



UNITED 2026 AND CHILDREN

Digital Consultation

17 Nov 2020

Child:
Every human being
below the age of 18 in
accordance with the
Convention on the
Rights of the Child.





- **Safe space**

- This meeting is being recorded
- Only speakers' interventions will be published
- No city will be singled out

- **Chatham House Rule:**

- Feel free to quote official speakers
- Don't reveal which other cities and/or people were present/absent in the meeting
- Don't quote or mention other candidate host cities
- Don't publish information about other candidate host cities mentioned during the meeting

Agenda – Day 1

Time (EST)	Session
15 min 12:30 - 12:45	Welcome & Workshop Overview
15 min 12:45 - 13:00	Child-Focused Questions for Inclusion in the United 2026 Human Rights Scorecard
60 min 13:00 - 14:00	Risks for Children throughout the MSE lifecycle
30 min 14:00 - 14:30	Break
45 min 14:30 - 15:15	London 2012 – Best Practices and Lessons Learned
45 min 15:15 - 16:00	Children as stakeholders
15 min 16:00 - 16:15	Wrap up

Agenda – Day 2

Time (EST)	Session
10 min 12:30 - 12:40	Main takeaways from the first day
20 min 12:40 - 13:00	The power of sports to address human rights and child rights
75 min 13:00 - 14:15	Host Cities Safeguarding Children
30 min 14:15 - 14:45	Break
45 min 14:45 - 15:30	Legacy
30 min 15:30 - 16:00	Next steps
15 min 16:00 - 16:15	Closure



Opening Session

Mary Harvey
*Executive Director –
Centre for Sport and Human Rights*

Anucha Browne
*Chief Strategy & Engagement Officer -
UNICEF USA*



- **A human rights organisation for the world of sport.**
- **Aims:**
 - **Support the prevention of human rights harms from occurring through sport**
 - **Support access to effective remedy where harms have occurred**
 - **Promote a positive human rights legacy from sport and sporting events**

Child Focused Questions for Inclusion
in the United 2026 Human Rights
Scorecard Guidance Note

- **Work as indicators**
- **Assess child-friendly cities**
- **Check cities' respect for child rights**
- **Measure city's progress**

- **Non-discrimination**
- **Commitment to Children's Rights**
- **Reporting Violations and Access to Remedy for Children**
- **Child Protection & Safeguarding**
- **Child-Friendly Safe Public Spaces**



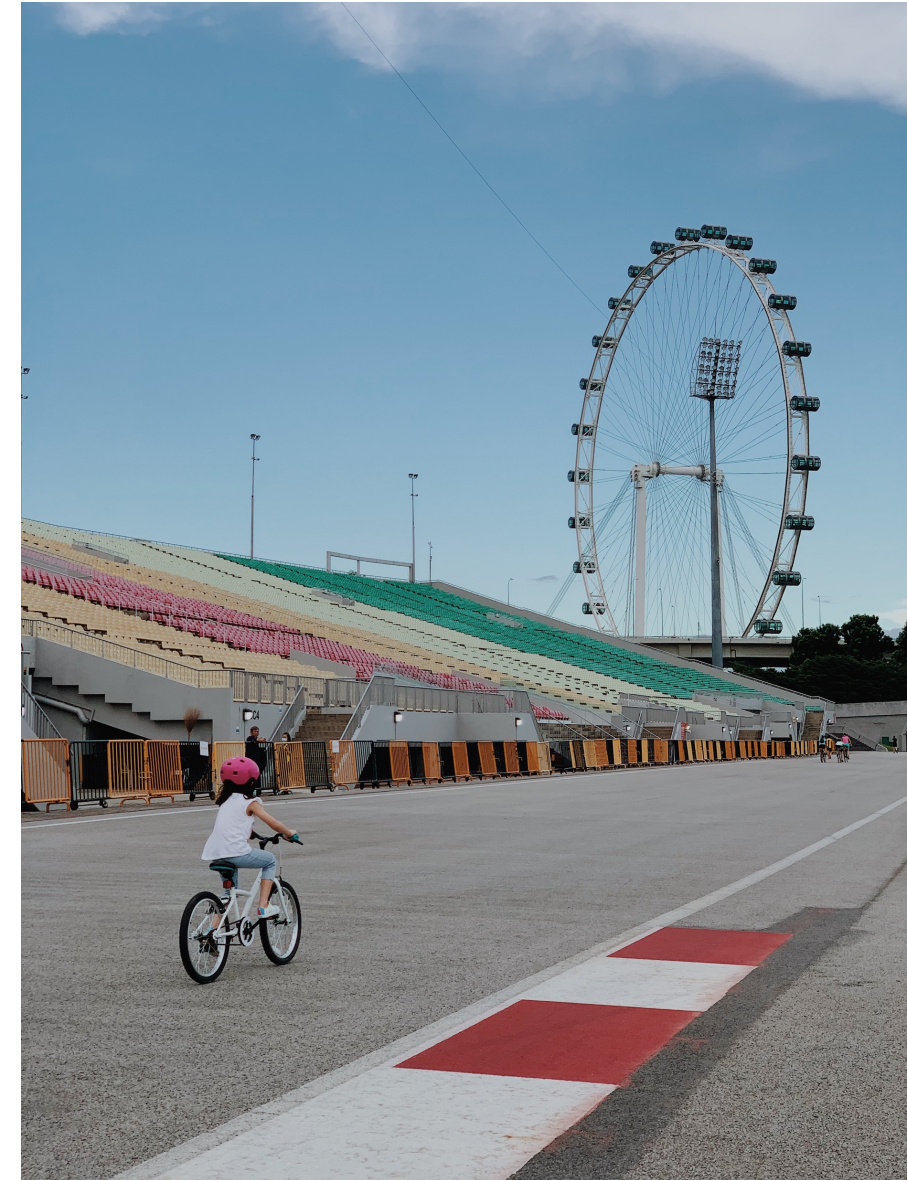
Non-Child Specific Scorecard Areas

- **Equality of Opportunity and Inclusivity**
- **Child Labour**
- **Child Trafficking**
- **Child-Sensitive Marketing & Communications**
- **Child-Sensitive Public Safety and Security**



Non-Child Specific Scorecard Areas

- **Child-Sensitive Disaster Emergency Preparedness**
- **Child-Sensitive Environmental Protections**
- **Displacement of Children and their Families**
- **Child-Sensitive Data Collection**



UNICEF

 **CENTRE**
for Sport and Human Rights

 **unicef**
for every child





Risks for children throughout the MSE lifecycle

Andrea Florence
Child Athlete Wellbeing and Protection Officer
- UNI Global Union's World Players

Dorothy Rozga
Head of Child Rights - CSHR

Danielle Goldberg
Director, Advocacy and Engagement - UNICEF USA

Lucy Amis
Child Rights and Sport Specialist - UNICEF UK



Rio 2016 Olympic Games



Rio 2016 Olympics Case



Olympic slogan "A New World", Rio de Janeiro, 2016

“A new world”

The Games would be a showcase for new heroes, and for the transformative power of sport, in new territories and for the next generation.

Rio 2016 Olympics Case



New homes in Vila Autódromo and, in the back, tall windows of the Olympic Park's media center and Marriott hotel, Rio de Janeiro, 2016

Vila Autódromo was once home to more than 600 families. Although they had long lived under the threat of eviction, as the Games began to approach, government pressure intensified: energy cuts, lack of clean water, debris left lying around and police violence during forced removals.

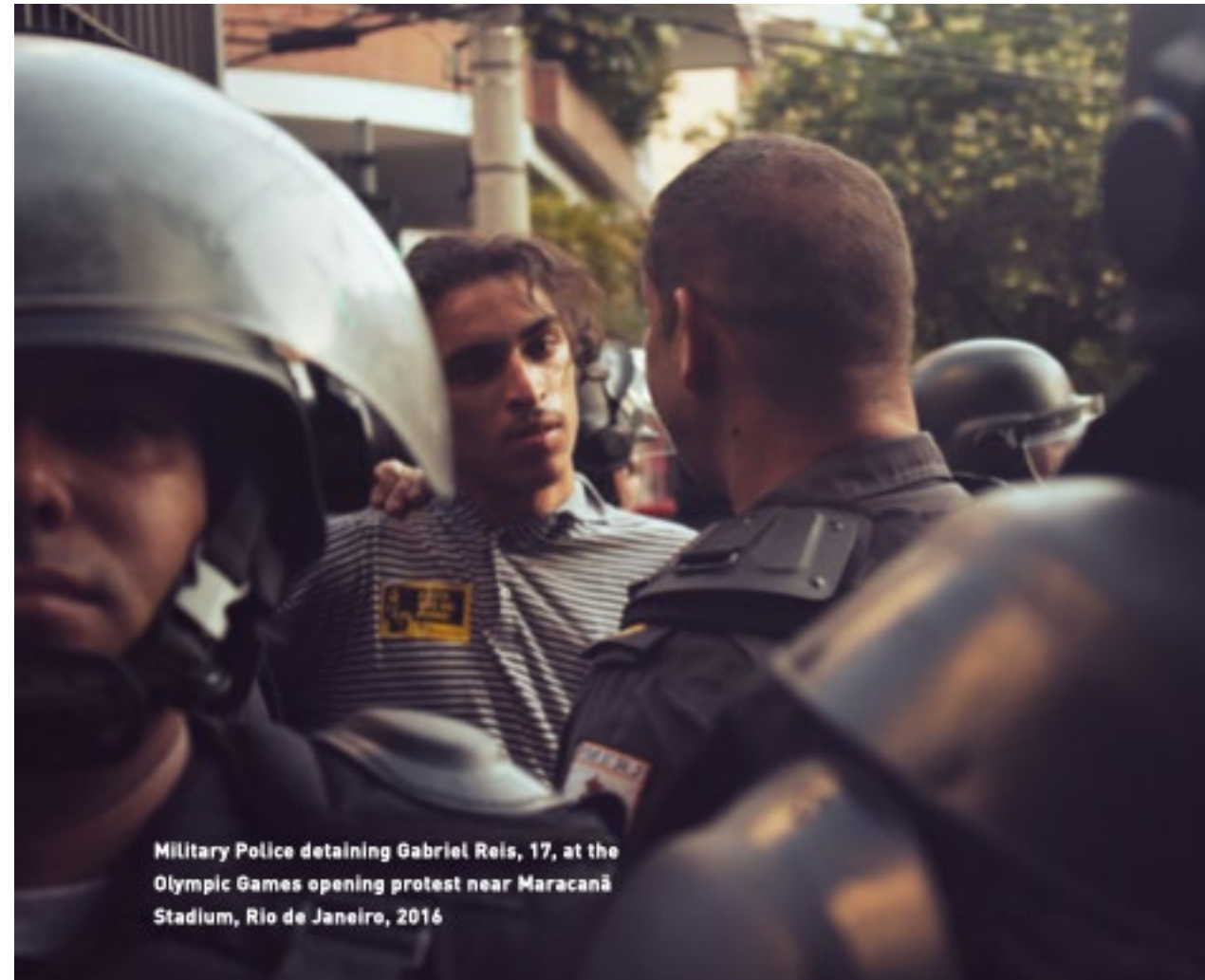


“There were more police on the streets because of the Olympics and they were aggressive, they were beating us”

