

International Federation of Physical Education and Sports - FIEPS



WORLD MANIFEST

of Physical Education 2023

FOZ DO IGUAÇU - PARANÁ - BRAZIL

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**FIGS - INTERNATIONAL FEDERATION OF
PHYSICAL EDUCATION AND SPORTS**

WORLD PHYSICAL EDUCATION MANIFEST 2023

Presentation

The International Federation of Physical Education and Sports – FIGS, founded in 1923, as the oldest international organization of Physical Education, has been the main stage for the debate on Physical Education in the world since its foundation. The very evolution of the international discussion on Physical Education meant that FIGS often changed its path accordingly.

The importance of FIGS on the international scene encouraged it to develop the World Manifest for Physical Education (1970) at the end of the 1960's. That manifest practically conceptualized Physical Education and guided its paths worldwide, after translation into all existing languages (TUBINO, 2000).

Paraphrasing my eternal friend, professor Dr. Manoel José Gomes Tubino, when updating the World Manifest in 2000, he used to say that the Manifest shows that the mission of FIGS does not end with the publication of the document, but rather states that this is undoubtedly a great reflection for all Teachers and Physical Education Professionals on all continents.

Now, after 23 (twenty-three) years, together with the new acronym of FIGS, whose nomenclature and logo were changed to Fédération Internationale d'Education Physique Et Sportive, in celebration of its 100 (one hundred) years anniversary, I, Professor Dr. Almir Adolfo Gruhn, current president of World FIGS, and National Delegate of FIGS-Brazil, I have the immense honor and pride of continuing the work of my friend Tubino and, after two and a half years, meeting with highly renowned professors and institutions National and International on the five continents, I present to the general Public, the Academic and Scientific Community, as well as Public and Private Bodies, Federations and Confederations the new FIGS 2023 WORLD MANIFEST, whi-

ch since its last version, has been of fundamental importance and great relevance for everyone who wants, who seeks, who aspires, and who works for quality Physical Education and social responsibility, which continues to rise in these hundred years of WORLD FIEPS. Therefore, given the above, we could not fail to present the new chapters and changes that have occurred in the last two decades.

This update of the World Physical Education Manifest could not be left aside from the Sustainable Development Goals (SDGs) 2030, in which many of its objectives emphasize and reverberate the importance of Physical Education in the implementation of the World Health Organization's Global Action Plan (WHO) for physical activity, proposed for 2018-2030, with the aim of reducing the sedentary behavior of the world population and contributing to avoiding five million deaths annually, highlighted in recent reports by this International Institution.

Therefore, the new WORLD MANIFEST has twenty-six (26) chapters, and it is important to highlight that the old chapters have been updated and due to globalization, current technology and new media, chapters have been added, written by internationally renowned professors, as their names appear on the last page of this document, corroborating and adding axiologically to the effect of a paradigm that transcends the expectations of the Knowing and Knowable Being for a possible global transformation of Physical Education, which every year, every decade, every century, it transforms the Human Being into an increasingly better Human Being, respecting their color, race, sex, gender ideology, social condition, religion as well as all their human individualities.

In light of this, I thank God, and everyone who directly or indirectly contributed to the updating of the World Manifest.

My sincere thanks.

Almir Adolfo Gruhn
FIEPS World President

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PHYSICAL EDUCATION CONCEPT**Considering:**

- That, the term “Physical Education” was first used in England in 1693 by John Locke and in France by J. Ballexserd in 1762. J. Locke defines Education as: ‘Physical’, ‘Moral’ and ‘Intellectual’ Education’, that in the Physical Education Manifest (FIEP/1970), Physical Education was defined as “The element of Education that systematically uses physical activities and the influences of natural agents: air, sun, water, etc. as a specific means”, where physical activity is considered a privileged educational means, as it encompasses the Being in a totality;
- That, in the World Manifest of Physical Education (FIEP/2000), Physical Education was defined as: a right of all people; an Education process; interacting with the cultural and natural influences of each region; using physical activities in the form of exercises such as games, sports, dance, adventure sports and active leisure, for educational purposes;
- That, objective learning and development of motor skills, from children to the elderly, can increase the acquisition of knowledge to consolidate habits for physical practice in a systematic way;
- That promoting effective health education and free time occupation, as well as recognizing bodily practices related to the development of values, constitutes an effective means for an active lifestyle for Human Beings;
- That, in this FIEPS 2023 Manifest, it is recognized that bodily practices related to the development of values can lead to the participation of inclusive and responsible social paths in search of citizenship, constituting an effective means for achieving an active lifestyle of the Human being;
- That Physical Education be recognized for its differentiating role in health;

- That UNESCO (2015) declares that Physical Education offers learning experiences for children and young people to help them acquire neuropsychomotor, psychomotor skills, cognitive understanding and the social and emotional skills necessary to lead a physically active life;
- That the UNESCO International Position Statement and Statement of Support for Physical Education (CIGEPS/2011/Doc. 6) recognized:
 - a) That Physical Education develops physical competence so that all children can move efficiently, effectively and safely and understand what they are doing;
 - b) Physical Education as the only school subject that focuses primarily on the body, physical activity, physical development, health, and helps children develop patterns of interest in physical activity;
- That the Declaration of the Fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MI-NEPS V), held in Berlin 2013; acknowledged:
 - a) Access to sport as a fundamental right for everyone (boys and girls, including people with disabilities);
 - b) The development of a coherent vision for a national investment policy in Physical Education and Sport;
 - c) The provision of quality inclusive Physical Education and its recognition as a mandatory part of teaching;
- That in the International Charter of Physical Education, Physical Activity and Sport UNESCO 2015:
 - a) Physical Education, physical activity and sport can play an important role in developing basic knowledge about physical activity, well-being and physical abilities of participants, with possibilities for improving endurance, strength, flexibility, coordination, balance and control;

- That the Kazan Action Plan document, from the VI International Meeting of Ministers and Senior Officials Responsible for Physical Education and Sport 2017 (MINEPS VI), highlights important actions:
 - a) Affirming the ongoing commitment to quality Physical Education, as the most important means of ensuring inclusive participation in sport and activity throughout life (action 14);
 - b) Recognizing that it is essential to protect, respect and realize the human rights of all those who practice Physical Education, physical activity and sports (action 22);
- That, within the scope of MINEPS Policy Monitoring VI, paragraph b) referred to, it must develop an integrative vision of inclusive access to Physical Education, physical activity and sport:
 - a) Develop an inclusive vision of inclusive access to all sports, Physical Education and physical activity;
 - b) Promote quality Physical Education and active schools (I. 3);
 - c) Make equality between men and women effective (I. 5);
 - d) Improve the health and well-being of everyone at any age (II. 1);
 - e) Build peaceful, inclusive and equitable societies (II. 4);
- That in the Action Plan's Lines of Action, Kazan (2017), recognized:
 - a) Formulate common indicators to measure the contribution of Physical Education, physical activity and sport (action 2);
 - b) Carry out a feasibility study on the creation of a global observatory on women, sport, physical education and activity physical activity (action 4).

SPORTS EDUCATION

- It is a term that is included for the first time in this organization of the International Federation of Physical Education and Sports;

- Siedentop (1982) proposed a Sports Education (SE) teaching model that presents the predominant contextual characteristics of sport and uses a methodology centered on the student, who is gradually given greater responsibility for learning. Essentially, Siedentop SE was designed as a response to their concern to find more educational ways of presenting sport in the school curriculum, placing it in an appropriate context and allowing sporting activities to have greater meaning and value for students. As the Didactic Unit progresses, the teacher progressively assigns greater responsibility to the students, giving way to indirect student-centered styles; It can be easily taught within Physical Education, adaptations are made according to age (DARYL SIEDENTOP, 1984; MÉNDEZ GIMÉNEZ, 2009).
- That Sports Education can be considered as:
 - a) The learning and participation opportunities it provides and facilitates;
 - b) Has the potential to promote “sustained connections” for more students in relation to participation in sport;
 - c) Promotion to encourage the socialization of students;
 - d) Consider Sports Initiation and alternative sports as an important basis of Sports Education, with learning in Physical Education sessions;
 - e) Develop basic skills and abilities to practice sport, or to improve activities of daily living, during the development of life.

Therefore, FIEPS concludes:

Art. 1 - The practice of Physical Education, as a right for all people, is a process of continuous body education, whether through formal or non-formal means.

CHAPTER II

EVERYONE'S RIGHT TO PHYSICAL EDUCATION

Considering:

- That the International Charter of Physical Education, Physical Activity and Sport (UNESCO/2015), in its 1st article, establishes that: “the practice of Physical Education, physical activity and sport is a fundamental right of all, and that the exercise of these rights is indispensable for the full development of personality and citizenship”, highlighting that:
 - a) Every human being has the fundamental right to access Physical Education, physical activity, recreation and sports without any discrimination, based on ethnic criteria, sex, with all types of sexual orientation;
 - b) The possibility of developing well-being and physical, psychological and social capabilities through these activities must be supported by all governmental, sporting and educational institutions;
 - c) Adapted and safe inclusive forms of participation in Physical Education, physical activity and sport must be offered to all human beings, including pre-school children, the elderly, people with disabilities and indigenous peoples;
 - d) The diversity of Physical Education, physical activity and sport is a basic characteristic of its value and attractiveness. Traditional and indigenous games, dances and sports, including in their new and modern forms, express the world's rich cultural heritage and must be protected and promoted;
 - e) All educational systems must give due place and importance to Physical Education, physical activity and sport, with a view to establishing a balance and strengthening links between physical activity and other components of education. They must also ensure that quality and inclusive Physical Education classes are included as a mandatory part of primary and secondary education, prefe-

rably on a daily basis;

- That in the Universal Declaration of Human Rights (UNITED NATIONS/1948) in its art. 1 declares that “all human beings are born free and equal in dignity and rights” and in art. 2 establishes that “everyone may invoke the rights and freedoms established in this Declaration, without distinction of any kind, whether of race, color, sex, language, religion, political or other opinion, national or social origin, wealth, birth, or any condition”;
- That there is historical and universal recognition that Physical Education is one of the most effective means of leading people to a better Quality of Life;

FIEPS concludes:

Art. 2 - Physical Education, due to its diverse inclusive values, rejects any type of discrimination and must be understood as one of the fundamental rights of all human beings, respecting the individuality of each human being.

