

## FIEP NEWS (E)(F)(S)(P)

### NEW FIEP VICE-PRESIDENT FOR ASIA

FIEP will have a new vice-president for Asia as of January 2008: Ho, King Yan Walter, Ph.D. and Faculty Member at Macau University (China). Professor Ho is a prominent scientist in the Chinese Physical Education area.

### CHANGES IN FIEP AS OF JANUARY 2008

With the election in 2008, there will be a lot of changes in FIEP's structure, with new names as vice-presidents and section presidents.

### FIEP NEW DELEGATES

FIEP has new delegates:  
 Turkey: Giyasettin Demirhan  
 Russia: Sergey Barbashov  
 Slovakia: Dagmar Nem eková  
 Romania: Balint Gheorghe  
 Croatia: Vladimir Findak  
 Portugal: Rui Garcia

### NUEVO VICEPRESIDENTE PARA ASIA

A partir de enero de 2008, la FIEP tendrá un nuevo vicepresidente para Asia: Ho, King Yan Walter, Ph.D. y profesor de la Universidad de Macao (China). El Profesor Ho es uno de los científicos más conocidos de la Educación Física china.

### CAMBIOS EN LA FIEP A PARTIR DE 2008

Después de las elecciones, la FIEP tendrá muchos cambios en su estructura, incluso vicepresidencias y presidencias de secciones.

### NUEVOS DELEGADOS DE LA FIEP

La FIEP tiene nuevos delegados:  
 Turquía: Giyasettin Demirhan  
 Rusia: Sergey Barbashov  
 Eslovaquia: Dagmar Nem eková  
 Rumanía: Balint Gheorghe  
 Croacia: Vladimir Findak  
 Portugal: Rui Garcia

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### NOUVEAU VICE-PRÉSIDENT FIEP POUR L'ASIE

À partir de janvier 2008, la FIEP aura un nouveau vice-président pour l'Asie: Ho, King Yan Walter, Ph.D. et professeur de l'Université de Macao (Chine). Professeur Ho est l'un des scientifiques les plus connus en Éducation Physique chinoise.

### DES CHANGEMENTS POUR LA FIEP À PARTIR DE 2008

Après les élections de 2008, la FIEP aura beaucoup de changements structurels, y compris vice-présidences et présidences de sections.

### NOUVEAUX DELEGUES DE LA FIEP

La FIEP a de nouveaux délégués:  
 Turquie: Giyasettin Demirhan  
 Russie: Sergey Barbashov  
 Slovaquie: Dagmar Nem eková  
 Roumanie: Balint Gheorghe  
 Croatie: Vladimir Findak  
 Portugal: Rui Garcia

### NOVO VICE-PRESIDENTE FIEP PARA A ÁSIA

A partir de janeiro de 2008, a FIEP terá um novo vice-presidente para a Ásia: Ho, King Yan Walter, Ph.D. e professor da Universidade de Macao (China). O Professor Ho é um dos cientistas mais conhecidos na Educação Física chinesa.

### MUDANÇAS PARA A FIEP A PARTIR DE 2008

Com a eleição de 2008, a FIEP terá muitas mudanças na sua estrutura, inclusive vice-presidências e presidências de seções.

### NOVOS DELEGADOS DA FIEP

A FIEP tem novos delegados:  
 Turquia: Giyasettin Demirhan  
 Rússia: Sergey Barbashov  
 Eslováquia: Dagmar Nem eková  
 Romênia: Balint Gheorghe  
 Croácia: Vladimir Findak  
 Portugal: Rui Garcia

## FIEP BOOK NEWS <sup>(F)</sup>

Les grandes Maisons d'Édition allemandes Hofmann Verlag et verlag modernes lernen viennent de publier leurs programmes des publications pour automne-hiver 2007 (Hofmann) respectivement pour 2008 (verlag modernes lernen).

Le Hofmann-Verlag présente son programme dans deux catalogues séparés, à savoir « Sporttheorie Herbst/Winter 2007 » (théorie des APS automne/hiver 2007) et « Sportpraxis Herbst/Winter 2007 » (pratique des APS automne/hiver 2007).

Dans ces deux fascicules, le lecteur intéressé trouve toutes les publications des différentes collections: Sport und Sportunterricht (APS et EPS), Lehrbücher (livres pour l'enseignement), Beiträge zur Lehre und Forschung im Sport (contributions à l'enseignement et à la recherche en APS) : Handbücher (manuels), Sportpädagogik (enseignement des APS), Schriftenreihe des Deutschen Olympischen Sportbundes (publications du Comité Olympique et Sportif Allemand), du Bundesinstitut für Sportwissenschaft (institut fédéral des sciences du sport), etc.

A consulter également en détail sur INTERNET : [www.hofmann-verlag.de](http://www.hofmann-verlag.de).

Les publications des éditions Hofmann peuvent être commandées par e-mail auprès de : [bestellung@hofmann-verlag.de](mailto:bestellung@hofmann-verlag.de).

Le programme des publications des Editions « modernes lernen » comporte les collections suivantes : Lernen durch Bewegung/ Bewegung fördern/ Psychomotorik (Apprendre par le mouvement, développement de la motricité/ psychomotricité),

Diagnose/Frühförderung –Kindergarten / Grundschule (diagnostic / aide précoce-maternelle / école élémentaire), Sonderpädagogik / Sozialpädagogik / Heilpädagogik

(orthopédagogie ou pédagogie curative), Ergothérapies / Physiothérapies / Neurologie, Geriatrie, Sprachheilpädagogik /Sprachtherapie / Logopädie (logopédie/logothérapie), Pädagogische Psychologie /Lernpsychologie / Neuropädagogik (psychologie de l'éducation et de l'apprentissage), Systemische Beratung und Therapie / Familientherapie /Verhaltenstherapie / Psychotherapie (consultation et thérapie systémiques, thérapie de la famille, du comportement, psychothérapie).

