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# Collective Consultation on the Safeguarding and Promotion of Traditional Sports and Games

Third collective consultation  
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## Final Report

The third Collective Consultation on the safeguarding and promotion of traditional sports and games (TSG) was held at UNESCO Headquarters, Paris, on 6 and 7 July 2017. The consultation brought together experts from sports federations and associations, academics, representatives of UNESCO Member States and non-governmental organizations, with the aim of revitalizing the programme on the safeguarding and promotion of traditional sports and games.

## Summary

1. This report was prepared following the third Collective Consultation on the Safeguarding and Promotion of Traditional Sports and Games (TSG), held on 6 and 7 July 2017 at UNESCO Headquarters.
2. In accordance with the agenda agreed for the two-day consultation, it summarizes the contributions and statements made by participants and the Secretariat during the conference, moderated by Mr Dally, Coordinator of the programme on the Safeguarding and Promotion of TSG.

## Context

3. The consultation was held in the context of revitalization of the programme on the Safeguarding and Promotion of TSG. In 1999, following the third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III), the *Declaration of Punta del Este*<sup>1</sup> called upon Governments to commit themselves to safeguarding traditional sports and games and recommended drawing up a list of the world's heritage of traditional games and sports. A draft charter and a draft list were prepared and developed by the working group of the Intergovernmental Committee for Physical Education and Sport (CIGEPS).<sup>2</sup> In response, a *World Sports Encyclopaedia* was published in 2003 at the initiative of UNESCO. The draft charter received great attention when it was submitted to the MINEPS IV conference, held in Athens in 2004. It was then presented by the Director-General at the 33rd session of the General Conference in 2005, when Member States were invited to take necessary measures to preserve and protect TSG, although they did not adopt the charter.<sup>3</sup> It was in this context that the first Collective Consultation on the subject was held in Paris in 2006. Matters discussed on that occasion included the possibility to create an International Platform on TSG, in the form of an umbrella organization. In 2009, the second Collective Consultation on TSG was held in Tehran, where it was decided that an advisory UNESCO committee should be established with the mandate of establishing the International Platform.
4. Committed to the revitalization of the programme, UNESCO convened a third Collective Consultation on 6 and 7 July 2017 at UNESCO Headquarters in Paris. Participants discussed tackling the following strategic issues: drafting Guidelines for the Safeguarding and Promotion of TSG, the implementation of an International Platform on TSG and the publication of an online Encyclopaedia on TSG. This triple challenge gave structure to the statements by the Secretariat and other participants.

## Results

5. During the discussions, participants agreed on the need to focus efforts on communities that had the knowledge and practice of TSG, threatened with harmonization and distortion as a result of globalization, a process which could at the same time strengthen identity and culture-based demands and slow the dissemination of TSG. TSG brought with them constructive values for practitioners' individual and social development, mobilizing young people and strengthening intercommunal dialogue for peace; these values lay at the heart of UNESCO's educational, cultural and scientific mandates. Also discussed was the delicate challenge of striking a balance between the need to restrict the practice of TSG to their places of origin and the desire to export them. Strengthening knowledge sharing, dialogue and visibility without distorting TSG was a considerable challenge.
6. The road map and governance model of the programme were submitted to the participants. They elected the Chair of the *Ad Hoc* Advisory Committee, Mr Khalil Khan, the Chair of the

<sup>1</sup> MINEPS III, Final Report, Annex I, *Declaration of Punta del Este*, para.8

<sup>2</sup> Report of the CIGEPS working group on Traditional Sports and Games.

<sup>3</sup> 33C/Resolution 21

International Association of Traditional Wrestling Sports (IATWS). They then separated into four *Ad Hoc* Working Groups; these are respectively responsible, for drafting Guidelines, establishing the International Platform, publishing the online Encyclopaedia and supervising the management of human and financial resources. Their composition remained open-ended in the hope of becoming more representative until the fourth Collective Consultation.

7. Preparation of draft Guidelines for the Safeguarding and Promotion of TSG, should notably focus on the safeguarding and transmission of this knowledge and practices, from a community-based approach, without neglecting non-formal education. The Guidelines would also need to take account of stakeholders at all levels including experts, government representatives, NGOs, amateurs and professionals, young people, teachers and parents. With an inclusive design, the Guidelines should also provide for adaptations for persons with disabilities for instance, and promote TSG as a mean of social inclusion and integration and a creator of employment.
8. It was also suggested that the International Platform should be supported by regional networks to facilitate its interactions with communities and anchor its work in the field, while facilitating its acceptance by authorities and citizens. It was said that thought should be given to including indigenous communities in the platform, to ensure the promotion of interests specific to their cultures.
9. It was also noted, during discussions relating to the publication of the online Encyclopaedia, that a balance should be sought between the use of new technologies, digital media and printed media. That would entail developing the online Encyclopaedia, emphasizing the quality of content, while publishing teaching materials that would particularly focus on very young children.

## **Conclusions**

10. Welcoming the outcomes of these two days consultation, the Secretariat expressed particular thanks to the participants for the contributions made when presenting their activities and during discussions that shaped design and orientation of the programme. A fourth Collective Consultation would provide an opportunity to follow up the actions of the *Ad Hoc Advisory Committee* and *Ad Hoc Working Groups*.

- Item 1** Opening of the third Collective Consultation on the Safeguarding and Promotion of Traditional Sports and Games.
- Item 1.1** Introduction by Ms Melo, Director of the Division of Ethics, Youth and Sport, followed by statements from guest speakers.
- Item 1.2** Introduction of the Collective Consultation: presentation of the agenda, participants and activities of guest speakers.
- Item 1.2.1** Presentation of the International Association of Traditional Wrestling Sports (IATWS) (Mr Khan).
- Item 1.2.2** Presentation of the Convention for the Safeguarding of the Intangible Cultural Heritage (Mr Samadov).
- Item 1.2.3** Presentation of the Association for International Sport for All (TAFISA) (Mr Baumann).
- Item 1.2.4** Presentation of the International Centre of Martial Arts for Youth Development and Engagement, a UNESCO category 2 centre (Ms Hyewon Lee).
- Item 1.2.5** Presentation of the Hanuman Vyayam Prasarak Mandal Centre, a regional TAFISA centre specialized in TSG (Mr Sahu).
- Item 1.2.6** Discussion.
- Item 2** Creation of the *Ad Hoc Advisory Committee and Ad Hoc Working Groups*.
- Item 2.1** Election of the Chair of the Ad Hoc Advisory Committee and proposals for the Ad Hoc Working Groups.
- Item 2.2** Presentation of the road map of the programme on the Safeguarding and Promotion of TSG (Mr Lorcher Beaudran).
- Item 2.3** Presentation of a draft governance model (Mr Lorcher Beaudran).
- Item 2.4** Discussion.
- Item 3** Policy Guidelines for the Safeguarding and Promotion of TSG.
- Item 3.1** Presentation of the “Recall: Games of the Past-Sports for Today” programme by the Association for International Sport for All (TAFISA) (Mr Baumann).
- Item 3.2** Discussion.
- Item 3.3** Overview of scientific research on TSG (Mr Parlebas).
- Item 3.4** Discussion.
- Item 3.5** Presentation of the draft Policy Guidelines for the Safeguarding and Promotion of TGS (Mr Lorcher Beaudran).
- Item 3.6** Discussion.
- Item 4** Proposal to establish an International Platform on TSG.
- Item 4.1** Presentation of the European Traditional Sports and Games Association (ETSGA) and the International Traditional Sports and Games Association (ITSGA) (Mr Jaouen).

- Item 4.2** Presentation of a project of the establishment of an International Platform on TSG (Mr Lorcher Beaudran)
- Item 4.3** Discussion.
- Item 5** Advocacy and awareness-raising: promoting practices and activities relating to TSG.
- Item 5.1** Presentation of TSG in Tunisia and the Arab world (Mr Bouzid).
- Item 5.2** Presentation of the practice of Hurling (Permanent Delegation of Ireland).
- Item 5.3** Presentation of *Associazione Giochi Antichi* and the Tocatì Festival (Mr Avigo, Ms Puggioni).
- Item 5.4** Presentation of the World Federation of Kowat Alrami.
- Item 5.5** Presentation of the World Indigenous Peoples Games (Mr Lorcher Beaudran).
- Item 6** Development of an online Encyclopaedia on TSG.
- Item 6.1** Presentation of the Open Digital Library project (Ms Zeng).
- Item 6.2** Discussion.
- Item 6.3** Proposal for a methodology to foster the development of the online Encyclopaedia on TSG (Mr Parlebas).
- Item 6.4** Presentation of the online Encyclopaedia on TSG (Mr Lorcher Beaudran).
- Item 7** Closure of the third Collective Consultation on the Safeguarding and Promotion of TSG.

