7.2 *sports organisations and organisations associated with sport*, particularly sports federations and managing bodies, physical education associations, coaching agencies and institutes and professions linked with medicine, pharmacy and the media. These organisations are invited to press ahead with work on possible actions for enhancing co-operation of a complementary kind between the public authorities and the sports movement, particularly in fighting corruption. The commercial sector, including production, sale and marketing of sports goods, is also called upon to accept its particular responsibilities by aiding the promotion of sports ethics and fair play;

7.3 *individuals*, especially parents, teachers, trainers, referees, leaders, managers, administrators, journalists, doctors and pharmacists, top-level sports players who serve as role models, and persons who act on a voluntary or a professional basis. As spectators, individuals can take on related responsibilities such as promoting and disseminating best practice by resisting the use of genetic engineering for purposes contrary to sports ethics.

8. Each of these institutions and each of these individuals has a responsibility to shoulder and a role to perform. The present Code of Sports Ethics is intended for them. It will be effective if all operators concerned are ready to shoulder the responsibilities defined therein.

Governments

9. Governments have the following responsibilities:

- 9.1 fostering the adoption of stringent ethical criteria in all realms of society where sport is present, in order to improve checks on the integrity and ethical acceptability of financing mainstream sport from the proceeds of betting;
- 9.2 encouraging and supporting organisations and individuals who apply sound ethical principles in their sport-related activities;
- 9.3 co-operating in promoting and monitoring the implementation of the Code of Sports Ethics ;
- 9.4 encouraging physical education teachers and instructors to give sports promotion and ethics a central place in school sports education syllabi and make reference to the positive contribution of sport to mankind and society;
- 9.5 championing the preservation of sport's integrity, under threat especially from rigged matches, corruption, trafficking in young players and illegal betting;
- 9.6 supporting all initiatives meant to further sports ethics, particularly among young people, and encouraging institutions to make these their priority;
- 9.7 continuing, in co-operation with the sports movement and the Standing Committee of the European Convention on Spectator Violence and Misbehaviour at Sports Events and in particular at Football Matches, the promotion and monitoring of Recommendation Rec(2001)6 on the prevention of racism, xenophobia and racial intolerance in sport;
- 9.8 encouraging efforts at national and international level towards better understanding of the complex problems relating to young people's sports participation, to apprehend the extent of misbehaviour, and to ascertain the opportunities for promoting sports ethics;

- 9.9 accentuating the importance of the complementary relationship between bodily and mental health;
- 9.10 developing research and disseminating knowledge about emotional health and education in handling the emotions associated with sports participation;
- 9.11 combating the use of genetic engineering for purposes contrary to sports ethics.

Organisations involved or associated with sport

10. Organisations involved or associated with sport have the following responsibilities:

Concerning the framework and context of sports ethics:

- 10.1 circulating clear directives that define conduct in keeping with or in breach of sports ethics, and making sure that coherent and apposite incentives and/or sanctions are applied to every form and every level of sports participation;
- 10.2 ensuring that all decisions are consistent with an ethical code applicable to their branch of sport and inspired by the Code of Sports Ethics;
- 10.3 making the concept of sports ethics form opinions in their sphere of influence, by means of campaigns, rewards, teaching material and training provision. These actions should be closely monitored and their impact increased;
- 10.4 developing training provision in the field of emotional and relational intelligence, which contributes both to the broadening of the individual and to the quality of relations between individuals;
- 10.5 introducing systems which, besides success in competitions, reward sports ethics and personal progress;
- 10.6 considering and formulating rules to govern the eligibility and organisation of categories in competitions, having regard to the principles of sports ethics;
- 10.7 assisting and supporting journalists in demonstrating what ethical sport brings to education and society.

Concerning youth work:

- 10.8 ensuring that the structures of competition accommodate the needs specific to young people and growing children, and enable them to participate at various levels from recreational activity to top-level competition;

- 10.9 encouraging amendment of the regulations to meet the specific needs of young people and emphasise not only success in competition but also sports ethics;
- 10.10 seeing to the establishment of guarantees in an overall framework of support and protection for children, young people and women, in order to shield them from sexual harassment and abuse and to avert exploitation of children, particularly those who display early aptitude;
- 10.11 ensuring that all members or associates of an organisation with responsibilities in respect of children and young people hold the requisite qualifications for their guidance, training, education and coaching, in particular that they understand the biological and psychological transformations attending the child's process of maturation;
- 10.12 ensuring that a human being's emotional and relational functioning is known to them and taken into account;

Individuals

11. Individuals have the following responsibilities:

Concerning individual conduct:

- 11.1 being of exemplary conduct which sets a positive example to children and young people: refraining in all circumstances from rewarding, copying or ignoring any unfair conduct in others; taking appropriate measures against such conduct;
- 11.2 ensuring that the standard of training and qualification is suited to children's needs according to the various stages of their involvement in sport;

Concerning youth work:

- 11.3 making the health, safety and well-being of the child or young athlete the first priority, and ensuring that these aspects override all else (reputation of the school, club, coach or parent);
- 11.4 extending the initiatives taken by the international federations and international organisations in order, if possible, to promote quality standards in respect of the activity of persons acting for young sports players;
- 11.5 giving children an experience of sport that prompts their lifelong participation in healthy physical activities;
- 11.6 avoiding treatment of children as miniature adults, and instead realising the bodily and mental transformations which attend their development, and how these influence performance in sport;

- 11.7 not having expectations of children which they would be unable to meet;
- 11.8 appreciating the full importance of the sports player's pleasure and enjoyment, and never subjecting children to undue pressure contrary to their right freely to decide on their participation;
- 11.9 taking as much interest in the talented as in the less so; giving as much prominence and reward, besides achievements in competitions, to personal progress and acquisition of skill;
- 11.10 having an attitude and a quality of attention and receptiveness allowing each child to feel appreciated as an individual, irrespective of his or her sporting prowess;
- 11.11 encouraging young children:
 - to devise their own games and own rules, to perform the role not only of player but also of coach, mentor, manager or referee;
 - to determine their own incentives or sanctions for fair or unfair conduct, and
 - to take responsibility for their acts;
- 11.12 conveying to young people and their families the fullest possible information so that they may be aware of the risks and the attractions linked with success.

Conclusion

- 12. To succeed in promoting and developing sport and sporting commitment, respect and education are crucial to the concept of sports ethics.

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