Helena, 17 years old

Rio 2016 Olympics Case

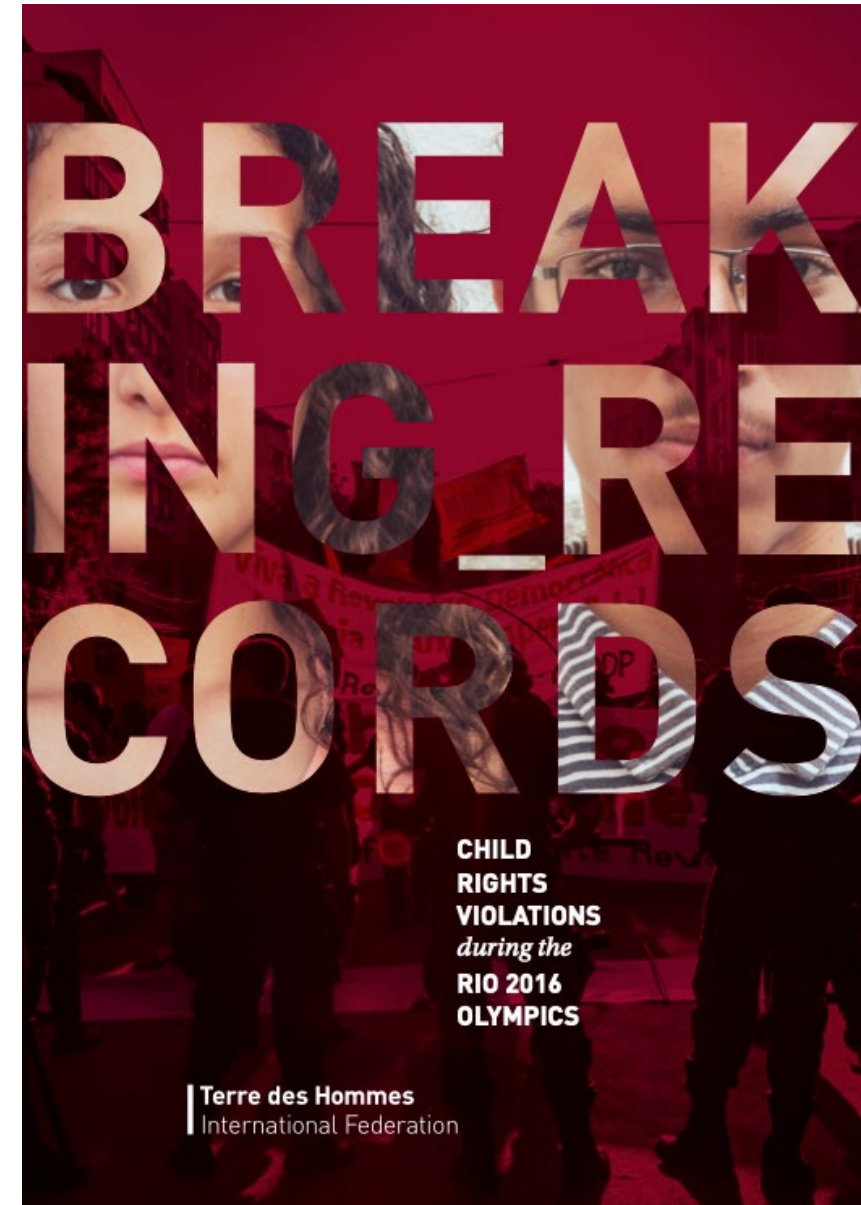
- **Police killings and militarization of the police:** as Olympic Games approached, police killings increased. April, May, June 2016 saw a 103% increase in the number of police killings (when compared to the same period in 2015).
- **Indiscriminate use of force against adolescents who protested before and during the Games:** in São Paulo, around 100 protesters were detained and in Rio at least 50 people were arrested (under the “Football Supporter Statute”).



Military Police detaining Gabriel Reis, 17, at the Olympic Games opening protest near Maracanã Stadium, Rio de Janeiro, 2016

Rio 2016 Olympics Case

1. **Courageous and robust due diligence, including a risk and impact assessment with a wide stakeholder engagement**
2. **Targeted and human rights-based mitigation plan**
3. **Track and monitor all stages of the event, in collaboration with independent monitoring organizations**
4. **Sanctions for noncompliance with human rights and access to effective remedy and grievance mechanism**



**Standards that
recognize and
protect the dignity of
all human beings**



Govern how individuals live in society and with each other, as well as their relationship with governments and the obligations that governments have toward them





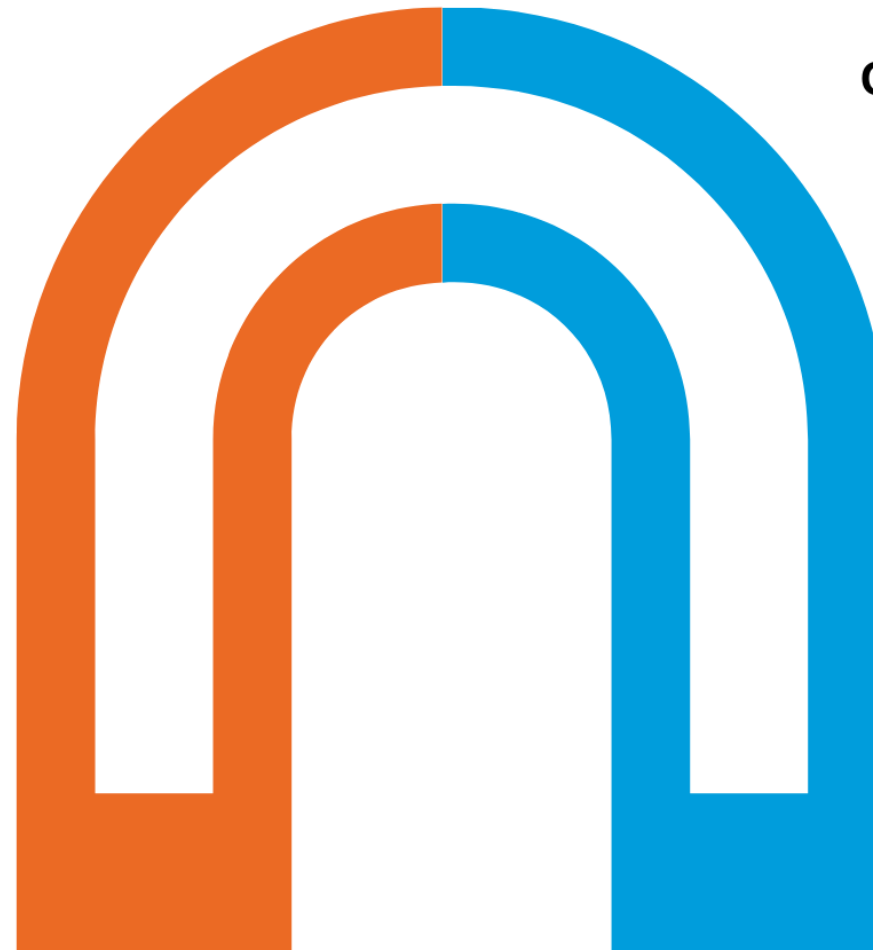
Human Rights are:

- **Universal**
- **Inalienable**
- **Indivisible**
- **Interdependent and interrelated**

The Arc of Human Rights

Duty-Bearers: Governments

Creating an
enabling environment
for children
to enjoy rights



Rights-Holders: Children and Caregivers

Awareness
Capacity
Opportunity
Support
Redress



**All children have
human rights.
Additionally,
children have
special rights.**

For Every Right, For Every Child

- **Children are individuals**
- **Actions/inactions impact children more strongly**
- **Changes in society have a disproportionate, and often negative impact on children**
- **The costs to society of failing its children are huge**



Convention of the Rights of the Child (CRC)



What is the Convention on the Rights of the Child?

- The world's most widely ratified United Nations Human Rights treaty
- Most comprehensive:
 - Cultural, economic, political, social, civil rights
- Framework to inform all decisions, behaviors, programs, activities



What does this mean for children?

- **World leaders recognized children need special care and protection**
- **Children's rights are not as an option, kindness, or charity**
- **Revolutionary shift in how we see children**



Child Rights and MSEs



Core Child Rights Principles

- **Non-discrimination**
- **Best interests of the child**
- **Life, survival and development**
- **Expression of views**



Major Events

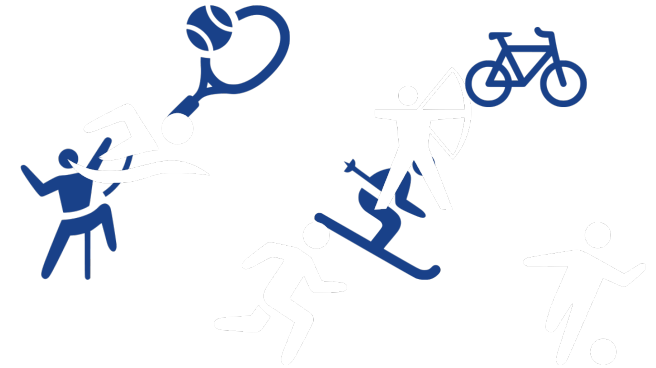


- ✓ Local Organizing Committee
- ✓ Host City / Nation
- ✓ International Federation
- ✓ National Federation

Affected children

- ✓ Fans
- ✓ Volunteers
- ✓ Athletes
- ✓ Communities
- ✓ Activists

Elite & Grassroots Sport



- ✓ International Federation
- ✓ National Federation

...are a commonly used set of principles that provided the first global standard for preventing and addressing the risk of adverse impacts on human rights linked to organizations, and they continue to provide the internationally accepted framework for enhancing standards and practices regarding organizations' operations and activities.

The framework offered by the UNGPs offer a key tool for governments and organizations to understand their respective roles and duties to manage and account for their human rights impacts.

