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ABSTRACT

The International Charter of Physical Education and Sport was adopted by the General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 1978 and amended in 1991. The charter's purpose is to place the development of physical education and sport at the service of human progress. The charter's individual articles address the following concerns: (1) the fundamental right to physical education and sport; (2) physical education and sport as an essential element of lifelong education; (3) meeting individual and social needs; (4) the importance of qualified personnel; (5) adequate facilities and equipment; (6) research and evaluation; (7) protection of the ethical and moral values of physical education and sport; (8) promotion through information and documentation; (9) influence of mass media; (10) role of national institutions; and (11) international cooperation as a prerequisite for the universal and well-balanced promotion of physical education and sport. (JDD)

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International Charter of Physical Education and Sport

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ED 370 901

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1993

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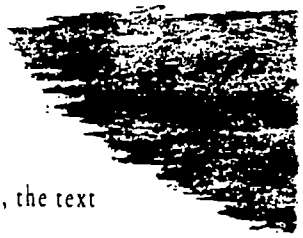
UNESCO

Foreword

In the mid-1970s the Member States of UNESCO and the non-governmental organizations began to be concerned by the lack of standards and institutions for physical education and sport at intergovernmental level. By putting this right they wanted to promote mass participation in sport, the role of physical education and sport in the global education system, the links between physical education and sport and the needs of individuals and society, the role and status of the personnel concerned, equipment and materials, research and evaluation, documentation, the media, national institutions and international co-operation.



The International Charter of Physical Education and Sport, the text of which is set out below, was thus drawn up by experts, then adopted by the General Conference at its twentieth session in 1978.

Developments over the next decade led the General Conference at its twenty-sixth session, in 1991, to add a new Article 7 to the Charter "Protection of the ethical and moral values of physical education and sport must be a constant concern for all". This new edition of the Charer has been prepared so as to include that amendment.

The Charter is intended not only for those who draw up curricula for physical education and sport at national and international levels, for researchers, for those who train the personnel concerned (trainers, doctors, psychologists, etc.), for journalists and of course for the sportsmen and sportswomen concerned, both amateurs and professionals, but also for the much wider public of spectators and all those who for one reason or another take an interest in sport and physical education.

As this document is intended for a very wide range of readers we wanted it to be as accessible and visually attractive as possible, which is why we asked Ms Shioun Michiko Nakasato (Japan), the artist, to contribute her imaginative illustrations, for which we should like to thank her.

Arthur Gillette, Director, Division of Youth and Sports Activities/1993

Any individual or institution wishing to contribute to the development of physical education and sport for all through international co-operation may make contributions in money, kind and services, or requests for information, to the International Fund for the Development of Physical Education and Sport (FIDEPS) (UNESCO, 1, rue Miollis, 75015 Paris, France, telephone: 45.68.37.29/28, fax: 33.1.45.67.14.99).

PREAMBLE

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at its twentieth session, this twenty-first day of November 1978,

Recalling

that in the United Nations Charter the peoples proclaimed their faith in fundamental human rights and in the dignity and worth of the human person, and affirmed their determination to promote social progress and better standards of life,

Recalling

that by the terms of the Universal Declaration of Human Rights, everyone is entitled to all the rights and freedoms set forth therein without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other consideration,

Convinced

that one of the essential conditions for the effective exercise of human rights is that everyone should be free to develop and preserve his or her physical, intellectual and moral powers, and that access to physical education and sport should consequently be assured and guaranteed for all human beings,

Convinced

that to preserve and develop the physical, intellectual and moral powers of the human being improves the quality of life at the national and the international levels,

Believing

that physical education and sport should make a more effective contribution to the inculcation of fundamental human values underlying the full development of peoples,

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Stressing

accordingly that physical
education and sport should seek
to promote closer communion between
peoples and between individuals, together
with disinterested emulation, solidarity and
fraternity, mutual respect and understanding, and full
respect for the integrity and dignity of human beings,

Considering

that responsibilities and obligations are incumbent upon the industrialized countries
and the developing countries alike for reducing the disparity which continues
to exist between them in respect of free and universal access to physical education
and sport,

