


February 28, 2024

TO: Members of the Board of Trustees  
FROM: Dr. Radenka Maric   
RE: University Adoption of the Okanagan Charter

RECOMMENDATION:

That the Board of Trustees endorse the adoption of the Okanagan Charter: An International Charter for Health Promoting Universities.

BACKGROUND:

In the last 5 years, UConn has demonstrated significant momentum in community action aimed at improving well-being. More than ever before, stakeholders see the interconnectedness of equity, sustainability, health, and student success.

By adopting the Okanagan Charter: An International Charter for Health Promoting Universities and committing to become a health promoting university, UConn has an opportunity to facilitate alignment across well-being efforts and support interdisciplinary collaboration in pursuit of better outcomes for our campuses as well as the well-being of communities across Connecticut. As a premier research university, UConn can lead innovation and scholarship in the promotion of human and planetary health.

Once adopted, the University will endeavor to embed health into all aspects of university life, including across the administration, operations, and academic mandates. The University will strive to lead health promotion action and collaboration both locally and globally. To do so, the University will charge a steering committee to formulate commitments for my consideration, charge action teams to advance progress toward adopted commitments, and make plans to sustain ongoing efforts to enhance the success of our university by continuously improving the well-being of everyone who learns and works on our campuses.

The Student Life Committee endorsed the adoption of the Charter on February 7, 2024.

# UConn

## Becoming a Health Promoting University Executive Summary

In the last 5 years, the University of Connecticut has demonstrated significant momentum in community action aimed at improving well-being. Current community efforts include the Bicycle Working Group, the JED Campus partnership, the Mindfulness for Earth initiative, the Recovery Friendly Campus effort, and the Truth, Racial Healing, & Transformation initiative, to name merely a few. If there is one thing UConn has in abundance, it is students, faculty, and staff invested in a future in which all members of the community flourish.

This moment in time is also unique in its opportunities to bridge the many “silos of excellence” at UConn. More than ever before, stakeholders are seeing the interconnectedness of equity, sustainability, health, and student success. The University has an opportunity to facilitate alignment across well-being efforts and support interdisciplinary collaboration in pursuit of better outcomes for all, outcomes that will benefit not only our campuses but also the health and well-being of communities across Connecticut. As a premier research university, UConn also has the unique opportunity to lead innovation and scholarship in the promotion of human and planetary health.

As outlined below, becoming a health promoting university enables UConn to act on its potential to be a leader in higher education and across Connecticut by sustaining coordinated, institution-wide actions to promote well-being in person, place, and planet. The work ahead is not about adding to the pile of priorities and needed resources, but rather about creating connection among existing initiatives to achieve a greater collective impact. Our moment is now, to bring the vision of UConn as a health promoting university to life!

### What is a Health Promoting University?

A health promoting university is an institution of higher education that has made an active commitment to integrating well-being into every facet of campus life. The global movement advocating for transformational change to promote health in university settings was catalyzed by the Okanagan Charter: An International Charter for Health Promoting Universities. An outcome of the 2015 International Conference on Health Promoting Universities and Colleges, the Okanagan Charter was developed by health promotion scholars, researchers, and practitioners from 45 countries around the world.

The Charter is an aspirational document, urging higher education institutions to leverage their unique positions and roles in research, teaching, and service to their communities, to be leaders for the world in developing and modeling health-promoting strategies in their campus settings. The Okanagan Charter calls on universities to work [upstream](#), looking beyond individual behavior, at the systems and settings that influence the health of people as well as our planet.



Two overarching calls to action are described in the Okanagan Charter:

1. Embed health into all aspects of campus culture, across the administration, operations, and academic mandates.
2. Lead health promotion action and collaboration locally and globally.

The Charter also provides guiding principles for how to mobilize systemic and whole-system action to promote health in higher education settings:

- Use settings and whole system approaches
- Ensure comprehensive and campus-wide approaches
- Use participatory approaches and engage the voices of students and others
- Develop trans-disciplinary collaborations and cross-sector partnerships
- Promote research, innovation and evidence-informed action
- Build on strengths
- Value local and indigenous communities' contexts and priorities
- Act on an existing universal responsibility

### **The Health Promoting University Movement**

The Okanagan Charter was formally discussed in the United States at the 2018 NASPA Strategies Conference in Portland, Oregon by Dr. Mark Dooris (U.K.) and Dr. Matt Dolf (Canada) who shared the work they were doing to advance systems-level work in health promotion on campuses across their countries. In January 2020 at a NASPA Strategies Pre-Conference session, representatives from 40 universities gathered in New Orleans, Louisiana to discuss the Okanagan Charter and the movement to create a national network. By March 2020, more than 40 campuses were actively involved in what became known as the U.S. Health Promoting Campuses Network, of which the University of Connecticut is a member.