CHAPTER III

PHYSICAL EDUCATION AND ITS PROCESS OF DEVELOPMENT IN BRAZIL / WORLD REFERENCE

Considering:

- Created in 1985, the Faculty of Physical Education at the State University of Campinas – FEF/UNICAMP was born changing paradigms. It was the first in the country to propose and introduce the Bachelor's Degree in the area of national Physical Education.
- That the UNICAMP course began with a duration of four years, while that of other colleges in the country lasted three years. The end of the Degree as the only training option caused the Federal Government, through the Federal Education Council (CFE) through opinion 215/87 and Resolution 03/87, to change the legislation, setting the minimum content and duration to be observed in the courses degree in Physical Education (Bachelor's degree and/or Full Degree).
- One more point deserves to be highlighted. The creation of the Bachelor's Degree in our country caused a series of transformations in the area of Physical Education, as it provided the insertion of Physical Education in the area of Health, which can be seen through the analysis of the different Resolutions of the National Health Council, in this case CNS 218/97 and CNS 287/98 and also Ordinances MS/GM 154/2008 of January 24, 2008 and 2,488 of October 21, 2011 – MÊS/GM, which creates family health care centers, resolution that includes us considering that Law no. 9,696, of September 1, 1998 (which underwent the inclusion of several changes defined by Law No. 14,386, of 2022), which recognized the Profession and created the Professional Council of Physical Education so that undergraduate professionals can work in Education Students and holders of Bachelor's degrees can intervene academically and professionally in the fields of prevention, promotion, protection and rehabilitation of health, motor re-education, physical performance, taking into account the possible and necessary insertion of Physical Education with a profession in the health area, taking into account chil-

dren, adolescents, young people, adults and the elderly, with the main objective of always providing everyone with a quality of active life;

- That, therefore, it must be considered that in the development of the activities of the Physical Education Professional, in the School Education System, the Physical Education discipline is considered as one of the most important, as it promotes the individual's self-knowledge about their physical and mental structure and overcoming capabilities, teaching the culture about its capabilities, those of others and how to respect joint participation, general activities, qualities, norms and regulations, when developing collective participation, sports and full work activities with the help and contribution of others. Therefore, the greater Universe is to seek to sponsor qualities to maintain an Active Life always.
- That from the existence of the Federal Physical Education Council System – CONFEF and the Regional Physical Education Councils – CREF's in the States. All Graduated Professionals, whether with a Degree or Bachelor's degree in Physical Education, will be required to register in the CONFEF/CREF's System and comply with all determined Norms, Regulations and Procedures, as well as complying with what is provided for by the Professional's Code of Ethics. Physical Education;
- That for this purpose of fulfilling the purposes defined by this Professional Code, the 12 (twelve) items guiding the application of the Code of Ethics were established, which establishes the way in which Physical Education Professionals registered in the CONFEF/CREF's System;
- That I – The Code of Ethics for Physical Education Professionals, an instrument regulating the exercise of the Profession, formally linked to the Regulatory Guidelines of the CONFEF/CREF's System, is defined as an instrument legitimizing the exercise of the profession, subject, therefore, to continuous improvement that allows you to establish educational meanings, based on nexuses of duties and rights;
- That II – The Physical Education Professional registered in the CONFEF/CREF's System, and, consequently, adhering to this Code of Ethics, as a social interventionist, must assume an ethical commitment to society,

placing himself at its service primarily, regardless of any other interest, especially of a corporatist nature;

- **That III – This Code of Ethics defines, for its purposes, within the scope of any and all physical activity, as recipient, the Physical Education Professional registered in the CONFEF/CREF's System and, as beneficiaries of professional interventions, individuals, groups, associations and institutions that make up society. The CONFEF/CREF's System is the mediating institution, as it exercises an educational function, in addition to acting as a regulator and codifier of relationships and actions between beneficiaries and recipients;**
- **That IV – The basic reference of this Code of Ethics, in terms of operationalization, is the need to characterize the Physical Education Professional in the guidelines of rights and duties normatively established by the CONFEF/CREF's System. Such a system must aim to ensure, by definition: quality, competence and technical, scientific and moral updating of the Professionals included in it through legal registration and competent registration;**
- **That V – The CONFEF/CREF's System must be guided by transparency in its operations and decisions, duly complemented by de jure and de facto access for beneficiaries and recipients to information generated in mediation relationships and full legal exercise. It is considered pertinent and fundamental, in these circumstances, to enable transparency and access to the CONFEF/CREF's System, through possible means of information and other instruments that favor public exposure;**
- **That VI – In terms of philosophical foundations, the Code of Ethics aims to take the position of reference regarding the rights and duties of beneficiaries and recipients, in order to ensure the principle of achieving Universal Rights. Seeking the continuous improvement of this Code, a scientific approach must be implemented, which systematically re-analyzes the definitions and indications contained therein.**
- **That VII – The philosophical, scientific and educational perspectives of the CONFEF/CREF's System become complementary to this Code, when evaluating facts in the instance of moral behavior, having as a refe-**

rence an ethical principle that can be generalized and universalized. In summary, given the force of law or moral commandment (customs) of beneficiaries and recipients, the System's mediation is produced through ethical stances (science of moral behavior), similar to the coherence and foundation of scientific propositions;

- That VIII – The starting point of the systematic process of implementing and improving the Code of Ethics for Physical Education Professionals is delimited by the Universal Declarations of Human Rights and Culture, as well as by Agenda 21, which situates the protection of the environment in terms of relationships between men and women in society and also, through the indications referred to in the Brazilian Charter of Physical Education (2000), published by CONFED. These universally accepted documents, prepared by the United Nations, and the Reference Document on the quality of performance of Physical Education Professionals, together with the legislation pertinent to Physical Education and its Professionals at the federal, state and municipal levels, constitute the basis for the application of the mediating function of the CONFED/CREF's System with regard to the Code of Ethics;
- That IX – In addition to the international universalist order and the Brazilian legal equivalent, the Code of Ethics must take into account values that give it the desired educational meaning. In principle, such values as freedom, equality, fraternity and sustainability in relation to the environment are defined in the documents already mentioned. In particular, the value of professional identity in the field of physical activity – historically defined for centuries – must be present, associated with the universal values of men and women in their sociocultural relationships;
- That the highest and most up-to-date level of knowledge that can legitimize their exercise, it is essential that they develop their actions always aiming to preserve the health of their beneficiaries in different interventions or conceptual approaches;
- That XI – The preservation of the health of beneficiaries always implies the social responsibility of Physical Education Professionals, in

all their interventions. Such responsibility should not and cannot be shared with non-accredited people, whether formally, institutionally or legally;

FIEPS concludes:

Art. 3 - Taking into account the precepts established by Ethics, contained in the Code of Ethics for Physical Education Professionals established by the Federal Council of Physical Education, when exercising as recipients of knowledge and capabilities, Physical Education Professionals are subject within the scope of their activities to the responsibilities that fall to them in all their interventions.

CHAPTER IV

THE SPECIFIC ENVIRONMENT OF PHYSICAL EDUCATION

Considering:

- That physical activities have historically been interpreted as a means of educating people and that the expression “Physical Education” itself originated from this interpretation;
- That, at all times, the expression “physical activities” has been used to designate human movements;
- That, through the History of Physical Education, it is possible to observe that physical activity has always been identified as the means of Physical Education;
- That the World Manifest of Physical Education (FIEP/1970) consolidated the recognition of physical activities as the specific means of Physical Education;
- That physical activities can characterize an educational process when carried out with an educational intention in the form of gymnastic exercises, games, sports, dances, adventure activities, relaxation and various active leisure activities;
- That Physical Education operating in the area of sports training is a genuinely human bodily expression based largely on cultural aspects;
- That Physical Education understood as physical exercise respecting biological individuality promotes favorable results for its practitioners in promoting health, well-being and quality of life.

FIEPS concludes:

Art. 4 - Physical activities, with educational and human development purposes, in their multiple forms of expression, recognized at all times as the specific means of Physical Education, constitute privileged Education practices.

CHAPTER V

PHYSICAL EDUCATION AS A COMPONENT PRIORITY OF THE EDUCATION PROCESS

Considering:

- That the Madrid Declaration (1991), adopted by the European Physical Education Association (EUPEA), in its Article 1, defended that there is no Education without Physical Education;
- That the European Physical Education Association (EUPEA) presented a document at the Yokohama World Congress (ICHPERD/1993), in which it ensures that:
 - a) Physical Education means a unique contribution to the education of students;
 - b) Physical Education is a learning process and consists essentially of using physical activity to contribute to people's professional experiences;
 - c) Physical Education, as part of the educational process, develops movement possibilities and educates to understand why it is relevant and how and where it should be used and should be considered as a unique experience as it deals with one of the most precious human resources, which is the body;
- That the Document: "A Global Vision for School Physical Education, prepared jointly by the North American Regional Committee Forum (NARFC), Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) for the World Forum on Physical Activity and Sport (1995) showed that Physical Education has a vital role in providing a quality and balanced education for all students in the world, regardless of aspects, gender, culture, race, ability, etc.
- That Education, in its contemporary concept, is a process of developing people throughout their lives, recognized as the best investment for the

future;

- That the educational process involves formal and non-formal means to achieve its objectives;
- That the technologies used in education can transform teaching in contemporary society and stagnant forms of traditional education;
- That Information and Communication Technologies (ICT) can greatly contribute to the development of Physical Education within the scope of Basic Education;
- That integrating digital technologies into Physical Education classes is of great importance for students and one of the possible resources for a transformative and current methodology;
- That in the face of the transformations in society, the technological revolution, the new difficulties and needs that emerge in the current scenario of school Physical Education, it is up to teachers to monitor the changes and update their pedagogical practices with the integration of possibilities in a natural way, just as it is experienced outside of school;
- That Digital Culture is the 5th General Competency, among the 10 competencies listed in the BNCC to be developed throughout Basic Education, which ensures students:
 - a) Understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in different social practices (including school ones) to communicate, access and disseminate information, produce knowledge, solve problems and exercise protagonism and authorship in personal and collective life;
 - b) Communicate, access and produce information and knowledge, solve problems and exercise authorship leadership.

FIEPS concludes:

Art. 5 - Physical Education, due to its concept and scope, must be

considered as part of people's educational process, whether inside or outside the school environment, as it constitutes practices that promote bodily and motor experiences without excluding all people, creating lifestyles that incorporate the use of different ways of understanding, creating and using them for physical activities.

CHAPTER VI

PHYSICAL EDUCATION AND ITS CONTINUING EDUCATION PERSPECTIVE

Considering:

- That in the Universal Declaration of Human Rights (UNITED NATIONS, 1948) in its Article 26 it states that “everyone has the right to education, which will be guided towards the full development of the human personality and the strengthening of respect for human rights and freedoms fundamentally promoting understanding, tolerance and friendship among all nations and religious groups will aid the United Nations’ peacekeeping activities;
- That, in the International Charter on Physical Education, Physical Activity and Sport, adopted during the 38th session of the UNESCO General Conference, held in Paris on November 18, 2015, in its Article 2 - Physical Education, physical activity and sport can report an expansion of the range of benefits to people, communities and society in general:
 - a) 2.1 – Properly organized, taught, provided with resources and put into practice, Physical Education, physical activity and sport can specifically contribute to a range of benefits for the expansion of people, families, communities and society in general;
 - b) 2.2 – Physical Education, physical activity and sport can play an important role in developing basic concepts about physical activity, improvement and physical capabilities of participants, to improve endurance, strength, flexibility, coordination, balance and control. Knowing nothing is an essential skill for every person exposed to the risk of drowning;
 - c) 2.3 – Physical Education, physical activity and sport can improve mental health, increase psychological capabilities to strengthen body safety, self-esteem and self-confidence, reducing stress, anxiety and depression, increased cognitive function, and by developing an expanded range of skills and qualities, such as cooperation,

communication, leadership, discipline, teamwork, contributing to success while playing and learning other aspects of life;

d) 2.4 – Physical Education, physical activity and sport can increase and strengthen social capabilities to establish and reinforce bonds with the community and relationships with family, friends and peers, generate an awareness of relevance and acceptance, develop positive social actions and conduct and will bring together people of different cultural, social and economic origins with common objectives and interests;

e) 2.5 – Physical Education, physical activity and sport can contribute to prevention and rehabilitation from the perspective of improving the population's quality of life;

- Recognized that “Physical Education, Physical Activity and Sport constitute essential elements of Continuing Education in the global Education system, which, as fundamental dimensions of Education and Culture, develops the skills, will and self-control of any human being, favoring their integration into society, contributing to the preservation and improvement of health and a healthy occupation of free time, reinforcing resistance to the inconveniences of modern life and enriching social relations at the community level through physical sports practices”;
- That the II International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MOSCOW, 1998), in its final Declaration recommended: “the reinforcement of the role of School Physical Education and Educational and University Sport in the cores of educational systems, integrated in the processes of permanent education, and its enhancements, due to the availability of adapted equipment and materials, it is due to the interdisciplinary nature that its contents must be presented”;
- That the III International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport – MINEPS III, in its Declaration of Punta del Este (1999), reiterated the importance of Physical Education and Sport as essential elements and occupying parts of the

process of continuing education and human and social development;

- That, in a list of conceptual changes, caused by the complementation of the contemporary world, Education replaces its perspective in Permanent or Continuing Education and that Physical Education, as one of the essential components of Education, cannot fail to follow this universal trend;
- That, finally, it can be said that the population's longevity is increasing in most parts of the planet, just as the population's free time is also increasing in all societies;

FIEPS concludes:

Art. 6 - Physical Education must be ensured and promoted throughout people's lives, occupying an important place in continuing education processes, integrating with other educational components, without failing, at any time, to strengthen the democratic exercise expressed by the equality of conditions offered to access to its practices.

