REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

&

MINISTRY OF YOUTH SPORT AND CHILD DEVELOPMENT

****

ZAMBIA NATIONAL PHYSICAL EDUCATION IMPLEMENTATION FRAMEWORK

JULY 2017

Contents

[FOREWORD iv](#_Toc487122252)

[ACKNOWLEDGEMENTS v](#_Toc487122253)

[WORKING DEFINITIONS vi](#_Toc487122254)

[LIST OF ACRONYMS ix](#_Toc487122255)

[1.0 INTRODUCTION 1](#_Toc487122256)

[1.1 Background 1](#_Toc487122257)

[1.2 Legal Framework 2](#_Toc487122258)

[1.3 Objectives of this Policy Implementation Framework 3](#_Toc487122259)

[1.4 Methods used in the PES Policy Revision Process 4](#_Toc487122260)

[2.0 SITUATION ANALYSIS 6](#_Toc487122261)

[2.1 Current Status 7](#_Toc487122262)

[3.0 OBJECTIVES 13](#_Toc487122263)

[3.1 Improve general delivery of PES 13](#_Toc487122264)

[3.2 PES Teachers Education, Supply & Development 13](#_Toc487122265)

[3.3 Inclusivity in PES 14](#_Toc487122266)

[3.4 PES curriculum in Zambia 15](#_Toc487122267)

[3.5 PES & Community Partnerships 15](#_Toc487122268)

[3.6 Research in PES in Zambia 16](#_Toc487122269)

[3.7 Resources, Facilities and Equipment 16](#_Toc487122270)

[3.8 Marketing and Communication Plan 17](#_Toc487122271)

[3.9 Monitoring and Quality Assurance 17](#_Toc487122272)

[4.0 IMPLEMENTATION MATRIX 18](#_Toc487122273)

[4.1 General Delivery of PES 18](#_Toc487122274)

[4.2 PES Teachers Education, Supply & Development 20](#_Toc487122275)

[4.3 Inclusivity in PES 23](#_Toc487122276)

[4.4 PES curriculum in Zambia 25](#_Toc487122277)

[4.5 PES & Community Partnerships 27](#_Toc487122278)

[4.6 Research in PES in Zambia 29](#_Toc487122279)

[4.7 Resources, Facilities and Equipment 31](#_Toc487122280)

[4.8 Marketing and Communication Plan 32](#_Toc487122281)

[4.8 Monitoring and Quality Assurance 33](#_Toc487122282)

# FOREWORD

The government recognizes the important role Physical Education and Sport (PES) plays towards the physical development of young Zambians. The Ministry of General Education and the Ministry of Youth, Sport and Child Development acknowledge that everyone has a fundamental right to Physical Education and Sport because it contributes to health, intellectual, moral and well-balanced development of human beings. PES is an important subject because it introduces young people to physical literacy, which later promotes sports recreation, competitive sports and other physically active lifestyles that can reduce the risk of non-communicable diseases in adulthood.

It is from this background that Government through the National Policy on Education (Educating Our Future, 1996) and National Sports Policy (2012) provides this policy implementation framework to guide all stakeholders in the delivery of quality Physical Education and Sport in schools. This is a guide to ensure that all young people have equal opportunities to access inclusive Quality Physical Education and Sport in schools.

Government is committed to supporting all stakeholders to ensure that all children are physically literate and have knowledge and skills that can shape them into healthy and productive citizens. We are confident that through our joint efforts, we will achieve Quality Physical Education and Sport for all our children in Zambia.

Hon. Dr Dennis Musuku Wanchinga, MP, Hon. Moses Mawere, MP,

**MINISTER OF GENERAL EDUCATION** **MINISTER OF YOUTH, SPORT AND CHILD**

**DEVELOPMENT**

# ACKNOWLEDGEMENTS

The development of the National Physical Education Policy Implementation Framework was a result of extensive consultations with a diversity of stakeholders such as school teachers, head teachers, coaches, education standards officers, sports associations, government officials and civil society organisations. The objective was to identify policy-practice gaps and priority areas to be reflected in the overall framework.

The Ministry of General Education and the Ministry of Youth, Sport and Child Development are indebted to all partners that contributed towards this Physical Education and Sport policy implementation revision process. We are particularly grateful to Cabinet Office for providing the much-needed guidance and to the United Nations Educational, Scientific and Cultural Organization alongside other Quality Physical Education (QPE) partners for providing material, resources and support towards the exercise.

We are also thankful to the Technical Working Group (TWG) that made all the consultative processes and to the National Coordinator Dr Hikabwa D. Chipande who managed the entire process that led to the final draft of this policy implementation framework.

