



QPE ZAMBIA NATIONAL STAKEHOLDERS WORKSHOP

OLYMPIC YOUTH DEVELOPMENT CENTRE

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ORGANIZED BY

**THE MINISTRY OF YOUTH SPORT AND CHILD DEVELOPEMENT & THE MINISTRY OF
GENERAL EDUCATION**

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Abbreviations

AGS	Agricultural Science
D&R	Design and Technology
CDC	Curriculum Development Centre
CTS	Creative and Technology Studies
HEH	Home Economics and Hospitality
MoGE	Ministry of General Education
MoH	Ministry of Health
MUS	Music
MYSCD	Ministry of Youth, Sport and Child Development
NGO	Non-Governmental Organization
PES	Physical Education and Sport
PESTAZ	Physical Education and Sports Teachers' Association of Zambia
QPE	Quality Physical Education
PETE	Physical Education, Teacher Education
PEO	Provincial Education Office
SESO	Senior Education Standards Officer
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TWG	Technical Working Group
UCZ	United Church of Zambia
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization
ZAAA	Zambia Armature Athletics Association
ZANIS	Zambia Information Services

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The summary of proceedings for this Quality Physical Education (QPE) Zambia National Stakeholders' Workshop is based on the presentations and discussions from the workshop and as well as notes from rapporteurs. The report draws on valuable contributions from Technical Working Group Members (TWG) who conducted grassroots stakeholders' consultations which lead to the national situation analysis report which is the basis of this workshop. These included: Mr. T. M. Ndonyo, Mr. L. Kalirani, Dr. A. Mutobo, Mr. L. Malambo, Mrs. M. S. Musakula Mr. O. Nakachinda, Ms. B Chibwe, Mrs. K. Moonga, Ms. M. Mwaba, Mrs. A. N. Musonda, Captain C. Mutiti, Dr. C. Chileshe, Mr. J. Kapansa, Mr. M. Sitali, Mr. M. Siyanga, Mr. F. Mushindu, Mr. J. Malanga, Mr. K. Kaluba, Mr C. Chama, Mr. Malambo and Dr. H. Chipande the National Coordinator.

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Background

This National stakeholders' workshop was a part of the larger Quality Physical Education (QPE) policy revision process in Zambia that is being implemented by the Ministry of General Education (MoGE) and Ministry of Youth, Sport and Child Development (MYSCD) with support from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other QPE partners. The project was started in August 2016 and it is aimed at supporting a quality Physical Education and Sport policy framework in Zambia that is grounded in the equality of opportunity for all pupils to access a well-balanced and inclusive curriculum.

A Technical Working Group (TWG) was formed in September 2016 made up of representatives from different PES stakeholders. They have been conducting grassroots stakeholders' consultations on the teaching of PES in Zambia and their work has culminated into the National Situation Analysis Report, which is a focus of sessions and discussions in this workshop.

Objectives of the Workshop

The workshop underscored local ownership, participation and inclusiveness. The sessions in the workshop were based on the main themes that TWG members focused on in their grassroots stakeholders' engagement also reflected in the national situation analysis report. These include: the general delivery of PES, inclusivity in PES, PES curriculum, teacher education; supply and development, PES and community partnerships, research in PES, resources, facilities and equipment, marketing and communication plan; and monitoring and evaluation.

The main objectives of the workshop were to bring together all important national PES stakeholders to:

- 1) Update them on what has been done in the QPE policy revision process in Zambia.

- 2) Gather first hand experiences and interests on the PES situation in schools across the country.
- 3) Get feedback on the national situation analysis report and consensus on main recommendations for the PES policy framework.

Target Audience

The target audience for this workshop included PES teachers from selected schools (based on proactiveness) that offer PES as a career pathway. One teacher and headteacher per selected school were chosen from all the ten provinces of Zambia. This was to ensure dialogue between teachers and their headteachers over the challenges being experienced in teaching PES in schools. Senior Standards Officers - Expressive Arts from the MoGE. were also invited as they are directly responsible for PES quality assurance at provincial level and we had standards officers and sports officers from the Ministry of General Education (MoGE) and Ministry of Youth Sport and Child Development (MYSCD) head offices in Lusaka.

National sports federations being the custodians of various sports in the country were also invited to get their sport perspectives. Also invited were sport for development or civil society organizations working with physical activity and sport in communities as well as the media for publicity. .

Workshop Deliberations

Attendance for the workshop was very good and an atmosphere for dialogue was created despite having people of different positions in government and sports structures. Originally, the workshop was planned to take two full days, but the content had to be compressed in one day due to limited financial resources.