## **Annexes**

### **Annex I: Agenda**

### **Annex II: List of Participants**

### **Annex II: Composition of the *Ad Hoc* Advisory Committee and the *Ad Hoc* Working**

#### **Group**

### **Annex III: Road map**

**Item 1. Opening of the third Collective Consultation on the Safeguarding and Promotion of Traditional Sports and Games.**

**Item 1.1 Introduction by Ms Melo, Director of the Division of Ethics, Youth and Sport, followed by statements from guest speakers.**

11. Ms Ângela Melo, Director of the Division of Ethics, Youth and Sport, welcomed the participants on behalf of UNESCO and thanked them for having agreed to meet with the Secretariat for the two day-session. She recalled the institutional and political context that had drawn attention to the issues of safeguarding and promoting traditional sports and games (TSG). From the *Declaration of Punta del Este*, in 1999, to the revised *International Charter of Physical Education, Physical Activity and Sport* of 2015, the project had been gradually constructed on that legal and political foundation. The present consultation, third of its kind, followed the first Collective Consultation of 2006, held at UNESCO Headquarters, which had related particularly to the creation of an International Platform; and the second, held in Tehran in 2009, which had focused on creating an Advisory Committee to implement that umbrella organization. The speaker concluded on the holistic scope of the challenge of safeguarding and promoting traditional sports and games. The programme lays at the intersection of challenges which were cultural, educational, anthropological, social, economic and political, and which fell within UNESCO's mandate of seeking to build societies pacified by education and culture, in particular. The Coordinator of the programme, Mr Dally, recalled its main goals, namely the establishment of an International Platform on TSG, the publication of an online Encyclopaedia and the drafting of Guidelines, and proposed that a temporary mechanism be set up to strengthen UNESCO's activities and contribute to the realization of the programme.

**Item 1.2 Introduction of the Collective Consultation: presentation of the agenda, participants and activities of guest speakers.**

12. Mr Schischlik, Chief of the Youth and Sport Section, emphasized the unique mandate of UNESCO, the United Nations' lead organization for physical education and sport. He recalled that the programme was founded on the work that had been done during the International Conferences of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS) in the 1970s and by working groups of CIGEPS.

**Item 1.2.1 Presentation of the International Association of Traditional Wrestling Sports (IATWS) (Mr Khan).**

13. Mr Khan, President of IATWS, thanked UNESCO for the work performed and welcomed the long-lived collaboration between the Association and the Organization since 2005. Present at the Collective Consultations in Paris (2006) and Tehran (2009), he recalled the significance of the programme, which scope was both educational and cultural, and suggested that the core concept of TSG be further developed on the basis of the contributions of participants and key stakeholders.

**Item 1.2.2 Presentation of the Convention for the Safeguarding of the Intangible Cultural Heritage (Mr Samadov).**

14. Mr Samadov, representative of the Secretariat of the Convention for the Safeguarding of the Intangible Cultural Heritage, gave an overall presentation of the Convention, adopted in 2003 and entered into force in 2006. Notion of heritage had formerly been seen from the viewpoint of scientific expertise, whereas the Convention focused on communities and individuals in possession of this knowledge and experience through a field approach. The Convention, emphasizing the transmission and evolution of practices, pursued four objectives: safeguarding, transmission, respect and awareness raising, while also promoting international cooperation and aid. Its two main bodies, the General Assembly and the Committee, ensure

the development of the Convention. Traditional sport and games were latecomers on the Convention lists and represented an emerging centre of interest, in the same way as games involving the participation of animals.

**Item 1.2.3 Presentation of the Association for International Sport for All (TAFISA) (Mr Baumann).**

15. Mr Baumann, Secretary-General of the Association for International Sport for All (TAFISA), thanking the Secretariat for holding the present event, to which TAFISA is happy to contribute its experience and expertise, recalled the circumstances in which TAFISA was established and explained the mandate of the association. He emphasized the contributions of globalization in the area of sport and drew attention to its paradoxical influence on sports activities. Contrasting globalization and tradition, he raised the issue of their coexistence in sport, which had resulted, in particular, in the harmonization and generalization of sports practices. In the light of that process, globalization had increased regional and local tendencies, which defended cultural specificities and preserved areas for expression or even campaigning against forms of cultural colonialism. These opportunities created rooms for expression for TSG.

**Item 1.2.4 Presentation of the International Centre of Martial Arts for Youth Development and Engagement, a UNESCO Category II Centre (Ms Hyewon Lee).**

16. Ms Hyewon Lee, programme specialist at the International Centre of Martial Arts for Youth Development and Engagement (ICM) – a UNESCO Category II Centre, Republic of Korea – spoke on behalf of Mr Lee See Jong, the Secretary-General of ICM. She presented the Centre's activities dedicated to education and promotion of young people through martial arts and traditional sports. ICM focused on encouraging practices of martial arts and other TSG as vehicles for personal development, both physical and psychological, providing fertile ground for intercultural dialogue and mutual understanding; ensuring healthy and holistic development of young people and, ultimately, strengthening peace and reconciliation among peoples. The Centre conducted its activities on the basis of four mandates: research and the knowledge-sharing on martial arts; capacity-building; development of a clearing house on martial arts; and foster North-South cooperation.

**Item 1.2.5 Presentation of the Hanuman Vyayam Prasarak Mandal Centre, a regional TAFISA Centre specialized in TSG (Mr Sahu).**

17. Mr Sahu, representative of the Hanuman Vyayam Prasarak Mandal Centre, founded in 1914 and become the first TSG-dedicated Centre founded by TAFISA, described the principal missions of the Centre, which had for over a century worked for the development of sports and science for the well-being of masses and communities. Present in 50 cities, members of the Centre had already registered some 400 practices in India. Despite such heightened awareness and visibility, local policies are lacking in the area of TSG and emphasis was put on Olympic sports with their ostensibly greater economic and political importance. Under the supervision of TAFISA and the Centre, alternatives were sought in order to compensate the lack of financial resources, mobilize young people in particular, and promote TSG in cities and active communities. Inspired by the success of this first Centre, a second TSG Centre opened in 2014 in Denmark. Programmes developed by the *Gerlev Legeparken/Gerlev Playpark*, are present in 25 Danish municipalities. Sharing of practices and knowledge between the two Centres proved that minimal financial investment with low-cost cultural and sporting practices, profoundly fostered individual and collective values, providing examples of good practices for the programme led by UNESCO.

**Item 1.2.6 Discussion.**

18. Recalling the political scope of TSG in building peaceful intercommunity dialogue, Mr Baumann underlined the current context in which TSG were finding new advocates. Their inclusion in the Winter Olympics to be held in 2018 in the Republic of Korea reflected a renewed interest in those practices which, within the framework of the Olympic Truce and the sharing of such traditions beyond geographic and symbolic boundaries, brought peoples and communities together.

19. Responding to earlier statements, Mr Jaouen, President of the International Traditional Sports and Games Association (ITSGA) and of the European Traditional Sports and Games Association (ETSGA), suggested that the use of “globalization” should be nuanced and would suggest the use of the term of “glocalization”, involving global thinking and local actions. He also warned about the risks of exporting TSG into different cultural contexts risking distort their practice and symbolic scope. He also stressed the limitations of cultural appropriation in that framework, considering those practices as mirrors of the culture of the communities existing in specific contexts. Mr Bouzid recalled that the concept of globalization could also inhibit any cultural approach, citing the example of how “developing” countries, which had joined globalization through the angle of economic efficiency and performance. He therefore called for caution regarding TSG in those regions in order to preserve them and prevent certain practices from being selected, evaluated as national TSG and gradually subjected to the same trends as globalized sports.
20. Mr Dally blended those two viewpoints together, presenting them as complementary approaches raising different issues and challenges. He underlined the need to raise public and political awareness on TSG in order to enhance local experiences. A standard-setting, political and cultural framework are needed, in line with UNESCO’s mandate and objectives, so that operational arrangements could be implemented, developing an event-based approach and driving mechanisms with, in particular, the support centres as capacity-builders. There would also be a need to harmonize practices, operating methods and goals of the platform, by opening up to outside partners.

**Item 2. Creation of the *Ad Hoc* Advisory Committee and *Ad Hoc* Working Groups.**

21. To begin the process of creating the *Ad Hoc* Advisory Committee and the *Ad Hoc* Working Groups, Mr Dally introduced this item, inviting participants to consider the election of a Chairperson and a Rapporteur for the *Ad Hoc* Advisory Committee, to then consider their own distribution among the working groups to be presented.

**Item 2.1 Election of the Chair of the *Ad Hoc* Advisory Committee and proposals for the *Ad Hoc* Working Groups.**

22. Proposed as a candidate for the position of Chairperson of the *Ad Hoc* Advisory Committee, Mr Khan was appointed by consensus.
23. Mr Khan thanked participants and UNESCO for this opportunity and the trust placed in him. He promised to perform that responsibility with honor, loyalty and honesty in order to carry the project further. He strongly emphasized the need to prepare a strategy for fundraising and ensure the sustainability of the programme. He also suggested that consideration be given to mobilizing governments, particularly through the General Conference and the Executive Board; that matter would be discussed with the Secretariat.

