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POLICIES AND PROGRAMMES RELATING TO YOUTH

Physical education and sports exchanges
among young people

Report of the Secretary-General

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* A/36/150.

I. INTRODUCTION

1. The General Assembly in its resolution 33/8 of 3 November 1978, entitled "Physical education and sports exchanges among young people", requested the Secretary-General to "submit to the General Assembly at its thirty-sixth session a report on the activities undertaken by Member States, the United Nations Educational, Scientific and Cultural Organization, regional organizations and other interested organizations and programmes within the United Nations system in the field of physical education and sports, particularly among young people".
2. In response to General Assembly resolution 33/8, a note verbale and an aide-mémoire were addressed by the Secretary-General to Member States, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other concerned bodies requesting detailed information on this subject. As at 1 June 1981, only 23 Member States had submitted replies in this regard. 1/
3. The present report is submitted in response to General Assembly resolution 33/8.
4. The report was prepared on the basis of information available to the Secretary-General and also on data received, in particular from UNESCO, relevant to physical education and sports exchanges among young people.

II. PHYSICAL EDUCATION, SPORTS AND DEVELOPMENT

5. Development is recognized as an integrated process that cannot be limited to economic considerations but involves social and cultural aspects of decisive importance. While there is no universally accepted model of development, the concept of development generally entails two aspects: the growth of the total personality of the individual and the totality of local and national development. It is in this developmental context that physical education and sports among young people must be seen. Moreover, the field of physical education and sport has clear implications for development as it relates to the above-mentioned aspects. Physical education and sport are playing an increasing role in contemporary society. Sport has now become polyfunctional, part of our way of life: it has penetrated all areas of life, for example, work, education (training) and leisure time. In other words, it has become a major element of social activity.
6. There is a broad consensus concerning the value of physical education and sports for the harmonious development of the young individual from the physical, intellectual, moral, aesthetic and emotional points of view. Physical education contributes to a balanced development of body and mind. It is a vector of ethical

1/ The Member States are: Argentina, Austria, Botswana, Byelorussian Soviet Socialist Republic, China, Denmark, Dominica, Ecuador, Ethiopia, German Democratic Republic, Iran, Luxembourg, Malta, Mauritius, Nigeria, Paraguay, Romania, Senegal, Singapore, Spain, Sweden, Ukrainian Soviet Socialist Republic and Union of Soviet Socialist Republics.

values and contributes to moral training by teaching self-control, initiative and fellowship. Physical education and sport contribute to social consciousness, observance of rules and sportsmanship and provide an irreplaceable means of achieving active relaxation and a creative use of leisure time. In this regard, physical education and sports promote people's participation and generally serves as a positive factor for social integration.

7. It is necessary to view physical education and sport within the framework of over-all plans for social, economic and cultural development on which, in practice, they are ostensibly dependent. Although the practice of sport is a factor for improving the quality of life, it assumes its intrinsic value only in relation to other dimensions.

8. As such the development of physical education and sports programmes are considered an integral part of over-all youth policies and programmes. Physical education and sports programmes which provide for the constructive use of leisure time for young people have an important place within a national plan for youth. Physical education and sports can serve to benefit from the energies of youth for developmental purposes. Participation of youth in physical education and sports activities can be a part of active involvement in development activities.

III. PHYSICAL EDUCATION AND SPORTS EXCHANGES AMONG YOUNG PEOPLE

9. Physical education and sports exchanges among young people can serve to strengthen understanding between individuals and peoples. Physical education and sports could contribute to the exercise and observance of human rights and to the contribution of individuals to the maintenance of peace. The promotion of physical education and sports exchanges among youth is essential for the following reasons: (a) such exchanges provide an opportunity to promote recognition of different cultures, and (b) contribute to mutual understanding, appreciation and respect, to tolerance and friendship in all human relations as well as to a spirit of mutual assistance in relations between groups and nations. Physical education and sports exchanges among young people can serve to demonstrate the fundamental equality between people and nations and can service international understanding and allow youth to prepare for life in a peaceful world.

10. Physical education and sports exchanges are fields receptive to international co-operation. Such co-operation requires financial assistance as well as the exchange of ideas, experiences and staff. Co-operation at the subregional, regional and international levels in the field of training sports teachers and instructors at various levels, the exchange of specialists, and the provision of study grants could receive priority.

IV. APARTHEID AND SPORTS

11. Apartheid is considered by the international community as a gross violation of all fundamental rights. Consequently, the issue of apartheid is constantly in the forefront of the attention of the United Nations. In keeping with the International Convention on the Prevention and Punishment of the Crime of Apartheid, adopted by the United Nations in 1971, most Member States reject attempts to describe the policy of apartheid as an internal affair of South Africa and hold the view that violations of approved sanctions against South Africa constitute hostile acts against the United Nations.

