



**UNODC**

United Nations Office on Drugs and Crime



# INTEGRITY & SPORT FOR PACIFIC YOUTH

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This toolkit was prepared by the United Nations Pacific Regional Anti-Corruption (UN-PRAC) Project, a joint initiative by the United Nations Office on Drugs and Crime (UNODC) and United Nations Development Programme (UNDP), supported by the Australian Government and the New Zealand Aid Programme.

The views expressed in this brief do not necessarily reflect those of the Australian Government and the New Zealand Government.



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# 1. Introduction

The United Nations Pacific Regional Anti-Corruption (UN-PRAC) Project is a joint initiative of the UN Office on Drugs and Crime (UNODC) and UN Development Programme (UNDP), funded by the Australian Government and the New Zealand Aid Programme, aimed to support Pacific Island countries (PICs) to strengthen their national integrity systems.

The UN Convention against Corruption (UNCAC) is the only legally binding universal framework on how to prevent and fight corruption. UN-PRAC is firmly anchored in UNCAC and the 2030 Agenda for Sustainable Development, notably one of its 17 Sustainable Development Goals (SDGs), which calls for stronger action on anti-corruption, transparency and accountability (SDG 16).<sup>1</sup>

UN-PRAC's "whole-of-society" approach against corruption encourages the collective involvement of governments, the private sector, and civil society at large (adults and youth). Citizen involvement is critical in advancing integrity and leaving a better planet for future generations.

Thus, this Integrity & Sport for Pacific Youth Toolkit<sup>2</sup> focuses on leveraging sport to promote integrity in the spirit of UNCAC and the 2030 Agenda,

particularly as an accelerator of SDG 16. The action and voices of young people are key to advancing peace and sustainable development, not only because such efforts affect "their" future, but also because youth represent a critical mass of the population that can effect change through bottom-up approaches, such as those discussed in this toolkit.

In the Pacific Islands region, youth under the age of 25 represent over 50 percent of the population,<sup>3</sup> with a great potential to promote both incremental and exponential positive change. Youth can certainly be powerful agents of change. As such, they need to be involved and empowered to influence constructive transformations and outcomes.

The Pacific Youth Council (PYC), for example, is a non-governmental organization (NGO) in the Pacific region that has empowered young people to fight corruption since 1996.<sup>4</sup> In partnership with UN-PRAC, PYC developed the Pacific Youth Against Corruption Network, including an Anti-corruption Forum and Innovation Lab. Further, UN-PRAC and PYC have collaborated in a Pacific **Youth Anti-Corruption Advocate's (PYAA) Toolkit**<sup>5</sup> to help young people become integrity advocates.

The Integrity & Sport for Pacific Youth Toolkit looks to complement this PYAA resource to further engage Pacific youth in and through sport, which plays a very important role in the region.

As a human right, sport offers participants numerous benefits, from physical and mental health to social cohesion and intergration. It is also a proven engaging platform to work on peace and sustainable development.

Hence, sport can be a powerful tool in promoting and advancing integrity, UNCAC and SDG 16, with links and contribution to other SDGs.



<sup>1</sup> Transforming our world: the 2030 Agenda for Sustainable Development. Available at <https://sdgs.un.org/goals>

<sup>2</sup> Pacific Youth Toolkit. Available at <https://www.undp.org/pacific/press-releases/pacific-youth-anti-corruption-toolkit-upgraded> and [https://www.unodc.org/roseap/uploads/documents/pacific/2022/Pacific\\_Youth\\_Anti-Corruption\\_Toolkit.UN-PRAC.2022.05.24.pdf](https://www.unodc.org/roseap/uploads/documents/pacific/2022/Pacific_Youth_Anti-Corruption_Toolkit.UN-PRAC.2022.05.24.pdf)

<sup>3</sup> The Pacific Youth Development Framework 2014-2023 (p. 5). Available at [https://www.spc.int/sites/default/files/resources/2018-05/Pacific\\_Youth\\_Development\\_Framework.pdf](https://www.spc.int/sites/default/files/resources/2018-05/Pacific_Youth_Development_Framework.pdf)

<sup>4</sup> Pacific Youth Council. Available at <https://www.youthpolicy.org/blog/structures/pacific-youth-council/>

<sup>5</sup> Pacific Youth Anti-Corruption Advocate's Toolkit. Available at <https://www.unodc.org/res/e4j/import/undp/integritytoolkit/publication/undpintegritytoolkitfinal.pdf>

As former UN Secretary-General [Kofi Annan](#) said, “Sport is a universal language that can bring people together no matter their origin, background, religious beliefs or economic status.”<sup>6</sup> With this in mind, this toolkit is designed to harness the power of sport to integrate and further engage youth in effecting change through relationships, programs, and new learning opportunities.

Similarly, the [PYAA Toolkit](#) emphasizes that access to information is critical in preventing and fighting corruption. It also points out the need for innovative initiatives that inform, engage, and empower Pacific youth in promoting integrity at local, national, and regional levels, by:

- \* Fostering youth networks that focus on furthering anti-corruption efforts while collaborating with governments, the private sector, and civil society to implement UNCAC in the Pacific.
- \* Identifying and reinforcing anti-corruption champions, particularly at the community level.
- \* Establishing and strengthening anti-corruption, integrity, and civic education curricula that cut across all levels of education and society.

Sport is a valuable tool to carry these efforts forward, which is confirmed by UN resolutions and international practices. For instance, the UN General Assembly resolution 70/1 (Transforming our world: the 2030 Agenda for Sustainable Development) recognizes “sport as an important enabler of sustainable development.”<sup>7</sup> Later, the General Assembly resolution 71/160 specifically reaffirms “sport as a means to promote education, health, development and peace.”<sup>8</sup>

Furthermore, the Kazan Action Plan, led by the United Nations Educational, Scientific and Cultural Organization ([UNESCO](#)), serves as the foundation of the Global Framework for Leveraging Sport for Development and Peace, including five key action areas, one of which is protecting the integrity of sport.<sup>9</sup> Section 4 below includes various examples of international practices applying sport to advance social progress and sustainable development.

Innovation<sup>10</sup> is also a key aspect in exploring new ways of further engaging Pacific youth in supporting integrity, justice, peace and sustainable development through sport.

<sup>6</sup> Foreword: A Universal Language. The Lancet. (2005). Available at [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(05\)67819-1/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(05)67819-1/fulltext)

<sup>7</sup> Transforming our world: the 2030 Agenda for Sustainable Development. UN General Assembly A/RES/70/1. (2015) Available at [https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A\\_RES\\_70\\_1\\_E.pdf](https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf)

<sup>8</sup> Sport as a means to promote education, health, development and peace. UN General Assembly A/RES/71/160. (2016). Available at [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/71/160](http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/71/160)

<sup>9</sup> Kazan Action Plan. UNESCO. (2017). Available at <https://en.unesco.org/mineps6/kazan-action-plan>

<sup>10</sup> UNDP Innovation. Available at <https://www.undp.org/content/undp/en/home/2030-agenda-for-sustainable-development/partnerships/sdg-finance--private-sector/innovation.html>

## HOW TO USE THIS TOOLKIT

This toolkit is designed to equip young people, as advocates and mentors, as well as those working with youth, to promote integrity through sports in the Pacific region, divided into five sections:

- \* **Section 1** provides a brief **introduction** and background.
- \* **Section 2** discusses the basis for this toolkit’s vision, **foundation and goals**, all complementing the [PYAA Toolkit’s](#) content.
- \* **Section 3** explains **different approaches** to work on fostering integrity “in” and “through” sport, based on a two-tier approach.
- \* **Section 4** has **tools, insights**, guidance and references **to enhance the use of sport in promoting integrity**, to be utilized by youth in middle- to late-late adolescence<sup>11</sup> and by those working with youth.
- \* **Section 5 includes specific activities** (adding sport to existing material on integrity), recognizing youth’s energy, knowledge, resolution, and ingenuity with zeal for what is new and – in many cases – what is right. The activities are divided into two target age groups:  
I. Ages 15-24,<sup>12</sup> with data and activities for youth and mentors – young/adults – contemplating “train the trainer” alternatives  
II. Children and early adolescents, with information for teachers, parents/guardians & mentors

This toolkit and the [PYAA Toolkit’s](#) should be used in conjunction, not only to further support youth on anti-corruption campaigns – through sport – but also to expand youth’s capacity in building a more just, peaceful, and sustainable world.

<sup>11</sup> Stages of Adolescence. Available at <https://www.healthychildren.org/English/ages-stages/teen/Pages/Stages-of-Adolescence.aspx>

<sup>12</sup> State of Pacific Youth 2017. UN. Pac.Co. Commonwealth. PYC (p.3). Available at [https://pacific.unfpa.org/sites/default/files/pub-pdf/UNFPA%20\\_%20State%20of%20Pacific%20Youth%202017%20Report%20HRv3%20%28web%29%20%281%29%20%281%29.pdf](https://pacific.unfpa.org/sites/default/files/pub-pdf/UNFPA%20_%20State%20of%20Pacific%20Youth%202017%20Report%20HRv3%20%28web%29%20%281%29%20%281%29.pdf)

## 2. PERSPECTIVES, KEY TERMS AND GOALS

This toolkit looks to provide new insights and enhance existing efforts to develop integrity through sport, focusing on Pacific youth. It was developed considering core standpoints in the field and critical perspectives (drawn from the UNODC [Technical Guide on Preventing Violence and Extremism in Sport](#)):

- \* Safety and contextual awareness, which seeks to strengthen protective environments for youth, coaches, volunteers, administrators and policymakers and reduce their risk factors for abuse, stigmatization, exploitation and violence, thereby ... adhering to the “do no harm” principle;
- \* Youth empowerment, which identifies and encourages the use of collective and individual youth assets/potential;
- \* Sport as a tool for development and peace, stressing sport’s role in providing an efficient, flexible and cost-effective way of promoting peace, education and development across societies;
- \* The rule of law and human rights, which acknowledges that all youth, regardless of age, gender, ability, religion, ethnicity or ideological or political views, are endowed with rights by virtue of their humanity and deserve to have those rights affirmed and protected; and
- \* Gender equality and women’s empowerment, which aims to ensure equal opportunities that take into account the contrasting and comparable experiences of youth of different genders.<sup>13</sup>

There exists great potential to promote gender equality in and through sport, in the Pacific and beyond. This opportunity is not only about increasing the participation of girls and women in sport. It is also about harnessing the passion in sport, which provides entry points to influence positive behavior change, such as in values like respect, acceptance, and fairness.

Sport can be an effective mechanism to advance such necessary cultural change in pursuit of gender equality and its links to integrity (more details in Section 4).

### GLOSSARY (KEY TERMS)

Understanding corruption and related terms.

While there is no universal definition of **corruption**, many Pacific National Anti-Corruption Strategies and legislation speak of forms of corrupt behaviors such as bribery, embezzlement, theft, fraud, extortion, favoritism, nepotism, abuse of office and money laundering (PYAA Toolkit p. 8-9).

**Integrity** refers to “behaviors and actions consistent with a set of moral or ethical principles and standards, embraced by individuals as well as institutions, that create a barrier to corruption,” while **ethics** “based on core values and norms, [includes] a set of standards for conduct in government, companies, and society that guides decisions, choices, and actions.” These and other explanations of **key terms** are in the PYAA Toolkit (p. 37).

Source: Pacific Youth Anti-Corruption Advocate’s Toolkit. (p. 8, 9, 37). Available at <https://www.unodc.org/res/e4j/import/undp/integritytoolkit/publication/undpintegritytoolkitfinal.pdf>

<sup>13</sup> UNODC 2020 document under the Global Programme for the Implementation of *The Doha Declaration: PROMOTING A CULTURE OF LAWFULNESS*. “Preventing Violent Extremism through Sport.” Available at [https://www.unodc.org/documents/dohadeclaration/Sports/PVE/Guide\\_PVE\\_Ebook.pdf](https://www.unodc.org/documents/dohadeclaration/Sports/PVE/Guide_PVE_Ebook.pdf)

The United Nations Convention against Corruption (UNCAC) is the only legally binding universal anti-corruption instrument. The Convention's far-reaching approach and the mandatory character of many of its provisions make it a unique tool for developing a comprehensive response to a global problem.<sup>14</sup> It has been adopted by 189 countries as at 6 April 2022 (including all 14 PICs<sup>15</sup>)

## THE AGENDA 2030, ITS SDGS – NOTABLY SDG 16 – AND SPORT

**Figure 1: The 17 SDGs (here with sport-specific illustrations) are:**



This toolkit also aims to contribute to awareness and advancement of **SDG 16**, which looks to “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels,” including twelve specific targets to help achieve this main goal.”<sup>17</sup>

The illustration of the 17 SDGs within the context of sport (Figure 1) is from a [Toolkit on the Contribution of Sports to the Achievement of the SDGs](#) created by the **SDG Fund**, which highlights that one of sport's “greatest potential to effect global change is in fostering peace.”<sup>18</sup>

Sport can accelerate this Goal 16, as well as linked Goals and the four broad priority outcomes of the Pacific Youth Development Framework, which highlights the engagement of youth as prerequisite for effective development.<sup>19</sup> The UN Department of Economic and Social Affairs ([UNDESA](#)), which centralizes the UN activities in sport for development, has indeed highlighted sport as a “global accelerator of peace and sustainable development for all.”<sup>20</sup>

<sup>14</sup> <https://www.unodc.org/unodc/en/corruption/uncac.html> See UNCAC's links to sport in in this toolkit's Section 5.1.

