



THE WORLD PLAYER DEVELOPMENT, WELLBEING, TRANSITION AND RETIREMENT STANDARD, PARIS 2017

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I. The Ambition and Purposes of this Standard

The **World Players Association (World Players)** brings together 85,000 professional players through more than 100 player associations based in over 60 countries. Since the late 1990s, player associations have developed the world's preeminent expertise in supporting the holistic development of players as people. This has involved the creation, provision and administration of development and wellbeing programs to elite athletes in collaboration with sporting organisations and commonly under the terms of a collective bargaining agreement. The experience gained in supporting players throughout the many successes, transitions and challenges of their sporting careers has been a source of continuous learning as player associations work with great determination to ensure that all players can fully develop and realise their human potential in the broadest sense.

This standard (**Standard**) has been developed and adopted by World Players based on the experience and expertise gained by player associations in supporting elite professional athletes in a variety of sports for more than 20 years. To this end, the ambition of this Standard is to not only articulate a consensus on the standards that should guide player development and wellbeing but to set out a common understanding among expert and experienced practitioners as to what presently constitutes best practice in this field.

World Players believes that all players should be working in environments that promote their long term personal growth in addition to sporting excellence. All players should be empowered to develop their character and skills to grow personally and manage both the demands of their sports and the transition into meaningful callings once their sporting careers have concluded. Moreover, the long term physical and mental health and social wellbeing of players should be maximised before, during and after their athletic careers. It is essential that, as children, players are safeguarded. Equally, the increasingly understood and foreseeable physical and mental health issues confronted by players who have retired from playing require careful preventative measures and ongoing care and investment.

This Standard has been developed by World Players and the player development managers (**PDMs**) who work within the player associations that unite under the umbrella of World Players. This Standard will serve three key purposes in the world of sport:

A. A Tool for Player Associations

To serve as a tool for player associations in the negotiation, development, implementation and measurement of player development, wellbeing, transition and retirement programs and health and safety standards

B. A Player Development Benchmark for World Sport

To provide a benchmark against which the world of professional sport can be measured regarding the value it places on player development, wellbeing, transition and retirement including player health and safety

C. Elevate the Profession of the Player Development Manager (PDM)

To elevate and enhance the status and quality of the profession of the PDM within sport, and to provide PDMs with essential guidance in the performance of their duties.

What is the purpose of a Player Development Manager, or PDM?

The role of the PDM is to promote the personal development and wellbeing of players through empowering them to take ownership of their own development both on and off the sporting field.

The thorough and effective implementation of this Standard throughout the world of sport will result in every player being given the opportunity to not only maximise his or her career as a professional athlete but fully develop his or her human potential.

II. Guiding Principles

This Standard acknowledges that professional players are people first, and players second. A player's personal development and career as a professional athlete will both be maximised when his or her sense of identity is secure irrespective of his or her career as an athlete.

Whenever this Standard refers to a player or an athlete, it is referring to that individual as a "whole person".

The advancement of a player's development and wellbeing must therefore be guided by a principled commitment to a player driven approach (i.e. a tailored approach that is driven by the best interests of the player as a person and an individual, and not his or her club or sport). This commitment involves a 'whole of person' approach that sees the person beyond the athlete and embraces his or her mind, body, heart and spirit.

In order for the ambition and purposes of this Standard to be realised, sport will need to collaborate with the players and their associations. Such collaboration should be built on a shared commitment of the following:

- sporting organisations and employers exercise substantial control over the environment in which players work and pursue sport. They therefore owe their players a legal duty of care;
- each player is unique; and
- player associations are independent organisations controlled by their members. Players and their associations enjoy a relationship of trust and confidence with each other. In most countries, player associations owe their members a fiduciary duty.

As a general principle, therefore, effective collaboration should ensure that:

- sport, in order to meet its duty of care to players, places the development, safety and wellbeing of players at the centre of what sport does;¹
- all players can freely access adequately resourced development and wellbeing programs and services within the sporting environment; and
- such programs are most effectively delivered independently by player associations acting in the best interests of the players in a manner aligned with the demands and requirements of the sporting environment.

¹ Refer 'Duty of Care in Sport: Independent Report to Government', Baroness Tanni Grey-Thompson DBE, DL, April 2017, page 4, https://www.sportresolutions.co.uk/uploads/related-documents/Duty_of_Care_Review_-_April_2017_2.pdf (accessed 29 August 2017).

III. Player Development, Wellbeing, Transition and Retirement

Player development, wellbeing, transition and retirement are matters of occupational health. This Standard endorses the strategic aim of occupational health as approved by the International Commission on Occupational Health.

“Occupational health should aim at: the promotion and maintenance of the highest degree of physical, mental and social wellbeing of workers in all occupations; the prevention amongst workers of departures from health caused by their working conditions; the protection of workers in their employment from risks resulting from factors adverse to health; the placing and maintenance of the worker in an occupational environment adapted to his physiological and psychological capabilities; and, to summarize: the adaptation of work to man and of each man to his job.”²

What is wellbeing?

“The World Health Organization (WHO) constitution states: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities.

Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

Mental health and well-being are fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.”

(WHO Fact sheet, “Mental health: strengthening our response,” April 2016. <http://www.who.int/mediacentre/factsheets/fs220/en/>)

The unique risks associated with sport do not justify a departure from this strategic aim. Instead, those unique risks, which largely acknowledge physical risks, demand these principles be strictly adhered to if sport is to not only be a safe workplace, but to uphold its important social value.