CHAPTER VII

PHYSICAL EDUCATION AT SCHOOL AND ITS COMMITMENT TO QUALITY

Considering:

- That the 2013 Berlin Declaration – at the UNESCO International Conference of Ministers Responsible for Sport (MINEPS V) expresses that: “Physical Education at school and in all other educational institutions is the most effective means of providing children with and young people with skills, abilities, attitudes, values, knowledge and understanding for their lifelong participation in society;
- That the World Health Organization (WHO, 2010) described the increasing levels of sedentary lifestyle as a pandemic, as well as the substantial risk of diseases, requiring greater workload in Physical Education classes in educational institutions;
- That in the School Physical Education Forum, held by FIEPS and CONFEEF (2018), it was concluded about the importance of carrying out practices that operate with meaning, content and direction to contribute to educational institutions for the integral development of children and young people;
- That Panam Sports (2020) expresses the importance of good motor literacy carried out in quality environments and respecting the developmental age and its sensitive periods, carrying out activities that are fundamental for life;
- That in the preamble, the UNESCO general conference in its point 6 (2015) recognizes that Physical Education, physical activity and sport can bring diverse individual and social benefits such as health, social and economic development, youth empowerment, reconciliation and peace;
- That the International Charter on Physical Education, Physical Activity and Sport (2015) states that “the practice of Physical Education, phy-

sical activity and sport is a fundamental right for everyone”;

- That the European Physical Education Association (EUPEA), through the Declaration of Madrid (1991), established that Physical Education must be compulsory at school, and must be carried out daily until the age of 11 (eleven) or 12 (twelve) and at least 3 (three) hours per week for children and adolescents above this age;
- That the same European Physical Education Association (EUPEA), still through the Madrid Declaration (1991), when defending Physical Education as an integral part of the school curriculum, established the following quality parameters:
 - a) Maintain or include Physical Education as a curricular subject during the period of compulsory education;
 - b) Recognize that training in Physical Education is at the level of higher studies;
 - c) Ensure sufficient curricular weight for School Physical Education;
 - d) Physical Education must have at least one hour per day in primary education;
 - e) Guarantee three hours of Physical Education per week for secondary education;
 - f) That teachers are highly qualified, as is the case in other subjects;
 - g) Academic studies on Physical Education must be promoted, in accordance with the growing importance of the discipline;
 - h) Develop an exchange of information on Physical Education in Europe, as a means of establishing common criteria that can contribute to the generation of ideas that can be adopted by European governments, authorities and organizations;
- That the Document “A Global Vision for Physical Education in Schools”, prepared jointly by the North American Regional Committee Fo-

rum (NARFC), Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) and American Alliance for Health, Physical Education, Recreation and Dance (CAHPERD), as well as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) presented at the World Forum on Physical Activity and Sport (1995), recorded that quality Physical Education has a positive impact on thought, knowledge and action, in the cognitive, affective and psychomotor domains in the lives of children and young people and that physically educated children and young people go on to an active, healthy and productive life;

- That the Meeting called World Summit on Physical Education held by the International Council of Sports Science and Physical Education (ICSSPE/BERLIM/1999) by reinforcing the importance of Physical Education as a lifelong process and particularly for all children, reiterated that quality Physical Education:
 - a) It is the most effective means of providing children, regardless of ability/disability, gender, age, culture, race, ethnicity, religion or social level, with skills, attitudes, values and knowledge, the understanding to participate in physical activities and sports throughout life;
 - b) Helps children achieve safe integration and adequate development of mind, body and spirit;
 - c) It is the only school alternative whose main focus is on the body, physical activity, physical development and health;
 - d) Helps children develop patterns of interest in physical activity, which are essential for desirable development and build the foundations for a healthy lifestyle in adulthood;
 - e) Helps children develop respect for your body and that of others;
 - f) Develops in children an understanding of the role of physical activity in promoting health;
 - g) Contributes to children's confidence and self-esteem;

- h) Enhances social development, preparing children to face competitions, winning and losing, cooperating and collaborating;**
- **That Physical Education is an educational aim in itself, which is integrated into other areas of the school curriculum, allowing interdisciplinary actions that always benefit the educational process; in the search for all of its beneficiaries;**
 - **That the 3rd International Conference of Ministers and Senior Officials in Charge of Physical Education (III MINEPS), in the Declaration of Punta del Este (1999), in its Art. 4th. It highlighted a deep concern about the reduction in Physical Education programs, which may be contributing to the increase in juvenile delinquency and violence, as well as an increase in medical and social expenses, showing that for every dollar invested in physical activities corresponds to a \$3.0 decrease in medical expenses;**
 - **That the Document “The Indispensability of Physical Education”, published by the International Association of Schools of Physical Education (AIESEP/1999), clarified research showing that physical activity can:**
 - a) Be a means of preventing physical diseases (cardiovascular, diabetes, colon cancer, obesity and osteoporosis) and mental diseases (depression and stress);**
 - b) Play a role in enriching social life and developing skills and social interaction;**
 - **That United States National Association for Sport and Physical Education (NASPE, 2015) Physical Education classes, when taught by teachers, must be designed so that the student participates in the activities, to reach a moderate to vigorous intensity above 50% of class time (BANVILLE, 2006), as an international standard. Other studies in Mexico (SALÃO, OCHOA, GONZALES E GONZALES – UABC, 2017) found that moderate to vigorous activities with high school students in 61.9% of class time; at primary level 29.2% (JENNINGS-ABURTO et al., 2009) and 38.2% (PÉRES BONILLA, 2009), applying the SOFI program. Study of the**

Motor Impairment Time of the student in the elementary school class 25.3% (GUERREIRO, 2017), 24% (MEXICO HEALTH SECRETARIAT, 2018).

- That Physical Education is the only school subject that works predominantly with the physical, movements, games and sports, offering opportunities for children and adolescents to acquire movement skills, identities, develop knowledge and perceptions necessary for an independent and critical commitment to development physical and culture and therefore must have at least 2 to 3 hours per week and classes must integrate a longitudinal curriculum and be led by Physical Education teachers prepared for this role;
- That, in the same way, the International Charter of Physical Education, Physical Activity and Sport, issued by UNESCO in 2015, established in its Article 1 that “The practice of Physical Education, physical activity and sport is a fundamental right of all” emphasizing that it enables the development of the well-being and physical and psychological capabilities of the population and must be supported by all government institutions, educational sports, offering inclusive, adapted and safe possibilities. The letter also expresses that every educational system must give due place and importance to Physical Education, physical activity and sport, with a view to establishing a balance and strengthening the links between physical activity and the other components of education;
- That, in the same way, in its Article 4, the need for Physical Education to be taught by highly qualified teachers and with appropriate environments is specified.
- That physical activity within the SDGs – Sustainable Development Goals – has a prominent role within Agenda 20/30, where the Global Action Plan on Physical Activity 2018-2030 (GAPPA), which identified it as a priority (Action 4.1 – Sustainable Development Goal 4: Ensure access to inclusive, quality and equitable education, and promote lifelong learning opportunities for all) the need to update the 2010 guidelines on physical activity in young people, adults and older people.
- That within the scope of school establishments, the Physical Education discipline historically outlined as a physical-bodily activity has con-

temporarily consolidated as a curricular component, with its own body of knowledge, integral to school knowledge.

FIEPS concludes:

Art. 7 - Physical Education and sports education, due to their possibilities of developing motor literacy in the psychomotor dimension of people, especially in children and adolescents, together with the cognitive and social domains, must be a mandatory subject from early childhood education, as well as in primary and secondary education. Must do part of a longitudinal curriculum, allowing correct motor literacy, and taught by qualified teachers in the area of Physical Education. In this sense, FIEPS, as the Governing Body of Physical Education and Sports in the World, calls on national, regional and municipal governments to regulate the exercise of the profession, incorporating suitable professionals into the educational system, providing infrastructure for the development of Physical Education and sports quality, and promote physical activity, thus achieving an improvement in the quality of life in their communities. Likewise, FIEPS adheres to the provisions of Article 14 of the International Charter of Physical Education, exalting its member countries and organizations that integrate it to international cooperation and alliances, placing Physical Education, physical activity and sport at the service of development, peace, solidarity and friendship between people, communities and nations.

CHAPTER VIII

PHYSICAL EDUCATION AS HEALTH EDUCATION IN THE 21ST CENTURY

Considering:

- That the World Health Organization and the Pan American Health Organization recommend an average of 60 minutes of moderate to vigorous aerobic physical activity per day and for adults an average of 150 to 300 minutes per day. Far from just affecting the physical condition or development, such a recommendation even affects the mental conditions of human beings. A healthy body generates a healthy mind, as the Roman poet Juvenal said;
- That in view of the entire historical and cultural set that guide the most significant demonstrations in favor of quality Physical Education, we are inclined towards the activities developed by one of the most important organizations for the expansion and representation of this way of life, FIEPS – International Education Federation Physics and Sports, which in a committed way has been revealing the veil of ignorance and solidifying the space that Physical Education deserves in the world;
- In this sense, it is possible to say that it is not just another organization, but the responsibility and importance that FIEPS has in trying to make Physical Education what it represents in the minds of young people and adults in the present;
- That it is necessary to determine the actions of an organization, such as FIEPS, at different points, which can be understood as pillars for an even greater integration between theory and praxis:
 - a) **Health:** The importance of maintaining physical and mental health in order to observe the being with a holistic vision in an integrated whole, in the eternal macro and microcosmic symbiosis, making, as it does, health function in a chain of actions, maintaining the movement of the human body in harmony;

- b) **Culture:** The existence and mission of FIEPS in order to pave the way, as it already does, for a culture focused on sports and the physical development of the Being, creating prospects for a better future and a better quality of life functional;
- c) **Society:** Integration, debate about each person's behavior, the way of seeing Physical Education, the importance of sports for the social formation of the individual as an active formula for seeing and living in a group, encouraging the healthy competition that makes with human beings mainly overcoming their own limitations;
- d) **Profession:** Support and organize ethics for group action in a profession with a focus on achieving a supportive and respected space, aligned with the current needs of relevant human dignity;
- e) **Education:** To be an inclusive space, open to everyone who wishes to acquire intellectual capital for their further development and that of the entire Physical Education community, fulfilling the role of providing opportunities for everyone's evolution;
- That as an organization, drawing lines and goals for this growth, being soil for sowing seeds of good, is not limited to being an organization, an institution, but opens up the space to be a great web of minds and bodies in action, in a common space for innovation and growth in Physical Education, as a place for broad debate of ideas;
 - That FIEPS has been strengthening the existence of Physical Education for years, generating hope and new dreams in communities and even in countries where Physical Education still needs to be organized with representation;
 - That 27.5% of adults are not active and that 81% of apparently healthy adolescents are not active. That the objectives of the 2030 agenda propose to reduce the prevalence of inactivity by 15%;
 - That in this century, and in others to come, FIEPS will remain unchanged with its mission of being the bridge between dream and reality;
 - Scientific evidence indicates the strong link between strategies to pro-

mote physical activity and 8 (eight) of the 17 (seventeen) Sustainable Development Goals (SDGs): good health and well-being (SDG 3); gender equity (SDG 5); industry, innovation and infrastructure (SDG 9); reducing inequalities (SDG 10); sustainable cities and communities (SDG 11); climate action (SDG 13) and peace, justice and strong institutions (SDG 16) (SALVO et al., 2021);

- **The International Charter of Physical Education, Physical Activity and Sport of the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2018), establishes in its Article 2 that Physical Education, physical activity and sport can:**
 - a) **Play an important role in developing participants' basic knowledge regarding physical instruction, well-being and physical capabilities;**
 - b) **Improve mental health, well-being and psychological capacity by increasing body confidence, self-esteem and cognitive function, decreasing stress, anxiety and depression, and developing a wide range of skills and qualities, such as cooperation, communication, leadership, discipline, teamwork, all of which contribute to success during participation, learning and other aspects of life;**
 - c) **Helper for the be well-being and social capacity, by establishing and strengthening bonds with the community and relationships with family, friends and colleagues, creating a feeling of belonging and acceptance, developing positive social attitudes and behaviors, and bringing together people of different cultural, social and economic contexts in the pursuit of common goals and interests;**
 - d) **Help prevent and rehabilitate people vulnerable to drug addiction, excessive alcohol and tobacco consumption, delinquency, exploitation and extreme poverty;**
 - e) **Bring important health, social and economic benefits. An active lifestyle helps prevent heart disease, diabetes, cancer and obesity, as well as reduce premature deaths, as well as reduce healthcare-related costs, increase productivity and strengthen civic engage-**

ment and social cohesion;

- **The Berlin Declaration, produced at the V International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport at UNESCO (2013) reaffirms:**
 - a) **The fundamental principles enshrined in the UNESCO International Charter for Physical Education and Sport and the Olympic Charter;**
 - b) **That all people must have opportunities to access sport and participate in it as a fundamental right, regardless of their ethnic origin, sex, age, disabilities, cultural and social origin, economic resources, gender identity or sexual orientation;**
 - c) **The extraordinary potential of sport in promoting social inclusion;**
- **The International Olympic Committee Consensus Statement on the Health and Physical Fitness of Young People through Physical Activity and Sport (2011) recommends that:**
 - a) **Sports organizations reinforce their role in producing physical activity and sport for the health and physical fitness of young people;**
 - b) **Government sectors defend physical activity and the promotion of global health, positioning health and physical activity at the top of the national political agenda;**
- **The World Health Organization's Global Physical Activity Plan 2018-2030 (2018) recognizes that:**
 - a) **Regular physical activity helps prevent and treat non-communicable diseases such as heart disease, stroke, diabetes, breast and colon cancer, hypertension, overweight, obesity and can improve mental health, quality of life and well-being ;**
 - b) **More active societies can generate additional returns on investment in promoting physical activity, including reduced use of fos-**

sil fuels, cleaner air and less congested and safer roads.