**Item 2.2 Presentation of the road map of the programme on the Safeguarding and Promotion of TSG (Mr Lorcher Beaudran).**

24. Mr Lorcher Beaudran presented the governance model and road map designed by the Secretariat. It had been proposed that the programme on the safeguarding and promotion of TSG take place in three phases as explained in working documents. Under UNESCO’s supervision, during the preparatory phase to begin from the current Collective Consultation, an *Ad Hoc* Advisory Committee and four *Ad Hoc* Working Groups would be set up in order to ensure the division of work as required for the accomplishment of the three goals that had been set (Encyclopaedia, Guidelines, and International Platform). The *Ad Hoc* Advisory Committee would be a temporary body, whose composition remained to be determined. It would supervise the work of the four *Ad Hoc* Working Groups, which would have the following tasks:



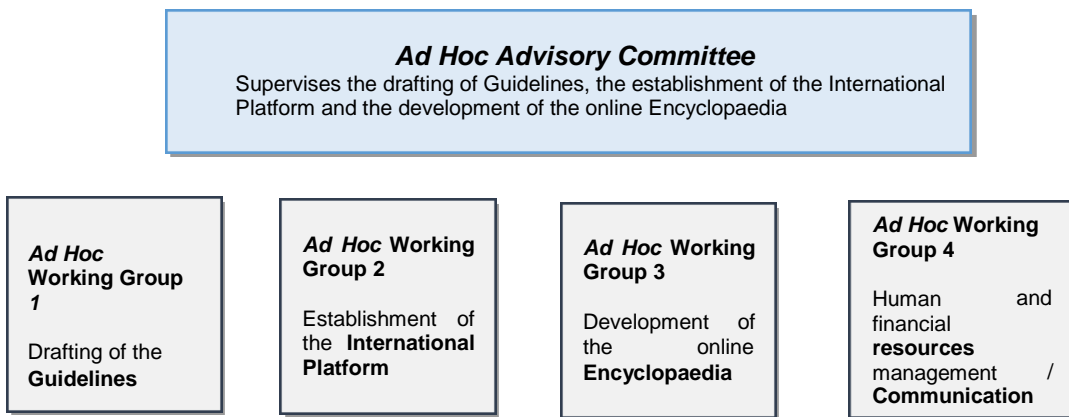
- (a) Working group 1, responsible for drafting Guidelines on TSG**
- (b) Working group 2, responsible for creating the International Platform on TSG**
- (c) Working group 3, responsible for publishing the online Encyclopaedia on TSG**
- (d) Working group 4, responsible for human-resources management, financial management and communication.**

25. It had been considered that working groups would report on their activities and finalize their composition during the fourth Collective Consultation. They would therefore remain open until this momentum in order to ensure geographical and expertise balance.
26. The programme consolidation phase should begin with the fourth Collective Consultation and extend until late 2018. The purpose would be to strengthen the implementation and perpetuation process for the working groups and the *Ad Hoc* Advisory Committee in order to complete the drafting of the Guidelines, the establishment of the International Platform and the online creation of the Encyclopaedia.
27. The detailed programme implementation phase would begin in late 2018/2019, once activities undertaken have been completed. Under UNESCO's supervision, the *Ad Hoc* Advisory Committee would make way for an Executive Advisory Committee and the four *Ad Hoc* Working Groups would be replaced by four Sub-Committees.
28. Under UNESCO's supervision, the *Ad Hoc* Advisory Committee would be the body administering the International Platform, an umbrella organization which would supervise the implementation and evolution of the Guidelines, the development of the digital Encyclopaedia and its own completion.

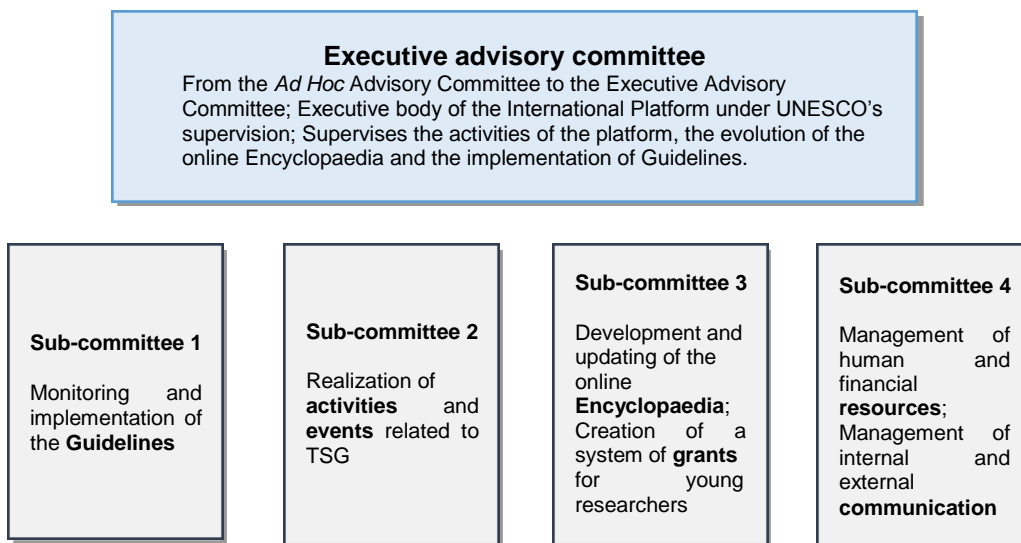
**Item 2.3 Presentation of a draft governance model (Mr Lorcher Beaudran).**

29. Based on the road map presented below, the governance model develops and depicts schematically the elaboration of phases I, II and III, as follows:

**PHASES I & II: Establishment of the *Ad Hoc Advisory Committee* and the four *Ad Hoc Working Groups***



**PHASE III: Creation of the International Platform**



**Item 2.4 Discussion.**

30. Before giving the floor to participants, Mr Dally recalled that, following the *Declaration of Punta del Este* adopted at MINEPS III in 1999, CIGEPS had already developed a draft charter on the establishment of the platform which had been discussed at the Executive Board and the General Conference in 2005<sup>4</sup>. He then invited participants to reflect on a more flexible and less restrictive standard-setting framework that could take the form of terms of reference. Working Group II would discuss and take a decision in that regard.
31. Mr Schischlik emphasized that the very ambitious programme would require significant commitment. As UNESCO had no intergovernmental mandate on the issue, it would have to rely on the cooperation of experts and practitioners. He urged them to adopt a pragmatic approach in organizing their work so that they might be able to encourage Member States to take up the initiative. He expressed considerable appreciation to Mr Khan for his commitment and the generosity of IATWS, which had facilitated the current preliminary phase. He recommended that the platform become a technical, non-intergovernmental body, following

<sup>4</sup> 172 EX/7 and 33 C/59

the model of other projects developed by UNESCO.

32. The Secretary-General of the European Traditional Sports and Games Association (ETSGA), Mr Pere Lavega, supported the idea of building a network engaging authorities responsible for sports, culture, education and health with a view to promoting TSG from an intersectoral perspective. To that end, UNESCO could facilitate contact with, and mobilization of, the above governmental stakeholders by considering all possible aspects conducive to consensus-building and the development of a holistic and inclusive approach. Mr Bouzid also suggested that UNESCO liaise between experts, NGOs and governments to foster collaboration as much expertise as possible without overlooking the qualitative goals set by the Secretariat. Accordingly, Ms Melo noted that UNESCO would be responsible for developing the partnerships in line with the Organization's goals and purposes.

### **Item 3. Policy Guidelines for the safeguarding and promotion of TSG**

33. Mr Dally opened the session by emphasizing, once again, that the composition of the *Ad Hoc* Working Groups and the *Ad Hoc* Advisory Committee would remain open to ensure greater geographical representation. After introducing the agenda, he gave the floor to the participants.

#### **Item 3.1 Presentation of the programme “Recall: Games of the Past-Sports for Today” by the Association for International Sport for All (TAFISA) (Mr Baumann)**

34. Thanking the assembly, Mr Baumann presented the project that TAFISA and the European Commission had conducted between 2013 and 2015. In addition to advocating the positive effects of TSG on European societies, the project had recently led to the inclusion of TSG in sports policies as living practices appreciated by the youngest members of society and communities, through documents targeting children, students, parents and teachers.