The primary goal of the [U.S. Health Promoting Campuses Network](#) (USHPCN) is to support universities as they navigate the process of adopting the Okanagan Charter as an aspirational document to guide their institution's well-being efforts utilizing a comprehensive systems and settings approach. Specifically, the USHPCN helps higher education institutions develop strategies and define metrics for what it means to be a health promoting university based on their unique circumstances, resources, and needs.

[Twenty-one institutions of higher education](#) have formally adopted the Okanagan Charter at this time, with over 100 colleges and universities engaged as network members. Seven universities have already adopted in 2023, with five more intending to adopt the charter in fall 2023.

### **Benefits of Becoming a Health Promoting University**

Adopting the Okanagan Charter and sustaining a coordinated, whole-system and settings approach to promote health at UConn has many benefits:

- **Demonstrate leadership**—Formal adoption of the Okanagan Charter by senior leadership reaffirms UConn's commitment to furthering health, well-being, and sustainability and sends a powerful message to the broader community.
- **Engage our community**—Becoming a health promoting university is a way to generate dialogue and research to inform health and well-being initiatives on our campuses.
- **Support the well-being of our community**—Guide and inspire action to help faculty, staff, and students achieve their full potential in teaching, learning, research, and engagement. Evidence shows that people who are well are more productive, better able to engage in deep learning, have a greater sense of belonging, and a stronger sense of community.
- **Join the movement**—UConn is currently an active participant in the U.S. Health Promoting Campuses Network, a network of institutions actively promoting health and well-being in higher education across the United States and internationally.

## Next Steps

Senior leadership has expressed support for this work, as it would advance existing efforts, continue the progress made by the 2020 President’s Task Force on Student Mental Health and Well-being, and create a sustainable infrastructure for building on improvements in community well-being over time. To actualize the vision of UConn as a health promoting university, the next pressing step is to formalize senior leadership support and designate two key leaders to serve as co-chairs to a steering committee who will shepherd this effort forward.

A steering committee, comprised of influential well-being champions, serves a critical role in ensuring the successful adoption of the Okanagan Charter at UConn, as well as the implementation of highly coordinated, institution-wide action to make progress toward our commitments over time. The table below outlines a proposed structure for a Steering Committee, which must be formed prior to the University formally adopting the Okanagan Charter.

### *Proposed Steering Committee Structure*

<b>Role</b>	<b>Title/Unit Represented</b>
<i>Co-Chair</i>	<i>Senior Leader from Student Life &amp; Enrollment</i>
<i>Co-Chair</i>	<i>Senior Leader from Human Resources</i>
<i>Member</i>	<i>Vice Provost for Health Sciences and Interdisciplinary Initiatives</i>
<i>Member</i>	<i>Senior Leader from Budget, Planning and Institutional Research</i>
<i>Member</i>	<i>Leadership from the Institute for Collaboration on Health, Intervention, and Policy (InCHIP)</i>
<i>Member</i>	<i>University Senate Leadership</i>
<i>Member</i>	<i>Co-Chair, Student Advisory Board, SHaW Community Impact Initiatives</i>
<i>Member</i>	<i>Undergraduate Student Government Leadership</i>
<i>Member</i>	<i>Graduate Student Senate Leadership</i>
<i>Member</i>	<i>Graduate Employee Union Leadership</i>
<i>Member</i>	<i>UCPEA Leadership</i>
<i>Member</i>	<i>AAUP Leadership</i>

With the strategic guidance and support of a Steering Committee, UConn will then need to focus on developing the commitments<sup>1</sup> we wish to make as part of the formal Okanagan Charter adoption process. Institutions committing to becoming health promoting universities typically outline goals and action steps for the first 2-3 years post adoption. Importantly, these commitments should include ongoing well-being initiatives, articulating the ways in which the University will sustain, and advance that existing work.

