



United Nations
Educational, Scientific and
Cultural Organization



Sport for Development & Peace

**Proceedings of the
Kingston International Congress**

**Jamaica,
13-16 September 2008**

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Introductory Note

In line with Resolution 34 C/35, paragraph 03020, of UNESCO's General Conference, recommending that the Organization works towards "*enhancing research-policy linkages in the field of social development and policies relating to physical education and sports*", the Social and Human Sciences Sector has initiated a consultation process aimed at providing the Organization with mainline principles and a programmatic framework on the role of physical education and sport (PES) in development and peace.

This report contains proceedings from the International Congress on Sport for Development and Peace which took place in Kingston, Jamaica, from 13 to 16 September 2008. This conference, organized in collaboration with the Government of Jamaica, provided CARICOM countries with a platform on which to highlight and debate the importance of sport as a vehicle for social development in national, regional and international policy. The event gathered Ministers, international dignitaries, experts, NGOs and stakeholders, developing the recommendations made by the Regional Ministerial Roundtable on sport for development and peace in the Great Lakes Region, which was held in Tanzania from 8 to 10 September 2008.

Foreword

Mr Pierre Sané

Assistant Director-General for Social and Human Sciences at UNESCO

UNESCO's ethical and intellectual mandate, and its position within the UN system as a specialized agency which is responsible for the promotion of education, culture, natural and human sciences and communication, places it at the heart of international efforts to promote development and peace.

Physical education and sport, with these educational, cultural and social dimensions, are an integral part of the Organization's programme. The International Charter on Physical Education and Sport, which was adopted by UNESCO's General Conference in 1978, stipulates that every human being has a fundamental right to access physical education and sport, which is essential for the full and rounded development of an individual. In this sense, sport is a cross-cutting theme which intersects all aspects of life from social development and peace, to health and culture.

Sport teaches us the importance of cultural identities in a language which exists outside the boundaries of race and religion. Sport provides us with a platform, shaped by the intrinsic values of fair play, non-discrimination, respect for others, respect for rules, and teamwork, to promote and protect diversity.

Sport has the power to unify diverse populations, offering a neutral "playing field" encouraging dialogue and understanding between peoples. Sport is a tool for citizen education. And, in an increasingly globalized world, sport provides a framework for action, a universal language and a means of building bridges between peoples and between nations, transcending conflicts and subverting conditions of inequity.

UNESCO's mandate for Youth, Sport and Physical Education is, therefore, key to the organization's task of promoting development and peace. In order to establish sustainable and equitable development and peace, and make our contribution as an ethical and intellectual organization, we must do more to strengthen research-policy linkages, using the current scientific and academic work to justify the holistic integration of sport into national policies and regional strategies for development and peace. We must engage all Member States, stakeholders, Ministries, NGOs and the private sector in this task, to promote a culture of social responsibility aimed at consolidating initiatives for development and peace. The present report represents a step towards achieving such an accomplishment.

Background Information Note

The present report reflects the proceedings of the Kingston International Congress, held from 13 to 16 September 2008.

The congress, composed of two roundtables, focussed on the social, economic, educational, cultural and political dimensions of sport. The event gathered a broad range of participants, including Government representatives, NGOs, sport federations, the private sector, academic institutions, regional cooperation organizations, and athletes to discuss the issue of *Sport for Development and Peace*. By developing the recommendations arising from the Regional Ministerial Roundtable on sport for development and peace, held in Zanzibar from 8 to 10 September, the congress aimed at examining the role that sport can play in peace building processes, and how it can be effectively articulated both on a political and on a practical level.

The congress demonstrated that the definition, and understanding, of *Sport for Development and Peace* must address the means with which initiatives can be implemented. In order to achieve sustainable development, national, regional and international policy must be planned and articulated, with achievable and measurable benchmarks that contribute to social, economic, cultural and educational progress. Despite the differences between regional and conceptual approaches that were raised during the debates, it is clear that there are common needs that must be addressed by sport in the service of development and peace.

In light of this, it was agreed that comprehensive policies for sport are to be developed at both national and regional levels, taking into account that action in the cross-cutting fields of economy, health, education and science has an immediate bearing on sport.

In addition, and in order to achieve the objective of development and peace, there is a need to redesign the image, and understanding, of the term “sport”. The various stakeholders at the meetings insisted that the perception of sport should not be limited to “sport events” or the awards and victory achieved on these occasions. In order to realize this goal, the global sporting environment must be carefully considered, from the training of personnel to the development of sport infrastructure. The following factors are particularly pertinent:

- *Need for quality training:* There is a need for more trainees and trainers within a qualitative structure. Education systems are, therefore, key constitutors that intersect with other pertinent governmental systems, and the private sector. Ministerial and local authorities are also key stakeholders in this process.
- *Need for resources:* Education systems can only achieve the targets set for quality education if resources are available. Different alternatives for funding can be explored, combining public resources and private sector cooperation.
- *Need for a comprehensive approach:* There is a need for a comprehensive societal approach and systematic, strategic planning. Trainers and trainees are the targets at the initial stages. The personnel, and also the sports actors (volunteers, staff, athletes, sports medicine and para-medical staff, sports journalists, sport researchers and so forth), represent

a social background. There is, therefore, a sport-related social status which requires greater attention in terms of social development.

- *Need for economic development:* Sport facilities, sport infrastructure, the media, the organization of sports events, sports spectators and related actors are working parameters that contribute to an economic environment which requires in-depth analysis and clear political orientation. Sport industries and businesses, sport consumers and marketing processes are key issues in the sport for development and peace movement.
- *Need for a cultural dimension:* There is a need to recognise the cultural dimension of sport which is not promoted and sufficiently analysed through scientific and academic work. There is potential for the development of this dimension through the promotion and preservation of traditional sports and games. Efforts in this field must be enhanced in the coming years. The role of tourism also presents the need and opportunity for the development of interfaces between different stakeholders.

As the congress demonstrated, *Sport for Development and Peace* is not only an item for debate. Rather, it constitutes an area for potential development and progress in society. As history teaches us, sport has played an instrumental role in the development of ancient civilizations such as Egypt, Greece and Rome. Subsequently, no society can ignore the intrinsic value of sport to personal development and dialogue.

The contributions, and conclusions, of the meetings' participants give an important impetus for UNESCO's action in promoting policies for sport as a tool for development and peace.

**Proceedings of the
International Congress on Sport
for Development and Peace**

**Kingston, Jamaica
13 – 16 September 2008**

Report of the Kingston International Congress

Mr Everton Hannam,
Rapporteur-General

Presentations and Congress Proceedings

The Congress was opened by Mr Wataru Iwamoto, Director of the Division of Social Sciences, Research and Policy (SRP), at UNESCO. He welcomed participants and introduced the special guest speaker, the Most Honourable Edward Seaga, former Prime Minister of Jamaica, to the proceedings.

Highlights of Mr Seaga's presentation:

- Must develop a definition of sport and recreation which includes health, pastimes, and exciting entertainment.
- Sport must be recognized for its cross-cutting dimensions, contributing to the building of team spirit, and helping people get along with each other.
- Sport must be recognized as an agent of stabilization, with reference to soccer being used to reunite Iraqi religious groups.

The other vital dimensions of sport were also mentioned, including its:

- Ability to help to break down gender and social barriers;
- Potential as a means of character building;
- Potential as a builder or developer of national identity;
- Ability to provide opportunities for financial reward.

Mr Seaga outlined how development and sport are linked, mentioning the following factors:

- There is an increasing need for sports facilities which involves financing and preparation.
- Sports tourism, which is growing and can evolve in the Caribbean, provides an unprecedented economic opportunity.
- In order to ensure professional coverage of sporting events, it is vital to have unbiased media reporting, trained broadcasters, writers, events people and related equipment and operators.

Mr Seaga concluded his presentation by recommending that UNESCO establish an International Fund for Sport, somewhat similar to UNESCO's International Fund for Culture which was established in the 1970s. He recommended that this sport fund would be allocated to the various represented countries by UNESCO. He then re-emphasized that sport is an international language, with the ability to break down all barriers.

Upon conclusion of Mr Seaga's presentation, Mr Iwamoto proceeded to elect a steering committee for the congress. The following individuals were chosen:

Hon. Olivia Grange: President
Prof. Rex Nettleford: Vice Chair
Mr Fekrou Kidane: Vice Chair
Mr Everton Hannam: Rapporteur-General
Mr Wataru Iwamoto: Secretary General
Mr Marcellin Dally: Secretariat

The newly elected Chair then proceeded to invite the members of the steering committee to join her on the stage. She also welcomed and acknowledged the presence of:

- Dr Omar Davies (former Minister of Finance and presenter), Ms Grace Jackson (former Olympian and presenter);
- The Minister of Sport representing the CARICOM member states;
- Other representatives from the CARICOM member states;
- UNESCO officials and other representatives.

The Chair also noted the recent nomination, by UNESCO's Director-General Mr Matsuura, of Mr Usain Bolt and Ms Veronica Campbell-Brown as UNESCO Champions for Sport. Mr Marcellin Dally, Programme Specialist for Sport at UNESCO, then proceeded to outline the working methods of the congress; consisting of 2 roundtables. Mr Dally then handed over to Mr Iwamoto to introduce the overall theme of the congress and provide information on the following points:

- UNESCO's achievement in Sport
- the workings of the Conference

Mr Iwamoto concluded by wishing participants a fruitful conference, and inviting everyone present to make suggestions which would enhance UNESCO's role in this area.

Highlights of Ms Binder's presentation¹:

Ms Binder made comments on the working document entitled "Sport for Peace and Development", placing emphasis on its context and scope, specifically:

- 1 The definitions of sport
 - a) Physical Education
 - b) Competitive sport and organized youth sport, recreation sport and active living.
- 2 UNESCO's role in providing information services, assistance and expertise, and capacity-building

1 Presentation by Ms Deanna Binder: Expert, Education Consultant at the IOC

Congress Proceedings

Roundtable 1 Sport for Development and Peace

The first roundtable was moderated by Professor Rex Nettleford, former Vice-Chancellor of the University of the West Indies.

The first presenter:

Dr Omar Davies, former Minister of Finance and Member of the Jamaican Parliament, presented “The potential of sport to break down barriers”, a case study of South St. Andrew, Jamaica

Dr Davies provided delegates with information on the location of the area he would be speaking about with a power point presentation. He also provided certain antecedents on the nature of this geographical area. His presentation outlined the following points:

- sport levels the social ‘playing field’, which is an essential component of peace and conflict resolution;
- the ability of a community to put aside social, economic, cultural or political issues at sporting events.

Dr Davies concluded his presentation with the recommendation that the corporate sector take note of his points and, subsequently, provide increased sponsorship in this area.

Feedback from the presentations:

All of the presenters were of the opinion that sport does indeed contribute to the building of bridges between people. In line with this consensus, reference was made to the Beijing Olympic Games 2008 which presented an opportunity for an international insight into the country of China.

The presenters also noted that international peace must be based on objective solutions. Sport for peace and development must, therefore, include:

- a poverty eradication programme;
- the mainstreaming of sport in budget allocation;
- the innovative re-organization of sporting events, with more focus placed on science and creativity;
- a re-invigorated plan to counter illegal doping;
- the articulation of sport within the CARICOM wellness programme.

Presenters also expressed the view that the congress would and should come up with a template of how sport policies can affect change:

- that sport has the potential to become a leader in the economies of countries (e.g. Jamaica);
- that the promotion of sport leads to a higher level of general and physical education for people of all ages;
- that sport is closely linked to music and arts. Culture and sport are the two tools that can drive the development of economies.

In the conclusion of this roundtable, one presenter expressed the view that different generations are driven by different motivations and that we must help to redefine motivators for generations to come. She also outlined how the media can be involved. She closed her comments by calling for greater collaboration between private sectors, the government, NGOs and communities, and for more financial support for senior athletes to spend more time in the communities.

Our final presenter, Dr Kwame Boafo, Director of the UNESCO Kingston Office, expressed the hope that more CARICOM countries would ratify the *UNESCO Convention on Anti-Doping* in the coming months. In addition to this comment, Dr Boafo offered the assistance of the Caribbean UNESCO office in the formulation of the documentation emanating from this Conference.

Roundtable 2

Sport for Development and Peace: Social, Economic, Education, Cultural, Environmental and Political Dimensions

The second roundtable was moderated by Mr Fekrou Kidane, former Director of International Cooperation at the International Olympic Committee (IOC).

- Mr Kidane began by outlining the conclusions of the formative Regional Ministerial Round Table, held in Zanzibar, United Republic of Tanzania from 8 to 10 September 2008.
- This was followed by a presentation of the Zanzibar Final Declaration by Mr Cheikh Sy, Director of UNESCO's cluster field office in Dar-es-Salaam, United Republic of Tanzania.
- Mr Arnaldo Fuxa, Director of the National System for Sport Education and a member of CIGEPS, then presented a simulator on policy for sport strategies, placing particular emphasis on linkages with national plans.

Participants in the second roundtable included the following:

- Mr Algirdas Raslanas, Director General of the Department of Physical Education and Sport, Lithuania;

- Mr Marcelo Vazquez, Permanent Delegation of Ecuador to UNESCO;
- Mr Victor Soo, Permanent Delegation of the Republic of Kenya to UNESCO;
- Mr Miguel Arias, Spain's Ambassador for International Cooperation for Sport;
- Ms Carole Beckford, representing Professor Errol Morrison, President of the University of Technology;
- Mr Pierre Parlebas, President of CEMEA;
- Mr Gareth Jones, Expert Principal Lecturer at the Institute of Sport and Exercise Science, University of Worcester, UK.