#### **Item 3.2 Discussion**

35. Considering the scope of the project, Mr Lavega added that despite the European Union's support for teaching TSG at every level, physical education and sports teachers were too few and their training inadequate for teaching and transmitting TSG. The result was an impoverished sports education that did not make the most of the ludodiversity offered in the field. Moreover, he explained that it was important to spread awareness in communities that sometimes considered TSG as warm-up exercises to prepare students for other sports.
36. Mr Berggren, founder of the Danish Centre *Gerlev Play Park*, tempered Mr Lavega's statement with the example of Denmark's success. His country had made it compulsory for children to daily practice 45 minutes of sport. Danish schools were currently collaborating with sports clubs to introduce new practices in physical and sports education. However, that had been achieved at the expense of TSG, overlooked in favor of sports offered by clubs and associations. In agreement with municipal authorities, *Gerlev Centre* was taking steps to remedy this shortcoming. The Centre's instructors select pupils aged 14 to 15 and one teacher from each partner school. With funding from municipal authorities, these samples of student are trained to practice TSG so that they can transmit the teachings to their younger schoolmates.
37. Questioning the advocacy work that TAFISA and its partners had carried out *vis à vis* the European Commission, Mr Lorcher Beaudran addressed the issue of including in the political agenda the safeguarding and promotion of TSG in terms of communication, lobbying and institutional and political mechanisms. Mr Baumann then detailed the communication strategy

and outreach initiatives targeting the European Parliament so as to obtain the political visibility desired. Mr Jaouen informed participants that ETSGA had been established following negotiations with Members of the European Parliament and submission of written questions, which had led to notifications from the European Commission declaring its commitment to promoting TSG as part of its policies. This strategy could be adapted to current needs with a view to developing cooperation in that regard between UNESCO and the European Union institutions.

### **Item 3.3 Overview of scientific research on TSG (Mr Parlebas)**

38. Mr Parlebas, Emeritus Professor and founding Dean of Paris Descartes University of Social and Human Sciences, attempted to link theory and practice in an educational statement presenting the scientific breakthroughs made in the field of TSG. Games, a pre-eminent cultural heritage considered a wide-scale phenomenon, promoted understanding between peoples, personal development and socialization. Their benefit in France, for example, had been established for centuries, but today games are seen merely as childish or even futile activities providing release. They were not included in school curricula and were practiced as a pre-sports activity, although studies had proven the wealth of their contributions. Participants thus need to consider implementing a strategy to shatter that glass ceiling. It could be done by planning an inclusive, holistic regulatory framework and targeting a wide-ranging public including teachers, inspectors, parents, students, and activity leaders.
39. An objective analysis of the games clearly showed their operating mechanisms and the effects they had on players' behavior by offering experimental proof. Games could, for instance, be used for very different purposes, so that it is detrimental to understand social contexts in which practices are developed to analyze their ins and outs. Games are at the crossroads between personal fulfilment and socialization.
40. Four questions were raised:
  - Do games play an important role in the expression of players' personalities and are they an integral part of culture?
  - Is it possible to study games using a rigorous, scientific method in the same way as other social phenomena, avoiding ideology and illusions?
  - Practiced on the field, does the analysis of games yield objective new knowledge and innovative directions for education, particularly intercultural ones?
  - Do results of studies linking theory and practice suggest that games may foster harmonious relations and mutual respect between peoples?
41. In the twentieth century, research showed that motor activity and use of the body in games mobilized every aspect of an individual's personality. Motor activity was just as important for personal development as speech. That led to the development of motor activity science, particularly within the science of games, which provided for the inclusion of games in the scientific field, including very different bodily demonstrations bearing witness to ludodiversity.
42. Games were observable phenomena that offered an extraordinary field for experimentation. It was easy to observe them with or without instruments. An initial step could be to use the World Sports Encyclopaedia to reference games and describe them in the form of files on traditional games. Once described, the games could be analyzed in more detail through field experiments, focusing research on body motion, motor activity, or in other words, relevance.

43. The work undertaken should account for the difference between sport and games and the links between them. Sport should be defined like any other social or psychological phenomenon with objective, precise, observable criteria. While research had determined seven universal criteria, the following four made it possible to define the concept:
- a motor situation was needed, relevance;
  - rules were needed;
  - competition was needed;
  - institutionalization was needed, globalization being its most critical aspect.

Sport could then be defined through all motor situations in competitive, institutionalized settings. Whereas sport was a standardized activity, games allowed for considerable ludodiversity.

44. There are psychomotor and socio-motor sports. Psychomotor sports do not involve instrumental interaction, such as the high jump or swimming. Socio-motor sports imply relations with others. They can be divided into three kinds of activities: solidarity sports such as mountaineering, opposition sports such as boxing, or both, like many traditional games. Seen through the intercultural lens of ethnomotricity, in which motivity is cultural and acquired, games emerged as a mirror of the society in which they are developed. Each society has its own games and cultural identity, the assertions of which were steadily increasing. While sports present apparent variety, they are intrinsically connected. Games, on the other hand, are perceived as a uniform set of practices, while they are in fact extremely dense.

#### **Item 3.4 Discussion.**

45. Mr Dally thanked Mr Parlebas for his presentation, which would enable participants to further their thoughts on TSG when it came to implementing the programme. He then opened the floor for discussions. At Mr Lorcher Beaudran's request, the concept of "game" was defined more specifically as a space for the expression of personalities and cultures, and that of the science of games as having relations with arts such as dance and bodily expression, which were at the crossroads between games, sports and culture. He cited the example of contemporary dance, more specifically, as it deconstruct norms and create new spaces for emotional and self expression. Thus, from the standpoint of the social contract, participating in a game is accepting its rules, entering into communication with others and expressing one's personality in a space defined by norms. Moreover, dance and bodily expression stood out in the classification of games, because sport and games are generally practiced in view of a performance, such as winning, whereas the aim of dancing is to convey a message to the public, combining motivity and semiotics.
46. Mr Baumann added that, given the plasticity of children's cognitive abilities, emphasis should be placed on quality physical and sports education as early as possible. Mr Berggren stressed that this measure could be included in the policy Guidelines for policymakers and physical education teachers, while also promoting innovation in physical education.

#### **Item 3.5 Presentation of the draft policy Guidelines for the Safeguarding and Promotion of TGS (Mr Lorcher Beaudran).**

47. Mr Dally then summarized the work undertaken and introduced the draft policy Guidelines directly inspired by the draft charter submitted to the General Conference in 2005. The General Conference and Executive Board had noted the need to take action to safeguard and promote TSG. Draft policy Guidelines could also be developed for medium-term implementation and be amended based on the observed results.

48. Mr Lorcher Beaudran then briefly summed up the policy context in which the Guidelines would be developed. Although the institutional and policy background had been presented in the concept note, he reminded participants that the Punta del Este Declaration (1999), which had emerged from MINEPS III, invited “the Director-General of UNESCO, with the cooperation of existing and future regional and national bodies and networks as well as specialists on the subject, to draw up a world traditional games and sports policy, leading eventually to an international charter on traditional games and sports, to be followed by a mid-term and a long-term plan of action”.
49. To that end, CIGEPS set up a working group tasked with safeguarding and promoting TSG. It had developed the framework for a draft international charter on TSG, which had been submitted to the MINEPS IV Conference in Athens in 2004 and had given rise to Resolution 21 on the *Preliminary report on the desirability and scope of an International Charter on Traditional Games and Sports*, adopted by the General Conference of UNESCO at its 33rd session in 2005. The draft charter had a twofold aim of promoting a socio-cultural dimension and quality physical education.
50. The structure and form that the Guidelines should take were then examined, as well as the challenges and opportunities presented by the standard-setting framework in a flexible, contextualized approach adapted to its target audiences, developing a matrix for national public policies and making manuals and other tools available. Another possibility considered was drawing on the successful examples of other policy Guidelines already developed by UNESCO such as the Quality Physical Education (QPE) Guidelines for Policy-Makers.

### Item 3.6 Discussion

51. Mr Samadov took the opportunity to share his experience of the Convention for the Safeguarding of the Intangible Heritage. The Convention distinguished between two types of TSG: those whose definition was in line with that provided by the Convention, which evoked knowledge and practices passed down from generation to generation, and those that had lost their traditional and cultural aspects. In the case of the former type, the working group could focus on the safeguarding and transmission of skills and practices and encourage all forms of traditional knowledge available in communities, without disregarding non-formal education. Moreover, the Convention had developed a framework for ethical principles, which could serve as a tool to develop policy Guidelines to guide publication.
52. One of the challenges currently faced, commented Mr Dally, would thus be to link academic work and policy decision-making while uniting communities, scientists and governmental experts in building a consensus that would lead to the development of an operational framework of guiding principles. They would have to devise policy Guidelines and a guide for their implementation. Mr Parlebas then added that there were three levels to consider in the development of public policies: scientific research – which gave rise to the principles followed by the policy-making community – standardization and, lastly, the dissemination of those breakthroughs in the field through trainers, teachers and associations. Mr Jaouen reminded participants that the Verona Declaration, drawn up in 2015, had expressly required that States introduce some TSG into school curricula while taking into account the local cultural heritage in regions like Mexico, India or Romania – examples which could then be used as a source of inspiration for the programme. Moreover, in some parts of Brittany and Italy, partnerships had been set up between schools and volunteers, such as retired or unemployed persons, who could then share their knowledge and practices of TSG with the pupils.
53. Participants then agreed on the need to involve pupils and parents in the development of policy Guidelines, either as a target audience or as collaborators, in defining the link between schools and families, and to promote the extra-curricular context in which TSG are practiced.
54. Mr Berggren suggested incorporating the work on the development of policy Guidelines into

the United Nations' Sustainable Development Goals (SDGs), an item that would be examined at a later stage in accordance with political leanings and the challenges that emerged.