12. A related issue raised by the practice of apartheid is that of sports exchanges with South Africa which undermine the campaign to isolate and destroy racism in sport. The international community has continuously claimed that sports exchanges with South Africa is a practice inconsistent with the principles of the United Nations Charter, which demand universal respect for human rights, human freedom and human dignity. Furthermore, it is felt that efforts should be redoubled to outlaw apartheid and that the adoption of an international convention containing measures to this effect should be pursued.

13. In its resolution 2396 (XXIII) of 2 December 1968, the General Assembly requested all States to suspend sporting exchanges with South Africa. South Africa has subsequently been expelled or suspended from a number of international sports federations and it is barred from nearly all the major world championships including olympics. 2/

14. The General Assembly adopted resolution 31/6 F on 9 November 1976, establishing the Ad Hoc Committee on the Drafting of an International Convention against Apartheid in Sports. An International Declaration against Apartheid in Sports was drafted as an interim measure by the Ad Hoc Committee and adopted by the General Assembly on 14 December 1977 (resolution 32/105 M, annex). Since then, the Ad Hoc Committee has been drafting an International Convention against Apartheid in Sports which will strengthen the campaign for the total isolation of South Africa in the field of sports. 3/

15. Sports exchanges among young people are a means by which South Africa tries to gain acceptability and legitimacy in the international community. Member States should be encouraged to comply with the United Nations resolutions on sports and apartheid in order to fully implement this additional measure to bring about an end to apartheid.

2/ Official Records of the General Assembly, Thirty-fourth Session, Supplement No. 22 (A/34/22), paras. 114-131 and 172-178.

3/ Ibid., Supplement No. 36 (A/34/36).

V. ACTIVITIES OF UNESCO IN THE FIELD
OF PHYSICAL EDUCATION AND SPORTS

16. UNESCO has been actively involved in the area of physical education and sports, with particular reference to life-long education. The concept of life-long education has obvious implications for the theory and the practical organization of physical and sports education. It emphasizes that physical and sports education should form an integral part of the educational programmes provided for young people. Therefore, it should be seen in an interdisciplinary context and as an over-all preparation for life.

First International Conference of Ministers and Senior Officials responsible for Physical Education and Sport

17. The activities of UNESCO in this field can be grouped into the following four categories: (a) co-operation with Member States; (b) participation in meetings held by different organizations on the problems of physical education and sport; (c) organization of meetings and other events; and (d) studies and research. Major developments have occurred with the convening by UNESCO of the First International Conference of Ministers and Senior Officials responsible for Physical Education and Sport, held in Paris from 5 to 10 April 1976. Stressing the importance of the educational aspects of sport, the Conference marked a new departure for UNESCO as part of its activities directed towards defining a new conception of the curricula and structures of education with the aim of ensuring interdisciplinary and continuity in the context of life-long education.

18. There was a general consensus in the Conference that if physical and sports education is to be accessible to young people efforts should be made to remove the obstacles which stand in the way of the universalization of physical education and the practice of sport and the socio-economic situation of certain groups, which prevents their taking part in sports activities unless these are provided free of charge. In addition, extensive access to physical and sports education should be provided for young rural and urban girls and boys as well as for the handicapped and disadvantaged young people. Generally speaking, universal access to physical and sports education should presuppose the diversification of curricula and methods according to the needs and capabilities of the various groups of young people. A crucial problem which has arisen in a great many developing countries is the right to physical and sports education of the very large numbers of children and young people not attending school.

19. The Conference also pointed out that an interdisciplinary approach to physical education and sport need to be encouraged since sport required intellectual qualities and had emotional, ethical and aesthetic implications. While sport, therefore, could render considerable service to education, education should prepare for sport. In fact, education for sport should go hand in hand with education through sport.

20. Following the recommendations of this First International Conference, the UNESCO General Conference, at its nineteenth session, adopted resolution 1.153 by which it decided to set up for the 1977-1978 biennium an Interim Intergovernmental

Committee for Physical Education and Sport. The Committee drafted its Statutes and those of the International Fund for the Development of Physical Education and Sport. It also drafted a Charter of Physical Education and Sport. At its twentieth session, the UNESCO General Conference adopted resolution 1/5.4/1 to elect the members of the Intergovernmental Committee for Physical Education and Sport. Under resolution 1/5.4/1, it also adopted the Statutes of the Intergovernmental Committee and of the International Fund for the Development of Physical Education and Sport and under resolution 1/5.4/2, the International Charter of Physical Education and Sport.