Summary of presentations:

- there is a need to establish an integrated structure for these areas and organized physical education;
- there is a need to create centres of medicine for sports, both for therapy and recreation;
- there is a need to develop sports science technology and training;
- there is a need to recognize that physical education is an integral part of education but has not had much support in the past;
- there is a need to recognize that sport is a valuable and integral part of education;
- there is a need to understand that sport concerns values that build character;
- there is a need to understand that gender empowerment and the participation of women and persons with disabilities are also important considerations and require further support and facilities;
- there is a need to establish an inventory of sport policies in order to facilitate exchanges of experiences and expertise;
- there is the need to remain optimistic;
- there is a need to recognize the health benefits of physical activities;
- there is a need to design programs to encourage lifestyle changes to keep individuals focused and dedicated to sports and positive health development.

The presentations were followed by a rich debate during which most delegates present made interventions.

Summary of Interventions:

- the role of UNESCO in examining how to bring international bodies together;
- comments were made regarding the need to have a more structured discussion;
- the need for more interaction between participants;
- the desire for certain levels of funding to be put in place and the mechanisms with which to equitably implement the financial resources.

Delegates made reference to the presentations by Mr Seaga in their comments, as well as providing information on their respective sports policies. In addition to this, they expressed the view that there should be more collaboration between CARICOM and UNESCO.

Delegates also outlined some of the challenges presently faced by sports teams when they are required to travel, for example: expensive air travel, and difficulty in obtaining visas. It was requested that UNESCO intervene in this area to ameliorate the current difficulties.

One delegate also specifically questioned the “how” of getting the policy implemented. How can UNESCO, as an international body, help to open the door and increase efficiency from policy to implementation stage

The moderator, in concluding this session, informed participants that UNESCO, although not a funding agency, is prepared to collaborate in many ways by producing technical and other support, however, “the most important thing we can do for development is to depend on our own relations”. Consequently, we must look to our own experts, our own coaches, and our own sports mentors within our own countries and regions and not depend only on UNESCO.

Recommendations arising from the International Congress on Sport for Development and Peace

Kingston, Jamaica
13–16 September 2008

The international congress on Sport for Development and Peace recommends that:

UNESCO should take a lead role in co-ordinating governmental work and cooperation in sports and physical education at the international level.

Taking into account the need for sports to be seen as a significant socio-economic sector, contributing to national development, and to peace within and among nations.

UNESCO and the relevant regional organizations should facilitate regular regional meetings of sports ministers.

International agency collaboration (international governing bodies of sport, regional/national organizations etc) should be strengthened.

UNESCO continue and finalize the development of quality indicators as noted in the presented papers and continues the process of quality physical education (indicators and benchmarks).

UNESCO cooperate with other agencies on the role of sports and physical education in the field of health such as prevention of, and combat against, the high incidence and prevalence of chronic non-communicable diseases.

Collaboration between ministries of sport and education should be encouraged.

UNESCO should increase inter-sectoral co-operation e.g. education, and social and human sciences.

Greater collaboration between CARICOM and UNESCO in the field of competitive sports, physical education, recreation and active living should be encouraged.

UNESCO and Member States should work towards creating a focus on the link between sports and culture, emphasizing the importance of traditional sport and games, and national identity.

UNESCO is requested to evaluate the outcome of sport-related conferences and to monitor the implementation of recommendations that arise from these meetings.

UNESCO facilitates a meeting with donors and relevant agencies to explore the development of a fund for peace and development.

UNESCO undertakes to develop and make available a collection of research resources and best practises related to physical education in sports, recreation and active living.

National Governments should give priority to sport as a tool for development and peace, taking into account the economic, social, cultural, educational, political and environmental dimensions.

The sports portfolio in government should be accorded high standing in keeping with its potential to contribute to national development and peace.

The National Governments should give priority to the provision of resources for the establishment of sport facilities, including at the community level, to bridge social barriers and foster national development and peace.

International Congress on Sport for Peace and Development

Kingston Declaration

Preamble

This declaration is in line with UNESCO's Constitution which emphasizes that "since war begins in the mind of man, it is in the mind of man that we have to build peace." Among UNESCO's programmes and initiatives, sport received important recognition in 1952 in terms of its ability to contribute to the achievement of its goals through its ideals.

Over the past decades, UNESCO has committed itself to create appropriate mechanisms to achieve its goals for cooperation and development in a peaceful world. In particular, and in line with this commitment, UNESCO has established, inter alia, an Intergovernmental Committee for Physical Education and Sport (CIGEPS); an International Fund for Developing Physical Education and Sport (FIDEPS); and an International Charter for Physical Education and Sport.

Although these mechanisms were necessary and important, the 21st century context with its demands and continuous rapid changes requires a new vision and more innovative methodology.

In order to contribute to the development of citizens with healthy, active lifestyles; to reduce the risks of obesity and diabetes; and to promote peaceful cohesion; adequate responses are needed to face the challenges and threats so as to allow Member States, sports agencies and stakeholders to make progress on human development in a peaceful and sustainable environment.

Recognizing the final declaration of the Zanzibar Roundtable from 8 to 10 September 2008 organized by UNESCO on "Sport for Development and Peace";

Taking into account the above considerations, the International Congress on Sports for Peace and Development organized by UNESCO, in partnership with the government of Jamaica from 13 to 16 September 2008:

Recalls:

The importance of sport as a vehicle for social development and peace in the overall plan and strategy in national, regional and international policies.

The essential role of sport in terms of social, economical, political, cultural and environmental contribution to development purposes and peace building processes.

Requests:

UNESCO, in particular the Intergovernmental Committee for Physical Education and Sport (CIGEPS) to take responsibility and the lead in all necessary and complementary levels to ensure appropriate follow up in line with the outcomes of the present Congress, in order to ensure the finalization of a UNESCO Policy Paper on Sport for Peace and Development (PPSPD).

Requests, in particular, that the following areas be considered as priorities:

To ensure social cohesion, in helping in conflict resolution and violence.

To improve quality physical education, sport, recreation and active living programmes, and promote the positive values of sport.

To continue to encourage all nations to ratify the International Antidoping Convention on doping in sport.

To contribute to public health and to build the economy to eradicate poverty and generate incomes through the sport industry.

To develop international and regional cooperation on Sport for Peace and Development.

To explore the possibilities of establishing a funding mechanism on Sport for Peace and Development.

To ensure follow-up by organizing a regional forum to the International Congress on Sport for Peace and Development which was held in Kingston, Jamaica, from the 13 to 16 September 2008.

Kingston, Jamaica

16 September 2008

Annex I

Presentation by Ms Olivia Grange Minister of Information, Culture, Youth and Sport of Jamaica

Ladies and Gentlemen,

I would like to focus my comments on the developmental aspects of sport, based on the assumption that with development, peace is virtually guaranteed.

Within this framework, I will also specifically concentrate on the Jamaican situation. It is generally accepted that sports build character that helps in the development of time management; that it has the capacity to reduce conflict; and that it contributes to the building of healthy relationships and friendships.

It is often said that sports are a school for life.

It is within this context that my Ministry is in the process of developing a dynamic and effective sport policy for Jamaica. We are hoping that, along with our Caricom brothers and sisters, we will be able to consolidate and conceive of a policy and a direction that will drive the development of sports in the Caribbean. We believe that sports have the potential to be one of Jamaica's leading industries and this is the potential that we want to exploit.

To elaborate, sport makes a significant, important contribution to the Jamaican economy and, in fact, Dr Vannas James, who was commissioned to conduct research on this point, came up with some interesting information.

In 2005, sport accounted for approximately 2.6% of the country's GDP and generated roughly 2.2% of jobs. This was under Dr Davis' administration. Employment in this sector is of the order of 22,474 persons, and wage contributions exceed J\$4.3 billion.

Many millions of dollars are also spent on sport sponsorship and advertising. Sports generate substantial revenue for the Government and provide even more through indirect taxes.

This country's elite athletes generate as much as US\$44.5 million in direct foreign exchange earnings annually. It should be noted, however, that this estimate was sourced before the 2008 Beijing Olympics. The successes of our country, there, will, of course, have boosted the earnings potential considerably.

The hosting of international events and sports tourism are major growth prospects that can have a long-term positive impact on all sectors of the economy. However, in addition, there are other positive spin-offs to the economy that can be derived from sport.

The promotion of sport leads to a more positive outlook on life and, thus, reduces the cost, of lifestyle diseases, to society. Sports provide an avenue for a higher level of general education and high quality physical education at all ages, spread across communities. This can be a

major factor in narrowing the social and economic divisions in a society. Sports are also closely linked with music and art in the provision of entertainment and leisure activities.

In fact, I see a pair of stilts and on one side you have sports and on the other side you have culture. Those are the two tools that can drive sport for development and peace in the future. The direction that we can currently foresee is that the creative industries will play a very important role in the development of economies.

And so, sport is a performing art, you will see it displayed very vividly by Usain Bolt, beating his chest, holding out his arms, doing “nuh linga” and the “gully creepa”. It is all a part of performing and, as such, culture and sport are linked. They are partners, they are two sides of the same coin or two symbiotic parts of a whole like a pair of pliers or a pair of scissors. They need each other, they work together and, ladies and gentlemen, I am telling you, that is the future. Those are the industries that are going to really drive the economy in the future.

Sport provides youths with their main early experience in leadership, fair play and organization; influences which can lead, later, to strong performance in community development, personal economic growth and well being, and achieving quality of life.

The National Sport Industry Policy, which we are formulating, seeks to position local sport as a part of the international sport industry. The aim is that sport should represent 5.4% of GDP by 2030.

I would now like to mention a few of the plans envisaged for the industry:

The Caymans Estate Mega Sport Development Facility to be undertaken by the Urban Development Corporation.

A Sport Knowledge park and Caribbean Hall of Fame, to strengthen Jamaica’s leadership position in growing Caribbean and Latin American sport and cultural industries.

The Faculty of Sport, which will emerge from the University of Technology, GC Foster College and Montego Bay Community College axis.

It is our expectation that the private sector will regard the projection of sport as making good business sense and join with the government in the development of this industry, building on our success in Beijing. In fact, our recent victories in the Olympic Games have generated a lot of interest from the private sector, with companies lining up to have their brand identified with the successes.

It is important, as Dr Davis said earlier, that the grassroots communities play a significant role in the development process and certainly in the use of sport as a tool for peace and development. We believe, strongly, in community, cultural development and community sports development. Dawn Herron and I are living examples of community development programmes, and so it is important that we pay attention at the community level, in ensuring that there are programmes that will harness the talent, because once you harness the talent, you will be able to steer young people away from anti-social behaviour, and you will be able to use that energy in a very positive way.

There are 780 communities across Jamaica, and it is our intention that in every single community we are going to have community sports programmes. We are going to ensure

that the infrastructure is in place. As was said earlier, we do not have to have sophisticated facilities in every community, but we must provide the very basic needs: playgrounds for early childhood; fenced playing fields; maintenance of the fields, keeping them in good condition; and the development of facilities where we can encourage physical education, sporting activities, cultural activities and recreation.

There are just a couple of other points I want to raise before I finish. Firstly, in Jamaica we have proven that the school system has played an integral role, a very important part in the success of our athletes. My colleagues, it is my opinion that we have the best physical education programme here in Jamaica.

We do not mind sharing the secret with you. We are very proud of it because we encourage our youngsters, from an early age, to be physically fit and, if you are physically fit, your brain works better and you can rise to any occasion; and Usain Bolt has shown us that we can. But not only Usain, I do not think that enough attention has been given to the women in sports, and this is one area that must change, I am determined that they will get their fair share of attention and support.

So, when we look at sports in schools and development from an early age and we look at the sports development programmes; and then we move from that and we develop sports as an industry, we are travelling a path from the nursery to the grave, because after our athletes have done well and they have made their names internationally, and they decide to retire, after retirement, at the point at which they are going home to rest with their master, we also feel at that time, appropriate tributes should be paid to them. And so, we are ensuring that we have a policy that takes care of people from their youth until their old age.

Finally, I feel that it is extremely important for Ministries to harmonise their activities. Sometimes, two ministries within the same government become territorial and, as a result, things fall between the cracks and we are not able to be as efficient and as successful in ensuring that our policies are implemented properly. And so, I will be seeking to establish an MOU with the Ministry of Education so that sports in school will also become a part of the comprehensive sports policy that will come out of the Ministry of Sports. In this way we can partner, and we can assist each other in ensuring that all our young people benefit from the programmes that are in both the Ministry of Education and the Ministry of Sports; thus maximizing the potential.

I feel that, at this time in our journey, what we have seen in Beijing is only the beginning. Ladies and gentlemen, we have great potential, much greater potential, and not only in Jamaica, but in the Caribbean as a whole. Our brothers and sisters in the Caribbean have been doing well, for example, Trinidad did very well and so their success is also our success. The Bahamas also did well and, in fact, all those who represented us at the Olympics have done well because if they qualified to compete they must have shown some ability.