INTERNET : [www.verlag-modernes-lernen.de](http://www.verlag-modernes-lernen.de).

Commandes à adresser à : [info@verlag-modernes-lernen.de](mailto:info@verlag-modernes-lernen.de).

by Robert DECKER

Vice-président de la FIEP pour l'Europe



Principal > Diagnostics > Communication > Description > Titulaire > Comité > Programmes > Sede. Cronograma. etc.

III CONGRESO EUROPEO FIEP

VISIT FIEP\_SPAIN WEBSITE  
<http://www.fiepespana.com>

## FÉDÉRATION INTERNATIONALE D'ÉDUCATION PHYSIQUE

FIEP General Secretary Office  
Caixa Postal 837  
CEP 85857-970 - Foz do Iguaçu - PE - Brazil  
e-mail: [almirghrun@terra.com.br](mailto:almirghrun@terra.com.br) Site: [www.fiep.net](http://www.fiep.net)  
Tel/fax: 021-45-3525-1272

### CONVOCATION

#### FIEP GENERAL ASSEMBLY

In the use of his statutory rights, FIEP World President summons every and all Individual and Group Members to participate in the GENERAL ASSEMBLY to choose the FIEP Executive Board for the 2008/2011 Mandate.

In compliance with the Statues, Chapter II, Article 4th, Items A, B, C, D, E, the Delegates who keep good records of their obligations are allowed to vote.

Venue: Hotel Bella Itália  
Adress: Av. República Argentina c/ Venanti Otremba  
City: Foz do Iguaçu/PR - Brazil  
Date: January 13th, 2008  
Time: 9 am

The inauguration of the new President, General Secretary and General Treasurer will take place on January 13th, 2008, at Hotel Bella Itália at 10 pm, during FIEP dinner. The Members of the new FIEP Board, the Regional Vice-Presidents, International Sessions Presidents and the Executive Board will be presented on the same occasion.

A meeting with the Delegates will be held on January 12th, 2008, in order to discuss FIEP issues for the new mandate.

Foz do Iguaçu, January/2008.

*Prof. Almir Adolfo Gruhn*  
General Secretary

*Prof. Dr. Manoel José Gomes Tubino*  
President

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## FIEP PROGRAMME 2008

### JANUARY 12-16

Congresso Mundial Ed. Física - FIEP  
23º Congresso Internacional de Educação Física – FIEP/2008  
V Congresso Brasileiro Científico da FIEP  
VIII Fórum de Ed. Física dos Países do Mercosul  
Congresso Euro-Americano de Motricidade Humana  
III Seminário de Legislação Desportiva  
II Fórum de Ed. Física Escolar do Mercosul  
Exposição Santos Dumont Desportista  
FOZ DO IGUAÇU/PR - BRAZIL  
Coord. Prof. Almir Gruhn – Delegado Geral da FIEP no Brasil  
Phone: 45-9975-1208/45-3525-1272  
e-mail: [fiep.brasil@uol.com.br](mailto:fiep.brasil@uol.com.br)  
Site: [www.congressofiep.com](http://www.congressofiep.com)

### FEBRUARY 1-6

3ª Jornada Internacional de Educacion Física, Deporte e Recreacion  
CUZCO – PERU  
Prof. EF Pedro Eduardo Rossell Davila  
Coordinador General Capitulo Peruano  
CEFME – PERU  
Telf. casa 00-51-13822096 / celular 00-51-91249214  
Site: <http://cefmeperu.blogspot.com/>

### FEBRUARY 11-16

3ª JORNADA Internacional de Educacion Física, Deporte e Recreacion  
LIMA – PERU  
Prof. EF Pedro Eduardo Rossell Davila  
Coordinador General Capitulo Peruano  
CEFME – PERU  
Telf. casa 00-51-13822096 / celular 00-51-91249214  
Site: <http://cefmeperu.blogspot.com/>

### In the Months of APRIL and NOVEMBER

CONAFF – Congresso Nacional de Atividades Físicas e Fisioterapia  
FORTALEZA/CE - BRAZIL  
Coord. Prof. Robério Maciel e João Jackson Silveira - Del. FIEP/CE  
Tel. 85-9609-4476/85-9907-3445  
e-mail: [roberiomaciel@terra.com.br](mailto:roberiomaciel@terra.com.br)  
Site: [www.conaff.com.br](http://www.conaff.com.br)

### APRIL 6

DIA MUNDIAL DA ATIVIDADE FÍSICA CELAFISCS  
SÃO PAULO - BRAZIL  
e-mail: [simposio@celafiscs.com.br](mailto:simposio@celafiscs.com.br)  
Site: [www.celafiscs.com.br](http://www.celafiscs.com.br)

### Month of MAY

3º Encontro Interdisciplinar e º Congresso Piauiense Científico da FIEP  
TERESINA/PI – BRAZIL  
Coord. Rogério Silveira e Leonor Araújo - Del. Reg. FIEP/PI  
Tele: 86-9452-5113  
e-mail: [leonorpalhadas@hotmail.com](mailto:leonorpalhadas@hotmail.com)

## Month of JUNE

Meeting – Treinamento de Força

SÃO PAULO/SP - BRAZIL

Coord. Tavicco - Apoio: Prof. Almir Facchinato – Del.FIEP/SP

Phone: 11-3759-1021

e-mail: [suport@tavicco.com.br](mailto:suport@tavicco.com.br)Site: [www.meetingdeforca.com.br](http://www.meetingdeforca.com.br)

