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ABSTRACT

The aim of this international congress was to strengthen international cooperation in the field of physical education and sport and to promote practical measures based on partnership among government authorities, volunteer organizations, and private national or multinational corporations, by pointing out the contribution that the rational practice of physical activities and sport can make to cultural, economic, and social development. The congress examined four themes: (1) sport and cultural identity; (2) sport in the education of young people; (3) sport and health; and (4) sport and development. This document summarizes presentations at the opening and closing meetings, general discussion on the four themes, and reports of groups working on each of the four themes. A summary of the deliberations offers comments on sport and culture, sport and education, the social dimension of sport, purposes and benefits of sport, risks and aberrations, and sport as an aid to development. Seven recommendations are offered. Two appendixes list the 131 participants from 60 countries and the papers contributed by the participants. (JDD)

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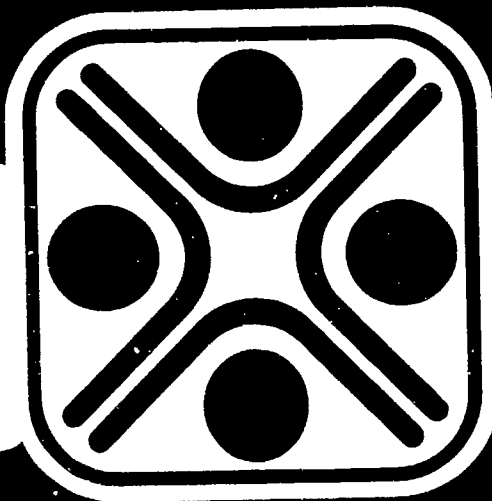
# INTERNATIONAL CONGRESS

*Physical Activities - Sport - Development*

ED 370 900

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NABEUL (TUNISIA) 24-26 February 1992

*Rapport final*

UNESCO

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# INTERNATIONAL CONGRESS PHYSICAL ACTIVITIES - SPORT - DEVELOPMENT

(Nabeul, Tunisia, 24-26 February 1992)

## FINAL REPORT

### General framework and organization of the proceedings

The International Congress on Physical Activities, Sport and Development organized by UNESCO was held at the Hotel Kheops in Nabeul from 24 to 26 February 1992, at the invitation of the Tunisian Government.

Reflecting the spirit of the various recommendations adopted by the second International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS II, Moscow, December 1988) and by the Intergovernmental Committee for Physical Education and Sport (CIGEPS) at its 7th session (Ottawa, October 1990), which pledged to promote the extension of the practice of physical education and sport to all categories of the population, the Congress's aim was to strengthen international co-operation in this field and to promote practical measures based on partnership between government authorities, volunteer organizations and private national or multinational corporations, by pointing out the contribution that the rational practice of physical activities and sport can make to cultural, economic and social development.

Having been invited by UNESCO to attend either in a personal capacity or by arrangement with their governments or as representatives of non-governmental organizations, scientific institutions or private companies, 131 participants from 60 countries took part in the Congress (the names of the participants are listed in Annex I). Most participants submitted written contributions in the form of photocopied or handwritten documents to UNESCO's Secretariat before or during the Congress. These contributions are listed in Annex II, and UNESCO's Division of Youth and Sports Activities would be happy to make them available on request.

The meeting was prepared by the UNESCO Secretariat in conjunction with the CIGEPS Executive Bureau and the Governing Board of the International Fund for the Development of Physical Education and Sport (FIDEPS), in view of the financial backing provided by the Fund, and the Tunisian Government, which had set up an organizing Committee headed by Mr Belhassen Lassoued, Vice-Chairman of CIGEPS.

The participants were provided with two brief preliminary documents. The first, enclosed with the letter of invitation sent by UNESCO, defined the objectives set out for the Congress and outlined the main issues raised in the examination of the four themes proposed for discussion, namely (a) sport and cultural identity; (b) sport in the education of young people; (c) sport and health; and (d) sport and development. A questionnaire was attached to this document for the purpose of identifying concrete projects relating to one or more of these four themes that were likely to be financed by bilateral or multilateral sources in the public or

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private sector. Twenty such projects were submitted to UNESCO's Secretariat by 14 countries (Belarus, Burkina Faso, Cape Verde, China, Colombia, Ethiopia, Gabon, Morocco, Pakistan, Seychelles, Rwanda, Sierra Leone, Thailand and Uruguay) but were neither presented nor discussed during the Congress.

A second document (SHS-92/CONF.401/2), distributed at the opening session of the Congress, provided some idea of the content of the themes suggested for debate in four separate commissions.

All the work was conducted in plenary meeting, the themes being discussed in succession in accordance with the following timetable:

Monday, 24 February, afternoon:	Commission I
Tuesday, 25 February, morning:	Commission II
Tuesday, 25 February, afternoon:	Commission III
Wednesday, 26 February, morning:	Commission IV.

On the afternoon of 25 February, however, Commission II took the initiative of convening a working group, which adopted a report containing a number of ideas and suggestions concerning (a) the frequency, intensity and duration of physical activities in school curricula and out-of-school programmes; (b) the role of parental encouragement and support in young people's participation and membership in sports associations; (c) effective utilization of existing sports facilities (by making them - including privately owned club facilities - available to young people free or at low cost); (d) the need to allow young people to exercise initiative and responsibility in organizing their activities, the adults limiting their role to that of facilitators. The analyses and recommendations of the group were taken into account in the Commission's report and in the summary of the debates.

## Opening meeting

The opening meeting was held on Monday, 24 February at 10.30 a.m.

After welcoming the participants on behalf of Mr Federico Mayor, Director-General of UNESCO, and expressing his gratitude to the Tunisian authorities for their kind and generous hospitality, Mr Pierluigi Vagliani, Director of UNESCO's Division of Youth and Sports Activities, emphasized that the improvement in the international climate resulting from the resolution of the East-West conflict, which had brought with it a widespread acceptance of the principles of human rights and democracy, makes it possible to look forward to stronger international solidarity with a view to reducing disparities and inequalities between nations in all domains, including that of physical activities and sport. Only through the expression of such solidarity will it be possible to put into action the International Charter of Physical Education and Sport adopted in 1978 by the General Conference of UNESCO, which proclaimed physical education and sport a fundamental right for all and at the same time a common language for all of humankind. Reminding the participants that the Congress had been designed to be open-ended, non-directive and free of all theoretical presuppositions, the UNESCO representative

summed up the most important questions for each of the four themes they were to discuss. In conclusion, he stated that the purpose of the Congress was to explore avenues leading to the framing of new strategies; to seek ways and means of giving fresh impetus to co-operation and of promoting solidarity at the international level; and to foster convergence in the action taken by the different agents that contribute to the development of sport and to development through sport by exploiting the many-sided potential of physical activities and sport for each individual and for humankind as a whole.

Welcoming the fact that this international Congress - the first of its kind aimed at expanding relations and interaction between sport and development - was being held in Tunisia, Mr Mohammed Saad, the Tunisian Minister of Youth, underscored the significance of physical activities and sport, which have today become universally accessible while constituting a medium of ethical and moral values, an instrument of social integration and a means of bringing together and establishing dialogue between different peoples and cultures.