And, so, I want to use this opportunity to say that we must applaud all those who represented us at the Olympics and to those who won medals, we are very proud. For those who did not win medals, we still appreciate their participation and we are hoping that next time around in the UK, we will be a tower of strength, not only Jamaica, but the entire Caribbean.

I would like to take this opportunity to say to my Caricom colleagues, who are here, that we did not get to have our Caucus but, at the next break, I am hoping we can have a little family discussion and prepare ourselves as a team for the future.

Thank you ladies and gentlemen.

Annex II

Presentation by the Most Honourable Mr Edward Seaga Former Prime Minister of Jamaica

The origin of football is an interesting story. Many decades ago, the game was played using and “inflated pigs bladder” as a ball. There were no rules, no marked playing field. Everyone ran around kicking the ball. Around 1840, there was an attempt, in England, to come to an agreement concerning rules for the game. But, in trying to do so, difficulties occurred and an agreement was not reached. One group wanted to require or to provide for the use of the hand to pull down an opponent or to trip an opponent or to carry the ball. Most others groups did not think that this was part of what football should be and, subsequently, this idea was rejected. As a result of this disagreement, those who wanted to use their hands and to trip their opponents and to carry the ball, left the group and established their own game. Consequently, out of one game came another. On the other hand, those who stuck with the original rules went on to create the most popular game in the world.

Football is watched in every nation in the world by millions of people, and is popular because it involves team play: it is not a solo sport. It is a sport that encourages team activity with which people identify themselves; selecting the team that they want to win, and, thus, psychologically developing team activity as a social ingredient in our life.

Sport is also an agent of stabilization. Only recently, with all the hostilities that have been going on in Iraq, when the Iraqi team in preparation for the qualification for the FIFA World Cup, which is to be held in 2010, was trying to qualify, it was not able to do so within its own country because of the internal hostilities. So the team trained in Iran, as in Iran they were allowed to play their qualification matches. When they won and qualified, it was a time of rejoicing for the whole nation of Iraq, irrespective of whether they were Shiites, Sunni or any other Muslim group. The nation came together as one Iraqi people at that moment.

That stabilization effect was even more evident when the United States found itself in a diplomatic stalemate with China. It was during the Presidency of Richard Nixon when the idea was conceived that a table tennis team from the United States should visit China, with the agreement of the Chinese government, to play a ping-pong tournament. Ping-pong is a game that China excels at and the United States is proficient enough at to make a decent tournament. When that invitation was accepted, they found that the interaction broke down hostilities and paved the way for the resumption of diplomatic relations between the United States and China. This formed the basis for a diplomatic relationship which has continued to grow, and all because of a game of ping-pong.

In Jamaica, we have the interesting example of two communities that were virtually at war for over 20 years. And when I say “at war”, I do mean “at war”: there were numerous deaths and woundings and the residents of each community could not enter the territory of the other community. This situation went on for 20 years. In fact, it was not until the Member

of Parliament for that community got together with me that we saw any improvement. The MP was the Finance Minister at the time, and we were members of these two adjoining communities and suggested that we stage a game of football to herald the new stadium that had been built on this field. I led my team there and, having done so, peace was restored between the two communities and, from then on, there have been no more hostilities, and no more warfare. Today, people can move from one community to the other freely, restoring friendships that existed before.

Sport is, perhaps, one of the greatest levellers in human relations. But sport can also be used to break down breeches of values. None of us can forget the horrendous era of Apartheid in South Africa. People of colour could not play on white sports teams. The international community banned South Africa from participating in international sports and the British Government did likewise. South Africa was isolated. I am not saying that this was the only pressure that was brought on the South African regime, but it was most certainly one of the most effective ones.

Eventually the regime eroded and, as a result, peace was restored beginning with the release of Nelson Mandela. From then on, upon the resumption of normal relations, sport was opened up to all, based on the performance and participation of athletes of various races and colour. I am certain that the predominance of black athletes in many countries has helped to counter the discrimination over the years, making it a lot easier to remove that racial barrier from human relations.

Sport has also helped to break down gender barriers. It was not too long ago that there were no female football players, or female basketball players. Today, these are international sports that are widely acclaimed. We must remember that sport is also a character builder. We can never forget that a group of men, who were members of the Jamaica Defence Force, got together at the suggestion of an American business man here, and decided to enter the Winter Olympics in the bob sledge category. We have no snow, nobody here can contend that there has ever been one flake of snow that has fallen in Jamaica.

At the Winter Olympics, they were going to bob sledge down a twisting course to glory or to defeat. How did they do it? They practised for months after making a wooden cart and practising running on the sand to develop the leg muscles for the most important part of the bob sledge race, the push off. And if you push off and get seated quickly, you gain your time well.

The first Winter Olympics that they entered, they were a novelty, aiming for a lot of exposure. The second one was in Canada where they beat the Canadian team much to the dismay of the Canadians. But it did not end there. By the third one, they were in Lillehammer at the Winter Olympics and, with the reputation that they were building up in the trials, the American announcer made the point of announcing that, if the Jamaican team should beat the US team, it would be the ultimate indignity. Well, they did beat them. The next day, they were in high demand from talk shows and radio stations. When I contacted them and told them that this would be a good way to build their brand, they said “no, they haven’t seen the country, they were going sight seeing”.

Today, they regret that they did not know about branding at that time, which is another thing that sport does. Sport also helps to build national identity. We, in Jamaica, know that.

Today, we are a very proud people and our national identity has been enhanced.

I mention, here, with great pride, the fantastic performance of our Olympic athletes in Beijing. This is not only the number of gold medals that they won, but in the fact that they virtually dominated the 100 and 200 metre sprints and also performed remarkably well in the quarter mile track even, something that has, previously, only been achieved by a major power like the United States. After knocking on the door of sporting success for many years, winning an event here and there, a medal here and there: this time, we made our mark; this time, we established our identity; this time, we broke world records that people thought could not be broken. Usain Bolt's three gold medals with three world records is a unique feat and has established Jamaica, all because of sport.

These examples then illustrate that sport provides an excellent opportunity for financial reward if you can get to the top and, even if you can't get to the top, there are certain levels of reward that can be achieved simply from participating. An example of the possible financial reward I can give you is the English Premier League where the players are able to earn 1 ½ million pounds annually.

Now, that is the kind of pay that one would get if one was a chief executive of a very large company. Certainly not what one would get in politics or in any other area which represents people or bodies of opinion, as you all are. But we do not begrudge them because it requires hard work and very few make it. This is what is held out in front of aspiring youths who want to make it to the top, and who want to know that after all the hard work, they are going to be able to reap a rich reward.

I see Grace Jackson here, from the previous Olympic team of the 1980's. She is one of our former stars and we welcome her. Sport is supposed to be an agent of development. That is what this Congress is saying; and we wonder in what ways they are tied together, because one is supposedly light-hearted and the other, development, is a serious matter. In fact, sport is at the hub of an interacting web to which many, many other areas of activities, economic, social and cultural, are linked.

First of all, you need facilities for the game, whether it be a running track, a football field, or a cricket pitch. This involves financing and special preparation. Then, you need to organize the management of these facilities. People have to be trained to manage them properly. They have to be insured, to make sure that you do not lose your investment by some act of God or some other way in which the facility is destroyed.

In addition to these commitments, the athletes require physiotherapy. This may be different types of therapy, depending upon the sport; however, they all require medical specialists to deal with any problems they may have, and to assist them in making their muscle groups work better, so that they can perform to the best of their ability, whether they are a swimmer or a runner or a weight lifter.

Because of the tension that can build up in our athletes, sport needs sports psychologists. These are people who can give you the confidence to move forward and to do so with conviction. Sport also needs nutritionists to ensure that the body receives the right nutrition, without which all the other factors will perhaps come to naught.

Sport requires fitness training from trainers and the facilities to do so in a gymnasium. Of course, now there is specialized equipment available for this purpose, high tech equipment which can help provide some of the training by diagnosing where the weaknesses are.

Then we have specialized areas of sport. Sport tourism is an aspect that is growing; this is also something that may evolve particularly in the islands of the Caribbean, carving out a new direction for sports. International venues are available here and so it is just a matter of establishing the brand of the sport that you excel in, to the extent that the venue will be suitable for the international event.

Sporting events need professional media coverage. This requires media correspondents who are trained in the coverage of sporting events. Broadcasters, writers, events people, media facilities, equipment and the development of units for broadcasts and television are needed. The outside broadcasting unit is essential for transmitting the details of any sporting activity. Equipment operators are necessary to operate the equipment. The film men, the announcers, the sound technicians, the media professionals who are able to transmit the spirit of the sport, the story of the sport and to keep you excited, sitting on the edge of your seat while they give you a broadcasting report.

Then there is the personal equipment that athletes use. The gears, as they are called, the top and the bottoms, the shoes and other paraphernalia. All of which are important, not only for the athlete, but for helping to expose and promote the athlete through branding. All of us are familiar with the sports activities that carry branded t-shirts and branded trunks and so on. This is an important part of the financing of the sport itself.

Legal professionals have to be involved in copy writing and in the management of the team's athletes. Agents have to be appointed for the athletes. Promotional publications are very important, not only in promoting programmes, but also in giving a pictorial rendition of the particular sport.

Publicists are needed to help to identify the stars and build them up because, to a certain extent, spectators follow stars. Transport is also required and investment councillors, for the individuals who are successful in sport, who need them for advice concerning the investment of their newly acquired funds.

Finally there are the financiers. Those people who put the sporting event together, who put the teams together, and who build the facilities by providing the finance and so forth. With all of these inter-linking factors related to sport, it should not be surprising when I tell you that recent analysis of the composition of the Gross Domestic Product of our country tells us that sport is one of the highest contributors. And, it is one of the highest contributors because it is linked to domestic facilities.

Many other contributors, like tourism, leaves 30% of what is earned in the country; 70% of it goes back out to pay for imports of goods and services. There are other industries that also depend upon imported inputs, but the linkages of sport are all domestic, hence the residual contribution is very high. In Jamaica, we are very happy with the extent to which sport has provided employment. The data tells us that 22,474 people are employed in sport and sport related activities in Jamaica. Contextually, this is not a small number of people.

The wages of these athletes total some US\$ 700 million which, again, is not a small figure in our context.

I close with one final proposal, one suggestion. The other field with which I am heavily identified and which is also a passion of mine, is culture. Back in the 1960's, when I was responsible for cultural development among other things; I often wondered how we could counter this difficulty in finding financing to help to build up cultural facilities and cultural projects.

This is the stumbling block in culture and the stumbling block in sport, especially at the lower levels where small communities cannot put together the representation that they would want to in sporting activities. At that time, I came to the conclusion that this problem required international help. It was not among the subjects that were chosen when the UN was set up to provide specialized help, but it did fit within the framework of UNESCO.

So, at a conference here in 1969, I suggested the establishment of an International Cultural Bank at UNESCO to build up resources in order to deploy them to needy projects. That proposal was accepted and the International Fund for the Promotion of Culture eventually came into being, I think in 1972 or 1973. It still provides a small amount of funding for useful and important projects internationally. I wonder if the time has come to do something similar in sport.

Apart from the sponsorships received from private firms, which are always forthcoming but never sufficient, and apart from the assistance that governments give, sport finds it hard to be fulfil its potential in the building of representational teams or in helping individuals develop their own abilities to the maximum. Any international body that can offer help would be greatly appreciated. I would suggest that if such a fund was established, and to whatever extent UNESCO can use its own high status to attract funding, that these funds should be disbursed to the UNESCO representative agencies in the various countries, to the events or to the facilities or to the teams that can put up a good case for investment.

I believe that this might help us to break through and to make sport even more attractive, make it even more far reaching. Sport, as I believe the theme of this conference infers, is an international language. It is the one language that everybody in the world speaks. No matter what language you speak in terms of your own local communication, you know the rules of football; you know the rules of other games that other people know although they speak other languages. Sport breaks down barriers: gender barriers, barriers of inequity, and barriers of discrimination. Sport is a stabilizer; sport is not just a lightweight recreational endeavour.

I trust that your conference will be a successful one.

Annex III

Statement by Mr Pierre Sané Assistant Director-General for Social and Human Sciences, UNESCO Headquarters, Paris

Excellencies,

Ladies and Gentlemen,

I wish to begin by expressing my warmest and special congratulations to the Jamaican team at the Beijing Olympic Games, and in particular the Olympic medalists for their performance and talent. In a sense can we ask ourselves if Jamaica is not on the verge of becoming the lead nation in sports taking into consideration the ratio of medalists when compared to its population?

This “philosophical” question having been asked, I would also like to congratulate the Jamaican authorities for their efforts in sports policy and the opportunity they are providing through this conference. Indeed this conference will allow us to share their experience while serving as a remarkable platform of debate and dialogue to explore the challenge and ways and means to really endorse the “Sport for Peace and Development” as a priority in national plan and strategies.

I would also like to applaud to the International Olympic Committee and China for the excellent organization and the good spirit Games which were in line with Olympic ideals.

The Jamaican sport policy experience legitimates and justifies the organization of this Congress in this beautiful and welcoming country. As a CARICOM country, the CAUCUS which precedes the Congress will also provide an opportunity to debate the Caribbean concept and scope of sport framework which will also feed in the debates across the forthcoming days of exchange and discussions.