Of note, there is no financial burden associated with adopting the Okanagan Charter and becoming formally recognized by the U.S. Health Promoting Campuses Network as a health promoting university. Institutions are encouraged to develop commitments that aspire to improve well-being outcomes while remaining cognizant of the university’s unique landscape and identifying opportunities to build upon the institution’s existing assets. Again, leveraging a systems and settings approach is primarily about facilitating coordination and alignment across units, to generate a greater impact by working toward shared goals.

---

<sup>1</sup> For an example of a university committing to the five actions of health promotion outlined in the Okanagan Charter, see: [https://uhs.berkeley.edu/sites/default/files/okanagan\\_charter\\_one-pager.pdf](https://uhs.berkeley.edu/sites/default/files/okanagan_charter_one-pager.pdf)

As UConn pursues next steps in becoming a health promoting university, the community will also need operational support as we identify our university commitments, formally adopt the Okanagan Charter, and launch implementation teams to maintain momentum over time. Student Health and Wellness has been connected to the U.S. Health Promoting Campuses Network for many years and has skilled health promotion staff to support this type of collaborative community change work.

UConn has everything it needs to successfully lead and grow as a Health Promoting University thereby improving student success outcomes at our campuses and, in turn, across Connecticut. Those interested in learning more and/or joining the movement can connect with SHaW at [shawhealthpromotion@uconn.edu](mailto:shawhealthpromotion@uconn.edu).

**Resolution of Support for Adopting the Okanagan Charter  
by the University of Connecticut  
Board of Trustees Student Life Committee**

**February 7, 2024**

**WHEREAS**, in support of the University of Connecticut (UConn) formalizing its commitment to become a health promoting university, embedding health into every facet of our university life; and

**WHEREAS**, UConn is a university committed to well-being, campus leadership will adopt the Okanagan Charter, using its unique role in research, teaching, and service to develop health-promoting strategies throughout our campus settings; and

**WHEREAS**, we aspire to uphold the principles outlined in the Okanagan Charter, UConn can leverage its strengths in innovation and scholarship to promote both human and planetary health throughout our campuses and beyond; and

**WHEREAS**, UConn has made well-being a priority in its recently established strategic plan, articulating the specific goal of supporting the Wellness of People and Planet by fostering the physical, mental, and environmental wellness of our students, faculty, staff, and the world at large; and

**WHEREAS**, the Student Life Committee of the Board of Trustees recognizes that the pursuit of community well-being is best approached through intentional, participatory, collaborative institution-wide strategies. By using whole-systems and settings approaches in all aspects of campus culture and operations, we can influence the health and well-being of every member of the UConn community.

**NOW, BE IT RESOLVED:**

The Student Life Committee of the Board of Trustees commits to supporting UConn's journey to become a health promoting university which includes several initial steps:

1. The UConn Administration shall form a steering committee to lead health promoting university efforts at UConn, and
2. Charge the steering committee to develop key university commitments to facilitate embedding health into all aspects of UConn's campus culture, across the administration, operations, and academic mandates, and
3. Present the university commitments to the President who adopts the Okanagan Charter, formalizing UConn's specific commitments to promoting health on our campuses by the end of the spring 2024 semester, and
4. Form implementation teams to advance the university's progress towards its stated commitments.



# **OKANAGAN CHARTER**

## **AN INTERNATIONAL CHARTER FOR HEALTH PROMOTING UNIVERSITIES & COLLEGES**

An outcome of the 2015 International Conference on Health Promoting Universities and Colleges / VII International Congress

Kelowna, British Columbia, Canada





# ACKNOWLEDGEMENT

We acknowledge this Charter was developed on the territory of the Okanagan Nation.

*This land doesn't belong to us. This land belongs to seven generations down the road. I pray that the water that we drink, the water that we swim in, will be there for our great great great grandchildren. As well as all over the world. I pray that the land that we walk on, the trees that we enjoy, will be there for our generations to come. These things, they all come together with health. Health of humans. Health of the animals. And health of the Mother Earth.*

- Closing Prayer by Okanagan Nation Elder, Grouse Barnes, at the 2015 International Conference on Health Promoting Universities and Colleges

This Charter should be cited as:  
Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

Photos in this document represent the Charter values about people, places and planet (mentally and physically active people, "green" buildings, biodiversity), and also, the university and valley where the conference was hosted.