Generally, all workshop participants applauded government’s comprehensive revision of the Zambian school curriculum from Early Childhood to tertiary levels, that has led to the two tier curriculum pathways: academic and vocational for junior and senior secondary education. This is because it has led to the fulfillment of their wishes to have PES as an examinable subject. The first PES exam at Grade Seven level under Creative and Technology Studies (CTS) took place in 2007 and the first Grade Twelve final exam last year in 2016. The next steps will involve linking PES at both junior and senior secondary school level to trade Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) trade tests.

It was felt that there is great need to seize this opportunity and make sure that PES as an academic subject grows. Increasing the numbers of pupils choosing PES as a career pathway in schools was seen as the only way of achieving this target.

Summary of pupils who took Vocational subjects per province in 2016

Provinces	Vocational Subjects					
	AGS	D&T	HEH	PES	MUS	ART
Central	48	17	60	33	0	24
Copperbelt	78	55	222	59	5	55
Eastern	44	25	67	17	0	29
Luapula	51	43	120	28	0	37
Lusaka						
Muchinga						
Northern						
North/W	16	16	63	12	7	10
Southern	28	19	58	8	1	12
Western	16	10	61	25	23	20
Total	281	185	651	182	36	187

Among the major challenges, teachers and headteachers were facing in encouraging pupils to chose PES in schools is parents’ skepticism on the value the subject adds towards pupils admission to bachelor degree programs in colleges and universities. They also indicated that it was hard for them to satisfactorily explain the PES career pathway to parents and

pupils who are always concerned about their future career prospects when choosing subjects.

PES equipment was also major topic of discussion. It was agreed that schools would have to be creative and improvise quality PES for use in their schools. But support from government was also emphasized. There was a demand to know why PES equipment that had been procured for schools had not been delivered to the right schools, while materials for other vocational subjects had been delivered. It was requested that the MoGE should be requested to speedily and correctly deliverer the materials to the right schools.

National sports federations and community sports organizations that attended the workshop were also pleased with the progress being made in improving the quality of PES in Zambia schools. However, they stressed that they are key stakeholders that should be engaged in PES in schools because they are custodians of sport and physical activities in communities. They can play a role in promoting and sustaining physical activities outside the formal classroom.

After all presentations, workshop participants were put into groups: teachers, headteachers, standards officers; sports federations and community sports organizations. Each group was tasked to list down recommendations that they would want to be reflected in the PES policy framework. Workshop participants also made changes and modifications to the recommendations made in the national situation analysis report. Recommendations from the groups were harmonized and read loudly to the whole workshop to show that participants' main concerns were reflected.

Final Recommendations

The following points reflect combinations of recommendations from the workshop and national situation analysis report that participants felt that should be central in the National Physical Education Policy Implementation Framework.

1. General delivery of PES in Zambia

At government level (line-ministries), there is need for a multi-sectoral approach towards PES programs in Zambia. This will require collaboration and harmonizing policies as well as strategies of implementing PES and physical activities by the three line-ministries: MoGE, MYSCD, MoH and other ministries to prevent duplication of efforts and help to maximize the use of available resources. PES at all levels should be closely linked to similar programs in line-ministries such as health – particularly with its role in the reduction of non-communicable diseases, the relationship between nutrition and exercise, competitive sports and other programs to maximise the benefits.

The line ministries and other stakeholders should develop a clear plan on how to accentuate the health benefits of PES and nutrition in schools towards the reduction of non-communicable diseases, weight control and obesity.

A clear linkage should be made between PES in schools, community physical activities and competitive sports in national associations (federations) to provide quality sports skills and a clear long-term athlete development pathway for interested pupils.

At secondary school level, PES is subject and it is facing stiff competition from established subjects such as Home Economics and Hospitality and many others. Policy should recommend that schools should offer PES in each district to increase secondary schools offering the subject. Physical Education teachers should start teaching the subject and promote its benefits among learners.

Policy framework should also encourage sufficient financial support for PES to ensure that each school has the minimum required inclusive PES facilities and equipment. All schools should have playgrounds for PES lessons/activities and teachers should adapt the curriculum and improvise equipment to meet the cultural and economical needs of various localities to offer pupils QPE.

2. Inclusivity in PES,

There is need for a lot of sensitization on the intrinsic values of PES and for girls to demystify traditional beliefs and cultural orientations. PES policy should stress modesty dress codes during lessons to accommodate cultural and religious diversity. Schools should provide accessible and inclusive PES facilities for girls such as appropriate separate changing-rooms to ensure privacy. The PES environment should be conducive to make sure that there are no derogatory comments on girls' inability to perform some physical activities and there is no sexual abuse or harassment of any kind. PES teacher education institutions should include safeguarding and child protection training to ensure that they are able to respond appropriately to suspected child abuse cases.