<sup>15</sup> UNCAC Signature and Ratification Status. Available at <https://www.unodc.org/unodc/en/corruption/ratification-status.html> PICs, PRAC, UNCAC. Available at <https://www.pacific.undp.org/content/pacific/en/home/projects/unprac.html>

<sup>16</sup> SDG Fund: The Contribution of Sports to the Achievement of the SDGs. p. 1. Available at <https://www.sdgfund.org/un-presents-new-toolkit-action-how-sports-can-contribute-achieve-sdgs>

<sup>17</sup> Transforming our world: the 2030 Agenda for Sustainable Development. SDGs and Targets. p. 14, 25. Available at [https://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)

<sup>18</sup> SDG Fund: The Contribution of Sports to the Achievement of the SDGs. p. 1, 44. Available at <https://www.sdgfund.org/un-presents-new-toolkit-action-how-sports-can-contribute-achieve-sdgs>

<sup>19</sup> Pacific Youth Anti-Corruption Advocate's Toolkit. PYDG are in p. 15. Available at <https://www.unodc.org/res/e4j/import/undp/integritytoolkit/publication/undpintegritytoolkitfinal.pdf>

<sup>20</sup> UN SG Report on “Sport: a global accelerator of peace and sustainable development for all.” UNDESA. 2020. Available at <https://www.un.org/development/desa/dspd/sport-development-peace/unsg-report2020.html>

## A human rights-based and child-centric approach plus innovative action

This toolkit uses a **human rights-based approach**,<sup>21</sup> providing a framework to address inequalities, unjust distribution of power and discrimination.

Similarly, the [SDG Fund Toolkit](#) emphasizes leveraging sport for the inclusion of all demographics irrespective of age, sex, race, ethnicity, origin, sexual orientation, gender identity, religion, economic [or other] status. It also expands on sport's potential to promote social integration and the inclusion of persons with disabilities.<sup>22</sup>

In this way, “a development agenda guided by human rights means putting people first,” which is at the heart of the Agenda 2030.<sup>23</sup>

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The SDG Fund Toolkit also promotes sport with a **child-centric approach**, noting that “children are curious and sociable when their environment is comfortable, secure and engaging.” Such an environment, unfortunately, does not exist in...various sectors – sport is no exception.

On one hand, sport can provide a safe space for boys and girls to securely develop. On the other, there are unsafe sport environments that can also threaten children's rights, safety, and wellbeing. With this in mind, several groups have developed important initiatives safeguarding children in sport, such as the one led by the Council of Europe, as well as the extensive global work of the United Nations International Children's Emergency Fund ([UNICEF](#)).

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In addition to the [International Convention on the Rights of Persons with Disabilities](#),<sup>26</sup> which promotes its mission through sport, the [Global Alliance for Work on Sports and Physical Activity for Children with Disabilities](#) (promoted by the UN and others) is also important in this space.<sup>27</sup> Moreover, the [Paralympic Games](#) has been promoting a more inclusive sport at the elite level,<sup>28</sup> while the [Centre for Sport and Human Rights](#) works towards a world of sport that fully respects all human rights.<sup>29</sup>

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Another element that underpins this endeavor is **action-oriented innovation**, including evidence-based research that can enhance the role of youth and sport as catalyst for positive change.

For example (“e.g.”), behavioral insights. As in the case of gender equality, further advancing **the fight against corruption and the promotion of integrity** is, indeed, **a much-needed cultural change**, that **can be facilitated by youth's** enthusiastic and fresh perspectives.

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<sup>21</sup> The UN Population Fund states that “the human rights-based approach focuses on those who are most marginalized, excluded or discriminated against. This often requires an analysis of gender norms, different forms of discrimination and power imbalances to ensure that interventions reach the most marginalized segments of the population.” Available at <https://www.unfpa.org/-human-rights-based-approach>. More information in the PYAA Toolkit p.13, 14.

<sup>22</sup> SDG Fund: The Contribution of Sports to the Achievement of the SDGs, p. 17. Available at <https://www.sdgfund.org/un-presents-new-toolkit-action-how-sports-can-contribute-achieve-sdgs>

<sup>23</sup> Pacific Youth Anti-Corruption Advocate's Toolkit, p. 13. Available at <https://www.unodc.org/res/e4j/import/undp/integritytoolkit/publication/undpintegritytoolkitfinal.pdf>

<sup>24</sup> SDG Fund: The Contribution of Sports to the Achievement of the SDGs, p. 1, 44. Available at <https://www.sdgfund.org/un-presents-new-toolkit-action-how-sports-can-contribute-achieve-sdgs>

<sup>25</sup> Council of Europe. Inclusion of children & their protection in sport. Available at <https://www.coe.int/en/web/sport/child-protection>

<sup>26</sup> UN Department of Economic and Social Affairs. Convention on the Rights of Persons with Disabilities (CRPD). Available at <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

<sup>27</sup> Global Partnership for Children with Disabilities. “Physical Activity and Sport Task Force.” Available at: <http://www.gpcwd.org/physical-activity-and-sport.html>

<sup>28</sup> International Paralympic Committee. Available at <https://www.paralympic.org/ipc/who-we-are>

<sup>29</sup> Centre for Sport and Human Rights. Available at <https://www.sporhumanrights.org/en>

## GOALS

Nobel Peace Prize laureate Nelson Mandela valued **youth as the rock on which the future is built**, suggesting **young people “must seek and cherish the most basic condition for peace, namely unity in our diversity.”**<sup>30</sup>

Recognizing that “education is the most powerful weapon which you can use to change the world,”<sup>31</sup> Mandela also stated, “Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope, where once there was only despair.”<sup>32</sup>

This toolkit addresses integrity and corruption risk through sport, so that Pacific Youth are:

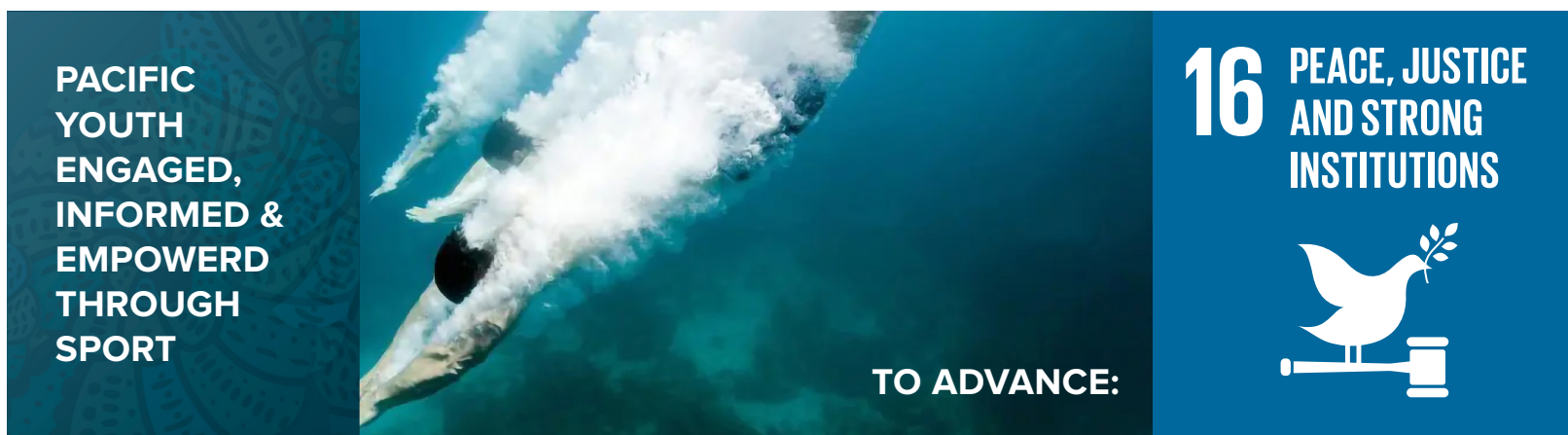
- \* **Engaged** through active and passive (fans) participation in sport – focusing on grassroots sport.

- \* **Informed** on integrity issues – particularly where it is not covered by traditional education. Thus, leveraging sport to inform participants on risks, prevention, existing standards, and other measures linked to integrity in sport and beyond (in connection to SDG 16 and others).
- \* **Empowered** and transformed through learning opportunities, as well as through cultural, behavioral, and other innovative approaches that will equip youth to be positive game changers– not only through sport’s life skill development, but also by accessing new data and tools through their involvement in sport.

With these focuses at the forefront, youth will have the chance to assimilate integrity in their lives while becoming anti-corruption advocates, integrity champions, and agents of positive change.

- \* Sport can facilitate the involvement of disengaged and at-risk youth, offering the opportunity for revitalization via sport’s values, participation, and life skills that will empower youth to avoid crime and violence.
- \* In turn, these youths will be able to engage and rally around their at-risk peers. Thus, young people’s call for action can turn into active leadership in pressing for anti-corruption, transparency and regional integrity, steering transformational cultural change.

**Figure 2: Toolkit Goals**



Credit<sup>33</sup>

<sup>30</sup> Nelson Mandela’s Fight to Empower the Next Generation. Available at <https://artsandculture.google.com/exhibit/nelson-mandela-s-fight-to-empower-the-next-generation-nelson-mandela-centre-of-memory/MwlyJqwHclo9LA?hl=en>

<sup>31</sup> Mandela Inspired a Generation of Young People to Realize Their Potential. Available at <https://www.iyfnet.org/blog/mandela-inspired-generation-young-people-realize-their-potential-we-must-follow-his-lead>

<sup>32</sup> SDG Fund: The Contribution of Sports to the Achievement of the SDGs. Available at <https://www.sdgfund.org/un-presents-new-toolkit-action-how-sports-can-contribute-achieve-sdgs>

<sup>33</sup> SIWI Boosts youth engagement image. Available at <https://www.siwi.org/latest/siwi-boosts-youth-engagement-newly-launched-channel/> SDG 16 image. Available at <https://www.un.org/ruleoflaw/sdg-16/>



### 3. APPROACH

There are various ways and areas in which sport can help prevent and fight corruption while advancing integrity and peace, both in general and, particularly, working with youth.

Individually, sport facilitates the development of critical values and life skills, while also turning youth into a willing and captive audience for positive empowerment. Collectively, sport provides a bonding and networking mechanism, even cultivating a sense of belonging to a powerful and vibrant community.

Therefore, this toolkit integrates various areas linked to integrity and sport, contemplating both organized and grassroots sport, with a focus on community and unorganized youth sport. The content is presented under a two-tiered approach and follows the Doha Declaration<sup>34</sup> areas of emphasis.

#### A Two-Tier Approach to Integrity and Sport, focusing on Pacific Youth:

I. Grassroot sport, education, and integrity	II. Advancing SDG 16+ through active/passive sport participation
Integrity promoted by sport's values and derived life skills. Community sport facilitating informal education on SDG 16/ others and education for justice bolstered by sport.	Innovative approaches to harness the engaging and influential power of sport; contemplating both the active and passive participation in sport to support SDG 16 and other linked SDGs.

Evidence-based and creative alternatives can encourage youth as game changers. Young people can be empowered not only through sport's life skills and formal/informal education (**Tier I**), but also with new knowledge and tools to constructively apply the active/passive avid participation in sport (**Tier II**).

Many NGOs, with direct access to youth across the world and in the Pacific region (for instance, [Sports Matters](#)) have harnessed sport for development at times with limited resources. This relatively new field can benefit from new knowledge and approaches that allow sport to further empower youth, increase resources and enhance impact. As noted by UNDP, innovation is key to implement SDG solutions,<sup>35</sup> while behavioral (and other) science can inform action to advance integrity in and through sport.