# **A TRANSFORMATIVE VISION FOR HEALTH PROMOTING UNIVERSITIES & COLLEGES**

Health promoting universities and colleges<sup>1</sup> transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of people, places and the planet.

## **SHARED ASPIRATIONS**

Health promoting universities and colleges infuse health into everyday operations, business practices and academic mandates. By doing so, health promoting universities and colleges enhance the success of our institutions; create campus cultures of compassion, well-being, equity and social justice; improve the health of the people who live, learn, work, play and love on our campuses; and strengthen the ecological, social and economic sustainability of our communities and wider society.

---

1. This Charter includes universities, colleges, institutes and so forth, that is, all organizations that comprise the higher education or post-secondary sector. It is important to note that terminology for health promotion in higher education varies depending on regional context. In South America and Europe, Health Promoting Universities is the common phrase; in the United Kingdom and Spain, Healthy Universities; and in North America, Healthy Campuses or Healthy Campus Communities.



## PURPOSE OF THE OKANAGAN CHARTER

The purpose of the Charter is threefold:

1. Guide and inspire action by providing a framework that reflects the latest concepts, processes and principles relevant to the Health Promoting Universities and Colleges movement, building upon advances since the 2005 Edmonton Charter.<sup>2</sup>
2. Generate dialogue and research that expands local, regional, national and international networks<sup>3</sup> and accelerates action on, off and between campuses.
3. Mobilize international, cross-sector action for the integration of health in all policies and practices, thus advancing the continued development of health promoting universities and colleges.

## TWO CALLS TO ACTION

The Charter has two Calls to Action for higher education institutions:

1. Embed health into all aspects of campus culture, across the administration, operations and academic mandates.
2. Lead health promotion action and collaboration locally and globally.

---

2. Edmonton Charter for Health Promoting Universities and Institutions of Higher Education.  
3. We acknowledge that the terms local, regional, national, international and global are used differently in different contexts around the world. For brevity, the terms local and global will be used throughout this document, but understood to include regions and nations.



Cyclists in the Okanagan Valley. Photo Credit: tourismkelowna.com

## HEALTH PROMOTION

Health promotion action builds upon the Ottawa Charter for Health Promotion, which emphasizes the interconnectedness between individuals and their environments, and recognizes that “health is created and lived by people within the settings of their everyday life: where they learn, work, play and love.”<sup>4</sup> Health is viewed holistically, reflecting “physical, mental and social well-being and not merely the absence of disease or infirmity.”<sup>5</sup>

Health promotion requires a positive, proactive approach, moving “beyond a focus on individual behaviour towards a wide range of social and environmental interventions”<sup>6</sup> that create and enhance health in settings, organizations and systems, and address health determinants. As such, health promotion is not just the responsibility of the health sector, but must engage all sectors to take an explicit stance in favour of health, equity, social justice and sustainability for all, while recognizing that the well-being of people, places and the planet are interdependent.

Health is understood as an expanding concept defined through an emergent conversation around health, well-being and wellness.

Health promotion is understood as “the process of enabling people to increase control over their health and its determinants, and thereby improve their health.”<sup>7</sup>

Health of people depends on the life supporting ecosystems of the planet “made possible by biodiversity and the products and services derived” such as oxygen, clean water, food, habitable climate, aesthetic and spiritual experience, livelihoods and recreation.<sup>8</sup>

- 
4. World Health Organization (WHO), 1986 Ottawa Charter for Health Promotion
  5. WHO, 1946 One health definition example is the understanding of health (salud) as living life with autonomy, solidarity and pleasure.
  6. WHO, 2015 [http://www.who.int/topics/health\\_promotion/en/](http://www.who.int/topics/health_promotion/en/)
  7. WHO, 2005 Bangkok Charter for Health Promotion in a Globalized World
  8. 2012 Our Planet, Our Health, Our Future | Human health and the Rio Conventions: biological diversity, climate change and desertification [http://www.who.int/globalchange/publications/reports/health\\_rioconventions.pdf](http://www.who.int/globalchange/publications/reports/health_rioconventions.pdf) and Canadian Public Health Association 2015 report: Ecological Determinants of Health <http://www.cpha.ca/uploads/policy/edh-brief.pdf>



Four Presidents from the province of British Columbia begin the Charter signing (The University of British Columbia, Simon Fraser Student Society, Okanagan College and UBCO Student Union) followed by Conference delegates from around the world.