Considering

that to integrate physical education and sport in the natural environment is to enrich them and to
inspire respect of the earth's resources and a concern to conserve them and use them for the greater
good of humanity as a whole,

Taking into account

the diversity of the forms of training and education existing in the world, but noti it is clearly evident that physical education and sport are not confined to physical development of the human being,

Taking into account, furthermore,

the enormous efforts that have to be made before the right to physical education and sport can become a reality for all human beings,

that, notwithstanding the differences between national sports structures,
ll-being and health but also contribute to the full and well-balanced

Stressing

the importance for peace and friendship among peoples of co-operation between the international governmental and non-governmental organizations responsible for physical education and sport,

Proclaims

this International Charter for the purpose of placing the development of physical education and sport at the service of human progress, promoting their development, and urging governments, competent non-governmental organizations, educators, families and individuals themselves to be guided thereby, to disseminate it and to put it into practice.

Article 1. The practice of physical education and sport is a fundamental right for all -

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Article 2.

Physical education and sport form an essential element of lifelong education in the overall education system

2.1 Physical education and sport, as an essential dimension of education and culture, must develop the abilities, will-power and self-discipline of every human being as a fully integrated member of society. The continuity of physical activity and the practice of sports must be ensured throughout life by means of a global, lifelong and democratized education.

2.2 At the individual level, physical education and sport contribute to the maintenance and improvement of health, provide a wholesome leisure-time occupation and enable man to overcome the drawbacks of modern living. At the community level, they enrich social relations and develop fair play, which is essential not only to sport itself but also to life in society.

2.3 Every overall education system must assign the requisite place and importance to physical education and sport in order to establish a balance and strengthen links between physical activities and other components of education.

Article 3.

Physical education and sport programmes must meet individual and social needs

3.1 Physical education and sport programmes must be designed to suit the requirements and personal characteristics of those practising them, as well as the institutional, cultural, socio-economic and climatic conditions of each country. They must give priority to the requirements of disadvantaged groups in society.

3.2 In the process of education in general, physical education and sport programmes must, by virtue of both their content and their timetables, help to create habits and behaviour patterns conducive to full development of the human person.

3.3 Even when it has spectacular features, competitive sport must always aim, in accordance with the Olympic ideal, to serve the purpose of educational sport, of which it represents the crowning epitome. It must in no way be influenced by profit-seeking commercial interests.

Article 4.

Teaching, coaching and administration of physical education and sport should be performed by qualified personnel

4.1 All personnel who assume professional responsibility for physical education and sport must have appropriate qualifications and training. They must be carefully selected in sufficient numbers and given preliminary as well as further training to ensure that they reach adequate levels of specialization.

4.2 'Voluntary personnel', given appropriate training and supervision, can make an invaluable contribution to the comprehensive develoment of sport and encourage the participation of the population in the practice and organization of physical and sport activities.

4.3 Appropriate structures must be established for the training of personnel for physical education and sport. Personnel who have received such training must be given a status in keeping with the duties they perform.

Article 5.

Adequate facilities and equipment are essential to physical education and sport

5.1 Adequate and sufficient facilities and equipment must be provided and installed to meet the needs of intensive and safe participation in both in-school and out-of-school programmes concerning physical education and sport.

5.2 It is incumbent on governments, public authorities, schools and appropriate private agencies, at all levels, to join forces and plan together so as to provide and make

optimum use of installations, facilities and equipment for physical education and sport.

5.3 It is essential that plans for rural and urban development include provision for long-term needs in the matter of installations, facilities and equipment for physical education and sport, taking into account the opportunities offered by the natural environment.

Article 6.

Research and evaluation are indispensable

6.1 Research and evaluation in physical education and sport should make for the progress of all forms of sport and help to bring about an improvement in the health and safety of participants as well as in training methods and organization and management procedures. The education system will thereby benefit from innovations calculated to develop better teaching methods and standards of performance.

6.2 Scientific research whose social implications in this sphere should not be overlooked, must be oriented in such a way that it does not allow of improper applications to physical education and sport.

Article 7.