## Month of JUNE

Encontro de Psicomotricidade

BAGÉ/RS – BRAZIL

Coord. Dalié Morales e Apoio: Vilson Bagatini – Del. FIEP/RS

Tele: 53-9963-2019

## JULY 5-8

17° Congreso Internacional FIEP 2008 Educación Física, Deporte Y recreación

ASSUNCIÓN – PARAGUAY

FIEP Assunción – Paraguay com apoio da Univ. Autonoma de Assuncion

Coord. Amílcar Colmán

Telephone: 595-971-265 422 - Fax: 595-21-502 567

e-mail: [acolman80@hotmail.com](mailto:acolman80@hotmail.com)

## JULY 17-20

Congreso Sudamericano FIEP 2008

13ª Jornada de Educacion Física Del Mercosur

4º Córdoba Fitness FIEP

CORDOBA/JESUS MARIA - ARGENTINA

Coord. Geral: Prof. Dr. Jorge Diaz Otanez

e-mail: [otanez@arnet.com.ar](mailto:otanez@arnet.com.ar)Site: <http://usuarios.arnet.com.ar/otanez> - [www.fiep.com.ar](http://www.fiep.com.ar)

## JULY 20-22

CUARTO ENCUESTRO: Los nuevos tiempos de la vejez, un compromiso multiprofesional

MONTEVIDEO/URUGUAY

Auspicios del Ministro de Deportes de La Prefeitura

Coord. Geral: Prof. Raul Lorda - Delegado General FIEP Uruguay

e-mail: [rlorda@adinet.com.uy](mailto:rlorda@adinet.com.uy)

## AUGUST 6-10

FIEP World Congress 2008

FINLAND

“Physical Education in Change”

Site: [www.fiep2008.org](http://www.fiep2008.org) - [www.vierumaki.fi](http://www.vierumaki.fi)

## Month of SEPTEMBER

3º Congresso Carioca de Educação Física – FIEP-RJ

RIO DE JANEIRO/RJ - BRAZIL

Coord. Prof. Leonardo Allevato - Del. FIEP/RJ

Apoio e Chancela da FIEP do Brasil

Phone: 21- 7894-5551

e-mail: [leo@leoallevato.com.br](mailto:leo@leoallevato.com.br)

Reunião dos Delegados da FIEP do Brasil

## SEPTEMBER 1st

Dia do Profissional de Educação Física

RIO DE JANEIRO/RJ - BRAZIL

Sistema: CONFEF/CREFs - "10 anos de regulamentação"

Site: [www.confef.org.br](http://www.confef.org.br)

Apoio: Delegacia Geral da FIEP no Brasil e em todos os Estados

## OCTOBER 9-11

XXVIII – Simpósio Internacional de Ciências do Esporte

SÃO PAULO/SP - BRAZIL

CELAFISCS

Tele: 11-4229-8980/11-4229-9643

e-mail: [simpósio@celafiscs.com.br](mailto:simpósio@celafiscs.com.br)Site: [www.celafiscs.com.br](http://www.celafiscs.com.br)

## PROJETOS VIAGEM FIEP 2008

PROFESSORES SEM FRONTEIRA DA FIEP

Reunião em janeiro, durante o Congresso de Foz do Iguaçu

Coordenadores:

No Brasil - Prof. Almir Gruhn

e-mail: [almirgruhn@terra.com.br](mailto:almirgruhn@terra.com.br)

Na Argentina - Prof. Dr. Jorge Otanez

e-mail: [otanez@arnet.com.ar](mailto:otanez@arnet.com.ar)

## FIEP Events in other countries in America:

URUGUAY/MONTEVIDEO – Raul Lorda - [rlorda@adinet.com.uy](mailto:rlorda@adinet.com.uy)CHILE/SANTIAGO - Carlos Salazar - [fiep\\_chile@yahoo.com](mailto:fiep_chile@yahoo.com)VENEZUELA/CARACAS – Humberto Baldayo - [hbaldayo@hotmail.com](mailto:hbaldayo@hotmail.com)VENEZUELA/MARACAIBO – Eddy Cabrera - [eddyca@telcel.net.ve](mailto:eddyca@telcel.net.ve)COLOMBIA/IBAGUE – Luis Felipe Contecha - [fiepcolombia@starmedia.com](mailto:fiepcolombia@starmedia.com)MEXICO/CIUDAD MÉXICO – Manuel Guerrero - [fiepmex@avantel.net](mailto:fiepmex@avantel.net) - [www.fiepmexico.com](http://www.fiepmexico.com)

Note: Organization and dates are under responsibility of the coordinator of each event and are liable to changes.

# FIEP WORLD CONGRESS

## HELSINKI - FINLAND

### AUGUST 6-10 2008

Informations:

Airiki Pousi - FIEP Finland Delegate

[www.fiep2008.fi](http://www.fiep2008.fi)

## FIEP CROSS OF HONOR

Responsible for the acknowledgement of personalities who have made great contributions to Physical Education in the world, and aware of its historical role, FIEP has awarded the Cross of Honor to scientists and educators in Sports and Physical Education at several ceremonies. The list of the personalities who have been awarded so far is below:

### GOLD CROSS

CROIX D'OR

CRUZ DE ORO

CRUZ DE OURO

Alberto Hugo Corvalan (Argentina)  
 Almir Adolfo Gruhn (Brazil)  
 Antônio de Paula Brito (Portugal)  
 Arnaldo Rivero Fuxá (Cuba)  
 Carlos Neto (Portugal)  
 Eduardo De Rose (Brazil)  
 Estelio Dantas (Brazil)  
 Francisco Carreiro da Costa (Portugal)  
 Francisco Sobral (Portugal)  
 Ghislaine Ouvrard (France)  
 Grant Jones (New Zealand)  
 Gudrun Doll-Tepper (Germany)  
 Jesús Telo Nunez (Spain)  
 John Andrews (England)  
 Jorge Dias Otañez (Argentina)  
 Jorge Olímpio Bento (Portugal)  
 Jorge Steinhilber (Brazil)  
 Lamartine Pereira da Costa (Brazil)  
 Manoel Tubino (Brazil)  
 Manuel Brito (Portugal)  
 Manuel Guerreiro (Mexico)  
 Maurice Pièron (Belgium)  
 Michael McDonough (Ireland)  
 Pierre Parlebas (France)  
 Robert Decker (Luxemburg)  
 Robert Koehler (USA)  
 Ron Feingold (USA)  
 Sylvio José Raso (Brazil)  
 Othman M. Al Saad (Saudi Arabia)  
 Victor Matsudo (Brazil)

### SILVER CROSS

CROIX D'ARGENT

CRUZ DE PLATA

CRUZ DE PRATA

Berenice Dávila Moreno (Mexico)  
 Claudio Augusto Boschi (Brazil)  
 Claudio Reis (Brazil)  
 Eduardo Nunes (Portugal)  
 Hector Peralta (Colombia)  
 Jacky Bourguignon (France)  
 Jorge Acosta Gonzalez (Paraguay)  
 Milton Cofré (Chile)  
 Nelson Vargas (Mexico)  
 Paulo Ernesto Antonelli (Brazil)  
 Raul Lorda (Uruguay)  
 Rogério Castelo Branco da Silveira (Brazil)  
 Vilson Bagatini (Brazil)



## RELATIONS BETWEEN PHYSICAL EDUCATION AND SPORT

Stated in World Manifesto of the Physical Education FIEP 2000

Whereas

- That the Sport, as well as Physical Education, in its different forms, contributes to the development and integration of human beings by reinforcing the progress of moral and ethical values, solidarity, fraternity and cooperation, becoming one of the most effective means for human coexistence;
- That the Sport is globally recognized as one of the largest social-cultural phenomena at the end of the 20<sup>th</sup> century and beginning of the 21<sup>st</sup> century. That is translated by the high and growing number of apprentices and by the interest of the media and economic investments;
- That the 1<sup>st</sup> Article in the International Charter of Physical Education and of the Sport of UNESCO (1973) establishes that "the practice of Physical Education and the Sport is a fundamental right of all". Based on that assumption, it is an international consensus that the means to apply that right in the sporting practices reside in Educational Sport, in Sport-Leisure or Free Time Sport, and in the Sport of Results;
- That the Educational Sport is understood as the sporting practices developed in the Education systems and in non-systematical forms of Education in which: (a) there are principles of cooperation, co-education, participation and other principles; (b) the selectivity and the hyper-competitiveness are avoided; (c) the objectives are the education for the exercise of the citizenship and the practice of the leisure;
- That the Charter for Children Sporting Rights was approved in the 10<sup>th</sup> International Congress of Panathlon (Avignone/1995). That Charter was based on the Sciences of the Sport, mainly on the Medicine of the Sport, Psychology of the Sport and Pedagogy of the Sport, and the following guidelines were established for the children:
  - The right to enjoy myself and play.
  - The right to practice sports.
  - The right to benefit from a sound environment.
  - The right to be treated with dignity.
  - The right to be surrounded and trained by competent persons.
  - The right to attend training sessions adequate to my rhythms.
  - The right to confront myself with young people having the same opportunity of success.
  - The right to participate in competitions adequate for my age.
  - The right to practice my sport in absolutely safe conditions.
  - The right to have resting periods.
  - The right not to be a champion.
- That the participants in the I World Congress of Olympic Education and for the Sport (Kalavitra/1997) arrived at the conclusion that Olympic Education should be a priority in an Education for the Sport due to the Olympic spirit, the sporting spirit, the respect to the human rights, the solidarity and the tolerance as universal values;
- That in the Declaration of Vienna, published in the 11<sup>th</sup> International Congress of Panathlon (Vienna/1997), Sport was recognized not only as an important factor for the youths' psycho-physical health, but also as a means of social integration and also as a means of prevention against some ill-constituted influences of the modern life such as sedentariness, the overuse of drugs, the alcoholism and the violence;



## RELATIONS BETWEEN PHYSICAL EDUCATION AND SPORT

Stated in World Manifesto of the Physical Education FIEP 2000

- That the Charter of the Sport of the Portuguese-speaking Countries, published in the III Meeting of the Conference (1993) understands the Sport as all the forms of physical activity, games, sports, and competition at different levels, activities outdoors, corporal expression, traditional games and activities designed to make people become and keep fit. Based on that, it recognized that: the Sport improves the life quality by developing physical, intellectual and moral qualities, and that, for this reason, its practice should be accessible to all the people, assuring the possibility to improve their potential of development;
- That the Sport-Leisure or Free Time-Leisure is understood as the voluntary sport practiced for pleasure, in which the chosen sporting modalities have the purpose to contribute to the apprentices' integration to the social life and to health, besides providing healthy entertainment;
- That the movement "Sport for All" is recognized as a means to democratization of the sporting practices. Due to its nature and historical process, it comprises all the forms of sporting practices, and has become very important to all societies, besides being a means for the cultural development;
- That the "Sport for All" voluntarily practiced from a leisure perspective is a means to start sports practice, assure physical and mental health, use free time in a sound way, enhance family ties, develop community relationship, promote national and international integration, value people and improve their quality of life;
- That association-oriented policy and Fair Play integrated to the sports practices in general are significant factors for the improvement of human relations, and that they are also objects of Physical Education;
- That Resolution no. 3 in the International Olympic Forum for the Development (Kuala Lumpur / 1998) reinforces the need of mechanisms for investments in Sport and in Physical Education on national and international terms, especially for the critical analysis of the role of the Sport as an instrument to development;
- That the Declaration of Principles at the Scientific Congress of the African Games (1999), supported by the Superior Council of Sports in Africa includes the observation that "Physical Education should be recognized as the fundamental basis for the development of sports activities along life, and that it should be considered as the most important Sports motivating factor in schools because children are more prone to participate in extra-school sports activities as soon as classes are over";
- That, for everything Sport represents in the scope of its new concept, and for being a privileged option of Physical activities, it should deserve a specific Education so as to allow people to incorporate its practice in their individual cultures;

### FIEP concludes

Art. 10 - For the humanistic and social potential that the sporting social-cultural phenomenon represents, Education for Sports should be stimulated and promoted in all Physical Education processes.