Intergovernmental Committee for Physical Education and Sport

21. The Statutes of the Intergovernmental Committee for Physical Education and Sport stipulate that this Committee will consist of States members of UNESCO and will be responsible for:

- (a) Guiding and supervising the planning and implementation of UNESCO's programme of activities in the field of physical education and sports, in particular by recommending priorities among the various activities or groups of activities constituting the programme;
- (b) Promoting international co-operation in the sphere of physical education and sport with a view to strengthening peace, friendship and mutual understanding and respect between nations, in particular by helping Member States, at their request, to co-ordinate their programmes and activities in this sphere;
- (c) Facilitating the adoption and implementation of an International Charter of Physical Education and Sport;
- (d) Encouraging recognition of the social importance of physical education and sport as an essential feature in the harmonious development of the personality as well as of the right of every individual to practise physical culture and sport;
- (e) Undertaking, on the basis of generally accepted principles in the sphere of physical education and sport, such activities as the General Conference may decide;
- (f) Promoting research into physical education and sport and the collection, analysis and publication of scientific works and other documents relating to physical education and sport and the improvement of programmes and staff training in this sphere, as well as promoting the exchange of specialists and the holding, as necessary, of regional meetings, seminars and courses on various aspects of physical education and sport;
- (g) Administering the International Fund for the Development of Physical Education and Sport, in accordance with the Statutes of the Fund;
- (h) Promoting useful and confident co-operation in regard to physical education and sport with non-governmental organizations and international federations in the field of physical education and sport.

22. At its first session, held in Paris from 5 to 9 June 1979, the Intergovernmental Committee for Physical Education and Sport adopted numerous recommendations. One recommendation called for the production of a Bulletin to provide information on the implementation of the programme for the promotion of physical education and sport. The Bulletin, published by the Division of Structures, Contents, Methods and Techniques of Education of the UNESCO secretariat, keeps Member States informed of the activities of the Intergovernmental Committee for Physical Education and Sport, measures implemented between sessions, decisions taken, the state of advancement of work in progress, and external events which may affect this work. The Committee also suggested that the relevant organizations of the United Nations system provide assistance to Member States for: (a) the promotion of technical co-operation among nations in the field of physical education and sport; (b) the fostering of the exchange of expertise among nations with particular focus on improving opportunities and programmes for professional preparation of teachers and other personnel; (c) the organization of regional meetings, seminars and workshops, where appropriate, on specific aspects of physical education and sport; and (d) the collection, development and publication of papers and other documents concerning the science and methodology of teaching sports skill instruction and other forms of programme improvement.

23. The second session of the Intergovernmental Committee for Physical Education and Sport was held in Paris at UNESCO House from 3 to 10 March 1981 under the auspices of UNESCO. Numerous recommendations were adopted at this session, including the following: (a) to support the organization of a world week of physical education and sport for all which would play an important role in convincing decision makers of the need for physical education and sport to form part of life-long all-round education; (b) to ensure free access to and participation in physical education and sport programmes and activities, which entails promoting and increasing the participation by women; (c) to encourage a systematic exchange of ideas, information and experience concerning ways of improving people's participation in physical and sports activities; (d) to ensure the training of staff responsible for training and retraining of all categories of supervisory personnel, planners, technical and administrative staff, etc.; (e) to publish a periodical newsletter containing information on the activities undertaken in implementation of UNESCO's programme for physical education and sport; (f) to accord an important place to technical co-operation among developing countries by identifying means of mobilizing resources in the field of physical education and sport; and (g) to encourage Member States to adopt measures to integrate physical and sport in their over-all youth programmes and policies in the light of International Youth Year.

24. The Intergovernmental Committee for Physical Education and Sport is expected to hold two sessions during 1981-1983 to discuss the execution of the programme, the application of the International Charter of Physical Education and Sport and the management of the International Fund for the Development of Physical Education and Sport. Following these sessions, it is expected that consultations with non-governmental organizations active in physical education and sport will be held with a view to improving the co-ordination of activities of mutual interest.

International Charter for Physical Education and Sport

25. The charter stresses that access to physical education and sport is one of the fundamental human rights and underlines the importance of the part that sport can play in fostering international understanding, safeguarding peace and bringing peoples closer together. The charter consists of a preamble and 10 articles which provide guidelines on such matters as the training of personnel for physical education and sport, research and evaluation in physical education and sport, and the role of national institutions in this regard.

International Fund for the Development of Physical Education and Sport

26. The decision by the General Conference of UNESCO in 1978 to set up the International Fund for the Development of Physical Education and Sport within the framework of UNESCO was an attempt to solve the problems posed by disparities among Member States in the field of physical education and sport. In this regard, the Fund commenced operational activities in 1979 and 1980, with the assistance of generous contributions from a number of Member States.