The player’s age and the level of stress inherent in sporting contests may increase the risk of mental health concerns. Moreover, mental health and physical health have substantial connections; physical issues, such as injury, may affect mental health, while mental health concerns, such as depression, stress or exhaustion, may increase the likelihood of physical injury.

Players with mental health concerns might also act in an unacceptable manner, such as taking illicit drugs. Addressing the underlying mental health concerns is the best way to address such conduct.

² Benjamin O. Alli, ‘Fundamental Principles of Occupational Health and Safety’, Second Edition, International Labour Organisation, Geneva, 2008, pages 20 and 22.

The International Labour Office (**ILO**) agrees with the WHO that social wellbeing is a core occupational health and safety concern. Including social wellbeing as a central health and safety issue means that sport must change its approach to an essential matter which, for too long, has been a low priority evinced by the lack of investment and resources.

In their capacities as employers and the peak bodies of employers, sports governing bodies have a duty of care to provide a workplace that is free of any risk to a player's social wellbeing. That duty is breached where an employer makes demands that prejudice the social wellbeing of a player, such as compromising the player's education or professional and personal development outside sport.

IV. World Player Rights Policy

The *World Player Rights Policy (Player Rights Policy)*³ as adopted by World Players identifies the adequate protection of the physical health, mental health and social wellbeing of players as among the most salient player rights risks facing sport. The Player Rights Policy also notes that the “*intense demands of an athletic career especially on young people also require measures to be taken to ensure that players can access education...*”

“...the adequate protection of the physical health, mental health and social wellbeing (are) among the salient player rights risks facing sport”

The Player Rights Policy is rooted in international law, and simply requires sporting bodies to uphold their extant obligation to conduct their activities which affect players by respecting and upholding the internationally recognised human rights of the players in accordance with the *United Nations Guiding Principles on Business and Human Rights (UNGPs)*.⁴

The internationally recognised human rights of the players include the rights:

- to equality of opportunity in the pursuit of sport without distinction of any kind and free of discrimination, harassment and violence. For example, a player’s right to pursue sport cannot be limited because of his or her race, colour, birth, age, language, sexual orientation, gender, pregnancy, religion, political or other opinion, responsibilities as a carer, property or other status;
- if a minor, to freely pursue sport in an inclusive, adapted and safe manner, and to have his or her rights as a child protected, respected and guaranteed.;
- to organise and collectively bargain;
- to a safe and secure workplace and sporting environment, which protects the player’s safety, physical and mental health and his or her social wellbeing;
- to an education in order to achieve fully his or her human potential and personality; and
- to a private life, privacy and protection in relation to the collection, storage and transfer of personal data.⁵

³ Refer Attachment 1 for the text of the World Player Rights Policy adopted by World Players on 13 July 2017.

⁴ ‘*United Nations Guiding Principles on Business and Human Rights*’, United Nations Human Rights Office of the High Commissioner (Switzerland) http://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR_EN.pdf (accessed 3 March 2017).

⁵ The rights listed by way of example are drawn from the international instruments referred to in paragraph 2 of the Player Rights Policy.

V. The Goals of this Standard

This Standard aims to drive the attainment of eight fundamental and co-existent goals in the world of sport:

A. Education

To ensure that players can access player driven and tailored education courses, programs and services to ensure they are qualified both within and beyond sport including for the purposes of a dual or second career.

B. Inclusion

To create and promote respect, courtesy and consideration of player diversity through awareness programs addressing cultural, racial and religious differences and sexual preference.

C. Health and Wellbeing

To enhance the physical health, mental health and social wellbeing of players before, during and after their careers through the provision of professional advice, care and treatment, initiatives in education, support services and the skill development of those working with them.

D. Player Development Agreements (PDAs)

To encourage sporting bodies, employers, player associations and players to negotiate and enter agreements that clearly define and fund player development and wellbeing programs. Wherever possible, such programs should be provided for within the framework of a collective bargaining agreement at the national level. Further, world and regional player associations can bring this Standard forward with international and regional sporting federations and bodies in the development of collective PDAs at the global and regional levels.

“Dual” and second careers.

The athletic career is, by its nature, short term. Players should be empowered to develop the skills and knowledge to pursue a career other than playing. The encouragement should be there before, during and after the duration of the athletic career. This Standard flexibly uses language such as a “dual”, “second”, “parallel” or “further” career when discussing this critical issue.

The importance of Player Development Agreements, or PDAs:

For player development, wellbeing, transition and retirement programs to be effectively implemented, they must be securely, proactively and adequately funded. Player associations should prioritise the negotiation of PDAs, both collectively and individually, and make them a central topic in collective bargaining negotiations.

E. Player Rights

To encourage sport to protect, respect and uphold the human rights and fundamental freedoms of players.

F. Research

To encourage sporting bodies, employers, player associations, players and those connected with players to actively research and promote knowledge of activities which seek to assess the impact of elite sport on a player's personal wellbeing, work-life balance, social networks, resilience and transition into, within and out of sport.

G. Transition

To ensure players effectively transition into, during and from their sport by providing them with access to comprehensive programs which will enhance their personal development, resilience and wellbeing.

H. Working Environment

To ensure that all players work in a safe working environment which supports and encourages their physical and mental health, safety, development and wellbeing, including sufficient access to qualified medical care, support personnel and dedicated PDMs.

VI. Required Actions

The eight goals of this Standard give rise to the following actions to be taken by each sport and its players at the national, regional and global levels, both independently and in collaboration with other sports.