PILLAR I

Governments

PROTECT

against human rights abuses by third parties, including business

PILLAR II

Business

RESPECT

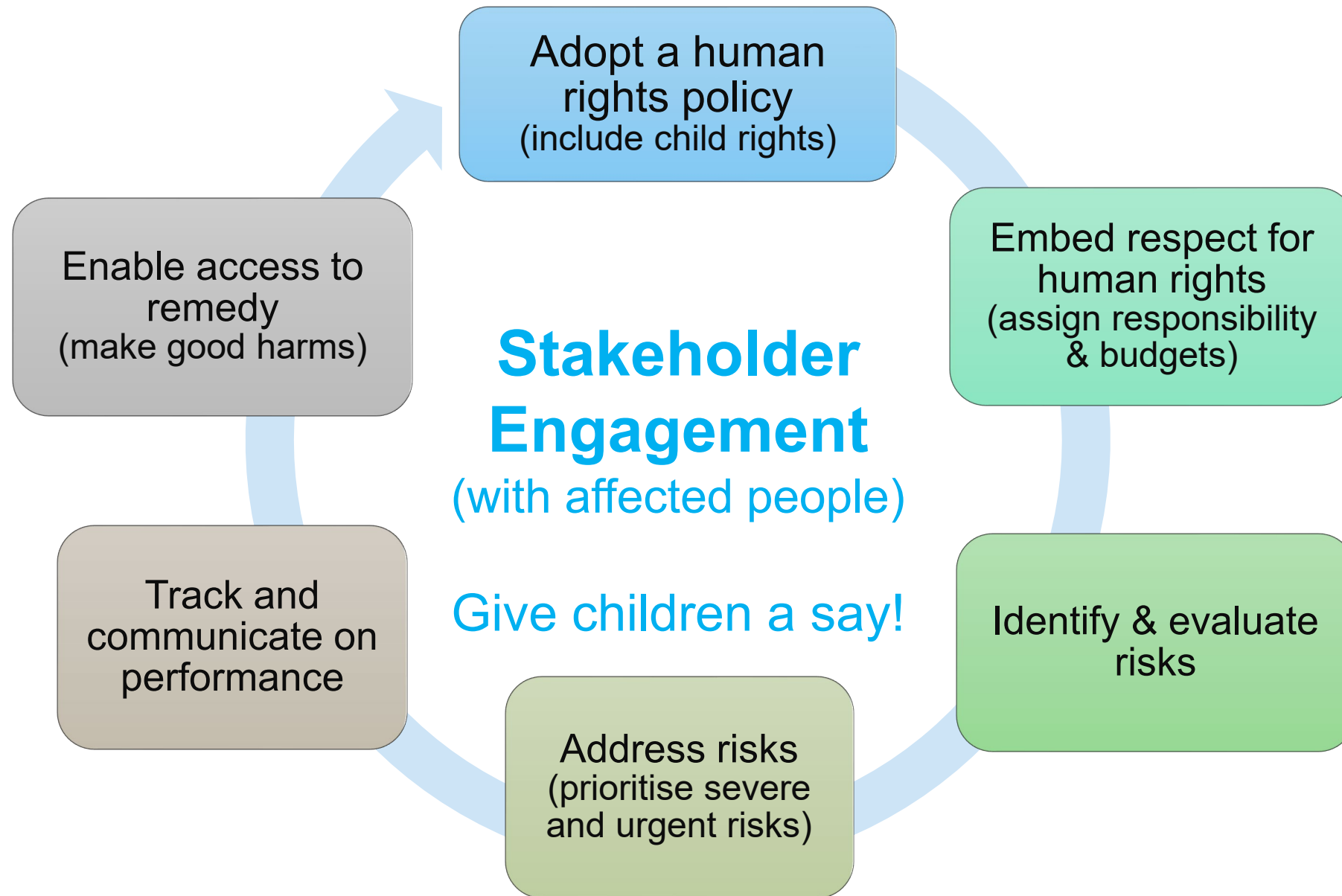
avoid violating human rights wherever & however they operate

PILLAR III

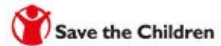
Remedy

MAKE IT RIGHT

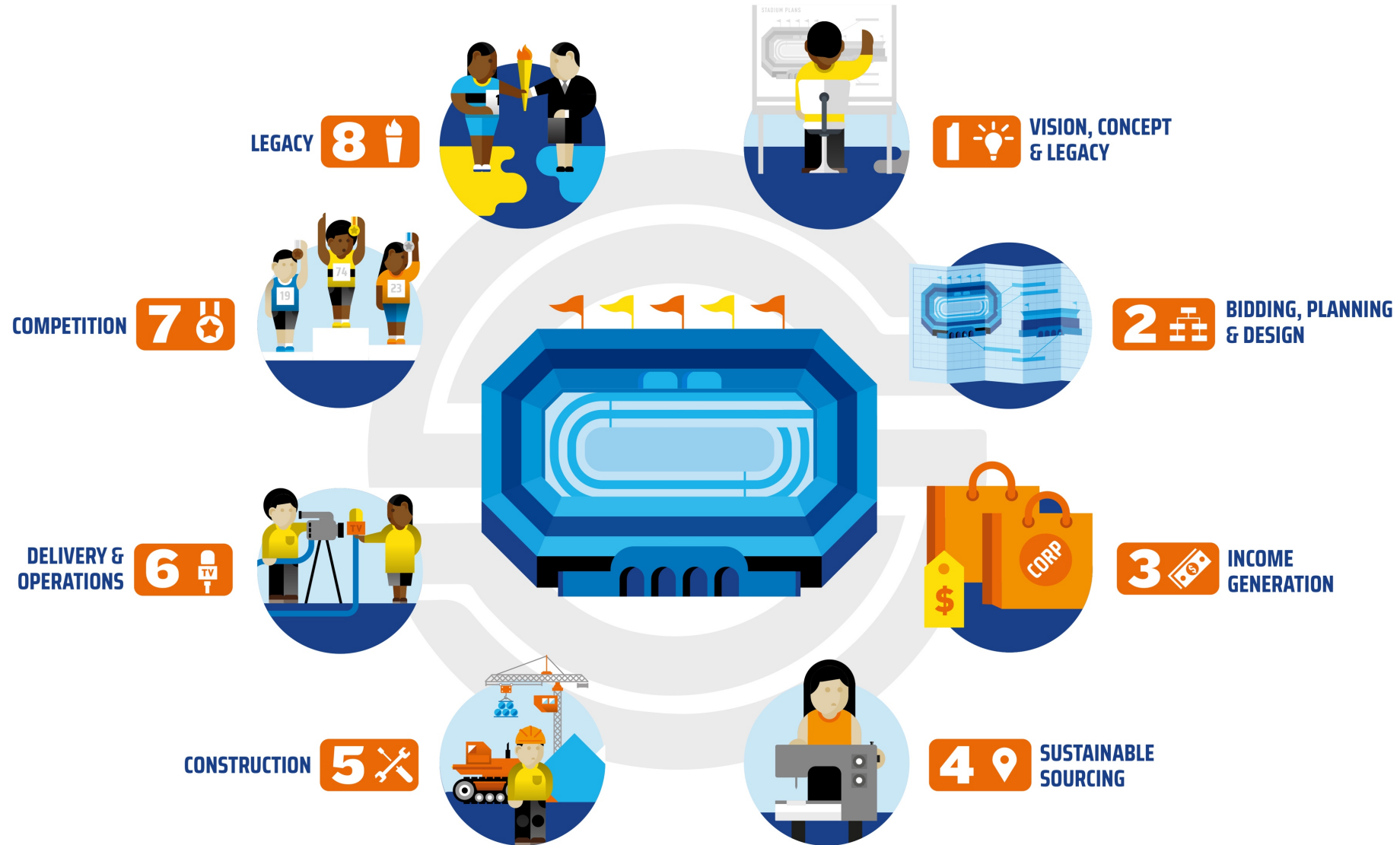
for those harmed



Children's Rights and Business Principles



MSE Lifecycle



Brainstorm – Risks and Opportunities for Children

- Identify risks and opportunities for children according to the stages of the MSE Lifecycle
- Share them on the chat
- If you prefer, send them privately, to Lucy Amis
- 5 minutes per cluster

MSE Lifecycle - Risks and Opportunities for Children

1/3

Background... Clear frame

1 Vision, Concept and Legacy

2 Bidding, Planning and Design

3 Income Generation

Risks

Put your sticky note here

Opportunities

Put your sticky note here

VISION, CONCEPT & LEGACY

- **Respect for human rights (including child rights) embedded from the outset**
- **Children participate in developing each city's bid, concept and legacy plans**

2 **BIDDING, PLANNING & DESIGN**

- **Ongoing stakeholder engagement with children and their representatives on decisions that affect them, with children given a voice themselves**
- **Land acquisition and development avoids family evictions and/or rehousing that disrupts a children's family life and right to an adequate standard of living**

INCOME GENERATION

- **Child rights due diligence conducted on sponsors, licensees and broadcasters**
- **Brand association and marketing plans consider impacts on children – e.g. tobacco, alcohol, fast food, sugary drinks**

4 **SUSTAINABLE SOURCING**

- **Procurement processes identify and tackle child labour risks across the supply chain e.g. timber, agricultural products and merchandise**
- **Tender processes and supplier contracts include child labour clauses and provide decent work clauses for parents, caregivers and young workers**
- **Complaints and dispute resolution mechanism set up to handle child labour/rights abuses**

5 CONSTRUCTION

- **Decent working conditions and pay for construction workers (including migrants) so workers and their children enjoy the right to a family life and adequate standard of living**
- **Construction and overlay projects consider impacts on child rights in host cities**

DELIVERY & OPERATIONS

- **Security and law enforcement protects / respects child rights. No exposure to violence**
- **Risks of child sexual exploitation and child trafficking identified and addressed**
- **Children in host cities retain right to peaceful protest, to access schools, and to play**

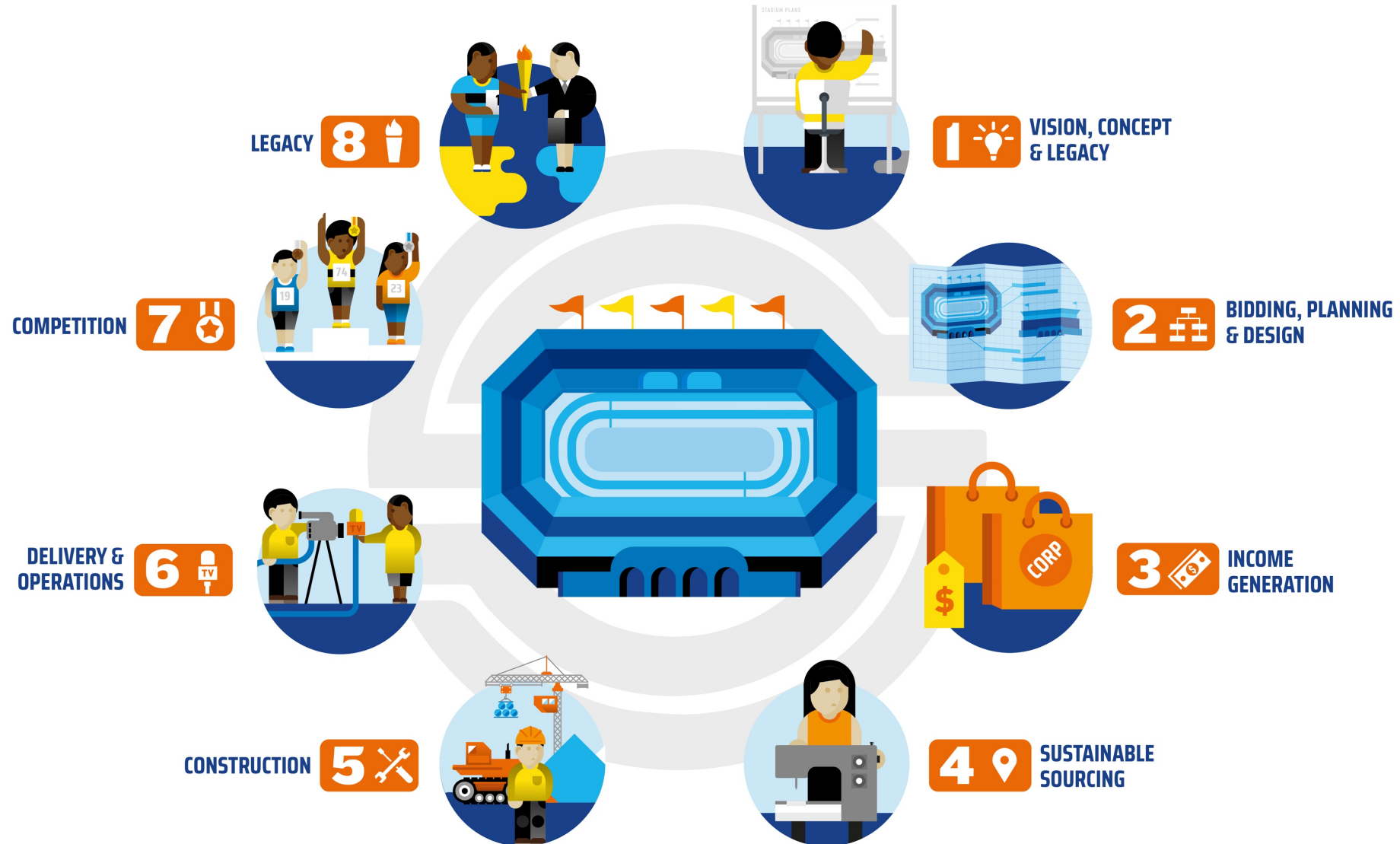
7 COMPETITION

- **Child players, fans, volunteers and children in the host city are safeguarded from violence, abuse, exploitation and neglect - e.g. physical, psychological or sexual**
- **Child players & volunteers free from harassment, bullying, doping or media intrusion**
- **Child players enjoy their rights, e.g. to freedom of speech and expression**