**Item 4. Proposal to establish an International Platform on TSG.**

**Item 4.1 Presentation of the European Traditional Sports and Games Association (ETSGA) and the International Sports and Games Association (ITSGA)**

55. Mr Jaouen was invited to present ETSGA and ITSGA, associations created by civil society and which straddled the line between sport and culture. ETSGA, an association embracing more than 100,000 members in Europe, had assessed the situation of TSG in Europe and considered solutions to enhance their status. Two instruments had been adopted since, namely, a framework Act recognizing TSG in Europe in the light of their social and cultural role, followed by a programme in 2013. The association also planned to establish an institution for the coordination of TSG, recognized as vehicles for leisure, social interaction, culture and education. ETSGA is a confederation that organizes seminars, events, scientific and ethnographic publications and international symposia respectful of differences.
56. In 2009, ETSGA established ITSGA to represent its members in international organizations and institutions and enhance their visibility. ITSGA is a platform for reflection that seeks to provide States and regions with avenues for reflection on TSG as recommended in the Verona Declaration. ITSGA is a continental and sub-continental network providing a platform for experience and exchange to promote research, protection and development in the areas of intercultural dialogue and social health. ITSGA focuses on two objectives – promoting physical and sports education through conferences and workshops and facilitating intergenerational transmission.
57. Mr Lavega, Vice-Chairperson of ETSGA and ITSGA, promoted horizontal resource management in those organizations, thereby involving both communities and experts with a view to fostering exchange and innovation and including organizing smaller-scale, local cultural events at which participants proudly and wholeheartedly engaged in their practices.

**Item 4.2 Presentation of the establishment of an International Platform on TSG (Mr Lorcher Beaudran).**

58. The Secretariat's objective to establish an International Platform on TSG was introduced by Mr Lorcher Beaudran, who provided a succinct reminder of the context in which the project had emerged. In accordance with 33C/Resolution 21 adopted by the General Conference in 2015 and the contributions of MINEPS IV, the first Collective Consultation had been held at UNESCO Headquarters in 2006. Its agenda had included the establishment of an International Platform for the promotion and development of TSG, intended as an "umbrella organization specifically concerned with TSG" that would eventually become an "International Council on TSG". That initiative was a response to the Maggigen Call to Action (2005), which had marked the end of the International Year for Sport and Physical Education by inviting governments to develop and promote physical education, development and peace, with a special emphasis on the cultural and traditional aspects of sport.
59. A bottom-up approach was proposed during the Collective Consultation with a view to involving communities in the development of the platform. The consultation drew on the work carried out, in particular, by the informal Coordinating Committee for Traditional Sports and Games (CCTSG) under the supervision of UNESCO, responsible for researching, indexing and inventorying ludodiversity, promoting games and making their practice accessible.

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<sup>5</sup> 33 C/Res.21, collective consultation on the establishment of an International Platform for the promotion and development of traditional sports and games

60. The second Collective Consultation on TSG, held in Tehran in 2009, was aimed at establishing a platform to exchange knowledge and build capacity on TSG.
61. In the same vein, the initiative was being renewed to reinitiate the process for the establishment of an International Platform on TSG. As noted in the road map and the governance model, the platform would be steered by an executive consultative committee under the supervision of UNESCO. Four sub-committees would be responsible for ensuring its functioning, implementing Guidelines, developing the online Encyclopaedia, and managing human resources, finance and communication, respectively. The platform should then be formally institutionalized by the end of 2018.

#### **Item 4.3 Discussion.**

62. After the presentation, Mr Baumann proposed to develop a strategy to engage stakeholders at the regional and local levels with a view to furthering the work to be achieved on the basis of geographical division of activities and fundraising. Mr Dally added that establishing an International Platform was crucial, taking into account that a project of that scale was unprecedented. The establishment of regional platforms could subsequently be considered, with a view to strengthening field presence and coordinating the exchange of information and practices. Mr Bouzid also stressed the importance of fostering relations between associations and governments.
63. It was agreed that the working group responsible for implementing the platform would be guided by those discussions in strengthening the provisions for the implementation of the platform and developing flexible terms of reference. Consideration could also be given to the establishment of a TSG fund and the implementation of a mechanism to reward and promote the performance, progress and heritage of TSG.
64. Mr Parlebas nevertheless wondered how the work of the international body and the existing regional bodies would be coordinated. Provisions should therefore be made for collaboration between the two networks in order to prevent duplication and promote best practices.

#### **Item 5. Advocacy and awareness-raising: promoting practices and activities relating to TSG**

##### **Item 5.1 Presentation of TSG in Tunisia and the Arab world (Mr Bouzid).**

65. Mr Bouzid, academic and President of the Tunisian Association for Safeguarding Traditional Sports and Games, and also founding member of ITSGA, provided an overview of the situation of TSG in Tunisia and proposed to extend his initiative to the Arab world. The Association, established in 2007, aimed to address the lack of structures, research and educational teams. What innovative approach could be used to safeguard and promote TSG in the Arab world in the context of the globalization of performance sports? His study, which went as far back as Roman-era Tunisian civilization, identified 240 TSG from ancient times – which were compared with 240 modern-day TSG. The comparative study highlighted many similarities as well as the need to take action to safeguard the millennial heritage; sensitize and train human resources about sport as an educational tool; strengthen national and international partnership agreements; set up recreational areas in accordance with the characteristics of TSG; and finalize national and international projects such as the creation of print and digital teaching and training materials.
66. The project was deliberately inclusive and involved the High Institute for the Training of Child Care Workers, The High Institute for Specialized Teacher Training, the Training Institute for



Tourism Facilitators, the Training Institute for Physical Education Teachers and Trainers, and the High Institute for Socio-Cultural Facilitation. Inspectors had thus received training to support trainers and teachers, and research students had initiated research on TSG as vehicles for the development of physical and cognitive abilities in children, in particular. Accordingly, TSG provided a means of enhancing children's artistic, physical and motor skills. Internships were thus adapted for children, TSG training was provided and workshops were held to support unemployed academics back into employment. Drawing on TSG as an educational tool for young people, the unemployed had thus become socio-cultural facilitators.

67. Inclusive TSG education was also provided in centres for persons with special needs, where it is adapted to certain disabilities, thereby facilitating access for these persons to activities enhancing well-being and personal development. A mobile unit for young people has even been set up to reach out to rural and remote areas where infrastructure and the association network are less developed. In the Ariana region, for instance, twelve cultural institutions were selected to promote TSG with a view to attracting children to cultural institutions (libraries, multimedia libraries and games libraries). TSG are also being used for activities such as storytelling, Arabic language writing, playwriting and creative movement. The project engages Arab world experts and volunteers and promotes handicraft production of items and objects used in those games and sports. The Association's activities extended as far as Asia, where the project aimed to transmit the teaching of Arab games in China and the Republic of Korea.
68. The Tunisian National Olympic Committee had also proposed to promote Olympic values through TSG. Five primary schools had been selected for the programme.

#### **Item 5.2 Presentation of the practice of *Hurling* (Permanent Delegation of Ireland).**

69. The Permanent Delegation of Ireland provided an example of TSG rooted in history, culture and daily practice of Irish communities. *Hurling* is a 2000-year-old tradition that involved not only professionals, amateurs, children and physical education and sports teachers, but also researchers and craftspeople who produce the objects required for the game, including the *hurley*, *camán* and *sliotar*. Handicrafts are often involved in the practice of TSG, which they help to promote and safeguard through fostering local expertise, job creation and transmission of technical knowledge and skills. The practice of *Hurling* is a powerful vehicle for inclusion, integration and social recognition and promotes values generally shared by Irish communities, which successfully maintains a sense of solidarity between and within competing communities.
70. The practice of *Hurling* is organized by sports associations such as the *Gaelic Athletics Association*, and also schools, families and friends. *Hurling* coaches, who themselves come from these communities, keep the tradition alive by teaching and training younger generations and organizing sports competitions, which are covered by local, national and international media. *Hurling* is also transmitted through a large network of voluntary associations that has invested in human and financial resources in order to spread the practice of *Hurling* throughout the country.
71. *Hurling* has received support from the Irish Government, which included Gaelic sports in the physical education curricula in primary school. The national sports governing body provides funding for coaches working full-time in schools and training for voluntary coaches. At the international level, the Department of Foreign Affairs and Trade promotes *Hurling* through the implementation of international projects and exchange programmes between twin cities, for example. Furthermore, cultural institutions such as museums have integrated the promotion of *Hurling* as part of the Irish heritage to their events and exhibitions.