The primary responsibility for the carrying out of these actions vests with the sporting bodies and employers. This responsibility is best met in partnership with the players' association, which as a collective player driven body is best placed to independently deliver player development, wellbeing, transition and retirement programs and services, often under the terms of a collective bargaining agreement or Player Development Agreement. Further, the players' association can be a continuing presence in the career of a player which is often one of constant transition and movement.

A. Education

1. Ensure players have access to effective life skills education programs.
2. Ensure the development of player baseline skills, including literacy and numeracy.
3. Ensure all players understand the codes, policies and associated responsibilities set by their sport's governing bodies and employers, including under any applicable collective bargaining agreement.
4. Ensure all players understand the duties and responsibilities of their sport's governing bodies and employers, including under any applicable collective bargaining agreement.
5. Develop and implement financial awareness programs to ensure players leave their sports with the capacity to make decisions underpinned by financial literacy.
6. Ensure all players undergo a skills assessment and needs analysis to facilitate the creation of individual "Player Development Action Plans," to be monitored and evaluated annually by each player and their PDM.
7. Provide all players with access to professional development training and opportunities to increase their employment prospects, life skills and relationships to maximise the opportunities during and after their sporting careers.

What are "life skills"?

According to UNICEF, "Life skills" are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and interpersonal skills for communicating and interacting effectively with others.

https://www.unicef.org/lifeskills/index_7308.html)

8. Ensure all players can access education and workplace experience for the purposes of pursuing a parallel or further career of their choosing. In particular, develop partnerships with business and educational institutions to enable players to balance their playing and educational commitments.
9. Ensure that any involvement of children as athletes in training for and playing professional sport safeguards their rights and wellbeing including their right to an education.

B. Inclusion

1. Provide education for players and key stakeholders of the fundamental value of inclusion in sport including cultural awareness, sexual preference, racial vilification and mental health.
2. Ensure that governing bodies provide an environment where all players have an opportunity to succeed regardless of their race, colour, birth, age, sexual orientation, gender, pregnancy, religion, political or other opinion, responsibilities as a carer, property or other status.
3. Ensure all sports have clear policies and guidelines regarding inclusion.
4. Ensure all sports promote diversity including opportunities for women athletes in accordance with the gender equality principles of World Players.⁶

C. Health and Wellbeing

1. Ensure the work environment is committed to developing the player as a whole person and maximising and safeguarding his or her physical health, mental health and social wellbeing.⁷
2. Implement minimum medical standards for the care and treatment of players in high performance environments, including injury, injury prevention, long term injury support and the development of protocols on matters such as head injuries, concussion, heat, travel and scheduling. Such standards should provide for access to doctors, physiotherapists, trainers, accredited sport scientists and other relevant personnel and facilities.
3. Provide players with skills, support and services to optimise personal wellbeing during and after their sporting careers.
4. Provide a workplace environment which is conducive to players accessing available support, programs and services including on sensitive matters such as mental health and addiction.

⁶ Refer Attachment 2.

⁷ Refer also to part VI(H) below (Working Environment).

5. Provide players with access to confidential counselling services away from their club/employer so that individual privacy and confidentiality can be respected.
6. Provide knowledge and skill development for all stakeholders working with players.
7. Provide knowledge and skill development for the partners of players where appropriate.
8. Adopt, implement and monitor best practice health, safety and wellbeing standards by governing bodies and employers in professional sports.
9. Actively assess and manage any risk to the health, safety and wellbeing of players including by taking all steps to mitigate and prevent such risk.

D. Player Development Agreements (PDAs)

1. Negotiate funded player development and wellbeing programs pursuant to dedicated PDAs and, where appropriate, within collective bargaining agreements that cover sports, employers, player associations and players.
2. With the increased surveillance and monitoring of players in professional sport including through the use of wearable technology, ensure that the data that arises from such use is protected in accordance with the Player Rights Policy, is applied to maximise the physical and mental health and social wellbeing of the player and is the subject of an express agreement with the player, which may take the form of a PDA or collective bargaining agreement.
3. Ensure that any collective PDA flows down to individual player development agreements including in the form of Player Development Action Plans.

E. Player Rights

1. Ensure that player development, wellbeing, transition and retirement are regarded by sporting bodies and employers at the international, regional and national levels as fundamental matters of player rights. Accordingly, they should be made available to players who will frequently move in the pursuit of employment and work as a professional athlete.
2. Adopt and implement player contracts, regulations, codes, policies and procedures that accord with the Player Rights Policy.
3. Develop, adopt and implement player contracts, regulations, codes, policies and procedures in accordance with the protect, respect and remedy framework of the UNGPs.
4. Provide a sporting and workplace environment that accords with the Player Rights Policy and is conducted in accordance with protect, respect and remedy framework of the UNGPs. At a minimum, this requires:

- (a) the adoption of a player rights policy consistent with the Player Rights Policy;
 - (b) the carrying out of due diligence to assess and mitigate the risk of any player rights being violated;
 - (c) ensuring, that where player rights are violated, the player can access an effective remedy; and
 - (d) reporting, monitoring and engaging with players, player associations and legitimate player representatives in relation to the implementation of the Player Rights Policy and the UNGPs.
5. Ensure that, where the player is a minor, his or her rights as a child are safeguarded in accordance with World Players' declaration on safeguarding the rights of the child in sport⁸ including the *United Nations Convention on the Rights of the Child*.⁹

F. Research

- 1. Ensure that all implemented programs and policies are underpinned by research and/or a strong evidence base.
- 2. Undertake evidence based research across all sports on the impact competing in elite sport has on personal wellbeing, work-life balance, social networks and resilience.
- 3. Conduct case studies across all sports, researching how players have adjusted to their transition, obstacles they faced and what impact voluntary versus involuntary transition has had on the players' experiences.
- 4. Provide and source appropriate funding from sporting bodies, employers, private organisations and government agencies to support research initiatives.
- 5. Research the impact of player development and wellbeing programs to measure whether and ensure that:
 - (a) the holistic development of players is being maximised;
 - (b) the physical and mental health and social wellbeing of players are being protected and enhanced; and
 - (c) players are successfully transitioning into, during and from their sporting careers.