Protection of the ethical and moral values of physical education and sport must be

7.1 Top class sport and sport practised by all must be protected against any abuse. The serious dangers with which phenomena such as violence, doping and commercial excesses threaten its moral values, image and prestige pervert its very nature and change its educative and health-promoting function. The public authorities, voluntary sports associations, specialized non-governmental organizations, the Olympic Movement, educators, parents, supporters' clubs, trainers, sports managers and the athletes themselves must combine their efforts in order to eliminate these evils. The media have a special role to play, in keeping with Article 8, in supporting and disseminating information about these efforts.

a constant concern for all

7.2 A prominent place must be assigned in curricula to educational activities based on the values of sport and the consequences of the interactions between sport, society and culture.

7.3 It is important that all sports authorities and sportsmen and women be conscious of the risks to athletes, and more especially to children, of precocious and inappropriate training and psychological pressures of every kind.

7.4 No effort must be spared to highlight the harmful effects of doping, which is both injurious to health and contrary to the sporting ethic, or to protect the physical and mental health of athletes, the virtues of fair play and competition, the integrity of the sporting community and the rights of people participating in it at any level whatsoever. It is crucial that the fight against doping should win the support of national and international authorities at various levels, and of parents, educators, the medical profession, the media, trainers, sports managers and the athletes themselves, to ensure that they abide by the principles set out in the existing texts, and more particularly the International Olympic Charter against Doping in Sport. To that end, a harmonized and concerted policy must guide them in the preparation and application of anti-doping measures and of the educational action to be undertaken.

Article 8.

Information and documentation help to promote physical education and sport

8.1 The collection, provision and dissemination of information and documentation on physical education and sport constitute a major necessity. In particular, there is a need to circulate information on the results of research and evaluation studies concerning programmes, experiments and activities.

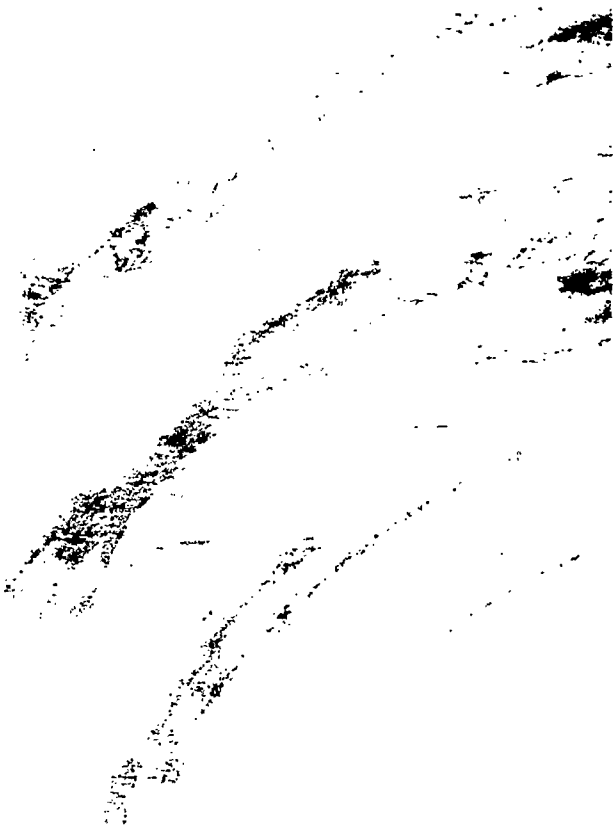
Article 9.

The mass media should exert a positive influence on physical education and sport

9.1 Without prejudice to the right of freedom of information, it is essential that everyone, involved in the mass media be fully conscious of his responsibilities having regard to the social importance, the humanistic purpose and the moral values embodied in physical education and sport.

9.2 Relations between those involved in the mass media and specialists in physical education and sport must be close and based on mutual confidence in order to exercise a positive influence on physical education and sport and to ensure objective and well-founded information. Training of personnel for the media may include elements relating to physical education and sport.