Why is the theme of this Congress dedicated to “Sport for Peace and Development?”

Since 2004, when the UN General Assembly, at the instigation of UNESCO, proclaimed the “International Year for Sport and Physical Education” in Resolution A/58, the theme “sport for peace and development” has been much more than a simple motto.

As a direct result of this resolution, a UN Inter-Agency on sport for development and peace was established by the UN Secretary General to serve as an ad-hoc mechanism to ensure proper implementation of Resolution A/58 advocating the principles of Youth, Sport and Physical Education.

There is now unprecedented enthusiasm and great interest in the topic of sport for peace and development. In recent years, it is being placed increasingly higher on international

agendas, illustrating that efforts by UNESCO and the UN in general, to build momentum on the International Year for Sport and Physical Education need to be pursued even further in order to consolidate and develop on the progress already made.

Although I would argue that we are on the right track, there is still a dire need to build a road map to address the issues of sport for peace, as the cross-cutting issues remain diverse in terms of vision and framework.

It is in fact these precise points which will be debated during this International Congress. We, ourselves need to constantly question our actions while addressing development issues, their implications and subsequent requirements. There are several questions which should be reflected upon:

- Is sport a relevant area to discuss for the purpose of development?
- Can sport contribute significantly to the development agenda and, if not, what are the critical approaches which must be identified and explored?
- Why should sport be considered as part of national, regional and international policies?
- And, what kind of sport strategies do we need to articulate to allow us to achieve the development goals?

This congress is mandated to “contribute to the elaboration and improvement of physical education and sport policies” in accordance with Resolution 34C/RES.35 from the UNESCO General Conference. This mandate allows participants to consider suitable visions and frameworks that they deem critical and immutable for sport to be considered inherent to socio-economic, cultural, educational environmental and political considerations.

Development and peace are intrinsically convergent: while peace is a prerequisite for development, similarly development cannot be achieved without peace. Any ambivalence on this issue illustrates, by its very nature, the need to create a balance between peace and development. Peace can not be perceived only in the sense of a lack of war, it implies consideration of the issues of ethics, violence, racism and equity as an overall single component.

When fans of a national team engage in violence it is a threat to peace. When racism is overshadowing a sport event, peace is endangered. When women in minority groups are marginalized in the practice of sport, or if the conditions for the practice of sport does not provide the minimum human rights protection, then peace is undermined and thus scattered.

The harmonious development of a nation, region or aggregate of regions, implies that all forms of social and cultural dimensions are fully integrated in the national development plans. Thus this concerns sport, which is one of the incredible and powerful means with which to impact on human and social development.

Diverse experiences and developmental contexts in the world have demonstrated the impact that sport can make on social, economic, cultural, educational, environmental and political dimensions; on a national, regional or international level.

So if we concede that sport is a significant universal language by which boundaries and mistrust can be overcome, it serves as a unique platform on which rules, criteria, the practice and the objectives are commonly accepted by all with no discrimination of distinction. Equal opportunity for all and the well being of all seem to be unifying motto through which sport can be geared towards social and human development.

In this sense, this congress is expected to provide a clear message and create a political consensus from which a strong framework will be derived to serve both as a reference and as a benchmark in sport policy formulation, its elaboration and implementation.

The conclusions of the Congress will be consolidated in a “Reference Document” serving as guidelines and benchmarks for Member States, stakeholders and interested parties in formulating and implementing sport policies. It will then be transmitted to the Intergovernmental Committee for Physical Education and Sport of UNESCO, which as a subsidiary organ of the General Conference will ensure the follow-up accordingly.

Thank you

Annex IV

Statement by Dr Kwame Boafo Director, UNESCO Kingston Cluster Office for the Caribbean

I would like to make a few quick points. First, we have all heard so much about the links or the linkages between sport, peace and development. I would, however, like to mention just one more thing, which will perhaps draw us back to the fact that UNESCO, the lead UN agency for sport, has been promoting this concept for quite some time. And, I would also mention something that our Director-General said on November 23 2008, when UNESCO and Barcelona Football Club from Spain signed a partnership agreement to raise public awareness on the role of physical education and sport in the development and the well-being of youths and children.

At the signing ceremony, the Director-General said: “we all realize the global significance of sport as a vehicle for peace, dialogue and social cohesion. The practice of sport disregards both geographical and social classes and it plays a significant role as a promoter of social integration and economic development in different geographical, cultural and political contexts. Above all, sport contributes to building our human capital, as it promotes health, mental vitality, and character. Certainly, a sound mind in a healthy body is an asset to the individual, family, community and country”.

Secondly, I would like to very briefly mention some of the activities that UNESCO has been engaged in concerning sport for development, and physical education. We provide assistance, mainly technical, and create space for governments, NGOs, civil society groups and the community of sports experts, to deliberate over and make necessary recommendations on the evolving challenges in physical education and sport. Our programmes’ actions are designed to support, encourage and promote:

1. sport for peace and development, which is what this Congress is all about;
2. quality physical education;
3. traditional sports and games;
4. women and sport; and
5. anti-doping in sports.

It is our hope that the International Convention against Doping in Sport will indeed be ratified, acceded to or approved by a lot more countries in the Caribbean. Out of the 90 countries which have already ratified or acceded to the Convention, there are only a few in the Caribbean: Jamaica, The Bahamas, Barbados, Cuba, St. Kitts and Nevis, and St. Lucia. I am glad to hear the Honourable Mike Brown mention that it is being seriously considered for ratification by St. Vincent and the Grenadines.

On this question of doping in sport, I would like to quote the Director-General of UNESCO again. In a message that he sent to the Opening Ceremony of the Third World Conference on Doping in Sport, which was held in Madrid in November 2008, the Director-General stressed the critical importance of raising public awareness and investing in the anti-doping message through education programmes. He remarked, “We are at a critical juncture in the fight against doping in sport. Considerable progress has been made to date. However, there is much more to be done. I call on governments to play their part and take all the necessary measures to comply with the provisions of the International Convention against Doping in Sport.”

Here I would like to refer to the International Fund for the Elimination of Doping in Sport that has been set up, and that has been operational since February 2008. The countries in the Caribbean region which have ratified or acceded to the Convention, are very welcome to seek assistance, particularly in the generation of awareness about this particular problem.

Finally, since the intention of this Congress is really to come out with a model document that can help in the formulation or refinement of sports policy across the world, if the countries that we cover in the Caribbean need our assistance in either formulating or completing or refining their sport policies, taking into consideration the various dimensions that were presented earlier on, we are very willing to provide assistance.

Thank you so much.

Annex V

Address by Mr Wataru Iwamoto Director, Division of Social Sciences, Research and Policy, UNESCO

Excellencies,

Ladies and Gentlemen,

It is a great pleasure for me to present the background to this Congress and to introduce the points to be discussed on this occasion. To begin with, I would like to express my gratitude to the Jamaican Authorities for hosting this important meeting.

As you know, the United Nations General Assembly adopted Resolution A/RES/58/5 on 17 November 2003, which proclaimed 2005 as the 'International Year of Sport and Physical Education'.

This resolution was generated by the outcomes of the Roundtable of Ministers of Sport, organized by UNESCO in 2003. The recommendations formulated during the MINEPS Conferences, held respectively in Uruguay in 1999 and in Greece in 2004, also highlight the new role of sport for social development.

Since 2003, UNESCO has taken various initiatives such as the preparation of the International Convention against Doping in Sport; the pilot programme for the improvement of the quality of physical education and sport in sub-Saharan African Countries; and the establishment of the International Observatory on Women and Sport, instigated in collaboration with the Greek government.

Within UNESCO, the Physical Education and Sport Programme was transferred from the Education Sector to the Social and Human Sciences Sector in January 2006. We need to position our programme in a way that focuses on its link with social development.

We organized a meeting of international experts following the 34th Session of the General Conference, in line with Resolution 34C/35 endorsed on that occasion, in order to contribute to the elaboration and improvement of policies in the field of Physical Education and Sport.

The results of this expert meeting are included among the working documents of the congress, together with the comments made by CIGEPS. I hope these will prove to be relevant documents for our discussions.

The Congress will be organized into two roundtables. Following the debate, the Rapporteur-General will present the main lines of discussions.

Thank you for your attention.

Annex VI

Presentation by Dr Omar Davies Former Minister of Finance of Jamaica

Sports as a Tool for Peace in Jamaica

Introduction

I am pleased to have been asked to participate in this International Congress on the theme, *Sport for Peace and Development*, and to speak specifically on the topic, “*Sports as a Tool for Peace*”. As a life-long supporter of the full range of sporting events, I have always been conscious of the potential of sport to dismantle barriers between individuals, communities, and nations. Even at the most fundamental level, the requirement that those participating in a game are governed by the same rules goes a long way in eliminating differences which give one group (or individual) an unfair advantage. This ‘levelling of the playfield’ in sport addresses one of the most fundamental causes of human conflict.

However, although I was conceptually clear on the potentially positive impact, there had been no opportunity for me to either empirically observe the effects of sports in such a context, or further, to become the architect of any such initiative. That remained true until 1993, when contrary to even my own projections concerning my career, I entered elective politics in South St. Andrew, an inner-city constituency in Jamaica’s capital, Kingston. South St. Andrew exemplifies all the negative socio-economic characteristics of an inner city area anywhere in the world: these include, *inter alia*, high levels of poverty, crime, unemployment, and teenage pregnancy; inadequate housing, inadequate social and physical infrastructure and accelerating urban decay as businesses and middle class households migrated out of their communities.

The situation in South St. Andrew, during that period, was complicated by an additional negative factor, which was violence based on party political divisions. This phenomenon had emerged from the prolonged period of polarized politics in the 1960’s and 1970’s, with clearly defined geographical boundaries separating communities supporting the two major political parties in Jamaica, namely the Jamaica Labour Party (JLP) and the People’s National Party (PNP).

The Situation Prior to 1993

Within the configuration sketched above, the communities of South St. Andrew played a peculiar, and perhaps unique, role in the Jamaican political environment. South St. Andrew has, since the early 1970’s, been seen as the constituency which has maintained the strongest support for the PNP. At the same time, it borders the constituency of West Kingston which plays the same role for the JLP.

However, South St. Andrew had an additional twist to its 'character'. Despite the overwhelming overall support for the PNP (roughly 80% to 20%), for years the constituency was itself sharply divided geographically along partisan lines, with the northern section (north of 7th St) being "PNP country", while south of 7th St. was overwhelmingly supportive of the JLP. Consequently, there was literally no contact between communities north of 7th St and those to the south. Furthermore, given that the communities to the south of 7th St bordered on West Kingston, the JLP stronghold, they were totally integrated into the activities of that constituency. Despite the official boundaries demarcating constituencies which made the communities south of 7th Street and north of Spanish Town Road, part of South St. Andrew, the residents of these communities behaved as if they were, and were generally regarded to be, part of West Kingston.

As such, the *de facto* boundary between South St. Andrew and West Kingston was not Spanish Town Road, but 7th Street. Furthermore, in all practical senses, the residents of the communities to the south of 7th Street regarded the Member of Parliament for West Kingston as their political representative. The situation was further complicated by the fact that successive Members of Parliament for South St. Andrew had accepted this "arrangement", and consequently, had made no attempt to represent the residents of the southern communities.

The divisions which have been sketched above were reinforced by borders which were rigidly maintained. For decades, the best case scenario was for periods of peaceful coexistence, supported by established geographical zones, called "No Mans Land" which both sides agreed not to violate. However, even in those periods, the negative impact on all developmental activity was profound. School attendance by students was sporadic, with the 'catchment areas' from which they were drawn, as defined by the officials of the Ministry of Education, altered by the *de facto* political 'boundaries'.

Similarly, transportation routes, both vehicular and pedestrian, were determined by the political borders. All north to south (and south to north) movement ended at Seventh St. As such, residents of the northern communities of the constituency could not take the most direct route to the downtown business district, as this would entail passing through 'enemy territory' to the south and south-east.

The same obstacle obtained for residents of the southern communities e.g. Rema, who wished to head north to Cross Roads and Half-Way Tree. The most direct route, through the PNP areas of Arnett Gardens (Jungle) and Jones Town was not a possibility. This was the situation which presided over the two decades leading up to my becoming Member of Parliament in November, 1993.

Initial Post-1993 Changes:

My initial attempts to bring about changes to the situation outlined above began after I was elected as a Member of Parliament, in a by-election in 1993. It is instructive to note that only residents from the northern communities (the PNP controlled zone) cast their votes in that by-election. Furthermore, I quickly discovered that there were residents, in both northern and southern communities, who had not crossed Seventh Street in over two decades.

It may now seem unbelievable that, numbered amongst such persons, were the two political representatives at the Local Government level who, although representing communities to

the south of 7th St., had never visited them, for the reasons outlined above. From a practical political viewpoint, this approach was not as illogical as it may appear at first glance. Given the numerical dominance of the PNP supporters in the constituency, it was possible for PNP candidates, for both national and local elections, to be victorious, even whilst making no attempt to woo voters from the southern communities.

