



Structure of the QPE Training Workshop

📌 Slide 1: QPE Training Workshop

- The National Coordinator (NC) **should introduce her/himself: name, acting as National coordinator with the function of presenting the Training Workshop. She/ He should explain she/he is going to cooperate with the Ministry focal point and present the latter.**

📌 Slide 2: Presentation of the agenda: see document annexed.

Run through the agenda to provide participants with an overview of the main items for discussion.

📌 Slide 3: The **key objectives of the Training Workshop** are the following:

- clarify the roles of stakeholders engaged in the policy revision process;
- ensure all stakeholders engaged in the QPE policy revision process are familiar with the fundamentals of the QPE policy package, i.e. the Guidelines and the Methodology document;
- agree on key principles to be integrated into the revised policy documents;
- discuss and start identifying strengths and weaknesses of current national PE policy;
- draw forthcoming steps of the policy revision process.

📌 Slide 4: Introducing the QPE project content

📌 Slide 5: Presentation of the background of the QPE project:

Seizing the opportunity of a call from UNESCO's Intergovernmental Committee for Physical Education and Sport (CIGEPS) during the World Sports Ministers Conference (MINEPS V) in 2013, UNESCO joined forces with the North Western Counties Physical Education Association (NWCPEA) to **undertake a global survey and literature review on the situation of physical education**. The fundamental aim of the research was to determine a set of [benchmark indicators on Quality Physical Education \(QPE\)](#), which could be framed as core aspects and be adopted and adapted for global implementation.

The research concluded that there are instances of government level policy commitment to physical education, but **while some governments have committed themselves through legislation to school physical education provision, others have been either slow or reticent in translating this into action** through actual implementation and assurance of quality of delivery.

✚ **Slide 6: The survey identified 7 areas of concern:**

1. Persistent gaps between PE policy and implementation;
2. Continuing deficiencies in curriculum time allocation;
3. Relevance and quality of the PE curriculum;
4. Quality of initial teacher training programmes;
5. Inadequacies in the quality and maintenance of facilities;
6. Continued barriers to equal provision and access for all;
7. Inadequate school-community coordination.

✚ **Slide 7: Explain rationale of the QPE project:**

Much contemporary data indicates a perceived **deterioration in the attitudes of students towards physical education** due to the domination of competitive sports and performance-based activities. Given the wide range of educational and other outcomes often claimed for physical education, it is argued **that traditional programmes take a “one size fits all” approach and, in doing so, fail to achieve any of these outcomes.**

A more balanced approach to physical education enables all learners, whatever their particular gifts or abilities, to develop their potential and enhance their physical competence, dramatically expanding the skills that each participant gains.

Access to a well-balanced curriculum enables development across social, cooperative and problem-solving competencies. It also facilitates **hands-on experience in making self-assessments, planning personal programmes, setting goals, self-monitoring and decision-making.**

✚ **Slide 8: 3 main goals of the QPE project:**

- 1) To support governments develop and implement inclusive QPE policy
- 2) To empower grassroots stakeholders implement and advocate minimum standards in QPE
- 3) To foster a coherent and cooperative framework for active schools

✚ **Slide 9: 3 phases of the QPE project:**

Phase 1: Creation of the QPE Policy package: Started in 2010, now it is done.

Phase 2: Revision of the national policy in line with the QPE Policy package. We are now launching this phase, which should last for approximately 12 months.

Phase 3: Implementation of the revised policy at national level: This phase is different from phase 2, it is yet to come and will be rolled-out once the national policy has been revised in line with the QPE Guidelines only. UNESCO will accompany pilot countries which have revised their policies in the good implementation of their revised policy, subject to the availability of further funds.

📌 Slide 10: Presentation of the QPE national team

Icebreaker:

- **Presentation of the different participants**, each participant should briefly mention their interest/ connection with the project and their expectations about it. All of them should have a badge/sign indicating their name + group (TWG/SC).

Open question:

Ask the TWG members and then the SC members what they think they will be responsible for.

- 📌 **Slide 11: Stakeholder organigram:** Present the **mapping of the different stakeholders/ policy-makers** engaged and summary of their key functions/ role:

Project leaders

📌 Slide 12: UNESCO HQ, section of Youth and sport and Coordination Group:

UNESCO's Key functions:

- Develop all **project materials**
- **Lead project communication and promotion**
- **Connect** partners and pilot countries' ministry focal points
- **Provide guidance** to pilot countries throughout the QPE project whilst maximizing national autonomy
- **Host an online workspace** so all engaged actors have easy access to updated information and project deliverables
- **Lead project coordination group** and assure **exchange of information** between international and national partners

📌 Slide 13: Coordination Group:

UNESCO and Partners engaged in the development of the QPE policy package, will coordinate the policy revision process at the international level. Partners include: **European Commission, the International Bureau of Education (IBE), the International Council of Sport Science and Physical Education (ICSSPE), the International Olympic Committee (IOC), Nike, UNDP, UNICEF, and WHO.**

Each pilot country will receive **technical in-country support, as well as guidance from the International Coordination Group led by UNESCO** and comprising representatives of project partners.