**Item 5.3 Presentation of *Associazione Giochi Antichi* and the *Tocati* Festival (Mr Avigo, Ms Puggioni).**

72. Mr Avigo, President of *Associazione Giochi Antichi*, presented a cultural project focused on games, communities and their territories through the intergenerational transmission of ancient practices. Activities led by the Association are rely on a Manifesto that sets out its framework of action and confines its purpose to traditional game communities with connections to territory, craftsmanship and practice, which face extinction and are not subject to marketing influences and practices.
73. The Association encourages research on TSG in Italy, promotion of TSG through rediscovery and dissemination of these practices and safeguarding of these practices in local areas in which they are present. The Association, member of ETSGA since 2007, is part of a wider European network. Under UNESCO's patronage, it has achieved its goals with the support of many Italian ethnographic museums, research foundations and university partnerships, and with support from the government, foreign partner municipalities and the European Union, notably through the *Lifelong Learning Programme*.
74. The *Tocati* Festival provides the opportunity to celebrate, rediscover and share knowledge, practices and values of TSG each year in Verona, Italy.

**Item 5.4 Presentation of the World Federation of Kowat Alrami (Mr Taleb).**

75. Kowat Alrami, a young martial art combining knowledge of martial arts and self-defence, and promoting access to sport and physical education for all, was presented by Mr Taleb, Director of the committee responsible for public relations at the World Federation of Kowat Alrami. The Federation, established by Dr Kassas, comprises a regional and international network of sportspeople aged 18 and above.
76. Kowat Alrami has sparked considerable controversy in the light of the historical and symbolic significance of the recently established violent practice, which was deemed inconsistent with the objectives set by the Secretariat. Mr Dally highlighted the paradox and invited participants and the Secretariat to review and specify the criteria for the selection of TSG to be targeted by the programme.

**Item 5.5 Presentation of the World Indigenous Nations Games (Mr Lorcher Beaudran).**

77. Mr Lorcher Beaudran presented the Indigenous Games on behalf of H.E. Ms Vera Cíntia Alvarez, Ambassador of Brazil, and Mr Terena, founder of the World Indigenous Games. He provided the example of the first World Indigenous Games, held in Brazil in 2015. Indigenous TSG give the opportunity to promote the heritage of indigenous communities, who notably use games as a vehicle for asserting their culture and identity and promoting indigenous values. The first national Indigenous Games, organized by the Intertribal Committee, indigenous associations and the Council of Elders, with the support of the Federal Government and the Ministry of Sports, were held in Brazil in 1996.
78. Indigenous games have progressively become recognized by the United Nations, which incorporated the concept of "indigenous peoples" into the United Nations Declaration on the Rights of Indigenous Peoples, adopted by the United Nations General Assembly in 2007. Article 31, paragraph 1 of the Declaration provided that those communities had the right to "maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions (...) as well as (...) sports and traditional games". Article 1.5 of the International Charter of Physical Education and Sport also provided that "Traditional and indigenous games, dances and sports, also in their modern and emerging forms, express the world's rich cultural heritage" and must be protected and promoted.

79. Mr Lorcher Beaudran then relayed suggestions and comments made by H.E. Ms Vera Cíntia Alvarez and Mr Terena, who called for representatives of indigenous peoples to be included in the platform to promote their specific cultural and traditional interests. H.E. Ms Vera Cíntia Alvarez and Mr Terena, who were already involved in an Open Digital Library project undertaken by the UNESCO Office in Beijing, also expressed support for the development of an online Encyclopaedia. They also proposed to host one of the next Collective Consultations and invited participants to attend the XIIIth World Indigenous Games.

**Item 6. Development of an Online Encyclopaedia on TSG.**

**Item 6.1 Presentation of the Open Digital Library project (Ms Zeng).**

80. Ms Zeng thanked the Secretariat and presented the Open Digital Library, a free, online, recreational and interactive Library project involving advanced digital technology, carried out by UNESCO Office in Beijing since 2015 with the financial and technical support of the Chinese firm Tencent Technology Company Limited. The purpose of the project was to preserve TSG knowledge and skills and to promote cultural rapprochement, and its objectives notably target at identifying TSG, collecting information in the field from communities, extending research to new practices and regions, being accessible to a wider young audience and raising awareness among governmental and non-governmental bodies. Direct beneficiaries of this project are people and communities of pilot countries and other regions, but also researchers and trainers who could benefit from the project and contribute their own expertise. The Library, is designed to be inclusive, used technology adapted to users with disabilities, for example. Guidelines and a course book are being developed to support and assist users with data collection, production of educational documents, publishing arrangements, copyright and effective use of the Library.
81. Launched in 2015, the pilot phase of the project, concerned four countries: Bangladesh, Mongolia, Brazil and Greece. This year, the Open Digital Library is being launched in Kenya and Morocco to enhance data collection. This gradual launch is being carried out in close cooperation with UNESCO Offices in the pilot countries and UNESCO National Commissions, thereby providing access to the Library for local communities.

**Item 6.2 Discussion.**

82. The project encouraged considerable interest from participants, who welcomed technological progress and use of technology and media. This digital creation added value to TSG practiced in pilot countries through the translation of dialects and rare languages, which facilitated their dissemination to a wide audience.
83. Ms Melo thanked the participants and welcomed the Permanent Delegations of Cuba and Egypt.

**Item 6.3 Proposal regarding a methodology for the development of the online Encyclopaedia on TSG (Mr Parlebas).**

84. M Parlebas commended the work achieved by Mr Lipónski, which led to the publication of the *World Sports Encyclopaedia*. It now seems necessary to complement the study by expanding the field of inquiry, using new media outlets and digitizing contributions. The example of the Open Digital Library perfectly illustrates the alliance between technology and research. It is essential, however, to maintain a print edition of that work in order to ensure its sustainability and long-term preservation. Furthermore, emphasis should be placed on the content and the educational impact of the Encyclopaedia, while ensuring it is attractive.

85. In addition, the preparation of a book entitled *Le Tour du Monde des Jeux par Cinq Enfants* – based on *Le Tour de la France par Deux Enfants* by Ms Bruno – could be considered, in which games of the world could be presented following a set itinerary, involving travelling through one or several regions per country or continent and, at each stage of the trip, showing few selected games. An atlas of the games providing a brief overview of shortlisted world TSG could also be prepared.
86. Mr Bouzid completed the presentation highlighting the heritage aspect of TSG, which reflected a wider historical and cultural reality than the mere traditional aspect of the games. The proposal would be considered by the working group responsible for the development of the Encyclopaedia.
87. Mr Jaouen also stressed the importance of limiting the scope and target audience of the Encyclopaedia. Regional and local commissions could then be set up to select TSG to be promoted, on the basis of a field study. After the selection, teaching tools and techniques could be developed and provided to educational teams so that they could teach about those TSG.

#### **Item 6.4 Presentation of the online Encyclopaedia on TSG (Mr Lorcher Beaudran).**

88. Mr Lorcher Beaudran explained that the project to develop an online Encyclopaedia had stemmed from the earlier project to publish a *World Sports Encyclopaedia*. As early as 1999, the Declaration of Punta del Este had already called on the Ministers concerned to draw up a list of the world's heritage of traditional games and sports. Accordingly, CIGEPS had tasked a working group with promoting and safeguarding TSG. This latter met in Hanover and Duderstadt, Germany, in 2000, and extensively discussed the possibility of preparing a World Heritage List of Traditional Sports and Games. Three years later, Mr Lipónski, in cooperation with UNESCO, presented the *World Sports Encyclopaedia*, which by far exceeded the expectations expressed.
89. The project, initiated by the UNESCO Office in Beijing in partnership with Tencent, was now in line with the Secretariat's goals to enhance and digitize the content of the Sports Encyclopaedia and promote research in this area through the establishment of a grant system providing support for research carried out by young researchers. Looking for further collaboration between this project and the ODL would be positively welcome to enhance inter

#### **Item 7. Closure of the third Collective Consultation on the Safeguarding and Promotion of TSG.**

90. Mr Khan thanked the participants and the Secretariat for their work and for organizing this productive two-day consultation. As Chairperson of the *Ad Hoc* Advisory Committee, he invited participants to continue those efforts so that next consultation might already present the progress made by the various working groups.
91. Mr Dally also thanked the participants for their fruitful exchanges. Reviewing the lessons drawn from the two-day consultation, he proposed, with the consent of the participants, to hold the next Collective Consultation at UNESCO Headquarters. It would provide the opportunity to conduct an initial assessment of the activities carried out by the working groups and the *Ad Hoc* Advisory Committee, and to open the consultation to other participants to ensure better geographical representation.
92. Mr Schischlik expressed his gratitude and shared hope that the project would be revitalized, not all aspects of which had been addressed, thus reflecting the highly complex nature of the task. It would require the expertise of all participants with the support of UNESCO – the only organization capable of bringing together experts, government representatives, NGOs and communities to address complex, cross-cutting issues involving education, sport and culture such as TSG, which now faced a defining moment for their future.