After being elected as a Member of Parliament, I immediately decided to begin to systematically remove the barriers which hindered cooperation between the communities. Consequently, I selected certain basic areas which affected the lives of everyone, namely sanitation and public health, education and sporting activities. While the selection of the first two areas of cooperation/collaboration may seem immediately logical, some may wonder at the priority which was attached to sports from the outset. I made this selection deliberately as the various communities had produced a host of brilliant sportspersons who had gone on to represent the country and the wider Caribbean region. This list included Collie Smith, a West Indian Test cricketer, who had died tragically at the peak of his career; Carl Brown, who had become captain, and later coach, of Jamaica's national football team; as well Herbert "Dago" Gordon and Richard Austin, both legendary all round athletes.

My initial visit to the communities to the south of 7th St. was occasioned by an outbreak of typhoid in Rema. This visit was viewed as a major occurrence, as none of my political predecessors had made this journey in the recent past. I was amazed by the fact that my supporters from the northern communities flatly refused to walk south with me across 7th St, whilst the residents in the southern communities were surprised that I had ventured 'across the border'.

My next step was to call a meeting of the principals of all the primary and secondary schools in the constituency to discuss common problems. This meeting was the first such one in recent history. In fact, none of the principals at that time could recall any prior meeting with colleagues from other schools in the constituency. As could have been logically predicted, the challenges which they faced were identical. At this meeting, we sought to identify the major obstacles faced and ways in which collaboration could assist in tackling them. Low levels of literacy, erratic attendance and high levels of malnutrition were common to all. However, we also identified the paradox of overcrowding in some schools, whilst neighbouring ones were under-populated, because parents feared sending their children 'across borders'.

The principals suggested that we needed to identify a set of activities which would simultaneously increase collaboration and contact between the schools, the students, the parents and, more generally, the communities. It was proposed at this initial meeting that sporting competitions between the schools represented one effective means of initiating the increased interaction which all agreed was desired.

First Step – Boys' Town vs Arnett Gardens

Our first step in the attempt to use sports to dismantle barriers took place during the 1994-1995 football season. The constituency of South St. Andrew is home to two of the country's twelve (12) Premier League football teams - Boys Town and Arnett Gardens. The Boys Town Club has a 'rich' history, being part of the sporting offshoot of the Boys' Town Educational facility founded by the legendary Methodist Minister of Religion, Father Hugh Sherlock. Collie

Smith, Carl Brown and “Dago” Gordon, to whom reference has been made, were products of Boys’ Town. The institution went through a period of decline, resulting from the political violence which had blighted the area. As regards the Arnett Gardens Club, it had been established during the tenure of my predecessor, Anthony Spaulding, as the ‘counter’ to the Tivoli Gardens Club, established by former Prime Minister Edward Seaga in his West Kingston constituency.

Boys’ Town is located in the heart of Rema, which historically had been a stronghold for the JLP. As such, the matches between Arnett and Boys Town, although located in the same constituency, less than a kilometre apart, had, over time, become symbolic of the struggle between the PNP and the JLP.

As someone from rural Jamaica, many of the nuances of urban political history were totally lost on me. Hence, I was completely confused when, a week before a scheduled match between Arnett and Boys’ Town, to be played at the home ground of the latter team, my political assistant presented me with a draft letter to be sent to the Police High Command. This letter was requesting the presence of a special squadron of policemen at the match. Furthermore, she told me that it was unlikely that anyone from communities north of 7th St would ‘cross ‘the border’ to attend the match.

At this stage, my puzzlement turned to outrage and I told her that I would not subscribe to the continuation of this ‘madness’ by requesting special police presence at a match between two teams from the same constituency. Furthermore, I would be attending the match as a neutral fan and I would be walking to the Boys’ Town ground, with whoever wished to accompany me. I also strongly “suggested” to my two Councillors that their tenure in those positions could be affected by their (non) attendance at the match.

On the day of the match, I headed for my constituency office where I found a gathering (mostly women) waiting for me. They insisted that they would not allow me to go to the match alone and so we set off for Boys’ Town. At the ground, I headed immediately to greet the Boys’ Town team, then coached by Carl Brown. I assured him of my neutrality and he pointed out to me that the irony was that the players from both sides were friends and so the tensions emanated from the communities, not from the teams.

The match proceeded without incident and ended in an exciting draw -the best possible result. After the match, I asked the coach, Carl Brown, what help the club/team needed. He informed me that the greatest need was to have the grounds restored, as the playing surface had very little grass and consequently, it was hard to teach dribbling skills and ball control techniques. I committed to assist with the redevelopment of the facility.

I immediately developed a project aimed at restoring the playing surface, drilling a well to provide the facility with its own source of water, and installing a state-of-the-art irrigation system. With support from a variety of public and private entities, the needed resources were mobilised in cash and kind. Worthy of special note was the support provided for the project by Dr Vin Lawrence, in his capacity as Executive Chairman of the government public sector agency, the Urban Development Corporation (UDC). I had sought Dr Lawrence’s assistance as I had discovered that his late father, Vin Lawrence Snr, had been hand-picked by Father Hugh Sherlock, to be the first Principal of Boys’ Town. Within a year, Boys’ Town possessed what is now regarded as one of the best playing surfaces in the Premier League

and has since regained much of its past glory as one of the top teams in the National Premier League.

I should mention, as a footnote, that matches between Boys' Town and Arnett are now routine matters attracting attention only within the context of who will win 'bragging rights' as the top team on Collie Smith Drive, the main street through the constituency, along which both clubs are located.

The elimination of the tensions, which were once an integral part of the contests between the two teams, has made a significant contribution to normalizing the relationship between the communities in the constituencies. There is now a free flow of traffic in all directions and citizens can travel anywhere they wish. Naturally, however, social interaction still bears the lasting effects of decades of separation. Nonetheless, the re-establishment of sporting contact has facilitated increased focus on the more substantive problems facing the communities.

Establishing Sporting Links between Schools

I have already made reference to my first meeting with the principals of the schools in the constituency, and their suggestion that there was a need to increase the interaction between the school communities. The first initiative toward this objective began on a very small scale. There are four primary schools in the constituency - two in the traditional PNP 'zone': Iris Gelly Primary and Jones Town Primary; and two in what was formerly the JLP stronghold: Trench Town Primary and Boys' Town All-Age. (It should be noted that the Iris Gelly school was named in honour of a former representative at the Local Government level and one of the stalwarts of the PNP's organization in South St. Andrew). The first initiative was a soccer competition between the boys from the four schools.

Given the history of the political divisions, there were many, including parents and teachers, who felt that holding this competition would be 'courting danger'. Contrary to these dire predictions, the competition was an outstanding success, drawing huge crowds even during the preliminary games. (Whilst this positive response was rewarding, it is also a reflection of one of the chronic socio-economic problems of the communities- high levels of unemployment). The finals were held at the Tony Spaulding Sports Complex and that, too, was a major success. Interestingly, in a review of the competition, whilst all felt that the major objectives had been achieved, two new issues surfaced.

The first was that the female students from the four schools protested the fact that no attempt had been made to organize a competition for them. The second was that the Principal and students of Central Branch All-Age, a school in the bordering constituency of West Kingston, demanded that they be included in the next edition of the competition. The basis of the demand was that many of the students of that institution resided in communities in my constituency and they felt deprived when their friends, who happened to attend schools located in the constituency, boasted about the competition. Both proposals were taken on board and future editions have included a netball competition and have had Central Branch as a participating school.

The sporting contact between the schools laid the basis for collaboration in other areas, most notably in the development of a remedial reading programme, aimed at addressing the low literacy levels amongst students.

The Final Barrier – Arnett vs Tivoli

I have already sketched the background to the political rivalry between South St. Andrew and West Kingston, each regarded as the bastion of their sponsoring political party. This rivalry was also played out in football competitions where matches between the representative clubs, Arnett Gardens for South St. Andrew and Tivoli Gardens for West Kingston, were surrogates for the political contests between the PNP and the JLP. During the most intense period of the political rivalry, the threat of violence erupting at matches between the two teams was so great that the football authorities and the police decreed that these matches would be played at Up Park Camp, the Headquarters of the Jamaica Defence Force. This situation represented the status quo when I became the Member of Parliament for South St. Andrew in 1993.

I was dissatisfied with this situation and approached Mr Edward Seaga, the Member of Parliament for West Kingston and the, then, Leader of the Opposition, seeking ways of ending this 'strange' arrangement. He listened to my 'pitch' and then indicated that whilst he, too, was dissatisfied with the arrangement, there was a danger in taking the games back to the communities prematurely. He advised that we should prepare for this move carefully by demonstrating to our constituents that we worked together and that there was no personal animosity between us. As part of a systematic plan for a return to normal interaction, we would sit together at matches, encouraging our teams and the supporters to emulate us. This period of public collaboration was maintained with a gradual easing of the tensions between our clubs and communities.

In 1998, a rare opportunity presented itself to bring the whole era of hostility to an end. Through various fundraising efforts, Arnett had been able to construct new spectator stands to complement the refurbished playing surface. The question which arose was how this achievement could be used to signal the beginning of a new era in the constituency and between the citizens of the neighbouring communities? In a meeting to plan the Opening Ceremony for the new stands, someone suggested a match between the Arnett and Tivoli Premier League teams. The player representative on the Committee astounded everyone when he objected to this proposal. His counter suggestion was that a combined Arnett/Tivoli team should be selected to play against the Jamaica National Team. The rationale for his suggestion was that, after years of competing against each other, we had reached the stage where we should show the nation that we could work in unison: hence the proposal to field a combined team.

The Committee accepted the suggestion and I was delegated to make the proposal to Mr Seaga. However, in addition to the question of whether Tivoli would agree to the combined team proposal, there was, perhaps, a bigger issue: would Mr Seaga attend the ceremony? This was no secondary matter, as for twenty-eight years (1970 – 1998), including the eight year period when he was Prime Minister (1980 -1988), he had not visited Arnett Gardens, which bordered his own constituency. When I called him and made the proposal, I frankly did not know what to expect. He immediately responded positively to both proposals and we agreed on appointing two liaison officers to coordinate arrangements for the match and the Opening Ceremony for the new stands.

The rest is history. The combined team played the National Team, losing 2-1, but the result was of little consequence within the context of the 'bigger picture'. Mr Seaga spoke at the function and publicly proclaimed that an era had passed and we had turned over a new page

in history. Since that day, all Arnett /Tivoli Games have been played at the home grounds of the clubs, with no fanfare or problems. The historic tensions between the communities have all but disappeared, with fans following their teams to away matches in what was formerly 'enemy' territory, without concern.

Conclusion

The objective of this paper was to illustrate, by citing specific examples, the way in which organized sporting activities have been used to remove well-established 'barriers' which have separated communities and individuals for extended periods of time. What is of particular interest to me is that, in many instances, few of the present day protagonists have any specific knowledge of the history of, or the rationale for, continuing the divisions. As such, the divisions often continued because the present day 'players' knew of no other way and, even if there were misgivings and dissatisfaction about the status quo, it is still less uncertain than a new path. Furthermore, any incident, regardless of how inconsequential it may seem to an objective observer, can lead to a return to the former 'rules of engagement'.

Despite my deep interest in sport, peaceful interaction between teams, although welcome and laudable, is not an end in itself. Rather, the ability for communities to put aside differing views on issues, including politics, and come together during sporting events, provides the 'breathing space' to tackle the fundamental developmental deficiencies which plague communities such as those in inner city Kingston. Team members who play with, and against, each other can also play a role in peacefully resolving disputes. Principals who get together to plan sporting competitions can easily move on to share ideas on best practices to address long-standing problems such as underdeveloped literacy and numeracy skills.

As regards this latter area – that of improvements in educational levels, the recent peaceful relationship between communities, facilitated by sporting contacts at various levels, has paid amazing dividends. For example, a remedial reading programme instituted in the primary schools in the year 2000, after the initial sporting contacts had been cemented, has resulted in improved student performance, sustained over the eight year period. In the most recent external examinations, the 'graduates' of this reading programme have produced results equivalent to those of students from high income communities, attending traditional high schools with well-established academic reputations.

The major challenge facing those of us who are involved with such communities is to mobilize the human and financial resources to sustain the various programmes, on the playing fields, in the classrooms and in other spheres. There is an acute shortage of role models, particularly males, to provide guidance to the children and young adults in these communities. At the same time, sponsorship of competitions and programmes in low income communities is not seen by many corporate entities as the most efficient use of scarce financial resources, given the low purchasing power of the resident population. What needs to be recognized, by both privileged individuals and corporate heads, is that this investment of time and money may be the most cost-effective method of promoting the social peace and cohesion which we all desire for the nation.

Annex VII

Presentation by Professor Gareth Jones Principal Lecturer, School of Sport and Exercise Science, University of Worcester

The Final Report of the Second Worldwide PE Survey has been completed, and is now with the publisher (in hand through ICSSPE). Please see the final report concluding items. The University of Worcester has begun the task of establishing a worldwide network of partner institutions to assist in monitoring developments in PE (this is part of the UNESCO Monitoring/Advisory Centre status of UW). Additions to the University of Worcester UNESCO PE Monitoring and Advisory Centre:

Proposed Project on continental regional PETE Accreditation and PE Teacher Education Standards

Continental-wide accreditation of PETE programmes and consensus on PE Teacher Standards are idealistic possibilities, but any harmonisation process involved presents a number of potentially problematic issues. These issues include:

- State legislation
- Diversity of practice
- Benchmark standards
- Accreditation agency

AEHESIS Project data pertinent to some of these issues are already 'banked' and would form a useful starting point for investigative research into the accreditation of PETE programmes and uniformity in PE Teacher Standards. The AEHESIS PETE Model Curriculum addressed 'standards' through the core principles of programmes of study learning outcomes and occupational competences. For continental-wide recognition of required standards, some refinements are desirable, in terms of what teachers should know and be able to do.