📌 Slide 14: Ministry focal point

The Ministry focal point has been designated by the national government to guide all activities with the support of the NC.

The Ministry focal point:

- is the **official link between UNESCO and our country**
- **will actively support major milestones in the QPE policy revision process**
- will be **part of the Steering Committee** we will present later

- will be **responsible for the following adoption of the revised policy document**

✚ **Slide 15: National Commission focal point**

Will **support communication and exchange** between UNESCO and national stakeholders engaged in the QPE policy revision process and provide assistance, if needs be and capacity allows.

Policy revision process

✚ **Slide 16: Lead country partner:**

The lead country partner will provide technical backstopping throughout the policy revision process.

Key functions:

- Support a **national roadmap** detailing responsibilities of the different national partners, a timeline, contact details of engaged stakeholders/ focal points
- **Participate actively in the Steering Committee and the Technical Working Group**
- **Provide facilities** to convene workshops and consultations where possible
- **Support the national coordinator** in the delivery of all tasks related to the policy revision process

✚ **Slide 17: National coordinator:**

The National Coordinator is responsible for the substantive aspects of the policy revision. She/ he will be supported by the Lead Country Partner (i.e. engaged UN agency). She/ will work under the supervision of a nominated manager from the Lead Country Partner's, and the Project officer of the UNESCO Youth and Sport Team at UNESCO HQ.

Key actions:

- **Accompany the government** in the revision of QPE policy and provision
- **Ensure liaison** between the Ministries and the UN Country team/implementing office
- **Lead the Technical Working Group**

✚ **Slide 18: Steering Committee:**

It identifies the mandate of the process and is the highest mechanism at the policy level, led by the Ministry focal point with support of the NC:

Key actions:

- **Responsible for the final product** of the policy development process
- **Validates the phased outcomes** as well as the final recommendations

Milestones:

- **Consultation workshops:** the Steering Committee should be consulted for the methodology and format
- **Policy draft revision:** the Steering Committee should review the draft policy document before submission to peer review countries
- **National consultation:** the Steering Committee should be consulted for the methodology and format

Slide 19: Technical Working Group:

Supporting the SC, the TWG -led by the NC- should draw on perspectives and expertise from a diverse range of groups and institutions.

Key actions:

- Responsible for **driving technical content and proceedings** on a day-to-day basis
- **Bringing together representatives** of the main stakeholders that are involved in the policy development process
- **Regular reporting** on key developments/milestones and the impact of these
- Acting as a **focal point for advocacy and outreach**
- **Drafting/redrafting policy** during the pilot phase
- **Steering the process** towards constructive follow-up

Slide 20: Milestones:

First meeting:

The Technical Working Group should meet for the first time after the participating partners have reviewed the QPE Policy Guidelines. During the first meeting of the Technical Working Group **a work plan, deadlines, and division of labour during the implementation of the pilot should be discussed.**

Subgroups:

Depending on the results of the national needs analysis, the TWG may want to establish a subgroup to focus solely on improving one aspect of provision e.g. inclusion, flexibility, community partnerships, etc. This group should take guidance from the relevant chapter of the Guidelines for Policy-Makers, and work closely with the TWG.

Identify activities:

The Technical Working Group may also **identify activities to engage with stakeholders at the central and decentralized levels** (e.g. government authorities, head teachers, teachers, teachers unions, physical education associations, local interest groups, representatives from the communities etc.). **Activities could include: one-day workshops, consultations or simple questionnaires** in order to collect the information necessary on existing policy and strategies, and identify specific strengths and weaknesses.

Assess data obtained about existing policy:

The Technical Working Group would be **responsible for the assessment of the data obtained from these activities**, and would use this to support their own **thorough review of existing policy**. This **should be presented to the Steering Committee with recommended interventions** to strengthen physical education provision (see part 3 of the QPE Guidelines for Policy-Makers).

We will start with this review today, through the Workshop. But the milestones for this will be the **grassroots consultations, the consultation workshop and the related outcome** document, which will be mentioned later in the presentation.

Monitoring and evaluation

✚ Slide 21: International M+E partner and Universities

International M+E partner and University

So as to ensure a good return on investment, the progress of **the policy revision phase will be carefully monitored and evaluated by national university/ies**. At international level, countries will benefit from **guidance and input of the International M+E partner**. National universities will **work in partnership** with the M+E partner.

Monitoring and evaluation will include:

- The **evaluation** of the **Training Workshop**
- A desk review
- A national situation analysis
- The elaboration of **questionnaires** and related data collection in line with process indicators
- **In-depth studies** and **interviews**
- **Assessment** of the policy revision **process**
- **Evaluation of the revised policy document** in line with the QPE Guidelines
- Drafting of a **final report**

Information related to peer review countries will be developed later in the presentation.