- The World Health Organization's Global Physical Activity Report (2022) recognizes that globally, almost 500 million new cases of preventable chronic non-communicable diseases will emerge between 2020 and 2030, representing 70% of healthcare spending on treating the resulting diseases of physical inactivity, reaffirms that regular physical activity promotes mental and physical health, being beneficial for people of all ages and physical conditions;
- The United States Center for Disease Control and Prevention – CDC recognizes the importance of an active lifestyle for the health and well-being of people with special needs;
- The UNICEF technical note on Early Childhood Development, Nutrition and Health Emergencies (2016) recognizes physical activity and movement as essential elements for children's motor, cognitive, social and emotional development in early childhood;
- The United Nations International Children's Emergency Fund – UNICEF (2019) defends the role of sport, recreation and play in child development from early childhood to adolescence;
- The World Health Organization's Health Promoting Schools report, in partnership with UNESCO (2012), recognizes the culture of practicing physical activity at school as a central element for promoting health in the school environment;
- That people, due to their conditions as human beings, throughout their lives, will have special needs, including regarding Physical Education;
- That the Physical Education professional can act independently in institutions such as public and private bodies that provide services that involve physical activity or physical exercise, including those that are responsible for basic health care, and can act at the three levels of intervention (primary, secondary and tertiary), depending on the needs of the individual and the level of competence of the professional (HARTMANN & LOPES, 2020).

FIEPS concludes:

Art. 8 - Physical Education, so that it can exercise its role as Health Education and can act preventively in reducing related illnesses such as obesity, heart disease, high blood pressure, some forms of cancer and depression, as well as other diseases and rare syndromes, contributing to the quality of life of their beneficiaries, must develop in people habits of regular practice of physical activities physics.

Art. 9 - Physical Education, when recognized as an effective means of improving and preventing various situations, when offered to special groups, must be carefully adapted to the characteristics of each case, respecting the biological individuality of each individual.

CHAPTER IX

PHYSICAL EDUCATION AS WORKERS' HEALTH

Considering:

- According to Anderson (1998), the human body was not designed to remain in a sitting position for long periods. Remaining motionless for hours at a time is a relatively recent phenomenon in history;
- That the publications referring to Labor Gymnastics in 1925, in Poland, were registered under the theme entitled "Gymnastics of Pause" (PEREIRA, 2001).
- In Japan, postal workers began to attend daily gymnastics classes with the aim of relaxing and improving their health. But it was after the Second World War that this practice became widely spread and resulted in increased productivity, a reduction in work accidents and the search for the general well-being of workers (CAÑETE, 2001);
- That Quality of Life at work represents the need to act more deeply in valuing working conditions, with regard to the procedures of the task itself, the physical environment and relationship standards (LIMONGI-FRANÇA, 2001);
- According to BAU (2002), the main objective of Labor Gymnastics is to provide workers with a healthy life, alleviating difficulties during the development of their daily work, improving their physical and mental conditions and their personal relationships;
- That Occupational Gymnastics began to be understood as a great instrument for improving workers' physical health, reducing and preventing occupational problems (HARTMANN et al., 2008);
- That at the beginning of the 70s, FEEVALE (Federation of Higher Education), through the School of Physical Education, created an exercise proposal based on biomechanical analyses, compensatory Physical Education and recreation;

- That the benefits that Occupational Gymnastics provides to the employee and the company, seeks to provide response mechanisms that prevent and minimize the consequences of the most diverse postural defects, Repetitive Occupational Strain Injuries (RSI), which are degenerative and cumulative structures preceded any pain or discomfort and also Work-Related Disorders (WMSD) (HARTMAN et al., 2018);
- That Gymnastics at Work comprises specific stretching, muscle strengthening, motor coordination and relaxation exercises, carried out in different sectors or departments of the company, with the aim of preventing and reducing cases of RSI/WMSD (OLIVEIRA, 2006);
- That the Physical Education Professional is assigned the skills and abilities to diagnose, plan, organize, supervise, coordinate, execute, direct, advise, dynamize, program, develop, prescribe, guide, evaluate, apply various motor methods and techniques, improve , guide and deliver specific physical exercise sessions or various body practices (CONFEEF, 2002 apud HARTMANN & LOPES, 2020).

FIEPS concludes:

Art. 10 - Protocols are essential in the assessment of manual grip and the flexibility of the wrist joint in flexion and extension movements, with the intervention of a program of occupational gymnastics classes carried out by a Physical Education Professional.

Art. 11 - The Physical Education Professional must demonstrate mastery of knowledge in testing protocols and their adjustments according to the aptitude of the person being evaluated; indications and contraindications for carrying out tests; indications for interrupting tests; preparing patients for testing; equipment operation; exercise physiology and hemodynamic and respiratory responses to physical exercise; principles and details of the evaluation, as well as the objectives to be achieved.

CHAPTER X

PHYSICAL EDUCATION AS A MEANS OF CULTURAL PROMOTION

Considering:

- That Physical Education, due to its conceptual scope, can be considered as a means of cultural development;
- That the cultural pluralism of nations and regions requires that all practices respect cultural diversity, seeking to find strategies adapted to different realities and characteristics;
- In the International Charter of Physical Education and Sport (UNESCO, 1978), in its Article 7 it establishes that “in Physical Education and Sport the defense of moral and cultural values cannot be lost sight of”;
- That the XV Pan-American Congress of Physical Education (LIMA, 1995), in its conclusions, suggested that the cultural values and traditions of the people be rescued and preserved, through Physical Education and recreation;
- That the 3rd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS III/Punta del Este, 1999), through the Declaration of Punta del Este, in its Art. 8th, defended support for a policy of conservation and appreciation of traditional sports and games that form the cultural heritage of regions and countries;
- The VII Ibero-American Congress of Research in University Governance (COLOMBIA, 2020). Bioethics in sport, recreation and physical activity was discussed (COLOMBIA, 2020). Other support work such as the Federal Council of Physical Education in Brazil (2006). What is defined by several authors (KENNEDY, 1978; GARCIA, 2020; DE OLIVEIRA & HELLMANN, 2022):
 - a) Bioethics was created due to the scientific nature of medicine, the advancement of these technologies and their socialization. Bioe-

ethics is the systematic study of human behavior in the fields of biological and health sciences and its principles centered on medical ethics;

- b) Bioethics is clear in people who practice sports, recreational activities and physical activity from the ages of children, young people, adults so as not to break rules that affect their physical and mental health, seek good human training with values to function with a life active and healthy;
- c) The Physical Education Professional must understand values and develop a practice consistent with teaching, reflective and critical. They must also invest in ethical training, to be able to reflect on conflicts and the means to resolve them;
- d) Universities must support their Physical Education students and teachers in teaching and continuing training in ethics, for professional, reflective practice and education in values.

FIEPS concludes:

Art. 12 - Physical Education must always be ethically used as an appropriate means of respecting and reinforcing cultural diversity.

CHAPTER XI

PHYSICAL EDUCATION AS LEISURE EDUCATION

Considering:

- That the International Charter on Physical Education and Sport (UNESCO, 1978), by establishing the right of everyone to practice sports and physical activities, allowed, with this premise, the understanding of Sport through educational perspectives (Sport - Education) , leisure and participation (Sport - Leisure) and performance (Performance Sport) and that in this scope, Sport-Leisure or participation is that of adult and ordinary people who democratically, and always with pleasure, gain easy access to these practices;
- That, according to the World Leisure and Recreation Association (WLRA), the Social Service of Commerce (SESC, São Paulo) and the Latin American Leisure and Recreation Association (ALATIR), in the Declaration of São Paulo, on the occasion of the 5th Congress World Recreation and Leisure World (1998), leisure (including play) is the time in which one has autonomy and limits to seek meaningful experiences without violating the norms and meanings of society, which value social and individual development;
- That the International Charter for Leisure Education, approved at the International Seminar on Leisure Education (JERUSALEM, 1993), by the World Leisure and Recreation Association (WLRA), in its item 2, established that leisure “is a specific area of human experience with its own benefits, including freedom of choice, creativity, satisfaction, joy and increasing pleasure and happiness, involving forms of expression or activity”;
- That Physical Education for Leisure finds its main contents in games and dance;
- That all Physical Education for leisure has the role of leading its practitioners to promote health;

- That the practice of Sports-Leisure is a manifestation resulting from Physical Education related to sports initiation;
- That Physical Education for Leisure must develop people's habits of voluntary physical activity in their free time;
- That Leisure is invariably related to situations of pleasure for people;
- That the 3rd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport – III MINEPS, in the Declaration of Punta del Este (1999) in Article 2, reiterates the importance of Physical Education and Sport in the Permanent Education process and human and social development, also contributing to social cohesion, mutual tolerance and the integration of ethnic and cultural memories, at a time when migration reaches all continents;
- That, at the beginning of this chapter, recalling the International Charter for Physical Education and Sport (UNESCO, 1978), the right of everyone to sports and physical activities was highlighted, allowing the understanding of Sport as an educational phenomenon (Sport-Education), leisure and participation (Sport-Leisure) and performance (Performance Sport), within its formal and non-formal aspects;
- That at the present stage of promoting non-formal physical activities in Brazil, we can see a maturity in the reconciliation of the oldest recreational and leisure approach with the most recent approach to prevention and health maintenance. This particularity has been more evident today, with the growth and appreciation of Physical Education on the national and international scene, after the creation, in Brazil, of the Federal Council of Physical Education;
- More than a simple observation, this trend reflects a last stage in the country's history, of promotional activity, which is still called, internationally, Sports for All – EPT. Proof of this conclusive synthesis is found in the previously produced document, called "São Paulo Manifest for the Promotion of Physical Activity in the Americas", issued by Brazilian, Pan-American and International organizations at the end of 1999;

- That the international impact of Brazilian EPT substitutes could be assessed through proposals made to the World Health Organization – WHO, as well as through the inclusion of Brazilian experts and projects within the scope of programs to support leisure activities;
- That in 2002, as an example, “Agita” emerged, a program chosen by the World Health Organization – WHO to coordinate Physical Activity Day around the world, with its coordination base in the city of São Paulo – SP.;
- That in 2003, the representative at the Association for International Sport for All (TAFISA) was Lamartine Pereira da Costa. This researcher completed 30 years of participation in different management positions in that international entity. Today, this international EPT pioneer holds the role of research coordinator on the TAFISA Board of Directors (based in Germany at this stage). And, under these conditions, in 2002, he was the Editor – together with Ana Miragaya, also Brazilian – of the book and database *Worldwide Experiences and Trends of Sports for All*, which brought together 87 authors from 36 countries on the five continents on the EPT theme;
- In this comparative study, it was finally found that EFA exhibited many variations between countries and cultures, but the option of “social inclusion” was common to most national cases. And as “social integration” was already valid in the origins of the Brazilian EPT for three decades, it is understood that these expressions related to citizenship constitute the basis of the sport for everyone, whether in Brazil or abroad, within a framework meanings of leisure and health, linked to Physical Education;
- That on the other hand, FIEPS proclaims in its Art. 8º. CHAPTER VII, of the *World Manifest of Physical Education (1970)* that “Physical Education should always consist of pleasurable practices so that it can create favorable habits and attitudes in people, regarding the use of different forms of physical activities during leisure time”;
- That according to Manoel Gomes Tubino, “Physical Education, like all other areas, does not exclude itself from responsibilities in the face of

major contemporary issues (...) roles and responsibilities of institutions and people in relation to this new Physical Education". He concludes, stating that "the Manifest shows that FIEP's mission does not end with the publication of this document, because in the last decades of the 20th century, a great discussion began to emerge regarding the need for a new understanding of Physical Education", allowing the understanding of Sport as an educational phenomenon (Sport-Education), leisure and participation (Sport-Leisure) and performance (Performance Sport), within its formal and non-formal aspects.