The project will explore (the feasibility of) continental-wide (initially in Europe) PETE Accreditation, and make recommendations for a framework of Accreditation Benchmark Standards as well as for formulating definitive European PE Teacher Education Standards.

Second Worldwide PE Survey: Final Report Concluding Items

Various international (including intergovernmental) agencies' initiatives, as well as international and national non-governmental agencies' *Position, Declaration and Commitment Statements* and the dedicated 2004 *European Year of Sport through Education* and 2005 United Nations' *Year of Sport and Physical Education*, Conferences and Seminars, demonstrate that there is

an international consensus that issues surrounding physical education in schools deserve serious consideration in problem resolution. Collectively, they are also indicative of broad-spread political will to positively address the situation of physical education in schools, globally, regionally, nationally and locally. Nonetheless, diversity in policy and provision persistently prevails.

The political will to reverse earlier cutbacks or marginalization trends, has led to encouraging policy actions, which have resulted in the implementation of positive programmes and good practices in physical education in countries and regions across the world. There has been an array of individual and institutional endeavours to optimise the quality of physical education taught, and so to enhance the experiences of children in schools. The survey, and literature review data, point to congruent features in several areas of school physical education policy and, undoubtedly in some specific areas of practice, with initiatives to assist in increasing levels of physical activity amongst young people and in combating obesity and other diseases associated with a sedentary lifestyle. Nevertheless, obstacles to improve the situation still remain.

The evidence indicates that many national governments have committed themselves, in terms of legislation, to making provision for physical education. However, some have been either slow or reticent in translating this into action through actual implementation and the assurance of quality delivery at the national level. Generally, the “reality check” reveals several areas of continuing concern: generally, physical education is not being implemented in accordance with policy or regulations or being delivered with the necessary quality and relevance to the context of the 21st; there remains insufficient curriculum time allocation; it is still perceived as having an inferior subject status; there remains a lack of competent, qualified and/or adequately trained teachers (particularly in primary school teacher preparation for physical education teaching); there is an inadequate provision of facilities and equipment and teaching materials, frequently associated with under-funding, especially in economically under-developed countries and regions; large class sizes remain; funding cuts continue and, in some countries, there is inadequate provision or awareness of pathway links to wider community programmes and facilities outside of schools, i.e. school-community co-ordination, which is exacerbated in certain countries due to problems in communication. More generally, there is disquiet over the falling fitness standards of young people; rising levels of obesity amongst children of school age; and high youth dropout rates from physical/sporting activity engagement. Whilst some improvements in inclusion (related to gender and disability) policy and practice can be identified since the Berlin Physical Education Summit, barriers to equal provision and access opportunities for all still remain.

In drawing data generated by several international and national surveys undertaken since the Berlin Physical Education World Summit in 1999, the Worldwide Survey II reveals that in many countries there is a sustained and prevailing narrow and unjustifiable conception of the role of physical education as merely to provide experiences, which serve to reinforce achievement-orientated competitive sport, thus limiting participatory options rather than expanding horizons. This observation is also indirectly supported in the minimal attention paid to broader pedagogical and didactical activities in physical education, and an overwhelming pre-disposition of countries to cite competitive sport-oriented programmes (e.g. sports competition structures, sports talent development and provision of specialist facilities) as examples of best practice, and the problem of reconciling elite sport and regular schooling. In this context, it is unsurprising that pupil interest in physical education declines throughout

school and young people become less active in the latter years of their education. Whilst it may not pervasively be the case in every country, there are decreasing numbers of participants from school-based and recreational sports-related activity. This is the case in too many countries, in all parts of the world.

Essentially, the situation especially in economically under-developed and developing regions has actually changed little in the time period since the Berlin Physical Education Summit and UNESCO Punta del Este Declaration in 1999. There is sufficient evidence to generate continuing disquiet about the situation. It is clear that in too many schools, in too many countries, children are being denied the opportunities that will transform their lives. Such a denial of opportunities is inconsistent with the policy principles of the 1978 UNESCO *Charter for Sport and Physical Education* and 1975 (revised in 2001) revised Council of Europe *Sport for All Charter*, as well as the well-intentioned interest-vested groups' *Declaration and Commitment Statements*.

The continuing disquiet about the situation brings into question the effectiveness of the Charters as appropriate standard-setting instruments, the justification of which perhaps lies in the fundamental purposes of the Charters which aim, ostensibly, to reduce inequalities between countries and ensure minimum standards of provision. Thus, the overall scenario is one of 'mixed messages' as testified by the Findings of the Final Report. The references to shortcomings when institutional policy rhetoric comes into practice and realities of the perceived concerns about, and inadequacies in the relevance of, school physical education, reinforce the 'mixed messages' scenario. These points must be heeded.

The Survey's research findings for some countries also reveal 'mixed messages' when it comes to compliance to the principles of the international Charters within a continental, regional context. Examination of official policy documentation reveals a degree of compliance with the principles of both Charters. However, it has to be said that the broad and often non-specific nature of the Charters makes it easy for countries to appear to be meeting the principles. At policy level there are instances where compliance is less than adequate: for example, physical education not being compulsory or accessible over all school years, as well as global concerns over the devolving of resource provision to local levels, which lead to marked variations in the overall provision in schools.

There is a sense of *déjà vu* about the 'mixed messages' situation. The 1997 EUPEA Survey (Loopstra and Van der Gugten) revealed a similarly confused scenario: on the one hand, their European Survey indicated some encouraging developments mainly in central and eastern European countries, but a number of threats to and marginalization of quality physical education on the other hand. A decade on from the EUPEA Survey, there is a gap between "hope and happening" (Lundgren, 1983). The situation, now, is typified by little change in some countries and regions, and by positive developments, stabilization and relative decline in others. The gap between "hope and happening" is occurring at a time when there are reported widespread increases in obesity epitomized in the media headline, "Obesity Up, Phys Ed Down" (Turner, 2005), and sedentary lifestyle-related illnesses and associated rising health care costs, especially in economically developed countries. As Maude de Boer-Buqiccio, (Council of Europe Deputy Secretary General) commented at the September 2002 *Informal Meeting of Ministers with responsibility for Sport* in Warsaw, policy and practice do not always add up.

A fundamental question is: what should be done to secure a sustainable future for physical education and sport at school? One answer, is to accept the situation for what it is and suffer the consequences. The other, is to confront the situation and address available options to help resolve some of the problems. Whatever the direction for resolution, there is little point in ‘fiddling’ whilst physical education in particular ‘burns’. As comparativists, we are acutely aware of the dangers of generalizing and making specific suggestions and/or prescriptions for universal applicability because, whilst globally we might be able to see trends and tendencies and, unquestionably, similarities, there are also differences and variations based on politico-ideological, socio-cultural, economic values and norms and ecological settings.

Thus, policy and practice, more often than not, are subject to localization and/or local interpretations; what might be relevant in one country might not be relevant in another. As the Council of Europe’s Informal Meeting Conclusions, UNESCO’s Round Table Communiqué and the EUPEA Vice-President’s reference to the role of national Physical Education Associations in quality physical education provision clearly articulate, the emphasis has to be on action and advocacy to meet the challenges at international, national and local levels. It is paramount that implementation of policy and application of principles are prioritized as an imperative.

Whilst the importance of physical activity for persons of all ages has been well documented, the importance of physical education for the development of life-long physical activity habits; health promotion; the importance of participation in physical education in the development of social skills needed by our society; and the importance of physical education in the development of cognitive function; have not been well understood or articulated beyond the community of physical educators. Misconceptions about the importance of physical activity for young people among policy makers, administrators and parents etc., have contributed to the recent gradual decline of physical education in schools across many nations. The value of communication to all components of society, teachers, parents, and government officials, cannot be over-estimated.

The growing body of medical and other scientific research evidence and positive statements support a compelling case for physical activity and physical education in providing life-long benefits directly related to preventing disease and to maintaining an enhanced quality of life. The latest research findings on cognitive function are interesting because with the increase in the importance of literacy and numeracy as indicators of ‘academic’, the role of physical activity in the enhancement of these, plus academic function, becomes significantly important.

In the light of scientific evidence, individual needs and societal trends, including sedentary lifestyles patterns and associated decreases in physical activity engagement together with rising levels of obesity, consideration of the re-conceptualization and reconstruction of physical education is essential. If children are to be moved from ‘play stations’ to ‘play-grounds’ (Balkenende, 2005), any re-conceptualization of physical education, which contributes to the creation of the ‘physically educated’ or ‘physically literate’ person, needs to be accompanied by improvements to raise the quality of teaching and learning processes, as well as that of associated teacher educational preparation or training.

This is particularly important in primary/elementary schools, preparation for which is often ‘generalist’ rather than ‘specialist’. Re-conceptualization needs to be seen in the context of life-long participation in physical activity and should include inter-related strategies to embrace the

formulation of quality programmes, which provide meaningful experiences and, which attract young people to the joy and pleasure of physical activity and, so, foster an 'active life-style' philosophy with a focus on relevance and understanding. Initial and in-service training/further professional development should properly address these pedagogical developments and, so, help to enhance the physical education experience of children. Any reshaping, however, should recognize local and cultural diversities and traditions, as well as different social and economic conditions.

The nature and quality of delivery of the school physical education curriculum is fundamental to the future, not only of the subject in schools, but also to the future of active life-styles over the full life-span, as the two are inextricably entwined. Advocates have to ensure that physical education can justifiably claim a higher status, be worthy of improved time allocations and appropriate personnel, financial and material resources. The challenges should not ignore relevant scholarly research, which, in recent years has made significant progress in unravelling some of the 'mysteries' of learning and socialization processes in different and various cultural and cross-cultural contexts.

If policy-makers, decision-takers, administrators and practitioners are to be persuaded as to an essential presence of physical education in schools' curricula, commitment to re-conceptualization, reconstruction and delivery of a relevant quality curriculum by appropriately qualified teaching personnel will, in itself, be insufficient. Sustained application of political skills and argument of the case at local, national, and international levels will be required. The existing, accumulated evidence needs to be presented clearly and concisely to convince all 'enterprise' partners, and significant others, that physical education is an authentic and indispensable sphere of activity. To this end, as both inter-governmental and non-governmental organizations have recognized, goals will be better served by effective partnerships with the shared responsibilities of all vested, interested agencies and institutions involved in policies and their implementation. The principle of partnerships embracing multi-sectoral policies is an essential feature of the policy framework of the World Health Organization's (2004) *Global strategy on diet, physical activity and health*.

The European Parliament's *Resolution on the Role of Sport in Education* (2007/2086NI) represents a significant political step forward in policy guidance in the domain of physical education. The Resolution stemmed from an extensive review of relevant parts of the European Union's and the Council of Europe's Treaties, Declarations, White and Green Papers related to sport, physical education, physical activity, obesity and nutrition etc, and evaluations of commissioned and other European surveys and studies. Within the preamble to the Resolution, PE is asserted to be "the only school subject which seeks to prepare children for a healthy lifestyle and focuses on their overall physical and mental development, as well as imparting important social values such as fairness, self-discipline, solidarity, team spirit, tolerance and fair play..."; and school physical education and sport are deemed to be "among the most important tools of social integration". The preamble recognises a decrease in "the number of PE lessons in the past decade" across Europe in both primary and secondary schools; that there are divergences in the provision of facilities and equipment between the Member States; and that physical education teacher training programmes differ widely with "an increasingly widespread practice whereby PE is taught in school by teachers with inadequate specialist training". There is also recognition that "there is no appropriate coordination aimed at reconciling school and out-of-school sporting activities, and at making better use of existing establishments, and that the link between them varies from one Member State to another".

The advocacy of positive policy principles witnessed in *Resolutions, Declarations, Communiqués* and *Strategies* need to be juxtaposed with reality checks. It is imperative that the monitoring of developments in physical education is maintained across the world. The Council of Europe's Ministerial *Conclusions and Recommendations*, UNESCO's Round Table *Communiqué* and the WHO *Global Strategy*, have called for monitoring systems to be put into place to regularly review the situation of physical education in each country. Indeed, the Council of Europe referred to the introduction of provision for a pan-European survey on physical education policies and practices every five years as a priority. (Bureau of the Committee for the Development of Sport, 2002a; 2002b; Council of Europe, Committee of Ministers, 2004).

With such reviewing in mind, UNESCO has initiated a 5-year pilot phase project, with the University of Worcester, UK, as a *Monitoring Advisory Centre* to assist in monitoring the developments in physical education and sports programmes of Member States and concerned stakeholders. To this end, the University of Worcester's Physical Education Monitoring Centre, acting as a kind of 'Clearing House', is currently developing a worldwide institutional network of national centres, which will provide annual update reports on developments and undertake regular monitoring surveys. This 'watching brief' mechanism will gauge whether "promises" are being converted into "reality" and so contribute to countering potential threats and securing a safe future for physical education in schools. Otherwise, with the Council of Europe Deputy Secretary General's intimation of a gap between "promise" and "reality", there is a real danger that the 2002-2003 Informal Ministers' meeting's agreed Conclusions and Recommendations will remain just that – more a "promise" than "reality" in too many countries across the world and compliance with international and national Charters will continue to remain compromised (Hardman, 2005), just as responses to the various *Declaration* and *Commitment Statements* will remain as conceptual ideals.