27. The operations of the Fund are to be carried out in a number of areas which have been identified by the Intergovernmental Committee, such as: (a) the fostering of public awareness of the importance of physical education and sport for all; (b) the training of teachers, specialists and technical personnel; (c) the promotion of study, research and experimentation on all aspects of physical education and sport within the context of development problems; (d) assisting in the creation or strengthening of institutions, structures and facilities designed to further the practice of physical education and sport for all. (Clearing-houses for information, research and training.)

28. UNESCO also co-operates with non-governmental organizations concerned in this field. In particular it provides assistance to the Research Committee of the International Council of Sport and Physical Education (ICSPE) whose aim is to carry out and encourage scientific research in physical education and sport. Moreover, ICSPE was a co-sponsor with UNESCO of the First International Conference of Ministers and Senior Officials responsible for Physical Education and Sport.

VI. MAJOR ACTIVITIES OF MEMBER STATES IN THE
FIELD OF PHYSICAL EDUCATION AND SPORT

29. A wide variety of relevant experiences were described and views expressed by Governments in the replies to the Secretary-General's note verbale on the Physical Education and Sports Exchanges among Young People. Summaries of those replies are presented below:

In Argentina, the National Directorate for Physical Education, Sports and Recreation, under the Department of Education within the Ministry of Culture and Education, is the organ responsible for physical education and sport, particularly with regard to the development of school sports at all levels. With regard to sports and apartheid, the Government of Argentina has introduced the measure of

denying visas to representatives of sport organizations, members of sporting teams, or sportsmen from South Africa seeking entry into the country.

In Austria, sports contacts and exchanges have developed between Austrian sport organizations and their European counterparts, as well as with international organizations. Close co-operation between the Austrian Federal Ministry of Education (the central authority in charge of international sporting activities) and the Federal Sport Organization has led to intensified international contacts in the field of sport. Austria's intensive contacts with all European countries have led to additional bilateral agreements with a number of countries on the basis of reciprocity which aim at the promotion and extension of existing exchanges. In addition, sport exchange programmes were included in the existing bilateral cultural agreements which Austria has concluded with almost all European countries. Furthermore, Austria adheres to and upholds the Olympic Principles in her international sports relations and therefore condemns all forms of racial discrimination.

Botswana has always upheld the recommendation that Member States should adopt the necessary measures to promote physical education and exchange programmes among young people. Appropriate action to bring about total cessation of sports contacts with any country practising apartheid has always been maintained especially because Botswana is adjacent to countries so proclaimed. The Botswana Government has had cultural exchange programmes with China, the Union of Soviet Socialist Republics, United States of America and the Federal Republic of Germany as well as a number of African countries.

The Byelorussian Soviet Socialist Republic has a system of physical education for school youth, including obligatory and optional physical culture classes at all teaching and educational institutions in accordance with the school curriculum, physical exercise as part of the school day (morning gymnastics, physical culture breaks), activities at sports centres and sports schools, participation in mass sporting competitions, etc.

Attention is devoted in the Byelorussian SSR to mass-participation sporting events for young people, which include the winter and summer Spartakiads, the Starty Nadezhd, competitions for school children, championships of different kinds, matches in various sports disciplines, competitions held in commemoration of particular dates and events, physical culture events for school children and the students of secondary special educational establishments and secondary vocational colleges.

The State assumes virtually all the costs for the development of physical culture and sports. Accordingly, all sports facilities and centres, including their equipment, are free of charge and available to all interested persons.

The Republic's sports organizations maintain extensive ties with similar organizations in other countries and participate in exchanges of delegations and teams. Byelorussian athletes participate in numerous international competitions.

The Byelorussian SSR has consistently spoken out for the elimination of apartheid and does not maintain any kind of contact with the South African Republic.

In China a major function of the State Physical Culture and Sports Commission is to carry out physical education among the youth. The Ministry of Education, the All-China Federation of Trade Unions and the Central Committee of the Chinese Communist Youth League all have their own institutions of physical training which, in co-operation with the State Physical Culture and Sports Commission, are responsible for the physical education of youth in schools, factories and rural areas. There are also mass organizations, such as the University Students Sports Association and the High School Sports Association.

In China, two hours of physical education per week is compulsory for all students. Besides studying theory, students participate in morning exercises, callisthenics during class intervals and other necessary physical training. "State Standard of Physical Training" is universally applied in all schools. So far, more than 70 million persons have attained the State Training Standard.

Athletic activities such as basketball and soccer for young workers in factories, mines and other enterprises are organized by the Unions. China has taken steps to further promote physical education in rural areas, where youths are organized by production teams or villages to take part in ball games, cross country races and swimming.

At present, China has sports exchange programmes with many countries. Chinese youth have participated in many international and intercontinental games every year. China also organizes several international invitation tournaments, world championship games and Asian Championship games every year.

The Chinese Government supports the struggle against apartheid, and Chinese athletes do not have any association with athletes from countries practising apartheid.

