



**BROCHURE ON**  
**THE INTERNATIONAL YEAR FOR SPORT**  
**AND**  
**PHYSICAL EDUCATION, 2005**

*« A healthy mind, a healthy body, that helps in life »*

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**(1) *Why an International Year for Sport and Physical Education?***

Quality education is one of the key components of the goals of Education for All (EFA) and an essential aspect of quality education to this end is promoting physical education and sport (PES). However, it cannot be achieved in this area if PES is marginalized within the education systems of each country. The minimum requirements for quality in physical education and sport cannot be met in an environment of reduced curriculum time, inadequate and insufficient teacher-training programmes and low status and self-esteem within education systems overall.

**(2) *For what purpose?***

The International Year for Sport and Physical Education in 2005 aims to raise awareness about the need to improve the role, place and status of PES within education systems and to make a vital contribution to the achievement of quality education.

**(3) *What are the challenges?***

Values, attitudes and behaviours are changing rapidly all over the world and these changes affect cultural and religious beliefs, and physical education and sport can indeed play a booster role and generate a powerfully beneficial impact. Education is therefore one of the principal means of addressing such challenges, which require commitment and real actions from governments, stakeholders, sport movements, professionals, educators and all involved bodies worldwide.

**(4) *What is the framework?***

With the start of global mobilization to revitalize and improve physical education and sport around the world, the United Nations Secretary General, Mr Kofi Annan, gave his support to the first United Nations Task Force led by his Special Adviser, Mr Adolf Ogi, and provided an outstanding platform of consultation and a consolidated holistic approach to the role that PES can play in development policy and for peace. The experience acquired by the Task Force will strengthen the International Year for Sport and Physical Education in 2005. Governments are expected to provide grass-roots implementation in the shape of projects and activities throughout 2005 in order to highlight the basic foundations of education, well-being, values and understanding. The Secretariat for the International Year, while coordinating efforts and initiatives globally, will streamline the information, communication and follow-up of the celebration programme and agenda.

## I. NORMATIVE FRAMEWORK

**The practice of physical education and sport is a fundamental right for all  
(Article 1 of the International Charter of Physical Education and Sport,  
UNESCO, 1978)**

The right to education is a fundamental right for all, recognized as a human right:

1. It is a right that is applicable without distinction as to sex, physical ability, religion, culture, tradition or nationality. The freedom of all to realize their physical, intellectual and moral potential through physical education and sport inheres in this right.
2. The International Charter of Physical Education and Sport also proclaims that the right from which freedom derives must be guaranteed in and outside the education system.
3. Taking account of and ensuring the accessibility and practice of traditional games and sports are likewise essential components of the rights guaranteed by the International Charter of Physical Education and Sport.
4. Similarly, it is a right of people with special needs, particularly the disabled, as mentioned in one of the provisions of the Charter, so as to enable them to develop their personalities to the full through physical education and sport programmes suited to their requirements.



## II. PHYSICAL EDUCATION AND SPORT TODAY

### THE CHALLENGES OF EDUCATION FOR ALL (EFA)

The challenges posed by Education for All include the current situation of physical education and sport, which finds itself marginalized in terms of its status, place and role in the education system, despite the fact that, when properly articulated, it is perfectly in accord with the objectives set by the World Education Forum in Dakar.

### PHYSICAL EDUCATION AND SPORT AS A QUALITY FACTOR IN EDUCATION

In January 2003, the ministers responsible for education and sport recognized physical education and sport as an essential component of educational quality and pledged to take specific measures in that regard.

*“Instruction is very important, training is significant, but education is fundamental”  
(Maurizio Mondani)*



### III. FACTUAL EVIDENCE

#### THE GLOBAL CRISIS OF PHYSICAL EDUCATION AND SPORT CONFIRMED BY AN INTERNATIONAL AUDIT

- Reduction of course time devoted to physical education and sport in educational programmes
- Human resource constraints, material and financial means in short supply or lacking
- Evaluation non-existent in a large majority of countries
- Failure to apply the statutory recommendations for physical education and sport, in 75% of cases in Africa, resulting in:
  - Negative impacts on educational quality and efficiency
  - Demotivation of teachers
  - Inadequate training of teachers and educators
- The failure to use physical education as a way of enhancing educational achievement and school attendance.

