The Global Sport and Sustainable Development Goals Baseline and Initial Impact Report

Commonwealth Secretariat

The Commonwealth

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Acronyms and Abbreviations

ASEAN	Association of Southeast Asian Nations
ASOIF	Association of Summer Olympic International Federations
AUSC	African Union Sports Council
CS	Commonwealth Sport
FIBA	International Basketball Federation
FIFA	International Federation of Association Football
GAPPA	Global Action Plan on Physical Activity
GDP	gross domestic product
HDI	Human Development Index
ILO	International Labour Organization
IOC	International Olympic Committee
IPC	International Paralympic Committee
KAP	Kazan Action Plan
LS	lower secondary (school)
MINEPS	International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport
NCD	non-communicable disease
NGO	non-governmental organisation
PA	physical activity
PE	physical education
QPE	quality physical education
SDG	Sustainable Development Goal
SDP	sport for development and peace
SROI	social return on investment
UEFA	Union of European Football Associations
UK	United Kingdom
UN	United Nations

UNDESA	United Nations Department of Economic and Social Affairs
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	The United Nations Framework Convention on Climate Change
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
US	upper secondary (school)
WHO	World Health Organization
YDI	Youth Development Index

Executive Summary

This *Global Sport and Sustainable Development Goals Baseline and Initial Impact Report* evaluates how physical education (PE), physical activity (PA) and sport-related policies might contribute to the Sustainable Development Goals (SDGs), providing a baseline for measurement. This effort represents the first attempt to develop a sport and SDG measurement tool, offering an innovative framework for assessing the impact of sports on sustainable development. The report is part of a broader effort to align sports and development with the 2030 Agenda. It stems from the MINEPS VI Outcome document, which aims to develop common indicators for measuring the contributions of PE, PA and sport to the SDGs. The work includes aspects from other global expert consultations like the Sport and SDG Indicators Toolkit (Version 4.0) in 2020. The initiative is led by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and its member countries, and co-ordinated by the Commonwealth Secretariat, supported by a high-level steering group comprising more than 250 stakeholders, including UN agencies and sector experts.

The report categorises sport as a PA that is governed by a set of rules or customs involving a social interaction. This is in alignment with the wider non-sporting goals drawn from participating in sport for development and peace (SDP). Using this definition, recent years have seen a significant increase in the awareness of the role that sport-based approaches can play in peacebuilding and sustainable development. The adoption of sport as a key component in development initiatives by various organisations has surged more than fivefold over the past decade.[1] This trend underscores the recognition of not only the health and economic benefits of sport, but also its impact on social cohesion and wellbeing policies and programmes.

The report introduces a select basket of sport and SDG indicators which maps the key indicators and data collection methods relevant to policy and programmatic needs at various

[1] P.G. Svensson, Woods, H. (2017), 'A systematic overview of sport for development and peace organisations', Journal for Sport for Development, Vol 5, 36–48. https://jsfd.org/2017/09/20/a-systematic-overview-of-sport-for-development-and-peace-organisations/

levels - namely, globally, regional, national and sub-national. It looks at 60 indicators across seven domains offering a measured snapshot of the efforts of sport in contributing to the SDGs. The seven domains are: 1) Health and Well-Being for All; 2) Quality Education and Life-Long Learning for All; 3) Economic Growth and Productive Employment for All; 4) Sustainable Communities, Consumption and Environment-Friendly Practices; 5) Peaceful, Inclusive and Equitable Societies; 6) Gender Empowerment for All Women and Girls; and 7) System Strengthening and Protecting the Integrity of Sport. The methodology aligns with development measurement tools such as the Human Development Index (HDI), the Youth Development Index (YDI) and the Global Peace Index (GPI) in both imputation and calculation of Domain Scores. While the aim was to provide an evaluation of the contribution sport is making towards achieving the SDGs, a lack of data combined with an acknowledgement that these contributions are intertwined with many other factors has meant that this report tracks progress and regression in the indicators and at the domain level for countries and regions without being able to definitively quantify the direct impact sports are having on reaching the SDG targets by 2030.

A consequence of the trend data analysis and the assessment of the baseline indicator's performance was the identification of substantial gaps in available data. In order to draw sound and substantial conclusions on the contribution of sport to development, data must be harnessed, reported and made publicly available. This is not to say that sport does not have an impact on development – only that the nature and scale of that impact cannot currently be appropriately measured. In this report, case studies and imputed data serve to illuminate important insights, alongside available quantitative data.

It is important to note that figures from the study in this report may not match up to those from the data custodians, like the WHO and UNESCO, as we have included more countries and used imputations to fill data gaps. This leads to different global and regional averages as well as includes data for countries not highlighted in their reports but does not change the story in the data - like whether the direction the data is travelling in is better or worse. We encourage all to use the original data sets for their country if possible and to check regularly to see if more information has been included as different studies and datasets are released regularly and may have more accurate information

than what was available at the time of writing this report. More can be seen on imputations in the methodology section.

Health and Wellbeing for All

Physical activity plays a crucial role in promoting health and wellbeing, while inactivity and sedentary lifestyles significantly increase the risk of noncommunicable diseases (NCDs) and place strain on healthcare systems. Encouraging higher levels of PA can help achieve global NCD targets and support several Sustainable Development Goals (SDGs). This, however, requires greater investment and collaboration from governments, non-state actors, and international organisations like the WHO. Regular PA offers numerous health benefits, such as improved fitness, mental health, and reduced risk of chronic diseases, while sedentary behaviour is linked to poorer outcomes, including higher mortality rates and increased risk of conditions like diabetes and cardiovascular disease. Enhanced data collection and targeted interventions are essential to meet the 2030 PA goals, reduce the burden of NCDs, and improve global health and wellbeing.

This study shows almost a third of adults are insufficiently active, with this number projected by the WHO to rise to 35 per cent by 2030 in their June 2024 release of data. This study shows a significant 82.8 per cent of adolescents were insufficiently active in 2022, and the WHO reported that girls more likely to be inactive than boys (85 per cent versus 78 per cent in 2016).

Quality Education and Life-long Learning for All

Education and lifelong learning are recognised as a fundamental human right, and the concept of quality PE was already established in 1978, gaining more recognition in the 1990s, with UNESCO playing a pivotal role in mapping global PE provision. The latest UNESCO global data on the percentage of countries reporting implementation of minimum number of PE minutes reveals that only 52.5% of primary schools worldwide meet the UNESCO recommended levels of 120 minutes of PE per week.

At the secondary level, where the UNESCO recommended weekly PE time increases to 180 minutes, this issue is heightened: only 34.8% of lower secondary school and 32.2% of upper secondary meet this worldwide (UNESCO, The Global State of Play, 2024).

Globally, 28 per cent of primary schools reported having PE specialist teachers, with the highest percentages in North America (50 per cent) and Europe (41 per cent), and the lowest in Russia and Eurasia (9 per cent). The findings from UNESCO's ministerial survey highlights a marked difference in the recruitment and deployment of specialist PE teachers across education levels, notably revealing a higher prevalence within secondary schools compared to primary schools (see Figure 16). For example, 94.6% of lower secondary schools and 96.4% of upper secondary schools reported having specialist PE teachers, while only 44.7% of primary schools did. Notably, Sub-Saharan Africa reported the fewest specialised PE teachers at secondary level (79% on average). Europe and South America reported the highest numbers, while South Asia and sub-Saharan Africa had the lowest.

Economic Growth and Productive Employment for All

The sport industry makes tangible contributions to employment and economic growth, not least through employment creation. Sporting infrastructure, events, tourism and regular participation contribute directly to economies through the sales of tickets, merchandise, subscriptions and broadcasting. While exact data are often lacking, various place-based sports event and tourism policies are also particularly prominent in deriving economic benefits from sport indirectly via travel, hotels and eateries. For Sport and SDG Indicator 22 – the percentage of national public expenditure invested in sport – data are only available for Europe. What is clear is that in Europe, prior to the COVID-19 pandemic, there were significant increases in average spending from 2016, peaking at 0.98 per cent of public expenditure in 2019, but in 2020, spending dropped to below 2017 levels. The drop occurred across most European countries in 2020, and at the time of writing, these nations were still recovering. The three European countries investing most in sport in 2022 were Iceland, Hungary and Montenegro; those investing least were Belarus, Bulgaria and Ireland.

Sustainable Communities, Consumption and Environment-Friendly Practices

Sustainable consumption and production focus on changing how natural resources, food and waste are managed within

the sporting sector. This is closely linked to combating climate change. Sport can help raise awareness by educating the workforce and fanbase and implementing policies to lower carbon dioxide emissions. Currently, there are no global data for any of the indicators within this domain. Data are available for individual major sporting events, such as the Olympic Games, Commonwealth Sport and International Federation of Association Football (FIFA) World Cup, but it is often not aligned or comparable. Despite the lack of data, significant action is being taken to combat climate change and change behaviours around production and consumption in sports. Major sporting events, high-performance teams and famous athletes have successfully leveraged their influence to raise environmental awareness, advocate for policy change and drive community action on environmental issues.

Peaceful, Inclusive and Equitable Societies

Inequalities within societies are often mirrored and sometimes intensified within sport, PA and PE. This domain adopts a 'sport for all' ethos, aiming to make programming as inclusive, equitable and safe, as possible and eliminate barriers to participation and representation in sport. In this domain, the report uses case studies and proxy indicators to illuminate insights. The proportion of the population that feels safe walking alone in their living area is one important proxy indicator. Although not directly linked to sport, it reflects the safety of environments where grassroots sport and PA occur. Between 2016 and 2022, global data showed an increase in people feeling safe, with notable improvements in North America and the Asia and Pacific regions, while Europe saw a decline.

Gender Empowerment for All Women and Girls

The importance of gender equality and the empowerment of all women and girls is acknowledged throughout the 2030 Agenda for Sustainable Development. From a policy perspective, gender mainstreaming requires the application of a gender-sensitive approach across all policy stages, including formulation, resource allocation, implementation and evaluation. At the time of writing, this report suffered from a lack and inconsistency in the data that are available. For Sport and SDG Indicator

5, for example – the percentage of females who participate once a week in sports and exercise – only data for one region of Africa was found. For Sport and SDG Indicator 5, World Health Organization (WHO) insufficient activity data showed that women were more inactive than men, with a 9 per cent difference between the male and female population deemed sufficiently active. Due to the lack of data for other gender indicators (72 countries were missing data), SDG Indicator 5.2.2 – the percentage of women in senior and middle management positions – has been included as a proxy in the absence of specifically sport-related data. Trends have not been consistent within regions, with some showing a decline in recent years; however, all regions have a higher score in 2022 than they did in 2016.

System Strengthening and Protecting the Integrity of Sport

This domain acknowledges that the potential contribution of sport to the SDGs is best realised through multi-level alignment and integration with policy developments in other sectors, such as education, health and economic development. Achieving this level of policy coherence may be challenging in some contexts and requires a substantial measure of mutual understanding and adaptation across the range of policy actors. Only 36 countries (17 per cent) published data for this domain, so the remaining 83 per cent were imputed. No Arab nations currently publish data, and 41 European countries (80 per cent) were missing data and required imputations. Globally, just over a third (31.98 per cent) of national sport policies intentionally align with the SDGs. Based on imputations for 2022, North America is the leading region, with 69 per cent of its policies thus aligned, while Europe stands with only 23.31 per cent.

Chapter 1

Introduction

Chapter 1
Introduction

Recent years have seen a notable shift in the awareness of the impact that sport-based approaches can have on peacebuilding and sustainable development. This growing awareness is demonstrated by the United Nations (UN) General Assembly's approval of Resolution 58/5, underscoring the role of sport in achieving international development objectives.[3] The resolution represented the tenth consecutive year that the assembly recognised the connection between sport, development and peacebuilding.[1] During this period, there has been a remarkable surge – over five times – of organisations adopting sport as a key approach in their development initiatives.[2] This shows not only the increased knowledge of the health and economic benefits of sport but also its wider spread implication on social cohesion and wellbeing policy and programming.[3]

The trend is especially noticeable at the community level. In addition, numerous sport stakeholders, such as international and national sports federations, have formed working groups with development organisations and have incorporated messages focused on development into their communication and growth strategies.[4]

Evidence-based policy-making has been increasingly adopted by UN agencies and governments around the world to formulate successful and effective actions. According to the United Nations Department of Economic and Social Affairs (UNDESA), evidence-based policy-making and decisions are 'based on reliable data and statistics rather than intuition and

1 United Nations Office on Sport for Development and Peace (UNOADP) (2012), *Annual Report*, www.sportanddev.org/sites/default/files/downloads/unosdp_annual_report_2011_final_web_single_pages_1.pdf

2 Kay, T (2010), 'Development through sport? Sport in support of female empowerment in Delhi, India', in Houlihan B and M. Green (Eds.) *Routledge Handbook of Sports Development*, Routledge, Milton Park, UK. https://www.taylorfrancis.com/books/edit/10.4324/9780203885581/routledge-handbook-sports-development-barrie-houlihan-mick-green

3 United Nations General Assembly (2003) Sports as a means to promote education, health, development and peace, https://digitallibrary.un.org/record/505371?ln=en&v=pdf

4 International Council of Sport Science and Physical Education (ICSSPE) and UNESCO (2022a), *Sport and Physical Activity for Sustainable Development*, Social Benefits of Sport An Overview to Inform the Community Planning Process by Professor Fred Coalter, https://www.sportni.net/wp-content/uploads/2013/03/the_social_benefits_of_sport_an_overview_to_inform_the_community_planning_process.pdf

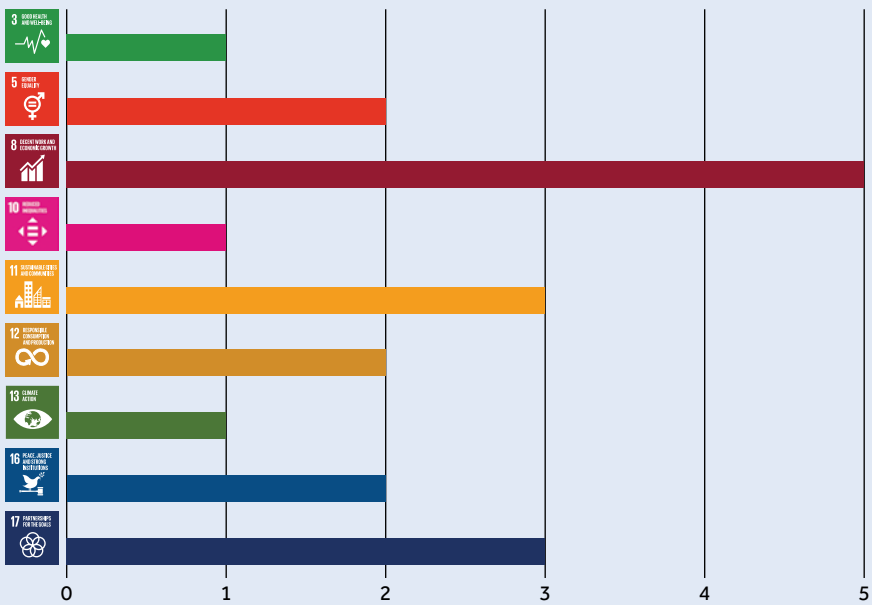
personal opinion'.[5] This is also central to the approach adopted in 2015 towards the Sustainable Development Goals (SDGs), where it is emphasised that policies must be based on 'evidence rather than assumptions to address these ambitious goals'.

Commonwealth Sport (CS) Adoption of the Sport and SDG Indicators

Commonwealth sport is highly engaged with sport-based approaches to development and has a strong commitment to the utilisation of sports events to lever sustainable social, economic and environmental legacies. The CGF's 2023–2034 Strategic Plan includes an outline as to how the movement will transform from a predominate focus on hosting the Commonwealth Games ('the Games'), to a wider vision to unite the Commonwealth through sport. At a time when profit is driving sports organisations around the world, this initiative sees itself as 'guided by the Commonwealth Charter and the UN Sustainable Development Goals and driven by our three values of Humanity, Equality and Destiny'.

In 2020, the CGF published a Games Values Framework that advances this ambition for the CGF in outlining the wide-reaching development outcomes that hosting the Games can have for host cities, regions and countries, while also providing a framework for assessing and maximising these benefits. The past data from the Games were mapped to the Sport and SDG Indicators showing significant contributions from the Games to the SDGs (see Figure 1.1).

Figure 1.1 Number of SDG indicators supported by Commonwealth Games impact data



5 United Nations Department of Economic and Social Affairs (UNDESA) (2015), 'Sustainable Development: The 17 Goals', www.un.org/en/desa

The Sport and SDG Indicators now form the basis of the CGF's strategic planning for the sport movement and the Games. This includes alignment of legacy activity with national development priorities for host nations and engaging in dialogue during event design to ensure hosting the Games delivers the CGF vision of 'Our Commonwealth United by Sport' through the creation of sporting, trade, economic, social, cultural and diplomatic opportunities across the Commonwealth.

Flowing from these high-level working groups and reports has been a push for consistent measurement tools to monitor the progress and regress made globally, regionally and nationally in how sport and sports participation is having an impact on overall development and peace.[6] Progress and regress are measured against an international standard, which gives little room for the many cultural differences we know exist in how to approach sporting activities; see an elaboration on this below. The MINEPS VI Outcome document raised the topic of measuring sports' positive impacts holistically. This has led to investigations of data collections and gaps that may be suitable to measure progress toward the SDGs.

1.1 Objectives of the report

This report, *The Global Sport and Sustainable Development Goals Baseline and Initial Impact Report*, is the first attempt to showcase how sport contributes to achieving the SDGs. However, due to insufficient data and the recognition that these contributions are interconnected with various other factors, it can only track progress and setbacks in the indicators and at the domain level for different countries and regions. As data are constantly evolving it is envisaged that the indicators and methodologies will be adaptive as more and better data become available and indicators suitability becomes clearer over time. The report is a direct result of the delivery of a global multi-stakeholder initiative under the MINEPS VI Outcome document[7] adopted in 2017 – specifically Action 2: to '[d]evelop common indicators for measuring the contribution of PE, PA, and sport to prioritised SDGs and targets'.[8] This action, set by UNESCO and its member states, is one on which the Commonwealth was asked to take the lead in working alongside other institutions, experts and practitioners. It squarely

6 UNESCO (2017), *Kazan Action Plan,* www.unesco.org/en/kazan-action-plan
7 Ibid.
8 Ibid.

advocates for the continued need for evidence-based policy across seven domains of impact.

The international sphere is populated with a plethora of guidelines, resolutions and other steering documents, and the world of sports and development is no exception. At the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI) in 2017, the Intergovernmental Committee on Physical Education and Sport (CIGEPS) committed to contribute actively to the 2030 Agenda, and the SDGs formed an intrinsic part of the MINEPS VI Outcome document.[9] Following MINEPS VI, the Commonwealth Secretariat was asked to develop a monitoring framework and key indicators to support the delivery of MINEPS VI Outcome document Action 2.

The MINEPS VI Outcome document aims to 'facilitate international and multi-stakeholder policy convergence, ease international cooperation and foster capacity-building efforts of governmental authorities and sports'.[10] It is a coherent mechanism for policy development, implementation and monitoring, aligned with universal human rights and the SDGs within and beyond the UN system. MINEPS VI Outcome document Action 2 aligns with the following existing frameworks and action plans:

- the UN Action Plan on Sport for Development and Peace (2018–2020), which includes a focus on improving sport-related data;[11]
- UNESCO's Fit for Life Global Sport Alliance, which advocates for inclusive, equitable and safe sport and PE for all, notably by advancing impact measurement and streaming existing data such as that collected via UNESCO's Quality Physical Education and Global Sport Surveys.[12] and
- the World Health Organization (WHO) Global Action Plan on Physical Activity.[13]

9 Ibid.
10 Ibid.
11 UN General Assembly (UNGA) (2006), 'United Nations Action Plan on Sport for Development and Peace', www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2018/06/14.pdf
12 UNESCO (2023), *The Global Sport and Sustainable development Goals Impact Report,* https://thecommonwealth.org/publications/global-sport-and-sustainable-development-goals-impact-report
13 World Health Organization (WHO) (2018), *Global Action Plan on Physical Activity, More Active People for a Healthier World*, www.who.int/publications/i/item/9789241514187

Outlined in Figure 1.2 are the international declarations, policies and publications on sport, PE, PA, and sport for development and peace that led to the MINEPS VI Outcome document and ultimately this first global baseline report.

The result was the Global Sport and SDG Model Indicators, which map and identify the key indicators (and related data collection methods) that are relevant to the central policy drivers, and also relevant to different stakeholders' data needs to support their own decision-making. The 'bank' of indicators cuts across both the policy and programmatic ecosystem to measure and evidence the contribution of sport towards the SDGs, with the intention that they could be utilised appropriately by actors at the global, regional, national and programmatic levels. The Global Sport and SDG Indicators continue to be led and co-ordinated by the Commonwealth Secretariat, with the support of a high-level steering group made up of more than 250 stakeholders, United Nations agencies, leading member countries and sector experts.

1.2 Defining sports for development

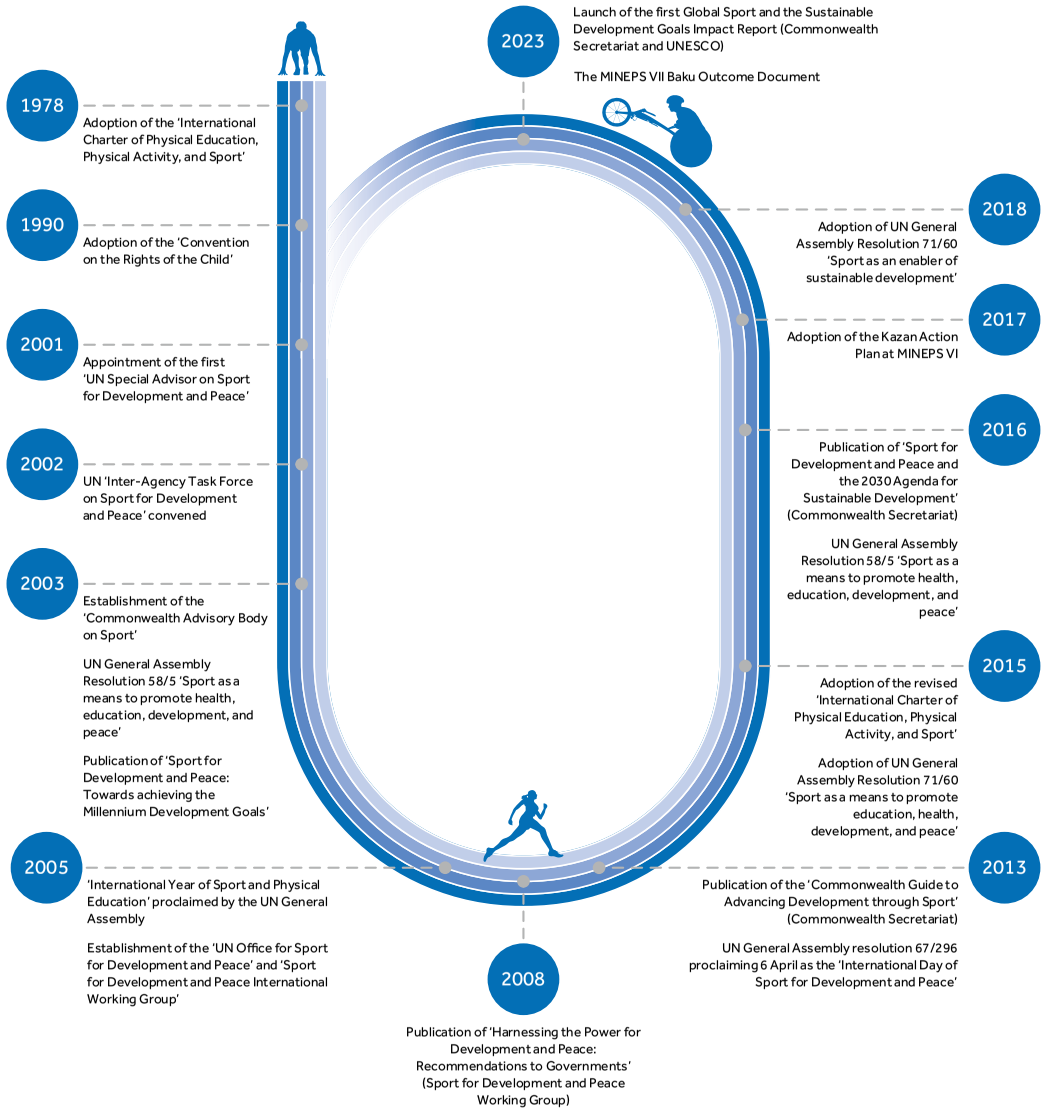
Sport as a contributing factor to development relies on a specific understanding of development disciplines and how they change over time. Within each of the main areas of policy/practice relevant to this study – PE, PA and sport – there are a number of important definitions that capture both areas of common overlapping policy and practice, as well as areas of distinct policy and practice. Summarised in Figure 1.3, the following overarching definitions outline what is in and out of scope for contributing to the SDGs within this report.

Physical Education is understood as an area of the school curriculum concerned with human movement, physical fitness and health. It focuses on developing physical competence so that all children can move efficiently, effectively and safely and understand what they are doing, which is essential for their full development, achievement and for lifelong participation in PA.[14]

Physical activity is 'any bodily movement produced by skeletal muscles that requires energy expenditure'.[16] Regular moderate to

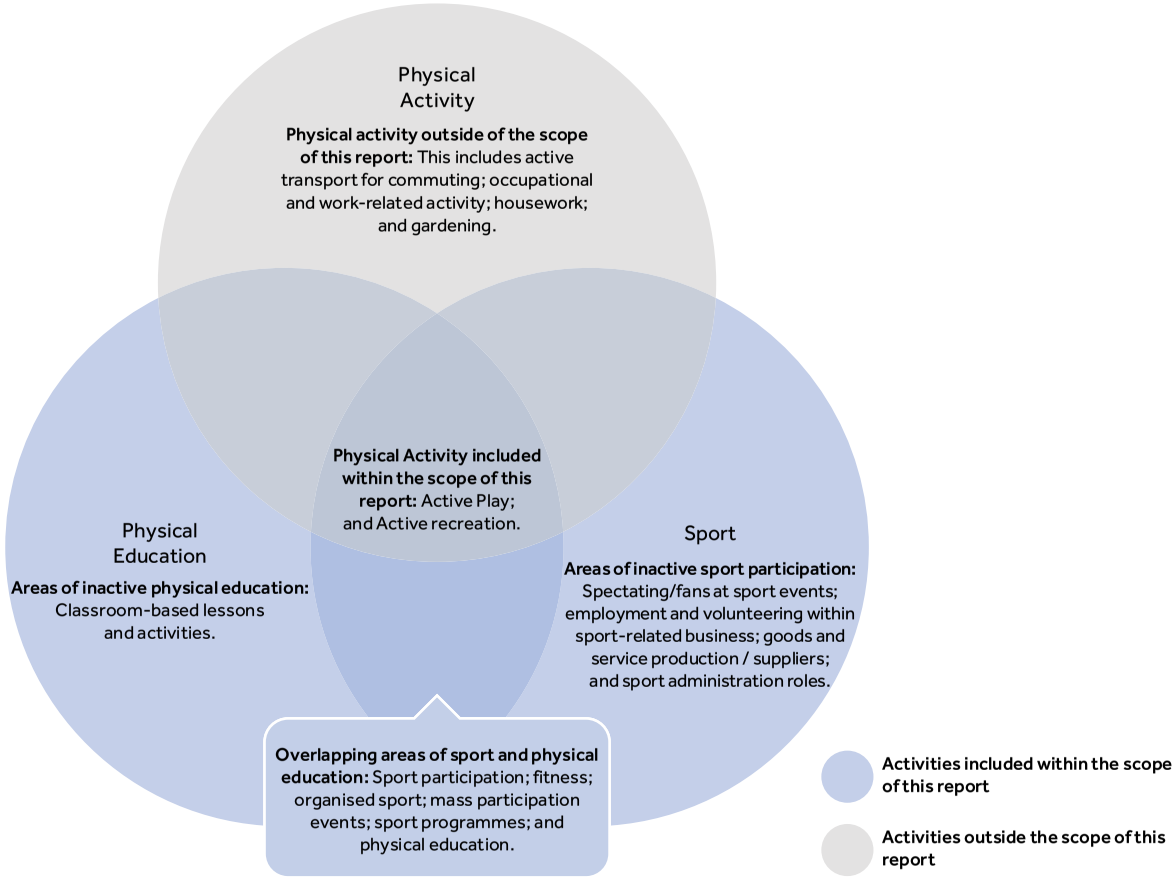
14 UNESCO (n.d.), 'Promoting Quality Physical Education Policy', www.unesco.org/en/quality-physical-education

Figure 1.2 Key milestones leading to *the Global Sport and SDGs Impact Report 2023*



Source: InFocus and Commonwealth Secretariat

Figure 1.3 Activities included within the usual scope of PE, PA and sport stakeholders[15]



Source: Adapted from Commonwealth Secretariat (2020)

15 Commonwealth Secretariat (2020), *Measuring the Contribution of Sport, Physical Education, and Physical Activity to the Sustainable Development Goals: Sport and SDG Indicator Toolkit Version 4.0*, https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/SDGs%20Toolkit%20version%204.0_0.pdf

vigorous PA has been proved to help promote and manage both physical and mental health and wellbeing. This report includes walking, cycling, wheeling, sports and active recreation/play at any level of skill. It does not include PA linked to employment, commuting/active travel, housework or gardening.

Sport is a PA that is governed by a set of rules or customs involving specific administration, a governing body, organisation and a historical background, and is often engaged in competitively. It comprises all forms of PA that contribute to physical fitness, mental wellbeing and social interaction, such as play, recreation, organised or competitive sports and traditional sports and games.[17] Both PE and sports have elements of inactivity such as theory lessons, spectating, and related business and sports goods and services production.

Sport is further sub-divided for purposes of this study into different levels at which sport can be played – high-performance sport, competitive sport and grassroots sport (or sport for all) – and sub-categories of sporting activity, including fitness (exercise), active recreation (leisure), organised sport (or physical recreation), traditional/indigenous sports and games (TSG), school and extracurricular sports, mass participation sporting events, major/mega sporting events, and sports programmes. Definitions for each of these terms can be found in the Glossary in Annex A.

A note here on regional and cultural nuance. This report, and the framework of indicators it adheres to, leans on internationally defined standards and definitions to draw out conclusions and recommendations that can be applicable to all. In reality, of course, 'sport for development' can be defined in different ways depending on various factors. In many African countries, for example, traditional sports and games play a vital role in community cohesion and cultural heritage. For instance, wrestling in Senegal and long-distance running in Kenya are deeply rooted in cultural practices and a drive to improve the socio-economic conditions of their lives and that of the wider community they come from. The athletes serve

16 WHO (2022d), *Global Status Report on Physical Activity*, www.who.int/teams/health-promotion/physical-activity/global-status-report-on-physical-activity-2022

17 ICSSPE and UNESCO (2022), *Let's Get Moving Together! A Toolkit for Grassroots Sport Leaders*, www.icsspe.org/system/files/20220602_ICSSPE%20Grassroots%20Sport%20Toolkit-Final.pdf

as a beacon of hope and national pride. In Latin America, football is seen as a pathway out of poverty for many young people, and programmes that scout and develop young talent are widespread.[18] In many Western countries, (such as the US, UK and Germany) talent is also nurtured from a young age and sport is notably commercialised, with significant investments in sports infrastructure, sponsorships and broadcasting rights. Professional sports leagues such as the National Football League (NFL),[19] National Basketball Association (NBA), Premier League and Bundesliga contribute significantly to the economy.[20] In Asian countries like Japan and China, sports are often seen as a means to instil discipline, teamwork and respect for authority (this is reflected in the popularity of martial arts, for example, which emphasise these values).[21] And for Indians, cricket is more than just a sport; it is a cultural phenomenon, playing a significant role in social integration, national identity and even diplomacy. Staying sensitive to regional and cultural differences is key in implementing successful policies and programmes for sport and PA, including the recommendations of this report.

18 Nadel, J (2014), *Fútbol! Why Soccer Matters in Latin America.*, University Press of Florida, Gainesville, FL.

19 MacDomanld, A (2019) The Beautiful Game, https://www.britishcouncil.org/research-insight/beautiful-game

20 Ann, L (2023) A detailed list of the major professional sports leauges in the United States and Canada, https://sportsbrief.com/other-sports/33238-a-detailed-list-major-professional-sports-leagues-united-states-canada/

21 Squashinrussia (2024), 'What Makes Japanese Sports Culture Unique?', www.squashinrussia.com/what-makes-japanese-sports-culture-unique/

Chapter 2

Methodology

Chapter 2
Methodology

This methodology chapter covers the three main stages and process of acquiring the global data of this study. The three stages include: informing, data mining and analysis. For this report, 60 indicators across seven domains were selected. The methodology also covers how these chosen indicators were weighted and scored.

Some of the imputation techniques used in this report include hot desk and trend imputation analysis. This has been supported by an extensive literature review of global, regional and national documents on the impact of PE, PA and Sport for sustainable development.

As the first global baseline, the report remains transparent about the data limitations and the imputation techniques used to provide a clear picture for the reader.

The issue of low availability of frequent, free, quality, current or historical data was a factor in several of the methodological decisions made, from what indicators to include to how to calculate regional and global scores. And while there are many empirical and statistical techniques that can be employed to deal with issues of missing data, they do come with caveats. The report uses imputed data to attempt to overcome the paucity of consistent and comprehensive data across topics and countries. By using datasets that include imputations, we are presenting best guesses rather than projections. These are tried and tested methodologies, which are adaptable, and as more and better data becomes available, changes to the indicators used as well as weighting and imputation methodologies will also be revisited. The intention is to contribute to the growing understanding of sport's contribution to the SDGs,[22] and fully optimise the impact of sport as a development tool. The full Methodology can be found in Annex B.

22 Commonwealth Secretariat (2020), *Measuring the contribution of sport, physical education, and physical activity to the Sustainable Development Goals Sport & SDG Indicator Toolkit, V4.0.* https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/SDGs%20Toolkit%20version%204.0_0.pdf

The inclusion of Annex B and a glossary supports replicability and reader understanding. The methodology's alignment with existing development indices (HDI, YDI, etc.) adds conceptual rigour and legitimacy. However, this report also acknowledges the lack of internationally agreed performance rating rubrics or 2030 targets for many indicators, which limits impact attribution at this stage. Disability is embedded as a data variable in several indicators, however, the imputation techniques used often relied on proxy or regional averages and acknowledged that disability-specific data were sparse. The report, however, does advocate for targeted improvements. The methodology allows for disaggregation by sex, age, and ability where data exist, but there is no specific methodological treatment given to intersectionality at the time of writing this report. In future Impact Reports, data to this specific area will be prioritised. It is also worth mentioning that for this particular baseline report, the weighting and domain scoring do not account for compounded disadvantage (e.g. girls with disability in rural areas). It is acknowledged that qualitative methods would have enhanced including the voice of children or youth and marginalised groups.

2.1 Where did the *Global Sport and SDG Impact Report* come from?

The *Global Sport and SDG Impact Report* ('the Impact Report') is a direct result of the delivery of a global multi-stakeholder initiative under the MINEPS VI Outcome document[23] adopted in 2017 – specifically Action 2. This action, set by UNESCO and its member states, and outlined in part by the MINEPS VI Outcome document, is the one on which the Commonwealth was asked to take the lead, working alongside other institutions, governments, experts and practitioners. The Impact Report is the outcome of a long and fruitful process of developing a set of Global Sport and SDG Impact Indicators that align local, national and international sport policies and programmes with

23 The MINEPS VI Outcome document was adopted on 15 July 2017 by UNESCO's Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI). See: https://en.unesco.org/mineps6/kazan-action-plan

the Sustainable Development Goals (SDGs). The five actions of the MINEPS VI Outcome document UNESCO are:

i. elaborate an advocacy tool presenting evidence-based arguments for investments in PE, PA and sport;
ii. develop common indicators for measuring the contribution of PE, PA and sport to prioritised SDGs and targets;
iii. unify and further develop international standards supporting sport ministers' interventions in the field of sport integrity (in correlation with the International Convention against Doping in Sport);
iv. conduct a feasibility study on the establishment of a Global Observatory for Women, Sport, Physical Education, and Physical Activity; and
v. develop a clearinghouse for sharing information according to the sport policy follow-up framework developed for MINEPS VI.

The Global Sport and SDG Initial and Baseline Report is in alignment with the efforts of Fit for Life and the MINEPS that advocate for the systematic use of sport to tackle contemporary challenges and to build more inclusive and peaceful societies.

2.2 What are the Global Sport and SDG Impact Indicators?

The Global Sport and SDG Impact Indicators are a set of indicators designed to help countries and sporting bodies monitor and evaluate the contributions that PE, PA and sport make to the achievement of the SDGs. Specifically, they help monitor the contribution of sport to areas such as:

- good health (SDG3);
- quality education (SDG4);
- gender equality (SDG5);
- economic growth and decent work for all (SDG8);
- reducing inequality (SDG10);
- sustainable consumption and environmental sustainability (SDGs 12 and 13);

- safeguarding athletes and participants from abuse and violence (SDGs 5 and 16); and
- building effective, accountable and inclusive institutions (SDG16).

A toolkit (Version 4.0) has been produced[24] that outlines a common approach to the measurement of sport-related policies, implementation plans and strategies, alongside core principles associated with the design of monitoring and evaluation frameworks that integrate the Global Sport and SDG Impact Indicators.

The Global Sport and SDG Impact Indicators continue to be led and co-ordinated by the Commonwealth Secretariat, with the support of a high-level steering group made up of more than 250 stakeholders, United Nations agencies, leading member countries and sector experts. The indicators are aligned and designed to coherently support and reduce the monitoring burden for stakeholders across the following existing frameworks and action plans:

- the UN Action Plan on Sport for Development and Peace (2018–2020), which includes a focus on improving sport-related data;
- UNESCO's Fit for Life Global Sport Alliance, which advocates for inclusive, equitable and safe sport and PE for all, notably by advancing impact measurement and streaming existing data such as that collected via UNESCO's Quality Physical Education and Global Sport Surveys.
- the World Health Organization (WHO) Global Action Plan on Physical Activity and
- the other four actions of the MINEPS VI Outcome document.

24 Commonwealth Secretariat (2020), *Measuring the contribution of sport, physical education, and physical activity to the Sustainable Development Goals Sport & SDG Indicator Toolkit, V4.0.* https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/SDGs%20Toolkit%20 version%204.0_0.pdf

Table 2.1 The three categories of indicators in the *Global Sport and SDG Impact Report*

Category 1 indicators	A small suite of common global indicators to be collected consistently across all countries – for example, 'Percentage of population reporting that participating in sport and exercise has a positive impact on themselves, their family or community'.
Category 2: SDG-specific indicators	A wider set of indicators used by a broader range of stakeholders based on regional or national contexts.
Category 3: programmatic indicators	Common methodology or language for categorising programmatic or project-level interventions (included in the form of case studies).

2.3 How were the baskets of indicators and domains selected?

Given the complexity of the project, a select basket of indicators was determined in order to present a clear picture of the gaps and opportunities that exist globally in data that measure the contribution of sport to the SDGs. These were taken from the Sport and SDG Indicators Toolkit (Version 4.0).[24] It was important to work with a select basket of indicators as, although one cannot measure everything, one can begin to tell a story that will spur action and inform future reviews of the indicators. This is reflected as a selection of Category 1, 2 and 3 indicators (see Table 2.1) and across seven domains summarised in Figure 2.1 and discussed in more detail in the report. Sixty (60) indicators have been included, 75 per cent with available data. Overall, Europe had the most available data with 60 per cent of all possible data for the region (24 per cent actual and 35 per cent imputed), while Asia and the Pacific had the least – 43 per cent of all possible data for the region (13 per cent actual, 30 per cent imputed).

2.4 Domain and indicator selection

Global Sport and SDG Impact Indicators are a set of measures designed to help countries and sporting bodies to monitor and evaluate the contributions that sport, PE and PA make to the achievement of the SDGs. They help monitor the contribution of sport to areas such as Good Health and Well-Being for All (SDG3); Quality Education and Lifelong Learning for All (SDG4);

Figure 2.1 The seven domains, and how they align to the SDGs and the MINEPS VI Outcome document

Source: InFocus

Gender Empowerment for All Women and Girls (SDG5); Economic Growth and Productive Employment for All (SDG8); Sustainable Communities, Consumption and Environmental-Friendly Practices (SDGs 12 and 13); Peaceful, Inclusive and Equitable Societies (SDG16); and System Strengthening and Protecting the Integrity of Sport (SDG11).

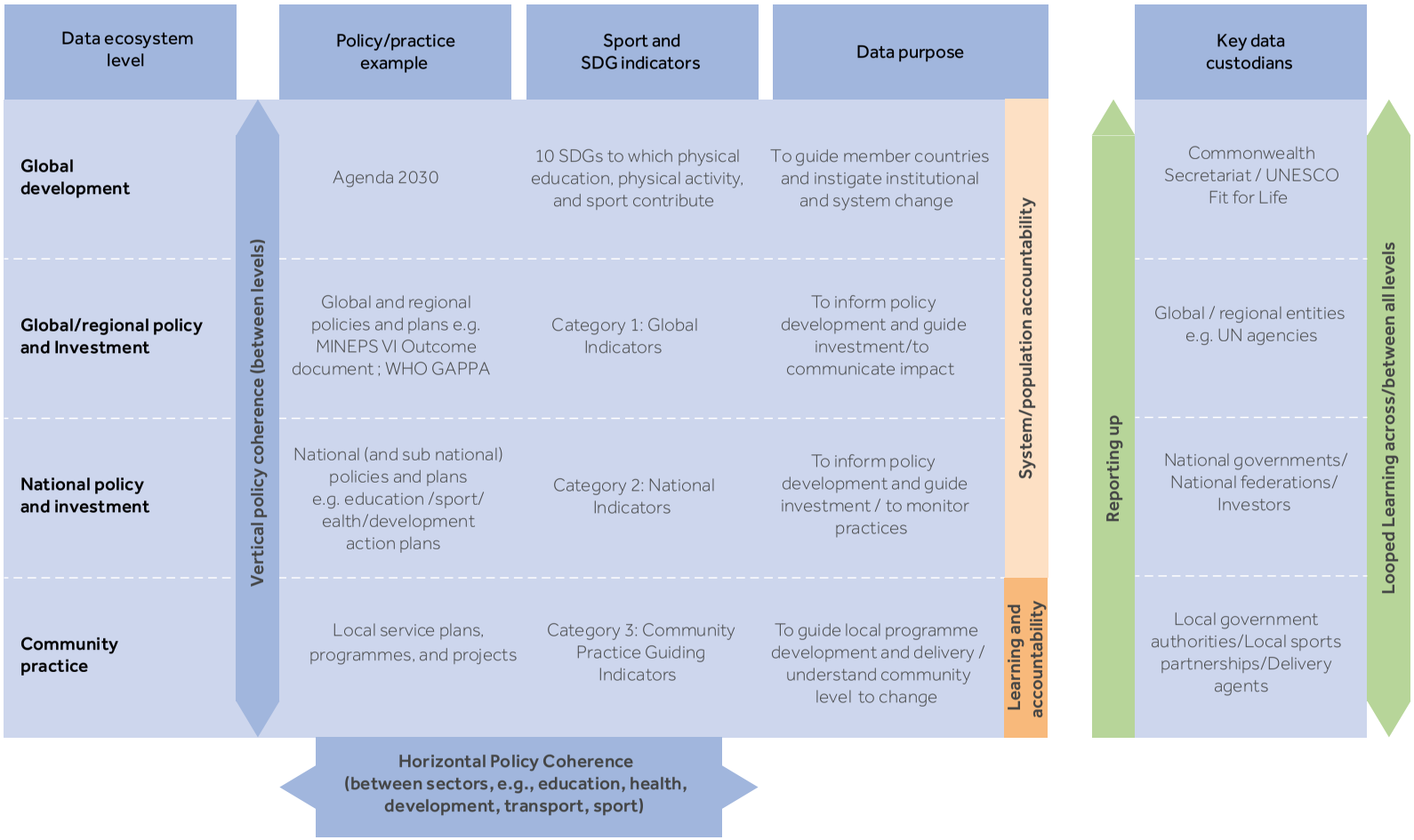
This report looks at 60 indicators across 7 domains. Some indicators have component parts (for example, the same indicator but for i: primary and ii: secondary schools, or i: adults and ii: adolescents), which are treated as separate indicators for the purposes of this report. Each indicator is listed as either a Principal Impact, Outcome or Support Indicator and placed in one of the seven domains:

- **Principal Impact Indicator:** these are predominantly population/system-level impact indicators, which provide the main reference point for the long-term change that stakeholders are working towards. They have a direct, or more direct, pathway to the SDG than other categories of indicators. These indicators are double weighted in terms of assessing the overall contribution to an SDG.
- **Outcome Indicators:** these are also of central importance for assessing outcomes of stakeholders' efforts and the contribution to the SDG and Principal Impact Indicator, but have a less direct pathway to the SDG than Principal Impact Indicators but could still make significant contribution towards the achievement of the SDG. These indicators have a 1.5 weighting in terms of assessing the overall contribution to an SDG.
- **Support Indicators**: these are process or input indicators that are beneficial in assessing contribution to an SDG but contribute less to the achievement of the SDG. They are single weighted in terms of assessing overall contribution to an SDG.