Slide 22: QPE policy revision process

✚ Slide 23: Introduce **timeline**, notably to tell what has been done and where we are now.

Desk review to be done by the QPE national partner university before the Training Workshop.

Training Workshop: (today) The National coordinator will train all engaged stakeholders on the policy development process, roles and responsibilities, and a present thorough overview of the QPE Guidelines.

Grassroots consultations: The grassroots consultations will allow identifying policy-practice gaps and would support the identifications of priority areas to be reflected in the revised policy document.

Policy revision surveys: 3 surveys measuring the alignment of the revised policy document with the QPE Guidelines will be completed. The surveys will be divided into 8 core sections which correspond to the core components of the QPE Guidelines. It will ensure the fulfillment of basic quality indicators during the policy revision process.

National situation analysis: The national situation analysis will be led by the National coordinator, with support of one or two national universities and potential support provided by a PhD student. It aims at integrating the data collected by the university partner during the desk review, evaluating existing policies, assessing institutional capacity, mapping of policy priorities and policy alternatives, and defining S.M.A.R.T objectives.

Parties engaged	Actions
Secretariat + government	Preparatory phase: a) Consolidate negotiations with government b) Establish inter-ministerial MOU where necessary c) Gather CVs for NC
NC	Appointment of the National coordinator
Secretariat + NC	Inception briefing by the UNESCO Secretariat on process, actions and responsibilities of the National Coordinator
NC + TWG + Uni.	Conduct a preliminary Desk review outlining socio-demographic data; mapping the different stakeholders -from gov. and the civil society- in the field of PE; sources of funding; budget allocated to PE in the country, national PE plans and policies, etc.
SC	Establishment of the Steering Committee
TWG	Establishment of the Technical Working Group
NC + SC	Mobilization of available resources for the roll-out
NC + TWG + SC	Training workshops led by the National Coordinator
NC + TWG + SC + civil society	Consultations with grassroots stakeholders (PE practitioners; students; teacher training institutions, organizations in the field of gender, persons with disabilities, etc.)
NC + TWG + Uni.	Conducting a National situation analysis: a) integration of data collected during the Desk review b) critical evaluation of relevant existing policies c) institutional capacity assessment d) analysis of SWOTs, policy priorities and policy alternatives e) defining S.M.A.R.T objectives
NC + Uni.	"Policy-revision" survey#1 completed to assess the alignment of the initial policy with the QPE Guidelines
TWG + NC	Consolidation of the Technical Working Group
TWG + NC	Creation of thematic sub-groups under the TWG (if applicable)
NC+ TWG + SC	Consultation workshop gathering all relevant stakeholders, with an emphasis on local ownership, participation, inclusiveness, gender sensitivity.
TWG + NC	Outcome document of the consultation workshop: recommended interventions to strengthen physical education provision, a consolidated timeline, a common methodology, and a contact database.
NC+ TWG	Development of the 1st draft of the policy document
TWG + SC + NC	Delivery of a fully budgeted implementation plan , alongside an advocacy and communication strategy
UNESCO + Peer reviewers	Peer review process
TWG + NC + SC	Revised policy document discussed during at a national consultation bringing together all engaged stakeholders
NC + Uni.	"Policy-revision" survey#2 completed to assess the alignment of the revised policy with the QPE Guidelines
TWG + NC + Gov + Civil society + media	Validation meetings to build consensus, including high levels of government, civil society, practitioners and the media
NC + Uni.	"Policy-revision" survey#3 completed to assess the alignment of the revised policy with the QPE Guidelines
Government	Endorsement of the policy at the highest level by government
Government + TWG + Media	Dissemination of information , production of public-friendly materials for advocacy

Consultation workshop + outcome document:

The Technical Working Group would be responsible for the assessment of the data obtained from the workshop, and would use this to support their own thorough review of existing policy. This should be presented to the Steering Committee with recommended interventions to strengthen physical education provision, a consolidated timeline, a common methodology, and a contact database.

Development of the 1st draft of the policy document along with the delivery of a fully budgeted implementation plan and advocacy and communication strategy.

National consultation: The draft policy document will be submitted for discussion at a national consultation bringing together all concerned stakeholders. The consultation will allow for the examination of the national needs analysis, ensure consensus on the revised text, and agree on the next steps.

Peer review process by external countries, which will participate on a voluntary basis. For the moment, they are Canada, Scotland and Japan.

Validation meetings: Validation meetings to build consensus should include higher levels of government and civil society to ensure that the consensus will be implemented and the policy is then translated effectively into actions within sectoral and multi-sectoral plans. The media can also play an important role in disseminating and creating debate on the policy.

Endorsement of the policy by government

✚ Slide 24: Methodology - Key principles to guide the QPE policy revision

The policy development should be guided by the following principles:

Local ownership - Policy should meet the local needs and work within local processes

Participation - All relevant stakeholders should participate in the policy development. The Technical Working Group should be drawing on perspectives and expertise from a diverse range of groups and institutions.

