

A Partnership of ICHPER·SD with UNESCO for over 40 years

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Our dynamic partnerships have been a great addition to sustaining vitality and generating a worldwide synergy for physical and health education, leisure and recreation, sport and dance. As a specialized agency of the United Nations, UNESCO contains in its Constitution the following:

“Article I. Purposes and Functions: The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.” “Article 2 states, “To realize this purpose the Organization will ... (a) Collaborate in the work of advancing the mutual knowledge and understanding of peoples ... (b) Give fresh impulse to popular education...(c) Maintain, increase and diffuse knowledge...” UNESCO collaborates with organizations representative of civil society, which are non-governmental and non-profit oriented in nature, which must adhere to the ideals of UNESCO and concern themselves with matters falling within its fields of competence and have the means and will to contribute to the realization of its objectives (UNESCO Basic Texts, p. 8).”

“Article III: Purposes (Sections 1 & 2) of the ICHPER·SD Bylaws states, ICHPER·SD shall be dedicated to promoting professional standards, scholarly pursuits and exchanges of knowledge among its individual members and representatives of national organizations and membership groups, all of whom are professionally engaged in health, physical education, recreation, sport, dance, or related fields. ICHPER·SD shall foster a profound essence of education in health, physical education, recreation, sport, dance and related areas directed toward international understanding and goodwill, safeguarding peace and

freedom, and respect for human dignity.”

Respecting these profound missions and facilitating purposeful programs and activities of both organizations, we, UNESCO and ICHPER·SD have been engaged in a productive dynamic partnership in various forms over four decades, particularly in the fields of physical education and sport. In 1963, ICHPER (now, ICHPER·SD) in cooperation with UNESCO published the *Physical Education and Games and Teacher Training for Physical Education*, both completed in 1962. In 1969, the ICHPER International Questionnaire (Part II and III: 1967 – 1968 Revision) on the *Status of Teachers of Physical Education* (Part II) and *Teacher Training for Physical Education* in cooperation of UNESCO was published.

Through an exemplary national-level effort for implementation of the outcomes of MINEPS I in 1976, the National Conference was organized and held in Washington, D. C., November 16 -18, 1977. Participants were the United States Department of Health, Education, and Welfare, the U.S. Department of State, the President's Council on Physical Fitness and Sports, ICHPER·SD, the American Alliance for Health, Physical Education and Recreation (AAHPER) and its 3 constituent associations and 10 cooperating organizations. They all worked together in cooperation with UNESCO/CIGEPS for the Conference with the theme, “the Role of Physical Education and Sport in the Education of Youth in the Context of Lifelong Education” (Report, U.S. Department of Health, Education and Welfare, 1978).

In 1978, through the working session of CIGEPS (June 1977 and May 1978) with other relevant organizations like ICHPER·SD, the UNESCO General Conference adopted the International Charter of Physical Education and Sport in response to the lack of standards and institutions for physical education and sport at the international level. At that time, over twenty years ago, the International Charter was established to counteract the

already identified problem of the trend of negative attitudes to the status of physical education and sport in school systems.

The Charter states under its preamble, in particular, that: “(a) one essential condition for the effective exercise of human rights is that all people should be free to develop and preserve their physical, intellectual and moral powers, and that access to physical education and sport should be assured and guaranteed for all human beings; (b) to preserve and develop physical, intellectual and moral powers of the human beings improves the quality of life at local, national and international levels, including individuals with disabilities, regardless of type or severity; (c) physical education and sport makes an effective contribution to the acquisition of fundamental human values underlying the full development of all peoples; (d) physical education and sport should seek to promote closer communion among peoples and among individuals, together with disinterested emulation, solidarity, mutual respect and understanding, and full respect for integrity and dignity of all human beings, and more.”

Moreover, the Charter presents ten articles under the headings of: (1) The practice of physical education and sport is a fundamental right for all; (2) Physical education and sport is an essential element of lifelong education in the overall education system; (3) Physical education and sport programs must meet individual and social needs; (4) Teaching, coaching and administration of physical education and sport should be performed by qualified personnel; (5) adequate facilities and equipment are essential to physical education and sport; (6) Research and evaluation are indispensable components of the development of physical education and sport; (7) Information and documentation help to promote physical education and sport; (8) The mass media should exert a positive influence on physical education and sport; (9) National institutions play a major role in physical education and sport; and (10) International cooperation is a prerequisite for the universal and well-balanced promotion of physical education and sport.

In 1981, ICHPER (now, ICHPER-SD) completed and finalized National Policies and Practices Concerning the Role of Physical Education and Sport in the Education of Youth (UNESCO Contract No. 207505), which was published by the International Council of Sport and Physical Education (ICSPE) for the International Council on Health, Physical Education and Recreation (ICHPER – now, ICHPER-SD).

UNESCO organized MINEPS II in Moscow in 1988 while enforcing and facilitating the contents of the Charter wherever needed. In 1999, MINEPS III was organized in Punta del Este, Uruguay where the Intergovernmental Committee for Physical Education and Sport (CIGEPS) of UNESCO and its Physical Education and Sport Unit under the Department of Education for a Culture of Peace, and the Permanent Consultative Council (CCP) to CIGEPS (IOC, WHO, ICHPER-SD, ICSSPE, and a few

other invited organizations and UNESCO staff) drafted the Declaration and Recommendations and presented them to the assembly of MINEPS III. After discussion and debate lasting over two days, MINEPS III concluded with adopting the Declaration and Recommendations.

The Declaration of MINEPS III (UNESCO Report, 1999) in Punta Del Este, Uruguay is comprised of the following sixteen points:

1. The purpose of Adoption of the Declaration: To mobilize governments, intergovernmental and non-governmental organizations and individuals throughout the world in a spirit of true global cooperation and mutual understanding.