Figure 2.1 outlines the make-up of the indicators that help to demonstrate contribution towards the SDGs. Overall, there are 13 Principal Impact Indicators; 18 Outcome Indicators; and 29 Support Indicators.

Figure 2.2 outlines a conceptual understanding of what the data ecosystem looks like. While it is an oversimplification, it serves to highlight the need emphasised by the Commonwealth

Figure 2.2 Model of an Integrated physical education, physical activity and sport data ecosystem: purpose, structure and data exchanges



Source: InFocus

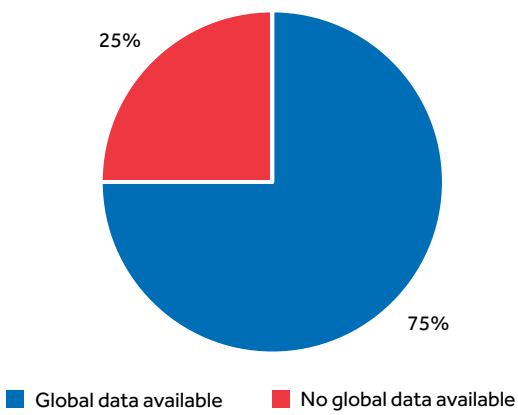
Secretariat[25] for both vertical coherence of indicators within PE, PA and sport policies and practices across the ecosystem levels (that is, the local, national, regional and global levels), as well as horizontal coherence of indicators with other closely related sectors (for example, from the health and education sectors). These two types of coherence are represented by the arrows, which demonstrate how different actors at different levels interact and how information flows between them.

2.5 Data availability

Figure 2.3 outlines the total percentage of all indicators that have, or do not have, data at a global level available. Seventy-five (75) per cent of all indicators have at least some data available, but they vary in terms of quantity and quality. For example, some have trend data consistently available; some have one dataset for one year available; and some have no raw data, but a figure has been published in a reliable source.

There were more data available for some domains than others and, again, some indicators had more coverage than others – which is outlined in Table 2.2. The highest global coverage of the 210 countries included in the study (the more countries providing data for an indicator, the larger the coverage) was for

Figure 2.3 The percentage share of indicators with any data available



Source: InFocus

25 Commonwealth (2018), *Biennial Report of the Commonwealth Secretary-General*, https://thecommonwealth.org/news/commonwealth-heads-government-meeting-communique-towards-common-future

Domain 7: System Strengthening and Protecting the Integrity of Sport, with 69.7 per cent. However, global coverage for the Association of Summer Olympic International Federations (ASOIF) indicators is assumed to be 100 per cent as its unit of measurement is not countries but international federations. The

Table 2.2. Data availability by domain and coverage

	Domain	Number of indicators with some data	Average global coverage	Average Commonwealth coverage	Primary data sources
More data available ↑	Domain 7: System Strengthening and Protecting the Integrity of Sport	10/12	69.7%	71.3%	ASOIF; WHO; Commonwealth Secretariat
	Domain 1: Health and Well-being for All	7/8	57.3%	42.9%	WHO; Eurostat
	Domain 2: Quality Education and Lifelong Learning for All	14/16	53.1%	46%	UNESCO
	Domain 5: Peaceful, Inclusive and Equitable Societies	4/7	31.1%	27.9%	UNESCO; ASOIF; UN
	Domain 3: Economic Growth and Productive Employment for All	5/8	26.8%	25.5%	Eurostat; Sport Business; ASOIF
	Domain 6: Gender Empowerment for All Women and Girls	10/10	19.8%	17.1%	Eurostat; Council of Europe; African Union Sports Council (AUSC)Region 5; ISPS; UNESCO
↓ Less data available	Domain 4: Sustainable Communities, Consumption and Environment-friendly Practices	0/4	0%	0%	None

lowest was Domain 4: Sustainable Communities, Consumption, and Environment-friendly Practices, which had 0 per cent coverage as there were no data for any indicator. However, while Domain 2: Quality Education and Lifelong Learning for All came second in global coverage (53.1 per cent), it had consistent data for all indicators and from one data source (UNESCO).

Overall, Europe had the most available datasets – 60 per cent of all the possible data for the region (24 per cent actual, 35 per cent imputed) – while Asia and the Pacific had the least, with 43 per cent of all possible data for the region (13 per cent actual, 30 per cent imputed).

More information on the indicators and whether they have current data can be found in the Methodology in Annex B.

2.6 Data gap types identified

Nine different types of data gaps have been identified through this analysis and are outlined in Table 2.3. These serve to demonstrate some of the challenges and barriers found through the data mining, but also present an opportunity to consolidate the findings to advocate for and implement improvement in the availability, quality and reliability of data. Having reliable data will transform the decision-making processes and ways of working of governments and organisations in terms of investing, planning, implementing and assessing PE and PA/sport programmes.

To accurately measure whether an SDG is going to be met both data measuring the SDG over time and a target need to be set. Many indicators do not have trend data or targets (or other success criteria) set against them and have no currently accepted basis for evaluating progress as good/bad or indifferent, and therefore cannot currently be assessed for their level of contribution towards an SDG/domain. The level of data availability is significantly more limited for the Support Indicators than for the Principal Impact and Outcome Indicators. Subsequently, a lack of data and/or the lack of a target/success criteria means 11.7 per cent of Principal Impact, 15 per cent of Outcome and 20 per cent of Support Indicators cannot be rated for their contribution towards the SDGs.

Table 2.4 below shows all the indicators in their Domains with links to the data custodians' websites. All data was collected by February 2024 aside from the additional WHO data released in July 2024 for H1. It is recommended that these sources and

others be checked regularly for more recent releases which may have different methodologies and different numbers of countries covered.

Table 2.3. Identified data gaps

Data gap	Description of gap
No available data – no data owner or source	There is no data owner or source currently identified to gather, analyse and report on the indicator.
No available data – raw data analysis	Data owner and source identified, but data are currently collected on the indicator but not reported on, as further analysis of the raw data is required to report on the indicator.
No available data – modified data collection and analysis	Data owner and source identified. Some, or similar, data are currently collected that are related to the indicator, but data collection will need to be modified to collect data that are more suited to the indicator.
Target	There are data available, often including trend data, but no target has been set and there is no rubric in place, so progress/performance cannot be assessed.
Restricted source	Data are not open source. A data gatekeeper currently restricts access, prevents data being used and/or requires payment.
Trend	Data are insufficient to assess trends over time. Historical data are available, but the last data point was reported before 2015; there is a significant gap between data points that prevents credible trend analysis; there is no trend data available; there is only one data point available, and no future data point is expected.
Geographical	Less than 50 per cent of member states have data available to contribute to a dataset. There are significant variations in geographic coverage of global datasets that inform indicators ranging from 3 per cent to 100 per cent.
Disaggregation	Datasets have missing information needed for disaggregation by type and/or the demographics necessary to analyse equity or other key variables.
Methodological	Data are available but there is no standardisation of methods for data collection; indicators may not be clearly defined or vary slightly between datasets/sources; raw data are available but have not been analysed or reported appropriately; two different datasets exist for one indicator; data are available, but analysis and reporting are tailored to the data owner's needs and are not currently aligned to PE, PA and sport.

Table 2.4. Indicators by domain.

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
Health and Well-being for All	H1 (2i): Percentage of adult population insufficiently physically active. https://www.who.int/data/gho/data/indicators/indicator-details/GHO/prevalence-of-insufficient-physical-activity-among-adults-aged-18-years-(age-standardised-estimate)-(-)	H4 (3): Percentage of population who participate once a week in sports and exercise. https://ec.europa.eu/eurostat/databrowser/view/hlth_ehis_pe3i/default/table?lang=en	H5 (S3.1): Percentage of adult population engaging in moderate and/or vigorous PA once a week through sports, fitness and recreation (leisure). https://ec.europa.eu/eurostat/databrowser/view/hlth_ehis_pe3i/default/table?lang=en
	H2 (2ii): Percentage of adolescent population insufficiently physically active. https://www.who.int/data/gho		H6 (S3.2): Percentage of adolescent population engaging in moderate and/or vigorous PA once a week through sports, fitness and recreation (leisure). https://ec.europa.eu/eurostat/web/products-datasets/-/hlth_ehis_pe3i
	H3 (S3.8): Proportion of older people classed as active (WHO definition of adults aged 65 and above).		H7 (S3.3): Percentage of countries that have implemented national community-wide public education and awareness campaigns for PA, which includes a focus on engaging least active populations (per country). https://ec.europa.eu/eurostat/web/products-datasets/-/hlth_ehis_pe3i
			H8 (S3.7): Percentage of countries with a national action plan on PA that includes promotion of public open spaces such as parks, rivers, beaches, and other areas open for free use by the general public. https://www.who.int/data/gho/data/indicators/indicator-details/GHO/has-conducted-a-recent--national-adult-risk-factor-survey-covering-physical-inactivity

(*Continued*)

Table 2.4. Indicators by domain.

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
Quality Education and Lifelong Learning for All	ED1 (4i): Primary schools reporting implementation of the minimum number of physical education minutes. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical	ED4 (QPE7i): Countries with an accreditation system for physical education teachers in primary schools. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical	ED11 (QPE8i): Countries monitoring the implementation of physical education through inspection or evaluation. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical
	ED2/3 (4ii/iii): Secondary schools reporting implementation of the minimum number of physical education minutes (lower and upper). https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical	ED5/6 (QPE7ii/iii): Countries with an accreditation system for physical education teachers in secondary schools (lower and upper). https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical	ED12/13 (QPE8ii/iii): How often and by whom are physical education programmes monitored. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical
		ED7 (11i): Schools reporting PE specialist teachers in primary schools. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical	ED14 (S4.1i): Percentage of schools where physical education is offered as a stand-alone subject (primary).

(*Continued*)

		ED8/9 (11ii/iii): Schools reporting PE specialist teachers in secondary schools (lower and upper). https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical	ED15 (S4.1ii): Percentage of schools where physical education is offered as a stand-alone subject (secondary).
		ED10 (12): Percentage of schools reporting full/partial implementation of quality physical education as defined by UNESCO's QPE Policy Guidelines. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical	ED16 (S4.4): Percentage of national education budget invested in physical education. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical
Economic Growth and Productive Employment for All	EE1 (8): Percentage of workforce within the sport, fitness and active recreation sectors.	EE3 (7i): Percentage contribution of sports activities and amusement and recreation sector to GDP.	EE6 (S8.4i): Financial worth of broadcasting rights on sport per annum per sport and per country.
	EE2 (9): Percentage of population who volunteer in sport.	EE4 (7ii): Percentage contribution of sport, exercise and active recreation to GDP.	EE7 (S8.4ii): Financial worth of digital rights on sport per annum per sport and per country.
		EE5 (22): Percentage of national public expenditure invested in sport. https://ec.europa.eu/eurostat/databrowser/explore/all/all_themes	EE8 (S17.13): Clear policy in place to determine transparent allocation of resources of international federations in declared development objectives.

(*Continued*)

Table 2.4. Indicators by domain.

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
Sustainable Communities, Consumption and Environment-Friendly Practices	SCE1 (13i): Annual percentage change in carbon footprint from major international sport events.	SCE2 (13ii): Annual percentage change in recycling rate from major international sport events.	SCE3 (17i): Percentage of international sport federations with operational strategies to adapt to the adverse impacts of climate change, foster climate resilience and lower greenhouse gas emissions.
			SCE4 (17iii): Percentage of major international events with operational strategies to adapt to the adverse impacts of climate change, foster climate resilience and lower greenhouse gas emissions.
Peaceful, Inclusive, and Equitable Societies	PIE1 (1): Percentage of global population reporting that participating in sport and exercise has a positive impact on themselves, their family or community.	PIE3 (6): Likelihood that a person with a disability will participate in sport, fitness and active recreation (leisure) once per week compared to the general population.	PIE4 (s4.5): Percentage of schools reporting adequate facilities and equipment to support quality and inclusive PE. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical
	PIE2 (S16.1): Proportion of population that feel safe walking alone around the area they live. https://www.unodc.org/documents/corruption/Publications/2017/UNODC-IOC-Study.pdf		PIE5 (s4.10): Percentage of countries that have dedicated strategies on inclusion of persons with disabilities in PE. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical
			PIE6 (14i): Percentage of funded national sport bodies/member organisations that have adopted formal policies (with procedures) to safeguard children.

(*Continued*)

			PIE 7 (16ii): Percentage of national sport bodies/member organisations that have invested in a strategy for the inclusion of people with a disability in sport.
Gender Empowerment for All Women and Girls	G1 (5): Percentage of females who participate once a week in sports and exercise.	G3 (S5.3): Percentage of females employed* in the sport and physical activity sector (*excluding volunteers).	G7 (S4.8): Percentage of countries reporting compulsory participation of girls in PE. https://en.unesco.org/inclusivepolicylab/e-teams/quality-physical-education-qpe-policy-project/documents/world-wide-survey-school-physical
	G2 (S5.1): Difference between percentage of male population and percentage of female population who are sufficiently active.	G4 (15i): Percentage of presidents in national sport bodies/member organisations who are female. https://rm.coe.int/analytical-report-of-the-data-collection-campaign-all-in-towards-gende/1680971a78	G8 (S5.6): Percentage of sport media coverage (traditional and social media) dedicated to women and girls.
		G5 (15ii): Percentage of board members in national sport bodies/member organisations who are female.	G9 (14ii): Percentage of funded national sport bodies/member organisations that have adopted formal policies (with procedures) to prevent violence against women.
		G6 (15iii): Percentage of CEO/Secretary General post-holders in national sport bodies/member organisations who are female.	G10 (16i): Percentage of funded national sport bodies/member organisations that have invested in a gender equality strategy.
			G11 (S5.5.2): Percentage of women in senior and middle management positions. https://unstats.un.org/sdgs/dataportal/database

(*Continued*)

Table 2.4. Indicators by domain.

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
System Strengthening and Protecting the Integrity of Sport	SS1 (10): Percentage of population satisfied with the governance of sport.	SS2 (S3.4): A recent (previous two years) population-based survey of participation in sport, fitness and/or recreation exists. https://www.who.int/data/gho/data/indicators/indicator-details/GHO/has-conducted-a-recent--national-adult-risk-factor-survey-covering-physical-inactivity	SS5 (S16.2): Corporate Governance Index: Composite Index for Sports Democracy.
		SS3 (S16.11): Existence and application of criminal law provision for the prosecution of match-fixing.	SS5 (S16.3): Corporate Governance Index: Composite Index for Sports Transparency.
		SS4 (S17.1): Percentage of national sport policy objectives that intentionally align with prioritised SDG targets. https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/Sport-Policy-SDG-Alignment.pdf	SS6 (16.4): Corporate Governance Index: Composite Index for Sports Integrity.

(*Continued*)

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
			SS7 (S16.5): Corporate Governance Index: Composite Index for Sports Development and Solidarity.
			SS8 (S16.6): Corporate Governance Index: Composite Index for Sports Internal Mechanisms and Control.
			SS9 (18i): Percentage of funded national bodies/member organisations that have adopted formal policies (with procedures) to protect the rights of athletes, spectators, workers and other groups involved.
			SS10 (18ii): Percentage of funded national bodies/ member organisations that have adopted formal policies (with procedures) to strengthen measures against the manipulation of sports competitions.
			SS11 (18iii): Percentage of funded national bodies/ member organisations that have adopted formal policies (with procedures) to ensure an adequate anti-doping policy framework, its implementation and effective compliance measures, to protect the integrity of sport.

Chapter 3

Domain Context

Chapter 3
Domain Context

In addition to the analysis of data above, there is a wealth of information on programmes and issues relating to each domain in the wider literature. This is not an exhaustive compilation but a high-level overview.

3.1 Health and wellbeing for all

Health and wellbeing are at the forefront of Agenda 2030.[26] Globally, physical inactivity has become one of the most significant health issues of the 21st Century, worsening in the tracks of the COVID-19 pandemic. Inactivity is the fourth greatest risk factor for global mortality, causing approximately 3.2 million premature deaths per year.[27]

Non-communicable diseases (NCDs), also known as chronic diseases, kill 41 million people each year – equivalent to 74 per cent of all deaths globally.[28] Resolution WHA53.17 recognises that engaging in regular PA protects against the leading NCDs and NCD risk factors, and it has been linked to improved mental health, delaying early onset dementia, and enhanced overall quality of life and wellbeing.[29] For people with disabilities, there are plenty of data demonstrating that participating in sports activities has an overall positive effect on physical, mental and relational wellbeing.[30] Furthermore, the

26 UN General Assembly (2015), 'Resolution Adopted by the General Assembly on 25 September 2015. Transforming Our World: The 2030 Agenda for Sustainable Development', https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf

27 World Health Organization (WHO) (2010), *World Health Statistics 2010*, www.who.int/docs/default-source/gho-documents/world-health-statistic-reports/en-whs10-full.pdf

28 WHO (2022), *World Health Statistics 2022: monitoring health for the SDGs, sustainable development goals*, https://digitallibrary.un.org/record/4008204?ln=en&v=pdf

29 WHO (2018), 'Primary health care and health emergencies', https://apps.who.int/iris/handle/10665/328105

30 Disabled Athletes Sports Association (no date): https://dasasports.org/our-impact/

World Health Organization (WHO) estimates that the economic burden of inactivity currently amounts to US$27 billion annually.[31]

UNESCO, in its advocacy for quality education, underscores the importance of specialised training for sports and PE teachers. This is particularly relevant in the development of holistic education systems that not only focus on academic achievements but also on physical and mental health.[32] The predictive nature of the Global Peace Index (GPI), Human Development Index (HDI) and the Youth Development Index (YDI) has been tested and supported[33] as have many of the positive impacts of sports participation on improved physical and mental health.[34]

The WHO PA guidelines are the requirements for individuals to meet in order to improve and protect their health and wellbeing.[35] Nearly a third of adults were not meeting WHO recommended levels of PA in 2020, equating to 1.8 billion adults.[36] In this and a study on adolescents females were found to be more inactive than males. 81 per cent of adolescents (aged 11-17 years)[37] were physically inactive in 2016.[38] Current work is underway with the new methodology and increased number of countries for adolescents.

Following the adoption of the 2030 Agenda for Sustainable Development, the Global Action Plan on Physical

31 WHO (2022), *World Health Statistics 2022: monitoring health for the SDGs, sustainable development goals,* https://digitallibrary.un.org/record/4008204?ln=en&v=pdf

32 UNESCO (2018), *Quality Physical Education Guidelines for Policymakers*, https://unesdoc.unesco.org/ark:/48223/pf0000231101

33 Commonwealth Secretariat (2016), *Commonwealth Youth Development Index: National and Regional Toolkit*.]

34 International Council of Sport Science and Physical Education (ICSSPE) (2022), 'Science Education Policy', www.icsspe.org

35 WHO (2020). WHO guidelines on physical activity and sedentary behaviour: at a glance. https://iris.who.int/bitstream/handle/10665/337001/9789240014886-eng.pdf?sequence=1

36 Strain, T., Flaxman, S., et al. (2024), National, regional, and global trends in insufficient physical activity among adults from 2000 to 2022: a pooled analysis of 507 population-based surveys with 5·7 million participants. The Lancet Global Health (2024).

37 Guthold, R, Stevens, GA, Riley, LM and Bull, FC (2019), 'Global trends in insufficient physical activity among adolescents: a pooled analysis of 298 population-based surveys with 1·6 million participants', *Lancet Child and Adolescent Health*, Vol. 4, Issue 1, 23–35, https://doi.org/10.1016/S2352-4642(19)30323-2

38 Ibid.

Activity 2018–2030,[39] often referred to as the GAPPA, was adopted to build upon existing strategies, guidelines and recommendations, and align with the SDGs.[40] The overarching aim of the action plan is to support countries in reducing their prevalence of insufficient activity by 15 per cent by 2030, through a 'whole-of-society' approach, providing member states with the framework and policy actions needed for change. The GAPPA set out to reach four strategic objectives: creating active societies, creating active environments, creating active people, and creating active systems, to be achieved through 20 universal policy actions.

The domain of Health and Well-being for All contributes to two SDGs – SDG3: Good Health and Well-being; and SDG11: Sustainable Cities and Communities.

3.1.1 The indicators for this domain

The WHO Global Action Plan of Physical Activity (GAPPA)[41] has indicators for a range of actors taking effective action to promote and deliver PA in all its forms. The two main indicators used to measure the GAPPA are: the prevalence of insufficient PA among persons aged 18 years and over, and among adolescents (aged 11–17 years).[42] Some indicators present in the GAPPA report have been integrated into this domain (see the list below). There are eight indicators in Domain 1, which comprise three Principal, one Outcome and four Support Indicators, which are weighted differently (see Annex B. Methodology) in the overall contribution assessment. Six of these indicators have been added to the data

39 WHO (2018). Global action plan on physical activity 2018–2030: more active people for a healthier world. https://www.who.int/publications/i/item/9789241514187

40 WHO (2018), 'Primary health care and health emergencies', https://apps.who.int/iris/handle/10665/328105

41 Ibid.

42 Ibid.

development agenda, signifying the need to improve the quality of data or address an important data gap.

The WHO PA guidelines are the requirements for individuals to meet in order to improve and protect their health and wellbeing.[43] The original Sport and SDG Indicator 2i and 2ii have been adapted to reflect insufficient PA to align to the WHO definitions.

3.1.1.1 Principal Impact Indicators in this domain

- H1: Percentage of adult population insufficiently physically active.
- H2: Percentage of adolescent population insufficiently physically active.
- H3: Proportion of older people classed as active (WHO definition of adults aged 65 and above).

3.1.1.2 Outcome Indicators in this domain

- H4: Percentage of population who participate once a week in sports and exercise.

3.1.1.3 Support Indicators in this domain

- H5: Percentage of adult population engaging in moderate and/or vigorous PA once a week through sports, fitness and recreation (leisure).
- H6: Percentage of adolescent population engaging in moderate and/or vigorous PA once a week through sports, fitness and recreation (leisure).
- H7: Percentage of countries that have implemented national community-wide public education and awareness campaigns for PA, which includes a focus on engaging least active populations (per country).
- H8: Percentage of countries with a national action plan on PA that includes promotion of public open spaces such as parks, rivers, beaches and other areas open for free use by the general public.

43 WHO (2010), *World Health Statistics 2010*, www.who.int/docs/default-source/gho-documents/world-health-statistic-reports/en-whs10-full.pdf

3.1.2 Who collects the data?

The main global data custodian of several indicators in the Health and Well-being domain is the World Health Organization (WHO). Data ownership remains with the countries or organisations collecting the data. Progress towards the GAPPA is monitored through a monitoring and evaluation framework, which aims to facilitate the data collection process by building upon existing systems and creating synergies between already adopted frameworks. Here, countries can identify and measure against attainable indicators that ideally have been widely adopted globally. This includes an NCD country capacity survey, a country survey on global road safety, a global school-based student health survey, a global school health policy survey and an age-friendly cities database, among other databases.

Other examples of global data custodians which may be useful in country policy review in the health and wellbeing include other UN agencies such as the UN Children's Fund (UNICEF) and the UN High Commissioner for Refugees (UNHCR); international non-governmental organisations (NGOs) with global portfolios of sport for development and peace (SDP) projects, such as the Laureus Sport for Good Foundation; and many different international sports federations, such as the International Olympic Committee (IOC), FIFA and the International Basketball Federation (FIBA). The IOC, for example, plays a prominent role in addressing health and activity of communities on a global scale via its Olympism 365 programme. It is also currently developing frameworks that collect data on a range of outcomes that align with the SDGs and the model indicators. This is being done for athletes in high performance sport (Olympian, Continental, and Youth) and at the grassroots level. Olympism 365 has four priority development areas, which includes healthy and active communities, and across which it mobilises both National Olympic Committees and a plethora of other formal and informal actors. Highlighting these examples illustrates the breadth of global data sources that could inform efforts to monitor health and wellbeing outcomes, even if they are not directly included in this report.

Many of the partners mentioned above work in direct collaboration with the WHO on joint initiatives aligned to the objectives of the Global Action Plan on Physical Activity 2018–2030.[44] The World Federation of the Sporting Goods Industry (WFSGI) is one example. In March 2023, the WHO signed a joint declaration aiming to help align and reinforce private sector support to increase PA and community sport participation to improve global health.

At the national government level, health ministries collect data on various aspects of health, either autonomously or via national statistic offices/agencies. This includes data on non-communicable diseases, and often data on levels of participation in PA, sometimes collected in co-operation with sports ministries or related bodies (for example, the Active Lives survey deployed by Sport England). Activity data is often relevant to both the health and sport sectors and is aggregated by the global custodian level – the WHO when countries have sufficient data and are willing to share.

The Association of Southeast Asian Nations (ASEAN), Asia

Since 1967, ASEAN has been a sub-regional organisation of ten member states: Brunei Darussalam, Cambodia, Indonesia, Lao PDR (People's Democratic Republic), Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. The history of sports goes back many centuries. Traditional sports and games were built upon ASEAN's ancient livelihoods, a mix of immense and colourful cultural diversity. Different kinds of sports are played by the people of ASEAN, regardless of age, gender, race, ethnicity, religion and nationality, to maintain healthy lifestyles.[1]

In collaboration with the Commonwealth and UNESCO, ASEAN developed a work plan on Sports 2021–2025 with a vision to strengthen co-operation in an active ASEAN community where sports grow with integrity and serve as an essential means of advancing socio-cultural development and promoting peace. The work plan is implemented with resources from either the leading ASEAN member state or collective funding provided by ASEAN member states, ASEAN dialogue partners, partner organisations and think tanks. The key priority areas include:

- sports' contribution to key development outcomes and peace;
- the promotion of healthy lifestyles through sports participation and physical activities;

44 WHO (2018), 'Primary health care and health emergencies', https://apps.who.int/iris/handle/10665/328105.

- professional capacity development, sports integrity and sports science;
- promoting ASEAN awareness through sports activities, sports tourism and sports industry;
- resource mobilisation; partner engagement;
- and M&E for ASEAN co-operation on sports.

Source: ASEAN (2021), *ASEAN Work Plan on Sports 2021–2025*, https://asean.org/wp-content/uploads/2022/11/09-ASEAN-Work-Plan-on-Sports-2021-2025.pdf

3.1.3 Findings

While activity levels among adults are reported to have increased between 2016 and 2022, it is widely accepted and acknowledged by the WHO that the COVID-19 pandemic had a negative effect on PA levels. According to WHO (2022): 'The experience of the pandemic has made it clear that PA can no longer be viewed as a "nice to have" component of public policy. It highlighted that it is time for all countries to make policies that promote PA as a "must have" and to ensure provision of equitable opportunities to be active for all.'[45]

Globally, 31.3 per cent of adults are insufficiently active. At the time of writing, the data provided in this domain confirms that levels of inactivity are twice as high in high-income countries than in low-income countries,[45] which essentially means that activity levels decrease as Gross National Product (GNP) increases. The Arab states have two of the bottom three countries (United Arab Emirates and Kuwait) with the highest levels of insufficiently active adults in 2022, at 63.98 and 63.1 per cent respectively, while the top three most sufficiently active countries for this indicator globally in 2022 are all African (Malawi, Tanzania and Uganda).

Adult women are more likely to be inactive than their male counterparts, with 2022 data showing 33.8 per cent of adult women were inactive versus 28.7 per cent of adult men over 18 years. The WHO reports that high levels of insufficient activity are partly due to inaction during leisure time, sedentary

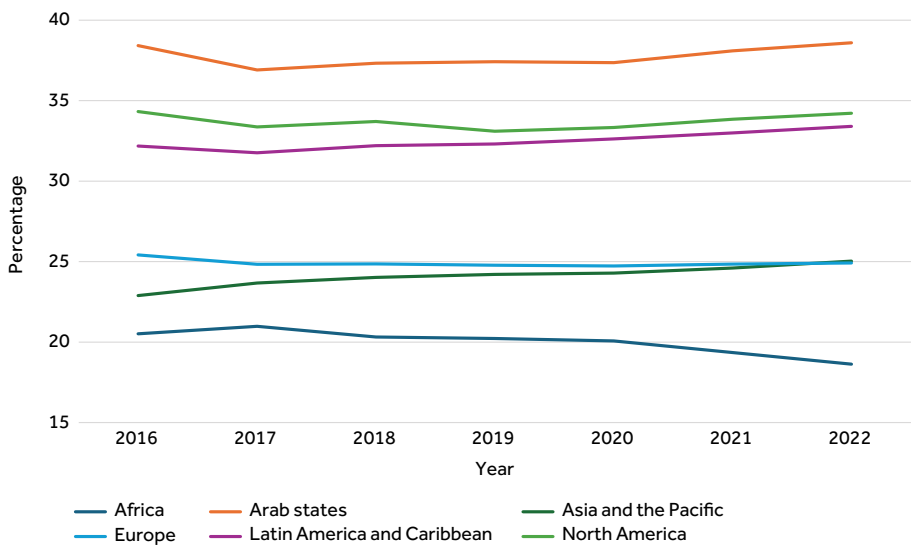
45 WHO (2022), *World Health Statistics 2022: monitoring health for the SDGs, sustainable development goals*, https://digitallibrary.un.org/record/4008204?ln=en&v=pdf

behaviour while working and at home, and increases in the use of 'passive' modes of transportation.

According to the latest WHO report, not only is the world not on track to meet the target for this indicator but it is getting worse over time.[46] Further work is currently being done to publish wider, for example covering estimates for insufficient activity for adolescents. Improvements in collection and estimation methodology – like those seen in this indicator between 2016 and 2022 data points – highlight how much more useful data are when disseminated at fine geographic levels and across all years.

Figure 3.2 shows the results of Sport and SDG Indicator H2: Percentage of adolescent population (aged 11–17 years) insufficiently physically active. Trend data was available from 2010 to 2016. Data for 78 countries (37 per cent) was imputed.

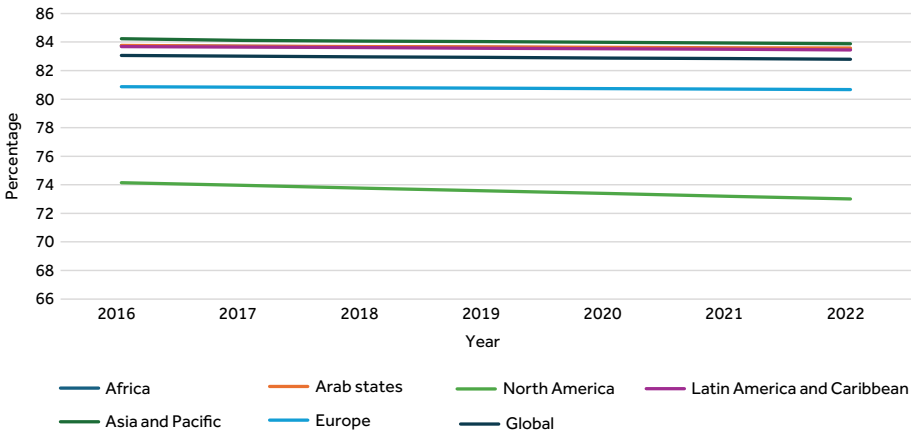
Figure 3.1 Sport and SDG Indicator H1: Percentage of adult population (aged 18+) insufficiently physically active by region and year



Source: *Numbers and People Synergy* (2024).

46 WHO (2024), 'National, regional, and global trends in insufficient physical activity among adults from 2000 to 2022: a pooled analysis of 507 population-based surveys with 5·7 million participants', *The Lancet*, www.thelancet.com/journals/langlo/article/PIIS2214-109X(24)00150-5/fulltext

Figure 3.2 Sport and SDG Indicator H2: Percentage of adolescent population (aged 11–17 years) insufficiently physically active



Source: *Numbers and People Synergy* (2024).

All data for the years 2017–2022 are imputations (see Annex B Methodology for explanation of imputations).

In this study, 82.8 per cent of adolescents (school-aged children, aged 11-17 years) were insufficiently active in 2022. Children and adolescent girls aged 11–17 years are more likely to be inactive than boys of the same age, with 85 per cent of girls not meeting WHO recommendations of 60 minutes daily of moderate to vigorous activity versus 78 per cent of boys. The WHO *Global Status Report* on PA states that 'despite their natural inclination for active play and recreation, by adolescence young people are far less active than might be expected'.[47]

There were no data available for older adults aged 65+ years on the Global Health Observatory at the time of data mining (February 2024), although the WHO does collect at this level. The WHO has reported on older adults aged 70+ years on PA since 2022.[48] The WHO also supports the collection of data on older people via the Study on Global Ageing and Adult Health Audit.[49] This is done

47 WHO (2022a), *Global Status Report on Physical Activity*, 10.

48 WHO (2022), *World Health Statistics 2022: monitoring health for the SDGs, sustainable development goals*, https://digitallibrary.un.org/record/4008204?ln=en&v=pdf

49 WHO and SAGE (2023), Meeting of the Strategic Advisory Group of Experts (SAGE) on Immunization and joint meeting of SAGE and the Malaria Policy Advisory Group (MPAG), https://cdn.who.int/media/docs/default-source/2021-dha-docs/sage-mpag-doi.pdf?sfvrsn=6f78cfcf_1

country by country in sequence. Most recently available are five studies conducted between 2010 and 2014 – two made in Mexico, two made in China, and one from the Russian Federation.[50]

It is key to understand that data collected and presented by the WHO include all PA, including what is not covered by this report (that is, active transport for commuting; occupational and work-related activity; housework; and gardening). This is why Sport and SDG Indicator H4: Percentage of population who participate once a week in sports and exercise, is key. Providing the indicator and its associated questions are aligned with WHO PA guidelines, its data will demonstrate the extent to which sport and exercise contribute to levels of activity. Currently, Europe has data on this indicator (Eurostat: Performing non-work-related physical activities by sex, age and income quintile), which show an upward trend in exercise levels from 2014 (42.16 per cent) to 2022 (44.77 per cent). However, these data cannot yet be fully compared to general inactivity data. If properly aligned, a comparison between the inverse of the percentage of those insufficiently active for Europe (currently 67.5 per cent with imputations in 2016) could be compared to the percentage of those participating in sport and exercise (currently 44.77 per cent with imputations in 2022). This would indicate a significant contribution to PA by sport and exercise.

SDG 11: Sustainable Cities and Communities

Hosting of past Commonwealth Games ('the Games') has led to significant improvements to city infrastructure, including improved access to affordable housing (SDG 11.1). For example, hosting of the Glasgow 2014 Games led to the transformation of the east end of Glasgow, including the creation of 700 affordable houses.

Access to sustainable transport (SDG 11.2) is also an important legacy of the Games. Manchester 2002 resulted in £1.1 billion accelerated investment in transport infrastructure, including £172 million in additional spending. General awareness of the potential of public transport in and around Manchester also increased substantially. Birmingham 2022 resulted in 650,000 public transport journeys being taken during the Games and 28,000 riders using the free bike hire scheme.

50 WHO, Study on Global AGEing and Adult Health (SAGE), https://www.who.int/data/data-collection-tools/study-on-global-ageing-and-adult-health

Finally, access to inclusive, accessible green and public spaces (SDG 11.7) has been a key priority of many Games. Birmingham 2022 saw several initiatives, including planting 74 'Tiny Forests' – with the intention to give access to green space for communities in urban locations, to provide shade in hot weather and reduce noise pollution, and also help to improve the biodiversity in a local area. Work under SDG 11.7 also leads to increased PA opportunities and enhanced health benefits (SDG 3.4.2). Birmingham 2022 showed 77 per cent of respondents (to the interim evaluation report) feeling inspired to visit a sports club following their engagement with the games. Programmes and facilities delivered because of Games hosting have also shown significant impacts in supporting sport participation. For example, the newly built Sandwell Aquatics Centre had over 4,400 members and a total throughput exceeding 60,000 one year on from Birmingham 2022. Notably, 70 per cent of these visitors were from the most deprived areas.

Source: Birmingham 2022 Interim Evaluation Report January 2023. https://assets.publishing.service.gov.uk/media/63c0298c8fa8f513b7a1a1db/Interim_Evaluation_of_the_Birmingham_2022_Commonwealth_Games_-_Interim_Evaluation_Report.pdf

3.1.4 Recommendations

⇒ Utilising standardised measures of participation in sport and PA within data collection systems for health, and in specific sport-based initiatives, can enhance evidence-based policy-making. A key element in achieving this is the use of Sport and SDG Indicator 3: Percentage of the population who participate in sports and exercise at least once a week. However, it is crucial that this indicator and its associated questions are aligned with WHO PA guidelines. When collected in this standardised manner and shared with WHO as the data custodian, the data will be comparable across contexts, allowing

for a clear understanding of the specific contribution of sport to overall PA levels. This approach moves beyond speculation, providing concrete evidence to inform policy and interventions.

⇒ The utilisation of sport as an attractive and flexible context for health education and empowerment can also contribute to SDG targets 3.3, 3.5 and 3.7, by addressing non-communicable diseases, substance abuse, and sexual and reproductive health, respectively.

3.1.5 Potential barriers to implementation

Implementing standardised measures across various regions and institutions can be challenging due to differences in infrastructure, resources and priorities. Ensuring that all data collection systems are aligned with WHO guidelines may require investment in training, technology and ongoing support.

3.2 Quality education and lifelong learning for all

Education and lifelong learning are recognised as being fundamental human rights. They explicitly address inequality and gender disparities and are vital to realising not only SDG4, but also the broader aspirations of the 2030 Agenda for Sustainable Development. Provision for high-quality PE and sport-based activities within schools and other formal and informal education settings can contribute to SDG4 and its targets, and sport and PA in schools are enshrined as a fundamental right in documents such as the International Charter of Physical Education and Sport.[51] One strong benefit is that sport-based activities can be attractive to some who may otherwise be disengaged from educational provision.[52]

51 United Nations Educational, Scientific and Cultural Organization [UNESCO] (2020). *International Charter of Physical Education, Physical Activity and Sport.* https://www.unesco.org/en/sport-and-anti-doping/international-charter-sport

52 Commonwealth Secretariat (2017), *Enhancing the Contribution of Sport to the Sustainable Development Goals: Commonwealth Policy Guide*, www.thecommonwealth-ilibrary.org/index.php/comsec/ catalog/book/845

Sports Development in Fiji

Fiji aims to promote gender equality, support athletes from under-represented communities, and develop para-sports and adaptive sports. Its sports development focuses on building healthy and socially engaged youth through non-formal education and a physically active nation through sport. Fiji Rugby Union (FRU) works closely with national sports companies to develop legislation and policies for sports development. The government has invested $119 million in sports development over the past decade, and remittances from overseas athletes have become an essential source of funding for sports.

Source: Government of Fiji (n.d.), 'Sports Development', www.finance.gov.fj/wp-content/uploads/2024/02/Fact-Sheet-Sports-Development.pdf

The concept quality physical education (QPE) was established in 1978 with the initiation of UNESCO's International Charter for Physical Education, which declared that 'the practice of physical education (PE) and sport is a fundamental right for all'. Internationally, the importance of PA and sport became more widely recognised in the 1990s, with UNESCO playing a key role in mapping the provision of PE globally. The 1990 Summit on World Conference on Education for All set out an Agenda for Action,[53] which became a catalyst for many institutional initiatives at the international, regional and national levels to improve QPE in terms of its access and provision.

The domain of Quality Education and Lifelong Learning for All contributes to SDG 4: Quality Education.

3.2.1 The indicators for this domain

There are 11 indicators in Domain 2, which comprise two Principal Impact, five Outcome and four Support Indicators,

53 United Nations Development Programme, United Nations Children's Fund, World Bank. (1990). World Conference on Education for All Report. https://unesdoc.unesco.org/query?q=Corporate:%20%22United%20Nations%20Development%20Programme%22&sf=sf:*

which are weighted differently (see Annex B Methodology) in the overall contribution assessment. Seven of these indicators have been added to the data development agenda, signifying the need to improve the quality of data or address an important data gap.

3.2.1.1 Principal Impact Indicators in this domain

- ED1: Primary schools reporting implementation of the minimum number of PE minutes.
- ED2/3: Secondary schools reporting implementation of the minimum number of PE minutes (lower and upper secondary).

3.2.1.2 Outcome Indicators in this domain

- ED4: Countries with an accreditation system for PE teachers in primary schools.
- ED5/6: Countries with an accreditation system for PE teachers in secondary schools (lower and upper).
- ED7: Percentage of schools reporting PE specialist teachers in primary schools.
- ED8/9: Percentage of schools reporting PE specialist teachers in secondary schools (lower and upper).
- ED10: Percentage of schools reporting full/partial implementation of quality PE as defined by UNESCO's QPE Policy Guidelines.

3.2.1.3 Support Indicators in this domain

- ED11: Countries monitoring the implementation of PE through inspection or evaluation.
- ED12/13: How often and by whom are PE programmes monitored?
- ED14: Percentage of schools where PE is offered as a stand-alone subject (primary).
- ED15: Percentage of schools where PE is offered as a stand-alone subject (secondary).
- ED16: Percentage of national education budget invested in PE.

3.2.2 Who collects the data?

The main global data custodian related to Quality Education and Lifelong Learning is the United Nations Educational, Scientific and Cultural Organization (UNESCO), which collects data on PA globally from governments both at the ministerial and grassroots level via the Quality Physical Education (QPE) Survey. UNESCO is leading on the quality education initiative globally.

Other global data custodians include other UN agencies such as UNICEF, which advocates for the rights of every child and to strengthen education systems; international NGOs with global portfolios of SDP projects, such as Terres des Hommes; and many different international sports federations, such as the International Olympic Committee (IOC) and FIFA Football for Schools. For example, the IOC plays a prominent role in addressing healthy and active communities on a global scale via its Olympism 365 programme. It is also currently developing frameworks that collect data on a range of outcomes that align to the SDGs and the model indicators. This is being done for athletes in high performance sport (Olympian, Continental and Youth) and at the grassroots level. FIFA Football for Schools is a programme for teachers and coaches in schools to promote learning and targeted life skills and competencies through football sessions.[54] The programme utilises an app that could be adapted in the future to collect outcome data.

