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## **The Role of Legal Texts, Regulations, and Laws in Facilitating and Organizing the Practice of Physical and Sports Education**

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### **Abstract:**

Texts, regulations, and laws play a central role in organizing and facilitating the practice of physical and sports education within educational institutions. They represent the legal framework that defines the rights and duties of both students and teachers, ensuring fairness and equal opportunities for all participants. These texts also contribute to setting clear guidelines for sports activities and ensure the safety of learners by organizing a safe and motivating environment. On the other hand, these laws help in training educational and administrative staff and guiding the educational process toward achieving its goals of developing physical abilities and instilling moral and social values such as cooperation, discipline, and mutual respect. Without this regulatory framework, sports practice becomes subject to randomness and violations, thereby losing its educational and developmental role.

**Keywords:** Legal Texts, Regulations, and Laws - Physical and Sports Education

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### **1. INTRODUCTION**

Our attention in various countries is largely focused on a wide range of cultural fields such as arts, literature, political science, sociology, and economics, among others. However, in most parts of the Arab world, our understanding has not yet expanded to include legal culture, despite its close connection to human life, behavior, and actions.

Undoubtedly, as individuals and groups, we encounter problems in our relationships with others, but few people know when their behavior aligns with the law and when it does not. These issues, which affect most people—consciously or unconsciously—are serious and lead to complex relationships and intertwined interests, particularly within sports communities that engage in diverse activities.

Given these challenges, it becomes necessary to introduce the principles of law and its relationship with physical education in order to promote legal awareness, even in its simplest form. This effort aims to stabilize relationships and interactions and to save the time and energy wasted on sports-related disputes and conflicts.

The term "law" refers to the set of rules that govern individuals' behavior and actions within the society in which they live, and the violation of which leads to penalties. The law balances conflicting and overlapping interests by favoring one interest over another, granting it legitimacy and protection.

In this way, rights are established for those whose interests are given priority, and these rights are based on legal rules that are protected and must be respected by all.

Wherever there are humans, there is law, because humans are inherently social beings who cannot live in isolation. The existence of a group necessitates the emergence of diverse relationships and interests among its members. These relationships must be regulated, and their associated interests governed by rules. It is inconceivable to imagine a human society without rules that define individual behaviors and clarify their rights and obligations.

We have previously explained that sport has existed since the early days of humanity as a vital activity, just as law developed as a means of regulating interactions. Both evolved over time to take on social, political, and ideological forms—shaping both their goals and methods. Sport has become a specialized

social system with its own objectives, components, and characteristics, connected globally through international sports federations, Olympic committees, and regional and continental organizations. As a result, sports structures have acquired a high human value based on a solid foundation of legal systems, rules, and legislation.

It is also known that regulation within social relations among individuals means the existence of standards that guide behavior in their interactions. However, the mere presence of such standards is not enough; individuals must also feel obliged to respect them, or else face appropriate penalties imposed by those responsible for enforcing the law. The main purpose of law is to organize relationships among individuals to ensure the happiness, stability, and safety of society. No community is more in need of this legal system than the sports community, as it is founded on free competition aimed at achieving results and legitimate victories. This requires organized legislation and governing legal rules that impose discipline, demand respect, and provide control over negative impulses and emotions. Such legal structures help avoid clashes of interests, conflicting desires, and personal tensions. They also promote opportunities for young people to practice sports in a way that develops patience, focus, and conscious awareness. This ensures that loss is not seen as humiliation or weakness, but as an indication that one should reassess their actions and continue the journey in a better way. This can only be achieved through firm legal measures that are simultaneously in line with the educational objectives of physical education.

Thus, law and sport are deeply interconnected. When law is absent or fails, sport becomes mere frivolous play or cheap entertainment, leading to chaos within sports communities, spreading deviance, and turning sport into a tool that undermines behavior and ethics when practiced without rules or standards. If we examine the sports movement carefully, we find that law forms the foundation of this system. One of the main goals of physical education is to raise a sound generation with proper behavior—something that can only be achieved through the presence of rules that regulate relationships and compel individuals to adhere to them during, before, and after sporting activities. Often, social norms are the source of sports legislation. In addition to formal laws in sports communities, there are also ethical rules, traditions, sportsmanship values, and religious directives—collectively referred to as social norms.



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### **2. Problem Statement:**

Since gaining independence, the Algerian state has devoted significant attention to rebuilding its institutions and reorganizing its structures, considering that it emerged from a devastating war. This attention was reflected in the adoption of developmental policies and plans that encompassed all sectors—economic, political, social, and cultural. Through these efforts, the state aimed to reconstruct what had been destroyed by the colonizer, relying on the hands of its own people, particularly the youth.