#### THE REPERCUSSIONS OF PHYSICAL INACTIVITY ON HEALTH (WHO/FAO)

- Obesity
- Diabetes
- Cancer
- Cardio-vascular ailments
- Dental disorders
- Osteoporosis and bone fractures

Imbalances in nutrient intake and physical inactivity are the main sources of chronic diseases (*WHO/FAO expert consultation on the prevention of chronic diseases, 2003*)



### Example 1

Neglecting physical education is more expensive for the public health system than investing in the teaching of physical education.

*(K. Hardman, ICSSPE – World-Wide Audit Survey of the State and Status of Physical Education in Schools, 1999)*

### Example 2

In Aruba, for example, 60% of children between 9 and 12 are overweight, while over 50% of this group do not take part in any of the basic physical activities required.

*(Instituto para Deporte Educacion Fisico y Recreacion – IDEFRE, Aruba)*

### Example 3

In 92% of the 126 countries sampled, Physical Education is legally required but few countries actually implement their statutory requirements.

In many regions of the world, Physical Education is perceived as being a non-productive educational activity, less important to a successful future than academic subjects. Physical Education occupies a low position at the bottom of the “curriculum barrel”.

*(K. Hardman, ICSSPE – World-Wide Audit Survey of the State and Status of Physical Education in Schools, 1999)*



## CONTRIBUTION TO THE ACQUISITION OF VALUES

Physical education and sport help build confidence and self-respect, increase social development and prepare people to compete – to win or lose – and to cooperate and work together.

*(Basic elements of democratic and civic education)*

Human rights, gender equality and education for peace are important issues that can be taught to children through physical education.

It is necessary to go beyond considerations relating solely to the performance aspects of sport.

The accent must be on the educational and ethical dimension that should be instilled at all levels. To do this, UNESCO works to promote and contribute to the development of quality sports and physical education that integrates educational and ethical values.

In adversity, the essential thing – for both winners and losers – is humility; also that the winner respects the loser and, in turn, that the loser accepts that the best person won.



## COGNITIVE DEVELOPMENT AND SCHOOL ACHIEVEMENT

Numerous studies have shown that when more physical activity is included in school curricula, marks for school work or general tests never go down; on the contrary, many pupils improve their marks and their ability to acquire intellectual knowledge.

*(R. Shepard, 1997)*

A comparison of children aged between 6 and 12 who exercise for five hours a week with children of the same age who exercise for only 40 minutes showed that the intellectual performance of the children who exercise more is considerably better than that of the others.

*(R. Sherpa and R. Lavelle, 1994)*



## ECONOMIC FACTS

Neglecting physical education is more expensive than teaching it: a 25% increase in participation in a physical activity (on the basis of 33% of the population taking part in regular physical exercise) would reduce public health costs by \$778 million (reference year 1995) and would result in a productivity gain of 1-3%, in other words \$2 to \$5 for each dollar invested. The direct cost of encouraging more physical exercise would amount to no more than \$191 million.

*(B. Kidd, World Summit on Physical Education, 1999)*

Sport and leisure represent 1.5% of the Gross National Product (GNP) in the European Union.

*(European Union, 1998)*

In the United Kingdom there are more jobs in the area of sport and leisure than in the automobile, agricultural, fishing and food industries combined.

*(M. Talbot, ICSSP, Case for Physical Education, WSPE Proceedings)*



## QUALITY PHYSICAL EDUCATION

What are the needs and basic elements required for the practice of quality physical education?

Quality physical education needs:

- Well-trained, qualified teachers for elementary, primary and secondary schools;
- Set times in school curricula, for all children and teenagers;
- Equipment and space;
- Support for teachers and schools in the provision of quality physical education;
- An adapted, appropriate and assessed curriculum;
- Getting the message across that physical education means “learning to move” (the qualifications and discernment required to participate) and “moving to learn” (physical activity as a way of learning).

*(M. Talbot, ICSSPE, Case for Physical Education, WSPE Proceedings)*



**RALLYING WIDESPREAD SUPPORT, PUBLIC PARTICIPATION,  
INTERACTION, BACKING FOR INITIATIVES AND STRONG COOPERATION  
WITH NGOs, IGOs AND OTHER COMPETENT BODIES IN THE FIELD OF  
PHYSICAL EDUCATION AND SPORT**

Celebration of the International Year for Sport and Physical Education (2005) will aim to rally the support of all those in a position to help make the Year effective and meaningful.

