



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: South Africa

Representatives' names: Norman Mphake

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?	✓		
2	Is there a clear national strategy for physical education at: early years level? primary/elementary level? secondary level?	✓		
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)?		✗	Systemic inability to distinguishing between the physical activity, physical education and sport.
4	Is the national strategy for physical education closely related to the school health strategy, incorporating safe school environments, nutrition, and health services?	✓		
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?	✓		
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?		✗	not viewed, supported nor taught as an important or core subject
7	Is there a national/regional physical education association?	✓		Physical Education Institute of South Africa
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?	✓		The Healthy Active Kids Report Card
Flexibility of the current PE policy/curricula				
9	Does the content of the curriculum reflect needs, interests, and future opportunities of students?	✓		
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?	✓		
11	Is feedback gathered and integrated for regular revision of the curriculum to consider new visions and circumstances?	✓		

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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?	✓		
13	Is PE compulsory for all (including disabled children, girls and marginalized populations) in the current PE policy?	✓		
14	Is the current policy adapted to the different cultural identities present in the country's population?	✓		
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?	✓		
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?		×	
17	Is budget allocated for the continuous training of PE teachers in the existing framework?	✓		
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?	✓		
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?	✓		
20	Are there sufficient training and qualification opportunities offered in line with internationally recognized accreditation for PE teachers?		×	
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?		×	
22	Are the existing PE learning environments safe and healthy?	✓		

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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?	✓	
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?		×
25	Are there transparent systems and tools in place for the purposes of monitoring and evaluation?	✓	

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:

existing policy and support structures

Weaknesses:

insufficient capacity to adequately implement policy imperatives: Physical Education

Opportunities:

willingness and existing measures and mechanisms to realise policy objectives

Threats:

External misguided influences

disregard for policy

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.

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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?

There are currently no norms and standards for Physical Education

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

Is there a possibility to jointly carry out research with UNESCO in establishing the required norms and standards for Physical Education

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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