FIEPS concludes:

Art. 13 - Physical Education must always consist of pleasurable practices so that it can create favorable habits and attitudes in people regarding the use of different forms of physical activities during leisure time.

CHAPTER XII

THE RELATIONSHIP OF PHYSICAL EDUCATION WITH TOURISM

Considering:

- That in today's world where employment is scarce, new work opportunities arise in the area of services, where Tourism is consolidating itself due to its expansion and potential;
- That Tourism also expresses an appreciation for unknown cultures and different places;
- That Tourism can be the path to sustained development and not the destruction of natural strongholds;
- That Tourism can also be a very significant component of a quality of life that values new knowledge, self-reflection, the opportunity to improve family and friendship relationships, in leisure that is not limited to the consumption of material goods, developing human values that future cannot despise;
- That Tourism increasingly incorporates physical activities into its content, especially sports, involving both adventure sports activities and major sporting events;
- That Physical Education, due to the breadth of its conceptual possibilities, can reinforce tourist activities, valuing them even more and the reciprocal can be equally positive to stimulate the practice based on tourist experiences focused on leisure and sports physical activities;
- That Physical Education and Tourism have great possibilities for highly productive interaction and the exaltation of human values with a direct impact on quality of life.

FIEPS concludes:

Art. 14 - Physical Education, due to its characteristics and potential for offering physical activities in its different forms, can and should be one of the main options in Tourism programs and policies.

CHAPTER XIII

TEACHERS AS MAIN AGENTS OF PHYSICAL EDUCATION

Considering:

- That the Document “A Global Vision for Physical Education in Schools”, prepared jointly by the North American Regional Committee Forum (NARFC), Association for Health, Physical Education, Recreation and Dance (CAHPERD), for the World Forum on Physical Activity and Sport (1995), showed that teachers responsible for teaching Physical Education need to be professionally prepared with solid knowledge so that they can contribute to integral education, especially for children and young people, and that school management has the responsibility to promote support for programs and the performance of Physical Education teachers with adequate facilities, resources and equipment;
- That the World Summit on Physical Education event, held by the International Council of Sport Science and Physical Education (ICSSPE/Berlin, 1999), by reinforcing the importance of Physical Education, recognized that the area of activity of the Physical Education professional in school, physical activity, recreation and leisure, is an area of growth in the job market;
- That the 3rd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS III/Punta del Este, 1999), in its preparatory documents, emphasized that it is important that Physical Education teachers have a status comparable to teachers and professionals from other areas, so that their missions are revalued;
- That there is an international consensus that the progress of any area of activity in society will always depend on the level of the professionals who work in it;
- That in the specific case of Physical Education, undergoing a conceptual review, the reformulation of training, preparation and updating of Physical Education professionals becomes essential;

- That Physical Education and sport can be an instrument for human and social development, capable of having a profound impact on personal life (improving health, school performance), reducing violence and promoting inclusion, as long as it is guided, taught and taught by a qualified professional graduated for this purpose;
- That in Physical Education and sport the end is Man and not the means, therefore the values propagated to them must be guided and taught;
- No one is born knowing sport or playing sport. Sport has to be learned, it requires teaching, guidance, dynamism and training;
- That Physical Education and sport should be a “school for life”, teaching basic values and important life skills, for holistic development;
- The need to break paradigms that it is not sport that enables the propagated benefits (health, peace, training, information, social inclusion, etc.) but rather the work of the professional who guides the benefits to be achieved;
- The appreciation of Physical Education Professionals must be understood by society as an agent that promotes healthy living;
- That for many children, especially those less advantaged, Physical Education offers the only regular sessions of physical activity. This further emphasizes the need for children to receive the quality Physical Education they are entitled to in school curricula;
- That the International Charter for Physical Education, Physical Activity and Sport (UNESCO, 2015) also recognizes that Physical Education, physical activity and sport can bring various individual and social benefits, such as health, social and economic development, youth empowerment, reconciliation and peace;
- That the same letter highlights that the provision of quality Physical Education, physical activity and sport is essential for the full realization of its potential in promoting values such as fair play, equality, integrity, excellence, commitment, courage, teamwork, respect for rules and laws, loyalty, respect for oneself and other participants, the spirit

of community and solidarity, as well as fun and joy, as long as properly taught and guided;

- As it is the only area of school curricula dedicated to developing students' competence and confidence in sport and physical activity, Physical Education offers an access route to the development of skills, attitudes and knowledge necessary to practice the activity physics and sport throughout life. Therefore, inclusive and quality Physical Education classes, taught by qualified Physical Education teachers, must be mandatory in all grades and at all levels of education;
- The recommendation of the International Charter for Physical Education, Physical Activity and Sport that all professionals who assume technical responsibility for Physical Education, physical activity and sport must have appropriate training and qualifications, as well as receive ongoing access to professional development.

FIEPS concludes:

Art. 15 - The training of professionals, considered necessary to work in the area of Physical Education, must be carried out considering scientific advances in knowledge so that it can meet social demands and the new conceptual meanings of this area;

Art. 16 - Current Physical Education Professionals need to adapt their actions and improvement processes according to the paths and new paradigms proposed by this Manifest;

Art. 17 - Physical Education Professionals are the ones who encourage, teach and guide Physical Education students towards the values and skills inherent to these activities;

Art. 18 - Professionals have in sport a privileged way of comprehensive education for children and young people due to their ability to act in a transformative and comprehensive way in all human dimensions: motor, cognitive, social and affective.

CHAPTER XIV

THE RELATIONSHIP OF PHYSICAL EDUCATION WITH PEOPLE WITH DISABILITIES AND THE SOCIAL INCLUSION MOVEMENT

Considering:

- That in 1986, Disable Peoples International defined a person with a disability differently, establishing that: “disability is a functional limitation of the individual caused by physical, intellectual or sensory damage”, thus, disability is the loss or limitation of opportunities to participate in the normal life of the community on an equal level with other individuals due to physical and social barriers;
- That the WHO report, The World Bank (UNITED NATIONS DEVELOPMENT PROGRAM AND GOALS, 2011), emphasizes the concern about the incidence and increase of disability in the world;
- That the Global Burden of Disease survey presented in 2011 estimated that approximately 785 to 975 million people aged 15 have some type of disability, be it physical, visual or intellectual;
- That children with disabilities are estimated at 110 to 190 million children under the age of 15, newborns with “severe disabilities” (OSKOUJ et al., 2013);
- That, at the beginning of the 21st century, WHO reports showed that the percentage of people with disabilities approached 15% of the world population, with one billion and thirty-five million people living with some type of disability;
- There are few opportunities offered to practice physical activities for people with disabilities, although there have been important advances in political actions, mainly in the area of adapted sports;
- That Sport, in its different manifestations (educational, participation and performance), is a social right guaranteed in the Convention on the Rights of the Child, in the Brazilian Federal Constitution and in the

Child and Adolescent Statute;

- That the Brazilian Federal Constitution of 1988 defines that “It is the duty of the State to promote formal and non-formal sporting practices”;
- That the Federal Constitution establishes “Education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification to the work”;
- That the Brazilian Law on the Inclusion of People with Disabilities ensures and promotes, under conditions of equality, the exercise of fundamental rights and freedoms by people with disabilities, aiming at social inclusion and citizenship;
- That the Brazilian Law on the Inclusion of Persons with Disabilities protects the right of people with disabilities to culture, sport, tourism and leisure on equal opportunities with other people;
- That the Brazilian Federal Constitution of 1988, the Guatemalan Convention of 1999 and the Declaration of Salamanca stand out as milestones in the fight for a plural, fair and democratic school that guarantees the right to schooling, regardless of the specificities of each Human Being;
- That the International Charter for Physical Education and Sport (UNESCO, 1978) in its Article 3 establishes that “Physical Education and sport programs must adapt to individual and social needs”;
- That Physical Education, having as a locus of action in the different stages and modalities of basic education, as a curricular component, and in other spaces of society as a promoter of different manifestations of physical and sporting activity, cannot remain neutral to this movement;

FIEPS concludes:

Art. 19 - Physical Education, as an opportunity for social inclusion,

must understand, interpret and comprehend disability, and based on this understanding, through planning and adaptations in its practices, it must guarantee access, permanence, participation and learning for everyone, regardless of the specificities of each human being.

CHAPTER XV

PHYSICAL EDUCATION AND CONCEPTIONS ABOUT COMMUNICATION WITH DEAF PEOPLE

Considering:

- That all people communicate and learn the language that best identifies them in accordance with the fundamental principles of linguistic rights taken from the document of the General Assembly of the FIPLV (Fédération Internationale de Professeurs de Langues Vivantes) in August 1991 (Pécs, Hungary);
- That the Declaration of Salamanca in cooperation with UNESCO (Spain, June 1994), promotes principles, policies and practices in the area of Special Educational Needs for all countries, culminating in a normative document included for the INCLUSION OF ALL PEOPLE WITH NEEDS SPECIAL, including deaf people who use sign language, regardless of country;
- That the Inter-American Convention of Guatemala (1999) dealt with the elimination of all forms of discrimination against people with disabilities;
- That the JOMTIEN Conference (Thailand, March 1990) addressed Basic Learning Needs. Addressing the principles of the Universal Declaration of Human Rights; states: “all people have the right to education (Art. 1 – Satisfy the basic learning needs; Art. 3 – The basic learning needs of all people with disabilities);
- That each country has a sign language for communication and interaction of deaf people between hearing people and deaf people;
- That Brazilian Sign Language be considered as a facilitating factor in the process of communication and interaction between deaf people and Physical Education professionals;
- That the Brazilian Sign Language contributes to the Physical Education

professional, considering that sign language is the second language of the deaf;

- That educational institutions and gyms, as well as any other place, can be attended by deaf people, who use Signs – LIBRAS;
- That, currently, Physical Education Professionals, like any other profession, need to have training that covers their practice in any environment, classroom, gym, etc. In this aspect, the Physical Education curriculum must contribute to professional training by contextualizing the inclusion of deaf people and the use of sign language;
- That in Brazil, the Brazilian Sign Language – LIBRAS, had its origins in France and made official by Law no. 10,236 of April 24, 2002 and Decree no. 5,626 of December 22, 2005, which recognizes as a language for communication and interaction between deaf people and their peers and people in general and with professionals from different areas, including Physical Education professionals with the objective of understanding and being understood through same.