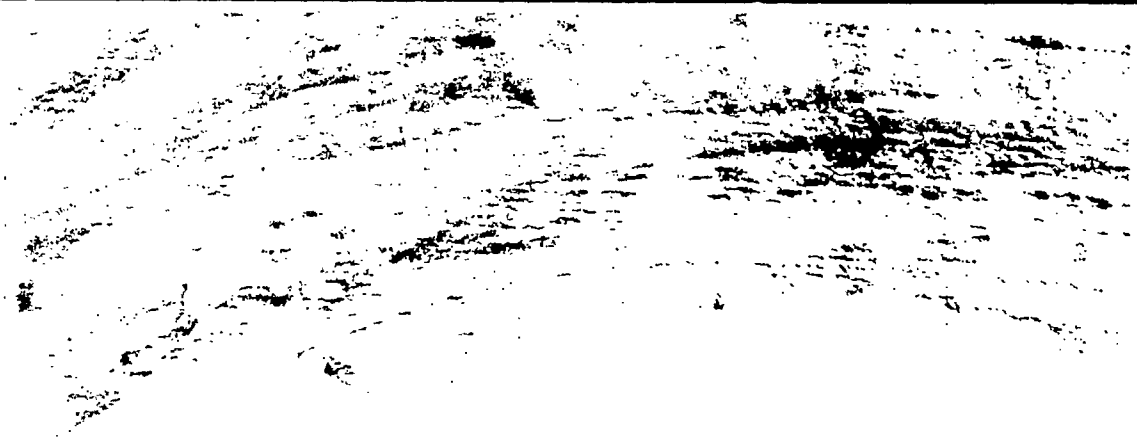
Article 10.



National institutions play a major role in physical education and sport

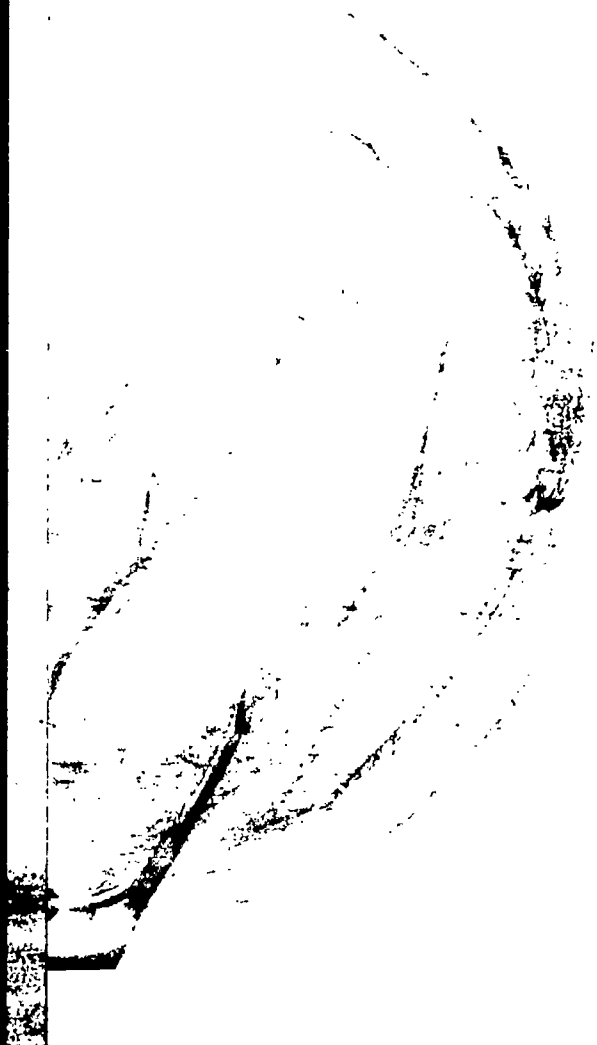
10.1 It is essential that public authorities at all levels and specialized non-governmental bodies encourage those physical education and sport activities whose educational value is most evident. Their action shall consist in enforcing legislation and regulations, providing material assistance and adopting all other measures of encouragement, stimulation and control. The public authorities will also ensure that such fiscal measures are adopted as may encourage these activities.