⁸ Refer Attachment 3.

⁹ *United Nations Convention on the Rights of the Child*, United Nations Human Rights Office of the High Commissioner (Switzerland) <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> (accessed 3 March 2017)

G. Transition

1. Ensure all players are supported when dealing with the ongoing challenge of transition, including when entering their playing profession, during their playing career (e.g. relocation, change of employment, injury, unemployment, etc.) and when their playing career has ended.
2. Ensure all players undergo training such as at an induction camp upon the commencement of employment in their respective sports.
3. Ensure all players are educated on the importance of work-life balance and preparing for the transition out of their sport.
4. Ensure that all players have access to an industry funded retirement and transition fund that assists players at the end of their sporting careers and when transitioning to their post-sporting career. Such a fund should be taxed consistent with the treatment of the retirement earnings of working people upon retirement under the laws of the country in which the player has worked.

H. Working Environment

1. Enforce secure workplace conditions for players which ensure equality between productivity and work-life balance.
2. Provide designated time off for all players to pursue their Player Development Action Plans.
3. Provide every player with access to a dedicated PDM to support his or her personal development and wellbeing.¹⁰
4. Enhance the role of the PDM within the sport by having regard to best practice and through the development of minimum qualifications and standards.
5. Develop a learning culture whereby each sport – acting independently and in collaboration with other sports – advances best practice, common learning and knowledge especially through the development of the expertise and capability of PDMs.
6. Promote this Standard throughout sport including with key stakeholders such as governments, sponsors, broadcasters, fans and local communities.

¹⁰ Refer Attachment 4 – ‘Player Development Manager – Job Description’.

VII. Measures and Outcomes

This Standard will be assessed by the delivery of the following measures and outcomes by each sport acting in partnership with its players:

1. Every player will have a Player Development Action Plan.
2. Player engagement in player development and wellbeing services as well as education programs will increase.
3. Players will have access to a player development and wellbeing referral network.
4. Best practice player development and wellbeing initiatives will be the subject of comprehensive sport and multi-sport education programs at the national, regional and global levels.
5. Players will have access to dedicated PDMs.
6. Best practice health, safety and wellbeing standards will be adopted, implemented and monitored by governing bodies in professional sports, acting in partnership with employers, players and their associations.
7. Adoption by governing bodies of mental health protocols that provide for early detection and treatment of athletes' mental health concerns.
8. Adoption by governing bodies of a governance model based on a player's physical and mental health and social wellbeing rather than a punitive approach when addressing player conduct arising from mental health concerns.
9. Public acceptance of a governance model based on a player's physical and mental health and social wellbeing rather than punitive approach when addressing conduct arising from mental health concerns.
10. The targeted establishment, development and taxation of approved players' retirement and transition funds consistent with the taxation treatment of the retirement earnings of working people.
11. Players undertaking meaningful and healthy transitions into, during and after their sporting careers.
12. Sporting and workplace environments that are safe, inclusive and diverse.
13. Research will be adequately funded.
14. Any data or tool used in relation to player development, wellbeing, transition and retirement will be evidence based, scientific and validated, and used in accordance with the agreement of the player including through collective bargaining or pursuant to a PDA.
15. Player rights are being protected, respected and upheld within a framework that accords with the Player Rights Policy.

16. The elevation, enhancement and professionalisation of the position of PDM within sport at the international, regional and national levels, including the increased employment and resourcing of PDMs as well as the enhanced training and development of PDMs.
17. The adequate funding and implementation of player development and wellbeing programs including through collective bargaining.
18. The adoption, implementation, monitoring and reporting of this Standard.

VIII. Monitoring and Reporting

The implementation of this Standard should be the subject of comprehensive sport and multi-sport monitoring and reporting at the national, regional and global levels. World Players will, through a dedicated Steering Committee inclusive of both PDMs and player association leaders, monitor the implementation of this Standard in partnership with its affiliated player associations and report accordingly on a biennial basis.

IX. The Adoption and Title of this Standard

This Standard was adopted at the 2017 World Player Development Conference held in Paris, France between 3 and 5 April 2017 and ratified by the Executive Committee of the World Players Association on 6 and 7 April 2017. With the authority of both the Conference and the Executive Committee, the World Player Development Steering Committee officially approved the detailed language of this Standard on 31 July 2017 and released it publicly on 7 September 2017. All affiliated player associations of World Players are also encouraged to directly adopt this Standard at the international, regional and national levels.

The long title of this Standard is the “World Players Association – World Player Development, Wellbeing, Transition and Retirement Standard, Paris 2017”. The long title incorporates the key elements and challenges that must be addressed to promote the holistic growth of players as people in the world of sport.

This Standard may also be referred to as the “2017 Paris World Player Development Standard”.

Omar Hassanein

Executive Committee, World Players
Chair
World Player Development Steering Committee

Brendan Schwab

Executive Director
World Players Association
UNI Global Union

Nyon, Switzerland

Thursday 7 September July 2017

World Players Association

WORLD PLAYER RIGHTS POLICY

(Adopted 13 July 2017)

Introduction

Players are people first, and athletes second. Players are also the public face of sport, and athletic performance is fundamental to the prestige, popularity and viability of sport.