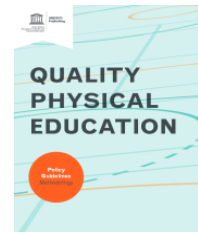
Inclusiveness - All relevant stakeholders should feel they have a stake in the policy

Gender sensitivity - Policy development should be viewed through a gender lens

Participatory mechanisms - Such as steering committees, readers' groups, seminars...

A two-way interaction - Between the policy revision process and the UN Country Team's work on building partnerships and developing capacity

Availability of resources - At the very beginning of the policy development process, it is crucial to secure the necessary human and financial resources to enable a fully participatory process for the development of a policy which, once adopted, should lead to the allocation of funds for its implementation



✚ Slide 25: Presentation of the structure of the Guidelines

Activity:

At this point in the Training, and with reference to the desk review, ask participants to propose key elements of the project relevant to the country-context. During the course of presenting slides 16-26 come back and see to which extent participants' ideas match with Guidelines' recommendations on approach and key components to include.

Explain to them how it works:

Having gathered the results of the national situation analysis, the QPE Guidelines should then be consulted to inform the drafting of the national policy document. Following the introductory chapters, Part 3 of the Guidelines *QPE Policy in Action* has been divided up to address different elements of QPE policy provision. As such, users of the Guidelines will find that **each sub-section can be studied independently** to strengthen the specific areas identified as needing improvement.

To optimize the user-experience, each sub-section also has **simple checklists** to guide the enrichment of policy and practice. Moreover, a **series of case studies**, providing examples of successful strategies for quality physical education provision, offer ideas and inspiration when designing similar initiatives, suited to the specific country requirements.

Once the individual sub-sections have been consulted, the user can then move to **Part 4 of the Guidelines, the *Policy Matrix*, to connect core concerns with policy questions and proposed actions.**

1) Structure:

Part 1: INTRODUCTION 10

Part 2: BUILDING AN INCLUSIVE QPE POLICY ENVIRONMENT 18

Part 3: QPE POLICY IN ACTION 30

Part 4: PUTTING PRINCIPLES INTO PRACTICE 62

2) **Case studies:** pages 25, 27, 29, 35, 37, 39, 43, 45, 46, 52, 55, 59: to get inspired with concrete successful initiatives

3) **Checklists:** pages 48, 53: to be used as a self-assessment tool during the policy-revision process

4) **Policy matrix:** from page 64 to page 73: core concerns and corresponding actions → practical approach. Will be very useful during the policy revision process, to get inspired with the suggested actions

5) **Benchmarks:** to be read at the very beginning of the policy revision process along with the Glossary of key terms page 8 and to be kept in mind during the whole project roll-out.

✚ Slides 26: Key components of the revised policy

Brainstorming:

Ask participants to tell which are, according to them, the key words of the project? → Type the words on the PPT or write them on a board at the same time.

✚ Slide 27: Figure 2: Core aspects of inclusive QPE provision

- The areas represented on the figure should be founded **on clearly articulated principles that stimulate system wide development and multi-sectoral approaches involving every level of society.**
- Co-ordinated and inclusive opportunities for participation in physical education and sport should be provided for all students and should form the core of related policy, as well as any strategy for its provision. **Each of the areas detailed in this figure are elaborated in subsequent sections in the Guidelines.**
- A **multi-stakeholder approach** to the development and implementation of QPE policy should extend to collaboration with other appropriate stakeholders, such as nutrition and health services, in order to educate young people on the broader objectives of staying healthy and safe.
- Equally, cooperation with municipalities and NGOs can leverage informal sports-education to build **community ties, emphasize the importance of civic engagement, and sensitize young people to a whole host of other social issues related to human development, youth leadership, gender equality, and so forth.** The **involvement of parents and other family members** may promote opportunities for learning from older people and the skills for inter- and multi-generational activities in this regard.

✚ Slide 28: Holistic approach

The revised policy should consider the production of a curriculum from a holistic perspective, i.e. embodying Physical Education, Physical Activity, but also:

- nutrition
- health considerations
- gender responsibility
- other related aspects

✚ Slide 29: Physical literacy

Definition: Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout life, and refers to the skills needed to obtain, understand and use the information to make good decisions for health (Whitehead, 2001).

Why physical literacy is key in the QPE policy:

- Physical literacy is **an outcome of any structured physical education provision;**

- QPE should **enable children and young people to become physically literate**, and provision should feature from the early years through the entire school journey to secondary school education;
- **Fundamental movement skills are a vital aspect of physical literacy and, also, to the development of healthy, able, and active citizens;**
- Considering its importance to **rounded human development**, policy-makers should place emphasis on this, supporting physical literacy through early years' education programmes which encourage active play every day, such as running, jumping, climbing, dancing, and skipping;
- The promotion of physical literacy should then remain a **key feature** of any physical education curriculum throughout primary and secondary education.