## THE UNIQUE ROLE FOR HIGHER EDUCATION

Higher education plays a central role in all aspects of the development of individuals, communities, societies and cultures – locally and globally.

Higher education has a unique opportunity and responsibility to provide transformative education, engage the student voice, develop new knowledge and understanding, lead by example and advocate to decision-makers for the benefit of society. In the emergent knowledge society, higher education institutions are positioned to generate, share and implement knowledge and research findings to enhance health of citizens and communities both now and in the future.

A University or College is, by its very nature, an essential part of any systemic health promotion strategy, working collaboratively in trans-disciplinary and cross-sector ways. This Charter calls upon higher education institutions to incorporate health promotion values and principles into their mission, vision and strategic plans, and model and test approaches for the wider community and society.



The following opportunities exist on campuses:

- Advance the core mandate of higher education by improving human and environmental health and well-being, which are determinants of learning, productivity and engagement.
- Lead and influence by embedding health in knowledge production, student development, institutional policies and campus cultures, thus benefiting competencies of campus communities and setting an example for health promoting settings more broadly.
- Align with global agendas such as World Health Organization's Cross Sector Action and Health in All Policies and United Nations' Post-2015 Development Agenda, thus addressing social, environmental and economic determinants of health and improving equity, mental and physical well-being, social justice, respect for diversity, sustainability and food security.
- Provide transformational teaching and learning environments that enable and inspire students, faculty and staff<sup>9</sup> to become healthy and engaged citizens and leaders locally and globally.

---

9. Members of campus communities are described in various ways around the world (e.g., the term staff may or may not include faculty and administrators). In this document, the term campus community is inclusive of everyone on campus. However, occasionally students, faculty, staff, administrators and others will be emphasized for clarity.



Centre for Interactive Research on Sustainability at the University of British Columbia Vancouver

# AN ACTION FRAMEWORK FOR HIGHER EDUCATION

The following framework provides two Calls to Action with key action areas and overall principles that together guide the development of Health Promoting Universities and Colleges.

## **Call to Action 1: Embed health into all aspects of campus culture, across the administration, operations and academic mandates**

- 1.1 Embed health in all campus policies.** Review, create and coordinate campus policies and practices with attention to health, well-being and sustainability, so that all planning and decision-making takes account of and supports the flourishing of people, campuses, communities and our planet.
- 1.2 Create supportive campus environments.** Enhance the campus environment as a living laboratory, identifying opportunities to study and support health and well-being, as well as sustainability and resilience in the built, natural, social, economic, cultural, academic, organizational and learning environments.
- 1.3 Generate thriving communities and a culture of well-being.** Be proactive and intentional in creating empowered, connected and resilient campus communities that foster an ethic of care, compassion, collaboration and community action.
- 1.4 Support personal development.** Develop and create opportunities to build student, staff and faculty resilience, competence, personal capacity and life enhancing skills – and so support them to thrive and achieve their full potential and become engaged local and global citizens while respecting the environment.
- 1.5 Create or re-orient campus services.** Coordinate and design campus services to support equitable access, enhance health and well-being, optimize human and ecosystem potential and promote a supportive organizational culture.



Avocets (species at risk) at Robert Lake wetlands on Okanagan campus. The marsh provides habitat for over 100 species of birds and filters and purifies water. Photo credit: Dr. Robert Lalonde

## **Call to Action 2: Lead health promotion action and collaboration locally and globally**

- 2.1 Integrate health, well-being and sustainability in multiple disciplines to develop change agents.** Use cross-cutting approaches to embed an understanding and commitment to health, well-being and sustainability across all disciplines and curricula, thus ensuring the development of future citizens with the capacity to act as agents for health promoting change beyond campuses.
- 2.2 Advance research, teaching and training for health promotion knowledge and action.** Contribute to health promoting knowledge production, application, standard setting and evaluation that advance multi-disciplinary and trans-disciplinary research agendas relevant to real world outcomes, and also, ensure training, learning, teaching and knowledge exchange that will benefit the future well-being of our communities, societies and planet.
- 2.3 Lead and partner towards local and global action for health promotion.** Build and support inspiring and effective relationships and collaborations on and off campus to develop, harness and mobilize knowledge and action for health promotion locally and globally.