At the national government level, education ministries collect data themselves, or via national statistics offices/agencies, on various aspects of PE and school sport. These data are aggregated up to the global custodian – UNESCO.

3.2.3 Findings

Between 2013 and 2021, UNESCO reported a 17 per cent increase, from 25 to 42 per cent, in the total number of countries reporting that they had met the target of 120 minutes of weekly PE in primary schools. After imputations, this rose to 49 per cent in 2022. However, the average number of minutes had only risen to 104 minutes in 2021, up from 97 minutes.

54 FIFA (2023), *Introduction to Football for Schools – FIFA Football for Schools.*

More recently, UNESCO's global data reveals a concerning situation: only 52.5 per cent of primary schools worldwide meet the UNESCO recommended levels of 120 minutes of PE per week.

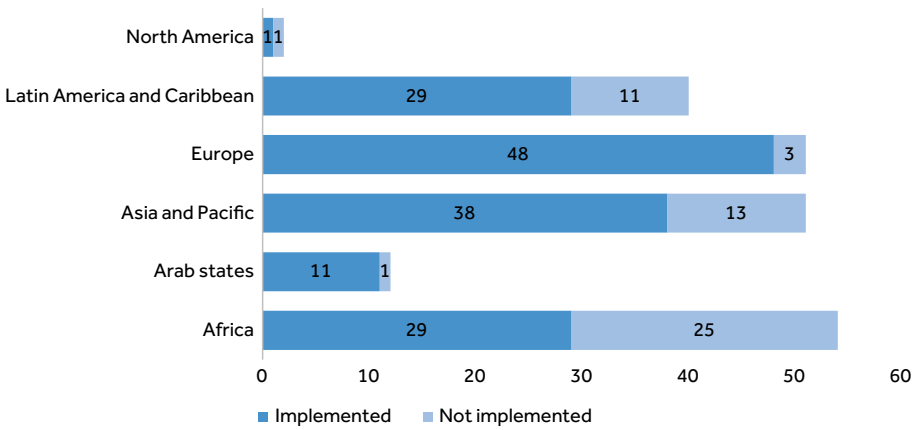
Despite this slight increase, the 2021 data available from UNESCO show that in the vast majority of countries, the targets were, in 2021, not being met: 74 per cent of primary and 77 per cent of secondary schools globally did not report implementation of the minimum number of PE minutes[55].

The latest data from the 2024 Global State of Play UNESCO report however, notes further improvement for this indicator. According to Indicator 2 of the UNESCO State of Play 2024 report, 52.5% of primary schools meet the 120-minute weekly PE requirement, meaning 47.5% do not.

In secondary school, 34.8% of lower secondary schools meet the 180-minute weekly PE requirement, meaning 65.3% do not, while 32.2% of upper secondary schools meet the requirement, leaving 67.8% not meeting the standard.

The data in Figure 3.3 show the number of countries in each region in primary schools reaching the minimum standard

Figure 3.3 Sport and SDG Indicator ED1: Number of countries in which primary schools report implementation of the minimum number of physical education minutes in 2021 (y/n)



Source: Numbers and People Synergy (2024).

55 United Nations Educational, Scientific and Cultural Organization [UNESCO] (n.d.), 'Promoting Quality Physical Education Policy', www.unesco.org/en/quality-physical-education

in 2021, the latest year with data. Between 2013 and 2021, UNESCO reported an increase from 4 to 13 per cent in the total number of countries reporting that they had met the target of 180 minutes of weekly PE (a target representing the ideal level of PE) in lower secondary schools.

A 'specialist PE teacher' is a qualified educator who has had specific training within PE – they have detailed knowledge about child development, physical literacy, teaching and learning through the physical, social and affective domains, as well as the cognitive domain. Sport and SDG Indicators ED8/9 seek to understand schools reporting PE specialist teachers in primary schools, and schools reporting PE specialist teachers in secondary schools (lower and upper secondary). Globally, 28 percent of schools reported PE specialist teachers in primary schools. North America was the strongest region, with 50 percent saying 'yes' there were specialist teachers, followed by Europe at 41 percent. Russia and Eurasia had the lowest percentage responding 'yes', at 9 per cent, followed by Asia-Pacific and sub-Saharan Africa at 19 per cent.

Indicator ED1 shows that globally from past data, in primary schools 23 per cent of teachers had a postgraduate degree or higher (20 per cent within Commonwealth countries). Europe was the strongest region, with 50 per cent having a postgraduate degree or higher. North America had the lowest percentage of postgraduate degrees or higher at 0 per cent, followed by Arab states at 4 per cent. There have been positive shifts as in UNESCO's most current QPE Report, however, new findings indicate that on a global level, specifically, 42.6% of primary PE school teachers, 48.2% of lower secondary PE school teachers, and 52.6% of upper secondary PE school teachers have a post-graduate level qualification.

Two new Outcome Indicators were added as part of this study as UNESCO has collected data, but there were no equivalent Sport and SDG Indicators. These were for ED4: Countries with an accreditation system for PE teachers in primary schools; and ED5/6: Countries with an accreditation system for PE teachers in secondary schools (lower and upper).

Within secondary schools, data were split by lower and upper secondary schools. More progress is noted at the secondary school level, as previously, 26 per cent of teachers in lower

secondary schools (20 per cent in the Commonwealth) and 28 per cent of teachers in upper secondary schools had a postgraduate degree or higher. This has shifted as within UNESCO's QPE Report, Indicator 7. In lower secondary schools it stands at 48.2%, and in upper secondary schools it is at 52.6%. At the time of writing this report, Europe was the strongest in this area, with 48 per cent in lower secondary and 46 per cent in upper secondary with a postgraduate degree or higher.

For Sport and SDG Indicator ED10: Percentage of schools reporting full/partial implementation of quality PE as defined by UNESCO's QPE Policy Guidelines. At the time of writing the figures In lower and upper secondary school, the QPE report speaks of PE provision by a specialist teacher, by educational level (ministerial-level) as standing at 94.6% of lower secondary schools and 96.4% of upper secondary schools as having specialist PE teachers; The percentage of specialist teachers in primary schools is 44.7%.

3.2.4 Recommendations

Proposal to include:

In line with the recommendations from UNESCO's Report on Quality Physical Education "The Global State of Play", released in 2024, the five priority actions to advance QPE are:

1. Implement effective PE policies: To bridge gaps between policy and practice, ensure that enhanced alignment and implementation strategies are in place, so that policies translate into meaningful action and positive outcomes in schools.
2. Increase investment in PE: Provide the necessary infrastructure and resources to improve the quality of PE delivery, ensuring successful PE implementation and positive student experiences.
3. Upskill PE teachers: To enhance PE quality, improving student engagement and educational outcomes, invest more in the professional development and equitable deployment of specialised PE teachers.
4. Promote equitable and inclusive PE: To promote more inclusive educational environments, ensure that PE

implementation is gender equitable and accessible to students with disabilities, and embed these principles into curriculum development.

5. Enhance PE curricula: Establish clear guidelines and benchmarks for curriculum development to improve pedagogical practices and effective assessment strategies. Conduct regular curriculum reviews, based on research and feedback from teachers and students, to ensure relevance and responsiveness to changing educational needs.

In line with these priority actions, the report's recommendations include conducting regular and robust PE monitoring and evaluation, specifically focusing on the following actions:

- Participate actively in and provide support for global data collection initiatives in PE, PA and school sport, with the overarching goal of fostering evidence-based policies, practices and decision-making. Concurrently, support global advocacy efforts to scale-up investments in sport and PE, utilizing the insights gleaned from such data as a driving force for improvement.
- Establish a robust monitoring and evaluation framework to assess the quality and effectiveness of PE provision. This should involve all relevant participating ministries/governments and be used to drive positive change and continual improvement.
- Promote and support research collaborations to generate evidence on the impact of QPE on students' physical, mental and social wellbeing, and use this evidence to inform policy decisions, strategic initiatives and curriculum and pedagogical developments.
- Design a robust evaluation framework to assess the quality and effectiveness of PE teacher training and CPD, using this to identify future training needs and approaches to PE teacher development. Include measures to evaluate the impact of training on PE teachers' instructional/pedagogical practices, student learning and development outcomes, and overall PE provision and delivery. Collaborate with experts in the field of PE and assessment to

design appropriate evaluation tools that align with national educational goals. In line with the Paris 2024 Call to Action, released by UNESCO and the International Paralympic Committee in 2024, it is also recommended to implement robust monitoring and evaluation systems to track engagement of students with disabilities and ensure accountability in inclusive education practices through disaggregated data.

3.2.5 Potential barriers to implementation

Developing and implementing standardised monitoring and quality assurance systems for PE across different regions and schools can be challenging. Variations in educational policies, available resources and institutional priorities can hinder the creation of a uniform system. Overcoming this challenge requires tailored analysis and intervention.

3.3 Economic growth and productive employment for all

The sport industry makes tangible contributions to employment and economic growth, not least through employment creation, outlined by the International Labour Organization (ILO) as one of the four pillars of its Decent Work Agenda.[56] Physical education, PA and sport provide direct and indirect employment. They also equip individuals long term, be they teachers, coaches, officials, administrators or volunteers, with the skills necessary to enter the workforce elsewhere. Sport is often used by organisations as an avenue through which participants can access formal and informal employability training, along with volunteering experiences. Furthermore, sporting organisations often benefit from social enterprise, thus contributing to the broader economy. The measures in this domain offer insights into how sport is contributing to economies and productive employment.

Sporting infrastructure, events, tourism and regular participation contribute directly to economies through the sales of tickets, merchandise, subscriptions and broadcasting. While exact data are often lacking, various place-based sports event

56 International Labour Organization (ILO) (2023), 'Decent Work', www.ilo.org/global/topics/decent-work/lang--en/index.htm

and tourism policies are particularly prominent among efforts to derive economic benefits from sport indirectly via travel, hotels and eateries. A few contemporary examples include the Commonwealth Youth Games, hosted by Trinidad and Tobago in August 2023; and the FIFA Women's World Cup 2023, hosted by New Zealand and Australia. At the Commonwealth level, the Commonwealth Games will be held in Glasgow in July 2026. The FIFA Men's World Cup 2026 will be jointly hosted in Canada alongside other non-Commonwealth countries – USA and Mexico; and Australia will host the Olympic Games in 2032. There are several spill-over effects from hosting major sporting events that need to be captured for their socio-economic, cultural and legacy value.

The domain for Economic Growth and Productive Employment for All contributes to SDG 8: Decent Work and Economic Growth.

3.3.1 The indicators for this domain

There are eight indicators in Domain 3, which comprise two Principal Impact, three Outcome and three Support Indicators, which are weighted differently (see Annex B Methodology) in the overall contribution assessment. Seven of these indicators have been added to the data development agenda, signifying the need to improve the quality of data or address an important data gap.

3.3.1.1 Principal Impact Indicators in this domain

- EE1: Percentage of workforce within the sport, fitness and active recreation sectors.
- EE2: Percentage of population who volunteer in sport.

3.3.1.2 Outcome Indicators in this domain

- EE3: Percentage contribution of sports activities and amusement and recreation sector to GDP.
- EE4: Percentage contribution of sport, exercise and active recreation to GDP.
- EE5: Percentage of national public expenditure invested in sport.

3.3.1.3 Support Indicators in this domain

- EE6: Financial worth of broadcasting rights on sport per annum per sport and per country.
- EE7: Financial worth of digital rights on sport per annum per sport and per country.
- EE8: Clear policy in place to determine transparent allocation of resources of international federations in declared development objectives.

3.3.2 Who collects the data?

The potential main global data custodians related to Economic Growth and Productive Employment are the International Labour Organization (ILO) and the World Bank. Other examples of global data custodians include other UN agencies, such as the UN World Tourism Organization (UNWTO) for sport tourism; and many international sports federations, such as the International Olympic Committee (IOC). For example, the IOC plays an emerging role in addressing meaningful employment on a global scale via its Olympism 365 programme. It has also developed frameworks that collect data on a range of outcomes that align to the SDGs and the model indicators. This is being done for athletes across all levels of high-performance sport (Olympian, Continental and Youth) as well as at the grassroot level.

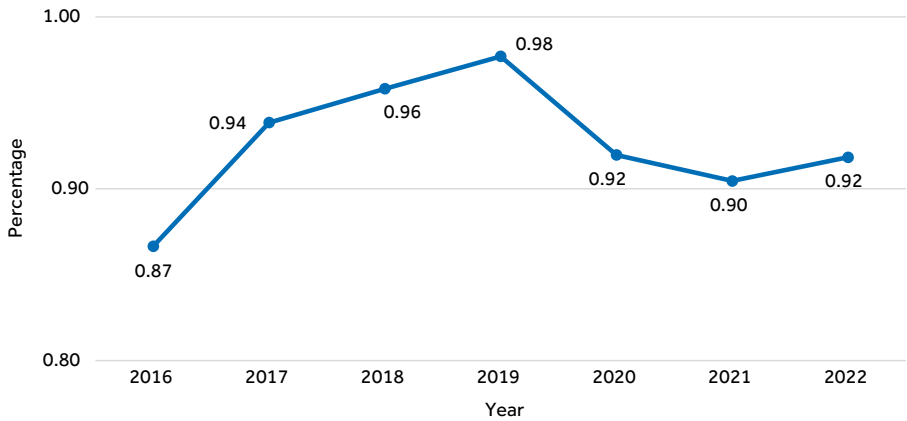
At the national government level, government treasuries have data around spending, while ministries of work and national statistic offices/agencies host data on employment. This is often passed onto UN agencies/alliance agencies at the regional and global levels, but is not always appropriately disaggregated.

3.3.3 Findings

At the time of writing, there were no global datasets currently available for either Principal Impact Indicators nor for all but one Outcome Indicator. For Sport and SDG Indicator EE5: Percentage of national public expenditure invested in sport, data are only available for Europe. What is clear is that in Europe, prior to the COVID-19 pandemic, there were significant increases in average spending from 2016, peaking at 0.98 per cent of public expenditure in 2019; however, in 2020, spending dropped to below 2017 levels. The drop occurred across most European countries in 2020, and at the time of writing these

nations were still recovering. After imputations, the three countries investing most in sport in 2022 were Iceland, Hungary and Montenegro; those investing least were Belarus, Bulgaria and Ireland. These figures and more can be explored on the Global Sport and SDG Impact Indicators portal.

Figure 3.4. Sport and SDG Indicator EE5: Percentage of national public expenditure invested in sport across reporting European countries (2016–2022)



Source: Numbers and People Synergy (2024).

Union of European Football Association's Grow Programme

In 2015, The Union of European Football Association (UEFA) launched the 'Grow Programme', a central business development platform that maximises the potential of football (soccer) across its 55-member national associations in Europe. The aim is to showcase the monetary value and impact that mass participation in football has on economic, health and social outcomes, to better evidence investment in the sport at the grassroots level. A Social Return on Investment (SROI) model was adopted in 2017 to provide a cost–benefit analysis quantifying and valuing social change produced by football.

The Union of European Football Association (UEFA) 'Grow Social Return on Investment (SROI) model' aims to increase grassroots football funding as national associations and governments have unique tangible evidence that investing in mass participation has a significant impact in terms of economic value, social and health benefits. The SROI model has been used in 30+ nations and there has been an increased investment into football of over 54 billion euros.

During the first phase of the project, an initial proof of concept was developed, which sought to establish the drivers behind participation in football, the nature of participation in football and the outcomes associated with these. This was piloted by the Swedish and Romanian national football associations, with the intent for it to be applied later to all of UEFA's member associations. A Sport and SDG Toolkit was used to shape the methodology of what was measured.

'The indicators are a fantastic guide; we used them then to develop our model. [...] the entire framework has been really beneficial and useful.' – UEFA Manager

The project was successfully applied to 18 additional national contexts, showing a valuation of over €22.2 billion. Learning determined the need for a more refined model, which could take into account local context, due to the relative importance of social policies and different approaches to football development. Version two of the model was developed with a broadened scope to operate at the national, regional, district, club or even programme levels, and applied to more countries. It demonstrated the more than €39.4 billion contribution of football to health savings, input into economies, and its contribution to positive social impact on communities across European societies.

An outward-facing platform has been built to showcase some of the data that have been gathered since the project's inception. The model is versatile enough to be applied to other team sports, and UEFA has shared its model with other international federations, including those responsible for basketball, handball, floorball and rugby. Further consideration, however, should be given to individual sports or other types of PA, as many of the assumptions made are centred around team activities and will not work in certain sporting contexts. UEFA has acknowledged that while the framework is good, there will need to be nuance in how it is applied elsewhere.

Source: UEFA (n.d.), *The UEFA GROW SROI Model: Valuing the Impact of Football Participation in Europe*, www.knvb.nl/downloads/bestand/26276/uefa-sroi-final-report

3.3.4 Recommendations

UNESCO's Social Impact of Sport Report underlines the following recommendations:

a) Unleash the power of sport through data and research evidence. Governments and academia are encouraged to prioritise research that examines the wide-ranging social and economic benefits of sport. By investigating the inherent social value of sport-based interventions and refining social impact investment models, researchers can provide evidence-based insights for effective policymaking and programme development.

b) Invest in sport as a cost-effective solution. Investing in sport-based intervention yields significant returns by improving health outcomes and fostering social inclusion, among others. By allocating resources to sport, investors and governments can achieve both economic and social benefits.

c) Make sport and PA a cross-sectoral priority and integrate into public policies in general to maximise contributions to social, economic, and environmental

outcomes. Policymakers should incorporate sport-based initiatives into broader policy frameworks to enhance their impact. There is evidence on the impact of sport across various dimensions that go beyond the playing field. Consequently, sport should be considered into the planning, development, and implementation of policies across sectors.

3.3.5 Potential barriers to implementation

In many countries, financial transparency is a significant issue. Monitoring and reporting on the proportion of national public expenditure invested in sport requires transparent and accountable financial systems, which may be underdeveloped or lacking in some regions. As such, this recommendation ties into a larger debate on both fiscal and data transparency.

3.4 Sustainable communities, consumption and environment-friendly practices

Sustainable consumption and production focus on change in how natural resources, food and waste are used within the sporting sector. This domain goes hand in hand with combating climate change. It is about changing habits, the way things are built, run and used at all levels – from large-scale venues and mega events to grassroots clubs and individual athletes and participants. It is about energy efficiency, recycling, responsible food consumption, waste management and the circular economy. Sport can help raise awareness through building knowledge within the workforce and fanbase and by implementing policies and actions to lower carbon dioxide (CO_2) emissions.

According to the President of the Green Sports Alliance,[57] sports actors do have sustainability programmes and the demand for sustainable sports is expanding.[58] Investors are more likely to invest in long-term technologies, while advertisers are not willing to become affiliated with industries with a bad sustainability

57 Green Sports Alliance Leveraging the cultural and market influence of sports to promote healthy, sustainable communities where we live and play. https://greensportsalliance.org

58 González-Serrano, M. H., Añó Sanz, V., and González-García, R. J. (2020), Sustainable sport entrepreneurship and innovation: a bibliometric analysis of this emerging field of research. *Sustainability*, *12*(12), 5209. https://www.mdpi.com/2071-1050/12/12/5209

reputation. The 26th Conference of the Parties (COP26) had a substantial focus on climate change and sport; experts and activists agree that international agreements and implementation will need to be ramped up quickly if the global temperature rise is to be limited to 1.5 degrees Celsius. While some industry actors have voiced concern about the issue, few sports organisations have put in place substantial environmental or climate programmes.[59] The physical environment is commonly overlooked in the industry, even in the context of the sport for development and peace (SDP) sector.[60]

It is important to note that the impacts of climate change disrupt sports both from the supply and the demand sides.[61] Sporting events can be disrupted by infrastructure damage due to heatwaves, severe storms or cyclones, which can cause pitches, arenas and fields to become unplayable. This results in institutions having to pay additional expenses to rent different facilities.[62] The Caribbean is one of the areas most vulnerable to climate change.[63] Impacts of climate change on sports in the Caribbean include rising temperatures, increased frequency of extreme weather and air pollution, which adversely affects PA levels.[64]

The United Nations Sport for Climate Action Framework ('the Framework') requires organisations to take part in systematic measures that reduce carbon emissions and reach climate neutrality by 2050, considering raising awareness among their

59 Goldblatt, D. (2020) *Playing Against the Clock: Global Sport, the Climate*. Rapid Transition Alliance, Brighton, UK. https://rapidtransition.org/resources/playing-against-the-clock/

60 Giulianotti, R., Darnell, S., Collison, H., and Howe, P. D. (2018), Sport for development and peace and the environment: The case for policy, practice, and research. *Sustainability*, 10(7), 2241. https://www.mdpi.com/2071-1050/10/7/2241

61 McCree, R (2017), 'Caribbean sport sociology: The ongoing journey', in *Reflections on Sociology of Sport*. Emerald Publishing Limited, Chicago.

62 Lewis, C (2022), 'Climate Change and the Caribbean: Challenges and Vulnerabilities in Building Resilience to Tropical Cyclones', *Climate*, 10. 178, 10.3390/cli10110178. https://www.mdpi.com/2225-1154/10/11/178

63 Climate Studies Group Mona (2020), 'The State of the Caribbean Climate', produced for the Caribbean Development Bank; Nurse, LA et al. (2014), Small islands. Climate Change (2014) Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. VR Barros et al. (eds.), Cambridge University Press, 1613–1654. https://www.cambridge.org/core/books/climate-change-2014-impacts-adaptation-and-vulnerability-part-b-regional-aspects/036A899BD52861D61B0D519C5F2B9334

64 Climate Studies Group Mona (2020), 'The State of the Caribbean Climate'. Produced for the Caribbean Development Bank.

athletes, clubs and spectators on climate change and advocating for sustainable solutions. Very few sports industry actors have become signatories to the Framework, indicating substantial scope for enhanced engagement.[65]

The domain for Sustainable Communities, Consumption and Environment-Friendly Practices contributes to two SDGs – SDG 12: Responsible Consumption and Production, and SDG13: Climate Action.

3.4.1 The indicators for this domain

There are four indicators in Domain 4, which comprise one Principal Impact, one Outcome, and two Support Indicators, which are weighted differently (see Annex B Methodology) in the overall contribution assessment. All four of these indicators have been added to the data development agenda, signifying the need to improve the quality of data or address an important data gap.

3.4.1.1 Principal Impact Indicators in this domain

- SCE1: Annual percentage change in carbon footprint from major international sport events.

3.4.1.2 Outcome Indicators in this domain

- SCE2: Annual percentage change in recycling rate from major international sport events.

3.4.1.3 Support Indicators in this domain

- SCE3: Percentage of international sport federations with operational strategies to adapt to the adverse impacts of climate change, foster climate resilience and lower greenhouse gas emissions.
- SCE4: Percentage of major international events with operational strategies to adapt to the adverse impacts of climate change, foster climate resilience and lower greenhouse gas emissions.

65 University of Portsmouth (2020), 'Hit for Six: The Impact of Climate Change on Cricket'.

3.4.2 Who collects the data?

While there are no current global measures for reporting in place, there are three potential global data custodians related to Sustainable Communities, Consumption and Environment-Friendly Practices. Each seeks to address climate change in and through sports and exists with an aim of achieving net zero carbon emissions either by 2040 or 2050.[66]

The first potential custodian, the UN Framework Convention on Climate Change (UNFCCC), hosts the UN Sports for Climate Action Framework (UNSCAF) and focuses on educating athletes and spectators; engaging stakeholders in climate issues; encouraging stakeholders to measure their emissions; and halving emissions by 2030 and reaching net zero by 2040. The second candidate for global custodian of the data of this domain is the International Organization for Standardization (ISO), a management system created as part of the London 2012 Olympics and Paralympic Games. The standards are designed to help organisations staging events to be socially responsible and environmentally sustainable. They require a transparent process through which an organisation systematically evaluates its operations and sets its own objectives and targets for improvement. An example is UEFA's use of ISO 14001, which specifies the requirements for an environmental management system that an organisation can use to enhance its environmental performance. Third is 'Race to Zero', a global UN-backed campaign to achieve net zero carbon emissions by 2050 (with an interim target of 50 per cent reduction by 2030). Its signatories include businesses, cities and regions. Its goal is to align its policies with the SDGs.

Other examples of global data custodians could include international NGOs with global portfolios of SDP projects. These include the Sport Ecology Group, which is a community of academics seeking to share research with a broader audience than traditional academic journals usually reach. Certain UN agencies are also key, such as the Green Climate Fund (GCF), established within the UNFCCC as an operating entity of the financial mechanism to assist developing countries in adaptation and mitigation practices to counter climate change;

66 Goldblatt, D (2023), *Mapping the Sport and Climate Space. What you need to know to join the debate about sport and the climate crisis*, www.playthegame.org/media/t4ppd5qv/report-on-sport-and-climate-change.pdf

the UN Environment Programme (UNEP) via the Sports for Nature Framework, co-created with the International Olympic Committee (IOC), International Union for Conservation of Nature (ICUN) and the Secretariat of the Convention on Biological Diversity (CBD); and many different international sports federations, including the Commonwealth Games Federation and the International Olympic Committee (IOC). The IOC has aligned its climate commitment to the Paris Agreement on Climate Change to reduce its emissions, compensate for all its residual emissions and use its influence to encourage others to take action on climate change. The IOC has produced a 'Carbon Footprint Methodology for the Olympic Games'[67] which is used to reduce carbon emissions at all Olympic and Paralympic Games via contractual obligations and requirements with organising committees within host cities and host countries. The methodology is open source and available for other sporting organisations and international federations to use in measuring and addressing the carbon footprint of their one-off events.

commonwealth sport

The Commonwealth Games Federation (CGF) is one example of a regional data custodian. CGF engages sport-based approaches to address sustainable development through its strategic plan 2015–2022. The plan outlines how to shift focus from simply hosting the Commonwealth Games to 'building peaceful, sustainable and prosperous communities globally, and inspiring Commonwealth athletes to drive the ambition and impact of all Commonwealth citizens through sport'. The potential impact is related to peace; inclusion and equality; and sustainability. The Commonwealth Games Value Framework (CGVF) was developed to define, assess, communicate and drive the impact of the Commonwealth Games and associated activities. The CGVF identifies four impact areas to assess the value of hosting the Commonwealth Games, namely economy, social, sport and environment.

67 Carbon Footprint Methodology For The Olympic Games. Https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/IOC/What-We-Do/celebrate-olympic-games/Sustainability/IOC-Carbon-Footprint-Methodology.pdf

At the national and community levels, it is unclear to what extent government departments and agencies with responsibility for the environment collect data in relation to sport. The case studies reveal that data exist but are collected and held by organisations that either run major sport venues or organise major sporting events within a country, rather than the countries themselves. Some national federations collect these data for their own purposes and have initiatives with community sport clubs to help them be more 'green'. The data are often published – but presented in silos, on a case-by-case basis.

3.4.3 Findings

Currently, there are no global data for any of the indicators within this domain. Data are available for individual major sporting events such as the Olympic Games, Commonwealth Games and FIFA World Cup, but in many cases, they do not always align or are not comparable. While the lack of data hinders sound analysis, it does not imply that no action is being taken to combat climate change, or to change behaviours around production and consumption, within sport. Raising environmental awareness, advocacy for policy change, and driving community change on environmental issues have been facilitated successfully on multiple occasions by leveraging the power and influence of major sporting events, high performance sport teams and famous athletes. Teams and athletes have become advocates of change, using sport as a platform to educate communities on the impacts of climate change and drive action, with some evidence of deeper engagement with climate-related issues. The Commonwealth Games Associations have reported working in tandem with their governments to lend support, advocacy or become partners on interventions and projects tackling environmental issues and climate change in their countries.

There are cases in which positive, national action is being taken, but data are not currently available. In France, for example, more than 100 sporting organisations have signed up to a national charter developed by the French Ministry of Sports in partnership with the World Wide Fund for Nature (WWF). It pledges major changes in sports' consumption of transport, food and energy, and the delivery of environmentally responsible and sustainable major sporting events. The Paris 2024 Olympic Games is a signatory.

Climate Pledge Arena

Examples of low-carbon practice for sports venues and events include Climate Pledge Arena, a partnership between the cities of Seattle and private companies Amazon and Oak. It is the first carbon-neutral sports venue with a carbon footprint assessment and renewable energy sources, among others.

Source: Strategic Scoping Study on Climate Change and Sport in the Caribbean (2021).

The Birmingham 2022 Commonwealth Games

As host city, Birmingham 2022 centred its legacy around contributing towards the SDGs via a seven-pillar sustainability pledge. The pledge prioritised and supported long-term behavioural change within its delivery of the games. One of the strategic priorities revolved around creating a carbon neutral legacy. Three pillars, namely 'carbon and air quality', 'circular economy principles to minimise waste', and 'conservation', were all centred around issues concerning climate action. The approach involved applying the IOC methodology to measure and manage the Games' carbon footprint. The focus was to identify emission hotspots and drive carbon emissions down. Where emissions could not be reduced, an offsetting strategy was put in place with the Games' partner, Severn Trent. This resulted in the planting of 2,022 acres of new Commonwealth forest in the Midlands region, which is expected to sequester 240,000 tonnes of carbon dioxide from the atmosphere over the next 35 years, accounting for most of the event's forecasted carbon footprint.

These examples are relatively recent, and where data have been reported by major sport bodies in the past, such as reporting on CO_2 emission levels, it is often contested as unreliable and criticised for 'greenwashing'.[1] Offsetting is a major tool in the arsenal of major sporting organisations, but it is a practice seen as a 'quick fix' that does not exhibit real change but instead provides an excuse to persist with standard or harmful practices that continue to contribute to climate change.[2] In fact, research suggests that sport may be detracting from sustainable development and that its practices and processes are having a negative effect on consumption, waste, pollution levels, etc.[3] Transportation via fossil fuelled means is one of the largest contributors to climate change, and sport is transient in nature, with athletes, teams, fans, spectators, and various goods and products needed for sport to function all travelling globally. Sponsorship deals by large vehicle manufacturers based on their green technology have increased, despite the same companies lobbying against climate change measures and continued investment in fossil fuel-reliant vehicles.[4] This is despite recommendations existing for venues, facilities and sporting organisations on how to put in place effective practices for sustainability.[5, 6]

Sources:

[1] McCullough, BP, Orr, M and Watanabe, NM (2020), 'Measuring externalities: The imperative next step to sustainability assessment in sport', Journal of Sport Management, 1, 1–10.

[2] Daley and Simms, 2022.

[3] Sharma, S (2023), What is the Carbon Footprint of Sport? The Carbon Literacy Trust, February.

[4] Simms, A, Daley, F and Amann, J (2023), Dangerous Driving: Why Sport Should Drop Sponsorship From Major Polluters: the Cases of Toyota and BMW, https://static1.squarespace.com/static/5ebd0080238e863d04911b51/t/6463a213e66f4a0215bfe389/1684251158245/Dangerous+Driving+%281%29.pdf

[5] McCullough et al. (2020). 'Measuring Externalities', op. cit. note 1.

[6] Wilby, RL, Orr, M, Depledge, D, Giulianotti, R, Havenith, G, Kenyon, JA, Matthews, TKR, Mears, SA, Mullan, DJ and Taylor, L (2023), 'The impacts of sport emissions on climate: Measurement, mitigation, and making a difference', Annals of the New York Academy of Sciences, Vol. 1519, Issue 1, https://doi.org/10.1111/nyas.14925

3.4.4 Recommendations

⇒ Global trends of urbanisation have had significant impacts on various aspects of sustainable development. Encouraging the integration of opportunities for PA throughout public facilities, and open and green spaces across urban environments, have the potential to deliver widespread and long-term positive impacts on local communities.

⇒ Efforts need to be made to ensure an effective basket of indicators is in place, and that data are captured and shared consistently by stakeholders.

3.4.5 Potential barriers for implementation

In densely populated urban areas, space is often limited. Allocating sufficient areas for PA, open spaces and green zones can be challenging due to competition with residential, commercial and industrial developments. Looking at the many benefits of sport for the mental, physical and relational health of the population might serve as an antidote to deprioritising sports facilities in city planning.

3.5 Peaceful, inclusive and equitable societies

Domain 5, Peaceful, Inclusive and Equitable Societies, reflects the idea that inequality is a multi-dimensional issue, made up of economic, social and political factors and that inequality includes 'inequality of outcomes', as well as 'inequality of

opportunities'. Inequality and exclusion often follow the lines of diversity, the range of human differences including (but not limited to) ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical value systems, and geographical origin. Inequalities within societies are reflected, and sometimes amplified, within sport, PA and PE. But the reverse is also true: if done well, sport can foster a sense of community by breaking down barriers and challenging stereotypes.

Agenda 2030 recognises 'the growing contribution of sport to the realisation of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives'.[68] Recognising that inequalities are experienced by and within all countries, North and South, this domain has a 'sport for all' ethos that focuses on ensuring that programming is as inclusive as possible, and that the challenges and barriers people face to participation and representation in sport are eradicated or mitigated.

The domain alludes to the peace element of SDG16: Peace, Justice and Strong Institutions, which predominantly fall under Domain 7: System Strengthening and Protecting the Integrity of Sport. There are no specific peace indicators linked to items such as diplomacy or the Olympic truce to ensure a safe and conflict-free Olympic Games, but instead indicators are centred around safety and inclusivity, which is a primary element of cohesion and peace.

The domain for Peaceful, Inclusive and Equitable Societies contributes to SDG 10: Reduced Inequalities.

3.5.1 The indicators for this domain

There are seven indicators in Domain 5, which include two Principal Impact, one Outcome and four Support indicators, which are weighted differently (see Annex B Methodology)

68 United Nations General Assembly (UNGA) (2015), *Transforming our World: The 2030 Agenda for Sustainable Development*, https://sdgs.un.org/2030agenda

in the overall contribution assessment. Six of these indicators have been added to the data development agenda, signifying the need to improve the quality of data or address an important data gap.

3.5.1.1 Principal Impact Indicators in this domain

- PIE1: Percentage of global population reporting that participating in sport and exercise has a positive impact on themselves, their family or community.
- PIE2: Proportion of population that feel safe walking alone around the area they live.

3.5.1.2 Outcome Indicators in this domain

- PIE3: Likelihood that a person with disability will participate in sport, fitness and active recreation (leisure) once per week compared to the general population.

3.5.1.3 Support Indicators in this domain

- PIE4: Percentage of schools reporting adequate facilities and equipment to support quality and inclusive PE.
- PIE5: Percentage of countries that have dedicated strategies on inclusion of persons with disabilities in PE.
- PIE6: Percentage of funded national sport bodies/ member organisations that have adopted formal policies (with procedures) to safeguard children.
- PIE7: Percentage of national sport bodies/member organisations that have invested in a strategy for the inclusion of people with a disability in sport.

3.5.2 Who collects the data?

There are several potential data custodians related to Peaceful, Inclusive and Equitable Societies. The UN Refugee Agency (UNHCR) and the UN Relief and Works Agency for Palestine Refugees (UNRWA) collect data on refugees and displaced people. They provide an opportunity for a custodian for any future measures on refugees, displaced people and sport. For people living with a disability, UNICEF has a section focused on children and disabilities that can be harnessed. UNESCO

also collects data on sport and disability inclusion, and anti-racism and anti-discrimination through the Global Sport Policy Survey and as part of the implementation of the UNESCO - IPC Paris 2024 Call to Action on Disability Inclusion in and through sport. UNICEF leads on inclusive education in order to close the gap in attainment and experience for children with disabilities within education systems. It focuses on four key areas: policy advocacy; awareness raising; capacity-building; and implementation support.[69] The UK-based charity organization UNICEF UK also led on the International Safeguards for Children in Sport, a set of guidelines that, according to the organization, are now used by more than 60 organizations across six continents.[70]

Other examples of global data custodians could include other international NGOs with global portfolios of SDP projects that they support, such as Capoeira4Refugees, Futbol Mas Foundation and Special Olympics; and several international sports federations, such as the International Paralympic Committee (IPC), International Olympic Committee (IOC) and World Ability Sport. In accordance with the Olympic Charter,[71] Olympic Solidarity at the International Olympic Committee (IOC) is working with National Olympic Committees (NOCs) to embed the Olympic values of 'excellence, friendship, and respect' into all aspects of its work.[72] Along with Olympism 365, it is developing frameworks that collect data on a range of outcomes that align to the SDGs. This is being done for athletes across all levels – high performance sport (Olympian, Continental and Youth) and at the grassroots level. The IOC also works with refugees, ensuring they are supported in their host nations and can compete at the Olympic Games. The grassroots level is predominantly linked to the work of the

69 UNICEF "Inclusive education - Every child has the right to quality education and learning" Available: https://www.unicef.org/education/inclusive-education

70 UNICEF UK is a UK-based charity organization that collects funds exclusively for UNICEF's operations or UNICEF endorsed causes. The "International Safeguards for Children in Sport" guidelines can be found here: https://www.unicef.org.uk/wp-content/uploads/2014/10/International-Safeguards-for-Children-in-Sport-version-to-view-online.pdf

71 IOC (2021), *Olympic Charter*, https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf?_ga=2.115983622.104797421.1685468692-773393751.1675776055

72 IOC (2023), 'What are the Olympic Values?', https://olympics.com/ioc/olympic-values

newly established Olympism 365, which has four priority areas, including peaceful and safe communities, and equal and inclusive communities. Likewise, the International Paralympic Committee is an important actor collecting data on the work it does across all levels with those with a disability.

The case studies reveal that data exist at the national level but, as they are not necessarily requested by any single entity, these data are not always fed up to the international level. Government departments and agencies with responsibility for sport, as well as municipal councils, often collect data related to community cohesion, the integration of migrants/refugees, and inclusion of specific and often marginalised groups in society to determine if and how policy and legislation is being implemented. Meanwhile, national federations often collect these data for their own purposes (often via community sport clubs), with some reporting to their international federation counterparts.

3.5.3 Findings

No global dataset could be found for Sport and SDG Indicator 1: Percentage of global population reporting that participating in sport and exercise has a positive impact on themselves, their family or community. As with previous domains, the lack of data does not necessarily mean that progress is not being made. Case studies can reveal the value of sport and PA for this domain, although they are not comparable across geographic areas or over time.

The proportion of the population that feel safe walking alone around the area they live in is an important indicator. While not directly linked to sport, it does serve as a proxy, as most grassroots sport and PA occurs within local areas and neighbourhoods. The countries reporting each year vary, but 33 countries have submitted data since 2015. Of these, only six countries globally have trend data covering all years between 2015 and 2022. These countries are from different regions of the world, are a mix of countries from North and South, and there is no dominance in one region. Imputations were made for all missing data points. Furthermore, countries experiencing war or high conflict may either not be reporting or may be reporting extreme results, which can have a substantial effect on global averages.

PEACE AND SPORT
BE PART OF WHAT MATTERS

In 2020, Peace and Sport's methodology was digitised through the 'MyCoach' mobile app. This provides peace animators in the field with a tool to build upon the culture of peace by expanding annual sports programmes. The methodology centres around the promotion of positive values through 'Sport Simple Solutions', where equipment and playing areas can be adjusted based on the socio-economic situation of the environment. The Peace and Sport methodology aligns itself with five SDGs (4, 5, 10, 16 and 17) and uses the community practice-level indicators from the Commonwealth Toolkit as a basis.

The Peacemakers Project

The Peacemakers Project was launched in May of 2021, using this methodology along with the expertise of partner organisations (Terres-en-Mêlées, COP-Colombia, TIBU Africa, the National Olympic Committee of Burundi, All Black Hong Kong, Naandi Foundation, APJS Mali, AKWOS Rwanda and RFI clubs to strengthen the activity of ten grassroots-level organisations in ten countries over three continents by sharing knowledge to improve community living conditions. The programme recognised and responded to five major needs of organisations:

- Capacity-building: This was undertaken via training seminars related to the concepts of peace delivered through 'sport for peace' animators.
- Pedagogical engineering: This used the methodology and content available via the MyCoach mobile app.
- Project management: Support was provided in reporting and monitoring for projects
- Monitoring and evaluation: This involved collaborating with the University of Paris-Nanterre to improve each stage of the implementation of the programme by producing an impact study.
- Advocacy and promotion: This involved improving the programme's visibility to institutions.

Within eight months of implementation, the project was able to have more than 80 ready-to-use football and rugby sessions digitised in three languages; over 250 peace animators trained in the methodology (50 per cent of whom were women); and more than 1,500 children involved in activities (50 per cent of whom were girls). In future, it is hoped that the methodology can be moulded to apply to a wider range of contexts, which could be achieved by proposing a new set of indicators.

'The idea is to launch it in other countries to see if the indicators that we will develop in the first country can be duplicated in the others in cooperation with local stakeholders, local academics, who know the context more.'

International Relations Officer, Peace and Sport

Source: https://www.peace-sport.org/news/peace-and-sport-inaugurates-the-international-program-peacemakers-project-with-the-support-of-prestigious-partners/

Capoeira4Refugees

Capoeira4Refugees (C4R) is a sport and psychological support charity using the Brazilian martial art, which includes elements of dance, acrobatics, and music, to help vulnerable refugee children and youth in Jordan, the Palestinian territories, the Democratic Republic of Congo (DRC) and Syria overcome trauma. Capoeira is used in the Mole Refugee camp in DRC to ease tension between different groups of refugees.

Source: World Athletics (n.d.), 'Olympic Solidarity', https://worldathletics.org/development/community/solidarity

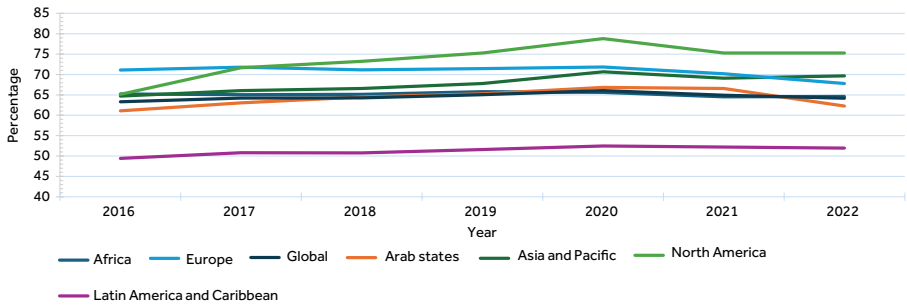
Olympic Solidarity

Olympic Solidarity's objective is to organise assistance for all National Olympic Committees, focusing on those with significant needs. The aid is realised through multi-faceted programmes. They work closely with the international federations, whose sports are part of the Olympic programme.

Source: International Olympic Committee (n.d.), 'Olympic Solidarity', https://olympics.com/ioc/olympic-solidarity

Globally, between 2016 and 2022, there was an increase of 0.88 per cent in the proportion of people stating that they felt safe walking alone around the area where they live. This proportion improved most markedly in the North America region between 2016 and 2022, followed by Asia and the Pacific. However, Europe regressed over this timeframe. The top three countries against this indicator in 2022, using imputations, were Albania, Armenia and China; the bottom three were Andorra, Bahrain and Poland.

Figure 3.5 Sport and SDG Indicator PIE2: Proportion of population that feel safe walking alone around the area they live by region and year (2016–2022)



Source: Numbers and People Synergy (2024).