Sport is controlled by international sporting federations, national sporting organisations, professional sports leagues, employers, business and governments.

The work of professional players is, by its nature, highly sought, skilled and valuable, yet risky and precarious. As a condition of that work, players are made subject to regulations by sport that are extraordinary and far-reaching in their complexity and subject matter. Increasingly, those regulations are not justiciable in accordance with national law. Players, therefore, sit at the intersection between sport and human rights.

Sport must recognise its obligation to uphold the inherent dignity and equal rights of everyone involved in or affected by its activities, including the players. The starting point is for those that control sport to adopt a player rights policy that, at a minimum, makes the commitments and meets the obligations set out herein and to embed that policy throughout their organisations to ensure that the human rights of the players are protected, respected and guaranteed.

Player rights commitments

United Nations Guiding Principles on Business and Human Rights

1. Sport must commit to protecting, respecting and guaranteeing player rights in accordance with the *United Nations Guiding Principles on Business and Human Rights* (UNGPs).

Internationally recognised human rights

2. Sport's commitments under paragraph 1 must embrace all internationally recognised human rights, including those expressed in *The International Bill of Human Rights* (consisting of the *Universal Declaration of Human Rights*, the *International Covenant on Civil and Political Rights* and the *International Covenant on Economic, Social and Cultural Rights*), the *International Labour Organization's Declaration on Fundamental Principles and Rights at Work and Its Follow-Up* and the *United Nations Convention on the Rights of the Child*. In addition, sport is obliged to uphold the human rights of athletes as set out in the *United Nations Economic, Scientific and Cultural Organization (UNESCO) Revised Charter on Physical Education, Physical Activity and Sport 2015*.

Proactive player rights commitments

3. Sport must act proactively to meet its player rights commitments. This requires sport to:
 - Provide an environment for players that is well governed, free of corruption, manipulation and cheating, and committed to protecting, respecting and guaranteeing the human rights of everyone involved in or affected by sport, including the players
 - Undertake in depth and ongoing due diligence processes to avoid causing or contributing to adverse player rights impacts
 - Exercise leverage in relationships which are contributing to adverse player rights impacts
 - Address, prevent, mitigate and remediate adverse player rights impacts where they occur.

Salient player rights risks

4. The salient player rights risks of sport include:
 - The denial of the right of players to freely access and enjoy sport with equal opportunity. This may involve discrimination, harassment or violence due to race, colour, birth, age, language, sexual orientation, gender, pregnancy, religion, political or other opinion, responsibilities as a carer, property or other status. It may also involve the violation of the rights of child athletes, including through trafficking and sexual abuse
 - The failure to respect the fundamental labour rights of players. These include the right to work, free choice of employment and freedom of movement. The right of players to organise, collectively bargain and form player associations may not be respected and upheld. Other issues include a failure to provide players with just and favourable remuneration and conditions of work, the timely payment of their wages, and equal pay for equal work. Players may also be subject to unsafe and dangerous conditions, such as over-training and playing, inadequate medical care, doping,

concussion and, due to the high profile of sport, threats to their security. These all present a significant risk to players' physical health, mental health and social wellbeing

- The intense demands of an athletic career especially on young people also require measures to be taken to ensure that players can access education, and have their privacy, name, image and data protected. The right of players to freedom of expression and opinion may also be curtailed
- Players may also be subject to the requirements of sport which violate or fail to respect their fundamental legal rights, including the right to due process, a fair hearing and to access an effective remedy where player rights have not been respected and upheld.

Player rights obligations

Player rights policy

5. In order to effectively uphold its player rights commitments, sport must embed them from the top of their organisation and through all its functions. This must be done in a coherent manner such as within the regulatory framework of the sport or pursuant to a collective bargaining agreement. Where the player rights commitments of a sport differ or conflict with national laws or regulations or, indeed, regulations of the sport, the sport must follow the higher standard.

Player rights due diligence

6. In order to identify, prevent, mitigate and account for how sport addresses its player rights impacts, sport must carry out player rights due diligence. The ongoing processes must include assessing actual and potential player rights impacts, integrating and acting upon the findings, tracking responses, and transparently communicating how impacts are being addressed.

Access to an effective remedy

7. Where sport identifies or becomes aware that it has caused or contributed to adverse player rights impacts, it must provide for or cooperate in their remediation through legitimate processes. These must provide for the early and direct remediation of grievances. Such grievance mechanisms must meet the requirements of Principle 31 of the UNGPs by being legitimate, accessible, predictable, equitable, transparent, rights compatible, a source of continuous learning and based on engagement and dialogue. Players and other users must know about such grievance mechanisms, trust them and be able to use them.

Player engagement and communication

8. Sport must engage in a structured and ongoing manner with players and their legitimate representatives, including world, regional and national player associations, in relation to their player rights efforts and activities. That engagement must include open, transparent and researched communications in an endeavour to prevent and remediate the abuse of player rights and uphold the commitments and obligations of sport to player rights.

Binding policy

9. The player rights commitments and obligations of sport including as set out in the player rights policy under paragraph 5 must be binding on sport and its bodies and officials, including when applying and interpreting the regulations of the sport.