2. The value of Physical Education and Sport: To reiterate the importance of physical education and sport as an essential element and integral part in the process of continuing education and human and social development.

3. UNESCO is identified as a focal point for sport and physical education in the United Nations system.

4. The need for renewed efforts: To include physical education and sport as human development indicators by the United Nations Development Program (UNDP) at the same level as education, health and the environment.

5. To counteract the current phenomenon of the reduction of physical education time in schools: To insure and increase opportunities for physical education in schools. International studies indicate that the reduction of physical education programs contributes to the rise in juvenile delinquency and violence, and that \$1.00 invested in physical activity leads to a saving of \$3.20 in medical costs.

6. The participation of girls and women in sport: To undertake a course of action to raise the involvement of girls and women in physical education and sport in all capacities. To respect and enforce the 1979 United Nations Convention on the Elimination of All Forms of Discrimination Against Women and the 1994 Brighton Declaration.

7. The importance of promoting lifelong sport: To ensure that sport and physical education programs be made available to senior citizens and persons with disabilities.

8. The ethical values of sport: To honor, abide by, and to protect the ethical values of sport for all persons, institutions and countries. The IOC leadership is to be commended for establishing the World Anti-doping Agency (WADA) in an effort to eliminate doping in sport while emphasizing the role of each government in this initiative.

9. The preservation of traditional and indigenous sports: To support a policy preserving and enhancing those sports based on the cultural heritage of regions and nations.

10. The need for a desirable comprehensive program: To urge and prepare a comprehensive program for financial and technical assistance to the developing countries by a joint effort of UNESCO and the IOC.

11. An Appeal to the UNESCO Director-General: To

allocate sufficient financial and human resources and to reinforce the structure within the UNESCO Secretariat in the field of physical education and sport.

12. Encouragement of the UNESCO Director-General: To promote periodic regional meetings of MINEPS under the auspices of CIGEPS.

13. A recommendation to the UNESCO Director-General: To organize a Round Table of Ministers of Sport and Physical Education at the 31st session of the General Conference of UNESCO, as a follow-up action to MINEPS III.

14. The recognition of NGO's contribution and partnership: To strengthen the partnership between Member States and NGO's in developing programs relating to physical education and sport.

15. The need of media support: To underscore the important role of the media in creating public awareness of the crucial social and economic contribution of physical education and sport to the well-being of a nation and its people.

16. A reaffirmation by the representatives of MINEPS III: To commit to work in unison and with devotion to promote a Culture of Peace through sport. To applaud the unanimous adoption of the Olympic Truce by the United Nations General Assembly at its 154th session.

17. A Request to the UNESCO Director General: The Director General of UNESCO is requested to transmit the Declaration of Punta Del Este to the Secretary General of the United Nations, so that it can be taken into account in the framework of the International Year for the Culture of Peace (2000) and in the program of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001 – 2010).

The Recommendations of MINEPS III in Punta Del Este, Uruguay is comprised of the work and outcome of three Commissions. Commission I formulated its recommendations under the theme of the contribution of physical education and sport to sustainable economic development. Commission II formulated its recommendations under the theme of physical education and sport, an integral part and fundamental element of the right to education and the process of continuing education. Commission III formulated its recommendations under the theme of new forms of cooperation and consultation in the field of physical education and sport at the national, regional and international levels.

A Highlight of the Recent ICHPER-SD and UNESCO Partnership

In an effort to implement a synergistic action to safeguard physical education and sport, ICHPER-SD initiated a joint project in collaboration with UNESCO. On June 16 and 18, 2000, UNESCO and ICHPER-SD signed a

contract (UNESCO Contract No 105051.0) stating that ICHPER-SD would develop three international standards: (1) International Standards for Physical Education and Sport for School Children; (2) Global Standards for Professional Preparation of Physical Educators; and (3) A Global Vision for School Physical Education. In addition, ICHPER-SD was to develop a World Database of Existing Physical Education and Sport Institutions, Universities, Training Centers, Research Centers, and Specialized Physical Education and Sport Schools. The projects were successfully completed, and all relevant documents (e.g., 3 International Standards in English text) were duly submitted to UNESCO's Department of Education for a Culture of Peace, the signatory on behalf of the Director-General of UNESCO on April 30, 2001.

UNESCO translated the original English texts into French and Spanish, and these Standards in 3 languages (English, French, and Spanish) were presented and used as a part of the main working documents for the meeting of the Round Table of Ministers and Senior Officials Responsible for Physical Education and Sport held at UNESCO's Headquarters from January 9 - 10, 2003, in Paris. This is another historical achievement from a joint project of ICHPER-SD and UNESCO. The "Three International Standards: Commitment toward the Delivery of Quality Physical Education to School Children / Youth, Worldwide" ranks in importance with the International Charter of Physical Education and Sport.

In March 2004, UNESCO through its Division for the Promotion of Quality Education informed the Office of the ICHPER-SD President that the Standards have been approved and adopted by UNESCO/CIGEPS, and thus they are an official "authoritative texts." We were also informed that the Standards have the potential to create a great impact on the sustainable advancement of physical education and sport throughout the world. ICHPER-SD's dynamic partnership with UNESCO has brought us to another milestone for the shared missions of UNESCO and of ICHPER-SD – the role and responsibility of inter-governmental and non-governmental organizations as sustained resources to create ongoing synergetic strategies.

My distinguished colleagues – the participants in the 10th ICHPER-SD Europe Congress jointly held with TSSA's 8th International Sports Sciences Congress, members of the ICHPER-SD Board of Governors, leaders of ICHPER-SD constituent organizations, individual and library members and readers at large – I am very pleased to have shared with you this overview of the achievements of the UNESCO/ ICHPER-SD partnership that will become our legacy in serving to enhance the quality

References

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