FIEPS concludes:

Art. 20 - Everyone has the right to receive instruction in the language or languages they identify in public and private education, in the community or in their family context. FIPLV (Fédération Internationale de Professeurs de Langues Vivantes) in August 1991 (Pécs, Hungary). The Physical Education professional needs to have basic knowledge in the LIBRAS area, with the aim of interaction and communication;

Art. 21 - Deaf people use Sign Language to communicate with their peers. Sign Language is the language that best meets the interests of deaf people, therefore, Physical Education professionals must establish continuous contact with Sign Language as soon as possible, as it is a language defined as: “[...] form of communication and expression, in which the linguistic system of a visual-motor nature, with its own grammatical structure, which constitutes a linguistic system for transmitting ideas and facts, originating from communities of deaf people” (BRAZIL, ARTICLE 1, SOLE PARAGRAPH , LAW No. 10,436, of April 24, 2002);

Art. 22 - Understanding the legal and inclusive aspects, and aware of people with disabilities, FIEPS has already offered several courses, webinars and live streams in the area of Sign Language at various events (international, national, regional and local);

Art. 23 - FIEPS will continue to promote, disseminate, through its projects, activities and events, accessibility, communication and equity policies in accordance with the National Policy for Special and Equitable, Inclusive Education and Lifelong Learning (BRAZIL, Decree No. 10,502 of September 30, 2020) taking into account the specificities of each disability.

CHAPTER XVI
PHYSICAL EDUCATION AND ITS COMMITMENT AGAINST
DISCRIMINATION AND SOCIAL EXCLUSION

Considering:

- That the International Charter for Physical Education and Sport (UNESCO, 1978), in its art. 1st established that “The practice of Physical Education and Sport is a right for everyone”;
- That the 2nd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS II/Moscow, 1983), in its Recommendation no. 4, proposes “the promotion of Sport for All and its extension to all groups of the population with due respect for human dignity”;
- That the United Nations Convention on the Elimination of all Forms of Discrimination Against Women (1979) reinforced the statement that women’s right to Physical Education cannot be forgotten;
- That the 3rd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport, in the Declaration of Punta del Este (1999), indicates a better participation of girls, young people and women in Physical Education and Sport in all statistics, in accordance with the United Nations Convention on the Elimination of All Forms of Discrimination against Women (1979), and the Brighton Declaration on Women in Sport (1994);
- That the Manifest on Physical Activity and Sport, published on the occasion of the 1st Seminar of Sports Science Institutes and Faculties (Cartagena de Indias, 1996), promoted by the Ibero-American Network of Superior Centers for Physical Activity and Sports Sciences Sport, recommended the promotion of physical activity and sport as means to overcome poverty, inequality of opportunities and health problems;
- That UNESCO, when developing reflections on the human and social harm caused by intolerance, racism and social exclusion, has promoted concrete actions to eliminate all forms of discrimination and exclusion;

- That the International Council for Sport Science and Physical Education – ICSSPE, in the Final Document of the World Summit on Physical Education (Berlin, 1999) when defending social integration as an argument for hours of Physical Education at school and in the community has particularly positive in children from low-economic groups, by eliminating one of the main causes that affect children's health;
- That without a doubt, Physical Education constitutes an excellent means of social integration of people in socially unfavorable and excluded categories;
- That approved in 2013 within the scope of the Organization of American States, with the active participation of Brazil, the Ibero-American Convention against All Forms of Discrimination and Intolerance, recognizing the duty to adopt national and regional measures to promote and encourage respect and the observance of human rights and fundamental freedoms of all individuals and groups subject to its jurisdiction, without distinction due to gender, age, sexual orientation, language, religion, political or other opinion, social origin, economic position, condition migrant, refugee or displaced person, birth, stigmatized infectious-contagious condition, genetic characteristic, disability, disabling psychological suffering or any other social condition;
- That the Brazilian Law on the Inclusion of Persons with Disabilities was published (Law No. 13,146/2015), in its Article 4 it established that every person with a disability has the right to equal opportunities with other people and will not suffer any kind of discrimination.

FIEPS concludes:

Art. 24 - Physical Education must be used in the fight against discrimination and social exclusion of any kind, democratizing people's opportunities for access to participation, with the installation and use of favorable and accessible infrastructures and conditions.

CHAPTER XVII**PHYSICAL EDUCATION / SPORT AND THE NEED
FOR MANAGEMENT AND ADMINISTRATION****Considering:**

- That the origin of the term Management in Latin is shared in its root with the word gestation and that both concepts indicate a meaning related to the development of something valuable that must be taken care of. In a more specific context, it refers to the principle of encouraging participation, stimulating people's autonomy and responsibility. And as far as the word Administration is concerned, it is a concept that means planning something, in addition to controlling and directing the resources available, which can be human, material, virtual or financial. It is imperative to understand the semantic difference between terms commonly used as synonyms. Thus, Management is a practice focused on the political-administrative aspect of an individual, team or company, in which personal and routine relationships are involved in the process as a whole. In turn, Administration is used to guide a project, an institution or company towards specific objectives, where concepts are applied to generate predefined results (eseg.edu.br).
- That the Moscow Declaration in 1988, taken from the Meeting of Ministers of Sport and Those Responsible for Physical Education, proposed institutional commitments to resolve the crisis installed at that historical moment, which in essence was a crisis of responsibility for the different segments of society in relation to the development of Sport and Physical Education;
- That the European Community proposed different actions for crises, and several documents emerged, such as the European Sports Charter in 1992 and the Sports Code of Ethics in 1994, which gave rise to important guidelines for European countries that respect us to guide and promote sports development;
- That with the new reorganization of Europe, several meetings took pla-

ce that culminated in the presentation of numerous documents. As relevant, the following are mentioned: the Declaration of Istanbul (1975), the Declaration of Warsaw (1996), the Panathlon Club's Charter of the Rights of Children in Sport (1996), the Declaration of Oeiras (1997), the Declaration of Athens (1998), the Paris Declaration (1999) and the Palermo Declaration (1999) carried out in conjunction with the Panathlon Club;

- That the transition of centuries encouraged the different areas of knowledge to dialogue with the near future. In the area of Physical Education and Sport, four important documents were created, being the Berlin Agenda, taken from the World Summit on Physical Education (ICSSPE, 1999): an important document prepared by more than 450 experts from around the world, expressing that Physical Education is not only for schools or defined age groups and must be carried out throughout life and related to quality parameters, and the World Manifest of Physical Education – FIEP 2000: the Manifest directed by the International Federation of Physical Education – FIEP, carried out a compilation of the main conclusions and documents from the second half of the 20th century, summarizing them. He conceptualized Physical Education as the search for an active lifestyle, relating it to Education, Sport, Health, Culture, Tourism and Science. He emphasized the right of all people to Physical Education, including committing it to major discussions in the world regarding social inclusion, people with special needs, the environment, underdeveloped countries and the culture of peace. He also highlighted that sport is recognized worldwide as one of the greatest sociocultural phenomena since the end of the 20th century and beginning of the 21st century, which is expressed by the large and growing number of practitioners, media interest and economic investments, therefore, being worthy from a specific perspective, because in its broad concept it respects the rules, it is practiced professionally, recreationally or even as a means of improving quality of life and therefore, important for people to incorporate their practices into their respective cultures;
- That the International Charter for Physical Education, Physical Activity and Sport (2015), in its Article 3, argues that: “All interested par-

ties must participate in the creation of a strategic vision that identifies political options and priorities”; Article 5: “All interested parties must ensure that their activities are sustainable, in economic, social and environmental terms”; Article 7: “The teaching, training and administration of Physical Education, physical activity and sport must be carried out by qualified personnel”; Article 9: “Security and risk management are necessary conditions for a quality offer”.

FIEPS concludes:

Art. 25 - That the concepts and teaching of management and administration in Physical Education, sports, physical activities and professional life must be emphasized, occupying an important role in continuing education, integrating with other educational components, in institutions of teaching of Physical Education, in order to ensure the construction of organized thinking of the professionals who present themselves there;

Art. 26 - That a National Sports Policy is necessary for all countries for the acquisition and implementation of successful and structured sports management and administration, with pre-established objectives leading the sport and the country to global recognition;

Art. 27 - That social manifestations occur with greater dynamism than government deliberations, requiring constant revisions of the different legal systems with a view to ensuring efficiency in sports management and administration.

CHAPTER XVIII

PHYSICAL EDUCATION IN UNDERDEVELOPED AND DEVELOPING COUNTRIES

Considering:

- That the 2nd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS II, Moscow, 1988), in its Recommendation no. 10, by reaffirming that “there is a need to establish cooperation based on the spirit of solidarity between the most advanced and least developed nations”, encouraged the creation of an operational program aimed at helping developing countries with funding divided equally between the participating States ;
- That the Manifest on Physical Activity and Sport, from the Ibero-American Network of Superior Centers for Physical Activity and Sport Sciences, published on the occasion of the 1st Ibero-American Seminar of Sports Science Institutes and Faculties (Cartagena das Indias, 1996) includes in its recommendations that governmental and non-governmental organizations include physical activity and sport as part of their development aid programs;
- That the 3rd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS III) in the Declaration of Punta del Este (1999) in its Article 3 points out “the need, in this era of globalization, to redouble efforts in favor of North-South dialogue and cooperation, encouraging international financial bodies to welcome Sport and Physical Education as strong vectors of development, capable of reducing existing disparities between developed and developing countries, facilitating resources for this purpose” ;
- That this International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS III, Montevideo, 1999), still recognized that the differences between developed and developing countries are mainly concentrated in the training of human resources and the dissemination and exchange of information;

- That in fact, the conditions for Physical Education processes differ substantially in underdeveloped countries and nations due to the lack of resources;

FIEPS concludes:

Art. 28 - Professionals responsible for Physical Education in underdeveloped and developing countries and nations, in situations of scarcity, must seek competence and creativity in the search for pedagogical strategies, so that the beneficiaries, even so, can achieve the proposed educational intentions;

Art. 29 - Physical Education, for what it represents and acts in promoting the well-being, quality of life and integral formation of people in accordance with this Manifest, must be a focus of attention in developed countries, so that they can, through promotion and development programs for autonomy and sustainability, contributing to underdeveloped and developing countries, seeking to reduce inequalities in conditions and opportunities between people.

CHAPTER XIX

PHYSICAL EDUCATION AS A FACTOR FOR A CULTURE OF WORLD PEACE

Considering:

- That the concept of Culture of Peace, born in Yamoussoukro (Ivory Coast, 1995) was adopted by UNESCO as a program in 1995, and aims to transform the culture of war, violence, imposition and discrimination into another culture committed to non-violence, dialogue, tolerance and solidarity;
- That the United Nations General Assembly proclaimed the year 2000 as the year of the Culture of Peace and the decade 2001–2010 as the International Decade of the Culture of Peace and Non-violence for the world's children;
- That in 1998, a group of Nobel Peace Prize winners, in celebration of the 50th anniversary of the Universal Declaration of Human Rights, signed the Manifest 2000 – For a Culture of Peace and Non-Violence, where each person must commit to:
 - a) Respect life;
 - b) Practice active non-violence;
 - c) Share your time and material resources;
 - d) Defend freedom of expression and cultural diversity;
 - e) Promote responsible consumption;
 - f) Contribute to the development of your community;
- That the Culture of Peace is supported by respect for human rights and democracy, the promotion of education for peace, and the free dissemination of information, being directly linked to the prevention of conflicts and the search for solutions through non-violent means;

- That the process of transforming the culture of war and violence into a Culture of Peace must occur both in terms of individual values, attitudes and behaviors as well as structures and institutions;
- That the Second International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS II, Moscow, 1988) in its Recommendation No. 1, encourages the ideals of peace through Physical Education and Sport, by defending the importance of maintaining peace for Humanity;
- That the International Charter for Physical Education and Sport (UNESCO, 1970) in its Article 11 had already recommended international cooperation as one of the conditions for the universal and balanced development of Physical Education and sport;
- That there is a joint effort by UNESCO and the International Olympic Committee (IOC) to preserve peace through sport, promoting the World Conference on Physical Education and Sport for the Culture of Peace (Paris, 2000), in which Physical Education is being understood as having an important role in this challenge;
- That Physical Education can be important for the Culture of Peace, through bringing people together through international cooperation between national governments and non-governmental organizations;
- That the Culture of Peace must be a responsibility of all areas of human activity, constituting a long-term task, taking into account historical, political, economic, social and cultural contexts;
- That the Olympic Charter understands Olympism as a philosophy of life whose fundamental objective is to place sport at the service of the harmonious development of humanity, with a view to promoting a peaceful society focused on preserving human dignity;
- That the objective of the Olympic Movement is to contribute to the construction of a better peaceful world, educating young people through sport practiced in accordance with Olympism and its values;
- That the international cooperation of competent public or private or-

ganizations and authorities in the effort to place sport at the service of humanity and, thus, promote peace;

FIEPS concludes:

Art. 30 - Physical Education must contribute to the Culture of Peace, by being used to build and maintain a peaceful society that preserves human dignity through initiatives that bring people and people together, with programs that promote cooperation and national and international exchanges.