This focus on youth was evident in the enactment of laws promoting sports practice, especially since sport plays a key role in developing a generation capable of protecting and advancing the nation. Among these laws was **Law 81-76 dated October 23, 1976**, known as the *Sports Reform Law*, which defined the general principles and methods for organizing the national sports movement in all its forms, including school sports.

- Later, on **February 14, 1989**, Algeria issued **Law 03-89**, which aimed to reorganize and develop the national system of physical and sports education. This law was considered highly progressive in terms of its stated objectives and principles.
- Then on **February 25, 1995**, **Law 95/09** was introduced, outlining the general principles of Algeria's policy on physical and sports education as well as the general framework for competitions and their practical implementation.
- On **August 14, 2004**, Algeria enacted **Ordinance No. 04-10** concerning physical education and sports. This law emphasized talent identification among students and individuals with special abilities, offering opportunities to train and guide talented individuals toward elite-level sports in the future, thereby strengthening national teams across various sports. Algeria has placed great importance on investing more in the fields of education and training through all legislative texts related to sports and their practice.
- On **July 23, 2013**, the Algerian state issued **Law No. 13-05** concerning the organization and development of physical and sports activities, which was later amended and supplemented by **Ordinance 23/01**. In this law, the legislator gave a certain degree of attention to physical and sports activities within educational institutions, emphasizing the need to promote and develop them.

There is no doubt about the legislative authority's interest in advancing the field of sports. However, a closer examination of these laws reveals a lack of distinction between elite sports and school sports—even though school sports are a crucial reservoir that feeds elite-level sports across all disciplines. With this in mind, we aim to study this topic by exploring the missing link between what is stated in the laws and what actually exists in practice. This leads us to the following central question:

**Do the texts, regulations, and laws contribute to facilitating and organizing the practice of physical and sports education?**

### **2.1 First: The Role of Laws in Regulating Sports Practice**

Sports laws define the rights and duties of athletes, coaches, and administrators.

They also regulate the relationship between the various stakeholders in the sports field, including clubs, schools, and official bodies.

These laws contribute to protecting learners from abuse and ensure justice and discipline within educational and sports institutions.

### **2.2 Sports in Algerian Legislation**

The Algerian legislator has shown interest in the sports sector, as in other fields, particularly since the 1990s and more intensively in recent years, by enacting laws aimed at developing sports in the country to achieve its political goals within the spirit of sportsmanship.

From independence until the 1980s, legal texts related to sports were issued, albeit very few, depending on the policies of the government at the time.

One of the first actions was the creation of the Ministry of Youth and Sports, responsible for issuing regulatory laws such as executive decrees and ministerial instructions.

Below are the main laws that followed, some of which pertain to school sports.

### **3. Ordinance No. 76-81**

This ordinance covered key areas, including:

1. General rules for physical education in Algeria.
2. Training and education of professionals.
3. Organization of the national sports movement.



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### **4. Sports equipment and materials.**

This ordinance marked the beginning of the Algerian project considering physical education and sports as a tool for the democratic development of individuals. It was deemed a duty for all citizens, with the aim of making its practice democratic for both genders and all ages. It was integrated into the educational system and considered a subject within education and training. It was also included in all competitions and exams.

The ordinance also focused on the training of professionals at all levels and emphasized continuous training. It encouraged the creation of institutes and higher schools for training educators and providing the latest technologies and scientific knowledge. This was meant to expand the practice of physical education at all levels.

The legislator also assigned local authorities the responsibility of promoting physical activity through the national development plan. This included ensuring that educational institutions and residential areas had adequate sports facilities and playgrounds built according to technical and safety standards. Economic and administrative groups could also build sports facilities under the same conditions to achieve the same objectives. All this required the provision of equipment and sports tools to ensure proper practice.

The overall aim of these efforts was to achieve the objectives of the national system for physical education, namely:

1. Physical and intellectual development of citizens.
2. Promotion of youth and cultural enrichment.
3. Encouragement of solidarity, friendship, and peace among peoples.
4. Continuous improvement of elite sports performance to ensure a positive
5. international representation.(Ordinance No. 76-81)

### **4. Law No. 89-03 of February 14, 1989**

Physical and sports activities are considered an essential element of education, and their development is a matter of public interest. The state must create conditions that enable all citizens to access physical education and give it a cultural dimension.

This law reaffirmed the role of public service in sports. However, it also allowed private associations and organizations to take part in promoting sports, as specified in the law. This hybrid approach to managing public sports services required careful implementation during sports reforms.