Art. 11 - The Educational Sport and the Sport-Leisure or Free Time Leisure should be considered as contents of Physical Education due to the their similarity of objectives, means and applicability along people's life.

## LES RELATIONS ENTRE ÉDUCATION PHYSIQUE ET SPORT

Célébré dans le Manifeste Mondial D'Éducation Physique FIEP 2000

## Attendu que

- Le Sport, aussi bien que l'Éducation Physique, dans ses différentes formes, contribue à la formation et à l'approximation des êtres humains, lorsqu'il renforce le développement des valeurs comme la morale, l'éthique, la solidarité, la fraternité et la coopération, en devenant ainsi un moyen des plus efficaces pour la vie en société ;
- Le Sport est reconnu partout dans le monde comme l'un des plus grands phénomènes socio-culturels de la fin du XX<sup>e</sup>. siècle et du commencement du XXI<sup>e</sup>. , ce qui s'exprime par le grand nombre des pratiquants, qui augmente toujours, qui intéresse aux médias et aux investissements économiques ;
- La Charte Internationale d'Éducation Physique et du Sport de l'UNESCO (1973) établit dans son article 1<sup>er</sup>. que « la pratique de l'Éducation Physique et du Sport est un droit fondamental de tous », et que, par ce présupposé, les formes de l'exercice de ce droit aux pratiques sportives, en consensus international ont été localisées dans le Sport Éducatif, dans le Sport-Loisir ou du Temps Libre et dans le Sport de Rendement ;
- Le Sport Éducatif est vu comme les pratiques sportives développées dans les systèmes d'enseignement et dans les formes non systématiques d'éducation, où : (a) les principes de coopération, co-éducation, participation et d'autres sont présents ; (b) la sélection et l'hyper compétitivité sont évitées ; (c) les objectifs sont la formation pour l'exercice de la citoyenneté et la pratique du loisir ;
- Pendant le 10<sup>e</sup>. Congrès International du Panathlon (Avignon 1995) a été approuvée la Charte des Droits de l'Enfant au Sport, basée sur les Sciences du Sport et surtout sur la Médecine du Sport, où ont été établis pour les enfants :
  - Le droit de pratiquer les sports ;
  - Le droit de s'amuser et de jouer ;
  - Le droit de jouir d'une ambiance saine ;
  - Le droit d'être traité avec dignité ;
  - Le droit d'être entouré et entraîné par des gens compétentes ;
  - Le droit de suivre les entraînements indiqués aux rythmes individuels ;
  - Le droit à la compétition avec de jeunes gens qui ont les mêmes possibilités de succès ;
  - Le droit de participer en compétitions convenables ;
  - Le droit de ne pas être champion.
- Les participants du I Congrès Mondial d'Éducation Olympique et pour le Sport (Kalavitra, 1997) sont arrivés à la conclusion que dans l'Éducation pour le Sport et l'Éducation Olympique doivent être prioritaires dû au message de l'Olympique, l'esprit sportif, le respect aux valeurs humaines, à la solidarité et à la tolérance comme des valeurs universelles ;
- Dans la Déclaration de Vienne, publiée dans le 11<sup>e</sup>. Congrès International de Panathlon (Vienne, 1997), le Sport a été reconnu non seulement comme facteur d'importance pour la santé psychophysique de la jeunesse, mais comme moyen d'intégration sociale, et il est encore un moyen de prévenir les influences nocives de la vie moderne, comme la sédentarité, l'usage abusive des drogues, l'alcoolisme et la violence ;
- La Charte du Sport des Pays de Langue Portugaise publiée pendant la III<sup>e</sup> Réunion de la Conférence (1993), comprenant le Sport comme n'importe quelle forme d'activité physique, jeux, sports et compétition dans les divers