Commonwealth Sport Movement for social inclusion

The Commonwealth Games Federation (CGF) has made significant strides to address social inclusion and reduce inequalities in and through the Commonwealth Sport Movement aligned with SDG 10.3. This includes work within the sport movement to promote inclusive pathways for persons with disabilities. More than 600 Para athletes and coaches have participated in the CGF's Commonwealth Athlete Inclusion Programme, with GAPS* athletes setting world records in Birmingham, and securing gold, silver and bronze medals, alongside numerous personal bests.

The Birmingham Commonwealth Games was the world's largest fully integrated Para sport event that united disabled and non-disabled athletes on the same national teams, resulting in more Commonwealth countries than ever fielding Para athletes – the number of nations with Para athletes increasing 48 per cent from Gold Coast 2018 (21 nations) to Birmingham 2022 (31 nations).

The Games also presents an opportunity to engage culturally and linguistically diverse groups in volunteering positions around the games, creating equal opportunities and reducing inequalities. Thirty-one (31) per cent of the volunteers for Melbourne 2006 were from culturally and linguistically diverse backgrounds.

*Gather, Adjust, Prepare, Sustain (GAPS)

3.5.4 Recommendations

Ensure the active involvement and representation of persons with disabilities in the formulation, implementation and evaluation of policies and programmes, including in the fields of sport and quality PE, as well as in the fields of education and culture.

Ensure that PE, sport and their environments are welcoming, inclusive and safe for everyone, in which human rights are fully respected, in line with article 1.3 of UNESCO's Sport Charter and CRPD Article 30.

Create and strengthen safeguarding standards, laws and legal frameworks to prevent violence across sport organizations and educational institutions, as well as the application of professional and ethical standards to eliminate misrepresentation and the dissemination of harmful and stereotypical content about persons with disabilities in the media as advocated in UNESCO's Call to Action "Towards a Safer Playing Field". This is particularly important to protect women and girls living with disabilities, who are at a significantly higher risk of violence.

Provide access to safe, inclusive, affordable, accessible,and sustainable sport and recreation infrastructure for all in line with article 8 of UNESCO's Sport Charter, universal design principles and accessibility standards such as the IPC Accessibility Guide and other internationally recognise technical standards such as the European Accessibility Act and the W3C Accessibility Standards.

Under data, research and investment, support and invest in expanding existing data collection mechanisms for sport, PE and PA to include disability-specific data.

⇒ As per the UNESCO - IPC Paris 2024 Call to Action, it should be ensured that sport facilities are safe, inclusive, affordable, accessible and sustainable, particularly for persons with physical impairments or disabilities, in line with article 8 of UNESCO's Sport Charter, universal design principles and accessibility standards such as the IPC Accessibility Guide and other internationally recognised technical standards such as the European Accessibility Act and the W3C Accessibility Standards. This can include building

ramps, lowering reception desks and widening doors to ensure wheelchair users can utilise facilities. It is also equally important to promote and ensure access to affordable assistive technology, accessible information services and media content to support the participation of persons with disabilities in sport.

In line with the Paris 2024 Call to Action on disability inclusion in sport, released by UNESCO and the International Paralympic Committee in 2024:

In line with the recommendations from the Sport and Gender Equality Game Plan, the UNESCO – UN Women Handbook on Tackling Violence Against Women and Girls in Sport and the Call to Action "Towards a Safer Playing Field":

Champion inclusivity, accessibility and diversity. Ensure that policies and measures to protect athletes are intersectional, incorporating and respecting the diverse identities of athletes and the full spectrum of gender-based violence and discrimination. Actively work to address under-representation and disparities in research, policy, and practice.

Initiate and engage with cross-sector initiatives that foster coordinated, integrated research and data collection.

Incorporate survivor voices. Take survivor-centered approaches and actively involve survivors, through compensated roles, in shaping all aspects of safeguarding and accountability processes. Ensure that policies and mechanisms fully consider their insights, experiences, safety, and informed consent.

Build capacity within sport decision-making bodies to recognise, integrate and champion diverse perspectives.

Build safeguarding capacities. Develop and mandate comprehensive and periodic trainings for coaches, educators, and other grassroots sports actors on recognising, preventing, and responding to violence, ensuring they are equipped to safeguard athletes effectively.

⇒ If possible, activities should be offered for free or at a low cost. A high membership fee can be an excluding factor for low-income groups.

⇒ The adoption of *adaptive sports programmes* is encouraged: These programmes are specifically designed to meet the needs of individuals with disabilities, ensuring they have access to the benefits of sports.

⇒ The adoption of *unified sports programmes* is encouraged: Unified sports bring together athletes with and without disabilities to play on the same team. This model can promote inclusion, break down social barriers, and foster mutual respect and understanding.

⇒ While acknowledging that conflict and violence have complex and deep-rooted causes, sport-based approaches and the work of skilled leaders and appropriate role models could be encouraged to integrate sport for development and peace within the wider peacebuilding and violence reduction processes.

3.5.5 Potential barriers to implementation

Ensuring compliance with accessibility standards can be complex and require navigating various regulatory frameworks. Organisations may need guidance and support to meet these requirements effectively. There are expert consultants and NGOs that can be recruited for such transitions.

3.6 Gender empowerment for all women and girls

The paramount importance of Gender Empowerment for All Women and Girls is acknowledged throughout the 2030 Agenda for Sustainable Development, with specific targets related to women and girls interwoven across several of its goals (SDGs 4, 8, 11 and 16). From a policy perspective, gender mainstreaming requires the application of a gender-sensitive approach across all policy stages, including formulation, resource allocation, implementation and evaluation. Multiple stakeholders need to be engaged, while socio-cultural gender norms and their association with sport should inform both scaled and specifically targeted approaches.

The domain is separate to Peaceful, Inclusive, and Equitable Societies as it specifically focuses on ensuring equality for women and girls, who make up just over half of the world's

population. Traditionally, sport has been segregated by two genders and, in most cases, this has not only reflected but amplified traditional gender norms, limiting access to, and the participation of, women within certain sports.

The domain for Gender Empowerment for All Women and Girls contributes to SDG 5: Gender Equality.

3.6.1 The indicators for this domain

There are ten indicators in Domain 6, which include two Principal Impact, four Outcomes and four Support Indicators, which are weighted differently (see Annex B Methodology) in the overall contribution assessment. Nine of these indicators have been added to the data development agenda, signifying the need to improve the quality of data or address an important data gap.

3.6.1.1 Principal Impact Indicators in this domain

- G1: Percentage of females who participate once a week in sports and exercise.
- G2: Difference between percentage of male population and percentage of female population who are sufficiently active.

3.6.1.2 Outcome Indicators in this domain

- G3: Percentage of females employed* in the sport and PA sector (*excluding volunteers).
- G4: Percentage of presidents in national sport bodies/ member organisations who are female.
- G5: Percentage of board members in national sport bodies/member organisations who are female.
- G6: Percentage of CEO/Secretary General post-holders in national sport bodies/member organisations who are female.

3.6.1.3 Support Indicators in this domain

- G7: Percentage of countries reporting compulsory participation of girls in PE.
- G8: Percentage of sport media coverage (traditional and social media) dedicated to women and girls.

- G9: Percentage of funded national sport bodies/ member organisations that have adopted formal policies (with procedures) to prevent violence against women.
- G10: Percentage of funded national sport bodies/ member organisations that have invested in a gender equality strategy.
- G11: Percentage of women in senior and middle management positions.

3.6.2 Who collects the data?

UNESCO is a key custodian in relation to Gender Empowerment for All Women and Girls through initiatives such as the Global Sustainability Summit (GSS) and the Gender Equality Game Plan. UN Women, continues to gather global data related to the empowerment of women and girls in the UN and focuses on a wide array of critical issues, including violence against women and violence against LGBTQIA+ people.

The potential global data custodian related to Gender Empowerment for All Women and Girls is the UN Entity for Gender Equality and the Empowerment of Women (UN Women). UN Women advocates for the rights of women and girls, and focuses on a wide array of issues, including violence against women and violence against LGBTQIA+ people. UN Women is currently developing a coalition called the Sport for Generation Equality Initiative which could lead to future measures.

Other examples of global data custodians could include other UN agencies, such as Futebol da Força, Women Win and the Nike Foundation; with global portfolios of projects, such as Women Win and the Nike Foundation; and many different international sports federations, such as the International Olympic Committee (IOC), World Sailing and FIBA. The International Working Group on Women and Sport (IWG) is the world's largest network dedicated to advancing gender equity and equality in sport, PE and PA. The IWG advocates and runs programmes globally and is the guardian of the Brighton plus Helsinki 2014 Declaration. In 2021, it launched a world first Insight Hub – an interactive collection of research, case studies, toolkits and news contributed from all over the world. The Global Observatory for Gender Equality and Sport (GO)

is the global convenor and repository of research and expertise on gender equality and sport, PE and PA. At the time of writing, GO was in an incubation period and may become a repository for data around women and gender in sport.

The case studies reveal that much data exist at the national level, but these are not always fed upwards to the international level as data are not necessarily requested by any single entity. Government departments and agencies with responsibility for sport often collect data related to demographics, including gender, to determine if and how policy and legislation is being implemented. Meanwhile, national federations collect these data (often via community sport clubs) and report them to their respective international federations, but the data are used for their own purposes.

AUSC
African Union Sports Council

Region 5 of the African Union Sports Council (AUSC) is one of the five regions entrusted with the responsibility of sport development under the African Union. It consists of ten member countries: Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. The AUSC Region 5 Strategic Plan 2013–2028 made a commitment to gender mainstreaming, equity and inclusion in sport by including strategic objectives directly related to the SDGs. Under one of its strategic priority areas is Sport for Development and Peace. It places emphasis on involving more women and girls in sport at all levels, while also advocating for the implementation of sustainable sport and recreation programmes and gender empowerment initiatives to contribute to safe sport. A Gender Advisory Group was established in 2013, which drafted the Gender Action Plan in 2014, with three priority areas: policy development and implementation; research and development; and capacity development, which articulates the reformist agenda encapsulated by the 2013 Gaborone Declaration for Sustainability in Africa. In 2021, AUSC Region 5 set out to measure progress made since the 2013 conference by collecting data on gender, participation and sport in Southern Africa. The study included information on five countries: Lesotho, Malawi, South Africa, Zambia and Zimbabwe; and six sports: athletics, basketball, boxing, football, judo and netball. It showcased figures on gender and participation, leadership, coaching and officiating; compared recent figures to the baseline study; and provided contextual explanations for the current data landscape.

Source: Burnett, GW (2021).

3.6.3 Findings

The global baseline of this particular domain suffered from lack of data, and inconsistency due to the intersectionality of access to opportunities to participate in sport and PA. For example, the Sport and SDG indicator 5. Conclusions are – at best – tentative and incomplete. For Sport and SDG Indicator 5, WHO insufficient activity data showed that women were more inactive than men, with a 9 per cent difference between the male and female population deemed sufficiently active. For Sport and SDG Indicator G1, for example, the percentage of females who participate once a week in sports and exercise, only data for one region of Africa were found. This was Region 5 of the African Union Sports Council, which comprises ten southern African countries and so represents less than 5 per cent of world countries. The study found that while participation appears high, once netball is omitted, participation levels drop drastically.[73] This demonstrates that netball dominates women's sport in the region and implies that there are few opportunities for women to participate in other sports.

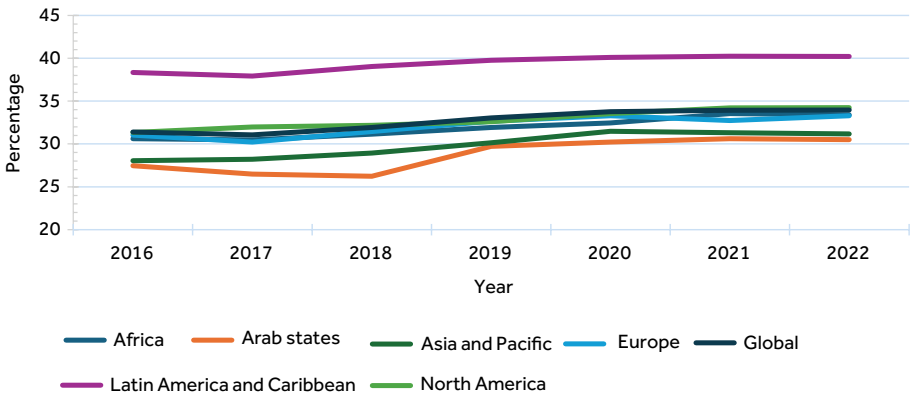
Due to the lack of data for other gender indicators (72 countries [34 per cent] were missing data), indicator G11: Percentage of women in senior and middle management positions – has been included as a proxy in the absence of specifically sport-related data. Globally (using imputations), there was an increase in women's representation in senior and middle management positions between 2016 and 2022. Using imputation for 2022, Latin America and the Caribbean had the highest rates, followed by North America; meanwhile, the Arab states had the lowest rates. Trends have not been consistent within regions, with some showing a decline in recent years, but all regions had a higher score in 2022 than they did in 2016. The bottom three countries globally in 2022, using imputations, were Yemen, Afghanistan and Pakistan, and the top three were Jamaica, Chad and the Syrian Arab Republic.

Regarding women in senior management positions within sport, data only exist for Europe. However, these data are disaggregated differently and are not currently comparable. Therefore, comparisons between the sport sector in Europe and wider employment sector cannot be assessed.

73 Burnett, GW (2021), 'And Finally…', *The Expository Times*, Vol. 133, No. 2, https://doi.org/10.1177/00145246211044901

For sport and SDG Indicator G11, Figure 3.6 shows the percentage gap between the number of males and females employed in the sport and PA sector in Europe (excluding volunteers). It shows that currently the gap has closed, but in 2011, there were more women working in sport and PA than men.

Figure 3.6 Sport and SDG Indicator G11: Percentage of women in managerial positions in world regions and global average (2016–2022)



Source: Numbers and People Synergy (2024).

Ending all forms of discrimination against women and girls

The Commonwealth Games Federation (CGF) is committed to ending all forms of discrimination against women and girls (SDG 5.1) and has implemented specific initiatives to address gender inequality in the sport movement and through the Commonwealth Games themselves. Birmingham 2022 was the first major multi-sport event in history to award more medals to women than men, surpassing equal numbers achieved at the Gold Coast in 2018.

Intentional action is also underway to address inequality in women in leadership positions (SDG 5.5) with, for example, the Commonwealth Women's Leadership Programme started in 2021. The programme offers Commonwealth women in sport an opportunity to co-create and undertake a personal development plan that empowers them to grow as leaders in their sport and community.

The Games also creates opportunities for elevating women officials, with females making up more than 50 per cent of officials at the Gold Coast Games in swimming, hockey and basketball. Further work is underway across the sport movement to ensure gender-disaggregated data are gathered to track equality.

Source: Commonwealth Games Federation – add year.

3.6.4 Recommendations

In line with the recommendations from the Sport and Gender Equality Game Plan, the UNESCO – UN Women Handbook on Tackling Violence Against Women and Girls in Sport and the Call to Action "Towards a Safer Playing Field":

- Invest in sport policies and programmes that address gender bias, discriminatory gender stereotypes and gender-based violence.
- Strengthen research and data that will inform targeted policies and programmes:
  - Invest in infrastructure to support the collection and reporting of standardised data on sport and gender equality.
  - Integrate gender into all domains of data collection and analysis.
  - Integrate qualitative approaches and other methods into existing systems of quantitative data collection and survey research.
  - Systematically gather, report, and analyse harmonised, sex-disaggregated data on violence against women and girls in sport and on the impact of violence prevention strategies, across sectors and at national, regional and global levels.
  - Ensure research on gender-based violence informs policy, prevention and intervention strategies.
- Bolster reporting mechanisms and survivor support systems: Develop independent, transparent, anonymous, and straightforward abuse reporting systems within sports organisations, empowering survivors and whistle-blowers to come forward without fear of retaliation.
- Establish and enforce comprehensive regulations: Create and strengthen safeguarding standards, laws and legal frameworks to prevent violence, hold perpetrators accountable and provide remedy for survivors.
- Use sport to change attitudes through programming and activities that engage participants and communities to transform discriminatory gender norms and power relations.

- Invest in the training and professional development of coaches and teachers, with a focus on gender-transformative and inclusive approaches, including mandatory safeguarding training.

⇒ Gender disaggregation should be encouraged for of all monitoring and evaluation processes, to prioritise and measure the contribution of sport to gender equality.

3.6.5 Potential barriers to implementation

Effective gender disaggregation requires robust data collection and reporting infrastructure. Many organisations lack the necessary systems, technology and expertise to collect, analyse and report gender-disaggregated data consistently and accurately. Using standardised indices and data collection tools can help.

3.7 System strengthening and protecting the integrity of sport

The 2030 Agenda for Sustainable Development, and SDG17 specifically, recognises the need for collective approaches that bring together governments, the private sector and civil society in implementing the SDGs.[74] This domain acknowledges that the potential contribution of sport to the SDGs is also best realised through multi-level alignment and integration with policy developments in other sectors, such as education, health and economic development. Achieving this level of policy coherence may be challenging in some contexts[75] and requires a substantial measure of mutual understanding and adaptation across the range of policy actors.[76] The insights offered by global Sport and SDG Indicator SS4: Percentage of national sport policy objectives that intentionally align with prioritised SDG targets, have the potential to enhance policy coherence and so strengthen the contribution of sport to sustainable development.

74 The Commonwealth (2017), *Commonwealth Secretariat Annual Results Report*, https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/Commonwealth%20Secretariat%20Annual%20Results%20Report%202017-2018.pdf

75 Keim, M and Coning, C (2014), 'Sport and Development Policy in Africa', 10.18820/9781920689414.

76 Ibid.

SDG16 is at the heart of good governance in sport and is ultimately protecting the integrity of sport by reducing violence, corruption and competition manipulation, and developing strong, representative and transparent institutions in sport.

The domain for System Strengthening and Protecting the Integrity of Sport contributes to two SDGs – SDG 16: Peace, Justice and Strong Institutions; and SDG 17: Partnerships for the Goals.

3.7.1 The indicators for this domain

There are 12 indicators in Domain 7, which include one Principal Impact, three Outcomes and eight Support Indicators, which are weighted differently (see Annex B Methodology) in the overall contribution assessment. Seven of these indicators have been added to the data development agenda, signifying the need to improve the quality of data or address an important data gap.

3.7.1.1 Principal Impact Indicators in this domain

- SS1: Percentage of population satisfied with the governance of sport.

3.7.1.2 Outcome Indicators in this domain

- SS2: A recent (previous two years) population-based survey of participation in sport, fitness and/or recreation exists.
- SS3: Existence and application of criminal law provision for the prosecution of match-fixing.
- SS4: Percentage of national sport policy objectives that intentionally align with prioritised SDG targets.

3.7.1.3 Support Indicators in this domain

- SS5: Corporate Governance Index: Composite Index for Sports Democracy.
- SS6: Corporate Governance Index: Composite Index for Sports Transparency.

- SS7: Corporate Governance Index: Composite Index for Sports Integrity.
- SS8: Corporate Governance Index: Composite Index for Sports Development and Solidarity.
- SS9: Corporate Governance Index: Composite Index for Sports Internal Mechanisms and Control.
- SS10: Percentage of funded national bodies/member organisations that have adopted formal policies (with procedures) to protect the rights of athletes, spectators, workers and other groups involved.
- SS11: Percentage of funded national bodies/member organisations that have adopted formal policies (with procedures) to strengthen measures against the manipulation of sports competitions.
- SS12: Percentage of funded national bodies/member organisations that have adopted formal policies (with procedures) to ensure an adequate anti-doping policy framework, its implementation and effective compliance measures, to protect the integrity of sport.

3.7.2 Who collects the data?

Among the global data custodians in this domain is the UN Department of Economic and Social Affairs (UNDESA). UNDESA assists countries around the world in agenda-setting and decision-making with the goal of meeting their economic, social and environmental challenges. Through policy advice and technical assistance, UNDESA effectively helps to translate global policy into national policies and actions and continues to play a key role in monitoring progress towards the SDGs. challenges.

UNESCO also prioritise these global governance efforts towards greater sporting integrity through the Global Sport Policy Survey and as part of the monitoring of the International Convention against Doping in Sport.[77]

Other examples of global data custodians could include the IOC. Through the work of Olympic Solidarity, and by working in partnership with international sports federations, the

77 https://www.unesco.org/en/legal-affairs/international-convention-against-doping-sport?hub=74450.

International Olympic Committee provides technical assistance, training and support around governance and developing policy and systems for National Olympic Committees and linked national sporting federations. It is currently developing a monitoring and outcomes measurement framework to better capture the impact of this work.

The Association of Summer Olympic International Federations (ASOIF) was first formed in 1983[1] when the 21 international federations (IFs) at the time, governing sport of the Summer Olympic Games, came together to 'coordinate and defend the common interests of its members to ensure close cooperation between them, the members of the Olympic Movement and those of other organisations'[1]. In 2012, discussions and workshops on governance-related topics occurred, where ASOIF members shared best practices and agreed on key concepts. Confirmed and alleged instances of mismanagement and corruption within major sport bodies were subsequently unearthed, which led to the establishment of the ASOIF Governance Task Force (GTF) in 2015 to ensure that decisions on best practices would be followed by tangible and measurable action. Today, 33 international federations are members.

The GTF began a first evaluation of its members' state of governance in 2016/17, using a self-assessment questionnaire consisting of 50 indicators across five major themes: Transparency, Integrity, Democracy, Development/Solidarity, and Control Mechanisms. These were scored on a scale of 0 ('not fulfilled') to 4 ('totally fulfilled'), with further evidence being requested to justify the scores[1]. There have been four iterations of the reviews so far, the latest taking place in 2021/22, which allow comparisons between evaluations and progress over time[1]. The indicators as composites within their relevant themes, were then adopted into the development of the Sport and SDG Indicators within Domain 7: System Strengthening and Protecting the Integrity of Sport.

Case studies reveal that much data exist at the national level, but these are not always fed upwards to the international level as the data are not necessarily requested by any single entity. Government departments and agencies with responsibility for sport often collect data related to good governance to determine if and how policy and legislation are being implemented. Meanwhile, national federations often collect these data and often report them to their respective international federations, but the data are used for their own purposes.

Sources:

[1] Association of Summer Olympics Internation Federation (ASOIF) (2022), Fourth Review of International Federation Governance, https://www.asoif.com/sites/default/files/download/fourth_review_of_international_federation_governance.pdf

[2] Association of Summer Olympics Internation Federation (ASOIF) (2017), Report from the ASOIF Council, https://www.asoif.com/sites/default/files/download/council_report_aarhus_2017.pdf

The National Sports Policy of Ireland

In its 2018–2027 National Sports Policy (NSP), Ireland recognises that better knowledge surrounding the value of sport in Ireland is necessary. The policy provides a comprehensive vision that will impact all people working on sport-related activities, such as PA and PE, in Ireland. The Government of Ireland spends €1.5 billion annually to combat the results of physical inactivity and more sedentary lifestyles. A 2021 project was undertaken to align the Irish NSP to the SDGs, to fulfil Action 7.4 listed in the Sports Action Plan 2021–2023. This established 79 unique indicators for a common approach to measure sport's contribution to sustainable development. Sport Ireland is collecting trend data around these indicators, using web-based dashboards to enable interactive analysis by policy-makers, practitioners, and, in the future, communities and clubs.

Source: Government of Ireland (2019), 'National Sports Policy 2018–2027, https://assets.gov.ie/15979/04e0f52cee5f47ee9c01003cf559e98d.pdf.

3.7.3 Findings

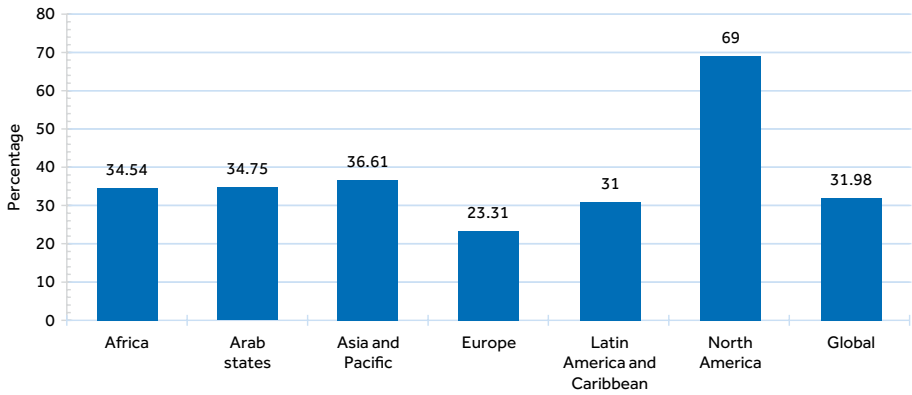
Only 36 countries (17 per cent) published data for this domain, so the remaining 83 per cent were imputed. No Arab nations currently publish data, while 41 European countries (80 per cent) were missing data and required imputations. There were no global data available for indicator SS1: Percentage of global population satisfied with the governance of sport. Insights from Japan reveal that national surveys included a question on this, which implies that other countries may also be collecting these data.

Globally, just under a third (31.98 per cent) of national sport policies intentionally align with the SDGs. Based on imputations for 2022, North America is the leading region, with 69 per cent of its policies thus aligned, while Europe fares worst with only 23.31 per cent. Incidentally, more than half of all the documents included in this impact report were recognised as sports policies that had identified development objectives. A further 15 per cent were identified as specific SDP policies. At present, Commonwealth countries are at the forefront of intentional alignment.

A study by Guthold et al. (2019) accessed 358 population surveys from across the world, from 2011 to 2016.[78] It found that 168 countries (72.7 per cent) collected data via these

78 Guthold, R, Stevens, GA, Riley, LM and Bull, FC (2019), 'Global trends in insufficient physical activity among adolescents: a pooled analysis of 298 population-based surveys with 1·6 million participants', *The Lancet Child and Adolescent Health*, Vol. 4, Issue 1, 23–35, https://doi.org/10.1016/S2352-4642(19)30323-2

Figure 3.7 Sport and SDG Indicator SS4: Percentage of national sport policy objectives that intentionally align with prioritised SDG targets (2022)



Source: Numbers and People Synergy (2024).

surveys. The results are presented by region and survey dates are not acknowledged. As the indicator requires surveys to be done every two years, it is not known, for example, how many nations would have conducted a survey in 2021. Data from the 'WHO non-communicable diseases national country capacity survey' on whether a country had conducted a recent, national adult risk factor survey covering physical inactivity revealed that almost half (46 per cent) of the world had done so in 2019.

3.7.4 Recommendations

In line with UNESCO's Social Impact of Sport Report, make sport and PA a cross-sectoral priority and integrate into public policies in general to maximise contributions to social, economic, and environmental outcomes. Policy-makers should incorporate sport-based initiatives into broader policy frameworks to enhance their impact. There is evidence on the impact of sport across various dimensions that go beyond the playing field. Consequently, sport should be considered into the planning, development, and implementation of policies across sectors.

⇒ While existing national sports policies are aligned to international standards and recommendations, including the SDGs, there is a need for greater country-led implementation and support for sporting organisations seeking public funds.

⇒ Countries are encouraged to ensure vertical (across multiple sectors), as well as horizontal (with international mandates and action plans), alignment in their policies.

⇒ Mapping existing policies and action plans to the Sustainable Development Goals will reveal strengths, gaps and opportunities for learning.

3.7.5 Potential barriers to implementation

Ensuring alignment with international mandates and action plans involves harmonising national policies with global frameworks (such as the SDGs). However, conflicting priorities, differing interpretations of mandates and varying levels of commitment among stakeholders can hinder this alignment. Global data custodians can play a particularly important role in offering guidance, training and support on vertical as well as horizontal data harmonisation. Individual countries, NGOs and sports actors can lead by example and request harmonisation during sports for development summits.

Chapter 4

Results

Chapter 4
Results

4.1 Regional and national domain scores

The following chapter shows the results from normalised data, which means scores are between 0 and 1, with 0 being the lowest and 1 being the highest scores obtained by countries in the raw datasets. Please refer to the Methodology (Annex B) for more information on the statistical methods used. Please note that due to the different number of indicators in each domain, as well as the exclusion of European-only data in domain scores, the amount of detail for each domain varies.

4.1.1 Health and Well-being for All

As of 2022, North America and Europe saw the highest score of 0.486 in the Health and Well-being for All domain compared to the other regions. This was largely due to the high performance of the United States and Canada (the two North American countries in this study) and European countries in Promotion of Public Spaces and Community Education and Awareness Campaign indicators. The score still remains relatively low as a Domain score due to the high levels of physical inactivity in both adults and adolescents in these countries.

Africa had a score of 0.408 in 2022. In 2018, Africa's domain score was its highest at 0.395. The data indicate that there may be a cyclical pattern where funding for Promotion of Public Spaces and Community Education and Awareness Campaign drops every other year. The indicator for physical inactivity remains fairly even over the years.

The domain score for Asia and the Pacific was 0.398 in 2022. Compared to North American and European countries, this region has slightly lower scores for Promotion of Public Spaces and Community Education and Awareness Campaign. Their domain score was increased due to low physical inactivity among adults. It is worth noting, however, that the data did indicate that physical inactivity for adolescents was high.

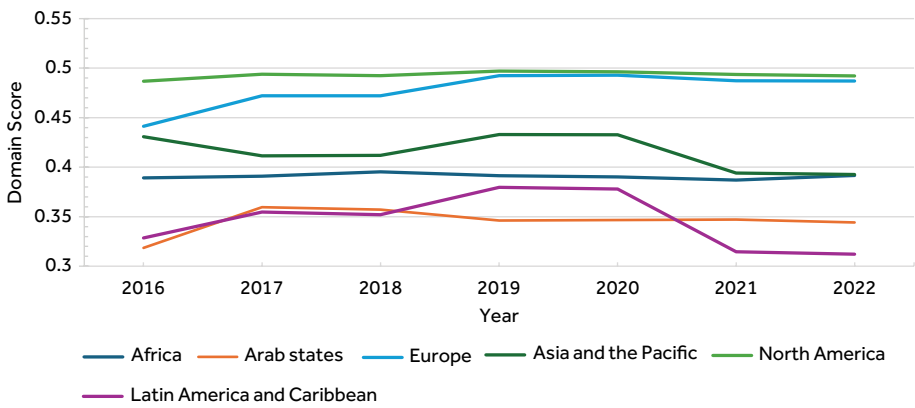
Arab states are behind Africa at 0.332, primarily due to higher levels of physical inactivity. They rank higher in Promotion of Public Spaces and Community Education and Awareness Campaign.

Latin America and the Caribbean had a score of 0.303 in 2022, ranking it last among all the regions. However, there was a lack of raw data available for countries in the region. Most data were imputed using similar countries. Hence results could change depending on the availability of more data.

4.1.1.1 Top three countries

The top three countries using the domain scores in 2022 were Finland, Nepal and Netherlands, with Singapore receiving the best score among Commonwealth countries. Finland saw an improvement in Weekly Sports and Exercise, reaching 64.67 per cent in 2019 (the last raw data point was in 2014 at 58.88 per cent). Finland also saw an improvement in Adult Physical Activity (Leisure), reaching 64.40 per cent in 2019 (the last raw data point was in 2014 at 58.53 per cent). The country further saw an improvement in Adolescent Physical Activity (Leisure), reaching 69.57 per cent in 2019 (the last raw data point was in 2014 at 66.80 per cent). Finland's overall improvement in all the three indicators indicates an improvement in Health and Well-being for All. However, Finland was constant in Promotion of Public Spaces with a score of two between 2015 and 2021 indicating that Finland has a national action plan on PA that includes promotion of public open spaces such as parks,

Figure 4.1 Regional Health and Wellbeing Domain scores – trend



Source: Numbers and Synergy (2024)

rivers, beaches and other areas open for free use by the general public. Finland was also constant in Community Education and Awareness Campaign with a score of two between 2015 and 2021 indicating that Finland has implemented national community-wide public education and awareness campaigns for PA. Finland improved in Adult insufficient activity between 2016 and 2022 declining to 12.01 per cent in 2022. Finland also saw a slight improvement in insufficient physical active adolescents from 75.44 per cent in 2016 to 74.27 per cent in 2022.

Nepal remained unchanged (constant) in Promotion of Public Spaces between 2015 and 2021, with a score of two indicating that Nepal has a national action plan on PA that includes promotion of public open spaces such as parks, rivers, beaches and other areas open for free use by the general public. Nepal also remained unchanged (constant) in Community Education and Awareness Campaign between 2015 and 2021, with a score of two indicating that Nepal has implemented national community-wide public education and awareness campaigns for PA. Despite Nepal remaining unchanged between 2015 and 2021 in Promotion of Public Spaces, the previous scores were low – which meant that there was a regression over time given that the last raw data point was in 2013 at zero. The score of zero in 2013 indicated that Nepal saw improvement in adult insufficient PA between 2016 and 2022 reaching 7.66 per cent in 2022. Nepal is worsening very slowly in adolescent insufficient PA from 83.46 per cent in 2016 to 83.48 per cent in 2022, the last raw data point was 83.46 per cent in 2016.

Netherlands had a constant score of 55 per cent in Weekly Sports and Exercise between 2016 and 2022, given the last raw data point was 55 per cent in 2019. Netherlands remained constant in Promotion of Public Spaces between 2016 and 2022, with a score of two, indicating that Netherlands has a national action plan on PA that includes Promotion of Public Spaces. Netherlands was constant in Community Education and Awareness Campaign between 2016 and 2022, with a score of two, indicating that Netherlands has implemented national community-wide public education and awareness campaigns for PA. Furthermore, Netherlands was constant in Adult Physical Activity (Leisure) between 2016 and 2022, with a score of 54.53 per cent, given the last raw data point was 54.53 per cent in 2019. Netherlands was also constant in Adolescent Physical Activity (Leisure) between

2016 and 2022, with a score of 61.23 per cent, given the last raw data point was 61.23 per cent in 2019. Adolescent insufficient PA improved very slightly from 80.17 per cent in 2016 to 80.08 per cent in 2022, the last raw data point was 80.17 per cent in 2016. Netherlands further improved in adults being insufficiently physically active dropping to 11.43 per cent in 2022.

Singapore was constant in Promotion of Public Spaces between 2016 and 2022, with a score of two, indicating that Singapore has a national action plan on PA that includes Promotion of Public Spaces. Furthermore, Singapore was constant in Community Education and Awareness Campaign between 2016 and 2022, with a score of two, indicating that Singapore has implemented national community-wide public education and awareness campaigns for PA. Singapore improved in insufficient PA for adolescents dropping from 76.27 per cent in 2016 to 74.18 per cent in 2022, the last raw data point was 76.27 per cent in 2016. Singapore, however, regressed slightly in insufficient PA for adults increasing from 23.98 to 24.6 per cent in 2022.

4.1.1.2 Bottom three countries

The bottom three countries using the domain scores are Republic of Korea, Pakistan and Libya, with Pakistan being the bottom score among Commonwealth countries.

Republic of Korea was constant in Promotion of Public Spaces between 2016 and 2022, with a score of two, indicating that Republic of Korea has a national action plan on PA that includes Promotion of Public Spaces. Republic of Korea saw a regression in Community Education and Awareness Campaign, from a score of two in 2016 to a score of zero in 2022, given that the last raw data point was two in 2017. The score of two indicates that Republic of Korea implemented national community-wide public education and awareness campaigns for PA in 2016 whereas the score of zero indicates that Republic of Korea did not implement national community-wide public education and awareness campaigns for PA in 2022. Republic of Korea regressed in Insufficient PA in adults growing from 50.4 per cent to 60.65 per cent in 2022 Republic of Korea also regressed in insufficient PA in adolescents growing from 94.18 per cent in 2016 to 94.75 per cent in 2022, the last data point was 94.18 per cent in 2016.

Libya regressed in insufficient PA for adults from 40.98 per cent in 2016 to 44.33 per cent in 2022. Libya did, however, improve slightly in insufficient PA of adolescents dropping from 83.16 per cent in 2016 to 82.92 per cent in 2022, the last data point was 83.16 per cent in 2016.

Pakistan had the lowest score among Commonwealth countries. Pakistan saw a regression in insufficient PA in adolescents rising from 86.95 per cent in 2016 to 87.36 per cent in 2022, the last raw data point was 86.95 per cent in 2016. Also regressing in adults insufficient PA rising from 38.33 to 44.21 per cent in 2022.

4.1.2 Quality Education and Lifelong Learning for All

With a score of 0.432, Europe outperforms the other UNESCO regions held constant across all years due to lack of raw data. It does specifically well on how often physical programmes are monitored, the percentage of countries spending at least 2 per cent of their education budget on PE and qualification of PE teachers. The region could, however, work on improving the percentage of primary and lower secondary schools that achieve the minimum level (120 minutes) and ideal level (180 minutes) of PE.

Latin America and the Caribbean and Africa also do exceedingly well in this domain, with scores of 0.422 and 0.420 respectively in 2022. Latin America and Caribbean countries outperform other regions in PE programmes monitored by educational authorities and QPE policy implementation, while African countries have a higher percentage of schools that achieve minimum and ideal levels of PE.

Other regions, specifically North America and the Arab states, need to focus on improving their PE levels, that is, the percentage of schools achieving minimum or ideal levels of PE. The Asia-Pacific region needs to show an overall improvement across all indicators, although compared to North America and Arab states the region has done better on PE levels.

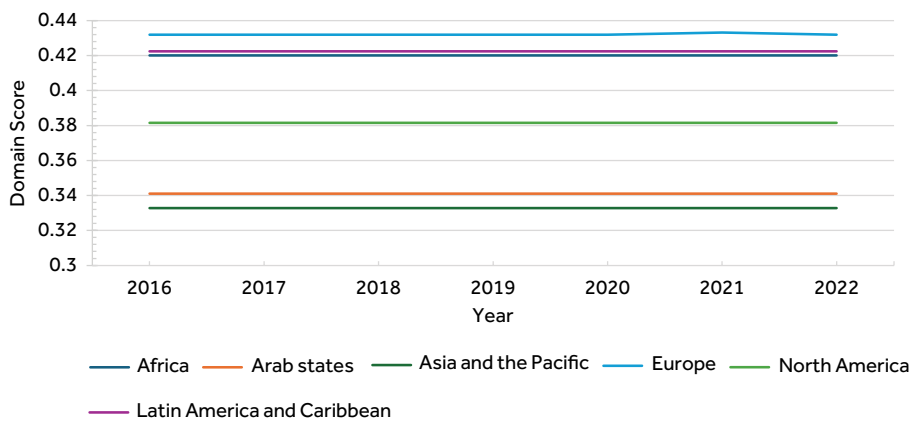
4.1.2.1 Top three countries

The top three countries using the domain scores are Jamaica, Trinidad and Tobago, and Samoa, with Jamaica having the top score among all Commonwealth countries. Over time, Quality

Education and Lifelong Learning for All was constant in all the top three countries (Jamaica, Samoa, and Trinidad and Tobago).

Between 2016 and 2022, Jamaica was constant across all the indicators included in the Quality Education and Lifelong Learning for All domain. Jamaica was constant in National Education Budget spent on Physical Education, given the last raw data point was in 2021 at four indicating an investment of =>7 per cent of National Education Budget in Physical Education; Quality Physical Education Policy Implementation, given the last raw data point was in 2021 at one, indicating a 'Yes' for Quality Physical Education Policy Implementation; Physical Education Teacher Qualifications in Primary, given the last raw data point was in 2021 at two, indicating a 'Yes' in PE Teacher Qualifications in Primary; PE Teacher Qualifications in Lower Secondary, given the last raw data point was in 2021 at two, indicating Specialist PE Trained Teacher; PE Teacher Qualifications in Upper Secondary, given the last raw data point was in 2021 at two, indicating Specialist PE Trained Teacher; Primary School PE Levels, given the last raw data point was one in 2021, indicating a 'Yes' in Primary School PE Levels; Lower Secondary School PE Levels, given the last raw data point was in 2021 at one, indicating a 'Yes' in Lower Secondary School PE Levels; Upper Secondary School PE Levels, given the last raw data point was in 2021 at one, indicating a 'Yes' in Upper Secondary School PE Levels; PE Teacher Ed Background Primary, given the last raw data point was in 2021 at three,

Figure 4.2 Regional Education and Lifelong Learning for All Domain scores – trend



Source: Numbers and Synergy (2024)

indicating Bachelor Degree; PE Teacher Ed Background LS, given the last raw data point was in 2021 at three, indicating Bachelor Degree; PE Teacher Ed Background US, given the last raw data point was in 2021 at three, indicating Bachelor Degree; PE Programmes Monitored, given the last raw data point was in 2021 at two, indicating a 'Yes' in the monitoring of PE Programmes; How Often PE Monitored, given the last raw data point was in 2021 at two, indicating Annually; and Who Monitors PE, given the last raw data point was in 2021 at one, indicating that National/Federal Monitors PE.

Trinidad and Tobago was also constant across all the indicators included in the Quality Education and Lifelong Learning for All domain between 2016 and 2022. Trinidad and Tobago was constant in National Education Budget spent on PE, given the last raw data point was in 2021 at one, indicating an investment of <2 per cent of National Education Budget spent on PE; QPE Policy Implementation, given the last raw data point was in 2021 at one, indicating a 'Yes' for QPE Policy Implementation; PE Teacher Qualifications in Primary, given the last raw data point was in 2021 at two, indicating a 'Yes' in PE Teacher Qualifications in Primary; PE Teacher Qualifications in Lower Secondary, given the last raw data point was in 2021 at two, indicating Specialist PE Trained Teacher; PE Teacher Qualifications in Upper Secondary, given the last raw data point was in 2021 at two, indicating Specialist PE Trained Teacher.

Upper Secondary School PE Levels, given the last raw data point was in 2021 at one, indicating a 'Yes' in Upper Secondary School PE Levels; PE Teacher Ed Background Primary, given the last raw data point was in 2021 at three, indicating Bachelor Degree; PE Teacher Ed Background LS, given the last raw data point was in 2021 at three, indicating Bachelor Degree; PE Teacher Ed Background US, given the last raw data point was in 2021 at three, indicating Bachelor Degree; PE Programmes Monitored, given the last raw data point was in 2021 at two, indicating a 'Yes' in the monitoring of PE Programmes; How Often PE Monitored, given the last raw data point was in 2021 at one, indicating Biannually; and Who Monitors PE, given the last raw data point was in 2021 at one, indicating that National/Federal Monitors PE.

Between 2016 and 2022, Samoa was constant across all the indicators included in the Quality Education and Lifelong Learning for All domain. PE Teacher Qualifications in Primary,

given the last raw data point was in 2021 at two, indicating a 'Yes' in PE Teacher Qualifications in Primary; PE Teacher Qualifications in Lower Secondary, given the last raw data point was in 2021 at two, indicating Specialist PE Trained Teacher; PE Teacher Qualifications in Upper Secondary, given the last raw data point was in 2021 at two, indicating Specialist PE Trained Teacher; Primary School PE Levels, given the last raw data point was one in 2021, indicating a 'Yes' in Primary School PE Levels; Lower Secondary School PE Levels, given the last raw data point was in 2021 at one, indicating a 'Yes' in Lower Secondary School PE levels.

Upper Secondary School PE Levels, given the last raw data point was in 2021 at one, indicating a 'Yes' in Upper Secondary School PE Levels; PE Teacher Ed Background Primary, given the last raw data point was in 2021 at three, indicating Bachelor Degree; PE Teacher Ed Background LS, given the last raw data point was in 2021 at three, indicating Bachelor Degree; PE Teacher Ed Background US, given the last raw data point was in 2021 at three, indicating Bachelor Degree; PE Programmes Monitored, given the last raw data point was in 2021 at two, indicating a 'Yes' in the monitoring of PE Programmes; How Often PE Monitored, given the last raw data point was in 2021 at one, indicating Biannually; and Who Monitors PE, given the last raw data point was in 2021 at one, indicating that National/Federal Monitors PE.