World Players Association

GENDER EQUALITY PRINCIPLES

(Adopted 26 April 2016)

Preamble

- I. The World Players Association (**World Players**) exists to promote the dignity of the player and the humanity of sport.
- II. The goal of World Players is to develop a strong and transparent global sporting economy which is governed in partnership with the players and at all times advances the humanity of sport, on and off the field. This starts with sport's accountability to the players and other key stakeholders.
- III. Men and women players pursue the same dreams, make the same sacrifices, display the same skills and overcome the same obstacles in their pursuit of a calling which requires great talent, but which is highly risky and precarious.
- IV. If sport is to be true to what it represents, then it must stand by the universal principle that every human being has a fundamental right to pursue sport freely, without discrimination on the basis of gender and free from any form of harassment or violence. Where the pursuit of sport is undertaken professionally, then international labour standards including the principle of equal remuneration for men and women workers for work of equal value must apply.¹¹
- V. Many female players in the world today are required to pursue sport on terms and under conditions which are highly disadvantageous when compared with male players.

¹¹ UNESCO, *International Charter of Physical Education, Physical Activity and Sport, 2015* (articles 1.1 and 10.5), United Nations, *The Universal Declaration of Human Rights, 1948* (article 23), and International Labour Organization, *Equal Remuneration Convention, 1951 (No. 100)* (articles 1 and 2) and *Equal Remuneration Recommendation, 1951 (No. 90)*.

- VI. This statement sets out fundamental principles for the eradication of gender based discrimination and the attainment of gender equality in sport (**Gender Equality Principles**).
- VII. World Players calls for the universal adoption, application and implementation of the Gender Equality Principles by sporting bodies, especially by working in partnership with player associations.

Principles

Principle 1 – Good Governance and Gender Equality

1. As a principle of good governance, gender equality must extend to and include the terms upon which players participate in sport including in major sporting events.

Principle 2 – Equal Remuneration and Conditions

1. Sporting bodies must ensure the application to all players of the principle of equal remuneration and conditions for men and women players for work of equal value.

Principle 3 – Status of Women Players

1. Where a woman is employed or otherwise engaged as a professional player, she has the right to be recognised as a worker by her sporting body and for the purposes of the law.

Principle 4 – Just and Favourable Conditions of Work

1. As a worker, a woman professional player has the right to just and favourable conditions of work,¹² including:
- (a) a minimum wage;
 - (b) fair hours of work;
 - (c) rest;
 - (d) leisure;
 - (e) occupational health and safety;
 - (f) a safe workplace environment free of any form of harassment or violence;
 - (g) injury compensation and insurance;
 - (h) medical treatment;
 - (i) travel;
 - (j) maternity protection;

¹² United Nations, *The Universal Declaration of Human Rights, 1948* (article 23.1).

- (k) protection in respect to family and caring responsibilities;
- (l) secure employment conditions; and
- (m) workplace representation.

Principle 5 – Application of the Gender Equality Principles

1. The effective application of the Gender Equality Principles by sporting bodies is essential to the promotion of sport including the economic development of women's sport.
2. The Gender Equality Principles should be interpreted and applied by sporting bodies:
 - (a) with good faith; and
 - (b) in a way that furthers the spirit and intent of the Gender Equality Principles to sport as set out in the Preamble, including the eradication of gender based discrimination and the attainment of gender equality.
3. In objectively appraising whether the work performed by women professional players is of the same value as that performed by men professional players, any disparity in the revenue generated by the sporting sector in which men are performing equivalent work can only be taken into account if the men are receiving a fair and equitable share of that revenue, usually measured in the form of a collective bargaining agreement.

Principle 6 – Implementation of the Gender Equality Principles

1. Sporting bodies, player associations and men and women professional players should take immediate steps to implement the Gender Equality Principles by:
 - (a) researching existing remuneration and conditions and measuring them against the Gender Equality Principles;
 - (b) engaging in collective bargaining in accordance with international labour standards, including by recognizing the right of women professional players to organise and collectively bargain and by building their capacity to do so;
 - (c) collaborating to create a strategic vision for sport including the economic development of women's sport;¹³
 - (d) ensuring the balanced representation of women within their decision-making bodies and memberships; and
 - (e) addressing cultural barriers to the acceptance of the Gender Equality Principles, especially through education and dialogue.

¹³ UNESCO, *International Charter of Physical Education, Physical Activity and Sport*, 2015 (article 3).

2. World Players is committed to working in partnership with all international sporting bodies to ensure the effective and positive implementation of the Gender Equality Principles in a manner that advances the interests of players and sporting bodies and ensures that sport inspires dreams and builds opportunities and careers for girls and boys throughout the world.

World Players Association

DECLARATION ON SAFEGUARDING THE RIGHTS OF CHILD ATHLETES

(Adopted 31 July 2016)

Preamble

CONSIDERING THAT:

- I. Children’s rights in sport are governed at the national, regional and international levels.
- II. World Players has identified clear limits and gaps in the governance and enforcement of these rights which have resulted in the abuse of children in connection with sport.
- III. World Players wishes to set out several concerns, principles and action areas with the objective of ensuring that the fundamental rights of children are promoted, protected, respected and fulfilled within professional sport.
- IV. In July 2010, the United Nations Children’s Fund (“UNICEF”) reported that:

*“During recent years, however, it has become evident that sport is not always a safe space for children, and that the same types of violence and abuse sometimes found in families and communities can also occur in sport and play programmes. Child athletes are rarely consulted about their sporting experiences, and awareness of and education on child protection issues among sport teachers, coaches and other stakeholders is too often lacking. Overall, appropriate structures and policies need to be developed for preventing, reporting and responding appropriately to violence in children’s sport.”*¹⁴
- V. Research studies, evidence and high-profile cases have drawn attention to extremely concerning problems such as violence, harm and the denial of an education that children have experienced in the context of sporting activities:

¹⁴ UNICEF, ‘Protecting Children from Violence in Sport: a Review with a Focused on Industrialized Countries’, UNICEF, July 2010, page vii.