The above extract is from: Hardman, K., & Marshall, J.J., (2008). *Second Worldwide PE Survey: Final Report*. (in press).

Basic Needs Model

Countries, via the relevant agency authorities, should identify existing areas of inadequacies and develop a basic needs model, in which physical education activity has an essential presence and is integrated with educational policies, supported by governmental and non-governmental agencies working co-operatively in partnership(s). Satisfaction of these basic needs requires quality physical education programmes, the provision of equipment and basic facilities, safe environments and appropriately qualified personnel, who have the necessary relevant knowledge, skills and general and specific competences, according to the level and stage of involvement, together with opportunities for enrichment through continuing professional development.

Specific challenges may relate to strategically planned developments related to basic needs models. Throughout most economically developing countries, there are broad-scale disparities concerning involvement in sporting activity. Many of these disparities relate to deprived socio-economic conditions. Increased opportunities for participation in sport should occur through long-term strategies designed to create programmes and services integrated with life-span skills. Given the pivotal role that schools play in empowering young people and providing human resources training, sport development should emanate from school

programmes linked with local and wider community services. Thus, examples of strategies to develop sporting activity engagement in developing countries should include:

1. the pooling of resources for physical education and sport with other community partners in private and voluntary enterprises, and especially in impoverished areas;
2. promoting innovative sport programme initiatives that integrate life skills with opportunities for physical activity;
3. maximizing human resources by utilizing senior and older students and suitably qualified individuals as activity facilitators in elementary schools; and
4. developing community out-reach programmes.

Promotional efforts should be concentrated at grass-roots community levels rather than at elite sport competitions, which more often than not leave the man-in-the-street, on the street and outside of the arena. Generally, the state of the national economies does not always allow consumer spending to be a primary source of revenue for sport programmes. Resources are scarce and there are priorities of resource allocations.

Private enterprises in some countries have not overtly demonstrated a willingness to invest in sport, largely because of its inability to achieve business objectives. Perhaps, a truly collaborative approach, in which the commercial/private sector adopts a more humanitarian doctrine or a social conscience, might bring appropriate, relevant, pricing strategies to minimize costs to participants (equipment, kit, entry/membership fees, defrayment of transport costs etc.) might be fostered.

Strategies in communication(s) should be considered. Media communication initiatives should involve the use of local levels of public relations' exercises and so reach the realms of the underprivileged, which television and elite magazine advertising campaigns, as luxury means of communication, cannot and do not reach. These initiatives must be enacted in a 'language' which has meaning to diverse groups of populations. Additionally, there is also a need to promote involvement from various organizations within the community to embrace partnerships of vested interest groups from the full range of social institutions including education, health and sport.

A narrow perception exists among some education leaders that the primary role of schools is to educate students solely for academic achievement. With schools expected to teach students to lead productive lives, there should be community commitment to schools as promoters of physically active lifestyles through quality physical education programmes. The will to promote sport and physical education has to be reflected in clear government statements of policy, not just in statements of ideological rhetoric. A major challenge, is to formulate a rational strategic policy to foster inclusion in physical education and sport. The accomplishment of a self-contained social system requires the inclusion of all people. This implies that all sections of the community should have access to physical activity. Physical education, in particular, should be recognized as the foundation for the inclusive participation pyramid. If traditions of physical activity during childhood and youth are developed in schools, children will be more likely to participate in sport in out-of-school and post-school settings.

Annex VIII

Presentation by the Honourable Gary Hunt Minister of Youth and Sports Affairs, Trinidad and Tobago

Background

The Ministry of Sport and Youth Affairs is commissioned to enrich the quality of life for citizens through their increased involvement in sport and youth activities. This mandate has its genesis in the country's National Strategic Plan, Vision 2020, under the developmental pillar of "Nurturing a Caring Society," and it is from this that the 'Sport for All' philosophy is derived. Thus, the Ministry's Strategic Plan was devised to instigate the development of a healthy society through holistic participation in sport and physical recreation. In its thrust to achieve the status of a developed nation, the Ministry of Sport and Youth Affairs acknowledges the significant relationship between sport, peace and development.

Definition

The Australian Sports Foundation defines sport as "a human activity capable of achieving a result, requiring physical exertion and/or physical skill, and which, by its nature and organization, is competitive." The word 'peace' may be defined as the absence of war or other hostilities, which promotes a state of tranquility and inner contentment. Though a correlation between these two variables may not seem blatant, the global community is recognizing the role of sport as a catalyst for attaining peace and development.

Sport for Peace and Development

The United Nations, as the principal advocate of this concept for growth, has integrated it in the achievement of the Millennium Development Goals. Mr Ban Ki-moon, Secretary-General of the United Nations, proposed that "by including sport in development and peace programmes in a more systematic way, the United Nations can make full use of this cost-efficient tool to help us create a better world".

Best Practices

Several nations and international organizations have concurred and embraced this statement. The International Olympic Committee (IOC) has outlined the goal of Olympism as "to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity", thereby recognizing sport

as a means of amalgamating countries, which is illustrated by its symbol of five interlaced rings. Additionally, there are several 'Sport for Peace' programmes in the United States of America that invite participants to put aside inherent social prejudices through involvement in sport. Another reference to the employment of sport for the goal of peace is evident in the case of India and Pakistan, countries which are attempting to use cricket to reach peaceful agreements concerning their border dispute.

Trinidad and Tobago: Sport for Peace and Development

The Ministry of Sport and Youth Affairs supports the notion that sport may be used for more than mere recreational indulgence. We view this tool as a fundamental bridge connecting social, economic and political groups through a common interest. Therefore, we have structured our sport and youth programmes to reach the critical masses. A research poll conducted locally by the Market and Opinion Research International (MORI) indicated that the youth of Trinidad and Tobago agreed that their greatest social need is the provision of more sport and youth facilities.

In response to this, the Ministry has embarked on several projects to facilitate the synchronizing of sport and youth activities through the provision of infrastructure such as: indoor sport arenas; stadia; youth facilities; community swimming pools; recreation grounds with lighted jogging tracks, and; hard courts within several of the country's communities; as well as through sport and youth training programmes with social life skills training components. Examples of these programmes include *Save the Youth in Marginalized Communities*, National Sport Festivals, *Women and Girls in Sports*, Sport Summer Camps, Youth Development and Apprenticeship Centres, the *Sport School Programme* and the *Sport Training and Enhancement Programme* (STEP). All of these initiatives bring together individuals from all backgrounds, and inculcate the importance of teamwork in participants, thereby strengthening social integration.

The sport and youth facilities and programmes provide spaces for young people, particularly those from 'at risk communities', to channel their energy and time into constructive sporting activities that build physical health, team spirit, and sportsmanship, whilst learning values such as discipline and camaraderie. Thus, youths that were previously preoccupied in rivalry with neighbouring communities, can now engage in organized sporting activities, which is a significant step towards the reduction of crime and juvenile delinquency.

Additionally, the Government of Trinidad and Tobago acknowledges the valuable role that sport plays in society, particularly from childhood, and is in the process of engaging stakeholders in the implementation of a policy for sport in the education system, from primary to secondary school level.

Conclusion

It is undeniable that our cultural, religious and family backgrounds make each of our societies differ. However, though our history, languages and beliefs are not congruent, there are unifying chords between groups. The United Nations has identified one such cohering variable: sport. All societies engage in sport as a means of self-fulfilment, healthy living, recreation and interaction. Thus, sporting activity serves as a way of bonding by fostering cohesion and co-operation, and thereby making a playing field, court, pool or athletic track the meeting

ground for even the most antagonistic groups. The Ministry of Sport and Youth Affairs is devoted to achieving total participation in sport by its clients as the way forward for achieving social and economic development, and, more importantly, for the propagation of peace in our nation.

Annex IX

Presentation by Mr Marcelo Vazquez Minister Plenipotentiary, Permanent Delegation of Ecuador to UNESCO

Thank you very much Mr Chairman. I was not prepared to speak but, since you kindly invite me, I will say a few words.

First of all, I am very grateful to have been invited to participate in this congress. I think that important information, experiences and conclusions are going to be drawn from this congress which can be very useful for all the countries participating, and to all the member countries of CIGEPS (the Intergovernmental Committee for Physical Education and Sports). Of course, the results will be sent to our governments and our ministries to provide valuable input for the work and deliberations that they will do in CIGEPS at UNESCO and of which Ecuador is a member.

As has been proposed by the President of the Experts, the congress should adopt a declaration that can be useful for UNESCO, concerning, in particular, the social and economic roles of sport and physical education. The Organization must continue providing assistance to the countries to complement, develop or perfect their national policies on sport and physical education, including assistance for capacity building, and to make use of the best practices of countries.

As we can all see, the majority of us, here, come from developing countries. Ecuador is a developing nation with, of course, scarce or limited resources to attend to even the basic needs of the population like health, education, jobs. This, however, is not an excuse for not working hard in sport and physical education at all levels. An incentive to us can be seen in the magnificent results that Jamaica has proved are achievable by giving priority to physical education and sport at school and in communities, with clear policies, and with a committed academic sector that places importance on sport and physical education.

This is a great example of one of the best practices that we can benefit from. It's also evident that, as our Cuban friend has just said, it is really important to prioritize the development of science and technology in the field of sport and physical education and, I would add, the universitarization of sport education and training (at university level). As I said, we will reflect and further discuss all the important contributions that have been made here at the next CIGEPS working group meeting.

It is also evident that sport helps the development of children as well as adults. In reality, for the duration of a person's life, the skills and readiness for personal effort and team work and all the values that are intrinsic in sport, benefit the individuals themselves, their social interaction, their communities and, in general, society and countries, as well as the relations between and amongst countries.

I just want, again, to congratulate Jamaica for all its success in this area and to express my thanks for hosting this important congress.

Thank you very much for your attention.

Annex X

Speech by Mr John O’Campbell Deputy Programme Manager, CARICOM Secretariat

Thank you Mr Chairman. Just to say, briefly, that we would certainly welcome any kind of collaboration with UNESCO, particularly in the realm of policy development, because we have already done substantive work in this area and are looking to put together a regional policy framework. Not so much a regional policy to govern all policies, but, instead, to inform the development of national policies.

We are, currently, in the process of fine-tuning that document, which will, upon finalization, be disseminated to CARICOM Member States. So, yes we can collaborate with UNESCO on this and other issues, and we will be disseminating the information to Member States.

The other thing I should mention, which is on the drawing board right now, is a proposal for a special COHSOD meeting. COHSOD is, in this case, a meeting of the Ministers of Sport. We are looking into the possibility of hosting a regional meeting of Ministers of Sport, particularly to look at the CARICOM games, which is to be held next year, and the issue of the policy framework. We are hoping to have that meeting this year (2008), hopefully in October or in November.

Thank you.

Annex XI

Presentation by the Honourable Prof. Errol Morrison President of the University of Technology, Jamaica Chair, Jamaica Anti-Doping Commission

Sport as a Door to Holistic Fitness

The title implies that sport, exercise and physical activity are all important components of good health.

Holistic health must be understood as not merely the absence of disease; but, instead, optimal physical, mental, social and spiritual fitness. Holistic fitness, then, can be understood as not just physical performance; but rather encompassing the mental, and behavioural aspects of life. As Bouchard and Shephard, 1994, described it: “health-related fitness is an ability to perform daily activities with vigour and demonstration of traits and capacities that are associated with a low risk of movement-restricting diseases and conditions”.

So, why differentiate the use of the terms sport, exercise and physical activity?

Sport denotes competition guided by structured rules. Exercise can be taken as a consequence of sporting activities, but can also be practised for its own sake. Physical activity, in this context, is used to denote any major muscular movement resulting in energy expenditure. Hence, physical activity embraces all three terms which are indeed inter-related, but, for the context of this article, clarification of the definitions is useful.

Health Benefits of Physical Activity

Regular participation in moderate levels of physical activity, 3-4 times per week, for a total duration of 1 1/2-2hrs, can result in:

- Reducing the risk of heart disease by up to 50%;
- Helping to control blood pressure, diabetes, and body weight;
- Helping to maintain strong muscles and healthy joints;
- Enhancing sleep quality and quantity;
- Improving feelings of well-being.

(Department of Health, UK, 2004a)

To summarize, regular physical activity, as outlined above, results in stress reduction, work productivity and increased opportunities to develop social capital through socializing, and personal and community development. Data from the UK Government suggests that a target of 70% of the population engaging in regular physical activity would cut annual sick leave among the working population, of some 29 million, by almost 3 million days; reduce the costs to the National Health Service by some £80 million annually; and boost the British economy by £487 million annually (Deloitte & Touche, 2006).

Thus, the UK Government is being urged, by its Department of Health, to encourage positive lifestyle choices amongst the population, and, as such, to emphasize the preventative rather than the curative approach to health. This is even more of an imperative for us all in order to ensure that physical education sessions remain mandatory in the timetables of all schools; be they early childhood, primary, secondary or tertiary.

Strategy for Implementing More Sport and Physical Activity

Notions of positive behavioural change must be instilled in the population. Specialized studies indicate that achieving a sustained involvement in lifestyle adjustments result in activities such as sport and physical exercise. These stages were first elaborated by Prochaska, et al, 1982, 1994.