4.1.2.2 Bottom three countries

The bottom three countries using the domain scores are Afghanistan, Syrian Arab Republic and Benin, with Fiji having the bottom score among Commonwealth countries. Over time, Quality Education and Lifelong Learning for All was constant in all the bottom three countries (Afghanistan, Syrian Arab Republic and Benin).

Between 2016 and 2022, Afghanistan was constant across all the indicators included in the Quality Education and Lifelong Learning for All domain. Afghanistan was constant in PE Teacher Ed Background Primary, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in primary schools; constant in PE Teacher Ed Background LS, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in lower secondary schools; constant in PE Teacher Ed Background US, given the last raw data point was in

2021 at zero, indicating 'No' educational background required for PE teachers in upper secondary schools; constant in How Often PE Monitored, given the last raw data point was in 2021 at zero, indicating that PE monitoring is not a requirement in Afghanistan.

Between 2016 and 2022, Syrian Arab Republic was constant across all the indicators included in the Quality Education and Lifelong Learning for All domain. Syrian Arab Republic was constant in PE Teacher Ed Background Primary, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in primary schools; constant in PE Teacher Ed Background LS, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in lower secondary schools; constant in PE Teacher Ed Background US, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in upper secondary schools; constant in How Often PE Monitored, given the last raw data point was in 2021 at zero, indicating that PE monitoring is not a requirement in Syrian Arab Republic.

Between 2016 and 2022, Benin was constant across all the indicators included in the Quality Education and Lifelong Learning for All domain. Benin was constant in PE Teacher Ed Background Primary, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in primary schools; constant in PE Teacher Ed Background LS, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in lower secondary schools; constant in PE Teacher Ed Background US, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in upper secondary schools; constant in How Often PE Monitored, given the last raw data point was in 2021 at zero, indicating that PE monitoring is not a requirement in Benin.

Between 2016 and 2022, Fiji was constant across all the indicators included in the Quality Education and Lifelong Learning for All domain. Fiji was constant in PE Teacher Ed Background Primary, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in primary schools; constant in PE Teacher Ed

Background LS, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in lower secondary schools; constant in PE Teacher Ed Background US, given the last raw data point was in 2021 at zero, indicating 'No' educational background required for PE teachers in upper secondary schools; constant in How Often PE Monitored, given the last raw data point was in 2021 at zero, indicating that PE monitoring is not a requirement in Fiji.

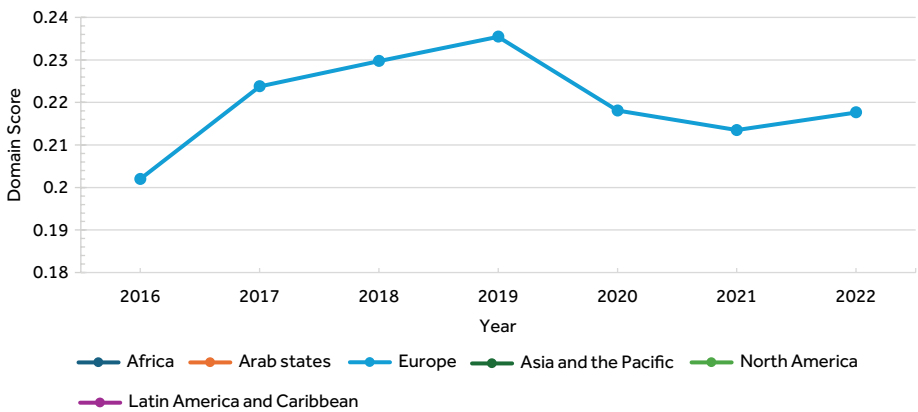
4.1.3 Economic Growth and Productive Employment for All

For this domain, data were available only for the European countries. Europe saw a gradual increase in the percentage of national public expenditure on sport, from 0.877 per cent in 2016 to 0.987 per cent in 2019, hence an increase in Economic Growth and Productive Employment for All. Europe further had a decline in spending in 2021 at 0.910 per cent, and later a slight increase in 2022 at 0.933 per cent.

4.1.3.1 Top three countries

The top three countries using the domain scores are Iceland, Hungary and Montenegro, with Malta receiving the highest score among all Commonwealth countries. Between 2016 and 2022, Iceland improved in National Expenditure in Sport, from 3.0 per cent to 3.3 per cent. Hungary saw a decrease in National

Figure 4.3 Regional Economic Growth and Productive Employment for All Domain scores – trend



Source: Numbers and People Synergy (2024)

Expenditure in Sport, from 2.4 per cent in 2016 to 1.7 per cent in 2022. Malta saw an improvement in National Expenditure in Sport, from 0.2 per cent in 2016 to 0.9 per cent in 2022, hence a regression in Economic Growth and Productive Employment for All.

4.1.3.2 Bottom three countries

The bottom three countries using the domain scores are Bulgaria, Belarus and Ireland, with Cyprus receiving the lowest score among all Commonwealth countries. Between 2016 and 2022, Bulgaria saw a regression in National Expenditure in Sport, from 0.5 per cent to 0.3 per cent. The Republic of Ireland saw an improvement in National Expenditure in Sport, from 0.4 per cent in 2016 to 0.5 per cent in 2019, and later a decrease to 0.4 per cent in 2022. Therefore, National Expenditure in Sport was constant between 2016 and 2018, and between 2020 and 2022, with the score of 0.4 per cent, but at its peak in 2019 at 0.5 per cent. Between 2016 and 2022, Cyprus saw a regression in National Expenditure in Sport, from 0.7 per cent in 2016 to 0.6 per cent in 2022.

4.1.4 Sustainable Communities, Consumption and Environment-friendly Practices

Currently, there are no global data for any of the indicators within this domain. As mentioned previously, this does not necessarily mean that progress is not being made. It does, however, mean that potential progress (or regress) cannot be studied nor reported on within the structure of this report.

4.1.5 Peaceful, Inclusive and Equitable Societies

In this domain, Europe outperforms the other UNESCO regions, primarily due to its countries and schools having dedicated strategies on inclusion of people with disabilities in PE. Europeans also, on average, feel much safer walking alone around the area they live in compared to residents of other regions. Although this score came down in 2022.

Arab states, Africa, and Asia and the Pacific also do well in this domain, with scores of 0.514, 0.517 and 0.528 respectively. North America, among all domains, performs worst in Peaceful, Inclusive and Equitable Societies, because it does not have strategies in place to include people with disabilities in PE.

North America performs on par with European countries for the other two indicators.

Latin America and Caribbean countries perform the worst in this domain, despite scoring better on disability guidelines and PE facility size than most regions. To improve scores, the countries within this region need to make their residents feel much safer while walking alone in the areas where they live.

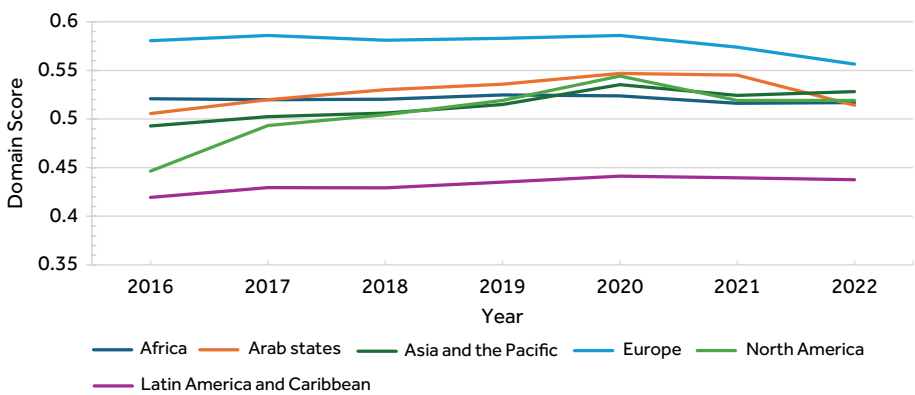
4.1.5.1 Top three countries

The top three countries using the domain scores are China, Mauritius and Albania, with Malaysia receiving a higher score than other Commonwealth countries.

China saw an improvement in Peaceful, Inclusive and Equitable Societies over time. However, China remained constant in Disability Guidelines between 2016 and 2022, given the last raw data point was in 2021 at two indicating that China has dedicated strategies on inclusion of persons with disabilities in PE. The country also saw a constant score in PE Facility Size between 2016 and 2022, with the last raw data point at three in 2021 indicating that China has 2x tennis/basketball court size (that is, full gymnasium) of schools reporting adequate facilities and equipment to support quality and inclusive PE.

Mauritius saw an improvement in Peaceful, Inclusive and Equitable Societies over time. However, Mauritius remained constant in Disability Guidelines between 2016 and 2022, given

Figure 4.4. Regional Peaceful, Inclusive and Equitable Societies Domain scores – trend



Source: Numbers and People (2024)

the last raw data point was in 2021 at two indicating Mauritius has dedicated strategies on inclusion of persons with disabilities in PE.

Despite Albania's improvement in Peaceful, Inclusive and Equitable Societies over time, the country remained constant in Disability Guidelines between 2016 and 2022, given the last raw data point was in 2021 at two indicating that Albania has dedicated strategies on inclusion of persons with disabilities in PE. The country also saw a constant score in PE Facility Size between 2016 and 2022, with the last raw data point at two in 2021 indicating that Albania has tennis/basketball court size of schools reporting adequate facilities and equipment to support quality and inclusive PE.

Malaysia saw a constant score in PE Facility Size between 2016 and 2022, with the last raw data point at two in 2021 indicating that Malaysia has tennis/basketball court size of schools reporting adequate facilities and equipment to support quality and inclusive PE. Malaysia remained constant in Disability Guidelines between 2016 and 2022, given the last raw data point was in 2021 at two indicating that Malaysia has dedicated strategies on inclusion of persons with disabilities in PE. Malaysia also remained constant at 90.5 per cent in the population that Feel Safe Walking Alone between 2016 and 2022, given the last raw data point was in 2021 at 90.5 per cent.

4.1.5.2 Bottom three countries

The bottom three countries using the domain scores are Sri Lanka, Panama and The Bahamas. Sri Lanka has the bottom score among Commonwealth countries.

Over time, Panama was constant in Peaceful, Inclusive and Equitable Societies. Panama saw a constant score in PE Facility Size through 2016 to 2022, with the last raw data at one in 2021 indicating that Panama has classroom size of schools reporting adequate facilities and equipment to support quality and inclusive PE. The country also received a constant score in Feeling Safe Walking Alone between 2016 and 2022, given the last raw data at 33 per cent in 2016.

Despite Sri Lanka's regression in Peaceful, Inclusive and Equitable Societies over time, the country remained constant in PE Facility Size between 2016 and 2022, given the last raw data point was in 2021 at zero indicating that Sri Lanka has no average size of schools reporting adequate facilities and

equipment to support quality and inclusive PE. The country also saw a constant score in Disability Guidelines between 2016 and 2022, with the last raw data point at zero in 2021 indicating that Sri Lanka has no dedicated strategies on inclusion of persons with disabilities in PE.

The Bahamas had a constant score in Disability Guidelines between 2016 and 2022, given the last raw data point was in 2021 at zero indicating that Bahamas has no dedicated strategies on inclusion of persons with disabilities in PE.

4.1.6 Gender Empowerment for All Women and Girls

All regions showed a gradual improvement in this domain score through 2016 to 2022. This was primarily due to an increase in the proportion of women in management. In 2022, the regions of North America and Latin America and Caribbean led with scores at 0.501 and 0.476 respectively. A higher share of North American schools reported having compulsory PE for girls, while Latin America and the Caribbean region had a higher percentage of women in management. Europe, with a score of 0.430, was ranked third within the domain. This was the only region that had data on the percentage of president post-holders in sports federations who were female.

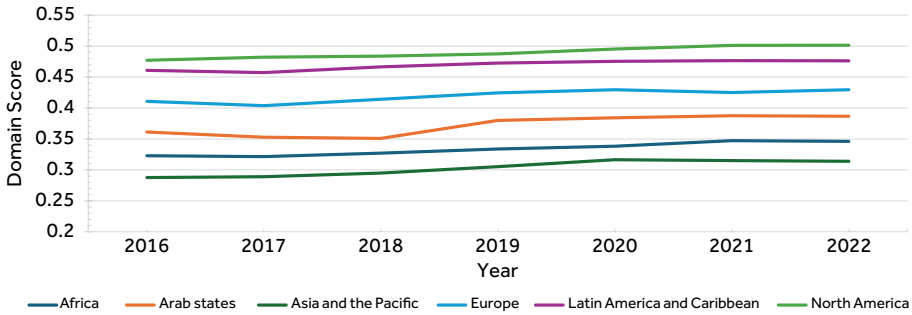
In 2022, Arab states, Africa, and Asia and the Pacific were ranked among the three bottom regions, with scores at 0.387, 0.346 and 0.314 respectively; however, they showed the largest improvement in the proportion of women in management. There was a lack of raw data available for the Women in Management indicator. Most data were imputed using similar countries. Hence results could change depending on the availability of more data.

4.1.6.1 Top three countries

The top three countries using the domain scores were Jamaica, Dominican Republic and Nicaragua. Jamaica had a constant score over time and ranked first among all Commonwealth countries. Jamaica had a constant score of two in Compulsory PE for Girls between 2016 and 2022, given the last raw data point was in 2021 for this indicator.

Between 2016 and 2022, the percentage of Women in Management in the Dominican Republic improved from 47.62

Figure 4.5. Regional Gender Empowerment for All Women and Girls Domain scores – trend



Source: Numbers and Synergy (2024)

per cent to 58.71 per cent. The Dominican Republic also had a constant score of two in Compulsory PE for Girls between 2016 and 2022 indicating that Dominican Republic has compulsory participation of girls in PE.

Through 2016–2022, Nicaragua remained constant in Gender Empowerment for All Women and Girls. The country was also constant in Compulsory PE for Girls between 2016 and 2022, with a score of two, given the country's last raw data point was in 2021 indicating that Nicaragua has compulsory participation of girls in PE.

4.1.6.2 Bottom three countries

The bottom three countries using the domain scores were Yemen, Afghanistan and Pakistan, with Pakistan receiving the lowest score among all Commonwealth countries. Between 2016 and 2022, Gender Empowerment for All Women and Girls was constant in Yemen and regressed in Afghanistan. Pakistan did improve slightly, but was still in the bottom three countries.

Despite Pakistan ranking last on this score of any Commonwealth country, it improved in Women in Management between 2016 and 2021, from 7.06 per cent to 7.83 per cent. Afghanistan also improved in Women in Management between 2017 and 2020, from 4.62 per cent to 5.89 per cent, given the last raw data point was in 2014 at 6.93 per cent. Though Afghanistan's score increased between 2017 and 2020, the previous scores were sufficiently high that there is still a decrease over time. Yemen's previous scores were constant in Women in Management, given the last raw data point was in 2014 at 4.5 per cent.

4.1.7 System Strengthening and Protecting the Integrity of Sport

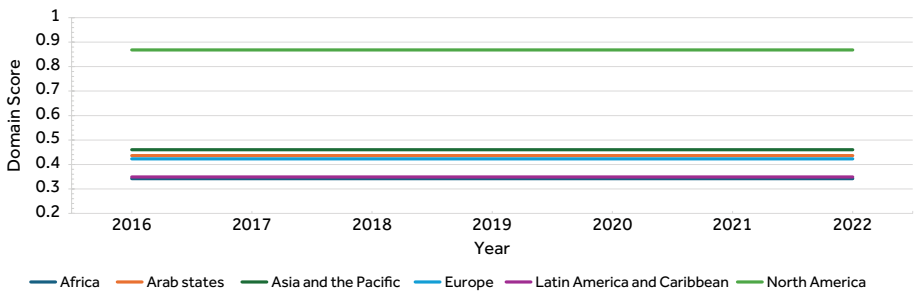
The domain score was based on whether a recent population-based Survey on Sport, Fitness and/or Recreation and SDG Sports Policy exists. In 2022, North America saw a score of 0.87, since both the United States and Canada had undertaken a recent survey. Europe was at 0.42, with almost three out of four countries having conducted a survey recently. Arab states, and Asia and the Pacific region, scored 0.44 and 0.46 respectively. Latin America and the Caribbean had a score of 0.35, while Africa was at 0.34. Due to lack of data, scores have been held constant over time.

4.1.7.1 Top three countries

The top three countries using the domain scores are Georgia, Oman and Panama, with Australia receiving the highest score among Commonwealth countries. Over time, System Strengthening and Protecting the Integrity of Sport was constant in all the top three countries (Georgia, Oman and Panama). All the top three countries had a constant score of one in the Survey on Sport, Fitness and/or recreation between 2016 and 2022, given the last raw data point was in 2021 at one indicating that all the top three countries conducted a recent (previous two years) population-based survey of participation in sport, fitness and/or recreation.

Australia saw a constant score of one in the Survey on Sport, Fitness and/or Recreation between 2016 and 2022, with the last raw data point at one in 2021 – hence remaining unchanged in System Strengthening and Protecting the Integrity of Sport. Therefore, Australia conducted a recent (previous two years) population-based survey of participation in sport, fitness and/or recreation.

Figure 4.6. Regional System Strengthening and Protecting the Integrity of Sport Domain scores – trend



4.1.7.2 Bottom three countries

In this domain, the bottom three countries cannot be identified as six countries tied on the same scores:: Angola, Colombia, Cyprus, Dominica, Guinea and Kazakhstan. Over time, System Strengthening and Protecting the Integrity of Sport was constant in all the bottom scoring countries.

All the least performing countries saw a constant score of zero in Survey on Sport, Fitness and/or Recreation between 2016 and 2022, given the last raw data point was in 2021 at zero. The score of zero indicates that none of the three bottom countries conducted a recent (previous two years) population-based survey of participation in sport, fitness and/or recreation . Guinea saw a constant score of zero per cent in SDG Sports Policy between 2016 and 2022, given the last raw data point was in 2019 at zero per cent. This indicates that System Strengthening and Protecting the Integrity of Sport is still at its lowest in Guinea.

4.2 National highlights

On a national scale, Jamaica has topped all Commonwealth countries in two domains: Gender Empowerment for All Women and Girls, and Quality Education and Lifelong Learning for All. Jamaica's high score in the first domain can be attributed to its compulsory PE programmes for girls, which have significantly contributed to gender empowerment by promoting physical health, confidence and leadership skills among young women. These initiatives reflect Jamaica's commitment to ensuring equitable opportunities and support for women and girls in various aspects of life, including education and personal development.

Singapore ranked first in the Health and Well-being for All domain. Singapore's comprehensive approach to public health, which includes widespread access to recreational facilities and programmes encouraging PA, has fostered a culture of wellness and active living. These efforts have led to substantial benefits in public health outcomes, emphasising the importance of regular PA for overall wellbeing.

China stands out as the top country in the Peaceful, Inclusive and Equitable Societies domain, having made significant progress toward SDG16. Under its socialist law-based government, China envisages punishing all kinds of crimes in accordance with the

law, preventing and stopping domestic violence and trafficking, improving legal aid services, enhancing Government Officials conduct, upholding integrity, and combating corruption.[79]

Georgia scored the highest in the System Strengthening and Protecting the Integrity of Sport domain, reflecting the country's dedication to enhancing its sports systems and ensuring integrity within its sports programmes.

Iceland received the highest score among all countries for the domain of Economic Growth and Productive Employment for All. Between 2016 and 2022, Iceland improved its National Expenditure in Sport from 3.0 to 3.3 per cent.

4.3 Regional highlights

Among the six regions chosen for this report, North America (comprising the USA and Canada) stands out as the region that scored the highest in three out of seven domains. North America's top position in the Health and Well-being for All domain can be attributed to its investment in and promotion of public spaces for sports, community education and awareness campaigns. With a higher number of compulsory PE programmes for girls, North America also leads in the Gender Empowerment for All Women and Girls domain. In the System Strengthening and Protecting the Integrity of Sport domain, North America holds the highest position, thanks to its recent population-based survey of participation in sport, fitness and recreation. However, North America performs the worst in the 'Peaceful, Inclusive and Equitable Societies' domain, because it lacks strategies to include people with disabilities in PE.

For the Quality Education and Lifelong Learning for All domain, Europe, with a score of 0.432, outperformed the other UNESCO regions in 2022. Europe sets a good example in terms of physical programmes monitoring, allocation of education budget on PE, and PE teachers' training. In the Economic Growth and Productive Employment for All domain, data were available only for European countries. Europe saw a gradual increase in National Expenditure in Sports, from 0.877 in 2016 to 0.987 in 2019, leading to an increase in Economic Growth

79 Center for International Knowledge on Development (2023), *China's Progress Report*, http://archive.cikd.org/english/researchandpublications

and Productive Employment for All. Europe experienced a sharp decline in this score in 2021 to 0.910, but this slightly increased in 2022 to 0.933.

The Asia and Pacific region would benefit from overall improvement across all indicators. However, this region performed relatively well in terms of PE levels. There is also a significant lack of data for Pacific countries.

Latin America and the Caribbean countries perform the worst in the Peaceful, Inclusive and Equitable Societies domain, despite scoring better on disability guidelines and PE facility size than most regions. To improve its scores, the countries of this region need to help their residents feel much safer while walking alone in the areas where they live. In the Health and Well-being for All domain, Latin America and the Caribbean had a score of 0.312 in 2022, ranking it last among all the UNESCO regions. However, there was a lack of raw data available for countries in the region. Most data were imputed using similar countries, so results could change depending on the availability of more data.

Peaceful, Equitable and Inclusive Societies was Arab state's best performing Domain, with highest percentage of population that feel safe walking alone around the area they live at 89.50 per cent in 2022. There were also gradual improvements in the two domains: Health and Wellbeing for All and Gender Empowerment of All Women and Girls. The change was mainly due to increase in promotion of public spaces and Compulsory PE for Girls respectively.

Peaceful, Equitable and Inclusive Societies was Africa's best performing Domain, improving largely due to PE Facility Size. There were also gradual improvements in the two domains: Health and Wellbeing for All and Gender Empowerment of All Women and Girls. The change was mainly due to increase in promotion of public spaces and Compulsory PE for Girls respectively.

Chapter 5

Conclusion, Recommendations and Barriers to Implementation

Chapter 5
Conclusion, Recommendations and Barriers to Implementation

The Global Sport and Sustainable Development Goals Baseline and Initial Impact Report provides a number of insights that can support the international community in leveraging the benefits of sport for sustainable development under the umbrella of Agenda 2030 and beyond. Recognised in this report is the absence of data needed to fulfil its purpose, which is to provide a baseline and insights into the initial impact of the GAPPA and Kazan Action Plan. Future iterations of this work at Global, Regional and National levels will seek to use updated and higher quality data to improve upon this work.

During the process of gathering and compiling data for this report, several unexpected challenges emerged. First, there is no internationally agreed-upon "indicator performance rating rubric" that provides a standardised method for making objective performance judgments for each indicator. Additionally, there are no specific 2030 targets established for many of the Sport and SDG Indicators, making it difficult to evaluate progress toward long-term goals. Second, data were not always available for certain initiatives. In some cases – like the ambitious French initiative where more than 100 sporting organisations have signed up to a national charter developed by the French Ministry of Sports in partnership with the World Wide Fund for Nature (WWF) – data were not available. In other cases, as with Japan's national data on sport and governance, statistics are available but not reported through international mechanisms. In the world of international sport, data are often harnessed for individual major sporting events such as the Olympic Games, Commonwealth Games and FIFA World Cup, but in many cases, these data do not align or are not comparable. Multilateral institutions have a responsibility to provide a mechanism for gathering and hosting the data, as UNESCO does, for example, under domain two: Quality Education and Lifelong Learning for All. Individual countries and other actors, for their part, carry the responsibility to adhere to agreed processes and provide statistics where required.

As mentioned in the report, the lack of data does not necessarily mean that progress is not being made. There appears to be momentum in a 'sport for all' ethos and, as laid out in the introduction of this report, programmes using sport for development have seen a fivefold increase in recent years – this is no small effort! Though sports actors have been criticised for greenwashing, there are sincere and ambitious steps being taken to reduce the environmental impact of large sports events. Birmingham 2022 provides one such example, where carbon emissions were kept to a minimum and/or mitigated through offset mechanisms.

Having reliable data is essential for transforming how governments and organisations make decisions regarding investments, planning, implementation, and evaluation of PE, PA, and sport programs. However, there are three key areas that require attention: more data to address existing gaps, better data to ensure higher quality and accuracy in measuring outcomes, and greater data reach to improve coverage across different countries and populations. An overview of some of these data gaps, along with potential solutions, is provided in Table 5.1.

The Sport and SDG Model Indicators rely on others to collect, analyse and report on PE, PA and sport-related data. There is an opportunity to build on existing networks and platforms, such as the efforts of the Open-Ended Working Group Meetings (OEWG)[80], to encourage other stakeholders to become custodians of the Sport and SDG Indicators and their associated datasets to ensure consistency. Collaborating with UN agencies is essential to advance methodologies that can better disaggregate or isolate the contribution of sport, organised PA and PE to sustainable development. A revival of conversations and reflections on actions since 2017 is needed; initial discussions can emerge from the data development agenda. This will ultimately support strategic and investment decision-making efforts concerning policy and practice in the build-up to 2030 and beyond. This must be done with respect to data ownership and data sovereignty in mind, encouraging and not forcing the data collection and dissemination process. Further work around indicator selection, methodology and indexation work will require buy in from States as well as sports, development and peace stakeholders.

80 https://ozone.unep.org/meetings/46th-meeting-open-ended-working-group-parties

Table 5.1 Data gap types and solutions

Data gap	Description of gap	Description of 'first line' solution(s)
No available data – no data owner or source	There is no data owner or source currently identified to gather, analyse and report on the indicator.	Identify a global data custodian to engage with country data owners with the motivation, interest and capacity to collect the data on a timely basis.
No available data – raw data analysis	Data owner and source identified, and data are currently collected on the indicator, but they are not reported on, as further analysis of the raw data is required to report on the indicator.	Data advocacy must continue to encourage data owners to forward consistent data to global data custodians.
No available data – modified data collection and analysis	Data owner and source identified. Some, or similar, data are currently collected that are related to the indicator, but data collection will need to be modified to collect data that are more suited to the indicator.	Approach the data owner to request a modification to their data collection instrument that will accommodate the new indicator and subsequent analysis, and to continue collection and reporting in the future.
Target	There are data available, often including trend data, but no target has been set and there is no rubric in place, so progress/ performance cannot be assessed.	Set a target and agree on a rubric to determine what success will look like.
Restricted source	Data are not open source. A data gatekeeper currently restricts access, prevents data being used and/or requires payment.	Approach the data owner to request the data are made open source.
Trend	Data are insufficient to assess trends over time. Historical data are available, but the last data point was reported before 2015, there is a significant gap between data points that prevents credible trend analysis, there are no trend data available, there is only one data point available, and no future data point expected.	Approach the data owner to request that data are collected and reported in a timelier manner.
Geographical	Less than 50% of member states have available data to contribute to a dataset. There are significant variations in geographic coverage of global datasets that inform indicators, ranging from 3% to 100%.	Approach the data owner(s) to consider strategies for widening the geographical reach of data collection. Target missing country datasets and highlight countries that are collecting data successfully as good practice examples.

(*Continued*)

Table 5.1 Data gap types and solutions

Data gap	Description of gap	Description of 'first line' solution(s)
Disaggregation	Datasets have missing information needed for disaggregation by type and/or the demographics necessary to analyse equity or other key variables.	Approach the data owner to request a modification to their data collection instrument and process that will accommodate the missing information needed to support disaggregation. Subsequently carry out a special run of the raw data for reporting purposes and continue collection and collation in the future.
Methodological	Data are available but there is no standardisation of methods for data collection; indicators may not be clearly defined or vary slightly between datasets/sources; raw data are available but have not been analysed or reported appropriately; two different datasets exist for one indicator; data are available, but analysis and reporting are tailored to the data owner's needs and are not currently aligned to PE, PA and sport.	Propose a standardised methodology that data custodians can utilise, to support data aggregation. Technological solutions or citizen science approaches could be considered. Promote the standardised approach across all regions.

The co-ordination and coherent implementation of sport-related policy priorities across sectors at the national level (and subnational level) should be ensured and vertical coherence between international and national PE, PA and sport policies encouraged. These objectives are supported by the Sport and SDG Impact Indicators and their related outputs.

Several different toolkits have been developed to assist countries with aligning and integrating SDG measurement into national sports policy planning and measurement frameworks. While the Commonwealth Secretariat has led the way with the development of the Sport and SDG Indicators Toolkit (Version 4.0)[81] for governments, agencies and practitioners, other actors – including the United Nations Economic Commission for Africa (UNECA), the United Nations Development Programme (UNDP), and other stakeholders – have produced SDG toolkits for varying stakeholders and contexts. In addition, sector-specific commitments exist that relate to certain sectors or thematic areas, such as frameworks produced by the World Health Organization (WHO). Therefore, it is important to understand the ways in which different national, regional and international frameworks are (or can be) aligned and integrated. This work provides an opportunity to realise the potential of embedding the Sport and SDG Model Indicators into existing or new monitoring and evaluation sections within the toolkits and manuals produced by other organisations.

In alignment with these efforts, 110 countries called for a global framework of policy standards focused on inclusion, equity, and safety in sport and PE at MINEPS VII. In response, UNESCO is leading efforts to establish these global standards, with an emphasis on bridging the gap between research, policy and practice. Through these standards, UNESCO aims to build the capacity of Member States and key stakeholders to develop and implement inclusive, equitable, and safe sport and PE policies. These efforts are grounded in the principles of the International Charter for Physical Education, Physical Activity and Sport. The proposed standards seek to harmonise national, regional and

81 Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals Sport & SDG Indicator Toolkit V4.0 (2020), The Commonwealth Secretariat (2020), Sport and SDG Indicators Category 2 Indicators v4.0 Draft, https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/Sport%20and%20SDG%20Cat2%20Indicators%20%28v4.0%29.pdf

international approaches by offering clear indicators, minimum requirements, aspirational benchmarks, and practical guidance. Rather than a one-size-fits-all solution, this framework is designed to be flexible and scalable, allowing Member States and sport organizations to adapt it to their specific systems and contexts, while remaining aligned with core principles and recommended actions.

Effective relationships between public, private and civil society stakeholders should be established, including sports organisations, to increase capacity building and investment in effective monitoring, analysis and reporting of baseline data concerning sport-related policy and its contribution to the SDGs. Cross-sectoral collaboration will also assist in the development of common theories of change for each domain to reduce the monitoring burden, increase the alignment of measurement, and help to communicate the purpose of the domain and the necessary change needed. Changes will not only allow the further prioritisation of measures to ensure the domains are reflective of the contribution towards the SDGs, but will also form a structure to support thematic learning to further develop good practices.

The composite indicator scoring methodology for Domains Scores in this report could be used to demonstrate progress towards the SDGs in a refined numerical composite indicator score; that is, an SDG Sports Index analogous to the Youth Development Index.[82] The methodology utilised to calculate the SDG Sports Index would require further consideration and would need to undergo international validation.

5.1 Recommendations

- This being the first time that the model set of Commonwealth indicators has been globally utilised to provide a baseline and initial report of the current data landscape, the hope will be that more and better data would allow for better comparison and measurement of the impact of sport on progressing the SDGs.
- This report should be seen as a starting point to review and adapt indicators available and collect data on the

82 The Commonwealth Secretariat (2020), *Youth Development Index*, https://youth-development-index.thecommonwealth.org/

missing indicators at the national, regional and global levels.

- Prioritise data advocacy, collective action and collaboration on sport and the SDGs across the seven domains. This will support strategic and investment decision-making efforts concerning policy and practice in the build-up to 2030 and beyond. This should be done focusing on the gaps in data indicators.
- Realise the potential of embedding the Sport and SDG Model Indicators into existing or new monitoring and evaluation sections within toolkits and manuals produced by other organisations to promote and guide the use of PE, PA and sport as a tool for development.
- Encourage consistent and timely data collection at the country level and that where appropriate data be shared with global dataset custodians for global research. (Use already defined and tested questions in surveys).
- Work with others to address the data gaps for each indicator to support efforts to strengthen the availability, quality and reliability of data. Having reliable data will transform the decision-making processes and ways of working of governments and organisations in terms of investing, planning, implementing and assessing PE and PA/sport programmes.
- Ensure the co-ordination and coherent implementation of sport-related policy priorities across sectors at the national level and encourage vertical coherence between international and national PE, PA and sport policies. These objectives are supported by the Sport and SDG Impact Indicators and their related outputs.
- Establish effective relationships between public, private and civil society stakeholders, including sporting organisations, to increase capacity building and investment in effective monitoring, analysis and reporting of baseline data concerning sport-related policy and its contribution to the SDGs.
- Have internationally inter-governmentally agreed indicator performance rating rubrics that capture the

evaluative reasoning concerning how performance judgements can be objectively made in relation to each indicator, along with individual 2030 targets for the Sport and SDG Indicators. Further development and agreement are required from all countries for this.

- Refine and translate the composite indicator scoring used in this first iteration to demonstrate progress towards the SDGs into a numerical composite indicator score, that is, into an SDG Sports Index analogous to the Youth Development Index[83]. Here, the methodology used to calculate the SDG Sports Index will require further consideration and should undergo international validation.

5.2 Barriers to implementation

Barriers to implementing the recommendations of this report will vary across actors. Small- and low-income countries may have limited resources to allocate towards data advocacy and collaborative efforts, and limited infrastructure and/or lack of expertise to support comprehensive data advocacy initiatives. There might also be a lack of perceived benefits from prioritising sports data, as competing and more pressing concerns can overshadow sports data investments. For larger and more resource-rich countries, challenges could lie in bureaucratic inefficiencies and complexities in co-ordinating efforts across numerous regions and stakeholders. While tailored approaches are needed to overcome these challenges, standardised indicators and methodologies (including ready-to-use survey questions) can significantly contribute. Sports clubs, NGOs and countries can save considerable resources and improve co-ordination by using materials that have already been developed.

As shown throughout this report, the field suffers from inconsistent data collection methodologies, a challenge that applies to all actors regardless of size or financial means. This is why this report has emphasised the importance of global data custodians. In the field of education, for example, where UNESCO is the unquestionable lead custodian, data are more readily available than in fields where a global data custodian is lacking to draw country data together in a meaningful and

83 The Commonwealth Secretariat (2020), *Youth Development Index,* https://youth-development-index.thecommonwealth.org/

comparable way. This is not surprising, as a standardised, global system through which data are requested and funnelled makes it less ambiguous what should be collected, how and when – as well as where the data should be sent. The dramatic increase in the number of countries from the 2016 to the 2022 in the work the WHO has been doing around physical inactivity in adults is an excellent example of the improved data sets coming out and of the importance to continue to look for updated datasets moving forward.

There could be a lack of trust in global data custodians or fear of data misuse. This concern is valid, and steps should always be taken to remove individuals' personal details from datasets and to store the data safely. Disclosing a data integrity policy and storage system may alleviate concerns.

Annex A

Glossary

Annex A
Glossary

Active recreation	Outdoor recreational activities that can be considered as PA, including walking, sports, play and dance. These activities usually take place in public spaces such as parks and plazas.[84]
Benchmarking	A measure taken at a point in time. A measure taken before an activity begins is the baseline. Later benchmarks can help track progress.[85]
Capacity	The ability of people, organisations and society as a whole to manage their affairs successfully.[86]
Capacity development	The process whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time, in order to achieve development results.[87]
Composite indicators	A composite indicator is created when individual indicators are combined into a single measure. Composite indicators are often used to measure multidimensional and, in many cases, abstract concepts, which cannot be captured by single indicators.[88]
Data interoperability	Refers to the ways in which data are formatted that allow diverse datasets to be merged or aggregated in meaningful ways.[89]
Equity	Equity is fairness and justice achieved through systematically assessing disparities in opportunities, outcomes and representation and redressing [those] disparities through targeted actions.[90]

84 World Health Organization [WHO]. (2018a). *More Active People for a Healthier World. Journal of Policy Modeling, 28(6), 615–627.* https://apps.who.int/iris/bitstream/handle/10665/272722/9789241514187-eng.pdf?sequence=1&isAllowed=y

85 World Health Organization [WHO]. (2021). THE MEL MANUAL. https://cdn.who.int/media/docs/default-source/dco/who-mel-manual-2021.pdf

86 UNDG. (2017). UNSDG Capacity Development UNDAF Companion Guidance. https://unsdg.un.org/resources/capacity-development-undaf-companion-guidance

87 Ibid

88 United Nations. Economic Commission for Europe. (2019). Guidelines on producing leading, composite and sentiment indicators. 125. https://unece.org/statistics/publications/guidelines-producing-leading-composite-and-sentiment-indicators

89 National Library of Medicine. (n.d.). Data Interoperability | NNLM. https://www.nnlm.gov/guides/data-glossary/data-interoperability

90 Kania, J., Williams, J., Schmitz, P., Brady, S., Kramer, M., & Splansky Juster, J. (2022). Centering Equity in Collective Impact. https://ssir.org/articles/entry/centering_equity_in_collective_impact#

Evaluation	A systematic, impartial assessment of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance. Evaluations provide credible, useful evidence-based information that enables the timely incorporation of the evaluation's findings, recommendations and lessons into the decision-making processes of organisations and stakeholders.[91]
Exercise	A sub-category of PA that is planned, structured, repetitive and purposive, in the sense that the improvement or maintenance of one or more components of physical fitness is the objective.[92]
Fitness	A measure of the body's ability to function efficiently and effectively in work and leisure activities; this includes, for example, physical fitness and cardiorespiratory fitness.[93]
Grassroots sport	Physical leisure activity, organised and non-organised, practised regularly at non-professional level for health, educational or social purposes.[94]
High performance sport	High-level participation in major national and international sporting events with an emphasis on winning, including but not limited to world, continental, national championships, and other international multi-sport events such as the Olympic Games, Commonwealth Games, Paralympic Games and All Africa Games.[95]
Impact	A long-term change in an outcome caused by an entity's or intervention's actions or decisions, either directly through its products, services or own operations; or indirectly through its supply and value chain(s). Impacts can be positive or negative, intended or unintended, primary or secondary.[96]
Indicator	A variable used to monitor or evaluate specific, measurable progress towards completion of an activity, output, an outcome, goal or objective.[97]

91 United Nations. (2021). Administrative Instruction on Evaluation United Nations Secretariat Guidelines. https://policy.un.org/sites/default/files/files/documents/2022/Jan/evaluation_administrative_instruction_-_guidelines.pdf

92 World Health Organization [WHO]. (2020). *WHO Guidelines On Physical Activity And Sedentary Behaviour*. https://iris.who.int/bitstream/handle/10665/336656/9789240015128-eng.pdf?sequence=1

93 Ibid

94 ICSSPE, & UNESCO. (2022). Let's Get Moving Together! A Toolkit for Grassroots Sport Leaders. https://www.icsspe.org/content/let%E2%80%99s-get-moving-together-toolkit-grassroots-sport-leaders

95 Bouthier, D., Godbout, P., & Gréhaigne, J.-F. (1997). Performance assessment in team sports. *Journal of Teaching in Physical Education, 16*(4), 500–516. https://doi.org/10.1123/jtpe.16.4.500

96 UNDP. (2023). SDG Impact Standards Glossary of terms to support the SDG Impact Standards for Enterprises, Private Equity Funds and Bond Issuers. https://sdgprivatefinance.undp.org/sites/default/files/resource-documents/SDG-Impact-Standards-Glossary.pdf

97 World Health Organization [WHO] (2022b). *Physical activity*. https://www.who.int/news-room/fact-sheets/detail/physical-activity

Traditional/ indigenous sports and games	Traditional indigenous games are physical activities or playful features, imbued with cultural myths and values. They are usually played ceremonially to meet various needs and sometimes aim to prepare youth for adult life. With no age limits, these games take place at determined times and places, according to rules freely accepted and binding.[98]
Input	The financial, human, material (in-kind) and institutional (including technological and information) resources used for an intervention; for example, coaches would be a human resource input to implement a sport programme).[99]
Major/mega sporting events	Those one-time sporting events of an international scale organised by a special 'authority' and yielding extremely high levels of media coverage and impacts (in terms of economic, tourism, infrastructure and potentially social impacts) for the host community because of the event's significance and/or size.[100]
Mass participation sports event	Mass participation sports events (MPSEs) are a proposed way to promote PA. Non-elite MPSEs are events in which 'the primary focus is on promoting participation and engagement rather than the significance of the sporting outcome'.[101]
Organised sport or physical recreation	The degree of organisational structure that surrounds and influences the sport helps to distinguish whether an activity is classified as 'organised sport'.[102]
Physical activity	Any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement, including during leisure time; for example, for transport to get to and from places or as part of a person's work.[103]
Physical education	Physical education is the planned, progressive learning that takes place in school curriculum timetabled time, and which is delivered to all pupils. This involves both 'learning to move' (that is, becoming more physically competent) and 'moving to learn' (for example, learning through movement, a range of skills and understandings beyond PA, such as co-operating with others). The context for the learning is PA, with children experiencing a broad range of activities, including sport and dance.[104])

98 Ferreira, M. B. R. (2014). Indigenous Games: A Struggle between Past and Present. Bulletin Journal of Sport Science and Physical Education, 48–54.

99 OECD. (2022). DAC Network on Development Evaluation Glossary of Key Terms in Evaluation and Results-Based Management 2nd Edition – Prepublication version. https://www.oecd.org/en/publications/glossary-of-key-terms-in-evaluation-and-results-based-management-for-sustainable-development-second-edition_632da462-en-fr-es.html

100 Byers, T., Slack, T., & Parent, M. M. (2012). Key Concepts in Sport Management. https://doi.org/10.4135/9781473914599

101 Lane, A., Murphy, N., Smyth, P., & Bauman, A. (2010). Do mass participation sporting events have a role in making populations more active? Final report.

102 Clearinghouse for Sport. (2021, July). What is Sport? https://www.clearinghouseforsport.gov.au/kb/what-is-sport

103 World Health Organization [WHO]. (2022c, October 5). Physical activity. https://iris.who.int/bitstream/handle/10665/363607/9789240059153-eng.pdf?sequence=1.

104 Association for Physical Education (2019). https://www.afpe.org.uk/news/624058/Definitions-of-Physical-Education-School-Sport--Physical-Activity.htm

Quality physical education	Distinct from physical education. The main differences relate to frequency, variety, inclusivity and value content. Quality physical education is about peer-led learning and rounded skill development, which can enhance educational and employability outcomes.[105]
Shared measurement and learning	Identifying common metrics for tracking progress toward a common agenda across organisations, and providing scalable platforms to share data, discuss learnings, and improve strategy and action.[106]
Sport	Sport is a PA that is governed by a set of rules or customs involving specific administration, a governing body, organisation and a historical background and is often engaged in competitively. Included in the definition of sport are all forms of PA that contribute to physical fitness, mental wellbeing and social interaction, such as play, recreation, organised or competitive sport, and indigenous sports and games.[107]
Sport development	Sport development primarily focuses on developing sport, or more specifically a certain sport. Often carried out by (inter)national federations as well as umbrella organisations such as the IOC, FIFA and UEFA, it involves strategically developing a specific sport or a number of selected sports through investments, increased publicity or other means. The aim is to introduce more people to the sport, involving them as players, fans, sponsors or advocates.[108]
Sport for all	Sport and PA directed towards the entire population, including people of all ages, sexes, and different social and economic conditions to promote the health and social benefits of regular PA.[109]
Sport for development (and peace)	The intentional use of sport and PA as a tool to contribute to the UN Sustainable Development Goals. Focus is on the full spectrum of development impacts that sport and recreation have on people and communities in terms of a broad range of socio-economic and sustainable development benefits.[110]

105 United Nations Educational, Scientific and Cultural Organization [UNESCO] (n.d.). Promoting Quality Physical Education Policy. https://www.unesco.org/en/quality-physical-education

106 FSG Social Impact Consultants (2013) chrome-extension://efaidnbm nnnibpcajpcglclefindmkaj/ https://www.fsg.org/wp-content/uploads/2021/08/collective_impact_shared_measurement_webinar.pdf

107 ICSSPE, & UNESCO. (2022). Let's Get Moving Together! A Toolkit for Grassroots Sport Leaders.

108 sportanddev. (2013, July 30). Sport development, sport for development, or both? https://www.sportanddev.org/latest/news/sport-development-sport-development-or-both

109 World Health Organization [WHO] (2018b), *Global Action Plan on Physical Activity 2018–2030: More Active People for a Healthier World*. https://iris.who.int/handle/10665/272722.