CHAPTER XX

PHYSICAL EDUCATION AND RESPONSIBILITIES TOWARDS THE ENVIRONMENT

Considering:

- That the United Nations Conference on Environment and Development called “Earth Summit”, held in Rio de Janeiro (Brazil, 1992), established an Agenda, known as Agenda 21, which constituted a global plan adopted by 182 rulers of the world, with 27 general principles for the development of Planet Earth, establishing the thesis of sustainable development, based on collective and individual responsibilities in all fields of human activity that are related to the environment, and that this sustainable development it must be understood from the idea of preserving natural resources and the environment, carried out simultaneously with political actions for socioeconomic development established to benefit social well-being;
- That the International Charter for Physical Education, Physical Activity and Sport (UNESCO, 2015) in its Article 5 states that “All interested parties must ensure that activities are sustainable, in economic, social and environmental terms” ;
 - a) Every human being has the fundamental right to access Physical Education, physical activity and sport, without any type of discrimination based on ethnicity, gender, sexual orientation, language, religion, political conviction or opinion, national or social origin , economic or other situation;
 - b) The freedom to develop physical, psychological and well-being skills through these activities must be supported by all governments and all organizations linked to sport and education;
 - c) Inclusive, supportive and safe opportunities for participation in physical education and sport must be made available to all human beings, especially pre-school children, elderly people, people with disabilities and indigenous peoples;

- d) It is the right of every girl and every woman to have equal opportunities to participate at all levels and in supervisory and decision-making roles in Physical Education, physical activity and sport, whether for recreational purposes, health promotion or high sports performance;
- e) The diversity of Physical Education, physical activity and sport is a fundamental characteristic of its value and attraction. Games, dances and sports, whether traditional or indigenous, also in their modern and emerging forms, demonstrate the world's rich cultural heritage and must be protected and promoted;
- f) All human beings must have full opportunities to reach a level of achievement that corresponds to their capabilities and interests, through Physical Education, physical activity and sport;
- g) All education systems must consider the proper place and importance of Physical Education, physical activity and sport, to establish a balance and strengthen links between physical activities and other components of education. Likewise, they must ensure that inclusive and quality Physical Education is a mandatory part of primary and secondary education, and that sport and physical activity, at school and in all other educational institutions, have an integral role in routine daily allowance for children and young people;
- That Agenda 21's main purpose is to serve as a model for governmental and non-governmental organizations around the world to establish their own Action Agenda in relation to the environment and in this sense invites these institutions to relate their attention to the indications of your text;
 - That the Sport and Environment Commission of the International Olympic Committee, in light of Agenda 21 of the Earth Summit, also adhered to this Agenda by establishing its own Olympic Movement Action Program for Sustainable Development;
 - That the International Olympic Committee (IOC), in addition to esta-

blishing its own Agenda 21 for the Olympic Movement, held in 1999, in Rio de Janeiro, through its “Sports and Environment Commission”, the III World Conference on the Environment and Sport, where proposals for concrete actions in the areas of Sport and Physical Education were presented and discussed;

- That Physical Education facilities must be protected and built ensuring harmonious integration with the natural environment and landscape, preserving energy resources;
- That a pedagogical coexistence of people with nature develops respect for the Environment;
- That the options for physical activities that can be means of Physical Education, in nature, increase;
- That the possibilities of equipment for physical activities that use renewable natural products are increasing;

FIEPS concludes:

Art. 31 - All those responsible for any manifestation of Physical Education must contribute effectively so that it is developed and offered in a healthy coexistence with the environment, without causing negative impacts, including using planned facilities of this objective and equipment, preferably recycled without polluting materials, promoting sustainable use and development.

CHAPTER XXI

INTERNATIONAL COOPERATION FOR PHYSICAL EDUCATION

Considering:

- That since the World Manifest for Physical Education (FIEP, 1970) international cooperation for Physical Education was already one of the points considered very important and that the International Charter for Physical Education and Sport (UNESCO, 1978) reinforced this aspect;
- That the XV Pan-American Congress of Physical Education (Lima, 1995), in its conclusions, postulated that communication between governments must be encouraged, so that the attention of all groups of society is reached, in relation to Physical Education programs, Sport for All and Recreation;
- That the 3rd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS III, Montevideo, 1999), showed that international cooperation in Physical Education and Sport must necessarily be improved and reinforced;
- That in today's world, due to the arrival of communication networks, contacts and dialogues are more accessible;
- That the European Sports Charter was revised in 2021, after two decades. Although the essence remains the same, both its preamble and articles are longer. The importance given in this edition to the qualification of sports professionals is highlighted, remembering the need for government participation, and the need to allow sport to deliver its benefits, such as health, inclusion and education, to the entire population. The Charter emphasizes the concept of sport for all and formulates the principle of a "right to sport" that must be enjoyed by all;
- That the practice of physical activity and sports training aims to promote values and principles, associated with the inclusion of these activities, which must be close to active citizenship. With the main objective, that sports practice continues to grow as an essential tool for

connecting, incorporating and changing people's habits;

- To recognize in physical activity and creativity and innovation, associated with new technologies, which adopt the concept of diversity, new media and communication channels as an important strategic axis in the areas of activity of these activities, providing society with the contribution of system, associated with the universe and nature of its practice, in addition to the social dimension, including aspects such as infrastructure, ecological learning, non-racism, sporting ethics, sustainability and digital innovation in the sector;
- That noting that the right to physical activity and sport, essential as an activity, which promotes equality, coverage at all levels, providing safety and stability for athletes, modernizing the administration model of entities in different forms of sport, unifying the public and private functions of sports organizations, with emphasis on the powers of regulated legal regulations;
- That sport as a space for social causes must highlight the growth of inclusive sport, guaranteeing the participation of athletes with disabilities in international competitions and enshrining the equality of these people, supporting global sport movements.

FIEPS concludes:

Art. 32 - International cooperation using Physical Education as a means, due to its tradition and new possibilities, should be further encouraged and developed, through technical and scientific cooperation exchanges, internship scholarship programs, facilities for participation in scientific events, professionals and similar, and other forms that reinforce cooperation, friendship and solidarity between different peoples.

CHAPTER XXII

PHYSICAL EDUCATION AND THE NEED FOR SUPPORTING SCIENCE

Considering:

- That the International Charter for Physical Education, Physical Activity and Sport (UNESCO, 2015), in its Article 6, establishes that “Research, evidence and evaluation are indispensable aspects for the development of Physical Education, physical activity physics and sport”;
- That the Berlin Declaration, a document resulting from the V International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V/Berlin, 2013), in its item 2.4, emphasizes that scientific evidence increases effectiveness and sustainability Physical Education and sports policies;
- That the accelerated changes that Humanity is going through require a constant search for knowledge in all areas of human action;
- That all areas of knowledge and human action, including Physical Education, require scientific studies that allow advances and improvements at each moment of their historical processes;
- That Physical Education, due to its connections with other areas, can be understood as an interdisciplinary field of knowledge, whose scientific and professional development maintains close relationship with the advancement of knowledge in other areas;
- That international organizations linked to Physical Education such as FIEPS, ICSSPE, AIESEP, ICHPERD, HISPA, IAPESGW, ISCPES and others have systematically promoted scientific events that contribute to the evolution of knowledge in the area of Physical Education;
- That scientific media democratize everyone’s access to knowledge in the area of Physical Education;

FIEPS concludes:

Art. 33 - Physical Education, as an essential area of knowledge and action for people, requires that all bodies and institutions that have it as their main objective, develop studies and promote events in order to guarantee scientific support to everyone who works in it .

CHAPTER XXIII

THE ROLE OF THE MEDIA IN PHYSICAL EDUCATION

Considering:

- That the remarkable advancement of the media has influenced all fields of activity and human knowledge in recent decades;
- That the International Council for Sport Science and Physical Education (ICSSPE) established as one of the objectives of the World Summit on Physical Education (Berlin, 1999), to insist in the media on the problematic situation in which Physical Education finds itself in school plans;
- That public opinion needs to be better informed about the benefits of Physical Education;
- That Physical Education, through the concept presented in Article 2 of the Manifest, redefining its meaning, needs to be more widespread and discussed;
- That bodies linked to Physical Education forward their information to be disseminated in different media;
- That Physical Education Professionals adapt to different media languages;
- That podcast projects, radio and TV programs be developed, on channels on different platforms;
- That recorded materials be produced with information focused on health and physical activity;
- That events and courses in the area of Physical Education open spaces for discussion about the Professional and communication;

FIEPS concludes:

Art. 34 - Those responsible for Physical Education must, in their strategies for valuing Physical Education for people, seek all forms of communication that can reinforce the dissemination and socialization of knowledge of its benefits.

CHAPTER XXIV

THE RESPONSIBILITIES OF AUTHORITIES GOVERNMENT AGENTS IN PHYSICAL EDUCATION

Considering:

- That Article 117 of the Brazilian Federal Constitution (1998) determines that it is the State's duty to promote formal and non-formal sporting practices, as a right of each person and also provides that the Public Power will encourage leisure, as a form of social promotion;
- That the São Paulo Declaration (1998), published at the 5th World Leisure and Recreation Congress, promoted by the World Leisure and Recreation Association (WLRA), Social Service of Commerce (SESC, São Paulo) and the Latin American Leisure and Recreation Association Recreation (ALATIR), by Art. 4, recommended that all governments and institutions must preserve and create environments far from barriers (cultural, technological, natural or built), where people have time, space and opportunity to express, value and share leisure;
- That the meeting called World Summit on Physical Education, held by the International Council for Sport Science and Physical Education (ICSSPE, Berlin, 1999), by reinforcing the importance of Physical Education as a lifelong process, particularly for all children, in accordance with the International Convention on the Rights of the Child, concludes on the rights of children in terms of health, free and compulsory primary education for cognitive and physical development, rest and leisure, and play, reinforced the need for government actions for the following agenda:
 - a) Implement policies for Physical Education as a human right for all children;
 - b) Recognize the distinctive role of Physical Education in physical health, global development and security in sustaining communities;
 - c) Recognize that quality Physical Education depends on well-qua-

lified professionals and curricular time, which make it possible to provide balance when other resources such as equipment are scarcely available;

- d) Invest in the beginning of continuous professional training and in the development of professionals;
 - e) Recognize that deficient investment in Physical Education costs more in health costs than in the investment necessary for Physical Education;
 - f) Improve research to promote effective and quality Physical Education;
 - g) Join with international financial institutions to ensure Physical Education as part of the definition of Education;
- That the 3rd International Conference of Ministers and Senior Officials in Charge of Physical Education and Sport (MINEPS III), through the Declaration of Punta del Este (1999), recognized the important role of government organizations in promoting Physical Education and Sport as an instrument of and social cohesion and democracy, encouraging them to develop effective programs and policies;
 - That public policies must eliminate all discriminatory practices or practices that reinforce social exclusion, creating active societies; active environments; active systems and active people, minimizing negative impacts on health systems, economic development and increasing people's well-being and quality of life;
 - That it is necessary to consider the Global Action Plan for Physical Activity 2018-2030 (WHO, 2018) which presents how countries can reduce physical inactivity in adults, adolescents and children by 15% by 2030, recommending a set of 20 areas policies, which combined, aim to create more active societies, improving environments and providing opportunities for people of all ages to practice quality physical activities, instructed by Physical Education professionals;
 - That it is necessary to train professionals to act confidently and effecti-

vely, capable of experimenting with new ideas and approaches for the purpose of teaching and learning, seeking everyone's happiness;

FIEPS concludes:

Art. 35 - Governments and authorities responsible for Physical Education must reinforce their public policies and actions, recognizing the values of Physical Education for all people, without discrimination.