**Figure 3: Sport Matters in the Pacific Region**



Credit<sup>36</sup>

<sup>34</sup> Doha Declaration - promoting a culture of lawfulness <https://www.unodc.org/e4j/>

<sup>35</sup> UNDP Innovation. Available at <https://www.undp.org/content/undp/en/home/2030-agenda-for-sustainable-development/partnerships/sdg-finance--private-sector/innovation.html>

<sup>36</sup> Sport Matters Logo. Available at <https://sportmatters.org.au/>

## 4. TOOLS AND ACTIONS LINKED TO TIER I AND II

Considering the valuable work that UNDP and UNODC have done to advance integrity, UNCAC and SDG 16, the following section provides opportunities to advance these – and related integrity endeavors– through sport, focusing on youth in the Pacific region.

### TIER I. GRASSROOTS SPORT, EDUCATION & INTEGRITY

Focusing on learning through sport (mainly grassroots), Tier I is divided in two main areas:

#### A. Integrity and youth development through sport's values and life skills

Youth face many challenges that make them vulnerable to crime, violence, and victimization. It is then critical to support the development and resilience of young people – particularly at-risk youth – to minimize the hazards of risky behavior and maximize protective factors (by positively influencing behavior and attitudes). Sport presents a great opportunity for building life skills that help youth to better confront these risks while coping with the challenges of daily life.

As such, UNODC works to reduce antisocial behavior by building important life skills that increase positive behavior among youth, while also promoting peace, globally. For instance, the UNODC's **Line Up - Live Up Program** provides life skills training for crime and drug use prevention via sport, outlined in this Program's Manual<sup>37</sup> and other "Crime Prevention through Sports" [documents](#).

#### UNODC's Line Up - Live Up (LULU) Program

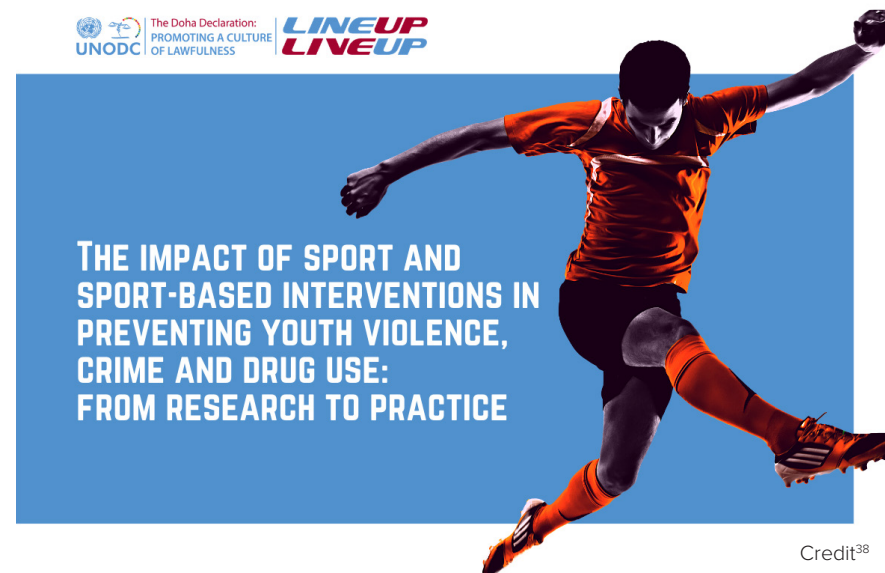
The introductions of the [LULU's trainer manual](#) sessions teach about control on impulsivity, respect, strength, and learning from mistakes – all important in sport – and includes short definitions of other key terms. It also features analysis on life skills, defined as "a set of personal and interpersonal -social- skills that enable individuals to

deal effectively with the demands, stressors and interpersonal conflicts of everyday life," subsequently expanding on all these areas (see p. 2, 91).<sup>37</sup>

Through sport values and appeal, the LULU Program addresses the following life skills (that provide long-term benefits to youth, including professional development skills):

- \* Critical thinking
- \* Coping with stress and emotions
- \* Decision-making and problem solving
- \* Effective communication and relationship skills
- \* Refusal skills (e.g., resisting social pressures to engage in delinquency)
- \* Self-awareness and empathy

Figure 4: LULU Program



<sup>37</sup> UNODC Line Up - Live Up (LULU) Trainer Manual. Available at [https://www.unodc.org/documents/dohadeclaration/Sports/LULU/Manual/LULU\\_Manual\\_EN.pdf](https://www.unodc.org/documents/dohadeclaration/Sports/LULU/Manual/LULU_Manual_EN.pdf)

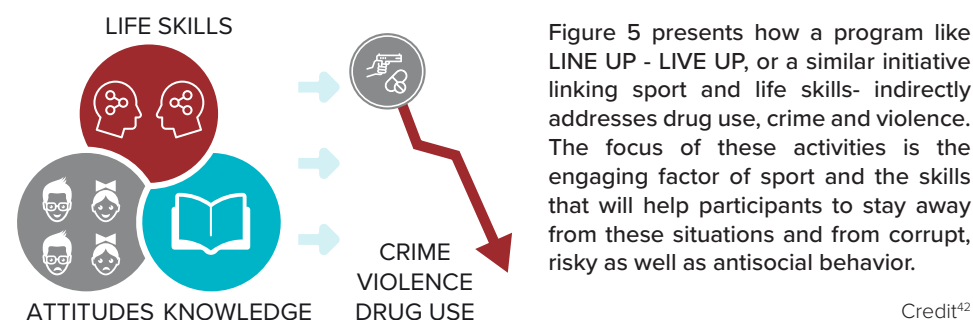
<sup>38</sup> Ibid

<sup>39</sup> UNODC LULU image. Available at <https://www.unodc.org/dohadeclaration/en/news/2021/01/unodcs-new-line-up-live-up-publication-unveils-four-years-of-data-and-research--showcasing-sport-as-a-critical-tool-for-youth-crime-prevention.html>

Another important term is “**fair play,**” which refers to fundamental values integral to sport and everyday life, including fair competition, respect, friendship, team spirit, equality, as well as respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy.”<sup>40</sup>

Values such as respect for rules and for others, teamwork, diversity, hospitality, and empathy are naturally transmitted and learned through sport. Other sport-related values include work ethic, dignity in labor, sense of belonging and community, tolerance and unity in diversity, discipline, hard work, and sustained effort.<sup>41</sup>

**Figure 5: LULU Program**



Also noteworthy is that the value in sport does not exclusively come from winning, but primarily in participating, to be challenged, have fun, and feel hope, passion, and happiness. As such, sport is a useful tool for passing on the described core values, as well as others related to economic development. Furthermore, these are undoubtedly valuable assets in other spheres of work including the workplace.

## SPORT VALUES AND LIFE SKILLS ACCELERATING SDG 16 AND LINKED SDGS, IN THE PACIFIC REGION AND BEYOND

Sport can foster integrity and a healthy youth development with long-term effects. Given the challenge of youth unemployment in the Pacific where the average rate for youth unemployment is 23% and youth are generally not regarded as economic engines or drivers in their countries, thus, security of jobs for young people is not a priority<sup>43</sup> – and the key role of sport in the region – it is important to further contemplate how values and skills from sport can be transferred to the workplace.

The International Labor Organization (ILO) has long advocated for sport development and youth employment (supporting youth sport and peace programs), including in the Pacific region. An [ILO article](#) confirms it, indicating how young peoples’ skills in sport can be useful at work, with former athletes often described in the workplace as “hard working, on time, disciplined, responsible, creative, good team workers, eager to take initiatives, focused on results, positive, competitive, fun and energetic,” also known as *soft skills* (and commonly expected in the world of work).<sup>44</sup>

This ILO article also highlights the “[Clontarf](#)” initiative in Australia and “[A Ganar](#)” in Latin America, as they allow young people to mix skills and sport to successfully land jobs in a wide range of industries. Also, the [Just Play](#) program, which works with children ages 6-12 on community development in the Pacific Islands, is considering expanding to include older youth.<sup>45</sup> Just Play is an Oceania Football Confederation program, supported by Australia, New Zealand, the Union of European Football Associations (UEFA), and UNICEF.<sup>46</sup>

<sup>40</sup> Fair Play International. Available at <http://www.fairplayinternational.org/what-is-fair-play->

<sup>41</sup> SDG Fund: The Contribution of Sports to the Achievement of the SDGs. Available at <https://www.sdgfund.org/un-presents-new-toolkit-action-how-sports-can-contribute-achieve-sdgs>

<sup>42</sup> Image from the UNODC Line Up - Live Up (LULU) Trainer Manual. p. 4. Available at [https://www.unodc.org/documents/dohadeclaration/Sports/LULU/Manual/LULU\\_Manual\\_EN.pdf](https://www.unodc.org/documents/dohadeclaration/Sports/LULU/Manual/LULU_Manual_EN.pdf)

<sup>43</sup> Asian Development Bank, 2016 <https://www.adb.org/sites/default/files/project-document/204441/45328-001-dpta-01.pdf>

<sup>44</sup> ILO. How can sports help to promote youth employment? Available at [https://www.ilo.org/global/about-the-ilo/newsroom/comment-analysis/WCMS\\_232712/lang-en/index.htm](https://www.ilo.org/global/about-the-ilo/newsroom/comment-analysis/WCMS_232712/lang-en/index.htm)

<sup>45</sup> Ibid.,

<sup>46</sup> Just Play curriculum. Available at <https://www.oceaniafootball.com/revised-just-play-curriculum-to-benefit-pacific-children/>

Moreover, in 2020 the International Labor Organization published a report on “[Decent Work in the World of Sport](#),” covering rights at work, child labor, equal opportunity (p. 3-7), terms of employment (p. 12-17) and social protection (p. 20).<sup>47</sup>

Together with these initiatives and Sport Matters in the Pacific region it is also important to keep in mind the work of the [Commonwealth Secretariat](#). This intergovernmental organization has a significant track record in advocating for the use of sport as a vehicle for development and peacebuilding, including a Commonwealth Youth Sport for Development and Peace working group.<sup>48</sup>

The Pacific region examples are expanded in **Appendix I**, which includes other global initiatives that show how sport can contribute to accelerating SDG 16, SDG 8 and other linked SDGs. Appendix I also provides evaluations on programs for youth development.

**Figure 6: Sport accelerating the trend towards achieving SDG 16 and other SDGs**



Credit<sup>49</sup>

The references, programs, and key stakeholders included in this toolkit look to inspire Pacific youth groups and individual young champions to harness the magnetism of sport to be integrity advocates. Additionally, the toolkit’s insights and tools look to empower youth to become influential game changers.

**Habits of Mind, Sport and Integrity**

The LULU Program, as well as other initiatives looking to develop life skills and values to foster integrity through sport, could take into consideration the Habits of Mind developed by Costa and Kallick, and listed in the table below. These habits can be useful when dealing with problems, dilemmas and complex/uncertain situations.<sup>50</sup> Such habits or thinking dispositions can be linked to sport and, in turn, can help advance integrity, SDG 16 and linked SDGs.

Social and emotional learning (SEL)<sup>51</sup> and non-academic skills – which contribute to success in school and life – can be facilitated by sport while fostering integrity and a better world led by youth. SEL helps youth to “acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”<sup>52</sup>

The following table lists ten habits of mind that can be tied to sport (see Table 1 of Section 5) and, such a combination can help promote anti-corruption, transparency, and accountability:

Youth, athletes in particular, can identify how these habits are needed in sport,

<sup>47</sup> ILO. Decent Work in the World of Sport. Available at [https://www.ilo.org/wcmsp5/groups/public/---ed\\_dialogue/---sector/documents/meetingdocument/wcms\\_728119.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/meetingdocument/wcms_728119.pdf)  
<sup>48</sup> The Commonwealth Secretariat. Sport for Development. Available at <http://thecommonwealth.org/sport-development-and-peace>  
<sup>49</sup> EU trend of SDG 16 on peace, justice and strong institutions. Available at [https://ec.europa.eu/eurostat/statistics-explained/images/7/7e/SDG16-tachometer\\_2020.jpg](https://ec.europa.eu/eurostat/statistics-explained/images/7/7e/SDG16-tachometer_2020.jpg)  
<sup>50</sup> Habits of Mind. EASEL Laboratory. Harvard University. Available at <http://exploresel.gse.harvard.edu/frameworks/67>  
<sup>51</sup> About SEL. Ecological Approaches to Social Emotional Learning (EASEL) Laboratory. Harvard Graduate School of Education. Available at <http://exploresel.gse.harvard.edu/about/>  
<sup>52</sup> Social Emotional Learning. CASEL (Collaborative for Academic, Social, and Emotional Learning). Available at <https://casel.org/what-is-sel/>

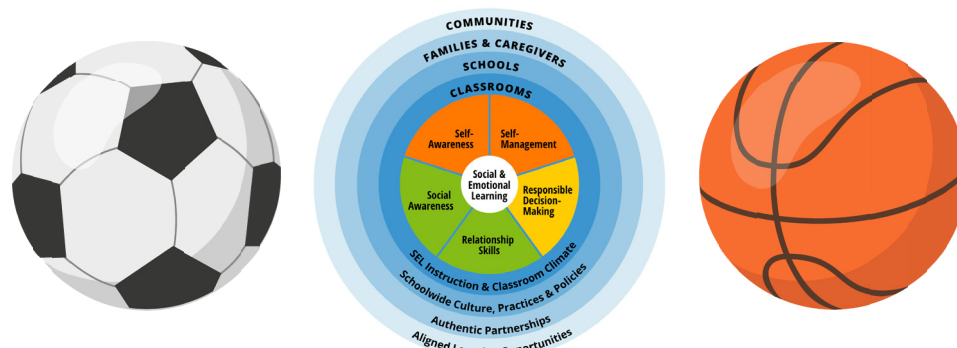


## Habits of Mind

Persisting	Questioning and positing...
Managing impulsivity	Thinking and communicating...
Listening to others with...	Creating, imagining, and...
Thinking flexibly and interdependently	Taking responsible risks
Striving for accuracy and...	Learning continuously

facilitating social and self-awareness and responsible decision-making while fostering good rapport. Youth, as well as their teachers and mentors, can ponder on how the habits of mind also reinforce the SEL process. In turn, when these habits are applied beyond the sport context – constructively – they can actively promote integrity, peace and sustainable development.