110 ICSSPE, & UNESCO. (2022). Let's Get Moving Together! A Toolkit for Grassroots Sport Leaders.

Sports programmes	Sport events or activities that have a specific long-term aim, such as growing participants in a specific sport (sport development) and using sporting activities intentionally as a tool to achieve development objectives (sport for development and peace [SDP]). SDP is the intentional use of sport and PA as a tool to contribute to development and peace goals.[111]
Sports Stakeholders	People who have an interest or concern in something, especially community sport programmes.[112]
Social return on investment (SROI)	A concept to account for social value when evaluating investments. It goes beyond traditional economic evaluation tools, by considering value produced for multiple stakeholders in all three dimensions of development: economic, social and environmental.[113]

111 Commonwealth Secretariat (2020), *Measuring the contribution of sport, physical education, and physical activity to the Sustainable Development Goals Sport & SDG Indicator Toolkit, V4.0*. https://www.sportanddev.org/sites/default/files/downloads/sport_sdg_toolkit_version_4.0.pdf

112 ICSSPE. (2022). Science Education Policy International Council of Sport Science and Physical Education. https://www.icsspe.org

113 World Health Organization [WHO]. (2017). Social return on investment Accounting for value in the context of implementing Health 2020 and the 2030 Agenda for Sustainable Development. https://apps.who.int/iris/bitstream/handle/10665/340348/WHO-EURO-2017-2240-41995-57722-eng.pdf?sequence=1&isAllowed=y

Annex B

Methodology

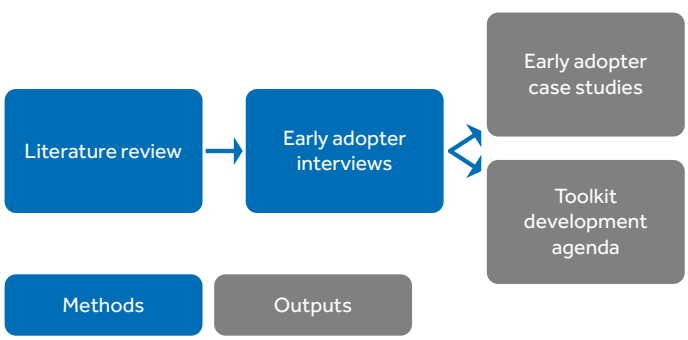
Annex B
Methodology

This annex outlines the methodology applied to the study in more detail. In constructing the *Global Sport and SDG Impact Report*, disparate datasets have been placed together in domains, assessed and ranked to determine the level of progress made towards the SDGs. These datasets complement each other in capturing the broader, multifaceted concept of the domains. Several procedural steps and methods were involved, which led to several outputs that can be used by the Commonwealth Secretariat and other stakeholders to inform technical assistance exercises with member states and develop the data ecosystem for sport, PA and PE. These steps formed three stages: informing; data mining; analysis and assessment, which are outlined in more detail in this annex.

Stage 1: Informing

Literature review. A literature review of emerging and existing literature, websites/portals, and opinion pieces was undertaken to first understand the global policy landscape and associated practices for measuring the impact of PE, PA and sport on sustainable development. This included regional- and national-level documents of projects that have utilised the model indicators. This process helped the evaluation team

Figure B1 Stage 1 methods and outputs



Source: InFocus (2022)

understand the global policy landscape and data ecosystem outlined within this report.

Key informant interviews – early adopters. Several countries that had undergone a process of adopting the model indicators and/or had received technical assistance to do this were invited to participate in the study. Forty-one (41) key informant interviews with individuals from 34 organisations involved and/or responsible for the development of policy and measures within the 5 case study countries took part.

Early adopter case studies. 'Early adopters' refers to a selection of organisations over the period 2017–2022 who consciously adopted the SDGs as an overarching framework against which to measure and evaluate (globally, regionally, nationally or on a local community practice level) the impact of their specific PE, PA, and sport policies and practices, to achieve developmental objectives. Twenty-one (21) individuals from 17 organisations were interviewed as a part of a review of early adopters, utilising the *Sport and SDG Model Indicator Toolkit*, which also informed the case studies and this impact report. The organisations identified across the two studies are functional across different levels of the data ecosystem and represent a small sample of different stakeholder types (including regional inter-governmental networks, governments, international federations and NGOS), with different functions included in this review to elicit overall insights and lessons learnt that might be applied in future to further enhance the functioning of the global PE, PA and sport data ecosystem. All organisations were consulted through an interview and/or survey and those highlighted in Table B1 served as either a full or mini case study for this report. Additional case studies can be seen in the text boxes throughout the report.

Six full early adopter case studies and nine mini case studies were subsequently developed by reviewing reports of projects and speaking with the stakeholder representatives who had previously utilised the model indicators, including actors measuring impact at the community practice, national and regional levels.

Toolkit development agenda. The initial literature review and subsequent key informant interviews revealed a diverse range of global, regional and community-level actors that have developed manuals, toolkits and measurement frameworks for a variety of

Table B1 Early adopter organisations approached across the two studies and case studies

Global	Regional	National	Community
*ASOIF *Commonwealth Games Federation Coaches Across Continents Generation for Peace Gesellschaft für Internationale Zusammenarbeit (GIZ) International Assoc of Event Hosts IOC IPC Laureus S4G Foundation Nike Olympic Refugees *Peace and Sport UN Women UNDESA *UNESCO UNHCR UN Office on Drugs and Crime (UNODC) Upshot Community Interest Company *WHO World Federation of Sporting Goods Industry (WFSGI) World Sailing	African Union *African Union Sports Council # ASEAN Council of Europe *UEFA	Agency Française de Développement Australia – SPRINTER Canada # Dynamic Dev Solutions Fiji # Fiji National Sport Commission Govt. of Catalonia # Ireland # Jamaica # Japan Lesotho Martha Farrell Foundation India/ Canada Mauritius # Namibia New Zealand Paris 2024 Olympics Pro Sport Development Solomon Islands Sport for life, Canada *UK Sport for Dev Coalition	Tackle Africa
Key: # Full case study/*Mini case study			

different audiences. The mapping of these manuals, toolkits and measurement framework was carried out for two purposes:

- **Support the identification of stakeholder data needs and data gaps.** As a part of the desk-based exercise to assess current data needs and gaps, each toolkit was reviewed. They may have either explicitly stated a data gap within the toolkit (for example, within a dedicated monitoring, evaluation and learning (MEL) section to the toolkit) or were more implicit through the nature of the guidance being given.
- **Understand the potential for embedding the model indicators into toolkits already in use.** Whether there is already a dedicated section of a toolkit/ framework that deals with data requirements, each resource represents an opportunity to further align

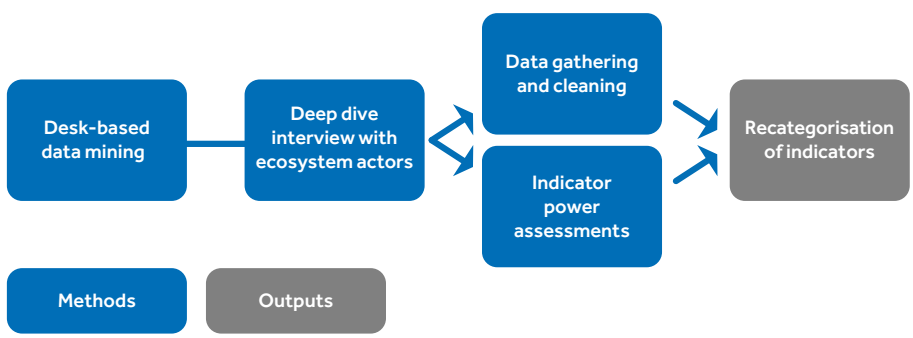
the PE, PA and sport sector to the model indicators. By working with the toolkit owner/publisher to develop a suitable section or link from the toolkit to promote the shared metrics and measurement practices, the Commonwealth Secretariat will be able to significantly increase the visibility and awareness of the shared metrics and further promote their adoption and uptake. The Toolkit Development Agenda can be utilised to guide discussions with manual/toolkit/framework owners regarding the introduction of a customised section that supports shared measurement and learning practices and the promotion of the shared indicators.

Stage 2: Data mining

Desk-based mining. A desk-based data mining exercise was first conducted to unearth existing trend data and identify data gaps where sources were either inaccessible or where data had not yet been collated and analysed in an appropriate format. Focus was first placed on Version 4.0 category one indicators. Version 4.0 category two indicators were then looked at to see if any data existed at the global or regional levels, which could also contribute evidence to the global baseline assessment.

Key informant interviews – data ecosystem actors. The initial desk exercise and early adopter interviews were then complemented by 19 deeper dive key informant interviews with stakeholders from an additional 18 organisations that collect, collate, publish and/or use global data related to PE, PA and sport. Communication and collaboration with these

Figure B2 Stage 2 Methods and outputs



Source: InFocus (2022)

organisations will be key in aligning efforts and in attending to the data and toolkit development agendas. Short case studies for some organisations are outlined in this report to highlight the work they already do, and the efforts already being made around the collection and sharing of data related to PE, PA and sport's contribution to the SDGs. Table B2 outlines the roles included.

Data gathering and cleaning. Data from all sources was then gathered and cleaned. This involved reviewing each indicator, and where indicators required disaggregating (for example, into percentage of i) adults, ii) adolescents etc.) these were separated out to create a 'SMART indicator', and unique datasets were sorted for each individual SMART indicator.

- **Principal Impact Indicator.** These are predominantly population/system-level impact indicators, which provide the main reference point for the long-term change that stakeholders are working towards. These indicators are double weighted (x2) in terms of assessing their overall contribution to an SDG.

Table B2 Suggested data ecosystem roles

Data ecosystem role	Definition
Data custodians	Primarily require information from other data actors. They are experts in their respective domains, and therefore have a profound understanding of policies and data requirements in these areas. Accordingly, they are major actors in driving data governance processes, and the formation and execution of these processes, as well as in data identification and collection policies (including guaranteeing data quality and meta-data document keeping).
Data contributors	Primarily generate data for their own internal purposes, as well as sharing with others. They are nominees (delegates) by data owners that are tasked with collecting and contributing specific types of data to a larger dataset or a database.
Data managers	Entities/platforms, which are primarily responsible for managing the storage, security and delivery of the data to support wider uses.
Data gatekeepers	Entities that gather, or have exclusive access to, critical data, but restrict and/or control access. This may be to benefit commercially, for example, commercial use of data, such as selling access credentials or achieving a market advantage.
Data users	An individual or an organisation (public or private) that leverages available data and uses it to their advantage. This includes: 'super users' – those who interact strongly with the data (analyse, create reports and draw policy recommendations); and 'casual users', who interact marginally with the data (consume data reports and/or use dashboards).

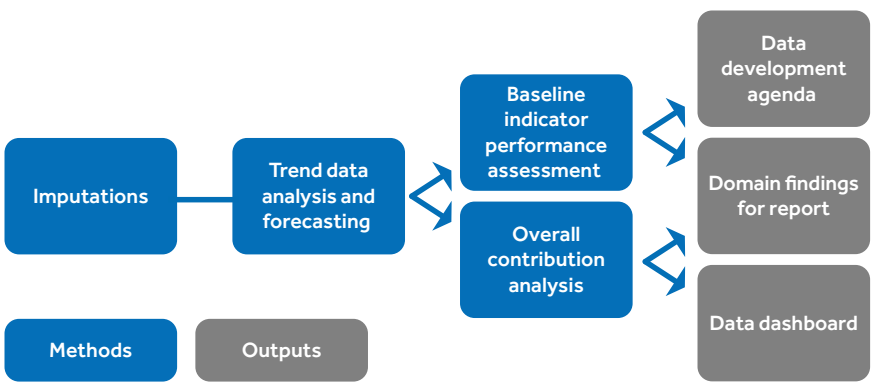
- **Outcome Indicators.** These are also of central importance for assessing outcomes of stakeholders' efforts and the contribution to the SDG and Principal Impact Indicators. These indicators have a 1.5 weighting (x1.5) in terms of assessing their overall contribution to an SDG.
- **Support Indicators.** These are process or input indicators, which are beneficial in assessing contribution to an SDG, but are not essential. They are single weighted (x1) in terms of assessing their overall contribution to an SDG.

A further recategorisation of all indicators was then conducted based upon the actual availability of data and the extent of their global coverage. Category one indicators that were focused on community practice were moved to category three for clarity, as these are programme-/project-specific indicators (but are still aligned to the SDGs). Category two indicators with global data were moved to category one. Each category one indicator was then assigned to a domain.

Stage 3: Data analysis and contribution assessment

Table B3 shows the agreed indicators for this project, including the description of the data, where those grey do not have current data available in a comparable and co-ordinated dataset. Each indicator was assessed for its relevance and relative importance

Figure B3 Stage 4 Methods and outputs



Source: InFocus (2024)

Table B3 Domains and Indicators – greyed indicators have no current data

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
Health and Well-being for All	H1 (2i): Percentage of adult population insufficiently physically active.	H4 (3): Percentage of population who participate once a week in sports and exercise.	H5 (S3.1): Percentage of adult population engaging in moderate and/or vigorous PA once a week through sports, fitness and recreation (leisure).
	H2 (2ii): Percentage of adolescent population insufficiently physically active.		H6 (S3.2): Percentage of adolescent population engaging in moderate and/or vigorous PA once a week through sports, fitness and recreation (leisure).
	H3 (S3.8): Proportion of older people classed as active (WHO definition of adults aged 65 and above).		H7 (S3.3): Percentage of countries that have implemented national community-wide public education and awareness campaigns for PA, which includes a focus on engaging least active populations (per country).
			H8 (S3.7): Percentage of countries with a national action plan on PA that includes promotion of public open spaces such as parks, rivers, beaches, and other areas open for free use by the general public.
Quality Education and Lifelong Learning for All	ED1 (4i): Primary schools reporting implementation of the minimum number of physical education minutes.	ED4 (QPE7i): Countries with an accreditation system for physical education teachers in primary schools.	ED11 (QPE8i): Countries monitoring the implementation of physical education through inspection or evaluation.
	ED2/3 (4ii/iii): Secondary schools reporting implementation of the minimum number of physical education minutes (lower and upper).	ED5/6 (QPE7ii/iii): Countries with an accreditation system for physical education teachers in secondary schools (lower and upper).	ED12/13 (QPE8ii/iii): How often and by whom are physical education programmes monitored.

(*Continued*)

Table B3 Domains and Indicators – greyed indicators have no current data

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
		ED7 (11i): Schools reporting PE specialist teachers in primary schools.	ED14 (S4.1i): Percentage of schools where physical education is offered as a stand-alone subject (primary).
		ED8/9 (11ii/iii): Schools reporting PE specialist teachers in secondary schools (lower and upper).	ED15 (S4.1ii): Percentage of schools where physical education is offered as a stand-alone subject (secondary).
		ED10 (12): Percentage of schools reporting full/partial implementation of quality physical education as defined by UNESCO's QPE Policy Guidelines.	ED16 (S4.4): Percentage of national education budget invested in physical education.
Economic Growth and Productive Employment for All	EE1 (8): Percentage of workforce within the sport, fitness and active recreation sectors.	EE3 (7i): Percentage contribution of sports activities and amusement and recreation sector to GDP.	EE6 (S8.4i): Financial worth of broadcasting rights on sport per annum per sport and per country.
	EE2 (9): Percentage of population who volunteer in sport.	EE4 (7ii): Percentage contribution of sport, exercise and active recreation to GDP.	EE7 (S8.4ii): Financial worth of digital rights on sport per annum per sport and per country.
		EE5 (22): Percentage of national public expenditure invested in sport.	EE8 (S17.13): Clear policy in place to determine transparent allocation of resources of international federations in declared development objectives.

(*Continued*)

Table B3 Domains and Indicators – greyed indicators have no current data

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
Sustainable Communities, Consumption and Environment-Friendly Practices	SCE1 (13i): Annual percentage change in carbon footprint from major international sport events.	SCE2 (13ii): Annual percentage change in recycling rate from major international sport events.	SCE3 (17i): Percentage of international sport federations with operational strategies to adapt to the adverse impacts of climate change, foster climate resilience and lower greenhouse gas emissions.
			SCE4 (17iii): Percentage of major international events with operational strategies to adapt to the adverse impacts of climate change, foster climate resilience and lower greenhouse gas emissions.
Peaceful, Inclusive, and Equitable Societies	PIE1 (1): Percentage of global population reporting that participating in sport and exercise has a positive impact on themselves, their family or community.	PIE3 (6): Likelihood that a person with a disability will participate in sport, fitness and active recreation (leisure) once per week compared to the general population.	PIE4 (s4.5): Percentage of schools reporting adequate facilities and equipment to support quality and inclusive PE.
	PIE2 (S16.1): Proportion of population that feel safe walking alone around the area they live.		PIE5 (s4.10): Percentage of countries that have dedicated strategies on inclusion of persons with disabilities in PE.
			PIE6 (14i): Percentage of funded national sport bodies/ member organisations that have adopted formal policies (with procedures) to safeguard children.
			PIE 7 (16ii): Percentage of national sport bodies/member organisations that have invested in a strategy for the inclusion of people with a disability in sport.
Gender Empowerment for All Women and Girls	G1 (5): Percentage of females who participate once a week in sports and exercise.	G3 (S5.3): Percentage of females employed* in the sport and PA sector (*excluding volunteers).	G7 (S4.8): Percentage of countries reporting compulsory participation of girls in PE.

(*Continued*)

Table B3 Domains and Indicators – greyed indicators have no current data

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
	G2 (S5.1): Difference between percentage of male population and percentage of female population who are sufficiently active.	G4 (15i): Percentage of presidents in national sport bodies/ member organisations who are female.	G8 (S5.6): Percentage of sport media coverage (traditional and social media) dedicated to women and girls.
		G5 (15ii): Percentage of board members in national sport bodies/member organisations who are female.	G9 (14ii): Percentage of funded national sport bodies/ member organisations that have adopted formal policies (with procedures) to prevent violence against women.
		G6 (15iii): Percentage of CEO/ Secretary General post-holders in national sport bodies/ member organisations who are female.	G10 (16i): Percentage of funded national sport bodies/ member organisations that have invested in a gender equality strategy.
			G11 (S5.5.2): Percentage of women in senior and middle management positions.
System Strengthening and Protecting the Integrity of Sport	SS1 (10): Percentage of population satisfied with the governance of sport.	SS2 (S3.4): A recent (previous two years) population-based survey of participation in sport, fitness and/or recreation exists.	SS5 (S16.2): Corporate Governance Index: Composite Index for Sports Democracy.

(*Continued*)

Table B3 Domains and Indicators – greyed indicators have no current data

Domain	Principal Impact Indicators	Outcome Indicators	Support Indicators
		SS3 (S16.11): Existence and application of criminal law provision for the prosecution of match-fixing.	SS5 (S16.3): Corporate Governance Index: Composite Index for Sports Transparency.
		SS4 (S17.1): Percentage of national sport policy objectives that intentionally align with prioritised SDG targets.	SS6 (16.4): Corporate Governance Index: Composite Index for Sports Integrity.
			SS7 (S16.5): Corporate Governance Index: Composite Index for Sports Development and Solidarity.
			SS8 (S16.6): Corporate Governance Index: Composite Index for Sports Internal Mechanisms and Control.
			SS9 (18i): Percentage of funded national bodies/member organisations that have adopted formal policies (with procedures) to protect the rights of athletes, spectators, workers and other groups involved.
			SS10 (18ii): Percentage of funded national bodies/ member organisations that have adopted formal policies (with procedures) to strengthen measures against the manipulation of sports competitions.
			SS11 (18iii): Percentage of funded national bodies/ member organisations that have adopted formal policies (with procedures) to ensure an adequate anti-doping policy framework, its implementation and effective compliance measures, to protect the integrity of sport.
Note – the number in brackets after the indicator number is the number assigned to the indicators in its original collection.			

towards its domain and labelled as either a Principal Impact, Outcome or Support Indicator. The type of indicator determines its weighting towards the overall assessment of the domain's progress towards the SDGs. The smallest group of indicators is for Domain 4: Sustainable Communities, Consumption and Environment-Friendly practices, with only four indicators (none of which have any global data availability).

Imputed data: The methodology to develop and populate the sport and SDG baseline indicators has been designed in line with other prominent global indicators, and substantial effort has been made to use the best existing data. However, the major challenge to developing a quality, fit-for-purpose baseline is in attempting to overcome the paucity of consistent and comprehensive data across topics and countries.

The issue of low availability of current or historical data has been a factor in several of the methodological decisions made, from what indicators to include to how to calculate the regional and global scores. There are many empirical and statistical techniques that can be employed to deal with these missing data issues. They do, however, come with caveats. The picture presented using datasets with imputations is a best guess, not a projection. For empirical use, only raw data points should be used. It is the hope of this and other international data projects that using imperfect data, including imputations, will encourage countries to collect and disseminate more and better data.

Table B4 Statistical imputation methods

Imputation method	Description	Application
Hot deck imputation	Assign missing data the value of a 'similar' data point	This approach was used when certain missing indicators were assigned the value of the region in which the division is located.
Cold deck imputation	Replace the missing value with a value from another source	This approach was used when there was a recent data point in the same data but for a different year series as the current data point.

Source: Adapted from Commonwealth Secretariat [114]

114 https://www.thecommonwealth-ilibrary.org/index.php/comsec/catalog/book/1119

In this project, the best possible data imputations, without an overly complex methodology, were reached using primarily hot deck and trend imputation methods. Hot deck involves assigning missing data the value of a 'similar' data point, with observed historical data used to impute data. Table A2.5 provides an overview of the method used for each indicator that required imputations, in domain order.

Trend imputations were calculated first with a straight line of best fit being used for countries with two or more raw data points across time. Where countries only had one raw data point, it was held constant across time.

Countries to be used as 'like' were picked using the 'nearest neighbour interpolation' technique. Raw datasets from the 2023 Youth Development Index Domains for Education and Health, and 2022–2023 Human Development Index for Systems, Economics, Peace and Gender were used in finding the closest or nearest data value for each country. The domain scores were ranked from the highest score to the lowest score in accordance with each country. Assigning of ranks for each domain score simplified the selection of nearest country with close and similar scores. Where countries did not have a 'like' country within five data points in either direction, they were left blank at this step.

Hot deck imputation techniques were used to fill any still remaining countries' missing data. Regional averages based on UNESCO regional classifications were calculated using countries with raw data only and applied to any countries with no raw or imputed data. Where no countries in a region had raw data, the world average was used. Some countries fall into two different UNESCO regions. Discretion was used to ensure that countries were not counted twice, and each country was placed in only one UNESCO region for the purposes of this report (referred to as 'UNESCO 1'). A full list of which countries are in which region can be found in Annex C.

Domain performance assessment: An attempt has been made to track the progress or regress made in each indicator that has data. This has been done through normalising the data to score between 0, being the lowest, and 1, being the highest, and then averaging them to the domain level. This provides the reader with a high-level summary of the overall performance of the sport sector considering the full 'basket' of indicators (Principal Impact, Outcome and Support) relating

Table B5 Imputation methods used

Indicator	Imputation method
Domain 1: Health and Well-being for All	
H1 Percentage of adult population sufficiently physically active	YDI used for 'like' country.
	Regional hot deck.
H2 Percentage of adolescent population sufficiently physically active	Raw data from 2010 to 2016 used in trend to 2022.
	YDI used for 'like' country.
	Regional hot deck.
H4 Percentage of population who participate once a week in sports and exercise	Raw data from 2014 and 2019 used in trend to 2022.
	Europe data only, so no 'like' in other regions.
	Regional hot deck.
H5 Percentage of adult population engaging in moderate and/or vigorous PA once a week through sports, fitness and recreation (leisure)	Raw data from 2014 and 2019 used in trend to 2022.
	Europe data only, so no 'like' in other regions.
	Regional hot deck.
H6 Percentage of adolescent population engaging in moderate/or vigorous PA once a week through sports, fitness and recreation (leisure)	Raw data from 2014 and 2019 used in trend to 2022.
	Europe data only, so no 'like' in other regions.
	Regional hot deck.
H7 Percentage of countries that have implemented national community-wide public education and awareness campaigns for PA, which includes a focus on engaging least active populations (per country)	Raw data from 2015, 2017, 2019 and 2021 used in trend to 2022.
	Dataset has No Data option, so used for all missing countries.
H8 Percentage of countries with a national action plan on PA that includes promotion of public open spaces such as parks, rivers, beaches, and other areas open for free use by the general public	Raw data from 2015, 2017, 2019 and 2021 used in trend to 2022.
	Dataset has No Data option, so used for all missing countries.

(*Continued*)

Table B5 Imputation methods used

Indicator	Imputation method
Domain 2: Quality Education and Lifelong Learning for All	
ED1 Percentage of i) primary schools achieving min level (120) and % achieving ideal levels (180) of PE	Raw data was held constant over time from 2021.
	YDI used for 'like' country.
	Regional hot deck.
ED2 Percentage of lower secondary schools achieving min level (120) and % achieving ideal levels (180) of PE	Raw data was held constant over time from 2021.
	YDI used for 'like' country.
	Regional hot deck.
ED3 Percentage of upper secondary schools achieving min level (120) and % achieving ideal levels (180) of PE	Raw data was held constant over time from 2021.
	YDI used for 'like' country.
	Regional hot deck.
ED16 Percentage of national education budgets investing 2% or more of national education budgets in physical education	Raw data was held constant over time from 2021.
	Dataset has No Answer option, so used for all missing countries.
ED4 Percentage of countries/schools which have accreditation system for physical education teachers – primary schools	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.
ED5 Percentage of countries/schools which have accreditation system for physical education teachers – lower secondary schools	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.
ED6 Percentage of countries/schools which have accreditation system for physical education teachers – upper secondary schools	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.
ED7 Percentage of schools reporting PE specialist teachers in primary schools	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.

(*Continued*)

Table B5 Imputation methods used

Indicator	Imputation method
ED8 Percentage of schools reporting PE specialist teachers in lower secondary schools	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.
ED9 Percentage of schools reporting PE specialist teachers in upper secondary schools	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.
ED10 Percentage of schools reporting full/partial implementation of quality physical education as defined by UNESCO's QPE Policy Guidelines	Raw data was held constant over time from 2021.
	YDI used for 'like' country.
	Regional hot deck.
ED11 Are physical education programmes subject to monitoring (inspection/evaluation) by educational authorities?	Raw data was held constant over time from 2021.
	YDI used for 'like' country.
	Regional hot deck.
ED12 How often does the monitoring of physical education programmes take place?	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.
Domain 3: Economic Growth and Productive Employment for All	
EE5 Percentage of national public expenditure invested in sport	Raw data from 2017–2020 used in trend to 2022.
	Europe data only, so no 'like' in other regions.
	Regional hot deck.
Domain 5: Peaceful, Inclusive and Equitable Societies	
PIE2 Percentage of population that feel safe walking alone around the area they live	Raw data from 2017–2020 used in trend to 2022.
	HDI used for 'like' country.
	Regional hot deck.

(*Continued*)

Table B5 Imputation methods used

Indicator	Imputation method
PIE4 Percentage of schools reporting adequate facilities and equipment to support quality and inclusive PE	Raw data was held constant over time from 2021.
	YDI used for 'like' country.
	Regional hot deck.
PIE5 Percentage of countries/schools that have dedicated strategies on inclusion of persons with disabilities in PE	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.
Domain 6: Gender Empowerment for All Women and Girls	
G11 Percentage of women in senior and middle management positions	Raw data from 2010–2022 used in trend to 2022.
	YDI used for 'like' country.
	Regional hot deck.
G4 Percentage of president post-holders in international sport federations who are female	Raw data was held constant over time from 2019.
	Europe data only, so no 'like' in other regions.
	Regional hot deck.
Domain 7: System Strengthening and Protecting the Integrity of Sport	
SS2 Percentage of countries that have conducted a recent (previous two years) population-based survey of participation in sport, fitness and/or recreation	Raw data was held constant over time from 2021.
	Dataset has No Data option, so used for all missing countries.
SS4 Percentage of national sport policy objectives that intentionally align with prioritised SDG targets	Raw data was held constant over time from 2019.
	HDI used for 'like' country.
	Regional hot deck.

Table B6 Data overview

Domains (*j*)	Indicators (*i*)			
	$Indicator_1$	$Indicator_2$	...	$Indicator_n$
$Domain_1$	y_{11}	y_{12}	...	y_{1n}
$Domain_2$	y_{21}	y_{22}	...	y_{2n}
...	...	...	...	...
$Domain_m$	y_{m1}	y_{m2}	...	y_{mn}

to each domain as a whole. The scoring takes into account weighting of 3 for Principal Impact Indicators, 2 weighting for Outcome Indicators, and single weighting for all Support Indicators, to account for the relative 'power' differences of each category of indicators. Only Indicators with global datasets and directionality are included in domain scores.

The Domain score takes each indicator and scales it to a score between 0 and 1 relative to the whole dataset. To do this, appropriate minimum and maximum values for the dataset are decided such that anything below the minimum is assigned zero, and anything above the maximum is assigned 1, and everything else is scaled evenly between.

When developing normalised scores, it is important to consider the nature of the data. The nature of the data has positive meaning if the data have a positive correlation between the indicator and the meaning of youth development; it has negative meaning if the data have a negative correlation between the indicator and the meaning of youth development. Every single indicator has to be standardised by using Equation One for positive data and Equation Two for negative data.

Equation 1: Banding Equation

$$Banded_{ji} = \frac{Indicator\ Value\ y_{ji} - Minimum\ Cut\ Of\ f_{ji}}{Maximum\ Cut\ Of\ f_{ji} - Minimum\ Cut\ Of\ f_{j}}$$

Equation 2: Reverse Banded Equation

$$Reverse\ Banded_{ji} = 1 - \frac{Indicator\ Value\ y_{ji} - Minimum\ Cut\ Of\ f_{ji}}{Maximum\ Cut\ Of\ f_{ji} - Minimum\ Cut\ Of\ f_{ji}}$$

Once a banded score has been calculated for each indicator, the domain score is calculated in a similar fashion as is done for indicators and adding the weights. The score for the *j*-th domain is calculated by Equation 3. Note only indicators that had global data and had directionality have been included in domain scores.

Equation 3: Domain Score Calculation

$$Domain\ Score_j = \frac{\sum_{i=1}^{n} Weighted\ Indicators_{ji} \times Banded\ Score_{ji}}{\sum_{i=1}^{n} Weighted\ Indicators_{ji}}$$

In the future, we propose that each basket of indicators is translated into a numerical composite indicator score, that is, an *SDG Sports Index* analogous to the Youth Development Index seen **here**. The methodology used to calculate the SDG Sports Index would require further consideration and would need to undergo international validation; however, the domain performance assessments provided in this report act as an initial step in this direction, to more easily both track and benchmark progress being made by the sports sector.

Data dashboard. A dedicated online dashboard[115] is a tool supplementary to this report and provides further visuals and data by country. Using Microsoft Power BI, it displays indicators currently with publicly available and consistent data, mapped to the domains analysed in this report. All raw indicators should be used independently from each other as they have been collected using different units, methodologies and geographies. Where raw data were not available, imputations have been made. A summary of meta data has been supplied on the last page of the dashboard. For comparative purposes, the domain scores at both the country and regional levels can provide a starting point, noting the caveats that come with the imputation methodologies used.

115 The Commonwealth, 'Global Sport and SDG Impact Indicators', https://thecommonwealth.org/global-sport-and-sdg-impact-indicators

Annex C

List of Countries by UNESCO Regions

Annex C
List of Countries by UNESCO Regions

There are 210 countries included in this report.

*Indicates Commonwealth member country

1. Africa

Algeria; Angola; Benin; *Botswana; Burkina Faso; Burundi; Cabo Verde; *Cameroon; Central African Republic; Chad; Comoros; Congo; Cote d'Ivoire; Democratic Republic of the Congo; Djibouti; Egypt; Equatorial Guinea; Eritrea; *Kingdom of Eswatini; Ethiopia; *Gabon; *The Gambia; *Ghana; Guinea; Guinea-Bissau; *Kenya; *Lesotho; Liberia; Libya; Madagascar; *Malawi; Mali; Mauritania; *Mauritius; Morocco; *Mozambique; *Namibia; Niger; *Nigeria; *Rwanda; Sao Tome and Principe; Senegal; *Seychelles; *Sierra Leone; Somalia; *South Africa; South Sudan; Sudan; *United Republic of Tanzania; *Togo; Tunisia; *Uganda; *Zambia; Zimbabwe.

2. Arab states

Bahrain; Iraq; Jordan; Kuwait; Lebanon; Oman; Palestinian Territories, Qatar; Saudi Arabia; Syrian Arab Republic; United Arab Emirates; Yemen.

3. Asia and the Pacific

Afghanistan; *Australia; *Bangladesh; Bhutan; *Brunei Darussalam; Cambodia; China; Cook Islands; Democratic People's Republic of Korea; *Fiji; Hong Kong; *India; Indonesia; Iran; Japan; Kazakhstan; *Kiribati; Kyrgyzstan; Laos People's Democratic Republic; Macau; *Malaysia; *Maldives; Marshall Islands; Micronesia (Federated States of); Mongolia; Myanmar; *Nauru; Nepal; New Caledonia; *New Zealand; Niue; *Pakistan; Palau; *Papua New Guinea; Philippines; Republic of Korea; *Samoa; *Singapore; *Solomon Islands; *Sri Lanka;

Taiwan; Tajikistan; Thailand; Timor-Leste; Tokelau; *Tonga; Turkmenistan; *Tuvalu; Uzbekistan; *Vanuatu; Viet Nam.

4. Europe

Aland Islands; Albania; Andorra; Armenia; Austria; Azerbaijan; Belarus; Belgium; Bosnia and Herzegovina; Bulgaria; Croatia; *Cyprus; Czech Republic; Denmark; Estonia; Faroes; Finland; France; Georgia; Germany; Greece; Hungary; Iceland; Ireland; Israel; Italy; Kosovo; Latvia; Lithuania; Luxembourg; *Malta; Monaco; Montenegro; Netherlands; North Macedonia; Norway; Poland; Portugal; Republic of Moldova; Romania; Russian Federation; San Marino; Serbia; Slovakia; Slovenia; Spain; Sweden; Switzerland; Turkey; Ukraine; *United Kingdom.

5. Latin America and Caribbean

Anguilla; *Antigua and Barbuda; Argentina; Aruba; *The Bahamas; *Barbados; *Belize; Bolivia; Brazil; British Virgin Islands; Cayman Islands; Chile; Colombia; Costa Rica; Cuba; Curaçao; *Dominica; Dominican Republic; Ecuador; El Salvador; *Grenada; Guatemala; *Guyana; Haiti; Honduras; *Jamaica; Mexico; Montserrat; Nicaragua; Panama; Paraguay; Peru; *St Kitts and Nevis; *Saint Lucia; *St Vincent and the Grenadines; Sint Maarten; Suriname; *Trinidad and Tobago; Uruguay; Venezuela.

6. North America

*Canada; United States of America.

Annex D

Country Domain Scores and Ranks

Annex D
Country Domain Scores and Ranks

Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Afghanistan	0.245	186	0.430	95	0.427	97	0.361	144	0.355	148	0.224	195	0.218	197
Aland Islands	0.270	172	0.273	181	0.273	182	0.274	187	0.275	187	0.274	176	0.274	178
Albania	0.321	144	0.447	83	0.446	86	0.445	100	0.442	101	0.566	13	0.562	13
Algeria	0.396	111	0.517	45	0.517	42	0.390	132	0.385	135	0.508	45	0.505	44
Andorra	0.503	46	0.505	50	0.506	47	0.387	135	0.390	132	0.389	118	0.388	115
Angola	0.355	131	0.356	139	0.355	140	0.358	145	0.358	145	0.359	132	0.361	132
Anguilla	0.212	196	0.215	194	0.212	195	0.211	198	0.209	198	0.207	198	0.205	200
Antigua and Barbuda	0.342	136	0.468	77	0.474	74	0.475	82	0.476	76	0.224	193	0.220	195
Argentina	0.440	86	0.316	164	0.314	167	0.440	106	0.439	104	0.315	157	0.318	154
Armenia	0.290	157	0.416	105	0.413	107	0.537	35	0.534	37	0.532	31	0.530	31
Aruba	0.212	196	0.215	194	0.212	195	0.211	198	0.209	198	0.207	198	0.205	200
Australia	0.493	54	0.496	55	0.495	54	0.494	62	0.492	65	0.366	128	0.367	128
Austria	0.549	22	0.552	20	0.556	19	0.558	21	0.559	20	0.560	14	0.561	14
Azerbaijan	0.423	96	0.549	25	0.548	23	0.547	26	0.548	26	0.547	20	0.546	19
Bahamas	0.195	205	0.320	161	0.321	161	0.330	157	0.332	157	0.332	142	0.333	142
Bahrain	0.477	65	0.481	66	0.480	67	0.479	76	0.477	75	0.476	59	0.473	61

(*Continued*)

Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Bangladesh	0.487	57	0.490	59	0.490	57	0.491	64	0.495	61	0.500	50	0.499	50
Barbados	0.420	98	0.425	97	0.425	98	0.424	115	0.425	116	0.302	164	0.296	166
Belarus	0.549	21	0.551	22	0.552	22	0.551	24	0.549	25	0.546	21	0.543	23
Belgium	0.471	70	0.481	64	0.480	66	0.485	72	0.493	63	0.500	49	0.504	47
Belize	0.336	137	0.336	152	0.335	152	0.462	89	0.459	90	0.332	143	0.333	143
Benin	0.475	67	0.477	72	0.476	72	0.474	83	0.472	79	0.469	67	0.468	66
Bhutan	0.481	61	0.485	61	0.483	62	0.481	73	0.480	72	0.478	57	0.479	56
Bolivia	0.282	164	0.282	176	0.282	177	0.407	121	0.407	122	0.280	172	0.280	175
Bosnia and Herzegovina	0.538	29	0.538	31	0.536	32	0.535	39	0.535	36	0.533	30	0.532	30
Botswana	0.275	169	0.275	180	0.275	181	0.526	42	0.525	42	0.400	104	0.400	104
Brazil	0.447	80	0.447	84	0.443	89	0.440	105	0.437	105	0.437	86	0.436	87
British Virgin Islands	0.212	196	0.215	194	0.212	195	0.211	198	0.209	198	0.207	198	0.205	200
Brunei Darussalam	0.496	51	0.494	56	0.491	56	0.486	69	0.483	70	0.350	134	0.351	134
Bulgaria	0.519	42	0.520	43	0.515	44	0.516	51	0.509	56	0.506	46	0.505	46
Burkina Faso	0.327	141	0.451	80	0.451	82	0.447	99	0.449	97	0.320	153	0.319	153
Burundi	0.466	74	0.471	76	0.470	78	0.471	85	0.467	84	0.470	66	0.463	68
Cape Verde	0.272	171	0.522	41	0.521	38	0.516	52	0.513	52	0.510	41	0.506	43
Cambodia	0.438	87	0.439	87	0.437	92	0.437	107	0.434	109	0.430	92	0.422	95

(*Continued*)

Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Cameroon	0.367	124	0.436	89	0.438	90	0.315	170	0.317	169	0.313	159	0.313	158
Canada	0.478	63	0.477	73	0.476	71	0.481	74	0.479	73	0.472	62	0.468	67
Cayman Islands	0.212	196	0.215	194	0.212	195	0.211	198	0.209	198	0.207	198	0.205	200
Central African Republic	0.445	82	0.574	9	0.569	12	0.567	16	0.568	15	0.444	80	0.447	79
Chad	0.383	117	0.575	7	0.575	7	0.449	96	0.448	98	0.508	44	0.510	41
Chile	0.450	76	0.316	165	0.317	164	0.442	102	0.437	107	0.436	89	0.430	90
China	0.535	33	0.411	107	0.410	109	0.534	40	0.534	38	0.534	29	0.534	29
Colombia	0.482	59	0.420	100	0.415	106	0.476	78	0.474	78	0.472	63	0.472	62
Comoros	0.458	75	0.329	156	0.325	158	0.324	164	0.318	167	0.437	85	0.429	91
Congo	0.441	85	0.567	13	0.564	15	0.315	169	0.317	168	0.318	155	0.316	155
Cook Islands	0.226	190	0.362	135	0.369	131	0.379	140	0.385	134	0.393	110	0.397	108
Costa Rica	0.402	107	0.407	112	0.401	113	0.398	128	0.402	125	0.389	117	0.395	109
Cote d'Ivoire	0.283	163	0.535	33	0.537	31	0.415	118	0.416	118	0.417	100	0.414	99
Croatia	0.291	155	0.291	172	0.284	174	0.524	45	0.514	49	0.512	40	0.510	40
Cuba	0.360	129	0.398	118	0.387	122	0.388	134	0.389	133	0.391	115	0.370	126
Curaçao	0.212	196	0.215	194	0.212	195	0.211	198	0.209	198	0.207	198	0.205	200
Cyprus	0.404	105	0.419	102	0.422	99	0.293	179	0.294	179	0.418	99	0.415	98
Czech Republic	0.544	27	0.548	26	0.547	25	0.544	30	0.545	28	0.541	26	0.539	27
Democratic People's Republic of Korea	0.524	37	0.400	117	0.396	118	0.517	50	0.514	50	0.510	42	0.504	48

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Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Democratic Republic of the Congo	0.330	140	0.337	151	0.400	116	0.459	93	0.456	93	0.452	76	0.450	75
Denmark	0.549	23	0.553	19	0.556	20	0.559	20	0.563	19	0.567	11	0.571	10
Djibouti	0.312	149	0.314	166	0.312	168	0.312	171	0.310	172	0.310	160	0.306	162
Dominica	0.386	116	0.386	123	0.384	125	0.380	139	0.374	141	0.246	188	0.240	190
Dominican Republic	0.471	71	0.473	74	0.468	79	0.472	84	0.465	87	0.461	68	0.461	69
Ecuador	0.528	35	0.402	116	0.401	115	0.527	41	0.525	41	0.524	35	0.525	34
Egypt	0.219	193	0.350	145	0.345	148	0.466	88	0.468	83	0.342	138	0.341	140
El Salvador	0.189	206	0.313	167	0.317	166	0.443	101	0.445	99	0.318	154	0.319	152
Equatorial Guinea	0.319	145	0.323	160	0.325	159	0.325	162	0.327	163	0.328	145	0.327	146
Eritrea	0.626	1	0.508	49	0.505	49	0.508	57	0.509	55	0.509	43	0.510	42
Estonia	0.544	26	0.544	29	0.543	28	0.544	31	0.544	31	0.543	24	0.542	25
Eswatini	0.594	7	0.602	5	0.599	5	0.478	77	0.478	74	0.480	56	0.478	58
Ethiopia	0.537	31	0.486	60	0.475	73	0.600	8	0.594	10	0.471	65	0.471	64
Faroes	0.270	172	0.273	181	0.273	182	0.274	187	0.275	187	0.274	176	0.274	178
Fiji	0.568	13	0.570	11	0.571	11	0.570	15	0.571	14	0.446	78	0.448	78
Finland	0.601	4	0.607	3	0.612	2	0.616	3	0.624	2	0.620	1	0.629	1
France	0.473	69	0.479	69	0.490	59	0.491	66	0.492	64	0.497	52	0.500	49
Gabon	0.277	167	0.277	178	0.277	179	0.277	185	0.279	184	0.278	174	0.281	174
Gambia	0.414	102	0.291	173	0.291	173	0.288	180	0.293	180	0.419	98	0.418	97