Policy framework should ensure that pupils with disabilities are honestly provided quality PES lessons in school. This will require schools to have appropriately qualified teachers, accessible inclusive facilities and equipment that meet the needs of pupils with disabilities. Policy should ensure that teachers pay attention to all pupils' special needs, particularly those with disabilities.

3. PES Teacher Education

There is need to ensure that universities upgrade and harmonise their curricula to make sure that they provide the depth appropriate for degree/diploma programmes but also meeting the needs of the school-revised curriculum and the broader physical activity needs

of the Zambian society. Every university or college offering PES teacher education should have the minimum required facilities and a minimum of four fulltime appropriately qualified lecturers for the program to be implemented. Physical Education and Sports Teachers' Association (PESTAS) should collaborate with ZAQA to ensure that all institutions offering PES teacher training meet these minimum standards.

For distance PES teacher education programs, there is need to ensure that proper PES modules are developed that offer both theoretical and practical content. Modules should be detailed enough to illustrate how students can perform physical skills and how lecturers will support them. There is need to improve and emphasise the expectations, professional responsibilities skills and understanding required to perform the role of PES teacher.

PES teachers should play a central role in facilitating partnerships with community based sports organizations and initiatives, making sure that they extend their expertise to community sports and physical activities – working in collaboration with the Ministry of Youth Sport and Child Development affiliates.

4. PES Teacher Supply and Development

The MoGE should trace and place qualified PES teachers in schools that have PES as a career pathway. This will reduce the numbers of qualified PES teachers placed in schools that are not offering PES as a career pathway.

Headteachers of schools and standards officers should ensure that specialist PES teachers teach the subject in their schools and PESTAZ should play a key role in ensuring that there are CPD and mentorship programs and networks for serving teachers.

5. PES and Community Partnerships

There is need for collaboration between the MoGE and MYSCD to ensure that schools and community sports programs (associations, clubs and other initiatives) offer opportunities for pupils to continue with quality PES activities in their communities after school hours. This will provide opportunities for knowledge transfer between schools and communities, sharing the use and maintenance of sports infrastructure such as playing fields.

Policy framework should outline clear guidelines on schools building and maintaining links with community sports and recreation programs. There is also need to supplement formal PES in schools with community physical activities and to cater for children that are not in formal schools.

6. Research in PES

Policy should encourage all PE teachers to be part of a research network and engage in research and knowledge sharing. The MoGE, MYSCD and MoH should collaborate with local universities and colleges that are offering PES to ensure adequate funding for research priority areas in PES. Universities offering PES as a teaching subject should play a key role in the development of research programs to meet the needs of the field and communicate the findings to the wider public.

A faculty of Physical Education and Sport should be established at one of the major public universities in Zambia to postgraduate conduct research on identified priority areas.

7. Resources, Facilities and Equipment

There is need to appeal to the Ministry of Local Government and Ministry of Lands to in urban areas play

Policy framework should encourage the prioritization of PES inclusive infrastructure and equipment and sharing of PES resources, and facilities between schools and local communities.

Teacher training institutions should also train student teachers how to adapt, maintain and improvise accessible and safe facilities and equipment for all pupils in order to provide QPE even in communities that lack sufficient financial resources.

8. Marketing and Communication Plan

This QPE revision process identified the need to rebrand PES in Zambia and come up with an effective communication and marketing plan that will disseminate research-based values of inclusive PES to all sectors of the Zambian society: head teachers, teachers, parents pupils, government authorities and the general public.

The communication plan should include publicizing how PES is a requirement for enrolment into bachelor degree programs in universities and colleges. It should also advertise the PES career pathway to pupils, parents and teachers.

9. Monitoring and Evaluation

Policy framework should allow for triangulation of the monitoring and evaluation process to involve standards officers, head teachers, teachers, school staff, pupils and parents. PES monitoring and quality assurance tools should also include schools partnerships with communities to ensure continuation of pupils' physical activities beyond the school.

While the policy framework indicates that PES is a compulsory subject at primary school level, not all primary schools teach quality PES. There is need to develop effective monitoring and quality assurance strategies that should be conducted by people with expertise in PES to make sure that the subject is effectively taught in all primary schools.

There is need to supplement efforts being made by the MoGE Standard Officers. In this case, PESTAS should work together with local universities and research networks to conduct impartial annual analyses and write reports on the quality of teaching PES in different parts of the country.

10. Others

Colleges and universities should be engaged to ensure that PES is listed as one of the subject combinations for admission to bachelor programs. PES should be a required subject for all that what to study PES as a teaching subject in universities and colleges.

Annexes

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