LEGACY

- **Venue and infrastructure development is sustainable and benefits local children, e.g. new recreational space**

MSE Lifecycle and Child Rights





Break

We will be back at 14:30 (EST)



London 2012 Best Practices and Lessons Learned

Simon Chorley
International Programs Manager - UNICEF Canada

Interviews:
Philip Ishola
*Chair of the Olympics Safe Games for
Children Group during London 2012*

Kevin Hyland
*Former UK Anti-Slavery Commissioner and
Head of London Metropolitan Police's
Human Trafficking Unit during London 2012*



Children as stakeholders

Mara Mintzer
Director, Growing Up Boulder

Abdullah Akl
CFCI Youth Advisor



Children as Stakeholders



1. **WHAT:** What is meaningful child and youth engagement?
2. **WHAT FOR:** Why invest in young people's voices?
3. **WHAT NOW:** How do you engage young people?



Mara Mintzer
Director, Growing Up Boulder
**UNICEF USA Child Friendly Cities
Advisor**



Abdullah Akl
UNICEF USA CFCI National Youth Advisor
Student, Long Island University

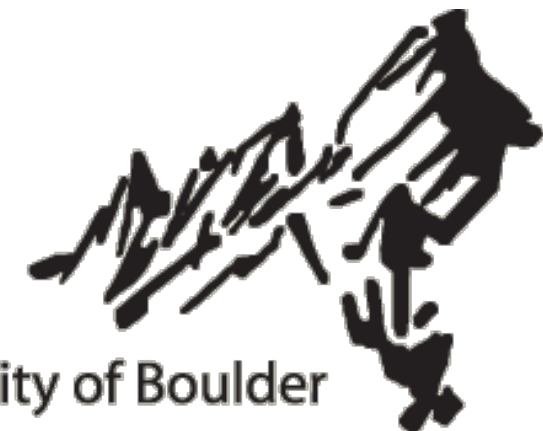
Mara Minzter: Growing Up Boulder (GUB)

GUB is Boulder, Colorado, USA's child- and youth-friendly city initiative

Our mission is to empower Boulder's young people with opportunities for inclusion, influence and deliberation on local issues that affect their lives.



Community Engagement Design & Research
UNIVERSITY OF COLORADO **BOULDER**





- **Growing Up Boulder founded 2009**
- **Engaged 6,000 children and youth**
- **Worked with 1,500 university students**
- **50% or more of young people from historically marginalized groups:**
 - **children of color**
 - **English Language Learners**
 - **children with disabilities**
 - **underresourced children**
 - **LGBTQ**

Abdullah Akl: UNICEF USA Natl. CFCI Youth Advisor

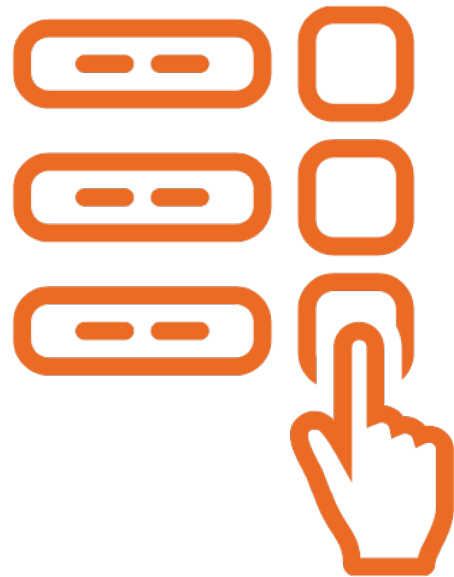


Members of the Child and Youth Advisory Board welcoming participants to the Summit.

© UNICEF/UNI216441/Wogram



Question 1:
What is meaningful
child and youth
engagement?

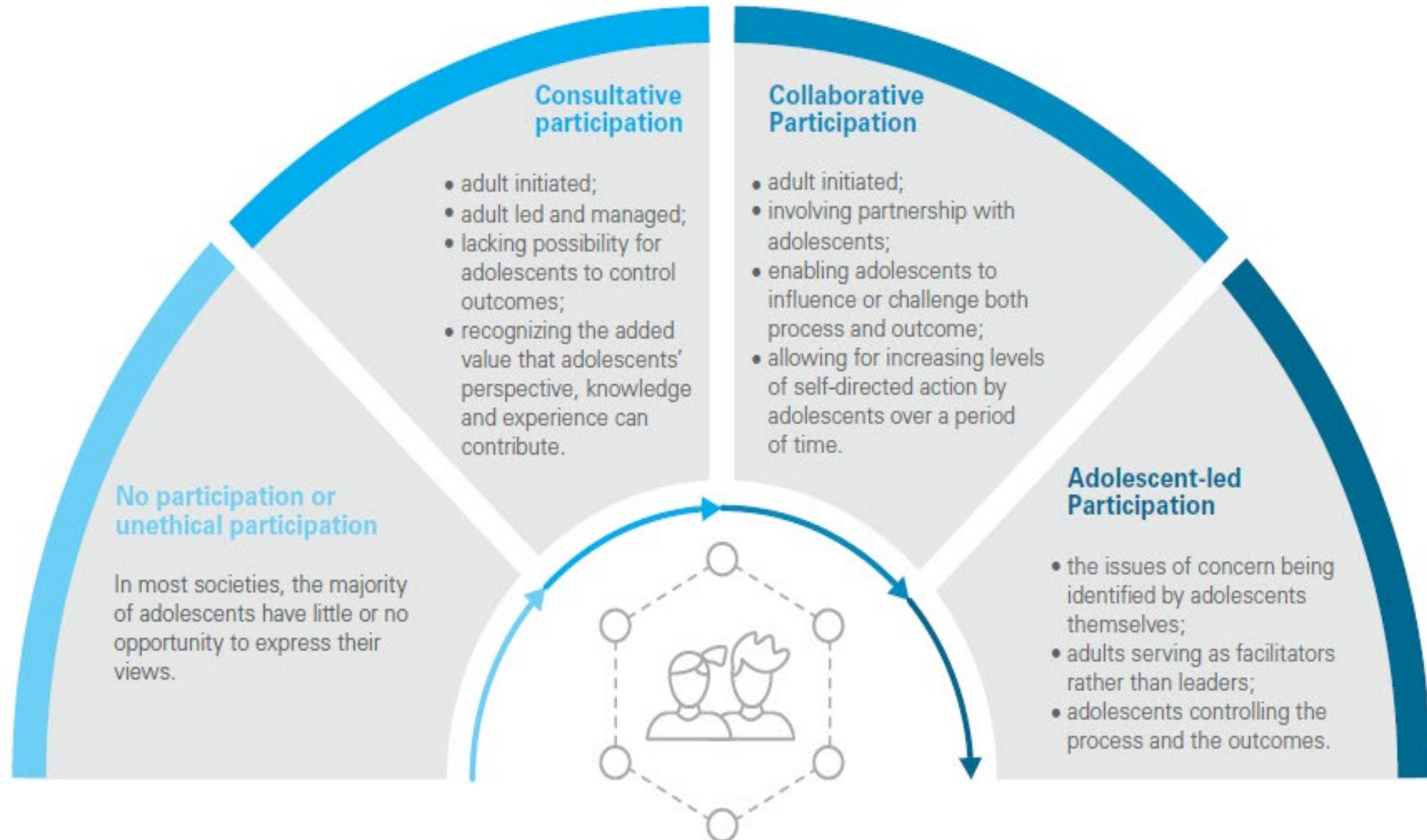


Poll:
What do you think child/youth
engagement is?

Children and youth, individually and/or collectively, forming and expressing their views and influencing matters that concern them directly and indirectly.



Modes of Participation



Child Safeguarding: Everyone's Responsibility

Definition: Proactive measures to limit direct and indirect collateral risks of harm to children from our work, personnel or associates.

- Each of us is responsible to avoid and minimize risks of harm to children
 - In our work, through our activities and by our people
 - Direct or indirect, deliberate or not
 - Including through communication and other activities



What does it mean to you for children's views to be taken into account in a *meaningful and authentic way*?





Question 2: Why invest in young people's voices?



Poll:

What reasons do you think are most important to justify engaging children and youth?

Why do child and youth voice matter?

- **Children are both CURRENT and future citizens**
- **It make sense to include the end-user in your design process**
- **A child-friendly city is a city that is friendly to all (seniors, disabled, other species)**



Why do child and youth voice matter?