**Figure 7: Sport and SEL promoting self-awareness/management and responsible social skills**



Credit<sup>53</sup>

<sup>53</sup> CASEL image available at <https://casel.org/what-is-sel/>

<sup>54</sup> UNODC Education for Justice for Primary, Secondary, and Tertiary levels. Available at <https://www.unodc.org/e4j/>

<sup>55</sup> UNODC Education for Justice for Primary, Secondary, and Tertiary levels. Available at <https://www.unodc.org/e4j/>

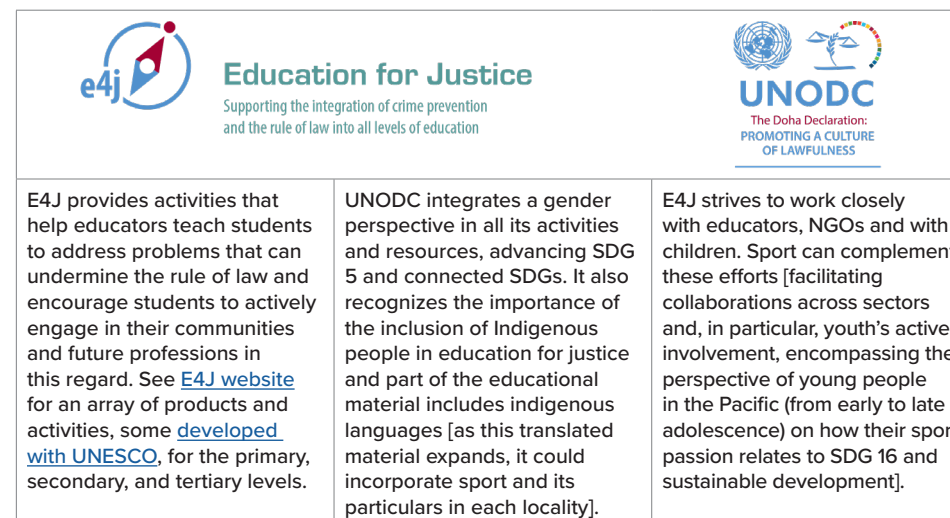
## B. Formal education, integrity and sport

Besides the many opportunities that sport has to support youth through informal education on ethics, integrity and youth healthy development, formal education is also a key platform to instruct justice and the rule of law, which can be complemented and reinforced through sport.

### UNODC's Education for Justice

As UNODC's notes, "education has a fundamental role in building a culture of respect for the law and to prevent crime and violence," starting as early as possible in a child's academic journey.<sup>54</sup> Formal education holds a great opportunity to teach children understand how they can bring about change and contribute to a more sustainable, just and peaceful society. UNODC promoted an [Education for Justice](#) initiative that seeks to prevent crime and promote a culture of lawfulness, from primary to tertiary levels.

**Figure 8: UNODC, Education for Justice (E4J) and Sport**



Credit<sup>55</sup>

In terms of country specific resources in the Pacific, the Fiji Independent Commission Against Corruption (FICAC) is working on primary and secondary anti-corruption educational materials and the Fiji “Good Kiddo” program teaches school children how to identify corruption and its effects. Out of the region, the Republic of Lithuania is working on “Anti-corruption Education in the School of General Education,” looking to integrate anti-corruption into subjects such as history and ethics.<sup>56</sup>

UNESCO promotes sport-related values such as “fairness, equality, teambuilding, discipline, inclusion, perseverance, and respect” to support formal education, aiming to embed these values across school-based curricula in cooperation with the International Council of Sport Science and Physical Education, the International Olympic -and Paralympic- Committees, the International Fair Play Committee, and the World Anti-Doping Agency.<sup>57</sup>

### Sport reinforcing conceptual learning

Sport can support formal education efforts not only due to its powerful engaging factor and life skills contribution but also by boosting instruction while facilitating innovative learning approaches.

A less common consideration is the use of sport programs and/or concepts to impart formal education. Given sport’s engaging and stimulating features, pedagogical methods such as Project-Based Learning (PBL)<sup>58</sup> can teach school-based curricula subjects (math, history, civics, etc.), including various aspects linked to integrity, through sport.

Given the important role of sport in the life of Pacific youth, sport and PBL can particularly engage and assist those young men and women that struggle with formal education and/or personal development.

Thus, education for justice and integrity, across levels of instruction, can be complemented and supported with sport content in order to:

- \* facilitate instruction and learning – integrating educational and sport subjects for better understanding, retention, and application.
- \* build student interest, engagement, as well as a more active participation in education.
- \* encourage students to assume greater responsibility for their own education and ethical development.
- \* foster student endurance, reflection, expression, inquiry, and innovation, allowing youth to think outside of the box (as they often do when practicing sport).

## TIER II. ACTIVE/PASSIVE SPORT PARTICIPATION TO ADVANCE INTEGRITY, IN LINE WITH UNCAC AND THE SUSTAINABLE DEVELOPMENT GOALS

Recognizing the magnetism of sport, this Tier focuses on how to innovate in harnessing youth sport participation – both active (athletes) and passive (fans) participation – to advance integrity and the Agenda 2030.

The passive aspect aims to positively harness young fans’ fervor. Involving young athletes and fans grants a bigger sport audience and a greater multiplier effect to promote integrity across genders.

Access to information is indeed critical in preventing and fighting corruption and promoting integrity. However, the wide availability of information is not always sufficient for action. Rather, societies need to be inspired to change, it is key to understand *if and how people* [in this case youth engaged in sport] *make decisions*, and how information is used.<sup>59</sup>

<sup>56</sup> Anti-corruption Education and Awareness Raising of the Public. Special Investigation Service of the Republic of Lithuania. Available at <https://www.stt.lt/en/anti-corruption-education/7491>; highlighted at UNODC Working Group on Corruption, September 2021 [https://www.unodc.org/documents/corruption/WG-Prevention/Art\\_5\\_Preventive\\_anti-corruption\\_policies\\_and\\_practices/Lithuania.pdf](https://www.unodc.org/documents/corruption/WG-Prevention/Art_5_Preventive_anti-corruption_policies_and_practices/Lithuania.pdf)

<sup>57</sup> UNESCO. “Values Education through Sport.” Available at: <http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/values-education-through-sport/>

<sup>58</sup> Successful Project-Based Learning. HBSP. Available at <https://hbsp.harvard.edu/inspiring-minds/successful-project-based-learning>

<sup>59</sup> Connect4Climate, World Bank Group and Center for Research on Environmental Decisions, Columbia University. “Communication for Climate Change 2.0,” 2016. p. 12. Available at <https://www.connect4climate.org/publication/communication-climate-change-conference-technical-report>

Moreover, the UN recognizes that, in order to succeed, a human-centered Agenda 2030 must account for behavioral insights and a deep understanding of people.<sup>60</sup> Such insights can help build effective sport-base communication strategies to advance justice, integrity and peace.

## Behavioral Insights

In general, behavioral insights can facilitate a greater and more effective participation of Pacific youth in their community through sport and, in particular, they can help implement powerful integrity campaigns.

For instance, the popularity of some sports in PICs, such as rugby (League & Union), football/soccer, and netball, can assist channeling the **“power of groups”**<sup>61</sup> to foster constructive efforts and outcomes.

**Figure 9: The power of sport groups**



Avoiding social exclusion can lead to both positive and negative consequences. Therefore, it is important to steer sport participation towards reinforcing positive values as well as happiness and societal well-being (plus links to virtue ethics).

<sup>60</sup> Behavioral insights at the United Nations. Available at <https://www.undp.org/content/undp/en/home/librarypage/development-impact/behavioural-insights-at-the-united-nations--achieving-agenda-203/>

<sup>61</sup> Center for Research on Environmental Decisions (CRED) and ecoAmerica. *Connecting on Climate: A Guide to Effective Climate Change Communication*. 2014. p.16. Available at <https://ecoamerica.org/wp-content/uploads/2014/12/ecoAmerica-CRED-2014-Connecting-on-Climate.pdf>

<sup>62</sup> CRED. *The Psychology of Climate Change Communication*. 2009. Available at <http://guide.cred.columbia.edu/> CRED and ecoAmerica. *Connecting on Climate: A Guide to Effective Climate Change Communication*. 2014. Available at <https://ecoamerica.org/wp-content/uploads/2014/12/ecoAmerica-CRED-2014-Connecting-on-Climate.pdf>

<sup>63</sup> CRED and ecoAmerica. *Connecting on Climate: A Guide to Effective Climate Change Communication*. 2014. p. 16. Available at <https://ecoamerica.org/wp-content/uploads/2014/12/ecoAmerica-CRED-2014-Connecting-on-Climate.pdf>

<sup>64</sup> Helliwell, J. F., Layard, R., & Sachs, J. *World Happiness Reports*. Available at <https://sdsnyouth.org/world-happiness-report>

<sup>65</sup> Helliwell, J. F., Layard, R., & Sachs, J. *World Happiness Report*, 2012. p 5, 69. Available at [https://s3.amazonaws.com/happiness-report/2012/World\\_Happiness\\_Report\\_2012.pdf](https://s3.amazonaws.com/happiness-report/2012/World_Happiness_Report_2012.pdf)

## Text Box 1: Evidence-based Behavioral Insights

Evidence-based mechanisms and most other aspects connected to behavioral science in this toolkit are referenced in two guides<sup>62</sup> covering the psychology of communicating climate change. Some applications that can also support SDG 16 – through sport – are:

- People’s attitudes and behaviors change when they are in groups, often putting the group benefit over their personal benefit (they are – in most cases – less selfish).
  - People’s “goals may shift toward promoting outcomes that are good for the group rather than promoting outcomes that are good for only themselves as individuals” [key for anti-corruption].
- Other characteristics of group settings include:
  - An enhanced sense of connection with other people,
  - An amplified tendency to follow the group’s norms, and
  - The desire to avoid social exclusion.<sup>63</sup>

These group aspects are quite characteristic of sport and can facilitate initiatives looking to prevent/fight corruption and promote integrity.

## Sport and integrity in the quest for happiness and sustainable development

As the first The World Happiness Report (WHR)<sup>64</sup> states, humans are “social animals through and through” [particularly young people] and we gain our happiness by having a sense of belonging to a community – people’s happiness depends on strong social networks.<sup>65</sup>

Therefore, sport's proven capacity to promote connections and build potent social networks can not only facilitate societies' happiness but also behavior change, for instance, in fostering integrity and combating corruption.

**Figure 10: “United by Emotion”**



Credit<sup>66</sup>

**Corruption obstructs social trust, which is not only key in the pursuit of happiness but also in poverty alleviation.** A long-term perspective – assisted by social trust – can lead to better human decisions and combat poverty.<sup>67</sup>

### Text Box 2: Social Trust and Sport

**Social practices (like sport)** that bring about hope present a great capacity to promote lasting and positive outcomes. Thus, sport **may** be a valuable tool to **increase the level of public trust**, particularly through community-level sport programs.

For instance, by introducing continuity and predictability into the lives of at-risk youth, grassroots sport programs are capable of building trust in their environment **and a stronger disposition for future, ethical, rewards.**<sup>68</sup>

Happiness and life satisfaction are related to economic, psychological, social, and ethical factors; perceptions of corruption are part of the last two (social and ethical aspects).<sup>69</sup> Sport is linked to all these factors. **Appendix II** includes more evidence and considerations linking sport, happiness, integrity, peace and sustainable development.