By acclamation, the Congress elected Mr Saad, Chairperson. His Excellency Mr Charles Ranavela, Minister of Youth and Sport of Madagascar, was elected Vice-Chairperson and presided over all the working sessions in the absence of the Chairperson, whose official duties made it impossible for him to attend.

It was decided that a moderator and a rapporteur would be elected for each of the four commissions, and a rapporteur-general to draft the final report.

The following persons were elected to these tasks:

Commission I: Sport and cultural identity

Moderator: Mr Souaïbou Gouda (Benin)

Rapporteur: Mr Borhane Errais (Tunisia)

Commission II: Sport in the education of young people

Moderator: Mr Miguel Bermudez (Colombia)

Rapporteur: Mr Robert Dumonceau (Belgium)

Commission III: Sport and health

Moderator: Mr Philippe Stroot (WHO)

Rapporteur: Mr Willy Laporte (Belgium)

Commission IV: Sport and development

Moderator: Mr Luc Silance (Belgium)

Rapporteur: Mr John Andrews (United Kingdom)

Rapporteur-General: Mr Jacques Dersy (France).

## General discussion

Following the opening meeting the commission moderators each gave an introductory presentation of one of the Congress's four themes.

Using the situation of the African countries as an example, Mr Souaïbou Gouda, Director of the National Institute of Physical Education and Sport of the University of Benin, maintained that sport should activate community feeling by promoting national identity before making any contribution to the teaching of democracy; this, he said, it is not doing. In most countries, sport is highly technicalized and institutionalized, is based on Western models, and places a premium on performance and participation in international sports events (particularly the Olympic Games), which involve no more than 5 per cent of all athletes. Designed and organized from above by the State as an instrument of nationalist sentiment and a symbol of modern culture in the face of ethnic groups and communities that preserve traditional cultures, the sports system responds to the needs of only a minuscule portion of the population, while its financial cost is constantly on the rise due to the spread of increasingly sophisticated sports practices, along with the construction of sports complexes that, despite their grandiosity and prestige, could satisfy only artificially fabricated needs. Mr Gouda stressed the advantages of utilizing and developing instead traditional forms of physical activity, based not so much on normative and universal sports techniques but on utilitarian practices associated with everyday activities that, in addition to being inexpensive and requiring only simple, affordable, multi-purpose facilities, also promote neighbourhood and village activities. Why, for example, choose the modern techniques of kayak paddling rather than those of traditional dugout paddling practised by lake-dwelling peoples? Traditional physical activities and sport naturally integrate the moral, social and cultural values of a community or country, while preventing the alienation of sport from the overall development process. Such traditional activities can encourage development, particularly in rural areas, through their associative nature, by giving priority to the role and function of a society based on the protection of community solidarity.

Mr Bermudez Escobar, Director of the Institute of Youth and Sport of Colombia, and Vice-Chairman of CIGEPS, spoke of the situation in his country, where young people make up the majority of a population of 33 million, an inordinately high proportion of whom live in total destitution on the outskirts of the cities. Completely abandoned to their own devices, these masses of young people are easy prey to drug addiction, child prostitution and the most violent forms of delinquency. An experiment has been under way since 1988, which consists in opening cycling schools (130 such schools are in operation today) and organizing public competitions featuring the participation of cycling champions - who are idolized by adolescents and many of whom themselves grew up in underprivileged circumstances. Sport can thus be used as the perfect means of integrating adolescents into society and teaching them how to live together, follow rules and understand the importance of personal effort, concentration and determination. In conclusion, the Moderator suggested that developing countries adopt and implement an international programme aimed at promoting sport as an ideal way of remedying social problems.

Mr Philippe Stroot, representing WHO, pointed out that according to the definition used by his organization 'Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'. Protecting and improving one's health implies adopting a healthy way of life wherein physical exercise and sport - taken in the broadest sense



of the term - along with a balanced diet and avoidance of harmful substances such as alcohol, tobacco and drugs, play a key role. Physical activity is vital to everyone, at every stage in life. On the whole, provided that certain precautions are taken, sport is health-promoting and hence also conducive to individual and collective development. Mr Stroot particularly stressed the need to combine the practice of a physical activity with the adoption of balanced dietary habits (eating less fat, more fibre) and urged the countries of the South to protect themselves against harmful habits imported from the developed countries, provided, of course, that their populations have the energy-producing foods they so often lack. Such nutritional problems will be the theme of an international conference scheduled to be held in 1992 under the joint auspices of FAO and WHO. While physical exercise is healthy for all age groups, sport remains largely the domain of young people, four out of five of whom today live in the developing world. The important thing is to encourage sports activities at the community and village levels, and particularly at school. Although WHO does not have a programme specifically devoted to sport, many of its programmes make reference to it, particularly the one regarding the health of adolescents (aged from 10 to 24). Dr Hiroshi Nakajima, Director-General of the Organization, who initiated the idea of 'Smoke-free games' in Barcelona, has expressed on numerous occasions his interest in the promotion of health through sport.

For Mr Luc Silance, a Belgian lawyer, the development of sport forms an integral part of economic and socio-cultural development: not only major sporting events, which have obvious commercial ramifications, but sport for all, which can be seen on the economic level both as a commodity and as a consumer of goods. A direct correlation between the practice of sport in a given country and its level of development can be established in most cases; throughout the world, the development of physical and sports activities is directly linked to economic development. Not only does sport benefit from a country's wealth: it contributes to it. Sports activities generate increasingly large flows of capital, promote the production of new types of goods and services, and step up trade in sporting goods. They also create spin-off activities in tourism, transportation, insurance and medical therapies (physiotherapy and massage in particular), to mention but a few. Sport is also an ideal medium for advertising and sponsorship. A powerful economic unit combining sport, the media, industry and advertising is thus formed. And then there is the beneficial effect sport can have on health, which obviously has economic repercussions that, although difficult to assess, can be significant. Indeed, the regular practice of a sport and the adoption of a healthy life-style can contribute to enhanced working capacity by developing physical stamina, endurance and co-ordination speed, while curbing absenteeism and stemming the rising tide of medical costs. Mr Silance concluded by emphasizing that the promotion of sport and economic development are two halves of a whole and should both contribute to human betterment and emancipation.