In Denmark, under the Leisure Act, the Ministry of Education grants travelling scholarships to international committees of sports organizations for study and preparation of sports exchanges. Members of Danish gymnastic clubs and youth clubs participate in meetings with young people in other countries.

A committee under the Ministry of Cultural Affairs discharges the function of liaison between the Danish authorities and the sports organizations and serves as a forum for discussion of, among other things, sports exchange programmes.

Out of football pool funds, the Ministry of Cultural Affairs supports international sports exchanges for purposes of instruction, education, conference activities and research. Danish participation in international sports activities in the form of competitions and exchanges is of considerable extent and is mainly financed by the sports organizations.

Denmark voted in favour of the resolutions of the General Assembly in 1975 and 1976 in which it was strongly recommended to end relations with sporting teams

and sportsmen of the apartheid system of South Africa. Denmark has also taken other steps to bring about a cessation of sporting contacts with South Africa. In March 1978, the Nordic Foreign Ministers adopted a joint programme of action against South Africa. Consequently, the Danish Government has urged the Danish sports organizations to discontinue sporting contacts with South Africa.

In Ecuador, the law on Physical Education, Sports and Recreation of 1978 encourages the promotion and development of physical education and sports under the responsibility of the Ministry of Education and Culture, the National Sports Council and the National Office for Physical Education, Sports and Recreation (DINADER).

The priority objectives of the Government of Ecuador in this field are:

(a) to increase the number of provincial co-ordinators and supervisors responsible for physical education, sports and recreation at the pre-primary and secondary levels; (b) to increase the number of teachers of physical education, sports and recreational activity for all educational levels; and (c) to build sports complexes for community use in all the provinces of the country.

Through its various departments, DINADER provides the necessary impetus for activities in the field of physical education and sport. The Department of Physical Education, through its provincial offices, organizes activities for pre-primary, primary and secondary school students. The Department of Sports plans and develops student sports programmes at the provincial and national levels.

Ethiopia established in 1976 the Commission for Physical Culture and Sports, as a government agency with the responsibility of organizing, promoting and popularizing physical culture and sports in the country.

In Ethiopia, children and youth are given special attention by the Physical Culture and Sports Commission, the Ministry of Education and the Commission for Higher Education. Systematic and well-planned physical education starts at the pre-school age in kindergartens. Physical education in both elementary and secondary schools in Ethiopia is compulsory for all students and is a vital part of the school programme. At the elementary level, the programme is allotted one or two sessions a week. In secondary schools, it is taught by professional physical education teachers. The required programme of physical education is mandatory in colleges and institutes of higher learning and students are required to take at least a one-semester course before graduation.

Ethiopian youth also participate in many international sport competitions. In all international sport meetings, Ethiopia has been in the forefront in the struggle against apartheid.

The right of all citizens to engage in sports and physical education is laid down in the German Democratic Republic's Constitution and in other laws and regulations such as the Constitution and the Youth and Sports Act.

The State Secretariat for Physical Culture and Sport, as a specialized organ of the German Democratic Republic Council of Ministers, implements and controls the decisions taken by the Government for the promotion of physical education, sports and tourism. The Gymnastics and Sports Federation (DTSB) plans and organizes popular sports activities, in particular of children, adolescents and other age groups.

The central Children and Youth Spartakiad Games are held every two years in both the Olympic summer and winter sports. Also, every second year Spartakiad Games are held at the county level in all 15 counties of the German Democratic Republic. Such games are organized annually at the district, town, village and school levels.

The German Sports Association for Disabled Persons, in co-operation with the Ministry of Health, endeavours to develop physical training and sports for disabled persons. Specific measures to promote the participation of disabled persons in physical training and sports are laid down in the programme of action adopted by the Government Commission for the holding of the International Year for Disabled Persons. The German Democratic Republic pays much attention to the maintenance and development of sports relations with other countries. As a priority, the German Democratic Republic's sports organization develops relations with sports organizations and bodies in the socialist countries.

Furthermore, the Government policy is to promote and assist the development of physical education and sports in Asia, Africa and Latin America with a view to advancing international understanding and co-operation. In this context, the support rendered to those countries in training their cadres occupies a special place. Coaches and senior staff have been trained in various fields of study, for the African, Asian and Latin American countries.

The magazine "Sports in the GDR" is published six times a year in 20,000 copies in German, English, French or Spanish. Among other things, they have assisted in elaborating the training programmes of national sports institutes in various countries. German Democratic Republic sports physicians have co-operated in building up sports medicine institutions in a number of countries. The German Democratic Republic also provides medical equipment and appliances for these institutions. The sports schools of the Gymnastics and Sports Federation and government-run educational facilities are continuously carrying out advanced training courses in various fields of sport.