- A. Paulo David of the Office of the United Nations High Commissioner for Human Rights has estimated that, of all children involved in competitive sports, 10% have undergone human rights abuse, and another 20% are at risk.¹⁵
- B. A comprehensive study of children participating in organised sport in the United Kingdom in 2011 reported that 75% of respondents reported emotional harm, 29% reported sexual harassment, 24% reported physical harm, 10% reported self harm and 3% reported sexual harm.¹⁶
- C. An expert group to the European Commission recently heard estimates of the prevalence of violations of the rights of children in sport:¹⁷

Type	Estimate of prevalence
Sexual harassment	14 – 49% (outliers 2 – 92%)
Sexual abuse	2 – 13% for females (outlier 49%); 6% for males
Physical violence	11%
Psychological violence	38% (outlier 75%)
Bullying	+/- 30%

- D. FIFPro, the world footballers' association, has revealed that 10% of the world's professional footballers have not completed their education beyond the primary school level.¹⁸

¹⁵ Play the Game (Denmark), 'Children's Rights are Still Widely Organised in Sport', 12 February 2015, http://www.playthegame.org/news/news-articles/2015/0011_children-s-rights-are-still-widely-ignored-in-sport/ (accessed 12 May 2017)

¹⁶ Alexander, Kate, Stafford, Anne and Lewis, Ruth, 'The Experience of Children Participating in Organised Sport in the UK', Child Protection Research Centre, The University of Edinburgh / NSPCC, October 2011, page 8.

¹⁷ Table presented by Ms Tine Vertommen during the meeting of the Good Governance Expert Group of the European Commission on 12 May 2016, a synthesis from studies in various countries: Volkwein et al, 1996, USA / Kirby & Greaves, 1996, CAN / Leahy et al, 2002, AUS / Fasting et al, 2003, NO / Fasting et al, 2011, NO, GRE, CZ / Alexander et al, 2011, UK/ Vertommen et al, 2016, NL and BE.

¹⁸ FIFPro (The Netherlands), '2016 FIFPro Global Employment Report', page 26, <https://www.fifpro.org/news/2016-global-professional-football-players-survey/en/>

RECALLING AND UPHOLDING:

- VI. The *United Nations Convention of the Rights of the Child 1989* including its Optional Protocols,¹⁹ the ten principles of UNICEF on child rights and business,²⁰ the *United Nations Education Scientific and Cultural Organization* (“UNESCO”) *Charter on Physical Activity, Physical Education and Sport* ²¹ and the *United Nations Guiding Principles on Business and Human Rights* including the internationally recognised human rights referred to therein.²²

CONSEQUENTLY:

- VII. World Players, together with its affiliated player associations, reaffirms that, as children are particularly vulnerable:
- A. Children’s rights require special protection.
 - B. Every child shall enjoy special protection and opportunities for play and recreation and to develop fully in conditions of freedom and dignity.
 - C. The best interests of the child shall be the guiding principle for the involvement of children in sport.
 - D. The adults responsible for sports activities involving children are also responsible for creating a safe environment for them to participate in, and for responding where there are specific welfare concerns,

¹⁹ United Nations Convention on the Rights of the Child 1989 <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

²⁰ UNESCO Charter on Physical Activity, Physical Education and Sport <https://www.unicef.org/csr/12.htm>

²¹ UNICEF Children’s Rights and Business Principles 2012 <http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/sport-charter>

²² United Nations Guiding Principles on Business and Human Rights 2011 http://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR_EN.pdf.

Internationally recognised human rights include those expressed in *The International Bill of Human Rights* (consisting of the *Universal Declaration of Human Rights*, the *International Covenant on Civil and Political Rights* and the *International Covenant on Economic, Social and Cultural Rights*), the *International Labour Organization’s Declaration on Fundamental Principles and Rights at Work and Its Follow-Up*.

NOW, THEREFORE, WORLD PLAYERS DECLARES THAT:

1. Every child is entitled to the opportunity to freely pursue sport in an inclusive, adapted and safe manner, and to have his or her rights as a child protected, respected and fulfilled.
2. World Players is committed to ensuring that sport increases its focus on a child rights approach to sport participation, and that greater attention is paid to creating a positive sporting ethos where children are respected, and where their voices are heard and used to shape their sporting experience, welfare and performance.
3. World Players:
 - a) Is committed to promoting, protecting, respecting and fulfilling child rights in sport including by promoting awareness and understanding of the content of the rights of the child under national, regional, United Nations (“UN”), International Labour Organization (“ILO”), UNICEF and UNESCO standards and principles and the application of those standards and principles to sport;
 - b) is committed to preventing any harassment, harm, violence or abuse to children in sport including by encouraging the development of proactive measures such as procedures for reporting and acting on the concerns of or about a child, due diligence and the assessment and mitigation of risk;
 - c) will promote, encourage and facilitate the development of ethical and behaviour guidelines, codes of conduct and child protection policies to promote, protect, respect and fulfil child rights in sport;
 - d) where risks to child rights or gaps in the protection of child rights are identified, will encourage measures to ensure those risks are mitigated and removed or, where needed, that access to an effective remedy exists;
 - e) will monitor, evaluate and learn from efforts to safeguard the rights of the child in sport; and
 - f) will develop a working document to identify key areas of influence and potential mechanisms for change to give effect to the commitments in this Declaration.