## **Commission reports**

### **Commission I: Sport and cultural identity**

In his report, Mr Borhane Errais began by noting that the majority of the contributions had dealt with the role of traditional physical activities as agents of development and the values and standards conveyed by such activities. According to the different points of view of the speakers, 'modern' sport was described as being either hegemonic or a minority phenomenon; either at variance with traditional activities or complementary to them. It appeared that identity

came into play at three different levels: first, at the national level, where it took shape within the matrix of an imported model; second, at the cultural level, with its roots in traditional games and sports; third, at the level of individuals, where it drew on both those sources. Several papers, referring to experimental projects under way in various countries (Brazil, China, Congo and Tunisia), where the promotion of physical activities included the encouragement of traditional exercises or games, focused on their beneficial effect and their magical, religious, historical, warlike and sexual connotations. The wisdom of reviving such practices was challenged by a number of speakers, however. Some of the presentations suggested that the promotion of physical activities should respond to four criteria: management by the participants themselves of the time and space available; the integration of such activities into local and community life; the inclusion in them of a large proportion of play activities; and the sharing of them by all social categories, regardless of the age or sex of those practising them. For others, traditional games are in danger of being taken over, in our entertainment-oriented societies, by media productions in search of exoticism and 'authenticity'. A number of suggestions were made for developing physical activities while reconciling traditional values and the Western model: improving the image of sport by using the Olympic movement as an educational tool in the teaching of various school subjects; training teachers to take into account the full diversity of children's needs in a multicultural context; using 'sport for all' to combat social ills. The Rapporteur concluded by quoting the article by journalist Claude Julien cited in the course of the discussion, from which sports policy-makers and sports organizations alike could draw inspiration: 'To incorporate into the practice of sport, and thus into all social practices, the ability to live life fully and in a spirit of liberty amid rising intolerance, of equality amid growing partiality, and of fellowship amid the triumphant sway of individualism'.

## **Commission II: Sport in the education of young people**

Mr Robert Dumonceau summarized the contributions of the 13 delegates who had spoken on this theme. The role of physical education and sport in education was examined from the standpoint of the school and also from that of the informal or out-of-school setting. Within the formal school system, sport should be used as a means of (a) transmitting educational values; (b) teaching the acceptance of responsibility; (c) teaching children how to become citizens of the world without relinquishing their own national ties; and (d) teaching them how to adapt to their environment. Physical education and sport should in this way be associated with each of the three stages (hypothetical, planned or actually in effect - this can vary according to country) of the educational process: the first being teacher-oriented, the second being practical initiation aimed at giving the child a sense of individual and group responsibility; the third being characterized by the taking over of the process by the pupils themselves. It is important to give physical education and sports instructors a status on a par with that of teachers of other subjects, who are often seen as having a 'nobler' calling. Descriptions were given of various out-of-school experiments that had been designed to improve communication between young people in problem neighbourhoods or the outlying suburbs of the larger cities and to promote sport for all by, for instance, making multi-purpose sporting facilities and grounds available to young people. Whether it be in or out of school, it is essential to encourage the regular practice of physical activities and sport, as they form an integral part of all educational and training processes. Children and adolescents also need help in choosing the activity or sport that best corresponds to their personality and is most likely to be rewarding for them. Each to his or her own sport! The psychotherapeutic benefits of sport were mentioned, particularly in overcoming shyness and depression, channelling



aggressiveness, and providing a framework for and controlling hyperactivity. One participant's enthusiastic comment captures the tenor of the discussion of this theme: 'Sport is a whole way of life!'

### **Commission III: Sport and health**

Mr Willy Laporte summarized the debate on this theme, which was approached from a multidisciplinary angle. The importance of physical activities and sport for the personal development and attainment of a balanced life-style of those practising them - particularly young people - can be perceived at both the individual level (in physical, motor and psychological terms) and the collective level (as a way to encourage social integration, rehabilitate the disabled and prevent and combat drug abuse and delinquency). Suggestions were made concerning the various agencies responsible in one way or another for physical education and sport:

- (a) the education system, which should provide the necessary infrastructure, schedule and supervision, while giving school medicine the full support it deserves;
- (b) the sports system, which must nurture the development of sport for all by providing trainers and taking the measures necessary to avoid the risks of injuries and accidents and those resulting from an inappropriate choice of sport;
- (c) local communities in charge of facilities and responsible for collaborating with the sports and education systems to ensure the rational development of physical activities and sport for all categories of the population;
- (d) the State, which is responsible for raising the funds necessary to ensure that sport for all contributes to improved public health;
- (e) international organizations - particularly WHO and UNESCO -, which should collaborate closely and in conjunction with IOC to promote health through sport by formulating a joint programme to develop sport for all.

### **Commission IV: Sport and development**

Mr John Andrews announced that 22 speakers had participated in the deliberations on this theme, which had been examined from the standpoints of both the contribution of sport to development and the effect of development level on the promotion of sport. The considerable benefits derived from the regular and moderate practice of a sport and the life-style accompanying it were enumerated: improved health, reduced absenteeism and work-related accidents, better social integration, and a wider range of recreation options for the individual and the family. Reference was made to studies recently carried out in Canada that demonstrate the measurable economic impact of the practice of sport for all on health spending. The marketing of sports goods and the use of sport to market other categories of goods, especially through advertising and sponsorship, were mentioned, some participants complaining of the high cost of equipment and the financial outlay involved in the practice of many sports.

The pros and cons of the hosting of and participation in major sporting events at the international level - Olympic Games or world cups and championships - by developing

countries gave rise to a spirited debate, economic analyses proving that the cost-benefit balance could sometimes be negative. Several speakers questioned the validity of such an analysis, some describing the benefits derived from the hosting of such large sporting events in their countries, others emphasizing the importance of non-economic benefits. One speaker felt, nevertheless, that the organizational model currently in use for the Olympics and similar events should be changed to allow developing countries to have a greater say in how they are set up, and in any case, to take part in them more easily. Problems concerning the sports-goods and sports-equipment industry and trade were examined, some speakers suggesting that a fair share of the profits made by firms be funnelled back into sport, through the agency of sports clubs and associations, and to the players and athletes themselves; others regretted that the influence of multinational corporations may operate to the detriment of local producers and companies; yet others argued for models of partnership based on the complementary interests of governments and private firms. The repercussions of sport on the expansion of tourism and on environmental protection were also discussed, and several speakers cited instances of the conversion of former industrial sites into sports facilities. While it was agreed that the development of sport depends on a considerable amount of investment in 'human resources' (initial and further training of instructors, coaches, trainers, leaders, administrators and other specialized personnel), many participants stressed the need for UNESCO to renew its efforts to broaden and amplify its action in the field of physical education and sport by taking a practical look at the economic and social benefits that action can generate, either directly or indirectly, at the individual, national and international levels.

## **Summary of the deliberations**

### **Conceptual aspects**

Attention should first be drawn to certain ambiguities that arose from the participants' use of concepts or ideas that had not been properly clarified or defined and whose definitions were not clearly circumscribed, inevitably leading them to overlap with others. This is partially due to the protean, equivocal nature of the concept of 'sport', which was used in a number of presentations as encompassing all 'physical activities' or 'forms of exercise', one participant referring to this concept as 'corporeity'. Several speakers suggested that the term 'sport' be used to cover both 'physical education' and 'physical training', so that 'physical education and sport' refer to a single conceptual entity. No attempt will be made here to repeat the numerous other definitions suggested by the participants, some of them reflecting the dichotomy between top-level competition (also described as spectator sport or professional sport) and sport for all (also referred to as recreational sport and fitness sport).

### **The meaning of sport**

In examining what the word 'sport' actually means, the participants agreed that it features four dimensions that make it a 'complete social phenomenon'. First, the cultural dimension: through sport, men and women can experience personal growth by interpreting a game and its rules. Then there is the fundamentally important educational dimension that inspired Pierre de Coubertin to found the modern Olympic Games and is the central message of the International Charter of Physical Education and Sport. The social dimension is inseparable from the first two, and, finally, there is the dimension of game and play, which underlies the rest, for sport

originated in games, amusement and 'disporting' - as its semantic roots would suggest. This multidimensionality demonstrates that sport, too often considered a category unto itself, cannot be dissociated from other aspects of social life. Such aspects, which were discussed at great length, are summarized below.