Physically literate individuals possess:

- assurance
- self-confidence in-tune with their movement capabilities
- sound coordination and control
- empathetic relationships
- ability to respond to the demands of a changing environment
- ability to relate well to others
- ability to demonstrate sensitivity in their verbal and non-verbal communication

The physically literate individual will:

- enjoy discovering new activities
- welcome advice and guidance
- be confident in the knowledge that they will experience some success
- appreciate the intrinsic value of physical education, as well as its contribution to health and well-being
- be able to look ahead through the life course with the expectation that participation in physical activity will continue to be a part of life

Figure 1: Key steps towards achieving an inclusive QPE policy environment

- 1 Carry out a national needs analysis on QPE provision, with a focus on inclusive practice;
- 2 Review funding models relating to QPE and QPETE, taking into consideration the evidence-based return on investment that can accrue both socially and economically;
- 3 Adapt legislative frameworks to support the provision of QPE in line with international conventions, declarations, recommendations, and good practice;
- 4 Undertake inter-sectoral consultations regarding planning for QPE provision across curricula;
- 5 Develop a national strategy for the provision of QPE, supported by tools and mechanisms to measure impact;
- 6 Mobilize opinion on the right of access to physical education for everyone;
- 7 Build consensus around the concepts of inclusive QPE, and a shared pedagogy for all those working with young people across physical education, physical activity and sport;
- 8 Support research programmes that contribute to the evidence base for QPE in terms of achieving social, educational, economic and health aims;
- 9 Reinforce local capacity to promote the development of and innovation within QPE provision;
- 10 Ensure physical education teacher education (PETE) underlines the important role of QPE in promoting individuals' rounded development, particularly in terms of inclusive practices, current societal changes related to health, and the importance of encouraging participation in a healthy, active lifestyle.

Slide 30: Inclusion

- A review of existing policy and practice should take into account concerns regarding inadequate provision of **appropriate infrastructure, adapted facilities, equipment, and teaching and learning materials for pupils with disabilities;**
- Physical education should be **compulsory for both boys and girls, and young persons with disabilities** and **equality of provision should exist in terms of amount, quality and content;**
- Curricula should be **flexible and adaptable** to enable the inclusion of pupils with disabilities, girls, and pupils from minority groups;
- Initiatives should be developed to support and encourage girls to engage within physical education, addressing barriers such as: **dress options; religio-cultural dispositions; parental discouragement; inadequate changing facilities; cost of kit; body image; and physical education/ sport image;**

- Teachers and support assistants should be professionally qualified and capable of successfully integrating pupils with disabilities, and where appropriate, supported by professional development within this area;

Identifying weaknesses:

Checklist to eliminate barriers to inclusion	
1. Is the curriculum inclusive?	<input type="checkbox"/>
2. Does the curriculum allow for variation in working methods to suit the environment within which it is being delivered?	<input type="checkbox"/>
3. Is the teaching of physical education inclusive of all children, protective, gender responsive and encouraging of the participation of the learners themselves?	<input type="checkbox"/>
4. Does the curriculum embrace cultural identity?	<input type="checkbox"/>
5. Do the facilities and equipment used for physical education support access to provision for all students, including young persons with disabilities and girls, and takes in to account both ability and cultural specificities?	<input type="checkbox"/>
6. Is the learning approach differentiated to cater to the needs of all students with special needs, including those with differing physical abilities and impairments?	<input type="checkbox"/>
7. Are teachers supported to promote and deliver inclusive practice both in PETE and through regular, relevant and appropriate continued professional development (CPD) and in-service training (INSET) programmes as serving teachers?	<input type="checkbox"/>
8. Are there programmes in place to support the development of teacher-mentor networks to link trainee and serving teachers with experts from the field of inclusion, aimed at supporting and improving provision?	<input type="checkbox"/>

- The development of **teacher-mentor networks** could provide an optimum opportunity for developing teachers' skills, knowledge, and competence in the area of inclusion.

Read with participants the suggestions of the Figure 1 page 22.

Activity:

Ask participants to go to the checklist page 41 of the Guidelines, and try to answer together the questions, using the desk review and current policy document.

CASE STUDY

WHAT STUDENTS WANT



Region: North America (USA)
Project Name: Miami Dade

Miami-Dade County Public Schools have transformed the focus of physical education from traditional sports to other activities that children and adolescents enjoy, setting a high standard for others to follow. Students have become the centre of programme design and activity choices. The curriculum focuses on games they want to keep playing and couples this with technology that will get them moving.

Reach

300 000+
2012-2012
SCHOOL YEAR

Age

5-18

Number of partners

20

Impact

Physical Health

61% of students passed 5/6 measures on the FITNESSGRAM

Individual

Young people enjoyed physical activity more, and felt better about themselves

Social

Young people became more inclusive and worked together more

Family habits

Positive changes in nutrition and attitudes toward activity were observed to have been transferred to the home environment

Slide 31: Curriculum flexibility

- QPE provides a wide range of **learning contexts and environments** which require resource and creativity from learners, as well as the ability to work both **independently and collaboratively**.
- In order to maximize the contribution of physical education to the development of **positive lifelong habits**, curricula should be **flexible**, and **open to adaptation**, so that teachers are empowered to tailor **provision to suit the diverse needs of the young people they are working with**.
- This should be done through **consultations** (like *grassroots consultations mentioned in the timeline*) with **young people** to ensure their interests and needs are reflected, and to strengthen **broader civic engagement** through physical activity.
- Concrete, progressive, and developmentally appropriate expectations** for learning and attainment should be explicitly included in national benchmarks to ensure pupils are at the centre of the learning process.