### Integrity communication and sport as a universal language

Youth and mentors can boost engagement by tailoring communication strategies to the identities and values (also worldviews) of the audience. Team activities such as the Haka Dance can help promoting common identity and pride.

<sup>66</sup> “UNITED BY EMOTION,” Tokyo 2020 Games Motto. Available at <https://www.olympic.org/news/-united-by-emotion-to-be-the-tokyo-2020-games-motto>

<sup>67</sup> Jachimowicz, J.M., Chafik, S., Munrat, S., Prabhu, J., & Weber, E.U. 2017. *Community trust reduces myopic decisions of low-income individuals*. Proceedings of the National Academy of Sciences, 114(21), 5401-5406

<sup>68</sup> Connect4Climate, World Bank Group and Center for Research on Environmental Decisions, Columbia University. Communication for Climate Change 2.0. 2016. p. 13, 14. Available at <https://www.connect4climate.org/publication/communication-climate-change-conference-technical-report>

<sup>69</sup> Helliwell, J. F., Layard, R., & Sachs, J. (2013). World Happiness Report. p. 81. Available at [https://s3.amazonaws.com/happiness-report/2013/WorldHappinessReport2013\\_online.pdf](https://s3.amazonaws.com/happiness-report/2013/WorldHappinessReport2013_online.pdf)



### Text Box 3: Evidenced-based activities for integrity communication

The [CRED-ecoAmerica guide](#) provides approaches to effective communication,<sup>70</sup> which could also support anti-corruption communication and campaigns.

Guidance from this report\* that can be applied in various integrity initiatives, includes:

- translating issues and related information into concrete experiences [e.g., sport experiences]
- connecting the issues to those that matter to the audience [e.g., a popular sport/competition]
- encouraging group participation [e.g., teamwork and fan engagement]
- emphasizing solutions and benefits of acting [like training to improve sport skills or when supporting your favorite sport team/athlete at a live competition]
- building campaigns while addressing “core identities” of the target audience
  - o An **identity** “is a person’s conception and expression of his or herself and the social groups he or she is part of.”
  - o Identity plays a strong role in shaping how people respond to a subject (on which they generally have limited knowledge).
    - particularly, when having strongly held identities [like in sport].
  - o **Communicators should** “start by identifying core identities of their target audiences” [such as identities created through a sport team affiliation]; which can help **build trust, credibility and support from the audience.**
  - o Based on these insights, **youth advocates (and mentors) can decide on what themes to emphasize depending on the audience’s:**
    - moral foundation (e.g., loyalty) [sport example: the loyalty to a particular team]
    - emotions (e.g., group pride) [for instance, pride for sport skills, teams, victories]
    - relevant virtues (e.g., patriotism) [e.g., in sport: patriotism in the Rugby World Cup]

\*CRED and ecoAmerica. *Connecting on Climate: A Guide to Effective Climate Change Communication*. 2014. Available at <https://ecoamerica.org/wp-content/uploads/2014/12/ecoAmerica-CRED-2014-Connecting-on-Climate.pdf>

**Figure 11: Identity, group pride, loyalty and passion in the [Haka Dance](#)**

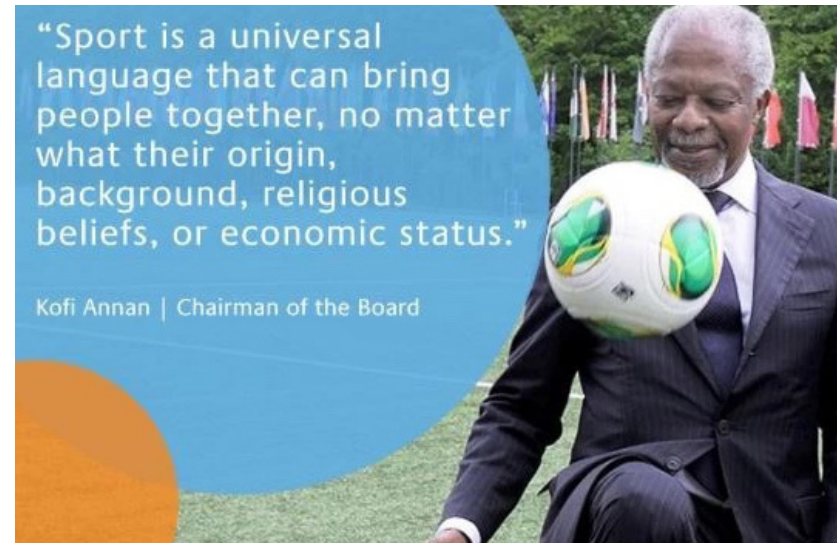


Credit<sup>71</sup>

<sup>70</sup> CRED and ecoAmerica. *Connecting on Climate: A Guide to Effective Climate Change Communication*. 2014. Available at <https://ecoamerica.org/wp-content/uploads/2014/12/ecoAmerica-CRED-2014-Connecting-on-Climate.pdf>

<sup>71</sup> New Zealand rugby team’s haka dance isn’t just about intimidation. Available at <https://www.pri.org/stories/2015-10-31/new-zealand-rugby-team-s-haka-dance-isn-t-just-about-intimidation> - Maori Ferns perform hair-raising haka prior to Women’s All-Stars. Available at <https://www.nine.com.au/nrl/maori-all-stars-haka-womens-all-stars-clash/09ae44d1-e2ea-4d06-bda0-1871be65f9da> -The Haka (“also performed when groups came together in peace”). Available at <https://www.newzealand.com/us/feature/haka/>

Figure 12: Sport as a common/universal language



Credit<sup>73</sup>

Sport creates a common identity and passion at local, national and global level. As such, it turns into a common international language many understand and relate to (more in **Appendix III**).

Pope Francis (an avid football/soccer fan) said “**The language of sports is universal;** it extends across borders, language, race, religion and ideology...fostering dialogue and acceptance. This is a very valuable resource!”<sup>72</sup> Sport is a useful communication mechanism and youth can leverage it to fight corruption and expand awareness and action on justice and integrity, building peace and advancing the 2030 Agenda.

<sup>72</sup> Address of Pope Francis to members of the European Olympic Committee. 2013. Available at [http://www.vatican.va/content/francesco/en/speeches/2013/november/documents/papa-francesco\\_20131123\\_delegati-comitati-olimpici-europei.html](http://www.vatican.va/content/francesco/en/speeches/2013/november/documents/papa-francesco_20131123_delegati-comitati-olimpici-europei.html)

<sup>73</sup> Sports Universal Language. <https://bambootelegraph.com/2013/11/30/sports-as-the-universal-language/> - Former UN Secretary Kofi Annan, image available at [https://cdn.standardmedia.co.ke/images/thursday/thumb\\_did\\_you\\_know\\_kofi\\_an5b9a03228e3bd.jpg](https://cdn.standardmedia.co.ke/images/thursday/thumb_did_you_know_kofi_an5b9a03228e3bd.jpg)

# 5. PROPOSED ACTIVITIES (TOOLS APPLICATION)

## 5.1. GUIDED ACTIVITIES FOR PACIFIC YOUTH ANTI-CORRUPTION AND INTEGRITY CHAMPIONS VIA SPORT

This Guide/Activity is for youth (ages 15-24) to use sport to advance integrity as promoted through the Pacific Youth Anti-Corruption Advocate's Toolkit (PYAA).

### ■ Goal

Activities in the PYAA aim to empower youth in becoming reflective anti-corruption advocates and active agents of change. The following guide introduces sport to complement Sections 1-4 of the PYAA, so that youth advocates can be further engaged and empowered in integrity and anti-corruption. This enhances sport's role as an "accelerator of peace and sustainable development for all".<sup>74</sup>

### ■ Competencies

This toolkit contains insights and tools for youth (and those working with young people) to be able to:

- \* Reflect on corruption and integrity through sport
- \* Expand integrity advocacy with sport's values, concepts, and engaging factor
- \* Be creative (apply creativity and innovation in anti-corruption advocacy campaigns, leveraging individual/collective sport passion and thinking outside the box / unconventionally)
- \* Engage and mobilize people through sport (mobilizing people to fight against corruption in sport and elsewhere. **Don't underestimate the power of sport and youth!**)
- \* Contextualize integrity through sport, in local communities and beyond.

Figure 13: Competences to advance Integrity through Sport



### ■ Getting Started

Young participants – engaged in sport – are encouraged to:

**First.** Start a brainstorming exercise on integrity's general aspects:

- \* Can you define corruption (its causes and effects)?
- \* Ponder on the United Nations Convention against Corruption (UNCAC); has your country ratified it? (see UNCAC references above and in the PYAA toolkit)
- \* Do you understand what the human rights approach means?
- \* Do you remember the 17 Sustainable Development Goals (SDGs)?
- \* Have you considered the targets of SDG 16<sup>75</sup> on anti-corruption, transparency and accountability?

<sup>74</sup> UN SG Report on "Sport: a global accelerator of peace and sustainable development for all." UNDESA. (2020). Available at <https://www.un.org/development/desa/dspd/sport-development-peace/unsg-report2020.html>

<sup>75</sup> Transforming our world: the 2030 Agenda for Sustainable Development. SDGs and Targets. p. 25. Available at [https://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)

- \* “What would you do?” Explore local scenarios from your own Pacific community on:
  - o money laundering
  - o gift giving
  - o facilitation payments
  - o intermediaries and other alternatives.

**Second.** Discuss what are local corrupt behaviors and put them in a regional and international context.

It is advisable to:

- \* Review the overview and main concepts provided by the PYAA (p. 8-11), including the review on corruption (types, causes and effects).
- \* Go over the anti-corruption glossary (p. 37).
- \* Read the PYAA overview of regional and international documents (p. 7).

## ■ Reflect – Analyze – Take Action on Integrity & Sport

### REFLECT

- On youth’s special connection to sport! Think of sport as an activity that builds strength, self-confidence, respect, discipline and many other values and life skills (some in Table 1).

**Table 1. Sport values and life skills (not sorted by relevance; they are all important)**

Coping with stress and emotions	Creative	Critical thinking	Decision-making
Eager to take initiatives	Discipline	Problem-solving	Dignity in labor
Effective communication and relationship skills	Empathy	Self-awareness	Fair play*
Focus on results	Hard work	Hospitality	On time
Respect for rules and for others	Responsible	Refusal skills	Positive
Sense of belonging and community	Energetic	Work-ethic	Sustained effort
Teamwork	Tolerance	Unity in diversity	Camaraderie

\*Fair play (including fair competition, respect, friendship, team spirit, equality, as well as respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy<sup>76</sup>) as many other values and soft skills – treasured in the workplace – need to be developed and sport can definitely help.

<sup>76</sup> Fair Play International. Available at <http://www.fairplayinternational.org/what-is-fair-play->

- \* Consider how these values and skills can assist in preventing anti-social and risky behavior while fostering social relations, cohesion, and integrity.
- \* Review other values and life skills you may identify in connection to sport, and/or those you prioritize.
- \* Referring to the Habits of Mind (Table 2 below) contemplate how you apply them through sport and how they can help in preventing and fighting corruption as well as in advancing integrity.
  - o Repeat this activity with your teammates, friends and, if possible, other youth groups. The examples in the “Sport” columns of Table 2 are only references for you to do the activities based on your favorite sport and personal/group experiences.

**Table 2. Habits of Mind and examples linked to Sport**

Habits of Mind	Sport	Habits of Mind	Sport
<b>Persisting</b>	e.g., practice, practice and more practice	<b>Questioning and posing...</b>	e.g., talk to your coach and teammates
<b>Managing impulsivity</b>	e.g., playing defensively	<b>Thinking and communicating...</b>	e.g., strategize on your own or with your team
<b>Listening to others with...</b>	e.g., teamwork, be open to new ideas	<b>Creating, imagining, and...</b>	e.g., create new plays, imagine winning a fair game
<b>Thinking flexibly and interpedently</b>	e.g., plan before a game, adjust accordingly	<b>Taking responsible risks</b>	e.g., responsible offensive play
<b>Striving for accuracy and ....</b>	e.g., precision in the game	<b>Learning continuously</b>	e.g., from your coach, peers, pro-athletes



## ANALYZE

- \* To develop an anti-corruption campaign or design/implement other integrity endeavor, contemplate the stakeholders that can support you in this effort. Try to collaborate with a local organization and/or other partners (see Figure 13) in order to organize an “integrity campaign/activity” linked to sport, for example:
  - o A **5K (or short) Run**, for people across skill levels to run fostering “Traction on Integrity”
  - o A **“special dance”** before a sporting event, such as the Haka dance. But, in this case, instead of a “war dance” is a “dance of integrity” (with no violence connection), promoting justice, reliability, honor and peace.
  - o An **exhibition game** (of rugby, football/soccer, netball, cricket, basketball, other) called “Sport for Integrity,” advocating against corrupt behaviors.
  - o A **swimming event of “respect, diversity and inclusion,”** including persons with disabilities (visual, physical and/or intellectual), forming teams of different skill levels.
  - o **Indoor rock climbing on a wall of integrity** with quotes from famous sport leaders/players related to integrity.
- \* Explore how to apply the loyalty and sense of community fostered by sport to help tackling conflict, injustice, corruption and risky behavior.
- \* Consider how sport facilitates rapport and dealing with common challenges among youth such as anxiety, insecurity, anonymity/isolation, and other issues that can lead to risky situations.
- \* Evaluate how sport’s bonding and collective identity influence people decision-making that results in the common good overcoming self-interest.
- \* Reflect on the definition of “fair play” (see table 1) and think of how you experience these fundamental values in your life on and off the sport field.
- \* Think of the values and life skills you and/or others gained (or can obtain) through sport to address the following corrupt behaviors:
- \* Consider how sport facilitates rapport and dealing with common challenges among youth such as anxiety, insecurity, anonymity/isolation, and other issues that can lead to risky situations.
- \* Evaluate how sport’s bonding and collective identity influence people decision-making that results in the common good overcoming self-interest.