Extensive public participation will be a key factor in maximizing visibility of the Year.

The main thrust of the activities and events organized during the Year will be based on a synergy of efforts undertaken through different forms of partnership and cooperation, with the focus on a global vision.

For this reason, the degree of participation expected of NGOs, IGOs and other structures, at a variety of different levels, will be important in maximizing the impact of the Year.



## **AWARENESS-RAISING, INFORMATION AND COMMUNICATION CAMPAIGNS**

The celebration of the International Year for Sport and Physical Education covers a relatively short period. That being so, the mobilization will have all the more impact if its three essential components are coordinated and targeted in such a way as to attain the required levels of awareness-raising, information and communication.

To that end, the awareness-raising campaign will involve publicizing in advance the celebration in 2005 of an international year for sport and physical education by means of various activities to be presented at the MINEPS IV Conference<sup>1</sup> in December 2004, at which the ministers responsible for physical education and sport will be expressing their views. Awareness-raising activities will continue through 2005 with the official launching of the International Year for Sport and Physical Education 2005.

The information and communication campaign will consist essentially of a strategy for promoting the Year through various kinds of activities using delivery systems likely to result in wide dissemination of the information and ensure the media impact of the International Year celebration.

This will include poster campaigns and, in partnership with the media, the broadcasting of audio and video clips as well as the use of various other means designed to optimize media coverage of the International Year 2005 and ensure the broadest possible media impact on the public at large.

The creation of a website will provide the public with continuous information and will offer the additional advantage of providing a daily column of updated information from different countries on activities organized as part of the celebration of the International Year 2005.



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<sup>1</sup> Fourth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS IV).

## IMPLEMENTATION OF ACTIVITIES AND PROJECTS

Lessons learned from the celebration of United Nations years and decades on a particular theme suggest that priority should be given to the implementation of activities or projects having a real impact on people's daily lives, which is the main objective of the International Year for Sport and Physical Education 2005.

To that end, priority will be granted to activities and/or projects already launched and tested in the field in association with UNESCO field offices and governmental or civil society partners and involving the active participation of local populations.<sup>2</sup>

In particular, increased attention will be paid to innovative ideas proposed by experienced partners for the design and organization of activities and projects in close association with those populations.

To make those activities and projects a reality, a top athlete will be associated with the International Year for Sport and Physical Education, which will be represented by a special slogan and logo.

The cultural dimension of physical activity and sport will also be emphasized in order to promote the role and importance of traditional games and sport, which represent an essential aspect of the cultural heritage that needs to be publicized, energized and protected.

Bearing in mind the principles of equality between men and women and equity for disabled persons, specific activities will be organized during the celebration of the International Year for Sport and Physical Education 2005.



<sup>2</sup> Partnerships intensified in the framework of the Diambars project currently under way in Saly (Senegal) (see [www.diambars.com](http://www.diambars.com)) and of the Provida project in Mozambique (raising young people's awareness about HIV/AIDS through sport).

## PROSPECTS, EVALUATION AND FOLLOW-UP

### PROSPECTS

- Achieving international visibility for the objective of strengthening the socio-educational dimensions of physical education and sport;
- Enhancing the link between the general and special objectives of physical education and sport and helping to bring out their relevance at the different levels of decision-making to encourage education systems to take greater account of physical education and sport;
- Contributing to a more positive perception of the status, place and role of physical education and sport in education systems and initiating awareness of its importance at the global level;
- Highlighting the interaction between the socio-educational, cultural and developmental aspects of sport in society and having a positive impact on populations at the local, national and international level.

### EVALUATION

An evaluation report dealing with all the activities and/or projects undertaken within the framework of the International Year will be produced. The report will enable the Secretariat to prepare a detailed report on the way the Year has gone and its impact.

The issues involved in strengthening physical education and sport, in particular within education systems, will be reflected in the report on the celebration of the Year. That report will in principle be submitted for examination to the United Nations General Assembly in 2006.

### FOLLOW-UP

The follow-up to the International Year will take into consideration the outcomes of the evaluation report concerning ways and means of strengthening physical education and sport.