## **Sport and culture**

The cultural dimension was the first to be examined, undoubtedly in the greatest detail, as some participants felt it was inseparable from the technical dimension if one defines culture as 'the sum of those techniques that are not biologically transmittable' (G. Devereux) or if one considers that men and women are the product of their technical achievements. Sport, like the games from which it is derived, is a key component of culture. But what exactly do we mean by culture? Here the discussion focused on the tradition-versus-modernity issue, which led the participants to examine the meaning, role and development of traditional games and sport in the context of the pre-eminence of Western sport, which is held up as a universal model and has become one of the main 'parameters' of 'modernity'. Is the erosion of national games and sport that has affected numerous countries an irreversible process? Are such practices inescapably doomed to extinction or to be relegated to the status of folkloric displays in museums of folk art and traditions? Many participants expressed their apprehension at such a prospect and offered detailed analyses of the situation, one speaker citing the disappearance of the world's rich and diversified games culture, two others stressing that such games, steeped in the signs and symbols of the experience of traditional societies - whether they be stable or in the process of change - convey different, even antagonistic, values from those of modern sport, while requiring a completely different set of skills and corporal techniques. The spread of modern sport thus conflicts with indigenous disciplines, cultural integration bringing with it a weakening of the social structure, a challenging of both individual and collective identity, and real confusion with regard to the system of references that traditionally make up the individual's world outlook and sense of self within the world. Citing projects already under way in some countries (some at the legislative level), speakers urged UNESCO to conduct, in co-operation with the countries concerned, a systematic inventory of traditional games and sport, which form part of the non-physical cultural heritage of humankind, describing their rules and staging regional and international demonstrations and exhibitions. One participant suggested that such an inventory be drawn up in such a way as to facilitate the selection of traditional activities most likely to promote development.

On the other hand, traditional games and sport remain very much alive in some countries, regardless of their level of development, although such activities - unlike modern sport - often remain informal and non-institutionalized. The Basque Federation of Games and Sport, for example, has some 35,000 members, who practise 16 specialized sports, and two extremely popular traditional sports in the Congo (kongo and mbunga) are encouraged and monitored through a network of clubs organized into leagues and federations. In China, a large number of artistic and cultural events including traditional games were staged on the occasion of the 11th Asian Games (Beijing, September 1991), thus providing a greater insight into national culture.

Several participants condemned the trend of steering developing countries towards traditional activities largely for economic reasons. A policy of this type would lead to greater marginalization of young people in Third World countries by excluding them from modern sporting activities and denying them access to internationally acknowledged sporting

performance, which is an incomparable source of national pride, thus resulting in wider disparities and inequalities in development. Citing an example of the juxtaposition of tradition and modernity, one participant spoke of the influence of magico-religious practices in football competition, which are part of the African culture and cannot be ignored in the psychological preparation of African athletes. These practices should be seen in the light of the functionalist theory of classical ethnology, according to which no cultural factor is insignificant or accidental: each exists in response to a need (Malinowski). Another participant, drawing on his first-hand experience in the shanty towns (*favelas*) of São Paulo, described how the outcast young people living there see the way they live and the meaning of their lives in terms of the rules of soccer - but draw on the words and symbols used in samba schools, thus merging the strengths of the two Brazilian passions. On a philosophical level, one participant endeavoured to explore the historical and metaphysical foundation of sport by describing the sports movement as one of the most unifying and dynamic factors in society. Sport was born of the law: 'its essence lies in recognition of the principle of confrontation mediated by law' (G. Denis, 1978). A popular manifestation of the Enlightenment during the transition period from the aristocrat to the gentleman, sport was a product of nineteenth-century England: a symbolic expression of a bourgeois, industrial, Protestant society, and a general method of controlling the masses to back up the new democratic system. A constitutional arena wherein a codified battle for power was waged, sport represented a response by the collective subconscious to the confusion created by the new political order.

### **Sport and education**

All things influencing behaviour and personality can be thought of as education. From this standpoint, sport can be considered a prominent social institution that disseminates and transmits societal values while reinforcing those values that influence and regulate behaviour. Simultaneously a vehicle and a model of cultural integration, sport teaches one to play the game of life. In the opinion of several speakers, sport should be seen from an educational standpoint, which implies mental as well as physical activities. For others, education was incomplete without physical education, and all integrated systems of education have, by definition, a 'physical-activities-and-sport' component. Physical education, by encouraging the development of the child's skills, constitutes the very foundation of learning, a veritable school for living in society. Some participants felt it would be preferable to substitute the principles of unity and parity for the mind/body duality, while others suggested that the maxim 'a healthy mind in a healthy body' be changed to the more hierarchical 'healthy body subordinate to a healthy mind'. In any case, children, and even more so adolescents, should be given the opportunity to develop an awareness of their bodies and the psychological and physical unity of their being, as physical education consists not only of physical activity but also of the acquisition of knowledge. Although it is normal and can be profitable to apply psychology to performance sport, it is more important to use sport in the education and the structuring of the child's personality.

The role and importance of school sports were discussed at great length against the background of lifelong education. Physical activities and sport are not an end in themselves but should be practised and utilized as a means of personal fulfilment by the pupil, an educational tool (learning to strive to win and also to accept defeat is the purpose of competition as an integral feature of sport), a means of emancipation (physical activity should be seen in the light

of how it can benefit the child and adolescent), and a method of socialization and integration, since for many young people, school remains the ideal context for the socialization process.

The training and status of teachers, the availability of necessary sports facilities, grading, weighting, and scheduling were closely examined, and one participant drew the Congress's attention to a declaration submitted by the International Council for Physical Education and Science of Sport (ICSSPE) to the General Conference of UNESCO at its twenty-fifth session and scheduled for wide distribution. The main objective remains inclusion in the school curriculum of the daily practice of physical activity to a total minimum of three times 50 minutes a week. Some speakers drew a distinction between physical education, which should be mandatory for all pupils and if possible begun at the pre-school level (psychomotor development being the corner-stone of all later physical and sporting activities) and school sport, which should be optional. A similar distinction was established between physical education, which focuses on the development of motor skills (control of perception, decision-making and conscious movement), and sports education, an indispensable option, intended for those who have already acquired a mastery of motor and gestural skills, both being parts of the same whole. Physical education and sport for girls and women, however, are too often modelled on men's. A recent survey conducted among Tunisian schoolchildren shows that the majority of them would like to see the number of hours devoted to physical education and sport in their curricula increased: at the primary level 10 per cent of the children polled were in favour of one hour of physical activity and sport per week; 40 per cent two hours; 30 per cent three hours; 10 per cent four hours; and 9 per cent over four hours. At the secondary level the percentages were respectively 5 per cent, 27 per cent, 30.3 per cent, 20 per cent and 7.7 per cent. Many participants deplored the lack of attention given to physical education in schools, some accusing this attitude of leading to what could be termed 'motor illiteracy'. One participant pointed out that young people in many developing countries receive absolutely no training - either at school or elsewhere - in physical activities and sport. It was agreed that it was pointless to try to convince the unemployed and persons suffering from illness or malnutrition of the virtues of sport. It was emphasized that teachers carry a burden of responsibility when guiding children in their choice of sport, as it is vital to take into account the risks involved in practising an inappropriate sport. Unfortunately, this choice is not usually assessed or co-ordinated on the basis of individual aptitude - which is tantamount to ignoring the central role played by children in all educational processes and refusing to see them as adults in the making. The idea that there is a sport to suit every personality was discussed, considering the psychotherapeutic virtues of physical and sporting practices and the benefits of a closer collaboration between psychologists and physical-education instructors.