4. As part of the numerous issues identified, World Players has identified five action areas to address through social dialogue and engagement with international sporting bodies and employers in sport:

- a) Area One: To ensure that the human and labour rights of the child are respected and fulfilled. Without limitation, this requires all adults involved in delivering activities for children to be responsible for ensuring that the rights of children are safeguarded during those activities.
- b) Area Two: To ensure a safe environment for children, including professional players and athletes, so that they are treated with respect and in accordance with national, regional and UN, ILO, UNICEF and UNESCO standards and principles.
- c) Area Three: To ensure the proper and safe recruiting and training of coaches, personal trainers, intermediaries, club staff and other employees, workers and agents who work with children, including through:
 - i) the requisite contractual provisions that require adherence to national, regional, UN, ILO, UNICEF and UNESCO standards and principles including applicable guidelines, codes and policies that give effect to such standards and principles; and
 - ii) implementing and maintaining an effective licensing system which includes minimum requirements such as specific skills, training, criminal background checks and psychological evaluation.
- d) Area Four: Encourage sporting employers and bodies to provide a child-friendly general education environment for children players and athletes to ensure that they can pursue their right to an education and to develop their personality, talents and abilities in full.
- e) Area Five: To encourage sporting employers and bodies including academies and centres of excellence to provide tailored educational programs for children players and athletes that inform them of their rights, the risks and dangers associated with a sporting career, the importance of an education, integrity in sport, cyber-bullying, new technologies, social media and the need for a healthy and balanced diet and lifestyle as well as the role sport can play in meeting the UN Sustainable Development Goals.

5. Finally, World Players is committed to working towards helping develop the full human potential of children involved in sport. Fundamental human rights such as the right to a family life, education, privacy, health, wellbeing and work-life balance (for those children legally of an age to work) as well as the right to information and consultation should be guaranteed to all children in sport.

World Players Association

PLAYER DEVELOPMENT MANAGER JOB DESCRIPTION

I. Purpose

The purpose of the role of Player Development Manager is to promote the personal and professional development and wellbeing of players through empowering them to take ownership of their own development both on and off the sporting field.

II. Key relationships

- Players
- Coaches
- Support staff
- Clubs
- Managers
- Agents/Advisors
- Institutional partners (VET providers, finance)
- Family
- Player association colleagues

III. Tasks

Key Result Areas	Key Tasks
Career Transition	<ul style="list-style-type: none">• Assist players to transition successfully into the sport at young ages• Help players to manage various transitions during their time in the sport• Assist players to transition out of the sport and into their next career

Wellbeing	<ul style="list-style-type: none"> • Develop well rounded people • Build player confidence, self-awareness and self-esteem • Help players create their own identity outside of the sport
Player Education	<ul style="list-style-type: none"> • Support players to recognise their strengths, values and motivators so they can develop a passion for learning and education based on personal preferences • To provide practical advice and assistance for them to gain educational qualifications where appropriate • Facilitate various workshops to help players develop life skills (e.g. financial literacy, cooking)
Create Ambassadors	<ul style="list-style-type: none"> • Develop players who can be positive future ambassadors for the concept of player development
Culture and Environment	<ul style="list-style-type: none"> • Help to shape the culture and sporting environment that players are working in, particularly ensuring there is an inclusive environment • Demonstrate commitment to broader objectives of players' associations • Understand the regulatory environment (CBA/funding)
Brand Awareness	<ul style="list-style-type: none"> • Drive the brand of the organisation through better decision making off the field
Player Personal Brand	<ul style="list-style-type: none"> • Help build player's personal brand

IV. Competences

Competencies	Description
Builds Rapport	<ul style="list-style-type: none"> • Ability to listen well • Ability to build rapport with a wide range of people and to network effectively • Demonstrates empathy • Respects the confidentiality needs of others • Able to tailor personal presentation to the needs of the sport and the players • Understands the player's support structures and culture including family and his or her wider environment
Authenticity	<ul style="list-style-type: none"> • Self awareness • Self belief • Self confidence • Walks the talk • Role model's appropriate behaviours

	<ul style="list-style-type: none"> Shows genuine passion
Flexible and adaptable	<ul style="list-style-type: none"> Open minded, non-judgemental Realistic approach Shows common sense Shows resilience
Learning Orientation	<ul style="list-style-type: none"> Lifelong learning orientation Ability to instil learning orientation in others Uses reflective practice to learn and grow
Influencing	<ul style="list-style-type: none"> Ability to advocate for others Ability to persuade and convince others of the merits of ideas Storytelling skills
Organised	<ul style="list-style-type: none"> Ability to juggle both immediate and longer-term needs and priorities Planned approach (ability to devise an action plan) Strong time management capability Strong analytical skills (players' needs assessment) Ability to meet targets and deadlines Reporting skills
Takes action	<ul style="list-style-type: none"> Ability to follow up with players in a disciplined fashion
Industry Knowledge	<ul style="list-style-type: none"> Possesses a sound knowledge and working understanding of the industry

V. Qualifications/Experience

- No mandatory qualification
- Desirable: Cert 4 in Career Development
- Desirable: Some kind of training in mental health, counselling, teaching
- Teaching, counselling, sport management, or HR background
- Past players, elite athletes, elite coaching experience
- Portfolio of experiences
- Leadership, people management
- Learning and development background
- Life experience, varied
- Experience as a PDM
- Ongoing experience and education is important
- Mental Health 101/First aid.