- \* Reflect on the definition of “fair play” (see table 1) and think of how you experience these fundamental values in your life on and off the sport field.
- \* Think of the values and life skills you and/or others gained (or can obtain) through sport to address the following corrupt behaviors:
- \* Finally, evaluate some of the insights and opportunities to advance integrity through your sport participation. As a start, refer to the suggested reflections and activities linked to behavioral insights in Table 6 below.

## ACT

- \* PLAN and IMPLEMENT an anti-corruption campaign linked to your (or another) sport, you could:
  - o Strategize based on your network of people and organizations that can support the organization and execution of your initiative
  - o Focus on your main skills and that of peers involved in your campaign to implement the project/campaign tasks accordingly
  - o Leverage each person’s strengths and interests and list the needed resources, mark those you have and plan how to get the rest
  - o Contemplate some of the insights and tools provided in Section 4 (particularly in Tier II) to then set the vision, goals and implementation of your integrity campaign through sport
- \* Discuss and create a YOUTH SPORT & INTEGRITY VISION STATEMENT linked to your selected sport or group, with the participants having ownership of the statement. The vision statement should be brief, one or no more than two pages. An example in the Pacific, is the Youth Entrepreneurs Vision Statement developed following two integrity workshops in Fiji in 2020. Some sport related examples to guide this process:
  - o The World Rugby vision is “*Rugby - a sport for all, true to its values.*”<sup>77</sup>
  - o The International Netball Federation’s vision is “*A socially responsible sports movement, recognised universally for its positive impact on people and communities around the world.*”<sup>78</sup>
  - o A longer sport & integrity vision (from which you can draw some ideas): “*SIGA works towards a vision of sport played and governed under the highest integrity standards, free from any form of unethical, illicit and criminal activity, to safeguard sports values and ensure its positive impact and benefits to all citizens.*”<sup>79</sup>

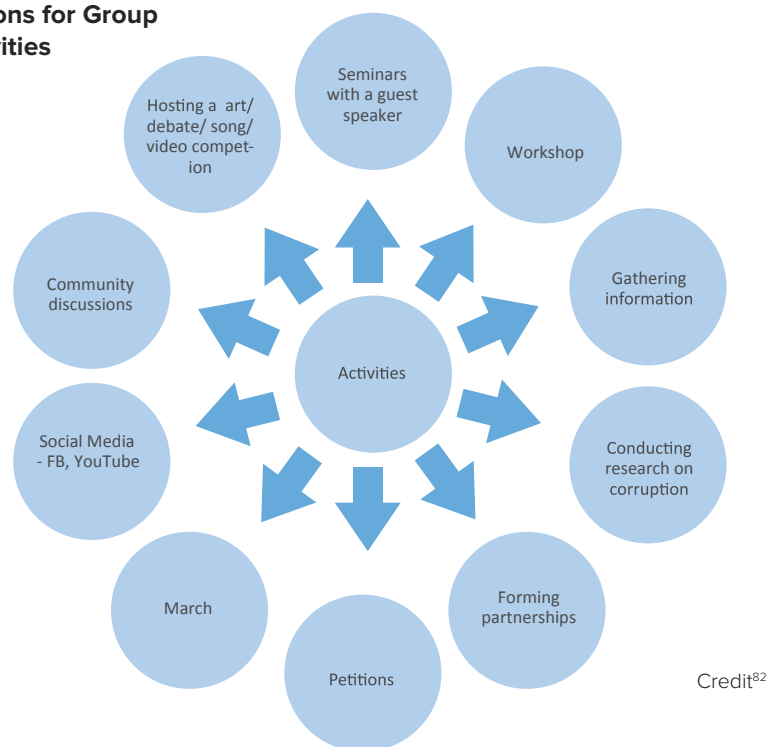
<sup>77</sup> World Rugby Vision. Available at <https://www.world.rugby/news/36684>

<sup>78</sup> The International Netball Federation’s Vision. Available at <https://netball.sport/inside-inf/netball-2020>

<sup>79</sup> Sport Integrity Global Alliance (SIGA) Vision. Available at <https://siga-sport.com/>

- o Pick key words with significant meaning to you and your community. For instance, the “*RESPECT*” word in UEFA’s campaign (representing “respect” across the game...for opposing players, coaches, officials, all)<sup>80</sup> and, its “*EQUAL GAME*” initiative (promoting that “everyone should be able to enjoy football. No matter who you are, where you’re from or how you play”).<sup>81</sup>
- \* Besides the sport-related group activities suggested above (right after Table 3), you can also organize other alternatives proposed in this infographic (linked to sport or not). Be innovative, creative, and persistent (just as you must be in sport to improve, so you can have more fun and even make more friends).

### Options for Group Activities



Credit<sup>82</sup>

- \* Make sure you apply the guidance provided by the PYAA Toolkit, including the “self and resource assessment” in pages 21 and 22.
- \* Set **GOAL/S | OBJECTIVE/S | ACTIVITIES** linked to a campaign that promotes anti-corruption and integrity. You can refer to the following two examples to plan other goal/s and objective/s and do other activities related to sport (with the same mindset and grit you would apply in sport).

**Table 3. General Sport Activity (Example 1)**

GOAL	OBJECTIVE	ACTIVITY
e.g., win “a desired” game or league	e.g., have better sport equipment and/or improve “specific/s” skill/s	e.g., implement an action plan including training and discipline to improve the “skill/s” and/or manage to get the necessary equipment to be a better athlete/team.  Participate/lead with high ethical standards to successfully pursue and reach each goal and objective.

**Table 4. Integrity linked to Sport (Example 2)**

GOAL	OBJECTIVE	ACTIVITY
Promote anti-corruption and integrity in your community	Engage “X” amount of friends and other youth that follow your favorite team and/or sport	<ol style="list-style-type: none"> <li>1. Organize games and/or sporting events to talk about the issue (before and/or after the events)</li> <li>2. Identify those more interested in the subject to enroll them in supporting your efforts</li> <li>3. Host a workshop to create awareness and engagement, setting up follow-up activities</li> <li>4. Involve sport and other community organizations to help you expand your efforts</li> <li>5. Host a debate on corruption and sport, expanding the conversation on integrity in and through sport</li> </ol>

<sup>80</sup> The UEFA RESPECT campaign. Available at <https://www.euro-sportring.com/en/uefa-respect> -

<sup>81</sup> UEFA’s Equal Game. Available at <https://www.equalgame.com/>

<sup>82</sup> Pacific Youth Anti-Corruption Advocate’s Toolkit. p. 30. Available at <https://www.unodc.org/res/e4j/import/undp/integritytoolkit/publication/undpintegritytoolkitfinal.pdf>

You can enrich this activity (and/or other campaigns) based in sport to promote integrity and advancing UNCAC’s mission and sustainable development, by applying other insights in this toolkit, including:

- \* Using sport’s recruiting capacity to mobilize your friends and other sport fans to be integrity advocates and influential game changers
  - \* Promoting integrity through sport to avoid social exclusion
  - \* Fostering decision-making with integrity by leveraging the strong affiliation (devotion) that friends and your community have for a particular team and/or sport
  - \* Tapping into and connecting with a sport group identity in order to foster cooperation that prioritizes the common good over self-interest (very important to prevent corruption)
  - \* Identify how to connect to the pride your audience feels for their favorite team/ sport, how loyal they are to it, and/or how patriotic they feel (or have felt) after a specific important sport competition/game.
- o Then, look to deliver your integrity message/campaign linked to these factors (e.g., how a team won a key game/competition in fair play spirit). This process can help making strong connections and building trust among your audience, so they will be more receptive of your message and perhaps even willing to support your cause.

Based on this toolkit’s insights and tools (particularly in Appendix III), you can use the following references to help you carry out specific anti-corruption and integrity activities.

**Table 5. Acting on sport and integrity**

**a. Sport’s culture**

- Consider the place/importance of your favorite sport where you live, within your close community and in other ranks of society. Think of examples of cultural bonding, camaraderie and integration (and/or the opposite).
- Leverage your sport cultural influence to promote integrity, first among your peers, then among larger groups of your community/other. Also, try to involve public, private, and non-profit organizations that also value (and enjoy) sport to support you (review Figure 13).

**b. Sport’s influence**

- Reflect how teams and sport groups have become major social networks in your community and the related strong sentiments of membership and solidarity. Also, think of how intense connections lead to the negative aspects (and ways to avoid/address them).
- Look to steer the sport identity, passion and bonding among your team/group in order to contest unfair play and corruption. Also, apply such intense devotion/affiliation to promote ethics and integrity while rallying others to join your campaign.

**c. The power of groups**

- Remember or imagine how a decision taken as a team (or sport group) has overcome your personal interest. Think of a life situation in which community-centered outcomes were more important than personal benefits.
- Design and execute a team/group campaign/effort linked to your sport ? to bring about outcomes that will benefit your community (and/or others) disregarding personal interests.

**d. Nudging**

- Revisit and analyze the nudging examples and references provided in Appendix III, contemplate alternatives that may work in your local and regional context.
- Design and implement a nudging strategy linked to sport. For instance, as in the Solomon Islands, collect signatures at a sporting event and/or other platform that gathers a number of sport athletes, fans and sport representatives to commit/sign not to bribe, take a bribe or engage in corruption (this way, fighting corruption may be less unclear and intimidating).

**e. Choice architecture**

- Reviewing Appendix III, reconsider choice architecture in the context of an integrity campaign linked to sport in your community. Also, think of how you see sport as a common/universal language (particularly to promote integrity and peace).
- Organize an anti-corruption advocacy campaign among your peers or another target group engaged in sport. Based on your audience’s sport identity (how they think, feel and act in connection to sport) contextualize your message in a way that will further engage them in reflecting on corruption and opportunities to promote fair play and integrity.

The love of sport and the social networks it generates promotes the advantages of group settings, facilitating cooperation in situations where the group benefit usually overcomes personal interest. Thus, youth sport can help combating corruption, accelerating SDG 16 and sustainable development.

**Figure 14: The power of groups and the passion of sport to accelerate SDG 16**



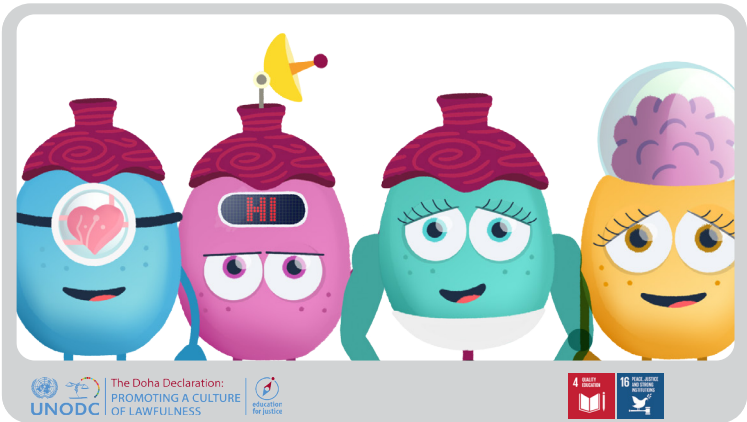
Credit<sup>83</sup>

## 5.2. GUIDED ACTIVITIES TO TEACH INTEGRITY VIA SPORT FOR CHILDREN AND EARLY ADOLESCENTS

This guide is aimed at teachers and facilitators who work in formal or informal education environments at the primary level (working mainly with children aged from 6 to 12 years but, ages 13-14 may also be part of these activities implementing the necessary adjustments).