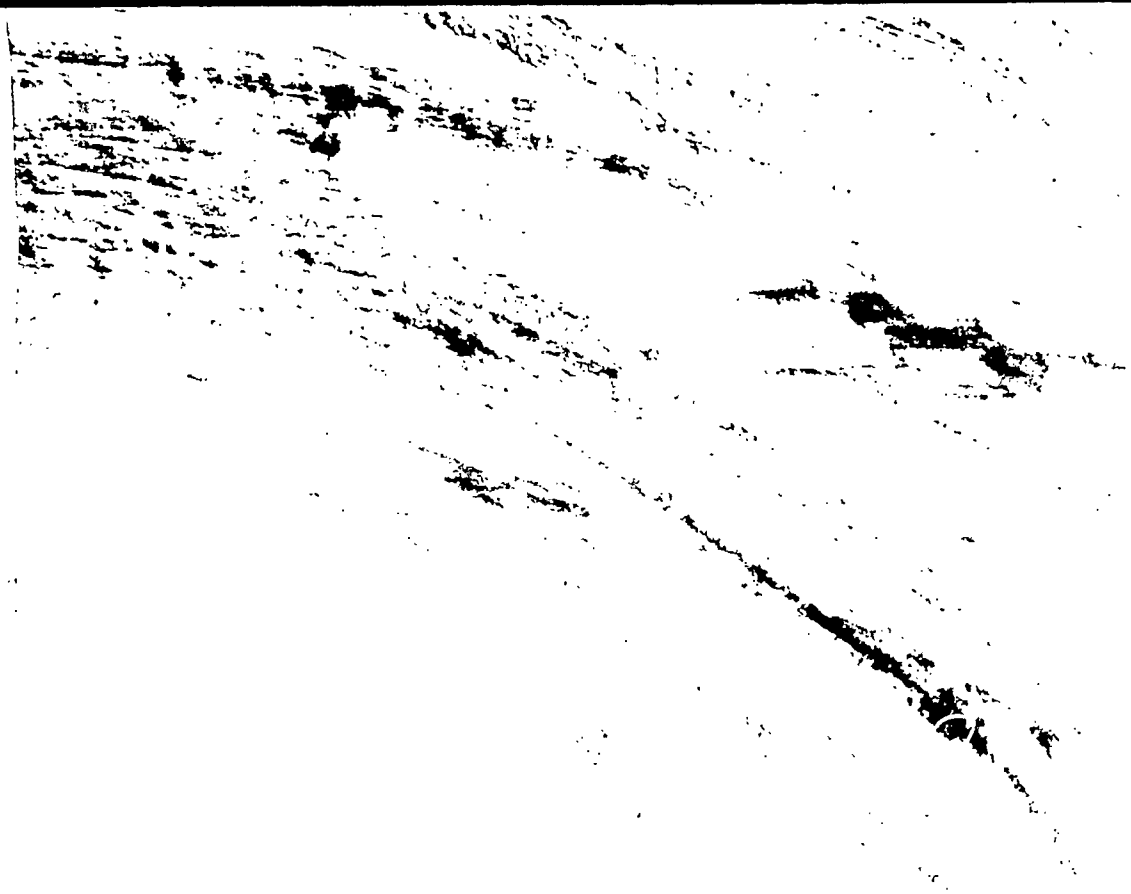
10.2 It is incumbent on all institutions responsible for physical education and sport to promote a consistent, overall and decentralized plan of action in the framework of lifelong education so as to allow for continuity and co-ordination between compulsory physical activities and those practised freely and spontaneously.



Article 11.

International co-operation is a prerequisite for the universal and well-balanced promotion of physical education and sport





11.1 It is essential that States and those international and regional intergovernmental and non-governmental organizations in which interested countries are represented and which are responsible for physical education and sport give physical education and sport greater prominence in international bilateral and multilateral co-operation.

11.2 International co-operation must be prompted by wholly disinterested motives in order to promote and stimulate endogenous development in this field.

11.3 Through co-operation and the pursuit of mutual interests in the universal language of physical education and sport, all peoples will contribute to the preservation of lasting peace, mutual respect and friendship and will thus create a propitious climate for solving international problems. Close collaboration between all interested national and international governmental and non-governmental agencies, based on respect for the specific competence of each, will necessarily encourage the development of physical education and sport throughout the world.

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