## **Annexes**

**Annex I: Agenda**

**Annex II: List of Participants**

**Annex III: Composition of the Ad Hoc Advisory Committee and the Ad Hoc Working  
Groups**

**Annex IV: Road Map**

## ANNEX I

### Agenda

#### Day 1

**8h45 – 9h00: Opening coffee, welcoming invitees**

**9h00 – 9h30: Opening**

- Welcome words by UNESCO.

**9h30 - 10h45: Outlines of a common Roadmap and key activities**

- Presentations by invited experts and specialized organizations:
  - **Presentation by Mr Samadov (UNESCO) on the Convention for the Safeguarding of the Intangible Cultural Heritage;**
  - **General presentation by Mr Baumann on TAFISA and TSG;**
  - **Presentation by Mr Khan on IATWS and TSG;**
  - **Presentation by Mr Si Hyun Kim on the International Centre of Martial Arts for Youth Development and Engagement;**
  - **Presentation by Mr Sahu on the Hanuman Vyayam Prasarak Mandal Centre.**
- **Questions and answers: opening preliminary debate.**

**11h15 - 11h30: Coffee break**

**11h45 - 13h00: Establishment of an *Ad Hoc Advisory Committee* and *ad hoc Advisory Working Groups***

- Presentation by Mr Lorcher Beaudran on the following strategic items:
  - **The Road Map + Q/A;**
  - **The Model of Governance + Q/A.**
- Election of the chairperson of the *Ad Hoc Advisory Committee*;
- Establishment of *Ad Hoc Working Groups*.

**13h00 - 14h30: Lunch Break**

**14h30 - 17h30: Policy Guidelines on the safeguarding and promotion of TSG**

- **Presentation by Mr Baumann on TAFISA program “Recall: Games of the Past - Sports for Today” + Q/A;**
- **Presentation by Mr Parlebas on his researches on sport and TSG + Q/A.**

**16h00 - 16h15: Coffee break**

- Presentation by Mr Lorcher Beaudran on the following strategic items:
  - **Presentation of the Draft charter on TSG;**
  - **Propositions for the elaboration of the policy Guidelines on TSG.**

#### Day 2

**8h45 – 9h00: Welcoming invitees**

**9h00 - 11h00: Proposition for the establishment of an International Platform**

- **Presentation by Mr Jaouen on the ETSGA and ITSGA + Q/A;**
- Presentation by Mr Lorcher Beaudran on the following strategic items:
  - **Presentation of the background on the proposed International Platform on TSG;**

- **Propositions for the establishment of the International Platform on TSG.**

**11h00 - 11h15: Coffee break**

**11h15 - 12h30: Advocacy and awareness raising: promoting events on TSG**

- **Presentation by Mr Bouzid on TSG in Arab States + Q/A;**
- **Presentation of the Hurling by the Permanent Delegation of Ireland to UNESCO;**
- **Presentation of the World Indigenous Peoples Games on behalf of H.E. Mrs Vera Cíntia Alvarez and Mr Terena by Mr Lorcher Beaudran;**
- **Presentation of the Giochi Antichi Association and the Tocatì Festival (Mr Avigo and Mrs Puggioni);**
- **Presentation of the World Federation of Kowat Alrami and Self Defense (Mr Taleb).**

**12h30 - 14h00: Lunch Break**

**14h00 - 16h00: Towards an Online Worldwide Encyclopedia on TSG**

- **Presentation by Ms Zeng (UNESCO Beijing) on the Open Digital Library project + Q/A;**
- **Presentation by Mr Parlebas on the methodology to elaborate the online Encyclopaedia;**
- **Presentation by Mr Lorcher Beaudran on the following strategic items:**
  - **Presentation of the background on the World Sport Encyclopedia;**
  - **Propositions for the creation of an online Encyclopaedia.**

**16h00 - 16h30: Conclusion**

## ANNEX II

### List of Participants

NAME	STATUS	ORGANIZATION
H.E. Mrs Vera Cintia Alvarez	Ambassador	Ministry of Foreign Affairs, Brazil
Mr Micheál Tierney	Deputy Permanent Representative	Permanent Delegation of Ireland
Mr Shane Dowling	Attaché	Permanent Delegation of Ireland
Ms Sinead Collins	Temporary Attaché	Permanent Delegation of Ireland
Mr Khalil Khan	President	IATWS
Ms Areeba Khalil	Legal Adviser	IATWS
Mr Shammi Rana	General Secretary	Asian Belt Wrestling Federation
Mr Guy Jaouen	President	AEJEST/ITSGA
Mr Giorgio Paolo Avigo	President	Associazione Giochi Antichi
Ms Simona Puggioni	General Secretary	Associazione Giochi Antichi
Mr Berggren	President	Gerlev PlayPark/Gerlev Sports Academy
Mr Ravi Sahu	Director	TAFISA Regional Centre on TSG/HVPM
Mr Ezzeddine Bouzid	President	Association Tunisienne de Sauvegarde des Jeux et Sports de Patrimoine
Mr Lee Jong Hak	President	Korea Jujitsu and Belt Wrestling Federation
Mr Wolfgang Baumann	Secretary General	TAFISA
Mr Pere Lavega	Vice President	European Traditional Sports and Games Association
Mr Pierre Parlebas	Président d'honneur	CEMEA et AIPRAM
Mr Si Hyun Kim	Secretary General	ICM



Ms Hyewon Lee	Program Specialist	ICM
Mr Hanwod Lee	Senior Program Specialist	ICM
Mr Hari Osias Banaag	President	Global Sikaran Federation
Mr Nidar Taleb	Director Public Relations	World Federation Kowat Alrami and Self Defense
Mr Donghwan Choi	Secretary General	WoMAU
Ms Soyoon Park	Secretariat	WoMAU
Mr Jung Eunyong	President	World Kum Sul Federation
Mr Lim Bongae	President	World HapkidoYusul Federation
Mr Kim Jongtae	President	Korea Dodgeball Association
Mr Jung Hankun	President	International Freetennis Association
Mr Kim Bu Ki	President	World Jangbogo Traditional Martial Arts Institute HAESINMOO Federation
Mr Kung Jaeho	Secretary General	World Tagyeoksul Federation
<b>UNESCO FIELD OFFICE</b>		
Ms Qingyi zeng	NPO/CI/BEJ	UNESCO Beijing
<b>UNESCO SECRETARIAT</b>		
Ms Ângela Melo	Director	Division for Ethics, Youth and Sport, SHS
Mr Alexander Schischlik	Chief of Section	Youth and Sport Section
Mr Marcellin Dally	Programme Specialist	Youth and Sport Section
Mr Jonathan Lorcher Beaudran	Project Assistant	Youth and Sport Section

### ANNEX III

## Temporary composition of the *Ad Hoc* Advisory Committee and the *Ad Hoc* Working Groups

As agreed during the Collective Consultation, the composition of the *Ad Hoc* Advisory Committee and the four *Ad Hoc* Working Groups remains open until the fourth Collective Consultation to ensure geographical balance and representation. Therefore, the following lists may be amended.

### *Ad Hoc* Advisory Committee

NAME	STATUS	ORGANIZATION
Mr KHALIL AHMED KHAN	Chairperson	INTERNATIONAL ASSOCIATION OF TRADITIONAL WRESTLING SPORTS (IATWS)
Mr SHAMMI RANA	Rapporteur	ASIAN BELT WRESTLING FEDERATION
Mr BOUZID EZZEDDINE	Member	TUNISIA TRADITIONAL GAMES ASSOCIATION
Mr LEE JONG HAK	Member	WORLD TAGYEOKSUL FEDERATION
Mr WOLFGANG BAUMANN	Member	TAFISA
Mr RAVI SAHU	Member	TAFISA REGIONAL CENTRE ON TSG/HVPM
Mr FINN BERGGREN	Member	GERLEV PLAYPARK /GERLEV SPORTS ACADEMY
Mr PERE LAVEGA	Member	INTERNATIONAL TRADITIONAL GAMES AND SPORT ASSOCIATION, HEAD RESEARCH INSTITUTE OF PHYSICAL EDUCATION OF CATALUNIA
Mr SI-HYUN KIM	Member	INTERNATIONAL CENTER OF MARTIAL ARTS (ICM)
Mr DONGHWAN CHOI	Member	WORLD MARTIAL ARTS UNION