- **Young people offer creative and flexible ways of thinking – they bring a unique perspective**
- **Benefits of dialogue for all involved**
- **Young people’s enthusiasm is contagious!**
- **Child participation is a fundamental right**



Children's input leads to better outcomes for:

- **Their communities**
- **Children and youth themselves**
- **Their parents and caregivers**
- **Their government**
- **Program and policy decisions**

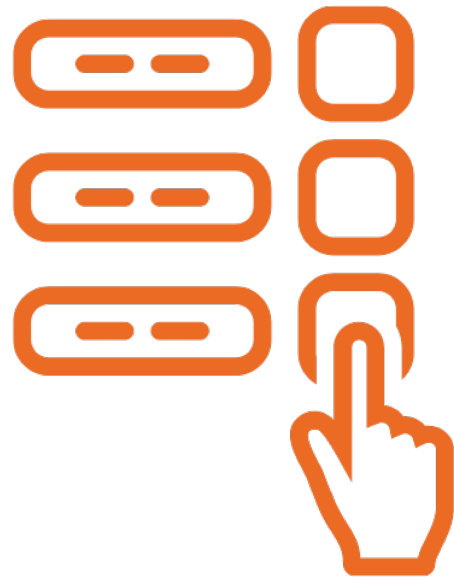


City Planning And Children's Voices





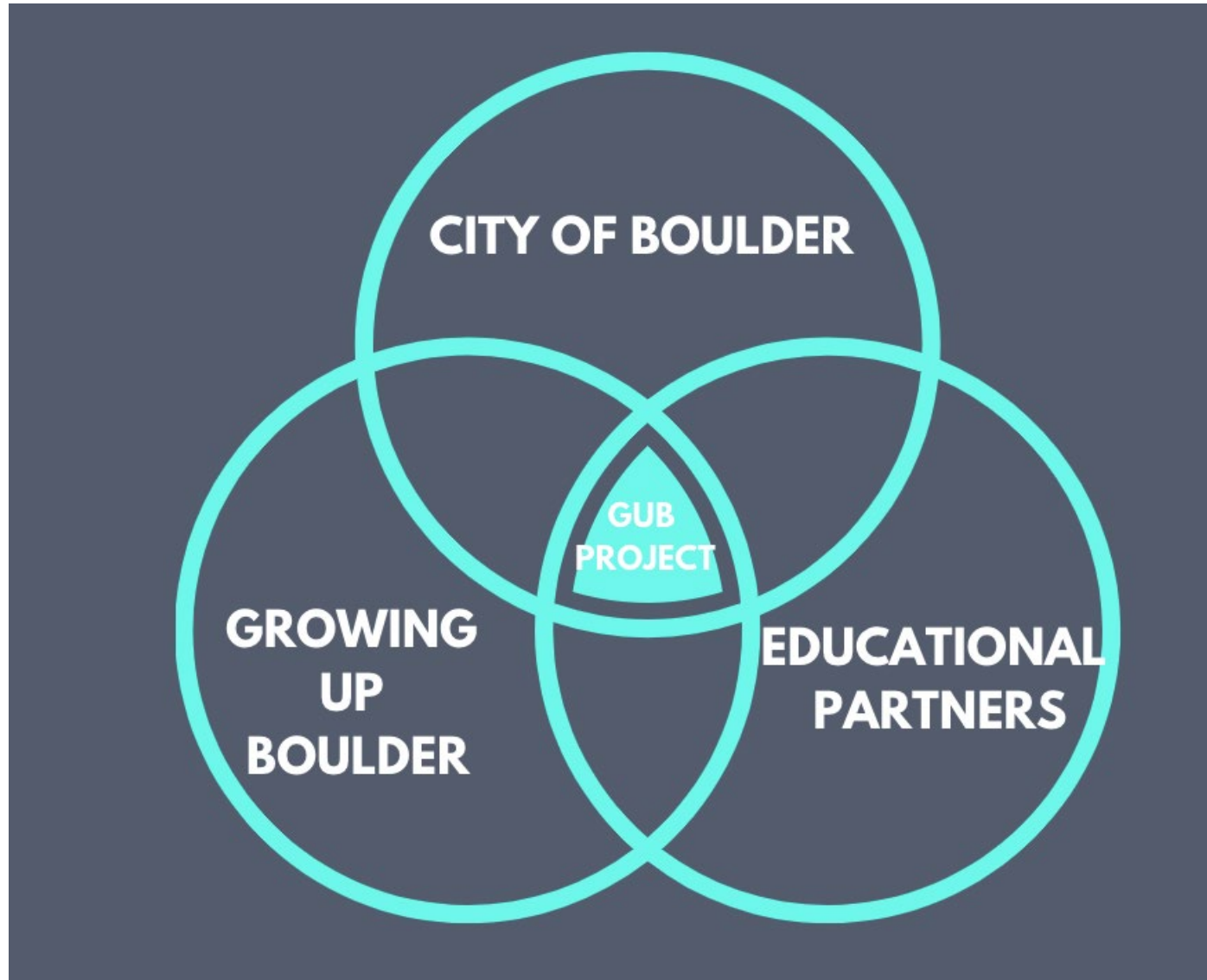
Question 3: How Do You Engage Young People?



Poll:

A child proposes that all children should go to the FIFA World Cup games for free. How should you respond?

How we choose which issues to address



Role of the City in our work

- **Primary Funder (equivalent of one Full-Time Equivalent or FTE)**
- **Suggests projects for collaboration**
- **Thought partner and Subject Matter Expert (SME)**
- **Serves as audience for young people to share their ideas**



Impact of child-friendly cities

Impact on individual children: “I have a voice in decisions which affect me.”



Impact on a specific place: teen-friendly parks



HOW KIDS' IDEAS INFLUENCED THE VISION



- 1 KIDS ARE ABLE TO WALK FROM HOME TO SCHOOL ON THEIR OWN
- 2 BIKERS AND PEDESTRIANS ARE SEPARATED FROM TRAFFIC BY A PHYSICAL BARRIER
- 3 FLOWERS DECORATE THE PATH
- 4 FAMILIES WITH CHILDREN ARE ABLE TO CARRY BIKE TRAILERS ON THE BUS
- 5 PROVIDE LIGHT IN UNDERPASSES
- 6 BIKING SPEEDS SEPARATED
- 7 SHADE STRUCTURE
- 8 PROVIDE FREE BUS FARES TO HELP LOW INCOME FAMILIES AND ALL KIDS

- Describe the problem
- Describe the process
- Compile and analyze the data
- Look for themes
- Report conclusions



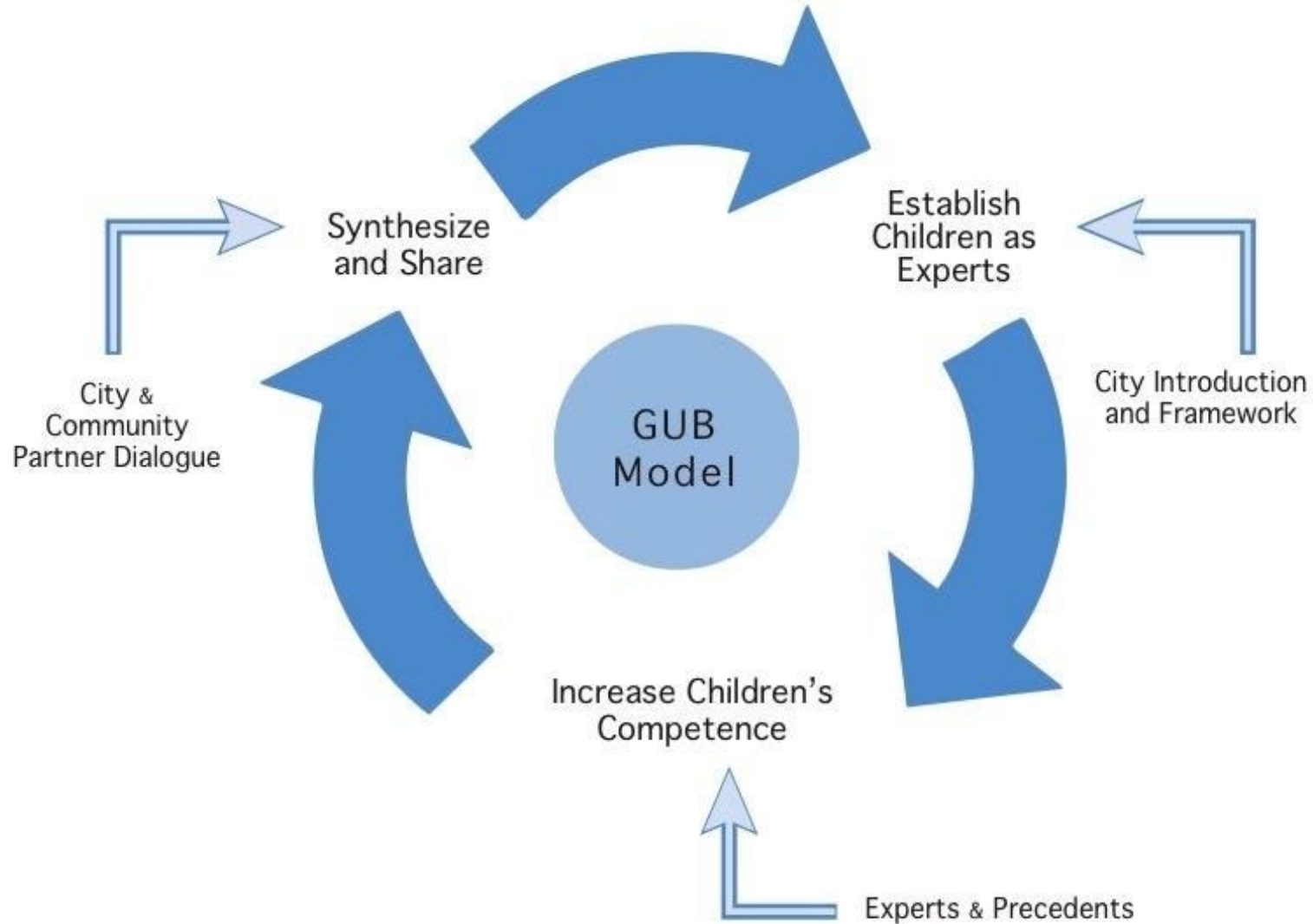
Boulder's Child-Friendly City Map Project Report

Summary of Findings, Summer 2018 - Spring 2019
Published July 2019 by the Growing Up Boulder Team



Boulder Journey School students explore Boulder's new child-friendly city map. Photo by Boulder Journey School.

Growing Up Boulder Model



Authentic Child and Youth Engagement

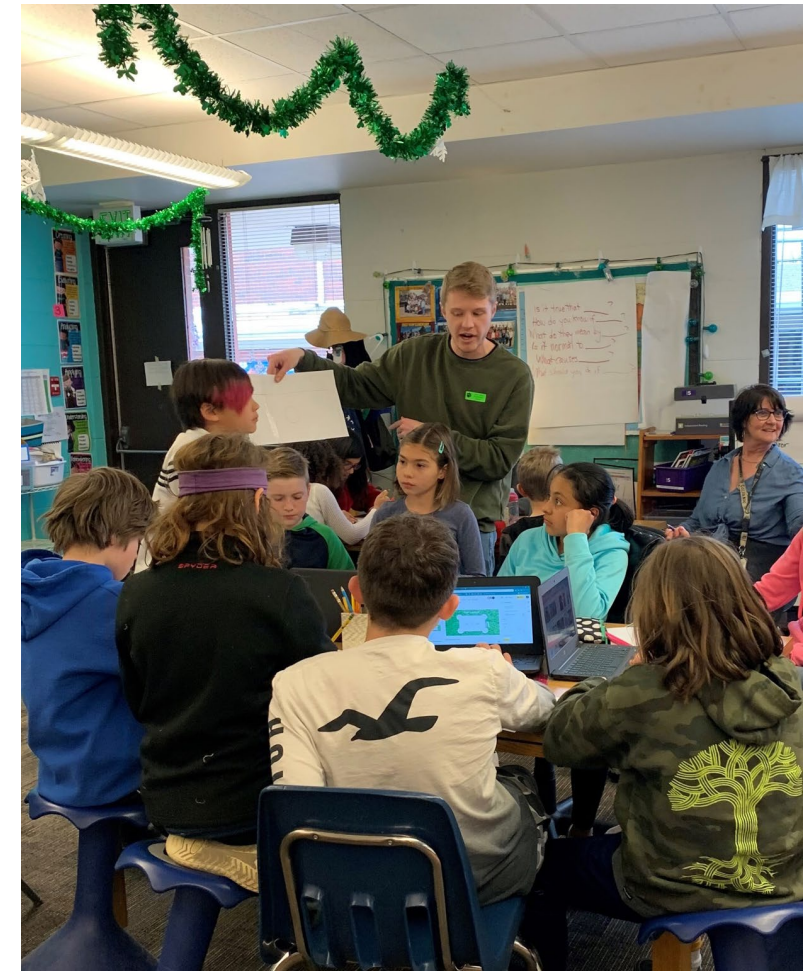
1. **Go where the children are**
2. **Use fun, creative and varied engagement methods**
3. **Make engagements asset-based**
4. **Be transparent about the process and outcomes; celebrate small wins!**
5. **Reflect, evaluate and adapt**