- Both summative and formative assessment should be employed to inform and enhance delivery, and reporting should follow the same schedule as other subjects – **communication with parents** should be central to this.

See case study page 43 with participants, as an example.

Slide 32: Community partnerships

- When considering the role of physical education in promoting engagement in healthy, active lifestyles through the life course, **the development of partnerships – between schools and community-based sports organizations and clubs – is essential to accommodate broader life-long educational outcomes, including health and well-being, as well as personal and social development.**

- The principle of partnerships embracing **multi-sectoral policies** is an essential feature of the *World Health Organization's Global strategy on diet, physical activity and health* policy framework, as well as the European Parliament's Resolution on the Role of Sport in Education.

- With limited curriculum time allocation, physical education alone cannot satisfy the physical activity needs of young people or address activity shortfalls, let alone achieve other significant outcomes. However, physical education forms a foundation for positive patterns of behaviour and is the best way to access and systematically engage children and youth in a rounded and healthy lifestyle.**

- Education institutions can be supported in this goal through the development of **strategic partnerships with the wider community** encouraging sport beyond the school day. **Extracurricular programmes** can act as an additional source of learning and links with community based sports organizations can increase young people's physical activity opportunities.

- Research has confirmed that pupils are more **likely to be physically active in schools with well-established school-community partnerships**. This includes partnering with **community-based recreation clubs and organizations**, and providing staff with ongoing support and training about the establishment of effective school initiatives.

- In this regard, there should be a clear consensus and **shared understanding between policy-makers and practitioners regarding the purpose and priorities of physical education**, in terms of meeting wider societal and educational development objectives.



Read the case study with participants on page 45 to provide an example.

Try to open the debate/ open the question on how could it be possible to create "sport networks" for children at local and national levels?

Write suggestions on the board to be shared with all participants following the workshop in the meeting report. .

✚ Slides 33-34: Monitoring and Quality assurance

- Policy implementation, and the delivery of QPE, should be supported by clear systems for monitoring and quality assurance, **accompanied by support systems that assist teachers and schools in developing strengths and addressing weaknesses.**
- **Regular monitoring by appropriate agencies** should facilitate impartial reporting to relevant authorities on all aspects of provision.
- Monitoring should **provide examples of good practice and recommendations for improvement plans where necessary**; and involve **qualified and experienced support personnel in advisory, supervisory and inspection roles.**
- Quality assurance can be enhanced through the establishment and/or involvement of an **autonomous coordinating body that promotes and fosters good practice in provision and delivery.**

Reminders:

- ⇒ Basic indicators have been developed by UNESCO and will be used during the policy-revision surveys previously mentioned, so as to assess the compliance of the current and revised policies with the QPE Guidelines key principles.
- ⇒ A university along with ICSSPE will be responsible for the monitoring and evaluation process, as explained before. Peer review countries, above-mentioned will also review the revised policy document.

✚ Slides 35-36: Teacher education supply and education

• QPETE:

- **Quality Physical Education Teacher Education (QPETE):** The rationale of a QPETE programme has at its core a model of the teacher who understands that pupils have a vast range of individual needs and abilities, and can respond to them, who is competent in curriculum areas and classroom practice and who, **as an effective practitioner, is analytical, critically reflective and professional as well as one who demonstrates a continuing openness to new ideas.** The ability to respond to, and manage change, is a central requisite.

• Reviews of systems of QPETE:

- **As the provision of QPE depends on well-qualified educators, responsible authorities should undertake punctual reviews of systems of QPETE as a policy priority.** Reviews should be undertaken with due regard to improvements in both the initial and continuing education of physical education teachers.

• Continuing Professional Development (CPD):

- Teacher training, for both generalist and specialist teachers, should include **appropriate preparation to deliver QPE** programmes which contribute to health objectives. Physical education teachers should emerge from their training with a **strong theoretical basis, rooted in positive, strengthbased approaches, regarding the relationship between health and lifestyle.**
- **High-quality pre- and in-service training for teachers** is therefore an essential element for supporting teacher effectiveness. **Teachers indeed also need to be learners**, and to be able to handle issues in an informed way so as to develop their practice in a changing world. **In order to plan, deliver and evaluate the curriculum effectively, the teacher needs professional skills.**

- The ongoing continuing professional development (CPD) of teaching personnel through compulsory, structured, regular CPD or In-Service Training (INSET) programmes should be a policy priority and constitute a core part of any public QPE strategy. Government, or a well-established coordinating body, should take responsibility for the coordination and provision of a CPD framework which aims to raise and protect professional standards.