There is pre-contemplation where there is no intention to change, followed by contemplation where there is a serious intent which could result in preparation within 6 months. By preparation, it is meant that involvement is begun but remains irregular. Then there is action where significant changes have been made but there is risk of relapse to the sedentary lifestyle. Then the stage of maintenance where involvement in regular physical activities is regular, frequent and stable, and individuals are fully convinced of the health benefits of physical activity, exercise and sport. Termination is when the maintenance is permanent.²

Intervention methods include recruitment which is best realised by a personal visit rather than general advertising. Then, there is retention which is best achieved through close support and counselling. Resistance is best overcome by using an incremental approach, such as setting goals which start with minimal change and gradually encourage enhancements while praising the goals already reached and barriers already overcome. Relapse is best prevented by varying the content of the regime so as to retain interest and set new challenges. Recovery is a process that usually requires a one-on-one approach.³

2 NB: there is always the temptation to return to being a 'couch potato' and lounging around; to watch the soap operas and play computer games; and to munch on energy-dense snacks leading to weight gain and adverse health and fitness outcomes. The tentative nature of this achievement in behaviour change suggests the need for intervention, by designing programmes of health-enhancing sport in order to keep the individual motivated and focused.

3 NB: Sport, by involving the competitive element, may help to recruit people, encourage behaviour change and assist in recovery from relapses. It is a powerful force for change, possibly through the socialization which the competitiveness brings. Hence the title of this article, 'Sport as a door to Holistic fitness', is really cognizant of the motivating role of sport as an important approach to regular physical activity, with the outcome being better comprehensive or holistic health and fitness.

Annex XII

Presentation by Professor Algirdas Raslanas Director-General, Department of Physical Education and Sports Under the Government of the Republic of Lithuania

Mr Chairman,

Dear Colleagues,

We are at the stage, now, where sport is globally recognized as an efficient and comprehensible tool for improving the quality of people's lives. It contributes to the development of nations around the world, and safeguards peace.

We are also at the stage where we could include sport more systematically in development and peace programmes as a way of helping Member States establish the basic prerequisites (quality physical education, professional coaching and sport management etc.) for their physical education and sport systems or for strengthening their systems.

The new UNESCO platform on sport for peace and development shall be:

- Lively, contributive and adoptable throughout the world;
- Legally established, with approval/ratification by the Member States;
- Up-to-date and accountable.

To achieve these objectives, we should establish new working methods based on co-operative inter-institutional (UN, UNESCO, IOC, WHO etc.), and inter-sectoral approaches (UNESCO Social and Human Sciences, Education, Culture Sectors etc.), sourcing the best knowledge and experience available today to help this into fruition.

For example, in the field of sport and education, participants at the International Conference on Sport and Education held in Thailand in 2005, agreed on the Bangkok Agenda for Action on Physical Education and Sport in School. This Agenda encourages Member States to make it mandatory for every school to provide all students with adequate time for physical education and sport on a weekly basis (not less than 120 minutes a week).

Furthermore, the provisions of the Agenda were supposed to be converted into a UN resolution supporting its Member States in their efforts to establish compulsory quality physical education in their educational systems.

Member States' best practices could also be taken into consideration and included in the Platform on Sport for Peace and Development, such as those defined in the Law on Physical Education and Sport in the Republic of Lithuania:

- Physical activities, of at least one hour per day, shall be mandatory, following pre-school and under school education programmes, for the duration of a child's education;
- Physical education lessons (of at least 3 hours per week and following formal educational programmes) shall be mandatory in institutions,;
- Higher education study programmes, in the first and second year of studies, physical education and sport training shall be at least 2 hours per week.

The World Health Organization (WHO) Europe has done a tremendous amount of work in this area, in addition to conducting extensive research on the following topics, among others:

- Physical Activity and Health in Europe;
- Collaboration between the Health and Transport Sectors in Promoting Physical Activity;
- Promoting Physical Activity and Active Live Style in Urban Environments: the Role of Local Governments;
- Children's Environment and Health in Europe;
- Counteracting Obesity (European Charter on Counteracting Obesity, Istanbul, 15-17 November 2005).

Governments and national agencies can provide national leadership on physical activity, and play a vital role in coordinating multi-sectoral action. Effective public health action means working simultaneously at a number of different levels: macro (for instance, planning and delivering strategies for *sport for all* that reduce the cost of participation for people on low incomes and celebrate cultural diversity); micro (for instance, improving access to sport and leisure opportunities for pedestrians and cyclists), and; individual (for instance, delivering counselling for physical activity in primary care).

Securing the commitment of local government and local alliances with shared priorities is critical. They can influence decision-making in the private sector through regulations (for example: walking, cycling, dance, playing, sport, work, leisure activity and exercise). This means that it should be seen as a shared task, of not just the health, sport or leisure sectors but also of others such as the transport and the environment sectors. Effective action on physical activity includes working with urban planners and architects to create environments conducive to a physically active life.

UNESCO can provide leadership and play a vital role in coordinating multi-sectoral action for the development of sport systems throughout the world too.

Following a successful example of the International Convention against Doping in Sport, I suggest considering the establishment of the UNESCO Convention on Sport for Peace and Development. This convention shall be elaborated in cooperation with the International Olympic Committee (IOC), major global and continental governmental and non-governmental organizations dealing with physical activity and sport.

This Convention shall be based on the principles of the UNESCO Charter of Physical Education and Sport, the Olympic Charter, the European Sports Charter and other internationally recognized instruments.

This Convention shall be lively. The establishment of the Sport and Development Fund could also be considered.

This Convention shall be up-to-date and accountable. A compliance with commitment programmes could be established with evaluation and assistance projects in the Member States and in the regions of the world. We shall take advantage of the existing UNESCO structure with its regional representation.

Thank you very much, ladies and gentlemen, for your attention.

Annex XIII

Presentation by Ms Grace Jackson Former Jamaican Olympian

Sport for Peace and Development in the Caribbean

You are here today to find more answers with which to develop the ideas from the 2005 working group on how sport can be used to advance peace and development. I want to focus on three positive results gained from the efforts across the world.

1. The potential of sport, as a universal language, to bridge social, religious, ethnic and gender divides - this was evident to us, here in Jamaica, between 14-23 August 2008 when Usain Bolt electrified the world, and those bolts of lightning ricocheted through, not only the Jamaican team, but the Caribbean teams at large.

The joy and peace it gave to millions of people across the Caribbean serves as an example of what we, surely, want to preserve, and why we are looking for sport initiatives that would be enduring.

The other examples of this regional prowess are: Jamaica's qualification to the finals of the World Cup, followed by the Trinidadian's qualification. This, ladies and gentlemen, is only the end result; we are here, today, to analyze interventions made through sport, to serve as the foundation for a structure that will facilitate lasting change by reducing the deviant behaviour we have seen increasing across the Caribbean.

2. The synergy that was created, by the above examples, to mobilize support for sporting organizations, and the alignment of stakeholders leading up to the event.
3. The recent donation, by Usain Bolt, to earthquake victims in China.

It is from this positive platform, that I would like to look at the role of the elite athlete's contribution to peace and development.

Different generations are driven to achieve success for different reasons. What is constant, is that the motivation for success is driven externally by rewards. If, in achieving the success, there is an absence of reward – then the feeling of disappointment does not allow the person to send positive messages to motivate others.

1. It is, therefore, important to have governmental rewards, which drives the Governments to – in a structured way - engage the elite athletes with the opportunity to have a positive influence on society through the mentoring of young people, not just in communities where there are higher instances of deviant behaviour, but also in communities where the impact of their success can nurture those who are imparting knowledge to the upcoming generations and, thus, impacting upon the development of self reliance.

2. Promoting this type of initiative via positive messages in the media, and reducing the reportage of consistently negative sporting messages. These positive reinforcements, with frequency and consistency, will, over time, send direct and subliminal messages to future generations, which could lead to a different type of thinking and, by extension, positive behaviour.
3. Elite athletes can be used as a vehicle for disseminating positive, sport-related messages within communities. These positive messages will replace most of the negative messages related to crime and violence.

In reviewing some of the lessons learned, it is clear to me that Jamaica has started implementing projects in sports, among other things, which are community based and community led. This gives the community a sense of autonomy and ownership, through the intervention of the Jamaica Social Investment Fund. The monitoring of these community based projects, empowering the people, is critical to growth and development. These community-based organizations then become more sustainable than if it was just a one-off project.

Sport continues to be one of the major tools for which peace initiatives are developed in volatile communities. Jamaica has many examples of the success of these sport-related peace initiatives, such as Boys' Town football team and the new peace management initiative which is currently being developed in August Town and its surroundings.

Greater collaboration between the Government, sports organizations, the private sector and NGOs is needed to provide the necessary financial support to senior national athletes. This support has to be reciprocated by ensuring that these athletes spend time working with communities across the island to promote peace.

Collaboration between Caribbean countries has existed in the past, but future collaboration should be formulated in a structured way, through governments, where there is a sharing of information related to sport with the aim of improving the standard of competition and delivery. With improved performances from respective countries, governments could use sport as a marketing tool to improve tourism and gain other economic benefits through alliances or partnerships and so forth.

Elite athletes can be, and should be, used as vehicles through which national organizations and governments can generate funding in support of building the foundation of community sports.

I thank you.

Annex XIV

Presentation by Mr Detlef Dumon Executive Director, International Council of Sport Science and Physical Education

Thank you Mr Chairman,

Ladies and gentlemen,

I would like to thank the organizers, the Jamaican Ministry and UNESCO for inviting us here, and thank you also Mr Chairman for giving me the opportunity to address the participants.

I am, as Mr Kidane has just said, the Executive Director of ICSSPE (International Council on Sport Science and Physical Education) a multi-disciplinary organization which forms an associate relation with UNESCO and with more than three hundred member organizations worldwide.

It is fantastic to hear how well our speakers this morning are aware of the excellent opportunities sport and physical activity offer for social and economic development. It is also helpful for me to learn, this afternoon, about the various national endeavours regarding the improvement of physical education, physical activity and sport.

This has been done excellently, I think, therefore I do not need to add anything to it. Instead, I would like to encourage you to take further steps, at a governmental level, to improve the opportunity for, and make a reality of physical education, sport and sport for all. We know that in many countries, despite all the good examples we are hearing today, the status of physical education is not satisfactory and access to sport and physical activity is still not available to everyone.

Hence, I would like to let you know that the International Council of Sport, Science and Physical Education is happy to assist all of you with the necessary input on a national and international level. The organization is a network of over three hundred members worldwide; national and international sport bodies and sport science organizations and institutes.

We have organized the first, and the second World Summit on Physical Education, in 1999 in Berlin and in 2005 in Switzerland. We believe that quality indicators, that take national specialties into consideration, can help those responsible to analyze the current status of physical education whilst taking traditions and other general conditions into consideration.

As the Honourable Minister said this morning, it is not necessary to always have the best facilities, what we need is creative features and better education and training for teachers.

Finally, I would like to give you one further example of sport and social development after the tsunami that occurred in 2004 in South-East Asia, on the eve of the International Year of Sport and Physical Education, 2005.

We had an international conference planned to start the International Year of Sport and Physical Education in South-West Germany then, suddenly, the tsunami occurred. Subsequently, all of the participants there were thinking of what sport and physical activity can do to help the people in the affected areas? Consequently, we planned another conference that took place in Bangkok in the second half of 2005, and included another international seminar at the start of 2006. People became a bit impatient: indicating that “we know what sport and physical activity *can* do, but we need to be more pragmatic, we need to do something to help these people”.

In line with this sentiment, ICSSPE began approaching international partners and post-disaster intervention, such as the International Red Cross and Red Crescent Movement, to talk to them and discuss the opportunity and role for sport and physical activity in post-disaster intervention.

Initially, these groups, as well as other organizations, were very hesitant; referencing medical treatment, water, and shelter as the important issues. Our discussions lasted a matter of months before we all agreed that the psycho-social component of post-disaster intervention is also an extremely important issue.

We have to make sure that the people that need the help are in a position where they can help each other again, so they are not just dependent on outside or external aid. The psycho-social component is an important issue. We have, therefore, started organizing a seminar for people that work in post-disaster intervention but who are not affiliated with sports specifically; medical surgeons, engineers, psychologists and so forth. We, in corporation with the International Red cross Movement and other partners, can now offer a one week seminar that prepares everybody who is working on post-disaster situations on how to incorporate sport and physical activity into their work.

To coin a specific example if I may, last year I was approached by a Colonel who was one of the leaders of the European troops sent to Sudan, Darfur to prepare the United Nations Mission. He came and talked to us, and said: “What can we do? We need to do something for the refugees. We need to do something for the soldiers, but we need to do something for the local people too”.

He explained to me that nobody was speaking about the locals, people were, instead, thinking of the refugees and not of the soldiers however, what was needed was a means of bringing these three groups together. So, we discussed the possibilities together, and concluded that they should try to incorporate physical activity and sport into their world as well.

Well, as you can see, there are many more opportunities to explore corporation between sport and other areas of societies. So, I would like to invite you to approach us and other partners in the work of sport science, sport and physical activity, so that we all can ensure that everybody learns from our endeavours or expertise.

Thank you