Delivery of the revised policy

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
QPE Training Workshop

(Insert name of the country)

(Insert date)

Led by (Insert name of the National coordinator)
Presentation of the agenda

Presentation of the QPE Training Workshop

Presentation of the QPE national team

Introduction to the QPE project

Key components of the revised policy

Future milestones

Practical activity
Objectives of the QPE Training Workshop

- to **clarify the roles** of stakeholders engaged in the policy revision process
- to **be familiar** with the fundamentals of the **QPE policy package**
- to **agree on key principles** of the QPE revised policy
- to **start identifying strengths and weaknesses** of current national PE policy
- to **draw forthcoming steps** of the policy revision process
Introducing QPE project content
Background of the QPE project

Why?

- a call from UNESCO’s Intergovernmental Committee for Physical Education and Sport (CIGEPS) during the World Sports Ministers Conference (MINEPS V) in 2013

How?

- UNESCO joined forces with the North Western Counties Physical Education Association (NWCPEA)
  - a global survey and literature review on the situation of physical education to determine a set of benchmark indicators on QPE
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
Rationale of the QPE project

- deterioration in the attitudes of students towards physical education due to the domination of competitive sports and performance-based activities
- traditional programmes take a “one size fits all” approach and failing to achieve positive outcomes
  
  vs.

  - access to a well-balanced curriculum developing social, cooperative and problem-solving competencies
  - encouragement of hands-on experience in making self-assessments, planning personal programmes, setting goals, self-monitoring and decision-making
QPE project objectives

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
**Phase 1**
Creation of the QPE Policy package

*Done*

- QPE Guidelines for Policy-Makers
- A methodology document
- An infographic
- A project website

**Phase 2**
Revision of the national policy in line with the QPE Policy package

*In progress*

**Phase 3**
Implementation of the revised policy at national level

*To come*
Presentation of the QPE national team
**Project leaders**
- UNESCO HQ
  - Nancy McLennan
- Coordination group
  - EC
  - IBE
  - ICSSPE
  - IOC
  - Nike
  - UNDP
  - UNICEF
  - WHO

**Policy revision process**
- Lead country partner
  - Please insert name
- National coordinator
  - Please insert name
- Steering Committee
  - Please insert a list of names
- Technical Working Group
  - Please insert a list of names

**Monitoring and evaluation**
- ICSSPE
  - Detlef Dumon
- University
  - Please insert name
- Peer review countries
  - Canada
  - Scotland
  - Japan
UNESCO HQ
Youth and sport section

Key actions:

- Develop all **project materials**
- Lead project **communication and promotion**
- **Connect** partners and pilot countries’ ministry focal points
- Provide **technical backstopping** and **strategic support** to pilot countries
- Host an **online workspace**
- Host project **coordination group**
Coordination Group

- UNESCO and Partners engaged 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.
Ministry focal point

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

*Key actions:*

- 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**
- will be **responsible for the following adoption of the revised policy document**
National Commission focal point

Key actions:

- supports communication and exchange between UNESCO and national stakeholders engaged in the QPE policy revision process
- provides assistance, where needed, and if capacity allows
Lead country partner (LCP)

*Key actions:*

- Convene introductory meeting(s)
- Establish a national road map 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
- Establish written agreement between engaged ministries and the Lead agency
- Recruit the national coordinator and support him through the policy revision process
National expert coordinator (NC)

(Insert name of the National coordinator)

*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**
Steering Committee (SC)

It is the highest mechanism at the policy level with overarching responsibility for the final product of the policy development process

Key actions:

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

Milestones:

- **National consultation**: the SC should be consulted for the methodology and format
- **Policy draft revision**: the SC should review the draft policy document before submission to peer review countries
- **National consultation**: the SC should be consulted for the methodology and format
Technical Working Group (TWG)

drawing on perspectives and expertise from a diverse range of groups and institutions

Key actions:

- Responsible for driving proceedings on a day-to-day basis
- Bringing together the main stakeholders engaged in the policy development
- Regular reporting on key developments/milestones and their impact
- Acting as a focal point for advocacy and outreach
- Drafting/redrafting policy during the pilot phase
- Steering the process towards constructive follow-up

cont.
**Milestones:**

- **1st meeting:** a work plan, deadlines, and division of labour discussed
- **Creation of sub-groups** (as needed)
- Identification of **activities** to engage with stakeholders
- **Assessment of the data obtained** from these activities and presentation to the Steering Committee
The International Council of Sport Science and Physical Education (ICSSPE) and Universities

National universities will work in partnership with ICSSPE

Monitoring and Evaluation will include:

- the evaluation of this training workshop
- a desk review
- a national situation analysis
- the elaboration of questionnaires 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
QPE policy revision process
# Project Timeline