- CPD opportunities should involve internal and external experts, and should deepen and extend teacher knowledge and skills.

- **QPETE institutions:**

- Training should be facilitated by **Quality Physical Education Teacher Education (QPETE) institutions**. Only through systematic, progressive learning; providing appropriate movement competences and nurturing achievement and motivation; delivered by skilled teachers within curriculum time, will learners be able to access the full range of extra-curricular opportunities.

- The **responsible agency** should play a significant role in providing leadership for QPE and its practitioners; particularly in the improvement and safeguarding of standards, and in the development of accreditation systems to ensure appropriate preparation, experience and qualification as well as safe and ethical delivery.

- **Focus on primary-elementary school PE teachers:**

- **Particular focus** must be placed on those responsible for physical education in **primary/elementary schools**.

- **Creation of national/autonomous-region qualification standards:**

- Both specialist and generalist teachers should be trained to deliver QPE in accordance with **national/autonomous-region qualification standards**.

- The **establishment of a set of criteria** would provide a **baseline of expectations for teachers** with responsibility for the delivery of physical education programmes. QPETE programmes should emphasize the role of QPE in promoting the Values associated with participation in physical education and sport, such as respect, fair play and tolerance.

- This should be accompanied by a skillset enabling them to **work with a range of individuals, along with the competence to develop and implement policies and strategies with wellbeing at the core**. These professionals should have the capacity to influence policy, provision and practice in the education, sport, health and community sectors, and they will be advocates for a strength-based approach to human capacity development.

- **Teacher-mentor networks:**

- The creation of programmes to support the development of **teacher-mentor networks** to link trainee and serving teachers with experts from the field of inclusion, would also aim at supporting and improving provision of PE.



• **International collaboration between PE professionals:**

- International collaboration between physical education professionals is essential to the development of QPE and should be promoted through exchange programmes for physical education professionals.

See with participants the case study page 51.

✚ **Slide 37: Facilities, equipment and resources**

- The provision of QPE **requires material resources, and appropriate technical support**, to ensure access to **physical education for all pupils**, including those with disabilities, and those with specific religious requirements. These don't need to be expensive, be innovative. Inspiration can notably be taken from [IAAF Kids' Athletic](#).
- The learning environment is fundamental to good-quality education, and should include **safe, healthy, and protective physical and social environments for students and teachers** to learn and work in.



- **Financial commitment to the resourcing of an accountable** (not necessarily examinable) **physical education curriculum**, should provide **suitable, accessible, indoor and outdoor activity areas, facilities and amenities; equipment** (including storage space); **and teaching/learning materials including guideline texts and manuals where necessary, in both urban and rural settings.**

- In order to secure the place of physical education within the school curriculum, **provision should not be marginalized in favour of other subjects and/or events which require resourcing.** Where this is unavoidable efforts must be made to provide physical education using alternative, appropriate facilities.

- In this regard, **partnerships with community sports organizations should extend to use of community facilities to reduce costs** and encourage young people to engage in extracurricular sport and physical activity, beyond the school day. This can be a **two-way process**, ensuring that the school facilities are also made available to the community at evenings and weekends.

See with participants the case study page 55.

✚ **Slide 38: Future milestones**

Several actions such as communication and advocacy, delivery of the revised policy and peer revision will mark the end of the policy revision process.

✚ Slide 39: Communication and advocacy

- The policy revision phase **should be supported by comprehensive communication strategies** which aim to raise awareness of these values.
- **Research-based messages should be widely disseminated, via national and local media initiatives, in a ‘language’ which has meaning to diverse groups of populations.**
- **Professional and academic journals, and other media channels (radio, television and newspapers),** have an important role in fostering public relations’ exercises in all community settings and **promoting involvement of community-based organizations** to embrace partnerships with vested interest groups.
- **Robust research projects should form the basis for this advocacy,** and serving teachers should be encouraged to engage in **research networks at a local, national, and international level.** The establishment of such networks should contribute to the generation and sharing of knowledge and good practice in terms of: pedagogy; quality teaching and learning; inclusion and meeting individual learner needs; and overcoming challenges. **The need for investment should be noted in this regard, as should the key role of universities, particularly in the dissemination of cutting edge research.**
- **Governments should be responsible for ensuring physical education is accorded the same status as other subjects,** in order to promote its importance to head teachers, teachers of other subjects, parents, and the wider community, and to alleviate the current disconnect between government and practitioner priorities.

Activity:

Try to answer with participants to the checklist page 61, using the desk review and current policy document.