As the E4J Manual’s lessons seek to teach the key **values of acceptance, fairness, respect, and integrity**, and the key **skills of critical thinking, conflict resolution,**

The following activity serves as a practical guide for how sport can facilitate integrity awareness and education for children in the Pacific, complementing a UNODC Education for Justice (E4J) Manual. With a life skills focused teaching methodology, this Manual looks to provide children the skills and values that foster a culture of lawfulness, while shaping attitudes and informing behaviors.



Credit<sup>84</sup>

This activity also promotes the creativity and capacity of children to identify how to connect their participation in and/or love for sport to overcome challenges to the rule of law. Also, to help them make their communities more sustainable, just and peaceful places.

**teamwork, and empathy,** <sup>85</sup> the following table is a guide on how to link and support this instruction through sport.

<sup>83</sup> Available at [https://ec.europa.eu/eurostat/statistics-explained/images/thumb/7/7e/SDG16-tachometer\\_2020.jpg/400px-SDG16-tachometer\\_2020.jpg](https://ec.europa.eu/eurostat/statistics-explained/images/thumb/7/7e/SDG16-tachometer_2020.jpg/400px-SDG16-tachometer_2020.jpg)

<sup>84</sup> The Zorbs’ material in the Building a sustainable inclusive, just and peaceful world-E4J Lesson Plans for the Primary Level. p. 69. Available at [https://www.unodc.org/documents/e4j/FunCorner/LESSON\\_PLAN\\_MANUAL\\_ENG\\_12\\_03\\_2020\\_DIGITAL.pdf](https://www.unodc.org/documents/e4j/FunCorner/LESSON_PLAN_MANUAL_ENG_12_03_2020_DIGITAL.pdf)

<sup>85</sup> Building a sustainable inclusive, just and peaceful world-Education for Justice Lesson Plans for the Primary Level. UNODC. Available at [https://www.unodc.org/documents/e4j/FunCorner/LESSON\\_PLAN\\_MANUAL\\_ENG\\_12\\_03\\_2020\\_DIGITAL.pdf](https://www.unodc.org/documents/e4j/FunCorner/LESSON_PLAN_MANUAL_ENG_12_03_2020_DIGITAL.pdf)



Working in parallel with the [E4J Manual](#), teachers and facilitators can follow its nine lesson plans provided (restated below) and connect them to sport, based on the insights and tools provided in this Toolkit, particularly in Tier I, Section 4.1.



The key values and skills identified in the E4J Manual – to foster a culture of lawfulness and positively influence attitudes and behaviors – have various links to sport participation. In order to guide this activity, the following table provides straightforward examples on how to discuss these values and skills in connection to sport:

**Table A. Sport values and skills**

KEY VALUES/ SKILLS	CONNECTIONS TO SPORT
Acceptance	e.g., acceptance of teammates and adversaries' differences.
Fairness	e.g., fair play and the values and satisfaction of a fair sport victory.
Respect	e.g., respect of game rules, coaches, teammates and opponents.
Integrity	e.g., integrity in competing, training, being a sport fan and relating to others, on and off the sport field.
Critical thinking	e.g., thinking outside the box to improve skills and to strategize how to best perform at a game and/or competition.
Empathy	e.g., sympathy for positive relations on and off the playing field. For instance, when a teammate or opponent is injured.
Teamwork	e.g., cooperating, creating synergies and learning that the whole is more than the sum of parts.
Conflict resolution	e.g., communicating and resolving conflicts at a game or competition, with your teammates or others involved in your sporting activity

<sup>86</sup> Image in the UNODC E4J Manual. p. 10. Available at [https://www.unodc.org/documents/e4j/FunCorner/LESSON\\_PLAN\\_MANUAL\\_ENG\\_12\\_03\\_2020\\_DIGITAL.pdf](https://www.unodc.org/documents/e4j/FunCorner/LESSON_PLAN_MANUAL_ENG_12_03_2020_DIGITAL.pdf)

<sup>87</sup> Images in the UNODC E4J Manual. p. 37, 55. Available at [https://www.unodc.org/documents/e4j/FunCorner/LESSON\\_PLAN\\_MANUAL\\_ENG\\_12\\_03\\_2020\\_DIGITAL.pdf](https://www.unodc.org/documents/e4j/FunCorner/LESSON_PLAN_MANUAL_ENG_12_03_2020_DIGITAL.pdf)



**Values:**



**Skills:**



Credit<sup>87</sup>

The values and skills in Table A as well as other sport considerations are applied to the [E4J Manual](#) lesson plans and goals in Table B, which should be adjusted to the local context and the participants' age. These plans/goals are summarized in the E4J Manual (pages 3, 4) and expanded throughout the entire document (see pages identified in the third column of Table B).

**Table B. E4J Manual lessons plans linked to sport values, skills and considerations**

LESSON PLAN	SPORT VALUES & SKILLS (V/S) and CONSIDERATIONS (-)	Age-Page
The rule of law, justice and a culture of lawfulness <a href="#">I would like a community where...</a>	V/S: Acceptance, Fairness, Respect, Conflict Resolution, Critical Thinking, Empathy, Teamwork. -How would you promote fair game? How to apply your sport passion to make a more just, inclusive and peaceful place?	6 to 14 years Pages 9-15
Internet safety and cybercrime prevention <a href="#">Staying safe online</a>	V/S: Respect, Critical Thinking. -Recognize potentially unsafe, dangerous or risky online situations and behaviors when playing eSports and games online?	6 to 9 years Pages 16-21

LESSON PLAN	SPORT VALUES & SKILLS (V/S) and CONSIDERATIONS (-)	Age-Page
Internet safety and cybercrime prevention <a href="#">Let's be respectful online</a>	V/S: Respect, Conflict Resolution, Empathy, Critical Thinking. -Think of differences between online and offline games. How to be responsible online and communicate respectfully (while still having fun)?	9 to 14 years Pages 22-26
Gender <a href="#">We can all be heroes</a>	V/S: Acceptance, Fairness, Respect, Critical Thinking, Empathy. -Everyone is different and unique, with different sport interests and skills. Identify differences in your team and school. Recognize and challenge gender stereotypes.	6 to 9 years Pages 27-36
Crime prevention and criminal justice <a href="#">Respect for all</a>	V/S: Acceptance, Fairness, Respect, Conflict Resolution, Empathy, Teamwork. -Understand the meaning of respect, on and off the sport field. Recognize other stereotypes and prejudices, understanding their negative consequences in sport, school & your community.	9 to 14 years Pages 37-42
Forced labor, trafficking in persons and smuggling of migrants <a href="#">We all have rights</a>	V/S: Acceptance, Fairness, Respect, Critical Thinking, Empathy. -Recognize that every child has rights (identify some of them). Think of how children's rights are at risk in sport (intimidation, exploitation and violence). Come up with plans and take action to support children's rights.	9 to 14 years Pages 43-49
Peaceful coexistence, respect and acceptance <a href="#">A mosaic of differences strive</a>	V/S: Acceptance, Fairness, Respect, Conflict Resolution, Empathy. -Think what makes us unique, in sport and in the world. Why our sport/personal skills should be appreciated? Understand the value of diversity and inclusion. Celebrate the diversity among team players, classmates & the rest of your community.	9 to 14 years Pages 50-56
Ethics and Integrity <a href="#">The right thing to do</a>	V/S: Integrity, Respect, Conflict Resolution, Critical Thinking. -Think of these values in sport and how individual choices as well as team/collective actions can have positive or negative consequences.	6 to 9 years Pages 57-60

LESSON PLAN	SPORT VALUES & SKILLS (V/S) and CONSIDERATIONS (-)	Age-Page
Integrity, ethics and honesty <a href="#">Solving ethical dilemmas with honesty and integrity</a>	V/S: Honesty, Integrity, Respect, Critical Thinking, Empathy. -Comprehend the meaning and importance of integrity, ethics and honesty (in sport and life). Think of consequences of dishonesty and unethical behavior in sport. Understand why it is important that words align with actions, that actions align with rules (in sport / elsewhere) and celebrate fair play.	9 to 14 years Pages 61-69

Note: When working on these lesson plans in connection to sport, it is recommended to link them with some kind of physical activity while looking for opportunities to discuss the issues covered



## 6. CONCLUSION

This toolkit looks to help youth, and those working with youth, to harness sport in promoting integrity, advancing the fight against corruption and building a just, peaceful and sustainable world. It urges Pacific youth to cultivate their sport passion as both avid fans and integrity champions.

Youth from early to late adolescence are encouraged to trust in their sport (and other) values, skills, and devotion to confront corruption as well as risky and unethical behavior. Such values and skills allow athletes and fans to be creative and strategic to inspire others to think differently, fostering constructive change one step at a time.

**Youth engaged in sport are not alone,** having a local and global community that shares the love of sport, which can be harnessed to overcome various challenges and make positive contributions. See [illustrative VIDEO](#).



Credit<sup>88</sup>

<sup>88</sup> How the 1986 World Cup Inspired Panyee FC. Available at <https://thesefootballtimes.co/2017/12/15/how-the-1986-world-cup-inspired-panyee-fc-one-of-asias-most-remarkable-clubs/>



## 7. APPENDICES

## APPENDIX I

### Sport programs linked to SDG 16 and other SDGs around the world

In Section 4, Tier I.A touched on how sport can contribute to SDG 16, SDG 8 (Decent Work and Economic Growth) and linked SDGs, focusing on the Pacific region. The following table includes other examples in countries and regions across the world. These references are provided as models and/or partners for Pacific youth wanting to champion – or be part of – integrity initiatives.

The selection criteria was based on a particular popular sport <football/soccer, in general and specifically in sport for development, more details below> plus long-term initiatives in specific countries as well as national and regional efforts in the field. These references look to guide similar activities in the Pacific region, focusing on SDG 16 and extending to favorable outcomes in other areas.

STREET FOOTBALL WORLD (SFW)	“PLAY FOR HEALTH” and gender equality
<a href="#">SFW</a> is a forerunner nonprofit that, since early in the 21 <sup>st</sup> century, has built a global network of sport for development organizations in over 90 countries, including programs that empower youth (boys and girls) based on the values of inclusion, teamwork, and fair play. <sup>89</sup> <Football/soccer shows to be the sport most used in youth dev. programs [given its simple rules and equipment].> <sup>90</sup> An example involving another quite popular sport in the Pacific is the Georgia Rugby team initiative, which aligned with SDG 5 promotes ending violence against women and girls. <sup>91</sup>	Football/soccer has facilitated developing healthy masculinity, for instance, in the “Play for Health” program of the World Health Organization (WHO) and the Pan American Health Organization. “Play for Health” was a sport initiative for boys 11-17 years old in several Latin America countries; classified by WHO as a “promising approach to youth development,” with positive changes in health and gender attitudes. <sup>92</sup> <a href="#">WHO’s Global Action Plan on Physical Activity</a> (PA) 2018-2030 identified opportunities of PA and sport to support SDG 16 and twelve other SDGs. <sup>93</sup>

INDIA	KENYA
The <a href="#">Magic Bus</a> program, established in 1999, engages children and youth from slums in India. Through sport, Magic Bus imparts knowledge in health, education, gender, and leadership, connecting participants to livelihood and vocational opportunities even after they have completed the program. Magic Bus recruits local youth volunteers (ages 17+) and trains them in delivering instruction to groups of about 25 children. Thanks to this program, over 250,000 children are working towards becoming well-employed adults. <sup>94</sup>	The <a href="#">Mathare Youth Sports Association</a> (MYSA), a forerunner in sport for development, was established in the slums of Nairobi in 1987. MYSA started as a football program only for boys. In the late 90s, it incorporated a football program for girls, which has been documented by the Population Council. A valuable report by this organization highlighted how playing in a safe space facilitated girls’ education, empowerment, and integration as well as the way in which girls thought about themselves and how their communities perceived them. <sup>95</sup>
GERMANY	OTHER EUROPEAN COUNTRIES
Under the German Federal Ministry for Economic Cooperation and Development ( <a href="#">BMZ</a> ), <a href="#">Germany’s Development Agency “GIZ,”</a> has been a global pioneer in harnessing sport for development. For example, in occupied Palestinian Territories, a GIZ sport program promotes vocational education and training for the job market. The preparation includes personal and social skills (teamwork, communication, etc.), key for professional development, <sup>96</sup> accelerating SDG 8, 16 & others.	Recognizing the power of sport, many countries in Europe look to harness it for youth and sustainable development. For instance, the <a href="#">Netherlands</a> , mostly working in Africa and also in Indonesia. <sup>97</sup> The United Kingdom is particularly invested in Integrity and Sport with other key partners (See IPACS in Section 4.3). And, particularly on SDG 16, Greece has an Anti-corruption project linked to sport, led by UNODC. <sup>98</sup>