Introduce framework of the project



Kids serve as experts

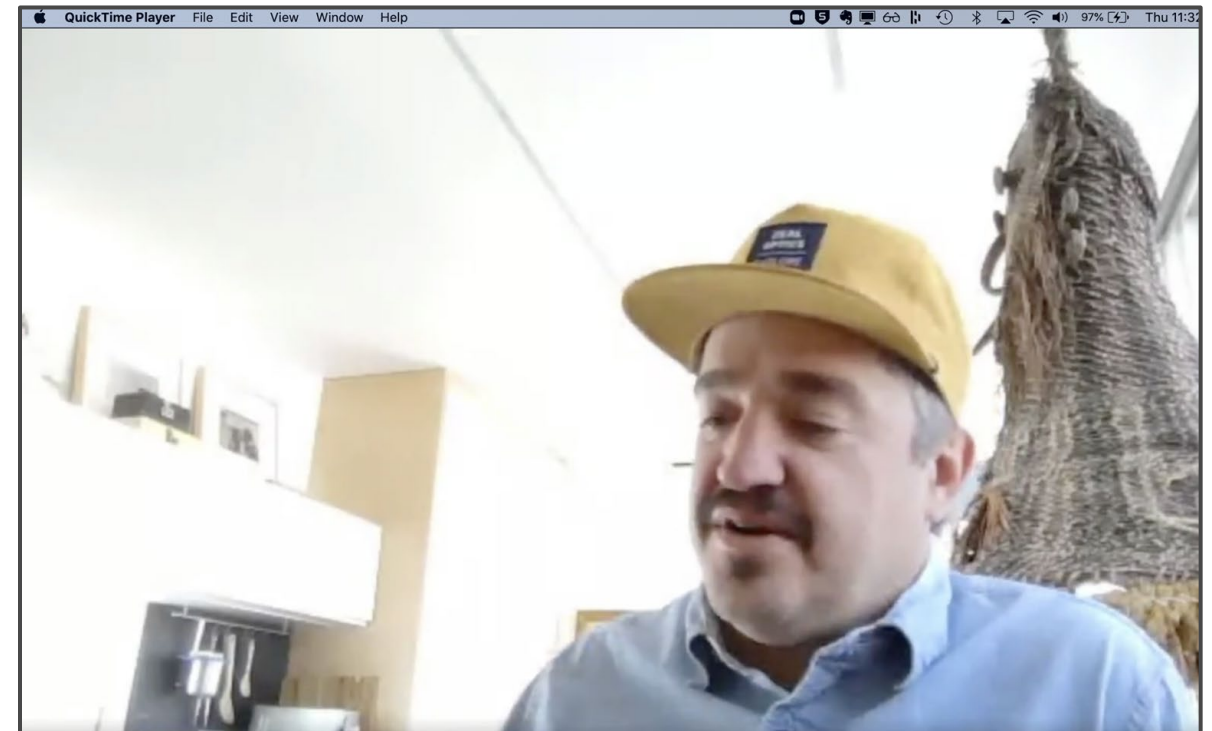


- Questionnaires
- Focus groups
- Workshops
- Community events
- Informal observations
- Behavior mapping
- Drawing*
- Photography
- Models (3D and software)*
- City as Play (Place It)
- Guided tours (go-pros, digital storytelling, videos)
- Site analysis (photovoice, red/green frames)*
- Poetry/spoken word/music
- Visual preference survey
- Community mapping (digital, print, giant)
- Family support network web

Increase kids' competence



Interview Subject Matter Experts



North Boulder Library: Step 3

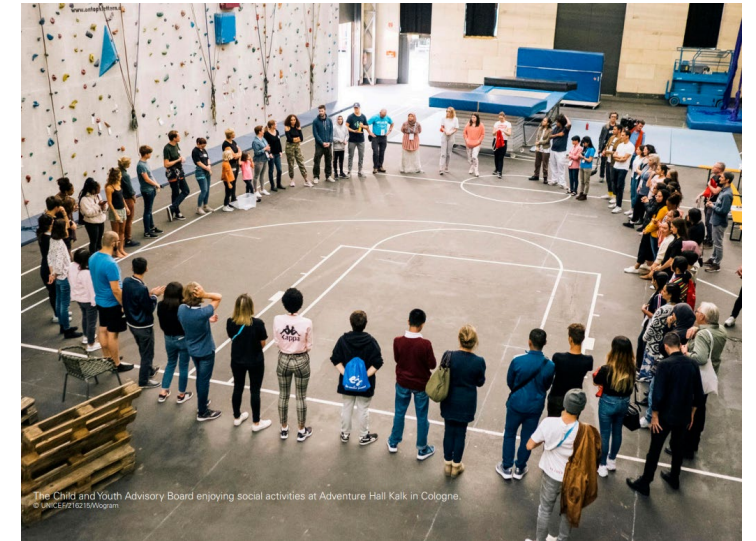
Children synthesize their ideas to offer recommendations



Children share their ideas with City and other key decision-makers



Best Practice Take-Aways



- **Abdullah Akl's Instagram: [abdullahakll](#)**
- **Mara Mintzer: mara.mintzer@colorado.edu**
- **Website: www.growingupboulder.org**
- **TED talk go.ted.com/maramintzer, “How kids can help design cities”**
- **Book: Placemaking with Children and Youth: Participatory Practices for Planning Sustainable Communities, by Victoria Derr, Louise Chawla, and Mara Mintzer**
- **Child Friendly Cities Initiative: [Child and Youth Participation – Options for Action](#)**



Day 1 - Wrap up

- **Children are at greater risk in the context of an MSE**
- **Every step of the MSE Lifecycle represents risks and opportunities for children**
- **Cities must go way beyond compliance. Commitments must be transformed into practical action.**
- **We must look at every structure and ask: is this for the best interest of children?**
- **Children must be involved in a meaningful way in the planning and decision-making processes.**
- **Child participation is beneficial to everyone. There are very practical, safe and age-appropriate ways of enabling that.**



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75 min 13:00 - 14:15	Host Cities Safeguarding Children
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The Power of Sport

Dr. Richard Lapchick
*Founder & director –
Institute for diversity and ethics in sport*



Dr. Richard Lapchick
Founder & director
Institute for diversity and ethics in sport

A background image of a child swinging happily on a swing set. The image is split vertically: the left side is tinted orange and the right side is tinted blue. The child is in the center, suspended in mid-air, with their arms and legs outstretched.

Host Cities Safeguarding Children

Sarah Stevenson
Head of Safeguarding – CSHR

Liz Twyford
Sports Programme Specialist – UNICEF UK

During this session we will cover:

- What is child safeguarding?
- Why is safeguarding important?
- Lessons from previous MSEs
- What steps you can follow to take action, and;
- Where you can go for additional support



“All forms of harassment and abuse breach human rights...There is a legal and moral duty of care incumbent on those who organize sport, to ensure that risks of non-accidental violence are identified and mitigated.”

IOC Consensus Statement on harassment and abuse (non-accidental violence) in Sport (2016)

“However they are involved in the game, what these children all have in common is the right to enjoy football in a safe environment, in a culture of respect and understanding.”

Gianni Infantino, foreword to FIFA Guardians Toolkit (2019)



What do we mean by ‘Child Safeguarding’?

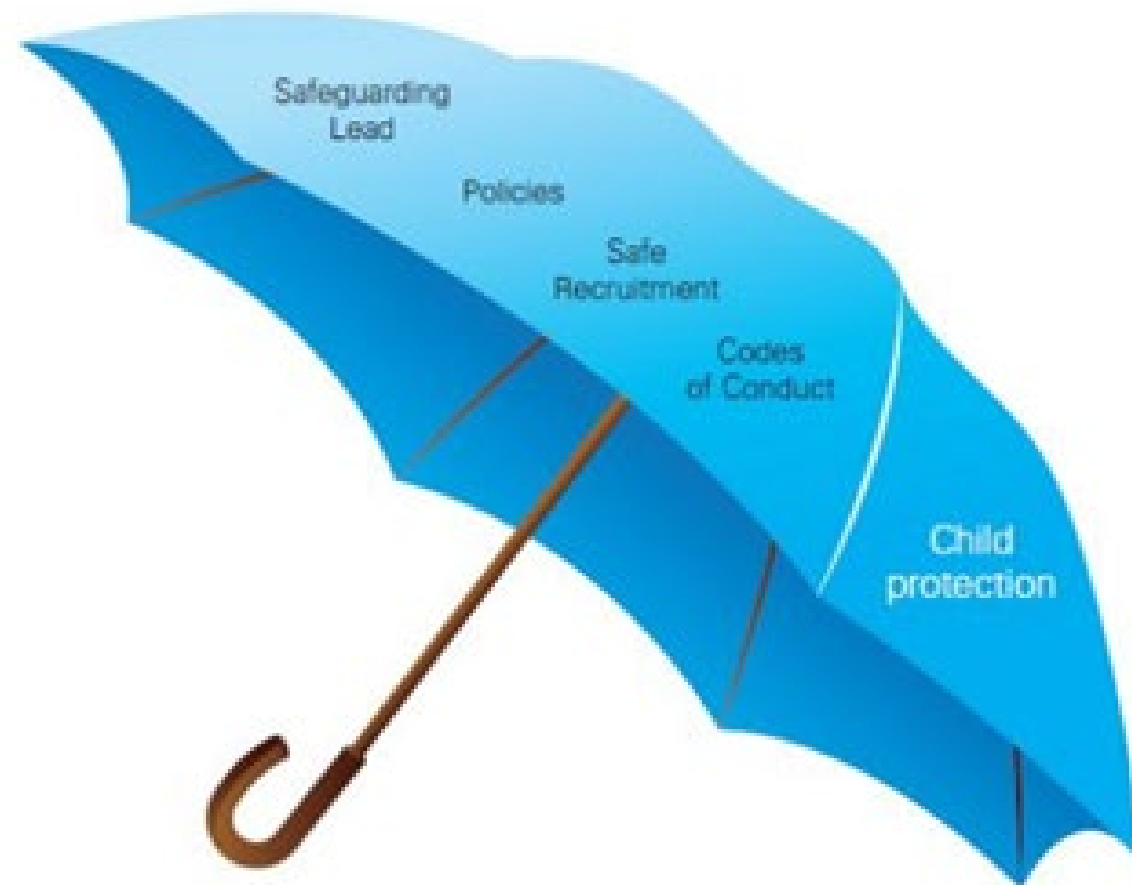
Prevention – actions to prevent harm from happening

Response – taking action when you are worried that harm has happened or might happen

Safeguarding and Child Protection

Child protection forms part of the 'response' part of safeguarding

Child safeguarding



What do we mean by 'harm'?