## LES RELATIONS ENTRE ÉDUCATION PHYSIQUE ET SPORT

Célébré dans le Manifeste Mondial D'Éducation Physique FIEP 2000

- niveaux, activités au grand-air, expression corporelle, jeux traditionaux et activités de maintien et amélioration de la condition physique, a reconnu que le Sport améliore la qualité de vie, lorsqu'il développe les qualités physiques intellectuelles et morales, et que pour cela sa pratique doit être possible aux peuples, en assurant la possibilité d'améliorer le potentiel de développement des gens ;
- Le Sport-Loisir ou du Temps Libre est connu comme le Sport volontaire pratiqué par plaisir, où les modalités sportives choisies ont la finalité de contribuer pour l'intégration des pratiquants à la vie en société et pour la promotion de la santé, aussi bien que de provoquer un divertissement salutaire ;
  - Le mouvement « Sport pour Tous », reconnu comme moyen de démocratisation des pratiques sportives, par sa nature et procédure historique, comprend tous les genres de pratiques sportives, et devient très important pour toutes les sociétés et qui est aussi un moyen pour le développement culturel ;
  - Le « Sport pour Tous » pratiqué volontairement dans la perspective du loisir, est un moyen d'initiation sportive, de promotion de la santé physique et mentale, de l'utilisation salutaire du temps libre, de fortification de la famille, de développement des relations communautaires, d'intégration nationale et internationale, de revalorisation des personnes et amélioration de vie ;
  - L'associationisme et le Fair Play intégrés aux pratiques sportives, en général, sont les facteurs pondérables d'amélioration des relations humaines, et qui sont aussi des objets de l'Éducation Physique ;
  - La Résolution no. 3 du Forum Olympique International pour le Développement (Kuala Lumpur, 1994), renforce le besoin des mécanismes pour des investissements en Sport et en Éducation Physique, en termes nationaux et internationaux, surtout pour l'analyse critique du rôle du sport comme instrument de développement ;
  - Dans la Déclaration de Principes du Congrès Scientifique des Jeux Africains (1999), appuyée par le Conseil Supérieur du Sport en Afrique, a été remarqué que l'Éducation Physique devrait être reconnue comme fondement pour le développement d'activités sportives pendant la vie et que dans l'École devrait être considérée comme un facteur des plus importants pour l'encouragement du Sport, car les enfants sont plus disposés à participer des activités sportives extra-scolaires après être sortis des classes ;
  - Le Sport, par tout ce qu'il représente dans l'amplitude de son nouveau concept, et parce qu'il est une option privilégiée d'utilisation des activités physiques mérite une éducation spécifique pour que les gens absorbent ses pratiques sans leurs cultures individuelles ;

### La FIEP conclut

Art. 10 - L'Éducation pour le Sport, par le potentiel humanistique et social que le phénomène socio-culturel sportif représente, doit être stimulée et promue dans tous les procédés d'Éducation Physique.

Art. 11 - Le Sport Éducatif et le Sport-Loisir ou de Temps Libre doivent être considérés comme contenu de l'Éducation Physique par la similarité des objectifs, moyens et possibilités d'utilisation pendant la vie des gens.

## LAS RELACIONES DE LA EDUCACIÓN FÍSICA CON EL DEPORTE

Celebrado en el Manifiesto Mundial de la Educación Física FIEP 2000

### Considerando

- Que el Deporte, así como la Educación Física, en sus diferentes formas, contribuye para la formación y aproximación de los seres humanos al reforzar el desarrollo de valores como la moral, la ética, la solidaridad, la fraternidad y la cooperación, tornándose un medio de los más eficaces para la convivencia humana;
- Que el Deporte es reconocido mundialmente como uno de los mayores fenómenos socioculturales de este final del siglo XX e inicio del siglo XXI, lo que es expresión por el gran y creciente número de practicantes, intereses de la prensa e inversiones económicas;
- Que la Carta Internacional de Educación Física y del Deporte, de la UNESCO (1973), estableció en su Art. 1º que "la practica de la Educación Física y del Deporte es un derecho fundamental de todos", y que con ese presupuesto, las formas de ejercicio de ese derecho en las practicas deportivas, en consenso internacional, fueran localizadas en el Deporte Educacional, en el Deporte-Ocio o del Tiempo Libre y en Deporte de Rendimiento;
- Que el Deporte Educacional es entendido como las practicas deportivas desarrolladas en los sistemas de enseñanza y en formas asistemáticas de educación, en que: (a) los principios de cooperación, coeducación, participación y otros principios están presentes; (b) la selectividad y la hipercompetitividad son evitados; (c) los objetivos son la formación para el ejercicio de la ciudadanía y la practica del ocio.
- Que en el 10º. Congreso Internacional de Panathlon (Avignone/1995) fue aprobada la Carta de los Derechos de los Niños en el Deporte, basada en las Ciencias del Deporte, principalmente en la Medicina del Deporte, Psicología del Deporte y en la Pedagogía del Deporte, y en la cual fueran establecidos para los niños:
  - El derecho de practicar deportes;
  - El derecho de divertirse y jugar;
  - El derecho de usufructuar de un ambiente saludable;
  - El derecho de ser tratados con dignidad;
  - El derecho de ser rodeados y entrenados por personas competentes;
  - El derecho de seguir entrenamientos apropiados a los ritmos individuales;
  - El derecho de competir con jóvenes que posean las mismas posibilidades de suceso;
  - El derecho de participar de competiciones apropiadas;
  - El derecho de practicar deporte con absoluta seguridad;
  - El derecho de no ser campeón;
- Que los participantes del 1º. Congreso Mundial de Educación Olímpica y para el Deporte (Kalavitra/1997) llegaron a la conclusión que una Educación para el Deporte y Educación Olímpica debe ser prioritaria, debido a mensajes de Olimpismo, al espíritu deportivo, el respeto a los derechos humanos, la solidaridad y la tolerancia como valores universales;
- Que en la Declaración de Viena, editada en el 11º. Congreso Internacional del Panathlon (Viena/1997), el Deporte fue reconocido no solo apenas como factor importante para la salud psico-física de la juventud, mas también como un modo de integración social y aún se constituye como medio de prevención contra ciertas influencias nocivas de la vida moderna, como sedentarismo, el abuso de drogas, el alcoholismo y la violencia;
- Que la Carta del Deporte de los Países de Lengua Portuguesa, editada en la IIIª

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Reunión de la Conferencia (1993), entendiendo el Deporte como todas las formas de actividad física, juegos, deportes, y competición en los diferentes niveles, actividades al aire libre, expresión corporal, juegos tradicionales y actividades de manutención y mejoría de la condición física, reconoció que: el deporte mejora la calidad de vida, al desarrollar las cualidades físicas, intelectuales y morales, y que por esta razón su practica debe ser accesible a las poblaciones, asegurando la posibilidad de mejorar el potencial de desarrollo de las personas;