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Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Georgia	0.266	179	0.518	44	0.516	43	0.513	55	0.511	53	0.384	119	0.377	121
Germany	0.558	16	0.562	16	0.562	16	0.564	18	0.567	17	0.568	10	0.567	11
Ghana	0.537	30	0.535	32	0.532	34	0.282	183	0.282	182	0.282	170	0.282	173
Greece	0.317	147	0.318	162	0.317	165	0.441	103	0.442	102	0.445	79	0.439	84
Grenada	0.345	134	0.344	150	0.342	149	0.343	153	0.344	154	0.212	197	0.212	198
Guatemala	0.382	118	0.502	51	0.492	55	0.475	81	0.467	85	0.336	141	0.328	144
Guinea	0.425	94	0.299	170	0.298	172	0.297	177	0.296	177	0.424	95	0.423	94
Guinea-Bissau	0.287	159	0.348	146	0.348	143	0.283	182	0.282	183	0.281	171	0.282	172
Guyana	0.482	60	0.483	62	0.480	68	0.479	75	0.475	77	0.224	194	0.222	194
Haiti	0.260	181	0.261	192	0.259	194	0.258	195	0.256	195	0.251	186	0.246	188
Honduras	0.355	132	0.481	65	0.477	70	0.476	79	0.472	81	0.220	196	0.219	196
Hong Kong	0.269	175	0.265	186	0.263	188	0.262	191	0.261	191	0.259	182	0.257	183
Hungary	0.522	39	0.520	42	0.506	48	0.505	58	0.503	58	0.373	125	0.372	125
Iceland	0.396	113	0.522	39	0.525	36	0.524	46	0.522	44	0.522	36	0.526	33
India	0.471	72	0.472	75	0.465	80	0.460	91	0.457	92	0.457	72	0.445	80
Indonesia	0.548	24	0.549	24	0.547	24	0.545	29	0.541	33	0.289	168	0.289	168
Iran	0.447	79	0.455	78	0.454	81	0.448	98	0.444	100	0.314	158	0.307	161
Iraq	0.395	114	0.397	119	0.399	117	0.403	123	0.407	121	0.389	116	0.383	117
Ireland	0.432	91	0.564	15	0.568	13	0.576	12	0.579	11	0.580	7	0.585	8
Israel	0.498	50	0.501	52	0.501	50	0.502	59	0.503	57	0.501	48	0.505	45

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Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Italy	0.382	119	0.393	120	0.396	120	0.393	130	0.396	128	0.397	106	0.399	106
Jamaica	0.449	77	0.452	79	0.450	83	0.324	163	0.327	162	0.322	151	0.321	150
Japan	0.433	89	0.438	88	0.438	91	0.381	138	0.382	138	0.305	163	0.283	171
Jordan	0.522	40	0.522	40	0.520	39	0.393	129	0.393	130	0.391	114	0.390	114
Kazakhstan	0.500	48	0.372	130	0.369	130	0.487	68	0.484	69	0.475	60	0.472	63
Kenya	0.615	3	0.162	209	0.490	58	0.491	65	0.164	210	0.490	53	0.483	54
Kiribati	0.485	58	0.363	132	0.363	135	0.493	63	0.494	62	0.370	126	0.377	122
Kosovo	0.270	172	0.273	181	0.273	182	0.274	187	0.275	187	0.274	176	0.274	178
Kuwait	0.180	208	0.318	163	0.319	162	0.321	166	0.322	165	0.323	148	0.325	148
Kyrgyzstan	0.556	17	0.431	94	0.432	95	0.554	22	0.554	21	0.552	16	0.552	17
Laos People's Democratic Republic	0.324	142	0.450	81	0.449	85	0.450	95	0.450	96	0.448	77	0.450	77
Latvia	0.556	18	0.559	18	0.557	18	0.561	19	0.563	18	0.439	83	0.440	83
Lebanon	0.232	188	0.378	127	0.369	129	0.249	197	0.250	197	0.249	187	0.246	187
Lesotho	0.283	162	0.175	207	0.178	205	0.182	207	0.182	207	0.039	210	0.368	127
Liberia	0.314	148	0.445	85	0.446	87	0.325	161	0.328	160	0.391	113	0.392	111
Libya	0.182	207	0.190	202	0.190	203	0.186	206	0.185	206	0.179	208	0.179	208
Lithuania	0.542	28	0.421	99	0.421	100	0.546	28	0.544	29	0.545	22	0.540	26
Luxembourg	0.311	150	0.567	12	0.573	9	0.577	11	0.578	12	0.579	8	0.586	7

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Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Macau, China	0.269	175	0.265	186	0.263	188	0.262	191	0.261	191	0.259	182	0.257	183
Madagascar	0.498	49	0.500	53	0.501	51	0.623	1	0.626	1	0.498	51	0.491	53
Malawi	0.516	43	0.268	185	0.261	193	0.307	172	0.307	173	0.433	90	0.434	88
Malaysia	0.307	151	0.435	90	0.432	94	0.430	112	0.432	111	0.442	82	0.438	85
Maldives	0.418	100	0.420	101	0.420	103	0.544	32	0.544	30	0.545	23	0.546	20
Mali	0.375	122	0.376	128	0.378	128	0.253	196	0.253	196	0.381	121	0.379	119
Malta	0.407	103	0.414	106	0.416	105	0.422	116	0.431	114	0.306	161	0.313	157
Marshall Islands	0.289	158	0.417	104	0.481	64	0.422	117	0.422	117	0.299	165	0.299	164
Mauritania	0.163	209	0.177	205	0.175	206	0.305	173	0.313	171	0.322	150	0.327	145
Mauritius	0.259	182	0.510	48	0.498	53	0.376	141	0.372	142	0.245	189	0.243	189
Mexico	0.398	109	0.525	36	0.520	41	0.518	49	0.515	48	0.264	181	0.260	181
Micronesia (Federated States of)	0.481	62	0.362	134	0.363	134	0.494	61	0.500	59	0.378	122	0.377	120
Monaco	0.520	41	0.523	37	0.523	37	0.399	127	0.400	127	0.399	105	0.399	107
Mongolia	0.563	14	0.561	17	0.559	17	0.432	109	0.431	113	0.549	19	0.545	21
Montenegro	0.401	108	0.402	115	0.401	114	0.524	44	0.523	43	0.517	37	0.515	38
Montserrat	0.212	196	0.215	194	0.212	195	0.211	198	0.209	198	0.207	198	0.205	200
Morocco	0.396	110	0.523	38	0.520	40	0.520	48	0.519	45	0.393	109	0.386	116
Mozambique	0.291	156	0.176	206	0.168	208	0.165	210	0.490	67	0.473	61	0.469	65
Myanmar	0.403	106	0.403	114	0.403	112	0.402	126	0.402	124	0.401	103	0.400	105
Namibia	0.260	180	0.264	190	0.264	187	0.391	131	0.392	131	0.393	111	0.394	110

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Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Nauru	0.443	83	0.332	155	0.338	151	0.337	156	0.336	156	0.339	140	0.342	139
Nepal	0.621	2	0.629	1	0.622	1	0.619	2	0.617	4	0.619	2	0.610	2
Netherlands	0.592	9	0.605	4	0.604	4	0.606	6	0.607	6	0.607	3	0.610	3
New Caledonia	0.269	175	0.265	186	0.263	188	0.262	191	0.261	191	0.259	182	0.257	183
New Zealand	0.396	112	0.410	110	0.409	110	0.284	181	0.285	181	0.285	169	0.284	170
Nicaragua	0.225	191	0.357	137	0.356	139	0.297	176	0.295	178	0.234	191	0.232	192
Niger	0.431	92	0.433	92	0.434	93	0.432	110	0.435	108	0.436	88	0.438	86
Nigeria	0.442	84	0.384	124	0.382	126	0.321	167	0.321	166	0.443	81	0.441	81
Niue	0.600	5	0.480	67	0.478	69	0.354	148	0.356	147	0.541	25	0.542	24
North Macedonia	0.422	97	0.421	98	0.419	104	0.414	120	0.412	119	0.411	101	0.407	102
Norway	0.449	78	0.449	82	0.450	84	0.456	94	0.457	91	0.455	74	0.457	73
Oman	0.216	194	0.344	149	0.341	150	0.459	92	0.461	89	0.458	71	0.458	71
Pakistan	0.243	187	0.182	204	0.174	207	0.172	208	0.169	209	0.167	209	0.161	209
Palau	0.405	104	0.410	109	0.471	77	0.536	37	0.542	32	0.538	27	0.543	22
Palestinian Territories	0.255	184	0.263	191	0.272	185	0.274	186	0.276	185	0.278	173	0.285	169
Panama	0.253	185	0.390	122	0.386	123	0.383	136	0.379	140	0.376	124	0.372	124
Papua New Guinea	0.360	128	0.492	57	0.488	60	0.614	4	0.620	3	0.367	127	0.362	129
Paraguay	0.492	55	0.363	133	0.358	138	0.355	147	0.350	150	0.348	136	0.345	137
Peru	0.231	189	0.357	138	0.353	141	0.476	80	0.472	80	0.345	137	0.342	138
Philippines	0.433	90	0.290	174	0.283	175	0.403	124	0.396	129	0.268	180	0.259	182

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Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Poland	0.469	73	0.346	147	0.347	146	0.470	87	0.469	82	0.458	70	0.460	70
Portugal	0.279	165	0.364	131	0.364	133	0.368	143	0.370	143	0.365	131	0.361	130
Qatar	0.378	120	0.383	125	0.385	124	0.376	142	0.369	144	0.353	133	0.350	135
Republic of Korea	0.345	133	0.352	140	0.328	156	0.326	160	0.327	161	0.186	206	0.160	210
Republic of Moldova	0.477	64	0.480	68	0.482	63	0.608	5	0.608	5	0.482	55	0.482	55
Romania	0.363	126	0.482	63	0.472	75	0.471	86	0.466	86	0.460	69	0.454	74
Russian Federation	0.424	95	0.550	23	0.542	29	0.541	33	0.537	34	0.537	28	0.534	28
Rwanda	0.592	10	0.478	70	0.472	76	0.595	10	0.600	8	0.471	64	0.474	60
St Kitts and Nevis	0.323	143	0.324	159	0.319	163	0.318	168	0.316	170	0.315	156	0.312	159
Saint Lucia	0.286	160	0.410	108	0.411	108	0.536	36	0.535	35	0.409	102	0.409	100
St Vincent and the Grenadines	0.371	123	0.372	129	0.361	136	0.486	70	0.482	71	0.478	58	0.476	59
Samoa	0.284	161	0.298	171	0.300	171	0.430	111	0.437	106	0.438	84	0.440	82
San Marino	0.257	183	0.382	126	0.389	121	0.516	53	0.518	46	0.516	38	0.514	39
Sao Tome and Principe	0.332	139	0.333	154	0.329	155	0.329	159	0.325	164	0.323	147	0.321	149
Saudi Arabia	0.376	121	0.403	113	0.396	119	0.389	133	0.384	136	0.395	108	0.401	103
Senegal	0.300	153	0.302	169	0.301	170	0.426	113	0.427	115	0.429	93	0.429	92
Serbia	0.221	192	0.287	175	0.283	176	0.414	119	0.411	120	0.420	97	0.408	101
Seychelles	0.545	25	0.546	27	0.546	27	0.546	27	0.547	27	0.421	96	0.421	96
Sierra Leone	0.474	68	0.478	71	0.480	65	0.357	146	0.358	146	0.483	54	0.478	57
Singapore	0.563	15	0.565	14	0.567	14	0.567	17	0.568	16	0.566	12	0.563	12

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Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Sint Maarten	0.212	196	0.215	194	0.212	195	0.211	198	0.209	198	0.207	198	0.205	200
Slovakia	0.573	11	0.574	8	0.574	8	0.573	13	0.573	13	0.574	9	0.574	9
Slovenia	0.552	20	0.552	21	0.552	21	0.552	23	0.552	22	0.550	18	0.551	18
Solomon Islands	0.416	101	0.418	103	0.420	101	0.425	114	0.431	112	0.430	91	0.492	52
Somalia	0.344	135	0.345	148	0.345	147	0.344	152	0.344	155	0.339	139	0.338	141
South Africa	0.365	125	0.312	168	0.311	169	0.448	97	0.450	95	0.326	146	0.326	147
South Sudan	0.333	138	0.334	153	0.330	154	0.330	158	0.330	159	0.456	73	0.458	72
Spain	0.522	38	0.535	34	0.536	33	0.540	34	0.550	23	0.552	15	0.555	15
Sri Lanka	0.477	66	0.351	142	0.347	145	0.337	155	0.332	158	0.453	75	0.450	76
Sudan	0.276	168	0.280	177	0.279	178	0.405	122	0.404	123	0.276	175	0.274	177
Suriname	0.418	99	0.426	96	0.420	102	0.296	178	0.299	176	0.298	167	0.289	167
Sweden	0.569	12	0.325	157	0.327	157	0.461	90	0.464	88	0.593	6	0.597	4
Switzerland	0.526	36	0.528	35	0.526	35	0.525	43	0.527	40	0.527	33	0.526	32
Syrian Arab Republic	0.200	203	0.203	201	0.202	202	0.201	205	0.205	205	0.202	205	0.199	207
Taiwan	0.278	166	0.277	179	0.276	180	0.277	184	0.275	186	0.274	179	0.275	176
Tajikistan	0.494	53	0.362	136	0.361	137	0.353	149	0.350	151	0.348	135	0.346	136
Thailand	0.426	93	0.544	28	0.540	30	0.536	38	0.533	39	0.526	34	0.518	36
Timor-Leste	0.513	44	0.512	46	0.511	45	0.382	137	0.381	139	0.378	123	0.373	123
Togo	0.596	6	0.350	144	0.348	144	0.349	150	0.346	153	0.528	32	0.523	35
Tokelau	0.269	175	0.265	186	0.263	188	0.262	191	0.261	191	0.259	182	0.257	183
Tonga	0.488	56	0.490	58	0.485	61	0.486	71	0.487	68	0.238	190	0.236	191

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Health and Wellbeing for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Trinidad and Tobago	0.300	154	0.434	91	0.431	96	0.434	108	0.432	110	0.426	94	0.428	93
Tunisia	0.508	45	0.500	54	0.498	52	0.490	67	0.490	66	0.366	130	0.360	133
Turkey	0.436	88	0.442	86	0.445	88	0.440	104	0.441	103	0.436	87	0.434	89
Turkmenistan	0.592	8	0.596	6	0.596	6	0.599	9	0.597	9	0.599	5	0.595	6
Tuvalu	0.502	47	0.261	193	0.262	192	0.515	54	0.516	47	0.392	112	0.390	113
Uganda	0.305	152	0.185	203	0.182	204	0.304	174	0.303	174	0.305	162	0.311	160
Ukraine	0.357	130	0.611	2	0.606	3	0.605	7	0.601	7	0.602	4	0.596	5
United Arab Emirates	0.319	146	0.351	141	0.332	153	0.342	154	0.352	149	0.331	144	0.305	163
United Kingdom	0.532	34	0.542	30	0.546	26	0.549	25	0.550	24	0.551	17	0.553	16
United Republic of Tanzania	0.197	204	0.325	158	0.323	160	0.321	165	0.382	137	0.382	120	0.381	118
United States of America	0.496	52	0.510	47	0.508	46	0.513	56	0.513	51	0.515	39	0.516	37
Uruguay	0.212	195	0.351	143	0.349	142	0.348	151	0.347	152	0.226	192	0.223	193
Uzbekistan	0.535	32	0.408	111	0.407	111	0.522	47	0.511	54	0.502	47	0.493	51
Vanuatu	0.362	127	0.169	208	0.164	209	0.170	209	0.179	208	0.181	207	0.206	199
Venezuela	0.143	210	0.149	210	0.152	210	0.402	125	0.400	126	0.396	107	0.391	112
Vietnam	0.391	115	0.390	121	0.382	127	0.501	60	0.496	60	0.366	129	0.361	131
Yemen	0.272	170	0.272	184	0.269	186	0.267	190	0.265	190	0.322	149	0.315	156
Zambia	0.445	81	0.573	10	0.572	10	0.572	14	0.451	94	0.321	152	0.319	151
Zimbabwe	0.556	19	0.431	93	0.366	132	0.303	175	0.302	175	0.298	166	0.297	165

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Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Afghanistan	0.000	209	0.000	209	0.000	209	0.000	209	0.000	209	0.000	209	0.000	209
Aland Islands	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193
Albania	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57
Algeria	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57
Andorra	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35
Angola	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Anguilla	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Antigua and Barbuda	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Argentina	0.855	4	0.855	4	0.855	4	0.855	4	0.855	4	0.855	4	0.855	4
Armenia	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60
Aruba	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Australia	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105
Austria	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
Azerbaijan	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60
Bahamas	0.816	11	0.816	11	0.816	11	0.816	11	0.816	11	0.816	11	0.816	11
Bahrain	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95
Bangladesh	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67
Barbados	0.763	14	0.763	14	0.763	14	0.763	14	0.763	14	0.763	14	0.763	14
Belarus	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
Belgium	0.263	139	0.263	139	0.263	139	0.263	139	0.263	139	0.263	139	0.263	139

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Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Belize	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67
Benin	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Bhutan	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Bolivia	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Bosnia and Herzegovina	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108
Botswana	0.855	4	0.855	4	0.855	4	0.855	4	0.855	4	0.855	4	0.855	4
Brazil	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132
British Virgin Islands	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Brunei Darussalam	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Bulgaria	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Burkina Faso	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129
Burundi	0.092	196	0.092	196	0.092	196	0.092	196	0.092	196	0.092	196	0.092	196
Cape Verde	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Cambodia	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35
Cameroon	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7
Canada	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35
Cayman Islands	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129
Central African Republic	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Chad	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
Chile	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95

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Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
China	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60
Colombia	0.579	45	0.579	45	0.579	45	0.579	45	0.579	45	0.579	45	0.579	45
Comoros	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108
Congo	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Cook Islands	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Costa Rica	0.487	77	0.487	77	0.487	77	0.487	77	0.487	77	0.487	77	0.487	77
Cote d'Ivoire	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51
Croatia	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Cuba	0.487	77	0.487	77	0.487	77	0.487	77	0.487	77	0.487	77	0.487	77
Curaçao	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129	0.342	129
Cyprus	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24
Czech Republic	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132
Democratic People's Republic of Korea	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Democratic Republic of the Congo	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40
Denmark	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Djibouti	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Dominica	0.671	20	0.671	20	0.671	20	0.671	20	0.671	20	0.671	20	0.671	20
Dominican Republic	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40

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Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Ecuador	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132
Egypt	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
El Salvador	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Equatorial Guinea	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15
Eritrea	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Estonia	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27
Eswatini	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
Ethiopia	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Faroes	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Fiji	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Finland	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40
France	0.658	22	0.658	22	0.658	22	0.658	22	0.658	22	0.658	22	0.658	22
Gabon	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
Gambia	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132
Georgia	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47
Germany	0.671	20	0.671	20	0.671	20	0.671	20	0.671	20	0.671	20	0.671	20
Ghana	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108
Greece	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Grenada	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140

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Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Guatemala	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67
Guinea	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Guinea-Bissau	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Guyana	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Haiti	0.066	197	0.066	197	0.066	197	0.066	197	0.066	197	0.066	197	0.066	197
Honduras	0.579	45	0.579	45	0.579	45	0.579	45	0.579	45	0.579	45	0.579	45
Hong Kong	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Hungary	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Iceland	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31
India	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40
Indonesia	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193
Iran	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
Iraq	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Ireland	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60
Israel	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Italy	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27
Jamaica	0.921	1	0.921	1	0.921	1	0.921	1	0.921	1	0.921	1	0.921	1
Japan	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105
Jordan	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Kazakhstan	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140

(*Continued*)

Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Kenya	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7
Kiribati	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Kosovo	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Kuwait	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47
Kyrgyzstan	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132	0.316	132
Laos People's Democratic Republic	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101
Latvia	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35
Lebanon	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108
Lesotho	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51
Liberia	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Libya	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67
Lithuania	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60
Luxembourg	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Macau, China	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Madagascar	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101
Malawi	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Malaysia	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15
Maldives	0.355	127	0.355	127	0.355	127	0.355	127	0.355	127	0.355	127	0.355	127
Mali	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140

(*Continued*)

Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Malta	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Marshall Islands	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Mauritania	0.276	137	0.276	137	0.276	137	0.276	137	0.276	137	0.276	137	0.276	137
Mauritius	0.842	6	0.842	6	0.842	6	0.842	6	0.842	6	0.842	6	0.842	6
Mexico	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95
Micronesia (Federated States of)	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Monaco	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Mongolia	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31
Montenegro	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Montserrat	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Morocco	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51
Mozambique	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
Myanmar	0.408	115	0.408	115	0.408	115	0.408	115	0.408	115	0.408	115	0.408	115
Namibia	0.684	19	0.684	19	0.684	19	0.684	19	0.684	19	0.684	19	0.684	19
Nauru	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Nepal	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193	0.105	193
Netherlands	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51
New Caledonia	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
New Zealand	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116

(*Continued*)

Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Nicaragua	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40	0.592	40
Niger	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Nigeria	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108
Niue	0.276	137	0.276	137	0.276	137	0.276	137	0.276	137	0.276	137	0.276	137
North Macedonia	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67
Norway	0.658	22	0.658	22	0.658	22	0.658	22	0.658	22	0.658	22	0.658	22
Oman	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Pakistan	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Palau	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Palestinian Territories	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35	0.605	35
Panama	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Papua New Guinea	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31
Paraguay	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67
Peru	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101
Philippines	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Poland	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95
Portugal	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27
Qatar	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47
Republic of Korea	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95
Republic of Moldova	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198

(*Continued*)

Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Romania	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Russian Federation	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24
Rwanda	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7
St Kitts and Nevis	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101	0.447	101
Saint Lucia	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
St Vincent and the Grenadines	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Samoa	0.868	2	0.868	2	0.868	2	0.868	2	0.868	2	0.868	2	0.868	2
San Marino	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108
Sao Tome and Principe	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Saudi Arabia	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Senegal	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105	0.434	105
Serbia	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15	0.737	15
Seychelles	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7	0.829	7
Sierra Leone	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24	0.645	24
Singapore	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Sint Maarten	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Slovakia	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51
Slovenia	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60
Solomon Islands	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27	0.632	27

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Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Somalia	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
South Africa	0.803	13	0.803	13	0.803	13	0.803	13	0.803	13	0.803	13	0.803	13
South Sudan	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Spain	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51	0.553	51
Sri Lanka	0.816	11	0.816	11	0.816	11	0.816	11	0.816	11	0.816	11	0.816	11
Sudan	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Suriname	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108	0.421	108
Sweden	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31	0.618	31
Switzerland	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Syrian Arab Republic	0.000	209	0.000	209	0.000	209	0.000	209	0.000	209	0.000	209	0.000	209
Taiwan	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Tajikistan	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Thailand	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95	0.461	95
Timor-Leste	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116	0.368	116
Togo	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Tokelau	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Tonga	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Trinidad and Tobago	0.868	2	0.868	2	0.868	2	0.868	2	0.868	2	0.868	2	0.868	2
Tunisia	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67
Turkey	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57	0.539	57

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Quality Education and Lifelong Learning for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Turkmenistan	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Tuvalu	0.355	127	0.355	127	0.355	127	0.355	127	0.355	127	0.355	127	0.355	127
Uganda	0.724	18	0.724	18	0.724	18	0.724	18	0.724	18	0.724	18	0.724	18
Ukraine	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
United Arab Emirates	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
United Kingdom	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67	0.513	67
United Republic of Tanzania	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
United States of America	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Uruguay	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79	0.474	79
Uzbekistan	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Vanuatu	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198	0.053	198
Venezuela	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Vietnam	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60	0.526	60
Yemen	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Zambia	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140	0.158	140
Zimbabwe	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47	0.566	47

Economic Growth and Productive Employment for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Aland Islands	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Albania	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Andorra	0.182	28	0.212	26	0.273	8	0.273	8	0.182	29	0.212	24	0.212	25
Armenia	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Austria	0.121	38	0.121	38	0.121	41	0.121	40	0.091	44	0.091	42	0.121	43
Azerbaijan	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Belarus	0.091	42	0.121	38	0.061	49	0.030	50	0.121	40	0.091	42	0.030	50
Belgium	0.152	31	0.152	36	0.182	31	0.182	33	0.152	33	0.152	37	0.152	36
Bosnia and Herzegovina	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Bulgaria	0.091	42	0.121	38	0.061	49	0.030	50	0.121	40	0.091	42	0.030	50
Croatia	0.242	8	0.212	26	0.182	31	0.212	30	0.212	25	0.182	33	0.182	34
Cyprus	0.152	31	0.182	31	0.152	37	0.212	30	0.182	29	0.091	42	0.121	43
Czech Republic	0.212	11	0.273	7	0.303	5	0.273	8	0.242	8	0.212	24	0.273	8
Denmark	0.152	31	0.152	36	0.182	31	0.182	33	0.152	33	0.152	37	0.152	36
Estonia	0.273	6	0.364	4	0.364	4	0.394	4	0.333	4	0.424	4	0.333	4
Faroes	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Finland	0.212	11	0.242	9	0.273	8	0.273	8	0.242	8	0.242	9	0.212	25
France	0.242	8	0.242	9	0.242	14	0.242	14	0.212	25	0.212	24	0.242	9
Georgia	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Germany	0.091	42	0.091	45	0.121	41	0.121	40	0.121	40	0.091	42	0.091	47

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Economic Growth and Productive Employment for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Greece	0.152	31	0.182	31	0.212	28	0.212	30	0.212	25	0.212	24	0.242	9
Hungary	0.667	2	0.697	2	0.576	2	0.636	2	0.697	2	0.485	2	0.455	2
Iceland	0.848	1	0.939	1	1.000	1	0.970	1	0.939	1	0.909	1	0.939	1
Ireland	0.061	47	0.061	49	0.061	49	0.091	47	0.061	49	0.061	49	0.061	49
Israel	0.000	50	0.091	45	0.121	41	0.091	47	0.061	49	0.212	24	0.212	25
Italy	0.091	42	0.091	45	0.091	46	0.121	40	0.091	44	0.091	42	0.091	47
Kosovo	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Latvia	0.152	31	0.182	31	0.182	31	0.121	40	0.091	44	0.091	42	0.152	36
Lithuania	0.091	42	0.121	38	0.121	41	0.152	37	0.152	33	0.182	33	0.212	25
Luxembourg	0.303	4	0.303	5	0.303	5	0.303	5	0.273	7	0.273	6	0.303	5
Malta	0.000	50	0.091	45	0.121	41	0.091	47	0.061	49	0.212	24	0.212	25
Monaco	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Montenegro	0.667	2	0.697	2	0.576	2	0.636	2	0.697	2	0.485	2	0.455	2
Netherlands	0.303	4	0.303	5	0.303	5	0.303	5	0.303	5	0.273	6	0.303	5
North Macedonia	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Norway	0.182	28	0.212	26	0.212	28	0.242	14	0.212	25	0.212	24	0.212	25
Poland	0.182	28	0.212	26	0.273	8	0.273	8	0.182	29	0.212	24	0.212	25

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Economic Growth and Productive Employment for All														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Portugal	0.121	38	0.121	38	0.152	37	0.152	37	0.152	33	0.182	33	0.152	36
Republic of Moldova	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Romania	0.152	31	0.182	31	0.182	31	0.182	33	0.152	33	0.152	37	0.152	36
Russian Federation	0.152	31	0.182	31	0.182	31	0.182	33	0.152	33	0.152	37	0.152	36
San Marino	0.121	38	0.121	38	0.152	37	0.152	37	0.152	33	0.182	33	0.152	36
Serbia	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
Slovakia	0.061	47	0.061	49	0.091	46	0.121	40	0.091	44	0.061	49	0.121	43
Slovenia	0.121	38	0.121	38	0.152	37	0.121	40	0.121	40	0.121	41	0.182	34
Spain	0.212	11	0.212	26	0.212	28	0.242	14	0.182	29	0.212	24	0.212	25
Sweden	0.273	6	0.273	7	0.273	8	0.303	5	0.303	5	0.303	5	0.303	5
Switzerland	0.242	8	0.242	9	0.273	8	0.273	8	0.242	8	0.273	6	0.242	9
Turkey	0.061	47	0.061	49	0.091	46	0.121	40	0.091	44	0.061	49	0.121	43
Ukraine	0.205	15	0.225	13	0.232	15	0.238	17	0.219	12	0.215	11	0.222	12
United Kingdom	0.212	11	0.242	9	0.273	8	0.273	8	0.242	8	0.242	9	0.212	25

(*Continued*)

Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Afghanistan	0.575	74	0.585	68	0.594	64	0.603	60	0.635	51	0.616	53	0.623	50
Aland Islands	0.516	93	0.518	98	0.514	108	0.516	107	0.515	113	0.506	109	0.484	119
Albania	0.773	19	0.793	14	0.814	9	0.837	6	0.855	3	0.855	3	0.855	3
Algeria	0.602	58	0.598	60	0.601	56	0.609	56	0.606	64	0.601	61	0.603	59
Andorra	0.731	23	0.745	23	0.718	25	0.701	29	0.693	32	0.680	36	0.280	195
Angola	0.522	90	0.518	101	0.521	93	0.529	91	0.526	103	0.521	101	0.523	98
Anguilla	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Antigua and Barbuda	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Argentina	0.541	87	0.541	87	0.541	86	0.541	90	0.541	98	0.541	84	0.541	87
Armenia	0.533	89	0.553	83	0.574	73	0.597	63	0.615	59	0.615	56	0.615	53
Aruba	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Australia	0.771	20	0.766	19	0.772	17	0.757	18	0.753	19	0.683	34	0.683	34
Austria	0.458	125	0.501	114	0.473	128	0.451	138	0.501	120	0.451	136	0.451	134
Azerbaijan	0.346	168	0.346	179	0.346	179	0.346	177	0.346	184	0.346	184	0.346	173
Bahamas	0.197	204	0.197	208	0.197	209	0.197	209	0.197	209	0.197	209	0.197	208
Bahrain	0.811	9	0.825	8	0.798	13	0.781	14	0.773	16	0.760	18	0.360	171
Bangladesh	0.224	200	0.234	204	0.200	206	0.232	206	0.220	206	0.219	206	0.218	206
Barbados	0.848	2	0.848	2	0.848	4	0.848	3	0.848	4	0.848	4	0.848	4
Belarus	0.624	51	0.616	53	0.584	67	0.552	86	0.624	56	0.425	153	0.439	147

(*Continued*)

Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Belgium	0.491	114	0.486	118	0.492	119	0.477	128	0.473	130	0.403	159	0.403	155
Belize	0.397	153	0.414	148	0.415	148	0.461	132	0.478	128	0.481	124	0.490	117
Benin	0.380	158	0.380	162	0.380	161	0.380	162	0.380	169	0.380	169	0.380	165
Bhutan	0.224	200	0.234	204	0.200	206	0.232	206	0.220	206	0.219	206	0.218	206
Bolivia	0.313	185	0.390	157	0.374	165	0.460	134	0.408	160	0.380	167	0.380	163
Bosnia and Herzegovina	0.281	194	0.280	194	0.279	198	0.278	199	0.278	199	0.277	199	0.276	198
Botswana	0.585	67	0.554	81	0.539	88	0.498	117	0.498	122	0.498	113	0.498	114
Brazil	0.346	168	0.346	179	0.346	179	0.346	177	0.346	184	0.346	184	0.346	173
British Virgin Islands	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Brunei Darussalam	0.631	48	0.635	49	0.639	47	0.643	46	0.647	45	0.647	41	0.647	40
Bulgaria	0.776	18	0.776	18	0.776	16	0.776	16	0.776	15	0.776	15	0.776	15
Burkina Faso	0.402	147	0.398	150	0.401	155	0.409	156	0.406	162	0.401	160	0.403	156
Burundi	0.542	86	0.538	91	0.541	87	0.549	87	0.546	96	0.541	83	0.543	77
Cape Verde	0.330	183	0.330	185	0.330	185	0.330	184	0.330	190	0.330	190	0.330	188
Cambodia	0.792	14	0.792	15	0.792	14	0.792	13	0.792	13	0.792	13	0.792	11
Cameroon	0.642	44	0.638	46	0.641	44	0.649	42	0.646	46	0.641	42	0.643	41
Canada	0.474	118	0.525	96	0.576	71	0.627	51	0.627	53	0.627	50	0.627	48
Cayman Islands	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Central African Republic	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137
Chad	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137

(*Continued*)

Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Chile	0.399	151	0.397	155	0.410	152	0.437	151	0.451	141	0.432	151	0.432	149
China	0.813	7	0.833	5	0.854	3	0.877	1	0.895	1	0.895	1	0.895	1
Colombia	0.365	164	0.366	167	0.397	159	0.313	192	0.385	168	0.393	165	0.363	170
Comoros	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137
Congo	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137
Cook Islands	0.535	88	0.545	84	0.554	82	0.563	79	0.595	68	0.576	71	0.583	66
Costa Rica	0.808	10	0.808	11	0.808	11	0.808	11	0.808	11	0.808	9	0.808	9
Cote d'Ivoire	0.602	58	0.598	60	0.601	56	0.609	56	0.606	64	0.601	61	0.603	59
Croatia	0.497	103	0.497	116	0.497	115	0.497	118	0.497	123	0.497	114	0.497	115
Cuba	0.501	100	0.528	94	0.520	96	0.515	110	0.508	118	0.510	105	0.478	127
Curaçao	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Cyprus	0.594	61	0.594	63	0.594	62	0.594	64	0.594	69	0.594	65	0.594	63
Czech Republic	0.716	27	0.744	24	0.744	21	0.744	21	0.731	23	0.731	20	0.737	19
Democratic People's Republic of Korea	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78
Democratic Republic of the Congo	0.642	44	0.638	46	0.641	44	0.649	42	0.646	46	0.641	42	0.643	41
Denmark	0.556	81	0.556	80	0.556	81	0.556	84	0.541	97	0.556	79	0.563	73
Djibouti	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137
Dominica	0.180	206	0.238	200	0.295	192	0.320	186	0.458	137	0.475	126	0.506	103

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Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Dominican Republic	0.244	198	0.244	198	0.244	200	0.244	203	0.244	204	0.244	203	0.244	202
Ecuador	0.324	184	0.324	188	0.324	186	0.324	185	0.324	191	0.324	191	0.324	189
Egypt	0.572	75	0.572	75	0.572	74	0.572	76	0.572	78	0.572	73	0.572	70
El Salvador	0.264	195	0.274	195	0.240	201	0.272	200	0.260	200	0.259	200	0.258	199
Equatorial Guinea	0.290	192	0.290	192	0.290	196	0.290	196	0.290	197	0.290	197	0.290	193
Eritrea	0.500	102	0.500	115	0.500	114	0.500	116	0.500	121	0.500	112	0.500	113
Estonia	0.516	96	0.544	85	0.544	84	0.544	88	0.531	100	0.531	95	0.537	89
Eswatini	0.600	60	0.600	59	0.600	58	0.600	61	0.600	66	0.600	64	0.600	61
Ethiopia	0.380	158	0.380	162	0.380	161	0.380	162	0.380	169	0.380	169	0.380	165
Faroes	0.516	93	0.518	98	0.514	108	0.516	107	0.515	113	0.506	109	0.484	119
Fiji	0.348	167	0.348	178	0.348	178	0.348	176	0.348	183	0.348	174	0.348	172
Finland	0.804	12	0.806	13	0.821	8	0.830	7	0.826	7	0.814	7	0.814	7
France	0.830	4	0.830	6	0.830	6	0.830	7	0.816	8	0.801	11	0.787	12
Gabon	0.453	131	0.530	93	0.514	98	0.600	62	0.548	94	0.520	103	0.520	100
Gambia	0.380	158	0.380	162	0.380	161	0.380	162	0.380	169	0.380	169	0.380	165
Georgia	0.808	10	0.808	11	0.808	11	0.808	11	0.808	11	0.808	9	0.808	9
Germany	0.723	24	0.723	25	0.723	23	0.723	25	0.676	38	0.723	21	0.723	20
Ghana	0.632	47	0.632	50	0.632	48	0.632	49	0.632	52	0.632	49	0.632	47
Greece	0.516	96	0.544	85	0.544	84	0.544	88	0.531	100	0.531	95	0.537	89
Grenada	0.576	73	0.576	72	0.576	70	0.576	73	0.576	77	0.576	72	0.576	69

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Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Guatemala	0.504	99	0.510	103	0.508	112	0.509	113	0.510	116	0.507	108	0.503	112
Guinea	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137
Guinea-Bissau	0.482	115	0.478	119	0.481	120	0.489	120	0.486	125	0.481	121	0.483	122
Guyana	0.180	206	0.238	200	0.295	192	0.320	186	0.458	137	0.475	126	0.506	103
Haiti	0.544	82	0.538	88	0.531	90	0.526	93	0.526	105	0.526	98	0.526	94
Honduras	0.584	68	0.590	67	0.588	66	0.589	70	0.590	72	0.587	68	0.583	67
Hong Kong	0.661	40	0.658	41	0.651	43	0.666	39	0.680	37	0.637	48	0.651	39
Hungary	0.301	189	0.301	191	0.301	191	0.301	195	0.301	196	0.301	196	0.301	192
Iceland	0.721	26	0.718	26	0.711	27	0.726	24	0.740	22	0.697	29	0.711	23
India	0.470	120	0.470	123	0.470	129	0.470	129	0.470	131	0.470	130	0.470	129
Indonesia	0.375	162	0.382	161	0.404	154	0.418	153	0.450	144	0.450	137	0.450	135
Iran	0.241	199	0.240	199	0.239	204	0.238	204	0.238	205	0.237	204	0.236	204
Iraq	0.264	195	0.274	195	0.240	201	0.272	200	0.260	200	0.259	200	0.258	199
Ireland	0.497	103	0.497	116	0.497	115	0.497	118	0.497	123	0.497	114	0.497	115
Israel	0.572	76	0.572	73	0.564	77	0.573	74	0.588	73	0.553	80	0.535	91
Italy	0.594	61	0.594	63	0.594	62	0.594	64	0.594	69	0.594	65	0.594	63
Jamaica	0.785	15	0.754	20	0.739	22	0.698	31	0.698	28	0.698	28	0.698	29
Japan	0.557	79	0.557	79	0.557	80	0.557	82	0.557	83	0.557	78	0.557	76
Jordan	0.180	206	0.238	200	0.295	192	0.320	186	0.458	137	0.475	126	0.506	103
Kazakhstan	0.616	53	0.616	51	0.616	52	0.616	52	0.616	57	0.616	54	0.616	51

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Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Kenya	0.752	22	0.752	21	0.752	20	0.752	20	0.752	20	0.752	19	0.752	18
Kiribati	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78
Kosovo	0.516	93	0.518	98	0.514	108	0.516	107	0.515	113	0.506	109	0.484	119
Kuwait	0.341	179	0.341	181	0.341	181	0.341	179	0.341	186	0.341	186	0.341	184
Kyrgyzstan	0.397	153	0.414	148	0.415	148	0.461	132	0.478	128	0.481	124	0.490	117
Laos People's Democratic Republic	0.455	126	0.465	125	0.474	123	0.483	123	0.515	108	0.496	116	0.503	107
Latvia	0.697	30	0.697	31	0.697	31	0.697	32	0.697	29	0.697	30	0.697	30
Lebanon	0.612	55	0.612	56	0.612	54	0.612	54	0.612	61	0.612	58	0.612	55
Lesotho	0.642	44	0.638	46	0.641	44	0.649	42	0.646	46	0.641	42	0.643	41
Liberia	0.460	124	0.460	132	0.460	132	0.460	136	0.460	136	0.460	135	0.460	133
Libya	0.385	156	0.386	160	0.417	147	0.333	183	0.405	166	0.413	156	0.383	162
Lithuania	0.697	30	0.697	31	0.697	31	0.697	32	0.697	29	0.697	30	0.697	30
Luxembourg	0.468	121	0.476	122	0.495	117	0.510	112	0.527	102	0.527	97	0.527	93
Macau, China	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78
Madagascar	0.682	36	0.678	36	0.681	35	0.689	36	0.686	35	0.681	35	0.683	36
Malawi	0.380	158	0.380	162	0.380	161	0.380	162	0.380	169	0.380	169	0.380	165
Malaysia	0.848	2	0.848	2	0.848	4	0.848	3	0.848	4	0.848	4	0.848	4
Maldives	0.301	190	0.328	186	0.320	187	0.315	190	0.308	194	0.310	192	0.278	196
Mali	0.402	147	0.398	150	0.401	155	0.409	156	0.406	162	0.401	160	0.403	156

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Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Malta	0.572	76	0.572	73	0.564	77	0.573	74	0.588	73	0.553	80	0.535	91
Marshall Islands	0.308	187	0.308	189	0.308	189	0.308	193	0.308	192	0.308	194	0.308	190
Mauritania	0.544	82	0.538	88	0.531	90	0.526	93	0.526	105	0.526	98	0.526	94
Mauritius	0.856	1	0.856	1	0.856	2	0.856	2	0.856	2	0.856	2	0.856	2
Mexico	0.441	143	0.440	136	0.439	144	0.438	150	0.438	157	0.437	149	0.436	148
Micronesia (Federated States of)	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78
Monaco	0.556	80	0.558	78	0.554	83	0.556	83	0.555	93	0.546	82	0.524	97
Mongolia	0.380	157	0.438	137	0.495	118	0.520	106	0.658	43	0.675	38	0.706	26
Montenegro	0.341	179	0.341	181	0.341	181	0.341	179	0.341	186	0.341	186	0.341	184
Montserrat	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Morocco	0.593	63	0.670	38	0.654	42	0.740	22	0.688	34	0.660	39	0.660	37
Mozambique	0.402	147	0.398	150	0.401	155	0.409	156	0.406	162	0.401	160	0.403	156
Myanmar	0.660	41	0.660	39	0.660	39	0.660	41	0.660	42	0.660	40	0.660	38
Namibia	0.700	29	0.700	30	0.700	29	0.700	30	0.700	27	0.700	26	0.700	27
Nauru	0.353	166	0.430	147	0.414	150	0.500	115	0.448	145	0.420	154	0.420	152
Nepal	0.592	65	0.592	65	0.592	65	0.592	66	0.592	71	0.592	67	0.592	65
Netherlands	0.697	30	0.697	31	0.697	31	0.697	32	0.697	29	0.697	30	0.697	30
New Caledonia	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78
New Zealand	0.593	64	0.592	66	0.595	61	0.591	69	0.613	60	0.613	57	0.613	54
Nicaragua	0.544	85	0.554	82	0.520	95	0.552	85	0.540	99	0.539	85	0.538	88