The German Democratic Republic considers the struggle against apartheid in sport to be an important element of its policy of international peace and security.

In the Islamic Republic of Iran the programmes of action for sport will in future be prepared according to the following principles: (a) physical and moral education should start at the earliest age possible, within the family and before starting school. This objective could be realized by education of the family and the use of mass media; (b) an increased emphasis should be placed on sport and physical education in the primary school; (c) the necessary time should be allocated to physical education during all the scholastic years, in high school

as well as primary school; (d) a special programme is envisaged to training the necessary teachers, and also for the establishment of a scientific sports institute; (e) after school-leaving age the physical education of youth takes place within the sports federations and institutions with the principal objective of generalizing sports activities among young men and women without sex discrimination, throughout the country; (f) due to the gaps which exist in the rural regions and villages, effort is concentrated in these regions on founding institutions and providing sports equipment; and (g) effort is made to generalize sports activities among all levels of the population.

In Luxembourg the promotion of the programmes of physical education and sports exchanges among young people is established in the public and private sectors. In the public sector, all the programmes of physical and sports education deal with global education of young people at the primary and post-primary grade. At the national level, there is no discrimination between the sexes in sports. In the private sector, specific programmes of different sport disciplines, as well as the related sport exchanges, are under the responsibility of national federations and local clubs and associations.

Special measures for the integration of immigrants into the sport community are provided and young foreigners have easy access to sports clubs.

In Malta, physical education and sport are given their due importance in all educational institutions, including primary schools. All subjects including physical education are now co-educational and the class teachers are responsible for the teaching of this subject. Inter-primary school sports competitions in football, netball and athletics are organized annually.

In secondary schools full-time physical education teachers are responsible for the teaching of this subject. Inter-schools sport competitions including football, netball, basketball, volleyball, and athletics are organized for various age groups. During the past few years efforts were made to organize successfully football tournaments for schoolboys under 16 years from various countries which do not practise apartheid. Through cultural agreements and exchanges of students with nearby countries, sporting activities with foreign students, both in Malta and abroad, featured regularly during the past few years.

In Mauritius, the Ministry of Youth and Sports is the responsible body in the field of physical education and sports. The Ministry is at present formulating programmes for sports competitions as well as the training for regular competitions and sports exchanges with counterparts in neighbouring countries.

It is the policy of the Government of Mauritius not to have sporting contacts with countries practising apartheid.

In Nigeria physical education and sports exchanges among young people are integrated activities promoted in institutions of learning. In addition, State Sports Councils and the National Sports Commission are also responsible for promoting sports throughout the country.

Mobility of young people is promoted by allowing universities to take part in the Nigerian Universities Game (NUGA), in West Africa Universities Games (WAUG), and also the Federation of International University Sports (FISU).

Nigeria is a member of the International Schools Sports Federation. Young boys take part in international contests such as cross country race competition (athletics) and soccer competition arranged by the International Schools Sports Federation.

The National Sports Festival in Nigeria, which is a biannual festival, affords young people the opportunity of moving from one part of the country to the other. The outstanding young people in this festival take part in continental competitions in football, athletics, swimming, basketball, volleyball, hockey, lawn tennis, table tennis, badminton, etc.

In Paraguay, the Ministry of Education and Culture is the institution responsible for the supervision and implementation of the Government's educational policies, in which physical education and sport are incorporated, with a view to preparing children and young people to contribute actively to development. The Ministry establishes objectives, strategies, and policies for physical education and sport with the assistance of the National Sports Council. The National Sports Council is an agency subordinate to the Ministry and encourages, promotes and supervises the practice of sports in clubs and federations. The National School for Physical Education is an agency, subordinate to the National Sports Council, which deals with matters relating to the training of teachers of physical and health education, technical staff for sports, training courses, specialization and professional preparation. Furthermore, there exist physical education offices, subordinate to the departments of primary and secondary education and regional centres of the Ministry of Education and Culture which guide, supervise and direct physical education in the public and private educational establishments coming under the department concerned.

In Paraguay, within the educational system, the Physical Education Offices of the Ministry of Education and Culture organize sports activities for primary and secondary school children through inter-school sports competitions, sports competitions between primary schools and between secondary schools, national sports competitions and international sports competitions. Private sports institutions in Paraguay (leagues, federations and clubs and the Association of Physical Education Teachers) make a contribution to encouraging participation in sports throughout the country, particularly among children and young people, and perform a very important function in regional, departmental, national and international sports exchanges.

In Romania, physical education and sport are given high priority. Since 1977, a big national sport competition (Daciada) takes place, involving all age categories and covering all current sport disciplines.

Pre-school children are active in sports in Romania. There are sports activities in schools and universities and, in addition to the participation in obligatory physical education courses, a large number of school children and students participate in their favourite sport in school, university and sport clubs.