- Que el Deporte-Ocio o del Tiempo Libre es entendido como el Deporte voluntario practicado por placer, donde las modalidades deportivas escogidas tienen la finalidad de contribuir para la integración de los practicantes en la vida social y en la promoción de la salud, además de provocar un entretenimiento saludable;
- Que el movimiento "Deporte para Todos", reconocido como un medio de democratización de las practicas deportivas, por su naturaleza y proceso histórico, comprende todas las formas de practicas deportivas, volviéndose muy importante para todas las sociedades y también un medio para el desarrollo cultural;
- Que el "Deporte para Todos" practicado voluntariamente en la perspectiva del ocio, es un medio de iniciación deportiva, de promoción de la salud física y mental, de uso saludable del tiempo libre, de fortalecimiento de la familia, de desarrollo de las relaciones comunitarias, de integración nacional e internacional, de revalorización de las personas y mejoría de la calidad de vida;
- Que el asociativismo y el Fair Play integrados a las practicas deportivas en general, son factores ponderables de mejoría de las relaciones humanas, y que también son objetos de la Educación Física;
- Que la Resolución en el punto 3º del Foro Olímpico Internacional para o Desarrollo (Kuala Lumpur/1998), refuerza la necesidad de mecanismos para inversiones en el Deporte y en la Educación Física, en términos nacionales e internacionales, especialmente para el análisis crítico del papel del Deporte como instrumento de desarrollo;
- Que en la Declaración de Principios del Congreso Científico de los Juegos Africanos (1999), apoyada por el Consejo Superior del Deporte en Africa, fue observada que la "Educación Física debería estar reconocida como base fundamental para el desarrollo de las actividades deportivas a lo largo de la vida, y que en la escuela debería ser considerada como el factor más importante para el fomento del Deporte, pues los niños están mas predispuestas a participar de actividades deportivas extra-escolares después de salir de las clases";
- Que el Deporte, por todo lo que representa en la amplitud de su nuevo concepto, y ser una opción privilegiada de utilización de actividades físicas, debe merecer una educación específica para que las personas incorporen sus practicas en sus culturas individuales;

### La FIEP concluye

Art. 10 - La Educación para el Deporte, por el potencial humanístico y social que el fenómeno sociocultural deportivo representa, debe ser estimulada o promovida en todos los procesos de la Educación Física.

Art. 11 - El Deporte Educativo y el Deporte-Ocio o de Tiempo Libre deben ser considerados como contenidos de la Educación Física por la similitud de objetivos, medios y posibilidades de utilización a lo largo de la vida de las personas.

## AS RELAÇÕES DA EDUCAÇÃO FÍSICA COM O ESPORTE

Celebrado no Manifesto Mundial de Educação Física FIEP 2000

Considerando

- Que o Esporte, assim como a Educação Física, nas suas diferentes formas, contribui para a formação e aproximação dos seres humanos ao reforçar o desenvolvimento de valores como a moral, a ética, a solidariedade, e fraternidade e a cooperação, tornando-se um meio dos mais eficazes para a convivência humana;
- Que o Esporte é reconhecido mundialmente como um dos maiores fenômenos socioculturais deste final do século XX e início do século XXI, o que é expresso pelo grande e crescente número de praticantes, interesse da mídia e investimentos econômicos;
- Que a Carta Internacional de Educação Física e do Esporte, da UNESCO (1973), estabelece no seu art. 1º que “a prática da Educação Física e do Esporte é um direito fundamental de todos”, e que com esse pressuposto, as formas de exercício desse direito nas práticas esportivas, em consenso internacional, foram localizadas no Esporte Educacional, no Esporte-Lazer ou do Tempo Livre e no Esporte de Rendimento;
- Que o Esporte Educacional é entendido como as práticas esportivas desenvolvidas nos sistemas de ensino e em formas assistemáticas de educação, em que: (a) os princípios da cooperação, co-educação, participação e outros princípios estão presentes; (b) a seletividade e a hipercompetitividade são evitados; (c) os objetivos são a formação para o exercício da cidadania e a prática do lazer;
- Que no 10º Congresso Internacional do Panathlon (Avignone/1995) foi aprovada a Carta dos Direitos da Criança no Esporte, baseada nas Ciências do Esporte, principalmente na Medicina do Esporte, Psicologia do Esporte e na Pedagogia do Esporte, e na qual foram estabelecidos para as crianças:
  - O direito de praticar esporte;
  - O direito de divertir e jogar;
  - O direito de usufruir de um ambiente saudável;
  - O direito de ser tratada com dignidade;
  - O direito de ser rodeada e treinada por pessoas competentes;
  - O direito de seguir treinamentos apropriados aos ritmos individuais;
  - O direito de competir com jovens que possuem as mesmas possibilidades de sucesso;
  - O direito de participar de competições apropriadas;
  - O direito de praticar esporte com absoluta segurança;
  - O direito de não ser campeão.
- Que os participantes do I Congresso Mundial de Educação Olímpica e para o Esporte (Kalavitra/1997) chegaram à conclusão que numa Educação para o Esporte e Educação Olímpica deve ser prioritária, devido a mensagem de Olimpismo, o espírito esportivo, o respeito aos direitos humanos, a solidariedade e a tolerância como valores universais;
- Que na Declaração de Viena, editada no 11º Congresso Internacional do Panathlon (Viena/1997), o Esporte foi reconhecido não apenas como fator importante para a saúde psico-física da juventude, mas também como um modo de integração social e ainda se constitui meio de prevenção contra certas influências nocivas da vida moderna, como sedentarismo, o abuso de drogas, o alcoolismo e a violência;
- Que a Carta do Esporte dos Países de Língua Portuguesa, editada na III Reunião da Conferência (1993), entendendo o Esporte como todas as formas