<sup>89</sup> Street Football World. Available at <https://www.streetfootballworld.org>

<sup>90</sup> Schulenkorf, N., Sherry, E., & Rowe, K. 2016. “Sport-for-Development: An Integrated Literature Review”. Available at <http://dx.doi.org/10.1123/jsm.2014-0263>

<sup>91</sup> Georgian Rugby UNiTES to End Violence against Women and Girls. Irina Japharidze. 2016. Available at <https://www.un.org/en/chronicle/article/georgian-rugby-unites-end-violence-against-women-and-girls>

<sup>92</sup> WHO. 2007. p. 63. “Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions.” Available at [https://www.who.int/gender/documents/Engaging\\_men\\_boys.pdf](https://www.who.int/gender/documents/Engaging_men_boys.pdf)

<sup>93</sup> WHO. 2018. “Global Action Plan on Physical Activity 2018-2030: More Active People for a Healthier World.” Available at <https://www.who.int/ncds/prevention/physical-activity/global-action-plan-2018-2030/en/>

<sup>94</sup> SDG Fund: The Contribution of Sports to the Achievement of the SDGs. p. 35. Available at <https://www.sdgfund.org/un-presents-new-toolkit-action-how-sports-can-contribute-achieve-sdgs>

<sup>95</sup> Brady, Martha and Arjmand Banu Kahn. Population Council. “Letting girls play, the Mathare Youth Sports Association’s Football Program for Girls.” 2002. Available at <https://www.popcouncil.org/uploads/pdfs/girlsplay.pdf>

<sup>96</sup> SDG Fund: The Contribution of Sports to the Achievement of the SDGs (p. 35) Available at <https://www.sdgfund.org/un-presents-new-toolkit-action-how-sports-can-contribute-achieve-sdgs>

<sup>97</sup> Sport for Development in the Netherlands. Available at <https://www.sportfordevelopment.nl/?lang=en>

<sup>98</sup> Supporting the Implementation of the Anti-Corruption Action Plan in Greece. UNODC. Available at <https://www.unodc.org/brussels/greece.html>



LATIN AMERICA	AFRICA
The “ <a href="#">Vencedoras</a> ” program in Latin America is an example of how sport values/skills can encourage youth to participate in education, employment and society in a positive way. It empowers young women utilizing sport to teach life skills that can be translated in the world of work, including vocational training and practical internships to help girls and young women expand their job opportunities. <sup>99</sup> It is part of the broader initiative “A Ganar,” a program for youth of both genders that has been fostered by the Inter-American Development Bank (IDB), <sup>100</sup> an early leader in the field of sport for development.	<a href="#">Grassroot Soccer</a> is in many African countries, also in other regions around the world. It started in South Africa to “educate, inspire and mobilize” at-risk youth in developing countries to overcome their greatest health challenges, live healthier, more productive lives, and be agents for change in their communities. Through football/soccer, Grassroot Soccer applies an adolescent-friendly and evidence-based health curriculum, working with local mentors and role model coaches, and fostering a fun, inclusive, inspirational and positive culture. <sup>101</sup>

In terms of evaluations on programs for youth development, it is important to mention a [report produced by Substance for Sported](#), in the United Kingdom. The report analyzes over 3000 sport and youth development programs. It highlights the positive impact and cost benefits of sport for development projects in reducing crime and anti-social behavior, substance misuse, and levels of young people who are NEET (Not in Education, Employment or Training), by improving fitness and wellbeing, educational attainment, and attendance. This study’s projections indicated that the greatest impact was on crime and substance misuse, improved educational attainment and wellbeing.<sup>102</sup>

At a more regional level, there is a comprehensive [IDB report](#) on sport for development identifying valuable challenges and opportunities, which should be contemplated when applying sport to foster integrity and youth development in the Pacific. This report can guide sport initiatives looking to boost youth’s cognitive, non-cognitive, and socioemotional skills (e.g., academics, self-esteem, perseverance,

conflict resolution, respect for diversity, ethics, community building, leadership, and empowerment).<sup>103</sup>

Other stakeholders and initiatives that are applying the power of sport mainly for education, health, integrity and youth development, can be found in the [SDG Fund Toolkit](#) (p. 11, 28) and the Ibero-American General Secretariat report on [Sport as a Tool for Sustainable Development](#) (p. 30, 37).

These and other sport for development schemes – especially those in the Pacific region – will hopefully be able to expand their footprint by collaborating with strategic partners and particularly with youth.

## APPENDIX II

### Happiness, Integrity, Sustainable Development and Sport

The World Happiness Report (WHR) is a landmark survey of the state of global happiness (ranking over 150 countries by how happy their citizens perceive themselves to be) and an annual publication of the UN Sustainable Development Solutions Network (SDSN).<sup>104</sup> All the WHR publications are shared by the [SDSN Youth](#), a program that – placing young people at the forefront of achieving the SDGs – empowers youth to create sustainable solutions, globally.<sup>105</sup>

The first WHR (2012) states that a successful society is one in which people have a high level of trust in each other (including family, strangers, and institutions such as government); [and] this **social trust spurs a sense of life satisfaction and is built on strong mutual respect among people**, including those of all genders, ages, ethnicities, and social groupings.

<sup>99</sup> Partner of the Americas. Female Sport-for-Development Program Empowers Women in the Americas. Available at <https://www.partners.net/blogs/female-sport-development-program-empowers-women-americas>

<sup>100</sup> Sports for Development at the IDB. Available at <https://www.iadb.org/en/sports>

<sup>101</sup> Grassroot Soccer. Available at <https://www.grassrootsoccer.org/>

<sup>102</sup> Substance (2013). “Sport works: a Sported commissioned research project.” Available at <https://www.substance.net/wp-content/uploads/2015/01/Sportworks-Full-Report.pdf>

<sup>103</sup> Jaitman Laura and Scartascini Carlos. *Sports for Development*. Inter-American Development Bank. 2017.p. 59. Available at <https://publications.iadb.org/en/sports-development>

<sup>104</sup> Helliwell, J. F., Layard, R., & Sachs, J. World Happiness Reports. Available at <https://sdnyouth.org/world-happiness-report>

<sup>105</sup> SDSN Youth. Available at <https://sdnyouth.org/>

Happiness comes from an opportunity to mold one's own future, depending on a robust level of freedom as well as ethics [as such] "corruption in government is a major cause of unhappiness in many countries and needs to be rooted out."<sup>106</sup>

The 2013 WHR specifies that "higher incomes and longevity raise happiness, **corruption perceptions lower happiness**, and generosity and freedom raise happiness."<sup>107</sup> It also points that even though social, psychological, and ethical factors are crucially important in individual happiness, the focus (mostly since the 1700s) has been on economics.

But before then, happiness was mostly linked to living a "good life," one with the proper virtues; the fact that "**virtue ethics** could also raise **happiness in society**"<sup>108</sup> should and can be **reinforced through and in sport** <particularly, considering that FAIR PLAY – and a fair victory – becomes a stronger reward than victory in unfair play. Plus, the many values and life skills linked to sport>.

Sustainable Development is presented by the 2012 WHR as "the term given to the combination of human well-being, social inclusion, and environmental sustainability [and] we can say that the quest for happiness is intimately linked to the quest for sustainable development."<sup>109</sup>

Therefore, since happiness is an aspiration of every human being, **youth are encouraged to actively and innovatively harness their sport passion** (including the tools provided above) **to pursue individual and collective happiness while advancing integrity and appreciating sustainable development.**

<sup>106</sup> Helliwell, J. F., Layard, R., & Sachs, J. World Happiness Report. 2012 (p. 92). Available at [https://s3.amazonaws.com/happiness-report/2012/World\\_Happiness\\_Report\\_2012.pdf](https://s3.amazonaws.com/happiness-report/2012/World_Happiness_Report_2012.pdf)

<sup>107</sup> Helliwell, J. F., Layard, R., & Sachs, J. World Happiness Report. 2013 (p. 81). Available at [https://s3.amazonaws.com/happiness-report/2013/WorldHappinessReport2013\\_online.pdf](https://s3.amazonaws.com/happiness-report/2013/WorldHappinessReport2013_online.pdf)

<sup>108</sup> Ibid

<sup>109</sup> Helliwell, J. F., Layard, R., & Sachs, J. World Happiness Report. 2012 (p. 4). Available at [https://s3.amazonaws.com/happiness-report/2012/World\\_Happiness\\_Report\\_2012.pdf](https://s3.amazonaws.com/happiness-report/2012/World_Happiness_Report_2012.pdf)

<sup>110</sup> Most aspects connected to behavioral science referenced in this toolkit have been inspired by the work of a team effort led by Dr. Elke U. Weber, Professor of Psychology & Public Affairs at Princeton University (formerly at Columbia University).

<sup>111</sup> Nudge: "to push something or someone gently." Available at <https://dictionary.cambridge.org/dictionary/english/nudge>

<sup>112</sup> Jaitman Laura and Scartascini Carlos. Sports for Development. Inter-American Development Bank. 2017. p. 44, 59, 44. Available at <https://publications.iadb.org/en/sports-development>

<sup>113</sup> What fighting corruption looks like in the Solomon Islands. Available at <https://www.pacific.undp.org/content/pacific/en/home/blog/2019/what-fighting-corruption-looks-like-in-solomon-islands.html>

<sup>114</sup> The Little Book of Green Nudges. UNEP (2020) . Available at <https://www.unenvironment.org/news-and-stories/press-release/unep-launches-green-nudges-programme-universities>

<sup>115</sup> Thaler, R. H. and Sunstein C.R. Nudge: Improving Decisions about Health, Wealth, and Happiness, Yale. 2008. Available at [https://www.researchgate.net/publication/235413094\\_NUDGE\\_Improving\\_Decisions\\_About\\_Health\\_Wealth\\_and\\_Happiness](https://www.researchgate.net/publication/235413094_NUDGE_Improving_Decisions_About_Health_Wealth_and_Happiness)

<sup>116</sup> UNDP. Behavioral Insights at the UN. Available at <https://www.undp.org/content/undp/en/home/librarypage/development-impact/behavioural-insights-at-the-united-nations--achieving-agenda-203/>

## APPENDIX III

### Behavioral insights<sup>110</sup> and sport as a common/universal language

Other behavioral economics interventions that can support an anti-corruption and integrity campaign through sport, include:

1. **Nudging**<sup>111</sup> individuals, for instance "nudging children into more exercise to improve their motor skills", is an intervention that tends to have fewer consequences than more involved projects.<sup>112</sup>

An example linked to anti-corruption in the Pacific region (led by the Department of Business and Management at Solomon Islands National University) is a nudging behavior strategy that collected signatures of students promising not to bribe, take a bribe or engage in corruption.<sup>113</sup>

A more global example, also involving youth in the SDGs, is the UN Environment Programme (UNEP) publication titled "The Little Book of Green Nudges," which aims to inspire up to 200 million students around the globe to adopt greener lifestyles (focusing on human actions and how to change them).<sup>114</sup>

2. **Choice architecture** is a practice to influence choice by organizing the context in which people make decisions and can influence people to make better choices in issues related to SDG 16 and other sustainable development aspects (without limiting freedom of choice and based on the understanding of how people think).<sup>115</sup>

UNDP and other UN agencies have invested in behavioral insights,<sup>116</sup> contemplating why people make the choices they do and that "if we are to collectively achieve the



Agenda 2030, all actors need to take a human-centric ... approach ... that account[s] for how people make decisions in their daily lives,” better choice architecture could make all the difference.<sup>117</sup>

Thus, by understanding sport participants, youth and their mentors can look into influencing integrity choices by carefully organizing the communication provided to sport aficionados and/or representatives.

These and other evidence-based communication strategies (plus additional focused work) can enhance the use of **sport as a widespread, comprehensive, connecting, and persuasive language**.

In the past, for instance in the early 1900 in South America, football/soccer not only allowed youth (mostly young men) adjusting to a modern urban life but, it also gave them a platform for expression (through a common/bonding football language).<sup>118</sup> Nowadays, “sport is a universal language”<sup>119</sup> and, as such, it can facilitate dialogue, awareness and action on anti-corruption campaigns (see implementation activities in Section 5.1).

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<sup>117</sup> Bringing behavioral insights to scale in the United Nations. Available at <https://www.unicef.org/innovation/stories/behavioural-insights-UN>

<sup>118</sup> Frydenberg, Julio David. “Prácticas y Valores en el Proceso de Popularización del Fútbol.” (1997). Available at <http://www.efdeportes.com/efd10/jdf10.htm>

<sup>119</sup> Forward: A Universal Language. The Lancet. 2005. Available at [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(05\)67819-1/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(05)67819-1/fulltext)



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