CHAPTER XXV**PHYSICAL EDUCATION AND ADEQUACY
OF FACILITIES AND EQUIPMENT****Considering:**

- That in the International Charter of Physical Education, Physical Activity and Sport (UNESCO, 2015), in its Article 8 - establishes adequate and safe spaces, facilities and equipment in which they are essential for the practice of Physical Education, physical activity and quality sport;
- That reasonable conditions of facilities and equipment are often not offered to Physical Education professionals;
- That adequate and safe spaces, facilities, equipment and changing rooms must be made available and maintained to meet the needs of Physical Education, physical activity and sport participants, taking into account the different needs associated with climatic and cultural conditions, as well as as to issues of gender, age and disability;
- That it is the duty of public authorities, sports organizations, schools and other institutions that manage facilities, in all areas, to work together to design, provide and optimize the use of facilities and equipment for Physical Education, physical activity and sport, taking into account the opportunities and conditions present in the natural environment;
- That workplaces, both private and public, must offer opportunities to practice physical activity and sport, providing adequate facilities, personnel and incentives for employees at all levels, contributing to their well-being and greater productivity;
- That in order to support, develop and maintain a healthy and active lifestyle for citizens, public authorities must integrate physical activity and sport opportunities into all urban, rural and transport planning;
- That when carrying out the construction, maintenance and operation

of facilities and public spaces for Physical Education, physical activity and sport, responsible authorities and owners of sports infrastructures must seek to maximize the efficiency of the energy and resources used and minimize negative impacts on the natural environment;

- That all infrastructure and equipment to be made available ensure implementation aiming at social inclusion and the care of people with disabilities or reduced mobility, and that ABNT be the guide for new constructions and renovations for accessible environments to facilitate the practice of physical activity;

FIEPS concludes:

Art. 36 - All those responsible for Physical Education, physical activity and sports processes must strive to use and maintain accessible facilities, equipment, means and materials so that everyone can have easy access and success in achieving their goals. objectives, contributing to physical, psychological and emotional well-being.

Art. 37 - FIEPS is located on the five (05) continents and needs the continuous continuity of the World Manifest, with permanent evaluation, monitoring, socialization of this manifest, and given this update and as nowadays, research is more advanced in all spheres, it is necessary to update it every twelve (12) months, and it is expected that the next generations, and the next managers at the head of FIEPS, will try to strive for continuation and compliance of what this document proposes, if possible improving what is written and signed here.

CHAPTER XXVI**WORLD MANIFEST OF PHYSICAL
EDUCATION FIEPS 2023**

Art. 1 - The practice of Physical Education, as a right of all people, is a process of continuous body education, whether through formal or non-formal means.

Art. 2 - Physical Education, due to its diverse inclusive values, rejects any type of discrimination and must be understood as one of the fundamental rights of all human beings, respecting the individuality of each human being.

Art. 3 - Taking into account the precepts established by Ethics, contained in the Code of Ethics for Physical Education Professionals established by the Federal Council of Physical Education, when exercising as recipients of knowledge and capabilities, Physical Education Professionals are subject within the scope of their activities to the responsibilities that fall to them in all their interventions.

Art. 4 - Physical activities, with educational and human development purposes, in their multiple forms of expression, recognized at all times as the specific means of Physical Education, constitute privileged Education practices.

Art. 5 - Physical Education, due to its concept and scope, must be considered as part of people's educational process, whether inside or outside the school environment, as it constitutes practices that promote bodily and motor experiences, without excluding the totality of people, creating lifestyles that incorporate the use of different ways of understanding, creating and using them for physical activities.

Art. 6 - Physical Education must be ensured and promoted throughout people's lives, occupying an important place in continuing education processes, integrating with other educational components, without failing, at any time, to strengthen the democratic exercise expressed by the equality of

conditions offered to access to its practices.

Art. 7 - Physical Education and sports education, due to their possibilities of developing motor literacy in the psychomotor dimension of people, especially in children and adolescents, together with the cognitive and social domains, must be a mandatory subject from early childhood education, as well as in primary and secondary education. It must be part of a longitudinal curriculum, allowing correct motor literacy, and taught by qualified teachers in the area of Physical Education. In this sense, FIEPS, as the Governing Body of Physical Education and Sports in the World, calls on national, regional and municipal governments to regulate the exercise of the profession, incorporating suitable professionals into the educational system, providing infrastructure for the development of Physical Education and sports quality, and promote physical activity, thus achieving an improvement in the quality of life in their communities. Likewise, FIEPS adheres to the provisions of Article 14 of the International Charter of Physical Education, exalting its member countries and organizations that integrate it to international cooperation and alliances, placing Physical Education, physical activity and sport at the service of development, peace, solidarity and friendship between people, communities and nations.

Art. 8 - Physical Education, so that it can exercise its role as Health Education and can act preventively in reducing related illnesses such as obesity, heart disease, high blood pressure, some forms of cancer and depression, as well as other diseases and rare syndromes, contributing to the quality of life of their beneficiaries, habits of regular physical activity must be developed in people.

Art. 9 - Physical Education, when recognized as an effective means of improving and preventing various situations, when offered to special groups, must be carefully adapted to the characteristics of each case, respecting the biological individuality of each individual.

Art. 10 - Protocols are essential in the assessment of hand grip and the flexibility of the wrist joint in flexion and extension movements, with the intervention of a program of occupational gymnastics classes carried out by a Physical Education Professional.

Art. 11 - The Physical Education Professional must demonstrate mastery of knowledge in testing protocols and their adjustments according to the aptitude of the person being evaluated; indications and contraindications for carrying out tests; indications for interrupting tests; preparing patients for testing; equipment operation; exercise physiology and hemodynamic and respiratory responses to physical exercise; principles and details of the evaluation, as well as the objectives to be achieved.

Art. 12 - Physical Education must always be ethically used as an appropriate means of respecting and reinforcing cultural diversity.

Art. 13 - Physical Education must always consist of pleasurable practices so that it can create favorable habits and attitudes in people regarding the use of different forms of physical activities during leisure time.

Art. 14 - Physical Education, due to its characteristics and potential for offering physical activities in its different forms, can and must be one of the main options in Tourism programs and policies.

Art. 15 - The training of professionals, considered necessary to work in the area of Physical Education, must be carried out considering scientific advances in knowledge so that it can meet social demands and the new conceptual meanings of this area;

Art. 16 - Current Physical Education Professionals need to adapt their actions and improvement processes according to the paths and new paradigms proposed by this Manifest;

Art. 17 - Physical Education Professionals are the ones who encourage, teach and guide Physical Education students towards the values and skills inherent to these activities;

Art. 18 - Professionals have in sport a privileged way of comprehensive education for children and young people due to their ability to act in a transformative and comprehensive way in all human dimensions: motor, cognitive, social and affective.

Art. 19 - Physical Education, as an opportunity for social inclusion,

must understand, interpret and comprehend disability, and based on this understanding, through planning and adaptations in its practices, it must guarantee access, permanence, participation and learning for everyone, regardless of the specificities of each human being.

Art. 20 - Everyone has the right to receive instruction in the language or languages they identify in public and private education, in the community or in their family context. FIPLV (Federação Internacional de Professeus de Languas Vivantes) in August 1991 (Pécs, Hungary). The Physical Education professional needs to have basic knowledge in the LIBRAS area, with the aim of interaction and communication;

Art. 21 - Deaf people use Sign Language to communicate with their peers. Sign Language is the language that best meets the interests of deaf people, therefore, Physical Education professionals must establish continuous contact with Sign Language as soon as possible, as it is a language defined as: “[...] form of communication and expression, in which the linguistic system of a visual-motor nature, with its own grammatical structure, which constitutes a linguistic system for transmitting ideas and facts, originating from communities of deaf people” (BRAZIL, ARTICLE 1, SOLE PARAGRAPH , LAW No. 10,436, of April 24, 2002);

Art. 22 - Understanding the legal and inclusive aspects, and aware of people with disabilities, FIEPS has already offered several courses, webinars and live streams in the area of Sign Language at various events (international, national, regional and local);

Art. 23 - FIEPS will continue to promote, disseminate, through its projects, activities and events, accessibility, communication and equity policies in accordance with the National Policy for Special and Equitable, Inclusive Education and Lifelong Learning (BRAZIL, Decree No. 10,502 of September 30, 2020) taking into account the specificities of each disability;

Art. 24 - Physical Education must be used in the fight against discrimination and social exclusion of any kind, democratizing people’s opportunities for access to participation, with the installation and use of favorable and accessible infrastructures and conditions.

Art. 25 - That the concepts and teaching of management and administration in Physical Education, sports, physical activities and professional life must be emphasized, occupying an important role in continuing education, integrating with other educational components, in institutions of teaching Physical Education, in order to ensure the construction of organized thinking of the professionals who present there;

Art. 26 - That a National Sports Policy is necessary for all countries for the acquisition and implementation of successful and structured sports management and administration, with pre-established objectives leading the sport and the country to global recognition;

Art. 27 - That social manifestations occur with greater dynamism than government deliberations, requiring constant revisions of the different legal systems with a view to ensuring efficiency in sports management and administration.

Art. 28 - Professionals responsible for Physical Education in underdeveloped and developing countries and nations, in situations of scarcity, must seek competence and creativity in the search for pedagogical strategies, so that the beneficiaries, even so, can achieve the proposed educational intentions;

Art. 29 - Physical Education, for what it represents and acts in promoting the well-being, quality of life and integral formation of people in accordance with this Manifest, must be a focus of attention in developed countries, so that they can, through promotion and development programs for autonomy and sustainability, contributing to underdeveloped and developing countries, seeking to reduce inequalities in conditions and opportunities It is among the people.

Art. 30 - Physical Education must contribute to the Culture of Peace, by being used to build and maintain a peaceful society that preserves human dignity through initiatives that bring people and people together, with programs that promote cooperation and national and international exchanges.

Art. 31 - All those responsible for any manifestation of Physical

Education must contribute effectively so that it is developed and offered in a healthy coexistence with the environment, without causing negative impacts, including using facilities planned for this purpose and equipment, preferably recycled without polluting materials, promoting sustainable use and development.

Art. 32 - International cooperation using Physical Education as a means, due to its tradition and new possibilities, should be further encouraged and developed, through technical and scientific cooperation exchanges, internship scholarship programs, facilities for participation in scientific events, professionals and similar, and other forms that reinforce cooperation, friendship and solidarity between different peoples.

Art. 33 - Physical Education, as an essential area of knowledge and action for people, requires that all bodies and institutions that have it as their main objective, develop studies and promote events in order to guarantee scientific support to everyone who works in it.

Art. 34 - Those responsible for Physical Education must, in their strategies for valuing Physical Education for people, seek all forms of communication that can reinforce the dissemination and socialization of knowledge of its benefits.

Art. 35 - Governments and authorities responsible for Physical Education must reinforce their public policies and actions, recognizing the values of Physical Education for all people, without discrimination.

Art. 36 - All those responsible for Physical Education, physical activity and sports processes must strive to use and maintain accessible facilities, equipment, means and materials so that everyone can have easy access and success in achieving their goals. objectives, contributing to physical, psychological and emotional well-being.

Art. 37 - FIEPS is located on the five (05) continents and needs the continuous continuity of the World Manifest, with permanent evaluation, monitoring, socialization of this manifest, and given this update and as nowadays, research is more advanced in all spheres, it is necessary to update it every twelve (12) months, and it is expected that the next generations, and

the next managers at the head of FIEPS, will try to strive for continuation and compliance of what this document proposes, if possible improving what is written and signed here.

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This Manifest is signed by FIEPS Delegates, ALEF and ABEF Academics, and other guests who were present at its launch in January 2023.



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