### **The social dimension of sport**

Several contributions used concrete examples to illustrate the role sport can play in facilitating social integration. Referring to the Colombian project conducted in the ghetto neighbourhoods of Bogotá and other large cities where violence, drugs, delinquency and child prostitution are rampant, one participant equated sport with a battleground, where individuals can prove themselves without resorting to violence. Others alluded to projects designed to use physical activities and sport as community and youth services in problem areas (e.g. Belgium's 'Youth summer', and France's 'Hot summer' programme and prevention committees). The development of associations was mentioned by several participants, some of whom regretted that the needs of young people were often ignored or misinterpreted by clubs and associations.



Moreover, families, whose support is vital in this respect, must realize that associations should not be looked upon as caretakers or merely as a way to kill time. Their purpose is of a different order and dimension: sports associations are important social agents that probably have more members than any other type of association. They therefore can and should play the role of intermediary between the State and the citizen, assuming the function of introducing the young to democracy and teaching them what it means. For this reason, they should strive not to confine themselves to a purely sports function but rather should encourage young people to participate in discussion groups and invite them, whenever possible, to attend meetings of their governing bodies. The French Ministry of Youth and Sport has taken the initiative of allowing young people of 13 and over to create their own associations.

### **Purposes and benefits of sport**

A large number of participants concurred in their evaluation of the individual and collective benefits that result - or can result - from a universalization of the practice of sport. The most numerous and most specific contributions related to health, with frequent reference to scientific research and publications (some written contributions even featured attached bibliographies). The benefits that can be expected from the 'regular and moderate' practice of sport are many and varied, not forgetting that physical fitness, measured in terms of morphological, physiological and motor development, is also dependent on the socio-economic environment in which one lives. 'Regular and moderate' represents an average of 20 to 25 minutes per day of aerobic exercise and 5 minutes of anaerobic exercise, which, according to the estimates of a participant who is the head of a national campaign to promote sport for all, utilizes 50 per cent to 70 per cent of maximal oxygen flow.

(a) From a physical and biological standpoint, the beneficial effects can be observed, and often measured, in a number of areas:

in the cardiovascular area: a slowing down of the heartbeat at rest; improvement of cardiac function through better coronary irrigation; improved peripheral flows and hence improved cardiovascular stamina; the attenuation or holding in check through exercise of certain circulatory disorders;

in the respiratory area: increased respiratory capacity; prolongation of the 'breathlessness phase' [sic]; slower respiratory rhythm at rest; increased capillarization, improved permeability of the bronchi, resulting in greater oxygenation; increased vital capacity;

in the osteoarticular and muscular area: an antiosteoporotic effect and even bone rebuilding; increased bone mass - up to 20 per cent higher than in sedentary subjects; improvement of articular cartilage; improved vertebral mobility; an increase in muscle fibre; improved muscular co-ordination (particularly noticeable in the elderly); improved physical measurements in children (especially height and muscle development). A study carried out on 250 adolescents operated on for scoliosis showed that sporting activity could be resumed after surgery on the spine. Physical exercise also makes it possible to improve and control posture (poor posture is the underlying cause of many back problems);

in the area of oral and dental health, which was covered in one communication, a survey conducted on 212 top-level athletes has revealed that 14.6 per cent of them attributed at

least one poor performance to a dental problem, while another study demonstrated complex relationships between muscular strength, the position of the lower jaw and temporomandibular articulation in certain sports activities. Oral and dental treatment cannot fail to take account of sport and should not be overlooked in sport;

(b) At the psycho-social and behavioural level, sport is a school for, and a gauge of, normality and cannot be dissociated from adaptation to a highly technical and scientific world. It helps children to assert their character and develop their personality, while facilitating their social integration, giving them greater self confidence, allowing them to set goals for themselves more easily and to better assess their ambitions by fully exploring the limits of their potential. In older people, physical activities open the door to relations with other age groups and enhance sociability by improving the individual's emotional and imaginative balance. The person who practises sports becomes more aware of his or her body and instinctively adopts healthy habits and personal cleanliness. As a stabilizing factor, sport can become a subsidiary to psychiatric treatment and a way to preserve or improve mental health. It can also, as shown in studies conducted in a Southern country, foster more rational procreative behaviour in better alignment with the goals sought by governments anxious to limit excessive population growth. Physical activity improves sexual performance as it relieves emotional stress and reduces nervous tension. In this connection, electromyography has shown that there is a link between muscular tension and various states of stress and anxiety.

(c) At the intellectual level, sport is an essential factor in training, an instrument allowing one to gain knowledge of one's body, and one of the most effective ways of orienting one's education (a compass, in the words of one participant, or a mirror in which one can see and correct oneself) and learning to recognize and follow rules: every physical activity can be regarded and used as a learning situation or strategy.

(d) At the sociological level, physical activities and sport foster attitudes of co-operation (without removing the qualities inherent in the spirit of competition, necessary to every independent person), fellowship and mutual understanding, at the community, national and international levels. They can be used to encourage social integration and prevent delinquency, particularly in young people, for whom they represent a healthy and rewarding leisure activity, while waging an effective battle against such social evils as drinking to excess and smoking. Some major private firms, aware of the benefits to be derived from such activities in improving human relations within the company and reducing absenteeism and work-related accidents while increasing output, have taken the initiative of organizing gymnastic or exercise classes for their employees during working hours.

The various contributions provided by physicians made it clear that moderate physical activity carried out on a regular basis and tailored to the individual's stage of development and characteristics, when associated with sensible eating habits, constitute an essential element in health-promoting behaviour that can become a way of life. Sport and physical activities make it possible to manage efficiently the 'health capital' (a concept introduced and explained in two presentations) that each individual possesses and to improve one's quality of life - which is a source of individual well-being and an economic bonus for society - by combating aging of the cells, tissues and organs, increasing physical stamina and resistance to fatigue, and offsetting the drawbacks of an increasingly sedentary life-style, itself the result of the growing mechanization of modern society. Regular physical exercise can thus be seen as a biological