**Ad Hoc Working Groups**

WORKING GROUP 1  POLICY GUIDELINES	WORKING GROUP 2  INTERNATIONAL PLATFORM	WORKING GROUP 3  ENCYCLOPEDIA	WORKING GROUP 4  RESOURCES + COMMUNICATION
<p><b>Chairperson:</b> Mr PERE LAVEGA</p> <p><b>Rapporteur:</b> Mr JONATHAN LORCHER BEAUDRAN</p> <p><b>Members:</b> Mr KIM BU KI Mr LIM BONGAE Mr JUNG HAN KUN Mr JUNG EUNYOUNG Mr AMAN SHARMA</p>	<p><b>Chairperson:</b> Mr WOLFGANG BAUMANN</p> <p><b>Rapporteur:</b> Ms AREEBA KHALIL</p> <p><b>Members:</b> Mr SHAMMI RANA Mr FINN BERGGREN Mr BOUZID EZZEDDINE Mr JEAN FRANÇOIS LAURENT Mr HARI OSIAS BANAAG</p>	<p><b>Chairperson :</b> Mr PIERRE PARLEBAS</p> <p><b>Rapporteur :</b> Mr BOUZID EZZEDDINE</p> <p><b>Members:</b> Mr RAVI SAHU Ms MALGORZATA BRONIKOWSKA Mr PAULO ARAUJO COELHO Mr KUNG JAE HO Mr KIM JONG TAE</p>	<p><b>Chairperson:</b> To be appointed by the Chairman Ad hoc Committee with the approval of UNESCO.</p> <p><b>Rapporteur:</b> To be appointed by Chairman Ad hoc Committee with the approval of UNESCO.</p> <p><b>Members:</b> Mr LEE JONG HAK Mr WALID KASSAS Mr MUHAMMAD NOUHI Mr BULAT GALIMGEROV</p>

## ANNEX IV

### Road Map

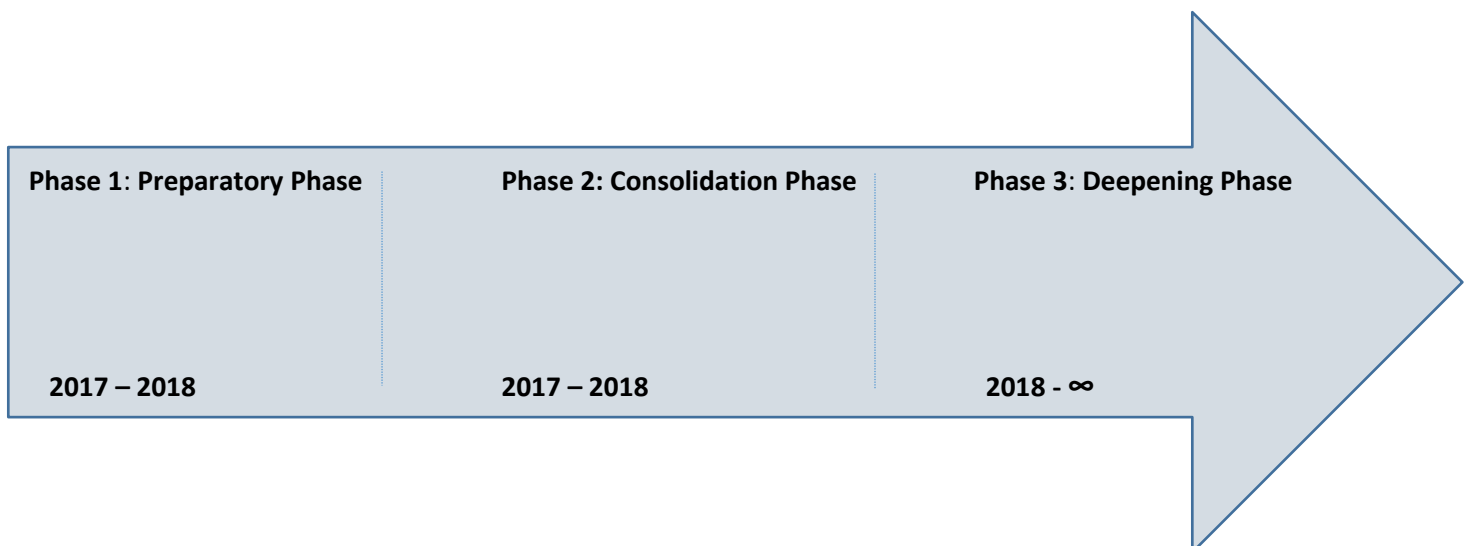
Following the revitalization of the program on Traditional Sports and Games (TSG), this Road Map has been elaborated to foresee the process to be carried out to ensure the safeguarding and the promotion of TSG.

The programmatic approach is following a threefold objective aiming at:

1. the elaboration of Policy Guidelines on TSG;
2. the establishment of an International Platform on TSG;
3. the creation of an Online Encyclopaedia on TSG.

Therefore, the following agenda has been discussed and agreed. However, variables may include further steps to be taken to achieve these objectives.

#### Timeline:



➤ **Phase 1: Preparatory Phase: Establishment of an *Ad Hoc* Advisory Committee and the *Ad Hoc* Working Groups (2017 – 2018)**

□ **Third Collective Consultation at UNESCO Headquarters (6-7 July 2017)**

- The two days consultation will discuss among experts the opportunity to:
  1. elaborate Policy Guidelines on TSG;
  2. establish an International Platform on TSG;
  3. create an Online Encyclopaedia on TSG.
- Participants will discuss the opportunity for the establishment of an *Ad Hoc* Advisory Committee entrusted of launching the process to achieve these threefold objectives.

□ **Establishment of an *Ad Hoc* Advisory Committee**

- This *Ad Hoc* Advisory Committee will be finalized and established during the fourth Collective Consultation on the safeguarding and promotion of TSG.
- This temporary and transitional group would be entrusted of conducting preliminary works to elaborate the Policy Guidelines and establish the International Platform.
- To that end, this *Ad Hoc* Advisory Committee shall entrust four *Ad Hoc* Working Groups as follows:
  1. *Ad Hoc* Working Group n°1 entrusted of the elaboration of the **Policy Guidelines**;
  2. *Ad Hoc* Working Group n°2 entrusted of the **International Platform**;
  3. *Ad Hoc* Working Group n°3 entrusted of the elaboration of the **Online Encyclopaedia**;
  4. *Ad Hoc* Working Group n°4 entrusted of the management of **resources and communication**.

➤ **Phase 2: Consolidation Phase: Monitoring of the activities led under the *Ad Hoc* Advisory Committee and the *Ad Hoc* Working Groups (2017 – 2018)**

***Ad Hoc* Working Group 1**

- Elaboration of the **Policy Guidelines**

**Objective 1: Delivering a first draft of the Policy Guidelines;**

**Objective 2: Delivering a second draft of the Policy Guidelines;**

**Objective 3: Delivering the final Policy Guidelines.**

***Ad Hoc* Working Group 2**

- Establishment of the **International Platform**

**Objective 1: Elaborating the draft rules of functioning and draft status of the International Platform;**

**Objective 2: Delivering the amended draft rules of functioning and draft status of the International Platform;**

**Objective 3: Elaborating the draft strategic approach, objectives and means of procedure and road map;**

**Objective 4: Delivering the amended strategic approach, objectives and means of procedure and road map + delivering the final rules of functioning and status of the International Platform;**

**Objective 5: Delivering the final strategic approach, objectives and means of procedure and road map + adopting the rules of functioning and status of the International Platform;**

**Objective 6: Opening the International Platform**

***Ad Hoc* Working Group 3**

- Elaboration of the **Online Encyclopaedia**

**Objective 1: Delivering a first report of previous activities and research (World Sport Encyclopaedia; ODL; research and data collection)**

**Objective 2: Delivering a road map, strategic approach, objectives and means of procedure;**

**Objective 4: Updating data**

**Objective 5: Formalizing the open digital platform and uploading relevant data;**

**Objective 6: Opening the Online Encyclopedia.**

***Ad Hoc* Working Group 4**

- Managing **resources** and **communication**

**Objective 1: Assessment of the expected needs for the implementation of the activities of the Advisory Committee and the Working Groups;**

**Objective 2: Drafting the fundraising strategy;**

**Objective 3: Drafting the communication strategy;**

**Objective 4: Formalizing the fundraising strategy;**

**Objective 5: Formalizing the communication strategy**

### Phase 3: Deepening Phase: Establishment of the Executive Advisory Committee and the four sub committees (2018 - ∞)

- Once the activities undertaken by the *Ad Hoc* Advisory Committee and the *Ad Hoc* Working Groups have been completed, **the Executive Advisory Committee** and the **four sub-committees** could be established as follows:
  - The **Executive Advisory Committee** shall entrust four **sub committees** as follows:
    1. **Sub Committee n°1**: Secretariat of the International Platform;
    2. **Sub Committee n°2**: entrusted of the roll-out of TSG related activities:
      - Organisation and promotion of cultural and sport events and sports competitions;
      - Organisation of trainees and workshops.
    3. **Sub Committee n°3**: entrusted of updating the Online Encyclopaedia and developing a system of grants and peer review to enhance knowledge sharing and research;
    4. **Sub Committee n°4**: entrusted of the management of resources and communication.

#### Sub Committee 1

- Secretariat of the **International Platform**, notably in charge of disseminating and implementing the policy Guidelines

#### Sub Committee 2

- Roll-out of TSG activities: events, competitions, workshops, trainees, symposia

#### Sub Committee 3

- Formalization of the **Online Encyclopedia**
- Develop a system of **grants** to enhance knowledge sharing and researches

#### Sub Committee 3

- Resource management : human and financial resources
- Communication