Identifying weaknesses:

Checklist to improve advocacy	
1. Is there advocacy to accord physical education the same level of attention given to other public policies and practices that affect the population at large?	<input type="checkbox"/>
2. Does the time dedicated to physical education reflect that which is afforded to other core and foundation subjects?	<input type="checkbox"/>
3. Are communication strategies in place to raise awareness of the values of physical education, at both a local and national level, using language that has meaning to a diverse group of populations?	<input type="checkbox"/>
4. Are there clear strategies in place for communication – targeting parents, teachers and the wider community – which promote inclusion within physical education, particularly for school-aged girls and persons with disabilities, and those from minority groups?	<input type="checkbox"/>
5. Is there a national/regional subject association for physical education in existence, which supports with the advocacy and professional development process?	<input type="checkbox"/>
6. Do research networks exist at local, national, and/or international levels that can play a role in informing advocacy?	<input type="checkbox"/>
7. Are serving teachers encouraged to be critically reflective and engage in research and knowledge sharing through involvement in research networks and partnerships?	<input type="checkbox"/>

✚ Slide 40: Delivery of the revised policy

The objective of this stage is to consolidate the work and the recommendations of the expert groups in **one draft document**. The first draft would be developed by the Technical Working Group, and would present an overview of the situation, along with concrete and costed policy recommendations, based on the QPE Guidelines.

The revised text of the national policy should be accompanied by:

- **A fully budgeted implementation plan** with specific actions and measures
- **Provisions for communication and advocacy** on QPE
- Details of a **monitoring and evaluation framework**
- A **national timeline** for the implementation of the policy
- Presentation of details of the **partners and stakeholders** contributing to the implementation of the policy
- A **mapping** of responsible and contributing Ministries

✚ **Slide 41: Peer review process**

- **Once agreed upon within the Technical Working Group**, the draft would then be submitted to a peer-review process (after consultation with the Steering Committee).
- **UNESCO would circulate the final draft of the document to peer reviewers (based outside of the country)** who have not been involved as core players in the preparation of the policy review and who are equivalent in competence and expertise to members of the national team.
- These people **will be selected and contacted by UNESCO**, thereby ensuring that their expertise is relevant and the feedback they will offer is of value.
- Optimally, a peer review should be a **voluntary system of exchanges**.
- Today, we have **Canada, Japan and Scotland as peer review countries**.

✚ **Slide 42: Practical activity**

✚ **Slide 43: Questions**

Activity: Ask participants to answer these questions below and try identifying strengths and weaknesses of current policy, using the desk review and current policy document. Questions from the checklist on slide 33 (page 48) can support/ complete this exercise. Answers given should be written down/ typed by a previously designed person, to be shared with all participants after the Training.

- 1) Considering the key principles previously mentioned, do you think the current policy complies with these priorities? To what extent?

- 2) What do you think are the main strengths/ weaknesses of the current policy regarding the QPE principles?
- 3) What do you think are the principles that should be prioritized considering the gaps of the current policy with the QPE values?
- 4) What do you think are the strengths/ weaknesses and challenges your QPE national team will face through the process of the policy revision?
- 5) What would be your suggestions to address the above mentioned challenges?

Slide 44:

Review checklist to help identifying strengths and weaknesses, using the desk review and current policy document.

Identifying weaknesses:

Checklist to improve policy and practice	
1. Is there a clear national strategy for physical education at: Early years level? Primary/elementary level? Secondary level?	<input type="checkbox"/>
2. Does the national strategy ensure physical education is a core part of school curricula that secures the right of physical education for all pupils, and which is based on equality and inclusion?	<input type="checkbox"/>
3. Is there a clear understanding and acceptance of the distinctions and relationships between physical activity, physical education, and sport? Is this understanding supported by guidelines that ensure the minimum curriculum time is dedicated solely to physical education lesson time?	<input type="checkbox"/>
4. Is there opportunity for cross-sectoral, multi-stakeholder engagement at policy and practice level, including existence of an integrated policy for physical education, physical activity and sport for children and young people?	<input type="checkbox"/>
5. Is there a clear consensus and shared understanding among policy-makers and practitioners regarding the priorities for physical education in terms of meeting wider societal and educational objectives?	<input type="checkbox"/>
6. Is the national strategy for physical education closely related to the school health strategy, incorporating safe school environments, nutrition, and health services?	<input type="checkbox"/>
7. Is there opportunity for local interpretation of policy/curriculum which empowers teachers to tailor provision to meet the needs of the young people they are working with?	<input type="checkbox"/>
8. Does the content of the curriculum reflect to the needs, interests, and future of the students?	<input type="checkbox"/>
9. Are there clear, adequately funded, structures and pathways in place to support partnerships between schools and wider community sports organizations?	<input type="checkbox"/>
10. Are there procedures in place for monitoring and quality assurance of QPE provision?	<input type="checkbox"/>
11. Is feedback gathered and integrated for regular revision of the curriculum to take new visions and circumstances into consideration?	<input type="checkbox"/>
12. Are the benchmarks of QPE and QPETE used as a basis for regular, effective assessment of provision?	<input type="checkbox"/>

Slide 45:

Thank the participants for coming and share again your contact details with them so that they can reach you when need be.

After the Training, share with them a report on the Training Workshop with the answers/ suggestions raised during the Workshop.