Romania has signed bilateral intergovernmental co-operation programmes with approximately 100 countries in the field of physical education and sport. At present, Romania exchanges information and publications with sport organizations in 125 countries and is affiliated to 55 international organizations. The National Council for Physical Education and Sport plays a major role in this regard, in addition to co-ordinating the entire sports activity in Romania.

Romania also provides technical assistance to other developing countries, especially through scholarships for the Bucharest Institute of Physical Education and Sport through sending highly qualified coaches to these countries.

Romania has no sports relations with countries that practise apartheid.

In Senegal, the Ministry of Education, Youth and Sports is responsible for developing and implementing national policy for the subject of physical education and sports education. An indication of the priority given to sport is the formulation of a Charter for Sports.

Physical education and sports in Senegal are compulsory in all primary, secondary general schools, and technical schools. At the university level, the skills acquired in primary and secondary schools are further developed by preparation for competitions and optional participation in the most popular sports. Various sports competitions are organized by the Union of Sports Associations and the universities.

Senegal, however, reports an insufficiency in the number and quality of teachers, trainers and coaches, due partly to the difficulties encountered in the recruitment of candidates who are familiar with the needs of the country.

In Senegal, the organizations involved in the development of sport are: (a) informal youth groups in cities and villages; (b) school and university associations; (c) national youth movements; (d) l'Organisme national de coordination des activités de vacances (ONCAV) and its regional and country branches; (e) l'Union des associations sportives scolaires et universitaires (UASSU); (f) the military and paramilitary sporting guilds; and (g) the schools of sport.

In Singapore, the Singapore Sports Council (SSC) is the principal organ dealing with physical education sport and has been promoting physical education and sports exchanges among youths since its inception in 1973.

The Singapore Sports Council's training schemes for youths are aimed at producing competent sportsmen and women. Trainees of the badminton, tennis and waterpolo schemes have toured other countries of the region. The SSC has been organizing the Physical Education Seminar annually attended mainly by youths. Informal and ad hoc visits by youths interested in sports and physical education have been made to the SSC.

Through the Singapore National Olympic Council, some national sports associations have participated in regional and international games. These competitions are held regularly in various countries.

The People's Association in Singapore is a principal community development agency in the Republic. Sports activities are an integral part of community development to achieve community cohesion. The Association complements the efforts of the Singapore Sports Council in implementing the "Sports for All" programme in the Republic. Through its network of community centres, the Association promotes sports and recreation activities at the grass-roots level as a means to integrate the people in a plural society. Sports classes are conducted by the Association. Sports competitions, tournaments and events are organized. These events involve participants and volunteers.

Efforts have also been made by the Association to promote international understanding through sports. The youth of Singapore have participated in various sports exchanges held overseas. Similarly, youth delegations from overseas have visited Singapore for friendly sports competitions mainly in soccer, judo, badminton, table tennis, volleyball, swimming.

In Spain physical education and sport exchanges have been taking place for many years, with the participation of Spanish sports teams and through the Sports Federations and student and school sports organizations, in international, European and world tournaments, always taking into account the standards relative to apartheid. Spain has taken part in various international sports events which contribute to exchanges among youth and inculcate fundamental human values.

Sweden has a long tradition of independent voluntary sports organizations. These organizations are the backbone of the Swedish sports and they have a common federation to handle matters of mutual interest called Swedish Sports Federation. This Federation receives yearly contributions from the State to cover parts of the cost of the activities and the administration. The Federation and its member organizations have a very broad range of activities. Seventy-five per cent of Swedish youth are members of a sports club. These clubs and their leaders take active part in the upbringing of the youth and information on the misuse of drugs and alcohol.

In Sweden, there are campaigns to encourage more women to participate in sports. In fact, women predominate in gymnastics and horse riding. There has been a recruiting drive called "Better Recruiting and Training of Women as Sports Leaders" in order to increase the female participation in sports.

The Swedish Sports Federation and their member organizations have broad and extensive international contacts especially with youth. Sweden participates in both international youth camps and in international competitions. The Federation has agreements on sports exchanges with the Soviet Union, German Democratic Republic, Poland and Yugoslavia. Furthermore, the Swedish Sports Federation in co-operation with the Swedish International Development Board has started a project in the United Republic of Tanzania with the aim of promoting sports.

Also in keeping with the spirit of United Nations resolutions, the Swedish Sports Federation avoids contacts with countries practising apartheid.

In the Ukrainian Soviet Socialist Republic physical education at pre-school establishments and general schools is an intrinsic part of the learning and educational process. On finishing school, students receive a comprehensive grade in the subject of "physical culture" which is entered on their "Eight-Year Education Certificate" and "Certificate of Secondary Education". Out-of-school physical education activities are organized through the combined efforts of the public education agencies and the physical culture, trade union and Communist Youth Organizations with the additional assistance of representatives of the public at large. These activities are conducted at special children's sports schools, scout camps, children's tourist centres, the sports sections at Young Pioneer Establishments and clubs for junior athletes.