- Emotional, physical and sexual harm
- Caused by violence, abuse, harassment and neglect



Types of violence:

- **Neglect:** The failure to provide a minimum level of care, which causes or allows harm.
- **Physical:** Physical trauma and injuries caused by punching, beating, kicking, etc.
- **Psychological/Emotional:** The failure to provide an appropriate environment or any unwelcome act that may diminish the sense of identity, dignity and self-worth.
- **Sexual:** Any sexual act, or attempt to obtain a sexual act, or unwanted sexual comments, or acts to traffic, that are directed against a person's sexuality using coercion.

Why is safeguarding so important during MSEs?

United Nations
Convention on the
Rights of the Child
(UNCRC)



An introduction to Safeguarding for Host Cities

SUSTAINABLE DEVELOPMENT GOALS



Kazan Action Plan

A commitment of Governments made by their Ministers of Sport to ensure that sport contributes to the achievement of the UN Agenda 2030 and its SDGs



Other considerations

- It is **every child's right** to be safe during an MSE
- It is **every Host City's responsibility** to protect them

and.....

- **Scientific evidence**
- **Duty of care**
- **Reputation**
- **Recognition**
- **Benefits of sport**





We fail when:

- We don't put children's rights and dignity at the heart of the action
- We don't feel responsible
- We don't know what to do/how to do it
- We don't team up

Lessons from previous MSEs: Risks

- Common Risks
- Risks from who?



Lessons from previous MSEs: Which children?

- Children in the host community
- Child spectators
- Child volunteers
- Child Athletes
- Before, during and after the event



Lessons from previous MSEs: Effective approaches

- National Security Strategy, 2006 FIFA World Cup in Germany
- Child Protection Strategy, 2010 FIFA World Cup in South Africa
- Integrated Safeguarding, London 2012 Olympic and Paralympic Games
- Projeta Brasil App, 2014 FIFA World Cup, Brazil
- Reporting and Welfare Officers, Rio 2016 Olympic Games
- Safe Sport Booth, Buenos Aires 2018 Youth Olympic Games
- It's a Penalty Campaign (various)



What next? Mapping your contact points with children in your cities

- In-person contact
- Virtual contact



Mapping your contact points

1. Go to the link of your group
2. Nominate someone to report back to the main group
3. Identify all your points of contact, virtual and in-person where children could be at risk
4. Begin to reflect on how you might manage the risks

Host Cities Safeguarding Children - Points of Contact

Group 1: List the in-person and virtual contacts that could happen with children by hosting World Cup matches

Points of contact	Possible Risks	Risk Mitigation
-------------------	----------------	-----------------

Report back

All

- please answer the poll

Nominated reporter:

- What areas did you identify?
- What ways of managing risk did you identify?



Advice on risk mapping back in your city:

- How to engage meaningfully children in your cities
- Additional considerations for you to think about



5 Key Steps for developing Safeguarding:

1. **Conduct a Safeguarding Risk Assessment**
2. **Conduct a gap analysis of policies and procedures**
3. **Develop a safeguarding policy commitment**
4. **Develop and roll out an implementation plan**
5. **Monitor, evaluate and improve**



An introduction to Safeguarding for Host Cities

Who is responsible for safeguarding?



Useful Resources

- **FIFA Guardians programme:** <https://www.fifa.com/development/fifa-guardians/#web-07>
- **Children's Rights in Sport Principles:**
<https://www.sporhumanrights.org/en/resources/childrens-rights-in-sport-principles>
- **International Safeguards for Children in Sport (English):** bit.ly/intsafeguards
- **Safe Sport International Principles:** <http://www.safesportinternational.com/principles/>
- **Child Safeguarding toolkit for Business:**
https://www.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINAL.PDF
- **International Olympic Committee Consensus Statement:**
<https://www.olympic.org/news/ioc-adopts-consensus-statement-on-sexual-harassment-and-abuse-in-sport>

Thank you!





Break

We will be back at 14:45 (EST)



Legacy

Amy Farkas Karageorgos
Disability and Inclusion Specialist

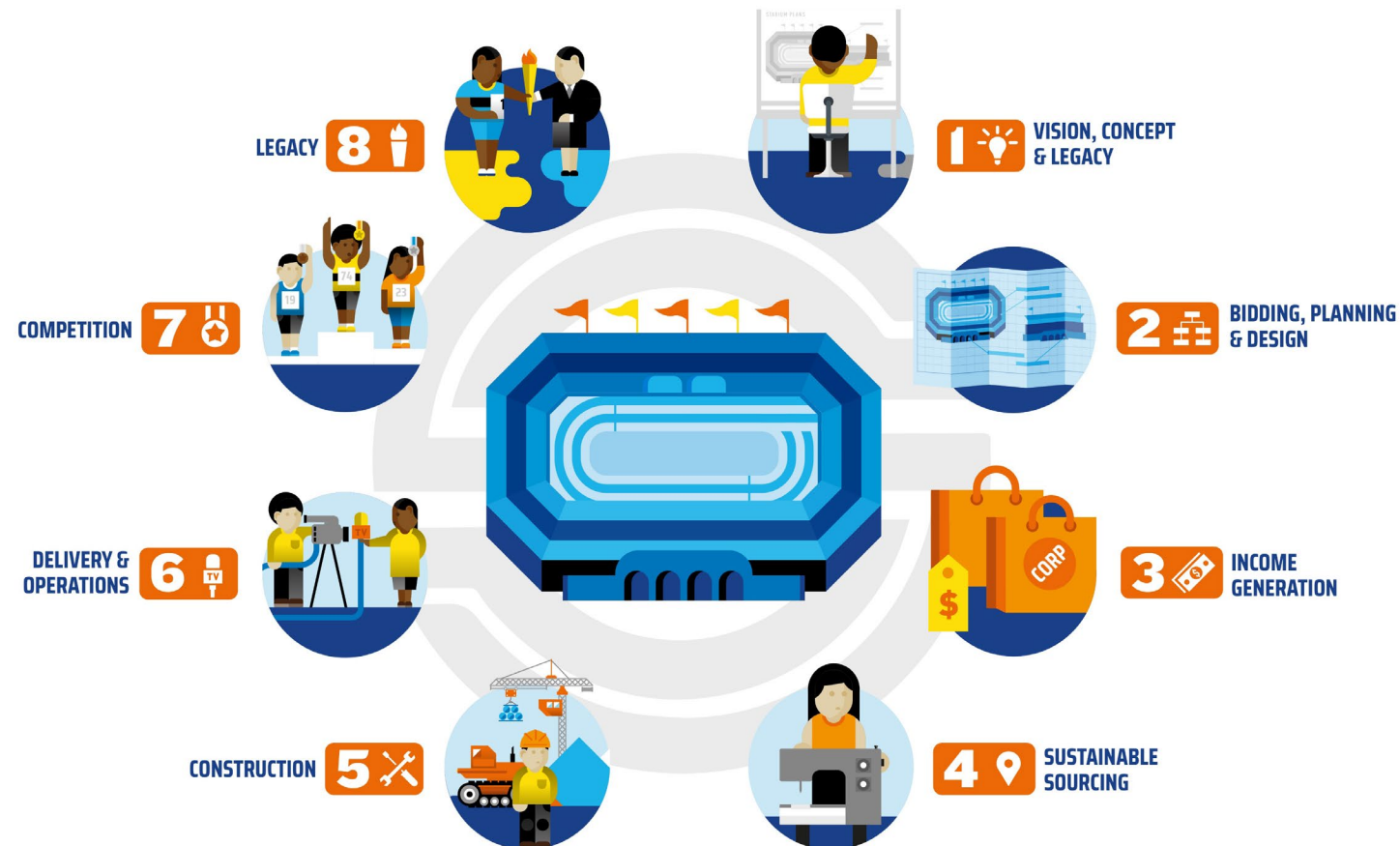
**MSE hosts view legacy most often
as **positive intended impacts** on
the host country, city and local
community...**

What is Legacy

But...

**legacy can also have
negative impacts and...**

occur during all phases of an MSE.



What is Legacy



CULTURAL



ECONOMIC



ENVIRONMENTAL



LEGAL



SOCIAL



URBAN

Key Considerations

- Be specific on how it impacts children
- Engage all relevant stakeholders
- Be sure to engage children
- Ensure children are reflected in event's budget
- Be honest, realistic and inspirational

Assessing a Legacy for Children

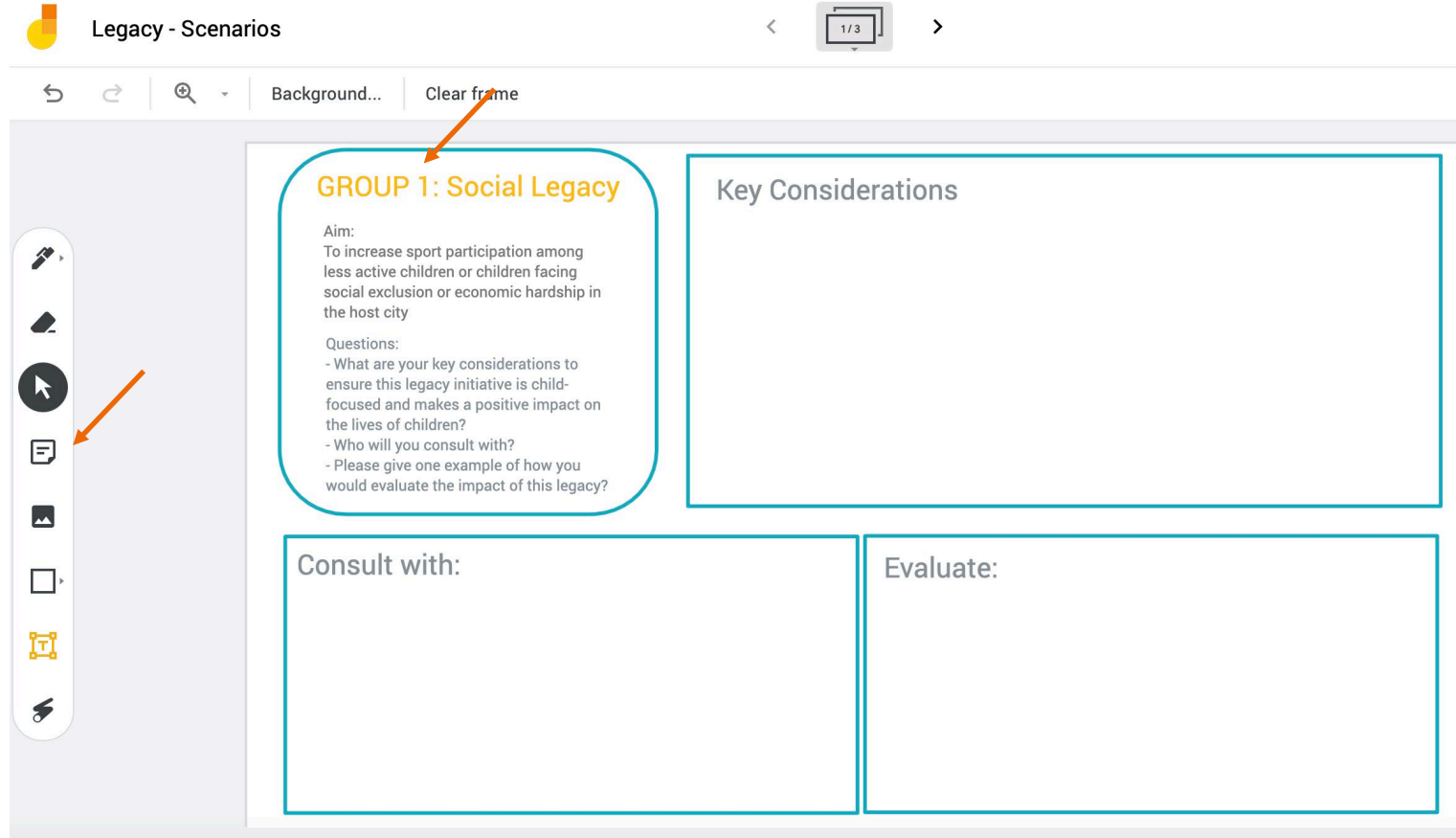
1. Has the MSE's legacy taken into consideration the **best interests of children**?
2. Has the MSE's legacy **helped** strengthen the capacity of those **accountable to respect and protect the rights of children**?
3. Has the MSE's legacy **helped children to know and claim their rights**?
4. Have measures been taken to **ensure that the MSE's legacy will not discriminate against any child**?
5. Have the **views children** been taken into account in the planning of the MSE's legacy?
6. Has the **MSE's legacy** been **sustainably and ethically planned** to ensure children's rights have not been violated?