necessity. Studies undertaken recently demonstrate the role physical activities and sport can play in the prevention of many health disorders: coronary disease (especially arterial atheroma), high blood pressure, obesity, psychological disorders, osteoporosis, reduced renal potential after the age of 30, and deterioration of the immune system. Also mentioned was the almost exclusively preventive role of school medicine, which centres on health education and is aimed at instilling into the young an overall health education allowing them to adopt healthy behaviour and avoid risk factors. One participant described a 'semilongitudinal' study recently undertaken in Tunis to analyse the effect of sports practice as against sedentary habits on physical prowess in two groups of adolescents from 10 to 12 years of age selected from the same socio-economic background, having comparable eating and hygiene habits and identical family support. The study also made it possible, by applying the Eurofit test at 10-month intervals, to clarify the relationship between physical training, motor development, height and weight, and energy capacity. The results showed the morphological and motor effectiveness of training in three different sports: basketball (which improves height, static strength, speed and balance), swimming (which improves shoulder breadth and height) and gymnastics (which favours 'explosive' and dynamic strength and balance). Sports training is without a doubt a process that induces significant changes in motor, cognitive and affective aptitudes. One speaker stressed the need to proceed by stages by taking into account the characteristics of each period of childhood and adolescence, i.e.: ages 5-9: overall development and diversified motor activity in play form; ages 10-12: motor improvement of previous training and strengthening of motor adaptability; ages 12-14: development of aerobic ability; ages 14-16: development of muscular strength, maintenance of aerobic capacity and technical specialization; ages 16-18: specialized competition sport.

### **Risks and aberrations**

A number of speakers made reference to the risks and aberrations that threaten modern sport and may be said to constitute the dark side of its remarkable development, corrupt its educative function and divert it from its humanistic role. The problems of doping, exhaustion, precocious specialization and the consequences of over-professionalization were cited and condemned, as were the growing trend towards commercialism and the gradual internationalization of sport and its integration into a complex of media-oriented sport. If such a development is not checked or rechanneled, it will inevitably lead to the overvaluation of an extremely limited number of highly spectacular sports (e.g. soccer, tennis and competition skiing) and a corresponding decline in a number of other sports. One participant observed that in Africa soccer has monopolized the sports scene, dominating or even elbowing out all other sports. It was agreed that spectator sports should not be allowed to influence the field of sports as a whole, and that commercialism should take a back seat to ethical values, failing which sport may be robbed of its very soul and become a victim of its own success.

### **Sport as an aid to development**

Although one participant pointed out that there was a great deal more to sport than economic factors and that it could not be reduced to a simple matter of money, there is no denying that sport and sport-related activities have their own place in the economic domain, generating and absorbing consumer goods as they do on an increasing scale. A profusion of recent studies, bearing witness to the growing economic importance of sport and to the fact that it has become an economic activity in its own right, reveal a turnover that is far from

insignificant, whether it relates to the building of facilities, the production of sporting goods and equipment, the provision of services, the distribution of sports news, the volume of box office receipts, the financing of advertising campaigns or the amount spent on sponsorship. In the United Kingdom, for example, the returns to the State on its investment in sport are fourfold. A study on the economic impact of sport in the Netherlands has shown that 300,000 people would lose their jobs if sporting activities ceased and that the volume of domestic spending would be reduced by five thousand million guilders. The number of sports-related jobs in Germany is estimated at 450,000. In France, in 1980, the national federation of manufacturers of sporting goods represented 6,842 companies, with a total of more than 300,000 employees. In developing countries, where equivalent statistics are not always available, the figures are probably less striking, although a study carried out in Tunisia has shown that the annual turnover of two companies producing jogging shoes matches the amount earmarked for physical education and sport in the national budget. Sport is estimated to account worldwide for a proportion of GNP that varies from 1 to 2 per cent and appears to be growing more rapidly than other sectors, having managed to survive the crisis years of the 1980s while maintaining an average 5 per cent growth rate. At the same time, sport is an increasingly international business, estimated today to account for some 2 per cent to 2.5 per cent of world trade, while the world market for sporting goods (excluding facilities) is estimated to be worth 50 thousand million dollars. Furthermore, these figures leave out innumerable voluntary contributions, made at all levels of sports organization, whose monetary value is difficult to assess. Several speakers addressed the issue of the financing of physical activities and sport; some of them underscoring the scarcity of resources in the least developed countries and appealing for external funding as a sign of international solidarity, others noting the tendency in many industrialized countries to withdraw public funding in favour of increased recourse to extra-budgetary sources such as lotteries, organized betting, and various types of sponsorship. One speaker maintained that investment in sport was an investment in culture.

Many contributions emphasized the close relationship between sport and development and their growing interdependence, some describing the connection as a symbiotic one. Universal access to physical activities and sport was seen as an integral part of development. Symbiosis perhaps; dialectical interplay most probably, in that the development of sport and social and cultural development are subject to a large number of interactions and reciprocal influences. This has been demonstrated in the experiments conducted in a number of industrialized countries, linking the promotion of sporting activities to the development of rural areas impoverished by the exodus and aging of their population. In France, in particular, experience has shown that the promotion of open-air physical activities and sport - often combined with other cultural and social activities and tourism - can draw visitors back to the countryside and make it possible to construct and maintain communal or intercommunal infrastructures, provide services and create full- or part-time jobs that can provide farmers with the supplementary income they need to stay on the land. The success of this approach, in which sport plays a key role in ensuring equality of opportunity and in correcting the city-country imbalance, has been such that the Ministry of Agriculture has incorporated training in physical education and sports teaching in the curricula of the schools and colleges under its authority, and the Ministry of Youth and Sport has decreed the development of sport in rural areas to be one of its main policy objectives.

As shown in a study published in 1987, underdevelopment in sport, which is both a feature and a consequence of economic underdevelopment, can be measured using various



indicators such as the percentage of officially recognized sportsmen and sportswomen in a given population (1 in 250, or 0.4 per cent, in one developing country that is nevertheless considered to be sports minded, as compared with 22 per cent in a middle-ranking industrialized country); the trainer-trainee ratio in the sporting population; or the proportion of the State budget that is allocated to sport (0.3 per cent in the developing country mentioned above, as compared with 3 per cent in one developed country - although some developing countries do manage to earmark a similar percentage). One regrettable consequence of such underdevelopment in sport is what could be called the 'brawn drain' (especially among African basketball players and Latin-American soccer players) - a phenomenon likely to have lasting effects on the performance of developing countries in international sporting events.

