



Quality Physical Education (QPE) Workshop

29 & 30 September 2016 - UNESCO Headquarters, Room XVI

Checklist on the current PE framework at national level

to be completed by the pilot countries



Country: Zambia

Representatives' names: Hikabwa Chipande and Mrs. Bessie Chelemu.

Please fill in the form below, based on the existing PE framework at national level. This will be useful to identify the strengths, weaknesses, opportunities and threats of the current PE policy and help the workshop participants to focus on responding to the specific needs of the QPE pilot countries.

QUESTIONS		REPLIES		COMMENTS
		YES	NO	
Status of PE at national level				
1	Is the current PE policy in line with international conventions, declarations, recommendations and good practice?	Yes		But, the current PE policy is drawn from the National Policy on Education and does not give any details on the implementation of PE.
2	Is there a clear national strategy for physical education at: early years level? primary/elementary level? secondary level?	Yes		The newly revised Zambia Education Curriculum Framework 2013 offers a strategy for PE in Zambia.
3	Is there a clear understanding and acceptance of the distinctions and relationships between physical activity, physical education, and sport at national level (within the policy and amongst civil society)?		No	There is no clear distinction between physical activity and physical education in the national policy and among civil society organizations resulting in debates during meetings/workshops.
4	Is the national strategy for physical education closely related to the school health strategy, incorporating safe school environments, nutrition, and health services?	Yes		The National Policy on Education talks about linking practical subjects such as health and nutrition for the benefit of learners.
5	Is there a comprehensive national strategy in place for physical education at all levels of schooling ensuring that physical education is a core part of school curricula?	Yes		The Zambia Education Curriculum Framework of 2013 makes PE a compulsory subject in primary schools and an optional career pathway in junior and senior secondary schools
6	Do head teachers, teachers of other subjects, parents and members of the wider community view PE with the same level of importance as other subjects?		No	PE is not given the same value as other subjects at all levels because it is not seen as a serious career pathway.
7	Is there a national/regional physical education association?	Yes		Officially registered in 2013
8	Are there any national research programmes which aim at proving the importance of physical activity and physical education for personal and interpersonal development alongside their benefits on health?		No	No, there is no serious academic research being conducted in the on PE in Zambia apart from a few MA theses.
Flexibility of the current PE policy/curricula				
9	Does the content of the curriculum reflect needs, interests, and future opportunities of students?	Yes		It encourages learners to choose an area of their interest as a career pathway.
10	Is there opportunity for local interpretation of policy/curriculum empowering teachers to adapt their methods to the needs of the young people they are working with?	Yes		The revised curriculum is learner centered. Teachers are free to interpret the curriculum to suit the local contexts and learners' needs.
11	Is feedback gathered and integrated for regular revision of the curriculum to consider new visions and circumstances?	Yes		The curriculum has just been revised, although this might not be on a regular basis.

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Inclusiveness in PE at national level				
12	Is the right of access to physical education for all encouraged in the current PE policy?	Yes		Yes, although not specifically PE, but all subjects offered in the school curriculum. Education is a human right in Zambia.
13	Is PE compulsory for all (including disabled children, girls and marginalized populations) in the current PE policy?		No	The education policy does not indicate that PE is compulsory, although at primary school level pupil is required to participate in PE.
14	Is the current policy adapted to the different cultural identities present in the country's population?		No	This could be because there are no noteworthy cultural differences in Zambia.
15	Is the learning approach differentiated to cater to the needs of all students with special needs, including those with differing physical abilities and impairments?		Yes	There are teachers that are specifically trained to teach adapted Physical Education.
Training of PE teachers				
16	Are there enough specialist teachers deployed at all levels of schooling throughout the country: early years' level? primary level? secondary level?		Yes	At times, PE teachers are sent to wrong placements leaving some schools without qualified teachers. The quality of PE teachers is also not very high.
17	Is budget allocated for the continuous training of PE teachers in the existing framework?		No	No, although, there is a plan to orient the PE teachers to the revised curriculum.
18	Are teachers supported to promote and deliver inclusive practice through regular, relevant and appropriate continued professional development (CPD) and in-service training (INSET) programmes as serving teachers?		No	There are no programmes or resources for PE teachers' continued professional development.
19	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?		No	There are no such programmes.
20	Are there sufficient training and qualification opportunities offered in line with internationally recognized accreditation for PE teachers?		No	Apart from those teachers that participate in sport-specific training by international sports federations.
Equipment for PE lessons				
21	Does the budget available for PE enable schools to provide appropriate, adequate and accessible equipment and facilities, including that which promotes the inclusion of pupils with disabilities, girls, and those from minority groups?		No	The education budget is not adequate to provide adequate and accessible equipment to promote inclusion of pupils with disabilities, girls and minority groups.
22	Are the existing PE learning environments safe and healthy?		No	Learning environments vary, depending on the nature of the school and its location.

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Community partnerships around PE			
23	Are there clear, adequately funded, structures and pathways in place to support partnership between schools and wider community sports organizations?		No There are no clearly established links between schools and community sports organizations. Any such arrangements are on individual basis.
Monitoring and Evaluation of PE			
24	Are there criteria in place which set out the expectations, professional responsibilities, knowledge, skills and understanding required to perform the role of a PE teacher?	Yes	Although these are generic for all teachers not only PE teachers.
25	Are there transparent systems and tools in place for the purposes of monitoring and evaluation?	Yes	There are education standards officers in the ministry of education that are responsible for monitoring and evaluations – although there is need.

Considering the above answers and your analysis of the current PE framework, which are, according to you, the existing or potential strengths, weaknesses, opportunities and threats¹ regarding the policy revision process in your country?

Strengths:

The National Policy on Education of 1996 stresses the importance of P.E. Following the revision of the Zambian school curriculum that started in 2005; the curriculum has been revised making P.E an examinable subject at secondary school level. This has laid a strong foundation for the subject in the country that can be built on.

Weaknesses:

As the national economy is not doing well inadequate financial support towards fulfilling millstones will affect the implementation process. Structural and bureaucratic requirements will delay the policy revision process.

Opportunities:

The revision of the P.E. curriculum and making the subject examinable in schools has created a good opportunity and enthusiasm among stakeholders for strengthening policy frameworks concerning the subject making sure that it meets recommended good practices.

Threats:

Given that there are many stakeholders involved in PE, some might feel that their power and dominance is being threatened, which might make them not supportive to the policy review process. Some stakeholders might also be very defensive/protective of what they have been doing such that the policy revision process might imply challenging their legacies.

¹ E.g. in terms of human, financial, logistical, intellectual resources, internal procedures, risks of delays for specific reasons, opportunities of partnerships, in-kind contributions, etc.

Are there aspects part of the existing PE policy which are not reflected in schools? If so, why do you think there is such a gap between policy and curricula and their implementation? Actually the challenge in Zambia is that while most of what is being implemented in schools is well reflected in the Zambia Education Curriculum Framework of 2013, the national policy on education says very little about P.E.

Would you need feedback on any specific aspect mentioned above during the workshop? If so, please explain.

Yes, how have other countries navigated the issue of the P.E policy within the broader national education policy?

Please return the completed form to m.leroy@unesco.org by **Thursday 22 September COB** (Paris time). Thank you for your contribution.

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