This point was made in a circular addressed to local authorities and various sports organizations by the Minister of Youth and Sports. This reform, one of the most significant since independence, aimed to revitalize and renew the sports movement. It marked the transition from Ordinance 76-81 to Law 89-03, which focuses on organizing and developing the national system of physical education and sports. ( Ordinance No. 89-03)

The law introduced:

1. Foundations and principles for sports reform.
2. New democratically elected structures.
3. Resources and management for the national sports movement.
4. Creation of the National Provincial Sports Fund.

### **5. Ordinance No. 95-09 of February 25, 1995**

Law 89-03 remained the reference until 1995, when Ordinance 95-09 was issued due to the changing reality and the need for development in various sectors.

- 1. The ordinance focused on guiding, organizing, and developing the national physical education and sports system, as outlined in:**

#### **▪ Chapter I: General Provisions and Objectives**

**Article 01:** Defines the principles of guiding and organizing the national system for physical education and sports and the means of its development.

- 2. Clarification and regulation of concepts related to types of sports practices:**

**Chapter II: Organization of Physical and Sports Practices Article 04:** States that practices vary based on their nature, intensity, and goals and are categorized as follows:

- Physical education and sports
- Fitness and recreational sports



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- Competitive sports
- Elite and high-level sports(Ordinance No. 95-09)

### **3. Reorganization of structures and clarification of their roles:**

#### **Chapter II / Section I: Organizational Structures**

**Article 15:** Introduces new structures including amateur and professional sports clubs.

Articles 17, 18, 19 specify the roles of these structures.

### **4. New missions and powers for sports federations:**

#### **Subsection V: Sports Federations**

- **Article 32:** Adds amateur and professional sports clubs to existing structures.
- Key responsibilities are also detailed in Articles 30, 34, 35.

### **5. International cooperation:**

**Chapter VI:** Articles 115 to 126 deal with international cooperation in sports.

#### **6. Law No. 04-10 of August 14, 2004**

This law was enacted in response to the deteriorating state of sports in Algeria. It reflects a desire to develop and revive the sports sector.

#### **7. Law No. 13-05 of July 2013, Amended by Ordinance 23-01**

This law addresses the organization of physical and sports activities, including school sports. It outlines several articles dedicated to structuring sports activities.

### **8. On School Sports:**

We now extract the share or position of school sports from the general sports law through the following elements:

1. The school sports practice plan
2. The legal aspect

3. The structures for facilitation and supervision
4. The municipal associations for school sports
5. The provincial leagues for school sports

### **9.Secondly: Regulatory Frameworks as a Tool for Rationalization:**

Regulations are considered a complementary tool to laws. They clarify the mechanisms for implementing legal texts, set precise standards for organizing competitions, define the specifications for playgrounds and equipment, and assess athletic performance. These regulations also provide equal opportunities for participation and ensure the principle of equity among all students and practitioners.

### **10.Thirdly: Educational Texts and Their Role in Promoting Values:**

Educational texts play a vital role in integrating the principles of citizenship, cooperation, and respect within physical education sessions. They also contribute to the development of curricula in line with the general objectives of education and instruction. These texts establish the educational dimension of sports, distancing it from being merely a competitive activity.

### **11.Fourthly: Ensuring Safety and Prevention:**

Laws and regulations ensure the implementation of safety measures within sports facilities, whether in terms of infrastructure or daily practices. They require the provision of health conditions, accident insurance, and training staff in first aid, thereby protecting students and practitioners from potential dangers.

### **12.Conclusion:**

At the end of this presentation, it becomes clear—beyond any doubt—that the regulations, laws, and texts governing the field of physical and sports education are not merely formal or organizational procedures. Rather, they constitute the backbone of sound and responsible practice in this vital educational activity. Thanks to these legislative and regulatory frameworks, justice and equality are achieved among all students and practitioners, their rights are guaranteed, and



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their duties are defined. They also foster a culture of discipline and responsibility within educational and sports institutions.

These legal texts contribute to establishing a safe and motivating learning environment in which individual abilities are respected, and the physical and psychological particularities of each learner are considered. They also set precise standards for qualifying the supervisory staff in physical education, whether teachers, coaches, or administrators. In doing so, they enhance the quality of the educational and sports process and push it toward achieving its goals of building a strong, balanced generation capable of confidently facing life's challenges.

On another level, the commitment of institutions to implementing these laws and regulations helps reduce manifestations of randomness, violence, and exclusion, and limits the risks associated with unregulated practices. With a clear legal framework in place, sports practice becomes safer and encourages students and their parents to engage in it with trust and peace of mind.

Therefore, the development of these texts and their alignment with social and educational changes remains a continuous necessity to ensure a practice that keeps pace with the times and responds to the needs of learners and society alike. Physical education, when framed and organized by effective and fair laws, becomes more than just a physical activity—it transforms into a means for the comprehensive and integrated development of the human being in all dimensions

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