In this connection, there was some discussion of top-level sport and of the costs and benefits to the organizers of major sporting events like the Olympics or the World Football Championship. Given that it is both the desire and the duty of developing countries to satisfy first the basic needs of their populations, should the holding of such events be classified as one of these needs? Surely there must be more pressing imperatives? Is investment in high-level sporting events reasonable or profitable (in economic terms) for such countries? Such questions gave rise to some fairly heated exchanges but elicited no clear answers, although it was generally acknowledged that sport - especially at this level - is expensive and that as the number of participants rises, costs rise even more sharply. With the internationalization of the media, a sports spectacle today - the modern equivalent of the ancient Panhellenic games - can be a dominant means of mass communication in helping to form inchoate world public opinion and may thus put at stake vital interests whose significance can be understood only by unravelling the complex fabric of relationships that link sport, the Third World and the multinationals. There is no doubt whatsoever that for the last the organization of large sports events - which provide the material for the spectacle - can be extremely profitable (available studies speak of profits amounting to 250 per cent in certain cases). Television coverage, in which the spectacle serves as the vehicle for advertising, is particularly lucrative: a 30-second spot on an American television channel can cost as much as \$500,000. It is certainly not a coincidence that a handful of manufacturers of sporting goods, together with a few companies producing and selling regular consumer goods (the latter only too well aware that there is nothing like the spectacle of a sporting event to create demand) are majority shareholders in the marketing firms that negotiate advertising space and broadcasting rights. But is the event profitable for the host country? The example of the Olympics organized in industrialized countries provides no convincing proof that it is. French and Canadian taxpayers have still not finished repaying the loans made to the organizers of the Grenoble (1968) and Montreal (1976) Games, and although those held in Los Angeles appear to have broken even and the ones in Calgary may have made a profit the Seoul Olympics cost South Korea \$1.4 thousand million, while the final balance in respect of Albertville (which is rumoured to have cost some 8 thousand million francs) is still uncertain. As for developing countries, the World Cup championship held in Mexico City in 1986 finished in the red (after Brazil had refused for economic reasons to organize the event). At best, it can be said that the economic fallout from such complex and gargantuan events is extremely uncertain: several specialists in sports economics have strongly advised developing countries, especially those already heavily in debt, not to take on such a responsibility. Moreover, experience has shown that the choice of the host country is most often determined by behind-the-scenes deals that place the chosen country in a position of dependence *vis-à-vis* private capital and multinational corporations. The following were mentioned as being among the unpleasant consequences faced by countries



hosting major events: the burden of outsize facilities for which the State is financially responsible for many years; the cost of maintenance and technological dependence resulting from the installation of state-of-the-art equipment; the unpredictability of sport-related tourism; fiscal problems; inflation; and the ephemeral nature of jobs created for such events.

Such reasoning was challenged by a number of participants, one of whom described the economic benefits derived from the Central African Games, in which 11 countries participated. Another speaker stressed that all the large-scale sporting events in his country had been profitable and that the cost of a 10,000-spectator capacity stadium had been paid off by income from the World Peace Games. A third speaker stated that world-class athletes contributed \$3 million annually to his country's balance of payments, and a fourth speaker deplored the deteriorating terms of trade that undermined commodity prices and favoured technology. It was recognized that investment in the sports sector by leading firms created artificial needs that were ill-suited to developing countries, which have tremendous difficulties in building their own factories, especially in the high-technology fields (chronometers, electronic scoreboards, sport-related medical industries, etc.). A study commissioned in 1986 by the High Commission for Sport in Africa on the possibility of obtaining sponsorship for the development of sport in that continent produced no results, whereas in Europe an international sponsorship 'market' is being organized. At the end of this discussion, it was clear that there are two conflicting types of motivation, one purely economic and the other political, and that the leaders of developing countries are undoubtedly guided by considerations other than economic ones when they dream of hosting modern Games. Several participants argued for placing limitations on the scale and sophistication of equipment and facilities; for more systematic decentralization of major sporting events; for more equitable representation of specialists from developing countries in international sports bodies; and for a restructuring of sport on a worldwide scale. A new international division of labour was detected, in which workers in developing countries were engaged in producing goods required for the copying of recreational life-styles prevalent in industrialized countries.

A graphic model helped the participants to understand the potential contribution of physical education and sport to economic development in various domains: qualitative and quantitative improvements in work performance; development of media and leisure and recreational activities; sports industries; tourism; advertising; sponsorship to improve the image of the companies concerned through their support for sporting events; careers in sport; environmental utilization, management and protection (creation of natural sports areas and renovation of abandoned industrial sites). The conclusion drawn was that support for physical education and sport was an investment, and should be treated as such by economic decision-makers.

### **Exchange of experience, projects, meetings**

Certain regional or national measures already undertaken or planned offer the means of pursuing and developing the process of reflection begun at the Congress. Thus, the meeting on sport and culture for representatives of Mediterranean youth, scheduled for May 1992 at Agde, was expected to be an opportunity for sporting and cultural events and for discussions between young people from different countries, resulting in the signing of an international 'sport-for-all' charter. A European symposium on tourism and sport, due to be held in Luchon in October 1992, was expected to centre on the potential contribution sport could make to

rural development and land management. An interdisciplinary curriculum for primary and secondary schools developed in a county in Maryland (United States) was also presented; this programme, described in a brochure distributed at Nabeul, is based on the introduction of the Olympic spirit into the teaching of various school subjects. Finally, a number of participants described policy or practice concerning physical activity and sport in their countries (Angola, Benin, Guinea, Tanzania and Thailand).

## **Examination of reports and recommendations**

### **Reports**

The Congress took note of the reports submitted by the rapporteurs of the four commissions, as summarized above.

As Rapporteur-General, Mr Jacques Dersy took on the task of summing up the points made in the discussions. This was the first time, he observed, that an international meeting had addressed the issue of the interrelationship between sport and development, and it had done so in keeping with work already undertaken and the concerns expressed by UNESCO and the Intergovernmental Committee for Physical Education and Sport since the Moscow Conference in 1988. He expressed satisfaction that, despite the wide diversity of the projects mentioned by the participants, who had been chosen from among researchers, practitioners, government representatives and economic agents, it had been possible to find a common language that made it easier to reconcile the different demands and interests of politics, economics and science. He underscored the ambiguity stemming from the dual nature of sport in so far as it *is* a value in the ethical sense and *has* value in the economic sense. The Congress approved the structure and general outline of the final report as summarized by the Rapporteur-General, who was then requested to produce the finished version.

### **Recommendations**

The Congress took note of the following specific recommendations submitted by different participants in the course of the commissions' work:

1. An international day for sport and health, to be held under the joint patronage of WHO and UNESCO, should be proclaimed.
2. The Member States should take better account of the need to develop physical education and sport programmes for multicultural groups in both the school and the community contexts and in sport-for-all campaigns, in particular by introducing an element of multicultural-awareness teaching in the training of sports teachers, organizers and volunteers.
3. Measures should be taken to enhance the value of the grading and weighting of performance in physical education and sport in school in relation to other subjects, and to eliminate or severely restrict the concept of unfitness for sport at school.
4. Government authorities at the national, regional and local levels should set up networks of sports facilities and structures of all kinds, so designed as to blend in

with the natural environment. Such facilities (bicycle paths, sports groups for the elderly, etc.) should be looked upon as viable investments for the community.

5. UNESCO, in co-operation with Member States and interested organizations, should undertake the following international action: (a) draw up a recommendation to Member States regarding the protection of traditional games and sports as elements of the cultural heritage of humankind; (b) compile a systematic general inventory of those games and sports and their rules, accompanied by a historical study on their development; (c) set up a programme of research and a network of specialists on traditional physical activities and their integration into the promotion of sport for all; (d) organize a quadrennial universal exhibition of traditional games and sport under the high patronage of a Member State.
6. UNESCO and WHO should consolidate their co-operation in the field of physical activity and sport by drawing up, in collaboration with IOC and UNICEF, joint programmes designed to aid the promotion of health through sport and the development of sport for all.
7. The governments of the developing countries should be invited to frame sports policies that would appeal to all the partners involved by taking into account the functional relationships between them and the complementary nature of their action.