**AS RELAÇÕES DA EDUCAÇÃO FÍSICA COM O ESPORTE****Celebrado no Manifesto Mundial de Educação Física FIEP 2000**

de atividade física, jogos, esportes, e competição nos diferentes níveis, atividades ao ar livre, expressão corporal, jogos tradicionais e atividades de manutenção e melhoria da condição física, reconheceu que: o esporte melhora a qualidade de vida, ao desenvolver as qualidades físicas, intelectuais e morais, e que por esta razão a sua prática deve ser acessível às populações, assegurando a possibilidade de melhorar o potencial de desenvolvimento das pessoas;

- Que o Esporte- Lazer ou do Tempo Livre é entendido como o Esporte voluntário praticado por prazer , onde as modalidades esportivas escolhidas têm a finalidade de contribuir para a integração dos praticantes na vida social e na promoção da saúde, além de provocar um entretenimento saudável;
- Que o movimento “Esporte para Todos”, reconhecido como um meio de democratização das práticas esportivas, pela sua natureza e processo histórico, compreende todas as formas de práticas esportivas, tornando-se muito importante para todas as sociedades e também um meio para o desenvolvimento cultural;
- Que o “Esporte para Todos” praticado voluntariamente na perspectiva do lazer, é um meio de iniciação esportiva, de promoção da saúde física e mental, de uso saudável do tempo livre, de fortalecimento da família, de desenvolvimento das relações comunitárias, de integração nacional e internacional, de revalorização das pessoas e melhoria da qualidade de vida;
- Que o associacionismo e o Fair Play integrados às práticas esportivas em geral, são fatores ponderáveis de melhoria das relações humanas, e que também são objetos da Educação Física;
- Que a Resolução no. 3 do Fórum Olímpico Internacional para o Desenvolvimento (Kuala Lumpur/1998), reforça a necessidade de mecanismos para investimentos no Esporte e na Educação Física, em termos nacionais e internacionais, especialmente para a análise crítica do papel do Esporte como instrumento de desenvolvimento;
- Que na Declaração de Princípios do Congresso Científico dos Jogos Africanos (1999), apoiada pelo Conselho Superior do Esporte na África, foi observada que a “Educação Física deveria estar reconhecida como base fundamental para o desenvolvimento de atividades esportivas ao longo da vida, e que na escola deveria ser considerada como o fator mais importante para o fomento do Esporte, pois as crianças estão mais predispostas a participar de atividades esportivas extra-escolares depois de sair das classes”;
- Que o Esporte, por tudo que representa na amplitude do seu novo conceito, e ser uma opção privilegiada de utilização de atividades físicas, deve merecer uma educação específica para que as pessoas incorporem suas praticas nas suas culturas individuais;

**A FIEP conclui**

Art. 10 - A Educação para o Esporte, pelo potencial humanístico e social que o fenômeno sociocultural esportivo representa, deve ser estimulada e promovida em todos os processos de Educação Física.

Art. 11 - O Esporte Educacional e o Esporte-Lazer ou de Tempo Livre devem ser considerados como conteúdo da Educação Física pela similaridade de objetivos, meios e possibilidades de utilização ao longo da vida das pessoas.

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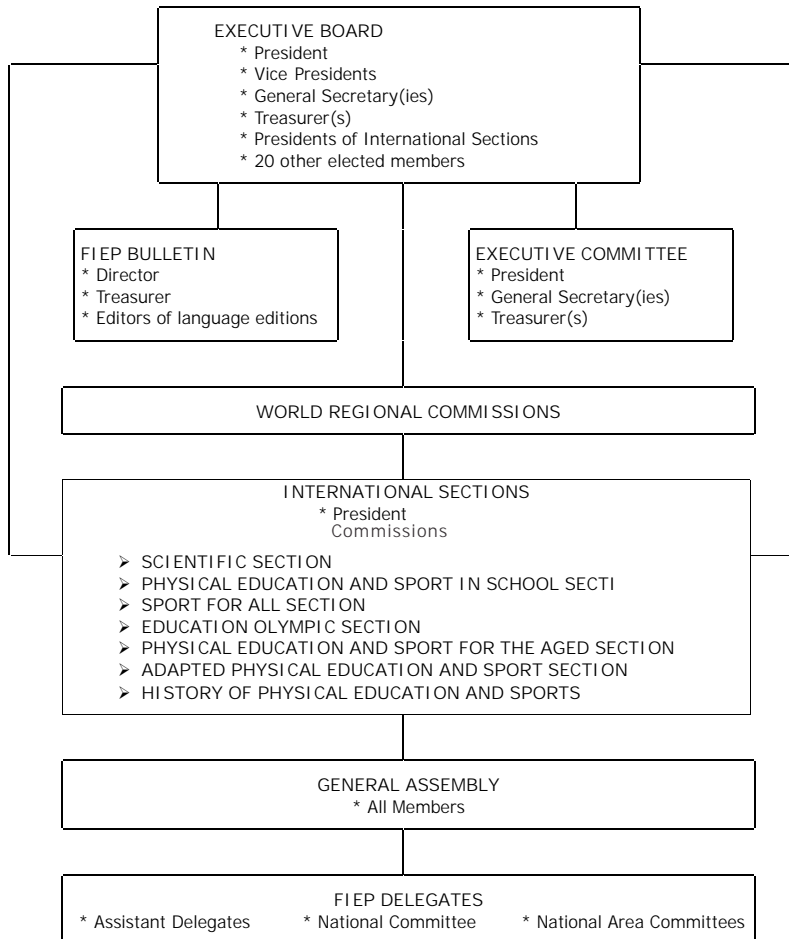
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