Specialists in physical culture and sports with higher educational degrees are trained at physical culture institutes and at physical education departments of the pedagogical institutes operated by the Ministry of Education of the Ukrainian SSR, while specialists with secondary specialized education are trained at the physical culture technical schools. Alongside regular staff physical culture workers, a major role in the development of physical education and sport on a mass basis is being played by public physical culture personnel who are trained according to special programmes. Every year the Republic provides training for public instructors and trainers for all sports disciplines and for referees.

The construction of sports facilities and the formulation of the principles governing how they are to be organized and distributed at the city, village and community level are approached on a planned basis in the Ukrainian SSR.

Among the areas of scientific research being conducted in the Ukrainian Soviet Socialist Republic, increasing attention is being given to sociological, pedagogical and medical biological studies into physical culture and sports. There are extensive programmes of research on the problems of physical culture and sports at the physical culture institutes, the departments of physical education at all higher educational establishments and at the pedagogical institutes.

The control of physical education in the Republic is a responsibility of certain State agencies and public organizations. Children's pre-school institutions, general schools, vocational and technical colleges, and the higher and secondary specialized educational establishments all fall under State control. The agency at the State level in charge of guiding the development of physical culture and sports is the Committee for Physical Culture and Sports of the Council of Ministers of the Ukrainian SSR and its local organ. The Sports Committee of the Ukrainian SSR is responsible for the current status and future development of physical culture and sport in the Republic, to which end it formulates current and long-range plans and overseas scientific research in this area; provides methodological guidance for the work of public physical education, the co-ordination of plans for the production of sports items and equipment and the construction of sports facilities; popularizes physical culture and sport; develops international sports relations; and is responsible for other aspects pertaining to the mass development of physical culture and sports, including the improvement of athletic performance.

The Ukrainian SSR maintains sporting relations with foreign nations. The Sports Committee sends out sports delegations covering different sports disciplines.

Physical education in the Union of Soviet Socialist Republics is an integral part of the educational system and is conducted on the basis of co-operation between the State and public organizations. The State is responsible for mandatory physical education courses at all teaching and educational institutions, whereas voluntary sports societies constitute the principal independent public form for the organization of physical education.

The obligatory physical education programme in the USSR covers children, adolescents and youths attending pre-school institutions, general schools, technical vocational colleges and higher institutes of learning. Staff specialists work with these young people on the basis of carefully formulated and statistically designed programmes. These programmes are supplemented by a broad-based independent movement of young physical culture enthusiasts and athletes working on their own. In the general education schools there are physical culture groups with large membership. Also young athletes are enrolled at special sports schools for children and young people. The State assumes virtually all the material costs for the expansion of the physical culture and sports movement (payment of teachers, the provision free-of-charge of sports facilities, special equipment and supplies).

Soviet youth maintains sporting contacts with other young people in more than 100 countries and in international tournaments. Select teams of juniors and young men and women take part in world championships and European championships. Soviet sportsmen are active participants in the international youth sports events and Soviet young men and women take part in international competitions in various sports disciplines.

Soviet sporting organizations and institutes are providing regular assistance in the training of athletes and trainers from the countries of Asia, Africa and Latin America.

30. In response to the note verbale of the Secretary-General, the Government of Dominica submitted a text for a resolution which states the Government's policy. It indicates that the Government of Dominica is dedicated to ensuring that physical education and sports are available to every young person. As such, it would pursue an integrated programme of sports development for the youth along the lines that are parallel with the objectives of appropriate United Nations umbrella organizations.

VII. RECOMMENDATIONS FOR THE PROMOTION
OF PHYSICAL EDUCATION AND SPORT

31. Considering the contribution that physical education and sport can make to human development and international understanding, and the particular role they can play in fostering youth participation in society, the Secretary-General wishes to suggest the following recommendations, with special reference to the programmes and policies being formulated at all levels in relation to the International Youth Year: Participation, Development, Peace:

(a) Member States should be encouraged to develop physical education and sports activities within the context of life-long education and, in particular, to give priority to programmes developed within a "sports for all" policy so as to reach all sectors of the population, especially the out-of-school youth and the rural population;

(b) In this respect, special attention should be given to the promotion of indigenous forms of sport and physical training as well as to the adaptation of other forms of sport especially through the use of local materials, and to the reduction of their cost and infrastructure requirements, so as to facilitate their practice by a large number of people;

(c) There is a need to consider also at the national level the manufacture of equipment and teaching aids which at present are imported by many countries at considerable expense.