Stakeholder Engagement



Instructions – Scenarios

- Group will be split into 3 breakout groups /scenarios
- Go to the link of your group
- Each breakout group will:
 - have 15 minutes to discuss a set of questions
 - identify someone to take notes
 - identify someone to report back to the plenary in 2-3 minutes what was agreed by the group



The screenshot shows a digital workspace titled "Legacy - Scenarios" with a navigation bar at the top containing a back arrow, a refresh icon, a search icon, and a "1/3" indicator. Below the navigation bar are two buttons: "Background..." and "Clear frame". On the left side, there is a vertical toolbar with icons for drawing, erasing, selecting, adding text, adding images, adding shapes, and adding a frame. The main workspace is divided into four sections:

- GROUP 1: Social Legacy** (highlighted with an orange arrow):
 - Aim:** To increase sport participation among less active children or children facing social exclusion or economic hardship in the host city
 - Questions:**
 - What are your key considerations to ensure this legacy initiative is child-focused and makes a positive impact on the lives of children?
 - Who will you consult with?
 - Please give one example of how you would evaluate the impact of this legacy?
- Key Considerations**
- Consult with:**
- Evaluate:**



- What are your **key considerations** to ensure this legacy initiative is child-focused and makes a positive impact on the lives of children?
- **Who** will you consult with?
- Please give one example of how you would **evaluate** the impact of this legacy?

Legacy area: social legacy

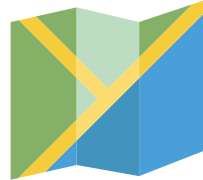


Aim: to increase sport participation among less active children or children facing social exclusion or economic hardship in the host city

Questions:

- What are your key considerations to ensure this legacy initiative is child-focused and makes a positive impact on the lives of children?
- Who will you consult with?
- Please give one example of how you would evaluate the impact of this legacy?

Legacy area: cultural legacy



Aim: to increase tolerance and inclusion of children facing social exclusion or economic hardship in the host city

Questions:

- What are your key considerations to ensure this legacy initiative is child-focused and makes a positive impact on the lives of children?
- Who will you consult with?
- Please give one example of how you would evaluate the impact of this legacy?

Legacy area: environmental legacy

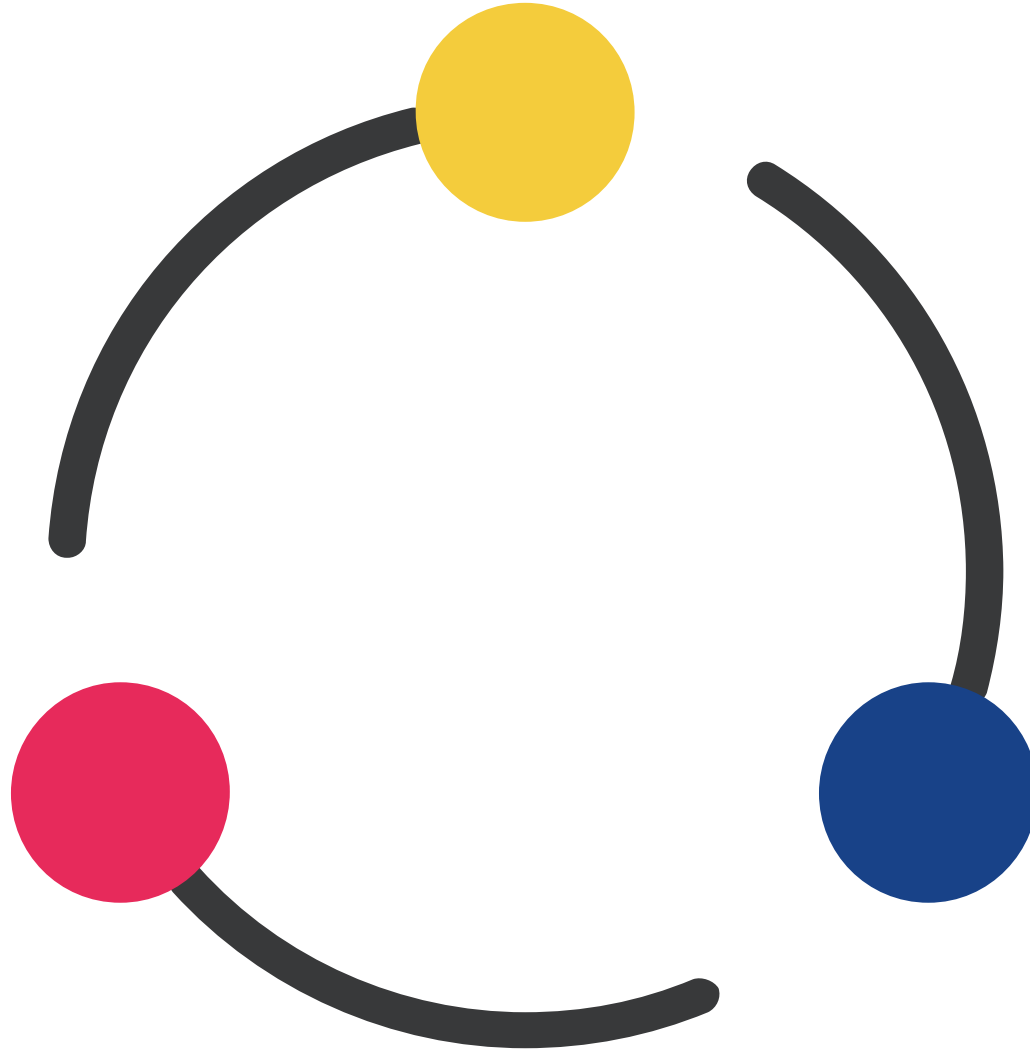


Aim: to create a greener environment in the host city for children and their families

Questions:

- What are your key considerations to ensure this legacy initiative is child-focused and makes a positive impact on the lives of children?
- Who will you consult with?
- Please give one example of how you would evaluate the impact of this legacy?

Reporting back to the Group



Remember legacy can be positive or negative.

A positive legacy for children is achieved if an MSE:

- takes child's best interests into account,
- helps build the capacity of those accountable
- helps build the capacity of children
- does not discriminate
- takes views and concerns of children into account
- sustainably and ethically planned





We are looking forward to seeing a positive legacy for and with children from all United 2026 host cities



United 2026 and Children Next Steps

Key messages from today

- **Sport, with intentional actions, has the power to build the world we want**
- **MSEs = children at risk of being harmed**
 - map points of contact and most affected groups
 - design actions to prevent and respond
 - involve the right stakeholders
- **United 2026 has the historical opportunity of building positive human and child legacy**

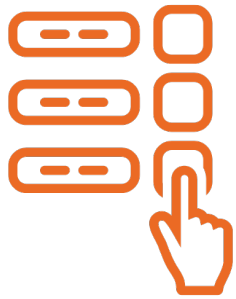


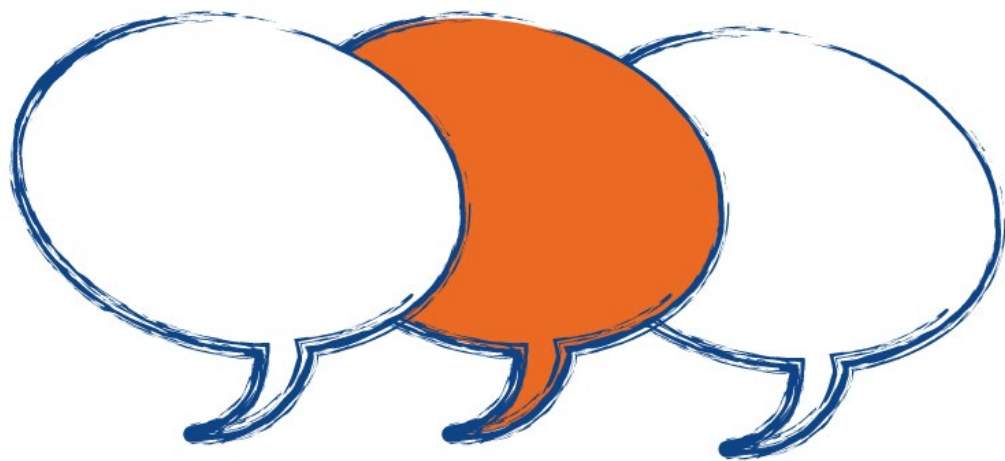
- **Stakeholder Engagement Plan**
- **Count on us as a resource now and for the next years**
- **Office Hours**
 - Send your preliminary questions by Dec 4th to thays.prado@sporthumanrights.org
 - Book your 30 min slot
 - We find the best expert to meet with you
 - Respect for the bidding process
 - Confidential
 - We don't give advice
 - We only answer your question



Polls:

1. How helpful was this event for you?
2. After these two days, how likely are you to include more actions regarding children in your human rights strategy?
3. For which of these issues you would you like to have more information and support from the Centre and from UNICEF? (pick all that apply)?
4. Among the issues not covered in depth during the event, which ones would you like to know more about in future events? (pick two)
5. How would you like to keep engaging with us? (all that apply)





Q&A Comments

thays.prado@sporthumanrights.org



 **CENTRE**
for Sport and Human Rights

unicef 
for every child

THANK YOU!