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Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Niger	0.482	115	0.478	119	0.481	120	0.489	120	0.486	125	0.481	121	0.483	122
Nigeria	0.584	69	0.578	69	0.571	75	0.566	77	0.566	79	0.566	74	0.566	71
Niue	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78
North Macedonia	0.444	133	0.444	135	0.444	134	0.444	149	0.444	156	0.444	139	0.444	136
Norway	0.803	13	0.815	9	0.713	26	0.723	26	0.747	21	0.713	23	0.713	22
Oman	0.337	182	0.337	184	0.337	184	0.337	182	0.337	189	0.337	189	0.337	187
Pakistan	0.455	126	0.465	125	0.474	123	0.483	123	0.515	108	0.496	116	0.503	107
Palau	0.616	53	0.616	51	0.616	52	0.616	52	0.616	57	0.616	54	0.616	51
Palestinian Territories	0.824	6	0.838	4	0.859	1	0.841	5	0.842	6	0.841	6	0.841	6
Panama	0.197	204	0.197	208	0.197	209	0.197	209	0.197	209	0.197	209	0.197	208
Papua New Guinea	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78
Paraguay	0.508	98	0.508	104	0.508	113	0.508	114	0.508	117	0.508	107	0.508	102
Peru	0.501	100	0.528	94	0.520	96	0.515	110	0.508	118	0.510	105	0.478	127
Philippines	0.645	43	0.614	55	0.599	60	0.558	81	0.558	82	0.558	77	0.558	75
Poland	0.691	35	0.705	29	0.678	36	0.661	40	0.653	44	0.640	47	0.240	203
Portugal	0.399	151	0.397	155	0.410	152	0.437	151	0.451	141	0.432	151	0.432	149
Qatar	0.777	17	0.777	17	0.777	15	0.777	15	0.777	14	0.777	14	0.777	14
Republic of Korea	0.660	42	0.660	40	0.670	38	0.670	38	0.685	36	0.699	27	0.699	28
Republic of Moldova	0.301	190	0.328	186	0.320	187	0.315	190	0.308	194	0.310	192	0.278	196

(*Continued*)

Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Romania	0.691	34	0.695	34	0.699	30	0.703	28	0.707	26	0.707	25	0.707	25
Russian Federation	0.591	66	0.595	62	0.599	59	0.603	59	0.607	63	0.607	60	0.607	58
Rwanda	0.784	16	0.778	16	0.771	18	0.766	17	0.766	18	0.766	17	0.766	17
St Kitts and Nevis	0.341	179	0.341	181	0.341	181	0.341	179	0.341	186	0.341	186	0.341	184
Saint Lucia	0.812	8	0.812	10	0.812	10	0.812	10	0.812	10	0.812	8	0.812	8
St Vincent and the Grenadines	0.284	193	0.284	193	0.284	197	0.284	197	0.284	198	0.284	198	0.284	194
Samoa	0.517	92	0.534	92	0.535	89	0.581	71	0.598	67	0.601	63	0.610	57
San Marino	0.359	165	0.357	168	0.370	168	0.397	160	0.411	159	0.392	166	0.392	161
Sao Tome and Principe	0.560	78	0.560	77	0.560	79	0.560	80	0.560	81	0.560	76	0.560	74
Saudi Arabia	0.199	203	0.197	210	0.210	205	0.237	205	0.251	203	0.232	205	0.232	205
Senegal	0.482	115	0.478	119	0.481	120	0.489	120	0.486	125	0.481	121	0.483	122
Serbia	0.708	28	0.708	28	0.708	28	0.708	27	0.708	25	0.708	24	0.708	24
Seychelles	0.664	38	0.656	42	0.624	49	0.592	67	0.664	39	0.465	132	0.479	125
Sierra Leone	0.462	123	0.458	133	0.461	131	0.469	130	0.466	133	0.461	134	0.463	132
Singapore	0.577	72	0.577	71	0.577	69	0.577	72	0.577	76	0.577	70	0.577	68
Sint Maarten	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Slovakia	0.583	71	0.569	76	0.583	68	0.604	58	0.584	75	0.585	69	0.600	62
Slovenia	0.418	144	0.461	130	0.433	145	0.411	154	0.461	134	0.411	157	0.411	153
Solomon Islands	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78

(*Continued*)

Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Somalia	0.522	90	0.518	101	0.521	93	0.529	91	0.526	103	0.521	101	0.523	98
South Africa	0.405	146	0.388	159	0.412	151	0.460	137	0.444	155	0.418	155	0.425	151
South Sudan	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137
Spain	0.830	4	0.830	6	0.830	6	0.830	7	0.816	8	0.801	11	0.787	12
Sri Lanka	0.201	202	0.200	206	0.199	208	0.198	208	0.198	208	0.197	208	0.196	210
Sudan	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137
Suriname	0.444	132	0.450	134	0.448	133	0.449	148	0.450	143	0.447	138	0.443	146
Sweden	0.676	37	0.676	37	0.676	37	0.676	37	0.661	41	0.676	37	0.683	35
Switzerland	0.603	57	0.615	54	0.513	111	0.522	105	0.547	95	0.513	104	0.513	101
Syrian Arab Republic	0.624	49	0.638	44	0.659	40	0.641	47	0.642	49	0.641	45	0.641	44
Taiwan	0.455	126	0.465	125	0.474	123	0.483	123	0.515	108	0.496	116	0.503	107
Tajikistan	0.264	195	0.274	195	0.240	201	0.272	200	0.260	200	0.259	200	0.258	199
Thailand	0.664	38	0.656	42	0.624	49	0.592	67	0.664	39	0.465	132	0.479	125
Timor-Leste	0.455	126	0.465	125	0.474	123	0.483	123	0.515	108	0.496	116	0.503	107
Togo	0.544	82	0.538	88	0.531	90	0.526	93	0.526	105	0.526	98	0.526	94
Tokelau	0.495	105	0.505	105	0.514	99	0.523	96	0.555	84	0.536	86	0.543	78
Tonga	0.180	206	0.238	200	0.295	192	0.320	186	0.458	137	0.475	126	0.506	103
Trinidad and Tobago	0.397	155	0.397	154	0.397	160	0.397	160	0.397	167	0.397	164	0.397	160

(*Continued*)

Peaceful, Inclusive and Equitable Societies														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Tunisia	0.468	122	0.468	124	0.468	130	0.468	131	0.468	132	0.468	131	0.468	130
Turkey	0.623	52	0.609	58	0.623	51	0.644	45	0.624	55	0.625	52	0.640	46
Turkmenistan	0.140	210	0.198	207	0.255	199	0.280	198	0.418	158	0.435	150	0.466	131
Tuvalu	0.370	163	0.370	166	0.370	167	0.370	166	0.370	173	0.370	173	0.370	169
Uganda	0.584	69	0.578	69	0.571	75	0.566	77	0.566	79	0.566	74	0.566	71
Ukraine	0.308	187	0.308	189	0.308	189	0.308	193	0.308	192	0.308	194	0.308	190
United Arab Emirates	0.474	118	0.525	96	0.576	71	0.630	50	0.627	53	0.627	50	0.627	48
United Kingdom	0.753	21	0.752	22	0.755	19	0.753	19	0.773	17	0.773	16	0.773	16
United Republic of Tanzania	0.402	147	0.398	150	0.401	155	0.409	156	0.406	162	0.401	160	0.403	156
United States of America	0.418	144	0.461	130	0.433	145	0.411	154	0.461	134	0.411	157	0.411	153
Uruguay	0.344	170	0.350	169	0.348	169	0.349	167	0.350	174	0.347	175	0.343	175
Uzbekistan	0.692	33	0.692	35	0.692	34	0.692	35	0.692	33	0.692	33	0.692	33
Vanuatu	0.455	126	0.465	125	0.474	123	0.483	123	0.515	108	0.496	116	0.503	107
Venezuela	0.313	185	0.390	157	0.374	165	0.460	134	0.408	160	0.380	167	0.380	163
Vietnam	0.612	55	0.612	56	0.612	54	0.612	54	0.612	61	0.612	58	0.612	55
Yemen	0.624	49	0.638	44	0.659	40	0.641	47	0.642	49	0.641	45	0.641	44
Zambia	0.442	134	0.438	138	0.441	135	0.449	139	0.446	146	0.441	140	0.443	137
Zimbabwe	0.722	25	0.718	27	0.721	24	0.729	23	0.726	24	0.721	22	0.723	21

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Afghanistan	0.013	209	0.000	210	0.011	209	0.009	209	0.014	209	0.006	209	0.005	209
Aland Islands	0.227	131	0.220	134	0.229	133	0.239	133	0.244	136	0.239	140	0.245	131
Albania	0.666	43	0.654	48	0.729	31	0.811	15	0.756	32	0.772	24	0.789	21
Algeria	0.657	48	0.661	43	0.664	47	0.668	48	0.672	49	0.676	48	0.680	47
Andorra	0.727	30	0.720	30	0.729	33	0.739	33	0.744	36	0.739	38	0.745	35
Angola	0.054	206	0.055	206	0.055	206	0.056	206	0.056	207	0.057	207	0.057	207
Anguilla	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79
Antigua and Barbuda	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79
Argentina	0.738	25	0.738	27	0.742	27	0.742	32	0.774	21	0.777	19	0.782	26
Armenia	0.191	155	0.152	182	0.129	192	0.163	184	0.176	176	0.152	186	0.178	176
Aruba	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79
Australia	0.268	107	0.259	110	0.248	121	0.255	119	0.251	133	0.285	112	0.285	113
Austria	0.212	143	0.209	146	0.206	152	0.233	139	0.228	147	0.252	134	0.229	146
Azerbaijan	0.343	71	0.344	71	0.344	73	0.344	75	0.356	70	0.330	82	0.354	71
Bahamas	0.059	205	0.061	204	0.062	205	0.064	205	0.066	206	0.067	206	0.069	206
Bahrain	0.736	26	0.717	33	0.716	35	0.751	27	0.759	28	0.764	29	0.737	36
Bangladesh	0.093	197	0.061	204	0.089	200	0.086	199	0.155	186	0.094	200	0.107	200
Barbados	0.403	62	0.407	61	0.379	65	0.364	68	0.331	81	0.305	101	0.280	114
Belarus	0.350	68	0.363	67	0.339	74	0.348	73	0.365	69	0.333	80	0.319	91
Belgium	0.232	127	0.240	120	0.240	128	0.258	117	0.270	115	0.253	133	0.260	128
Belize	0.314	87	0.335	73	0.357	70	0.379	66	0.400	65	0.422	65	0.443	65

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Benin	0.175	167	0.175	166	0.175	170	0.175	178	0.175	179	0.175	178	0.175	178
Bhutan	0.137	188	0.133	190	0.134	191	0.113	198	0.123	196	0.136	192	0.104	202
Bolivia	0.216	139	0.189	159	0.219	141	0.203	164	0.224	151	0.204	163	0.216	154
Bosnia and Herzegovina	0.122	193	0.122	193	0.183	164	0.177	177	0.173	181	0.133	194	0.166	183
Botswana	0.428	60	0.433	60	0.438	60	0.449	60	0.439	60	0.454	59	0.461	59
Brazil	0.279	104	0.280	103	0.282	106	0.279	110	0.262	119	0.276	121	0.285	112
British Virgin Islands	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79
Brunei Darussalam	0.262	111	0.274	105	0.254	119	0.235	138	0.278	113	0.309	97	0.237	141
Bulgaria	0.288	92	0.315	79	0.296	97	0.294	104	0.317	98	0.283	115	0.303	103
Burkina Faso	0.165	174	0.165	171	0.165	175	0.165	183	0.165	184	0.165	181	0.165	184
Burundi	0.179	163	0.179	162	0.179	166	0.179	174	0.179	173	0.179	175	0.179	175
Cabo Verde	0.164	175	0.159	175	0.178	167	0.210	153	0.261	121	0.282	116	0.311	95
Cambodia	0.742	23	0.633	54	0.674	46	0.709	41	0.670	51	0.671	51	0.671	51
Cameroon	0.664	46	0.680	41	0.695	42	0.710	39	0.726	40	0.741	37	0.757	34
Canada	0.657	48	0.661	43	0.664	47	0.668	48	0.672	49	0.676	48	0.680	47
Cayman Islands	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79
Central African Republic	0.211	146	0.228	126	0.233	129	0.250	124	0.308	100	0.304	102	0.323	89
Chad	0.372	64	0.374	64	0.369	66	0.408	62	0.425	63	0.442	62	0.459	60
Chile	0.820	9	0.825	7	0.796	13	0.784	19	0.778	19	0.760	32	0.729	39
China	0.696	40	0.696	38	0.696	41	0.696	45	0.696	45	0.696	45	0.696	44

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Colombia	0.707	37	0.707	35	0.711	38	0.719	37	0.718	41	0.719	41	0.814	12
Comoros	0.280	102	0.285	100	0.290	101	0.287	107	0.307	102	0.306	100	0.311	94
Congo	0.203	151	0.200	149	0.202	154	0.205	158	0.192	169	0.195	169	0.187	170
Cook Islands	0.227	130	0.296	96	0.365	69	0.434	61	0.434	61	0.434	64	0.434	66
Costa Rica	0.287	96	0.312	80	0.279	110	0.323	82	0.320	86	0.313	96	0.349	73
Cote d'Ivoire	0.650	53	0.650	52	0.650	53	0.650	53	0.650	54	0.650	53	0.650	53
Croatia	0.210	148	0.198	150	0.184	162	0.168	181	0.208	157	0.212	157	0.161	186
Cuba	0.637	54	0.633	53	0.634	54	0.613	55	0.623	56	0.636	56	0.604	56
Curaçao	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79
Cyprus	0.191	155	0.152	182	0.129	192	0.163	184	0.176	176	0.152	186	0.178	176
Czech Republic	0.657	47	0.665	42	0.684	44	0.683	46	0.691	47	0.695	46	0.681	46
Democratic People's Republic of Korea	0.188	158	0.190	155	0.196	156	0.205	159	0.219	152	0.221	151	0.227	148
Democratic Republic of the Congo	0.712	36	0.712	34	0.712	37	0.712	38	0.712	42	0.712	42	0.712	40
Denmark	0.199	152	0.191	154	0.185	161	0.188	170	0.199	166	0.211	160	0.226	152
Djibouti	0.293	90	0.253	115	0.281	107	0.294	102	0.260	124	0.367	68	0.280	115
Dominica	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79
Dominican Republic	0.863	4	0.895	3	0.846	5	0.889	3	0.863	5	0.935	2	0.956	2
Ecuador	0.249	118	0.260	108	0.262	116	0.277	112	0.295	109	0.279	119	0.298	106
Egypt	0.024	207	0.018	207	0.026	207	0.024	207	0.138	193	0.136	191	0.150	191
El Salvador	0.250	117	0.238	122	0.264	115	0.326	81	0.374	67	0.303	103	0.322	90

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Equatorial Guinea	0.725	31	0.738	25	0.752	22	0.752	25	0.757	30	0.773	22	0.794	15
Eritrea	0.173	169	0.177	164	0.164	177	0.201	166	0.176	174	0.201	164	0.175	180
Estonia	0.731	28	0.755	19	0.745	25	0.762	23	0.765	24	0.798	15	0.785	23
Eswatini	0.422	61	0.401	62	0.379	63	0.357	70	0.335	79	0.314	95	0.314	93
Ethiopia	0.160	179	0.166	168	0.172	172	0.178	175	0.184	170	0.191	170	0.197	163
Faroes	0.227	131	0.220	134	0.229	133	0.239	133	0.244	136	0.239	140	0.245	131
Fiji	0.288	92	0.301	83	0.314	79	0.327	79	0.340	77	0.354	70	0.367	69
Finland	0.721	34	0.741	22	0.724	34	0.744	30	0.806	13	0.763	30	0.774	29
France	0.725	31	0.738	25	0.752	22	0.752	25	0.757	30	0.773	22	0.794	15
Gabon	0.268	107	0.259	110	0.248	121	0.255	119	0.251	133	0.285	112	0.277	116
Gambia	0.234	126	0.233	123	0.232	131	0.231	140	0.230	145	0.229	149	0.228	147
Georgia	0.835	7	0.732	28	0.763	19	0.772	21	0.747	35	0.781	18	0.785	25
Germany	0.703	39	0.700	37	0.702	40	0.705	43	0.692	46	0.695	47	0.687	45
Ghana	0.205	150	0.187	160	0.205	153	0.205	163	0.204	162	0.204	162	0.204	161
Greece	0.171	172	0.215	143	0.219	142	0.220	150	0.203	163	0.211	159	0.247	130
Grenada	0.157	181	0.161	173	0.379	64	0.243	130	0.269	116	0.176	176	0.180	173
Guatemala	0.793	14	0.753	20	0.781	16	0.794	17	0.760	27	0.867	5	0.780	27
Guinea	0.320	75	0.325	75	0.296	98	0.284	109	0.278	112	0.260	129	0.229	145
Guinea-Bissau	0.256	113	0.241	119	0.256	117	0.333	76	0.288	110	0.277	120	0.294	109
Guyana	0.163	178	0.225	128	0.287	104	0.349	72	0.349	73	0.349	73	0.349	74

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Haiti	0.236	123	0.217	140	0.216	145	0.251	122	0.259	126	0.264	126	0.237	142
Honduras	0.809	12	0.808	9	0.859	4	0.862	5	0.797	15	0.817	14	0.698	43
Hong Kong	0.188	158	0.190	155	0.196	156	0.205	159	0.219	152	0.221	151	0.227	148
Hungary	0.280	101	0.280	104	0.275	112	0.265	115	0.273	114	0.266	123	0.275	118
Iceland	0.756	20	0.741	23	0.825	8	0.833	7	0.788	16	0.777	20	0.794	17
India	0.587	57	0.591	57	0.585	58	0.607	57	0.610	57	0.606	57	0.600	57
Indonesia	0.127	192	0.127	192	0.127	194	0.127	194	0.127	195	0.127	196	0.127	195
Iran	0.063	204	0.136	188	0.146	184	0.130	193	0.121	197	0.131	195	0.125	196
Iraq	0.135	189	0.130	191	0.126	195	0.121	195	0.116	199	0.111	199	0.111	199
Ireland	0.236	125	0.232	124	0.245	124	0.226	143	0.235	143	0.251	136	0.259	129
Israel	0.252	114	0.256	114	0.245	125	0.223	146	0.206	161	0.216	156	0.244	135
Italy	0.652	52	0.654	47	0.661	49	0.663	50	0.660	52	0.669	52	0.660	52
Jamaica	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1
Japan	0.576	58	0.571	58	0.585	57	0.588	58	0.574	58	0.574	58	0.574	58
Jordan	0.494	59	0.495	59	0.452	59	0.484	59	0.469	59	0.444	61	0.444	63
Kazakhstan	0.322	74	0.325	76	0.327	76	0.329	78	0.331	80	0.334	79	0.336	77
Kenya	0.880	3	0.880	4	0.880	3	0.880	4	0.880	4	0.880	4	0.880	4
Kiribati	0.280	102	0.285	100	0.290	101	0.287	107	0.307	102	0.307	99	0.307	100
Kosovo	0.082	199	0.089	197	0.111	198	0.084	201	0.110	202	0.157	183	0.157	188
Kuwait	0.653	50	0.653	50	0.653	50	0.653	51	0.768	22	0.768	26	0.768	31

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Kyrgyzstan	0.259	112	0.251	116	0.281	109	0.307	99	0.320	85	0.264	125	0.264	124
Laos People's Democratic Republic	0.157	181	0.161	173	0.164	176	0.168	182	0.172	182	0.176	176	0.180	173
Latvia	0.852	5	0.841	6	0.830	7	0.814	12	0.902	3	0.823	10	0.837	6
Lebanon	0.206	149	0.206	148	0.206	151	0.206	156	0.206	160	0.206	161	0.206	160
Lesotho	0.230	129	0.230	125	0.230	132	0.230	141	0.230	146	0.230	148	0.230	144
Liberia	0.177	166	0.183	161	0.183	165	0.183	172	0.183	172	0.183	173	0.183	172
Libya	0.164	175	0.159	175	0.178	167	0.210	153	0.261	121	0.282	116	0.311	95
Lithuania	0.790	15	0.782	14	0.784	15	0.788	18	0.777	20	0.768	28	0.775	28
Luxembourg	0.177	165	0.078	200	0.163	179	0.187	171	0.208	157	0.134	193	0.186	171
Macau, China	0.188	158	0.190	155	0.196	156	0.205	159	0.219	152	0.221	151	0.227	148
Madagascar	0.731	29	0.731	29	0.731	30	0.731	35	0.731	39	0.731	39	0.731	38
Malawi	0.240	122	0.246	118	0.254	118	0.261	116	0.326	83	0.334	76	0.301	104
Malaysia	0.288	92	0.301	83	0.314	79	0.327	79	0.340	77	0.354	70	0.367	69
Maldives	0.128	190	0.142	186	0.146	185	0.154	186	0.154	188	0.154	185	0.154	189
Mali	0.164	175	0.159	175	0.178	167	0.210	153	0.261	121	0.282	116	0.311	95
Malta	0.160	179	0.166	168	0.172	172	0.178	175	0.184	170	0.191	170	0.197	163
Marshall Islands	0.079	201	0.111	196	0.143	189	0.175	178	0.206	159	0.238	144	0.238	139
Mauritania	0.212	145	0.223	130	0.224	138	0.224	144	0.224	150	0.224	150	0.224	153
Mauritius	0.223	137	0.224	129	0.281	107	0.294	102	0.260	124	0.300	105	0.191	168
Mexico	0.770	18	0.777	15	0.768	17	0.771	22	0.797	14	0.789	16	0.792	19

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Micronesia (Federated States of)	0.117	195	0.117	195	0.117	197	0.117	196	0.117	198	0.117	197	0.117	197
Monaco	0.227	131	0.220	134	0.229	133	0.239	133	0.244	136	0.239	140	0.245	131
Mongolia	0.772	17	0.800	10	0.765	18	0.815	11	0.853	7	0.820	13	0.790	20
Montenegro	0.173	169	0.177	164	0.164	177	0.201	166	0.176	174	0.201	164	0.201	162
Montserrat	0.351	67	0.351	69	0.351	71	0.351	71	0.351	72	0.351	72	0.351	72
Morocco	0.756	20	0.741	23	0.825	8	0.833	7	0.788	16	0.777	20	0.794	17
Mozambique	0.150	184	0.150	184	0.150	183	0.150	189	0.150	190	0.150	188	0.150	192
Myanmar	0.211	146	0.228	126	0.233	129	0.250	124	0.308	100	0.308	98	0.308	99
Namibia	0.372	64	0.374	64	0.369	66	0.369	67	0.369	68	0.369	67	0.369	68
Nauru	0.337	72	0.359	68	0.381	61	0.403	64	0.425	62	0.447	60	0.447	62
Nepal	0.081	200	0.081	199	0.081	202	0.081	202	0.081	203	0.081	202	0.081	203
Netherlands	0.173	171	0.178	163	0.166	174	0.202	165	0.159	185	0.185	172	0.208	159
New Caledonia	0.188	158	0.190	155	0.196	156	0.205	159	0.219	152	0.221	151	0.227	148
New Zealand	0.272	106	0.300	85	0.265	114	0.315	88	0.353	71	0.320	93	0.290	110
Nicaragua	0.914	2	0.914	2	0.914	2	0.914	2	0.914	2	0.914	3	0.914	3
Niger	0.146	186	0.146	185	0.146	187	0.146	190	0.146	191	0.146	189	0.146	193
Nigeria	0.281	100	0.296	95	0.312	81	0.227	142	0.344	76	0.360	69	0.444	64
Niue	0.283	98	0.287	99	0.290	100	0.294	105	0.298	107	0.301	104	0.305	101
North Macedonia	0.193	154	0.153	181	0.201	155	0.200	168	0.167	183	0.174	180	0.214	156
Norway	0.749	22	0.765	17	0.741	28	0.736	34	0.736	38	0.721	40	0.736	37

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Oman	0.074	202	0.074	201	0.074	203	0.074	203	0.074	204	0.074	204	0.074	204
Pakistan	0.023	208	0.017	208	0.019	208	0.017	208	0.021	208	0.030	208	0.030	208
Palau	0.290	91	0.304	82	0.318	78	0.331	77	0.345	75	0.345	75	0.345	76
Palestinian Territories	0.637	55	0.605	56	0.614	55	0.646	54	0.653	53	0.649	54	0.641	54
Panama	0.344	70	0.345	70	0.345	72	0.346	74	0.346	74	0.347	74	0.347	75
Papua New Guinea	0.119	194	0.118	194	0.117	196	0.116	197	0.115	200	0.114	198	0.113	198
Paraguay	0.706	38	0.706	36	0.706	39	0.706	42	0.706	43	0.706	43	0.706	41
Peru	0.240	121	0.240	121	0.240	127	0.240	132	0.240	141	0.240	139	0.240	138
Philippines	0.664	45	0.659	45	0.678	45	0.710	40	0.761	26	0.782	17	0.811	13
Poland	0.284	97	0.284	102	0.296	99	0.309	98	0.312	99	0.296	108	0.298	107
Portugal	0.735	27	0.719	31	0.734	29	0.774	20	0.765	25	0.743	35	0.785	24
Qatar	0.653	50	0.653	50	0.653	50	0.653	51	0.768	22	0.768	26	0.768	31
Republic of Korea	0.666	43	0.654	48	0.729	31	0.811	15	0.756	32	0.772	24	0.789	21
Republic of Moldova	0.128	190	0.142	186	0.146	185	0.154	186	0.153	189	0.156	184	0.160	187
Romania	0.236	123	0.217	140	0.216	145	0.251	122	0.259	126	0.264	126	0.237	142
Russian Federation	0.303	88	0.294	97	0.297	96	0.316	87	0.326	82	0.331	81	0.309	98
Rwanda	0.782	16	0.769	16	0.743	26	0.747	28	0.751	34	0.761	31	0.674	49
St Kitts and Nevis	0.818	10	0.798	11	0.803	11	0.813	13	0.817	11	0.823	11	0.825	8
Saint Lucia	0.818	10	0.798	11	0.803	11	0.813	13	0.817	11	0.823	11	0.825	8
St Vincent and the Grenadines	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Samoa	0.822	8	0.825	8	0.825	10	0.825	9	0.825	10	0.825	9	0.825	10
San Marino	0.227	131	0.220	134	0.229	133	0.239	133	0.244	136	0.239	140	0.245	131
Sao Tome and Principe	0.216	138	0.216	142	0.220	140	0.222	147	0.227	149	0.235	145	0.237	140
Saudi Arabia	0.264	110	0.260	109	0.249	120	0.243	131	0.258	128	0.259	132	0.270	120
Senegal	0.184	162	0.165	170	0.154	181	0.141	191	0.141	192	0.141	190	0.141	194
Serbia	0.723	33	0.718	32	0.714	36	0.746	29	0.738	37	0.751	34	0.795	14
Seychelles	0.331	73	0.340	72	0.335	75	0.361	69	0.300	105	0.300	106	0.300	105
Sierra Leone	0.244	120	0.249	117	0.144	188	0.257	118	0.261	120	0.287	110	0.305	102
Singapore	0.287	95	0.287	98	0.287	103	0.287	106	0.287	111	0.287	110	0.287	111
Sint Maarten	0.318	76	0.298	86	0.303	85	0.313	89	0.317	89	0.323	84	0.325	79
Slovakia	0.252	115	0.221	132	0.219	143	0.244	128	0.254	130	0.260	130	0.263	126
Slovenia	0.314	86	0.315	78	0.285	105	0.304	101	0.305	104	0.245	138	0.242	136
Solomon Islands	0.175	167	0.175	166	0.175	170	0.175	178	0.175	179	0.175	178	0.175	178
Somalia	0.196	153	0.196	151	0.196	160	0.196	169	0.196	168	0.196	166	0.196	166
South Africa	0.764	19	0.760	18	0.749	24	0.743	31	0.758	29	0.759	33	0.770	30
South Sudan	0.252	115	0.221	132	0.219	143	0.244	128	0.254	130	0.260	130	0.263	126
Spain	0.721	35	0.685	39	0.755	20	0.720	36	0.779	18	0.743	36	0.765	33
Sri Lanka	0.679	42	0.659	46	0.653	52	0.679	47	0.683	48	0.672	50	0.673	50
Sudan	0.074	202	0.074	201	0.074	203	0.074	203	0.074	204	0.074	204	0.074	204
Suriname	0.318	85	0.318	77	0.318	77	0.318	86	0.318	88	0.318	94	0.318	92

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Sweden	0.795	13	0.795	13	0.791	14	0.816	10	0.825	9	0.834	6	0.818	11
Switzerland	0.226	135	0.208	147	0.224	137	0.237	137	0.231	144	0.218	155	0.215	155
Syrian Arab Republic	0.372	64	0.374	64	0.369	66	0.408	62	0.425	63	0.442	62	0.459	60
Taiwan	0.380	63	0.380	63	0.380	62	0.380	65	0.380	66	0.380	66	0.380	67
Tajikistan	0.282	99	0.269	107	0.243	126	0.247	126	0.251	132	0.261	128	0.174	181
Thailand	0.212	142	0.222	131	0.223	139	0.224	145	0.243	140	0.233	146	0.242	137
Timor-Leste	0.170	173	0.135	189	0.135	190	0.136	192	0.137	194	0.076	203	0.152	190
Togo	0.212	143	0.212	145	0.212	148	0.212	152	0.212	156	0.212	158	0.212	157
Tokelau	0.141	187	0.163	172	0.184	162	0.206	157	0.227	148	0.249	137	0.271	119
Tonga	0.349	69	0.326	74	0.302	94	0.279	111	0.256	129	0.232	147	0.209	158
Trinidad and Tobago	0.843	6	0.844	5	0.844	6	0.844	6	0.856	6	0.830	8	0.854	5
Tunisia	0.148	185	0.155	179	0.162	180	0.182	173	0.175	178	0.182	174	0.188	169
Turkey	0.605	56	0.609	55	0.601	56	0.611	56	0.626	55	0.637	55	0.629	55
Turkmenistan	0.213	140	0.195	152	0.208	149	0.220	148	0.202	164	0.196	167	0.197	165
Tuvalu	0.272	105	0.272	106	0.270	113	0.268	114	0.266	118	0.265	124	0.263	125
Uganda	0.213	140	0.195	152	0.208	149	0.220	148	0.202	164	0.196	167	0.196	167

(*Continued*)

Gender Empowerment for All Women and Girls														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Ukraine	0.179	164	0.159	178	0.306	82	0.320	83	0.326	83	0.334	76	0.173	182
United Arab Emirates	0.107	196	0.066	203	0.096	199	0.320	83	0.113	201	0.162	182	0.161	185
United Kingdom	0.740	24	0.746	21	0.754	21	0.761	24	0.826	8	0.834	7	0.834	7
United Republic of Tanzania	0.190	157	0.217	139	0.306	82	0.320	83	0.198	167	0.334	76	0.334	78
United States of America	0.297	89	0.304	81	0.304	84	0.307	100	0.319	87	0.326	83	0.323	88
Uruguay	0.247	119	0.258	113	0.277	111	0.270	113	0.299	106	0.298	107	0.265	123
Uzbekistan	0.268	107	0.259	110	0.248	121	0.255	119	0.251	133	0.285	112	0.277	116
Vanuatu	0.153	183	0.153	180	0.153	182	0.153	188	0.268	117	0.268	122	0.268	122
Venezuela	0.223	136	0.218	138	0.214	147	0.246	127	0.238	142	0.251	135	0.295	108
Vietnam	0.093	197	0.086	198	0.089	200	0.086	199	0.155	186	0.094	200	0.107	200
Yemen	0.002	210	0.002	209	0.002	210	0.002	210	0.002	210	0.002	210	0.002	210
Zambia	0.230	128	0.212	144	0.301	95	0.215	151	0.296	108	0.295	109	0.270	121
Zimbabwe	0.680	41	0.685	40	0.690	43	0.700	44	0.699	44	0.700	44	0.700	42

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System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Afghanistan	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Aland Islands	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Albania	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18
Algeria	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Andorra	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Angola	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205
Anguilla	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Antigua and Barbuda	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Argentina	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50
Armenia	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15
Aruba	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Australia	0.942	5	0.942	5	0.942	5	0.942	5	0.942	5	0.942	5	0.942	5
Austria	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6
Azerbaijan	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Bahamas	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Bahrain	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Bangladesh	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Barbados	0.145	190	0.145	190	0.145	190	0.145	190	0.145	190	0.145	190	0.145	190
Belarus	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58
Belgium	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75

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System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Belize	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114
Benin	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133
Bhutan	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Bolivia	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50
Bosnia and Herzegovina	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106
Botswana	0.128	191	0.128	191	0.128	191	0.128	191	0.128	191	0.128	191	0.128	191
Brazil	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
British Virgin Islands	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Brunei Darussalam	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Bulgaria	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18
Burkina Faso	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37
Burundi	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Cabo Verde	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37
Cambodia	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Cameroon	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Canada	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9
Cayman Islands	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Central African Republic	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Chad	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Chile	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50

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System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
China	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18	0.744	18
Colombia	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205
Comoros	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Congo	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Cook Islands	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Costa Rica	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58
Cote d'Ivoire	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37
Croatia	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Cuba	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Curaçao	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Cyprus	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205
Czech Republic	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Democratic People's Republic of Korea	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Democratic Republic of the Congo	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Denmark	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Djibouti	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Dominica	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205
Dominican Republic	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50
Ecuador	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50
Egypt	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37

(*Continued*)

System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
El Salvador	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114
Equatorial Guinea	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Eritrea	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133
Estonia	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Eswatini	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Ethiopia	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133
Faroes	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Fiji	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110
Finland	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
France	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106
Gabon	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Gambia	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133
Georgia	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1
Germany	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Ghana	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Greece	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Grenada	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110
Guatemala	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Guinea	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205
Guinea-Bissau	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139

(*Continued*)

System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Guyana	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Haiti	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99
Honduras	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Hong Kong	0.442	104	0.442	104	0.442	104	0.442	104	0.442	104	0.442	104	0.442	104
Hungary	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65
Iceland	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
India	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Indonesia	0.628	63	0.628	63	0.628	63	0.628	63	0.628	63	0.628	63	0.628	63
Iran	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Iraq	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164
Ireland	0.831	14	0.831	14	0.831	14	0.831	14	0.831	14	0.831	14	0.831	14
Israel	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15
Italy	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Jamaica	0.593	74	0.593	74	0.593	74	0.593	74	0.593	74	0.593	74	0.593	74
Japan	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6
Jordan	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46
Kazakhstan	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205	0.000	205
Kenya	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Kiribati	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Kosovo	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192

(*Continued*)

System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Kuwait	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164
Kyrgyzstan	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114	0.233	114
Laos People's Democratic Republic	0.285	109	0.285	109	0.285	109	0.285	109	0.285	109	0.285	109	0.285	109
Latvia	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Lebanon	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46
Lesotho	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Liberia	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133
Libya	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Lithuania	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Luxembourg	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9
Macau, China	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Madagascar	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133	0.209	133
Malawi	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37
Malaysia	0.645	61	0.645	61	0.645	61	0.645	61	0.645	61	0.645	61	0.645	61
Maldives	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Mali	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Malta	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15	0.791	15
Marshall Islands	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Mauritania	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99
Mauritius	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110

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System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Mexico	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50
Micronesia (Federated States of)	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Monaco	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Mongolia	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Montenegro	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Montserrat	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Morocco	0.733	21	0.733	21	0.733	21	0.733	21	0.733	21	0.733	21	0.733	21
Mozambique	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Myanmar	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Namibia	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Nauru	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Nepal	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Netherlands	0.965	4	0.965	4	0.965	4	0.965	4	0.965	4	0.965	4	0.965	4
New Caledonia	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
New Zealand	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46
Nicaragua	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Niger	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37
Nigeria	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99
Niue	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
North Macedonia	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192

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System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Norway	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Oman	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1
Pakistan	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Palau	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Palestinian Territories	0.093	203	0.093	203	0.093	203	0.093	203	0.093	203	0.093	203	0.093	203
Panama	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1
Papua New Guinea	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Paraguay	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Peru	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Philippines	0.599	73	0.599	73	0.599	73	0.599	73	0.599	73	0.599	73	0.599	73
Poland	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Portugal	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Qatar	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164
Republic of Korea	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9
Republic of Moldova	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Romania	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65
Russian Federation	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65
Rwanda	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99
St Kitts and Nevis	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Saint Lucia	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50

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System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
St Vincent and the Grenadines	0.349	105	0.349	105	0.349	105	0.349	105	0.349	105	0.349	105	0.349	105
Samoa	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
San Marino	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192	0.110	192
Sao Tome and Principe	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37
Saudi Arabia	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46	0.680	46
Senegal	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Serbia	0.645	61	0.645	61	0.645	61	0.645	61	0.645	61	0.645	61	0.645	61
Seychelles	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Sierra Leone	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Singapore	0.622	64	0.622	64	0.622	64	0.622	64	0.622	64	0.622	64	0.622	64
Sint Maarten	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Slovakia	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65
Slovenia	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6	0.936	6
Solomon Islands	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Somalia	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
South Africa	0.093	203	0.093	203	0.093	203	0.093	203	0.093	203	0.093	203	0.093	203
South Sudan	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Spain	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65
Sri Lanka	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106	0.291	106

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System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Sudan	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37
Suriname	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110	0.244	110
Sweden	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Switzerland	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65
Syrian Arab Republic	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Taiwan	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Tajikistan	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Thailand	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58	0.657	58
Timor-Leste	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Togo	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
Tokelau	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Tonga	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Trinidad and Tobago	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
Tunisia	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37	0.692	37
Turkey	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65
Turkmenistan	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Tuvalu	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Uganda	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99	0.465	99

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System Strengthening and Protecting the Integrity of Sport														
	2016		2017		2018		2019		2020		2021		2022	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Ukraine	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65	0.610	65
United Arab Emirates	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9
United Kingdom	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75	0.500	75
United Republic of Tanzania	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139
United States of America	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9	0.901	9
Uruguay	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Uzbekistan	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Vanuatu	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117	0.215	117
Venezuela	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168	0.169	168
Vietnam	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22	0.715	22
Yemen	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164	0.180	164
Zambia	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50	0.669	50
Zimbabwe	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139	0.192	139

Annex E

Early Adopter Case Study Summaries

Annex E
Early Adopter Case Study Summaries

Table E1 Early adopter case studies

Case Study Title	Level: Geography	Synopsis
ASEAN	Regional: Asia	Since 1967, ASEAN has been a sub-regional organisation consisting of ten member states: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam. Its goal is to promote healthy bodies and minds and to foster the values of respect, inclusion, fairness and unity. Recently, it collaborated with the Commonwealth and UNESCO to develop the ASEAN Work Plan on Sports 2021–2025 to unleash sports' potential for community building and regional development. A monitoring and evaluation (M&E) framework with key performance indicators resulted from this, and the Active Citizens Worldwide (ACW) Survey on Sports Participation was conducted to fill existing data gaps on sports participation. Going forward, the partnership will facilitate a meaningful knowledge exchange and support the M&E Work Plan's implementation, with a collaboration being currently sought out to gather resources for data collection in order to monitor progress.
Fiji	National: Asia	Fiji's national sport priorities fall under three main key areas: combatting the high prevalence of NCDs, driving socio-economic growth, and promoting social cohesion. The Pacific Roadmap for Sustainable Development is an initiative that aims to co-ordinate and prioritise SDG objectives relevant to the broader context of the Pacific Island Countries and Territories. Through it, has emerged the need for stronger reporting processes. To tackle this issue, a partnership formed between the Commonwealth Secretariat and the University of the South Pacific (USP) to perform a mapping exercise drawing on existing data to develop a country-specific toolkit to measure against. In 2021, the Commonwealth Secretariat assisted the Ministry of Youth and Sports (MYS) and Fiji National Sports Council (FNSC) with the development of a new sports policy. At the time of writing, a data collection process was underway, the goal of which was to establish a finalised set of indicators and collate all data available to submit for Fiji's second Voluntary National Review (VNR) in 2023.
Jamaica	National: Americas	A 2019 technical exchange project between the Vision 2030 Jamaica Sport Thematic Working Group (TWG), the Ministry of Culture, Gender, Entertainment and Sport (MCGES), and other ministries, departments and agencies (MDAs), and the Commonwealth Secretariat, developed the National Results Framework and the Organisational Data Mapping Template using the Sport and SDG Toolkit. This provides several sectors with a context-specific tool to measure sport's contribution. Going forward, a data-mapping exercise to establish baselines is underway before the primary data collection process can fully begin. However, plans and strategies on data collection and analysis dissemination have already been tabled in order to achieve this.

(*Continued*)

Table E1 Early adopter case studies

Case Study Title	Level: Geography	Synopsis
Japan	National: Asia	Japan's administration of sport policy involves many ministries and government offices; however, its sport for development is led primarily by the Japan Sport Council (JSC), under the Ministry of Education, Culture, Sports, Science and Technology (MEXT). JSC, as a member of the steering group for the Model Indicators on Sport, Physical Activity, Physical Education and the SDGs, contributed towards their development and identified how they could be implemented within the national sport policy. While data collection for the indicators is currently underway, one of the issues identified through research was that local- and regional-level knowledge around this area needed improvement. Thus, a capacity-building project, 'Bridging the Divide: A Guide for Translating Policy into Practice and Managing Programmes and Projects to maximise the use of Sport for Sustainable Development' was launched by JSC and sportanddev in 2022. This resulted in the development of a guidebook for project managers and policy-makers. Recently, JSC has been planning on further bridging the gap by translating sport for development materials and tools from (predominantly) English into Japanese.
Namibia	National: Africa	The potential of sport's contribution towards development has been recognised in Namibia's national development plan and two sport-specific policy documents, though their development and implementation unearthed the need for sport-specific data to enable future decision-making. The Namibia Sport Development Index (NSDI) was realised in 2022 by the Ministry of Sport, Youth and National Service, in partnership with the Commonwealth Secretariat, to quantify sport's contribution towards Namibian socio-economic development. Of the 25 indicators put forth in the index, 10 were found to have data available in preliminary data collection. Recently, an appeal has been made for funds to assist with the commission of a project, which endeavours to collect primary data through the National Household Survey and fill in the gaps.
Republic of Ireland	National: Europe	In its 2018–2027 National Sports Plan (NSP), it was recognised that acquisition of better knowledge surrounding the value of sport in Ireland was necessary, and thus Sport Ireland, the statutory agency overseeing Irish sport promotion and development, commissioned Sheffield Hallam University's Sport Industry Research Centre (SIRC) to conduct research around this. This initiative led to several recommendations aimed at enhancing understanding of sport's impact on sustainable development across three key areas: economic benefits, health outcomes, and Social Return on Investment (SROI). Furthermore, a 2021 project was undertaken to align the Irish NSP to the SDGs to fulfil action 7.4 listed in the 'Sports Action Plan 2021-2023'. This resulted in the establishment of 79 unique indicators to allow for a common approach to measure sport's contribution to sustainable development. Sport Ireland is in the process of collecting trend data around these indicators, using web-based dashboards to enable interactive analysis by policy-makers, practitioners and, in the future, communities and clubs.

The Commonwealth

This *Global Sport and Sustainable Development Goals Baseline and Initial Impact Report* evaluates how physical education, physical activity and sport-related policies might contribute to the Sustainable Development Goals (SDGs), providing a baseline for measurement. This effort represents the first attempt to develop a sport and SDG measurement tool, offering an innovative framework for assessing the impact of sports on sustainable development.

The report is part of a broader effort to align sports and development with the 2030 Agenda. It stems from the Kazan Action Plan (KAP) 2017, which aims to develop common indicators for measuring the contributions of physical education, physical activity and sport to the SDGs.

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