Other, more general, recommendations formulated during the discussion did not seem worth reiterating here, as, on the whole, they echo those previously adopted by different international bodies, particularly MINEPS II and CIGEPS.

### **Closure of the session**

Speaking on behalf of His Excellency Mr Mohammed Saad, the Director of the Cabinet expressed his delight at the success of the Congress's work and reaffirmed the great importance modern Tunisia attaches to the training of young people and particularly to the role of physical activity and sport in their education. He emphasized that sport is an irreplaceable method of strengthening the ties of friendship uniting young people throughout the world. He extended thanks to all those who had contributed to the success of the Congress, namely the participants, the Tunisian authorities and UNESCO staff members.

Mr Pierluigi Vagliani, speaking next, declared that sport for all has become an imperative requirement today and that UNESCO is an ideal forum in which different opinions can be debated and problems arising from the universalization of physical activity and sport throughout the world resolved. Sport for all should both receive funding and be self-financing. It can and should be a school of fair play and be used as a method to teach democratic principles. Deploring the inequalities that exist between the North and South in the domain of sport, as in all other domains, the representative of the Director-General expressed the hope that, as the Congress had recommended, co-operation between UNESCO, UNICEF and WHO in the field of sport would take shape and would promote the full utilization of 'human resources'. This meeting was a first step in the implementation of the programme CIGEPS and

UNESCO propose to conduct, the second step being the organization in 1993 of a world forum on 'A world in good shape'.

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## ANNEX II

### LIST OF CONTRIBUTIONS

- Andrews, John (United Kingdom)  
Development of multicultural programme of  
physical education and sports for schools and  
community action
- Andrienne, Philippe (Belgium)  
Activités physiques, pratiques sportives,  
outils de prévention et d'intégration
- Arfaoui, Abdessatar (Tunisia)  
Rentabiliser le sport dans les quartiers populaires  
de la ville de Megrine (Tunisia)
- Badawy, Essam (Egypt)  
Sport and health
- Bartasi, Zakia (Tunisia)  
Les bienfaits du sport sur la santé
- Beauche, Alain (France)  
Le parachutisme militaire ou sportif.  
Un sport de formation de la jeunesse
- Ben Attia, Salma (Tunisia)  
Le temps libre, les jeunes et le sport
- Ben Brahim, Fatia (Tunisia)  
Appréciation de l'aptitude motrice  
en fonction des morphotypes
- Benzerti, Kamel (Tunisia)  
Approche socio-économique du sport
- Benzerti, Kamel (Tunisia)  
Corps et espace socio-économique
- Bermudez Escobar, Miguel (Colombia)  
Le sport et la responsabilité des jeunes
- Berriri, Tahar  
Sport et socialisation

- Berthou, Katia (France)  
Sport et santé dans les pays en voie de développement
- Bouzayen - Bartegi - Nacef  
Quels sont les bénéfices physiques biologiques  
qu'on a lors de la pratique du sport ?
- Bouزيد, Ezzedine (Tunisia)  
Continuité des valeurs arabo-islamiques dans les jeux  
traditionnels populaires à l'île de Kerkennah en Tunisie
- Bouzoungoula, Joseph (Congo)  
Contribution à une étude de l'impact des croyances  
dans le sport de compétition au Congo : l'exemple du football
- Broussouloux, Claude (France)  
Les pathologies traumatiques liées aux sports
- Canvel, André (France)  
Le sport au service du développement
- Carrier, Claire (France)  
Sport et normalité
- Chifflet, Pierre (France)  
Les enjeux du sport et des activités corporelles  
dans les pays en développement
- Delpy, Lisa (U.S.A)  
The role of education in sport for all and the Olympic Movement
- Dumond, Georges (Congo)  
Identités sociales et sport à Brazzaville
- Elame. Jackson Rodolphe (Cameroon)  
Vivons sainement, tout le monde y gagne
- Eriksen, Anette (Denmark)  
Sport as popular culture, a way of developing slum areas?
- Fisher, Richard John  
Physical education, sport for all and development of  
excellence in developing countries
- Gouda, Souaïbou (Benin)  
Sport, identités culturelles et développement en Afrique Noire
- Hamama, Zouheir (Tunisia)  
Corporéité et milieu



Haouet, Taoufik (Tunisia)

De la contribution des activités physiques et sportives des jeunes  
à l'édification de la société de droit et de la démocratie responsable

Hornet, Mircea (Romania)

Sport et développement économique

Hosni, Mohamed (Tunisia)

Modifications métaboliques au cours du travail intermittent

Jumelle Kouakou, Monique (Haiti)

A chaque enfant son sport ...

Ksantini, Mounira (Tunisia)

Aptitude physique de la jeune tunisienne vivant dans des  
conditions sédentaires ou participant à des activités sportives

Lallami-Fates, Fériel (Algeria)

Le sport et les femmes

Lamendin, Henri (France)

Interactions 'Santé bucco-dentaire' et 'Pratique sportive'

Lang, Gabriel (France)

Est-ce que la reprise de l'activité sportive est possible après  
chirurgie de la colonne ?

Laporte, Willy (Belgium)

Développement de centres sportifs

Lavergne, René (France)

Sport et développement économique

Leje, Pascal (Cameroon)

Modèle opératoire de la promotion des talents sportifs dans  
l'éducation de la jeunesse

Magassouba, Ibrahima (Guinea)

Participation et responsabilité des jeunes dans le sport

Matsudo Keihan Rorigues, Victor (Brazil)

Physical fitness characteristics of Brazilian boys and girls  
from different socio-economical levels

Mbaye, Ibrahima (Senegal)

Sport, éducation et développement

Miranda, Maluvumu (Angola)

Sport et infrastructure sportive

- Nicolai et Allali (France)  
Apprentissage de la solidarité
- Palomo, José-Ricardo (Salvador)  
Economie des sports amateurs
- Pieron, Maurice (Belgium)  
Pratique des activités physiques et facteurs de risque  
cardiovasculaire chez les jeunes
- Potter, Jean-Claude de (Belgium)  
L'activité physique adaptée aux personnes handicapées
- Raik, Seung (Tunisia)  
Diffusion massive du sport chez les étudiants pour une formation artistique
- Renault, Alain (France)  
Carrière sportive ou éducative
- Rodphothong, Prida (Thailand)  
Sport for health promotion in developing countries
- Seriba, Mahaman (Niger)  
La lutte et l'identité culturelle au Niger
- Silance, Luc (Belgium)  
La pratique du sport est-elle bénéfique pour la santé ?  
Le sport peut-il avoir une incidence favorable sur la solidarité internationale ?  
Sport et développement économique
- Singh, Ajmer Dr (India)  
Educative sport values
- Stig, Hedlung (Sweden)  
Sport and health
- Tellez Diaz, Emilia (Mexico)  
Sport and values
- Tigri, Bio (Benin)  
Sport et ethnies
- Traki Bouchrara, Zannad (Tunisia)  
La mise en jeu culturelle des pratiques sportives en Tunisie
- Wilson, Charles Gene (U.S.A.)  
Unique methods of educating young people through sport

Zuinen, Claude (Belgium)

Le sport au cours de l'adolescence favorise-t-il le capital  
santé au cours de l'âge adulte ?