## KEY PRINCIPLES FOR ACTION

The following are guiding principles for *how* to mobilize systemic and whole campus action.<sup>10</sup>

- **Use settings and whole system approaches**  
Use holistic settings and systems as the foci for inquiry and intervention, effectively drawing attention to the opportunities to create conditions for health in higher education. Set an example for health promotion action in other settings.
- **Ensure comprehensive and campus-wide approaches**  
Develop and implement multiple interconnected strategies that focus on everyone in the campus community.
- **Use participatory approaches and engage the voice of students and others**  
Set ambitious goals and allow for solutions and strategies to emerge through use of participatory approaches to engage broad, meaningful involvement from all stakeholders, including students, staff, faculty, administrators and other decision makers. Set priorities and build multilevel commitments to action.
- **Develop trans-disciplinary collaborations and cross-sector partnerships**  
Develop collaborations and partnerships across disciplines and sectors, both within the campus community and with local and global partners, to support the development of whole campus action for health and the creation of knowledge and action for health promotion in communities more broadly.

---

10. Higher education settings and contexts differ greatly around the world. These principles can and should be tailored accordingly.





- **Promote research, innovation and evidence-informed action**  
Ensure that research and innovation contribute evidence to guide the formulation of health enhancing policies and practices, thereby strengthening health and sustainability in campus communities and wider society. Based on evidence, revise action over time.
- **Build on strengths**  
Use an asset-based and salutogenic approach to recognize strengths, understand problems, celebrate successes and share lessons learned, creating opportunities for the continual enhancement of health and well-being on campus.
- **Value local and indigenous communities' contexts and priorities**  
Advance health promotion through engagement and an informed understanding of local and indigenous communities' contexts and priorities, and consideration of vulnerable and transitioning<sup>11</sup> populations' perspectives and experiences.
- **Act on an existing universal responsibility**  
Act on the "right to health" enshrined in the Universal Declaration of Human Rights to ensure health promotion action embodies principles of social justice, equity dignity and respect for diversity while recognizing the interconnectedness between people's health and health determinants, including social and economic systems and global ecological change.

The words local and indigenous are used with intention to recognize social and cultural diversity, inclusive of history, traditions, values and knowledge.

---

11. Transitioning populations refers to the local and global movement of people, including immigrants and refugees of war, political oppression, environmental changes and disasters.



## ABOUT THE DEVELOPMENT OF THE OKANAGAN CHARTER

This international Charter was an outcome of the 2015 International Conference on Health Promoting Universities and Colleges<sup>12</sup> held on the University of British Columbia's Okanagan campus in Kelowna, Canada on June 22-25. The Charter development process engaged researchers, practitioners, administrators, students and policy makers from 45 countries.<sup>13</sup> The first draft of the Charter was based on input from 225 people through a pre-conference survey and expert interviews as well as a review of existing Charters and Declarations.

At the Conference, with the support of a writing team, 380 delegates critiqued and refined the Charter in a design lab and development sessions. Delegates were invited to bring forward into the Charter development, ideas from the multiple plenaries and concurrent sessions that comprised the scientific program.<sup>14</sup> On the final Conference day, higher education leaders and delegates, including network and organization representatives, signed a Pledge to bring the Charter back to their settings to inspire and catalyze further action towards the creation of health promoting universities and colleges. Representatives from the World Health Organization, Pan American Health Organization and the United Nations Educational, Scientific and Cultural Organization joined in the Pledge.

Through dissemination and use of the Charter in higher education, network building and future conferences, our hope is that health promotion will be advanced internationally.

- 
12. The idea for the conference originated with colleagues from the University of British Columbia, Simon Fraser University, the University of Victoria and the Canadian Mental Health Association (a national non-governmental organization)
  13. Andorra, Argentina, Australia, Austria, Barbados, Bolivia, Brazil, Canada, Central African Republic, Chile, China, Columbia, Costa Rica, Cuba, Denmark, Ecuador, Finland, France, Germany, Hungary, Italy, Lebanon, Lithuania, Malta, Mexico, New Zealand, Nicaragua, Nigeria, Norway, Panama, Peru, Philippines, Portugal, Puerto Rico, Qatar, Republic of Ireland, Spain, Switzerland, Thailand, The Netherlands, United Kingdom (England, Scotland), United States, Uruguay, Venezuela
  14. Documents and videos about the Okanagan Charter development and Conference, including videos of plenaries, are available at: <https://open.library.ubc.ca/clRcle/collections/53926>