<table>
<thead>
<tr>
<th>Preparatory phase (2 months)</th>
<th>Policy revision phase (12 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
<td>Month 1</td>
</tr>
<tr>
<td>Incept</td>
<td>Month 2</td>
</tr>
<tr>
<td>Desk review by</td>
<td>Month 3</td>
</tr>
<tr>
<td>SC</td>
<td>Month 4</td>
</tr>
<tr>
<td>TWG</td>
<td>Month 5</td>
</tr>
<tr>
<td>Resource</td>
<td>Month 6</td>
</tr>
<tr>
<td></td>
<td>Month 7</td>
</tr>
<tr>
<td></td>
<td>Month 8</td>
</tr>
<tr>
<td></td>
<td>Month 9</td>
</tr>
<tr>
<td></td>
<td>Month 10</td>
</tr>
<tr>
<td></td>
<td>Month 11</td>
</tr>
<tr>
<td></td>
<td>Month 12</td>
</tr>
</tbody>
</table>

Preparatory phase:
- **NC Incept**: Desk review by SC TWG Resource
- **Training workshop**: Grassroots National situation Policy revision

Policy revision phase:
- **TWG Creation of sub-groups**: Consultation workshop
- **Outcome**: Development of the 1st draft of the policy
  - Fully budgeted implementation
  - Peer review process
  - National consultation
  - Policy rev. Survey #2
  - Validation meetings
  - Policy rev. Survey #3
  - Endorsement of the policy by the Government
  - Dissemination and advocacy by governments
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
- **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
- **Availability of resources** - To secure the necessary human and financial resources (by the country, the UN or partners)
ENSURING INCLUSIVE QPE PROVISION

Child protection and safeguarding 2.1
Inclusion 3.1
Physical literacy 2.2

NATIONAL STRATEGY FOR QPE

Teacher education, supply and development 3.2.4
Facilities, equipment and resources 3.2.5
Curriculum flexibility 3.2.1
Community Partnerships 3.2.2
Monitoring and quality assurance 3.2.3

Advocacy & Communication 3.3
Key components of the revised policy
Holistic approach

How?

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

- nutrition
- health considerations
- gender responsibility
- other related aspects
Physical literacy should be an outcome of any physical education curriculum.

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
Inclusion

of boys and girls, young persons with disabilities and pupils from minority groups

How?

- **PE compulsory** for every pupil
- **An adaptable curricula**
- **Equality of provision** (amount, quality and content)
- Initiatives to **encourage girls to engage within PE**
- **Professionally qualified** PE teachers to include pupils with disabilities
- Development of **teacher-mentor networks**
Curriculum flexibility

QPE provides a wide range of learning contexts and environments

How?

- Through **consultations** with young people
- With **concrete, progressive, and appropriate expectations** for learning and attainment included in national benchmarks
- With **pupils at the centre** of the learning process
- Through **communication with parents**
Community Partnerships

How?

• Partnering with community-based recreation clubs and organizations
• Establish a clear consensus and shared understanding between policy-makers and practitioners regarding the purpose and priorities of PE
Monitoring and Quality assurance

Policy implementation and the delivery of QPE should be supported by clear systems for monitoring and quality assurance.

How?

- Regular monitoring by appropriate agencies
- Addressing strengths and weaknesses
- Providing good practice examples for improvement plans
- Involving qualified support personnel in advisory, supervisory, and inspection roles

cont.
• Involving an autonomous coordinating body
• Ensuring PE curriculum time allocation is implemented
• Addressing the significant gaps between policy rhetoric and actual implementation
• Adhering to the benchmarks of QPE and QPETE
Teacher education, supply and development

How?

- A review of current Physical Education Teacher Education (PETE) programmes
- Coordination/provision of a Continuing Professional Development (CPD) framework
- PE teachers’ training facilitated by QPETE institutions
- Particular focus on teachers responsible for PE in primary/elementary school

cont.
• Creation of national/autonomous-region qualification standards
• Support to the development of teacher-mentor networks
• International collaboration between PE professionals
Facilities, Equipment and Resources

The learning environment is fundamental to QPE, and should include safe, healthy, and protective physical and social environments.

How?

- Suitable, accessible, indoor and outdoor activity areas, facilities, amenities
- Teaching materials including guideline and manuals in both urban and rural settings
- Use of the scope of technology
- Use of community facilities to encourage sport beyond the school day
Future milestones
Communicate and advocate

How?

• Research-based messages widely disseminated, via national and local media
• Professional and academic journals, and other media channels
• Development and support of a national/regional subject association for PE
Delivery of the revised policy

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**
Peer review process

- UNESCO will circulate the final draft to peer reviewers
- Peer reviewers will be selected and contacted by UNESCO
- A peer review should be a voluntary system of exchanges
Practical Activity
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 prioritised 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?
### 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?  

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?**

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?**

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?**

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?**

6. **Is the national strategy for physical education closely related to the school health strategy, incorporating safe school environments, nutrition, and health services?**

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?**

8. **Does the content of the curriculum reflect to the needs, interests, and future of the students?**

9. **Are there clear, adequately funded, structures and pathways in place to support partnerships between schools and wider community sports organizations?**

10. **Are there procedures in place for monitoring and quality assurance of QPE provision?**

11. **Is feedback gathered and integrated for regular revision of the curriculum to take new visions and circumstances into consideration?**

12. **Are the benchmarks of QPE and QPETE used as a basis for regular, effective assessment of provision?**
Thank you for your attention

And please contact your National coordinator, when needed at:

(Insert the contact details of the National coordinator)