Mr. Henry Tukombe Mrs. Agnes Musunga

**PERMANET SECRETARY PERMANENT SECRETARY**

**MINISTRY OF GENERAL EDUCATION MINISTRY OF YOUTH, SPORT AND CHILD**

**DEVELOPMENT**

# WORKING DEFINITIONS

The working definitions below are meant to guide users of this policy implementation framework so as to have a common understanding. However, it is important to note that in different contexts, the meanings may be slightly different. The definitions are mainly drawn from the UNESCO QPE Guidelines for Policy Makers.[[1]](#footnote-1)

|  |  |
| --- | --- |
| **Extra-curricular** | This is structured learning that takes place beyond the school curriculum i.e. in the extended curriculum and, sometimes, in partnership with community sport organizations. The context for learning is physical activity and can include sport, and other forms of physical activity and exercise. |
| **Accessible** | This refers to the provision of facilities, equipment, curriculum, and pedagogy, which is available to the entire student population including persons with disabilities, girls or those with specific cultural/religious requirements and where appropriate is adapted to meet specific needs. |
| **Inclusion** | Is understood as a sense of belonging, this includes feeling respected, valued for who you are and feeling a kind of supportive energy and commitment from others. It also involves the commitment to embrace difference and value the contributions of all participants, regardless of their characteristics or background. |
| **Physical Activity** | This is any bodily movement produced by skeletal muscles that require energy expenditure. This includes all forms of physical education, sports and dance activities. It also involves various forms of play, work-related activities, active travel (e.g. walking, cycling) and routine habitual activities such as walking to work, using stairs, doing housework and gardening. |
| **Physical Literacy** | Physical literacy focuses on the development of the whole child — meaning it is not just about the understanding and practice of physical activity, it also includes a child’s knowledge and understanding of why physical activity is important and its resulting benefits, as well as the development of attitudes and habits to practice these skills on a regular basis.[[2]](#footnote-2) |
| **Quality Physical Education (QPE)** | This is planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. It acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life. |
| **Sport** | According to Jay Coakley, sports are institutionalized competitive activities involving rigorous physical (bodily) action or the use of fairly complex physical skills by participants motivated by personal enjoyment and external rewards.[[3]](#footnote-3) Therefore, school sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of school hours learning. Again, the context for the learning is physical activity. The "school sport" program has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with "community sport and activity."[[4]](#footnote-4) |
| **Values of Sport** | This refers to the sport movement’s core values, beliefs and principles centred on fair play, respect, honesty, friendship and excellence. It is the responsibility of sport organizations to uphold and protect these values. |

In the Zambian context, physical education and sport are combined and taught together as Physical Education and Sport (PES) in the school curriculum. PES is a compulsory academic subject at primary school level and an optional subject at secondary school level as will be discussed in details later in this document. There is also school sport, which is open to all interested learners and goes beyond school time including sport specific competitions within the school and against other schools, zones, districts and provinces.

# LIST OF ACRONYMS

AFPE Association for Physical Education

AIDS Acquired Immunodeficiency Syndrome

BESSIP Basic Education Sub-Sector Investment Program

CDC Curriculum Development Centre

CFD Curriculum Framework Document

CPD Continuing Professional Development

CTS Creative and Technology Studies

DEBS District Education Boards Secretary

Edusport Education Through Sport

HIV Human Immunodeficiency Virus

JETS Junior Engineers, Technicians and Scientists

MESVTEE Ministry of Education, Science, Vocational Training and Early Education

MoGE Ministry of General Education

MoH Ministry of Health

MYSCD Ministry of Youth, Sport and Child Development

NASAAZ National Schools Arts Association of Zambia

NGO Non-Governmental Organization

PAGE Program for the Advancement of Girls’ Education

PES Physical Education and Sport

PESTAZ Physical Education and Sports Teachers’ Association of Zambia

QPE Quality Physical Education

PETE Physical Education, Teacher Education

SESO Senior Education Standards Officer

TEVETA Technical Education, Vocational and Entrepreneurship Training Authority

TWG Technical Working Group

UNESCO United Nations Educational, Scientific and Cultural Organization

WHO World Health Organization

# 1.0 INTRODUCTION

## 1.1 Background

Physical Education and Sport (PES) in Zambia is remarkably, one of the subjects that have experienced major transformations from a non-examinable to a curriculum subject that is examinable from primary to secondary school levels. The Zambian Education system is traced back to the British colonial education system that was believed to be poor for the locals and racially segregated. After independence, the postcolonial government implemented education reforms such as the Education Act of 1966 that was aimed at overhauling the colonial education system to make education more accessible and meet the needs of independent Zambians. This was followed by a series of reforms such as the Education Reforms of 1977 that made general and vocational education increasingly accessible to most Zambians. Following the colonial legacy of a huge inequality in education and income distribution, local people had high expectations that President Kenneth Kaunda’s socialist-leaning policies would solve the problems of inequities.[[5]](#footnote-5) Unfortunately, the copper-dependent Zambian economy started collapsing from the 1970s as a result of the dropping of copper prices on the international market.[[6]](#footnote-6) During this whole period, PES was offered as a form of physical fitness and was strongly complemented by physical and recreational activities that were offered in community welfare centres in urban areas, particularly in the mining towns on the Copperbelt.[[7]](#footnote-7)

In 1991, Zambia changed from a one-party-state to a multiparty system and the Constitution was amended to accommodate plural politics. This resulted in more education reforms that included Focus on Learning of 1992 that emphasized education as an instrument for personal and national development. This was followed by the National Policy on Education (Educating Our Future) of 1996, which is the current policy being implemented.

## 1.2 Legal Framework

Constitutionally, the Education Act of 2011 that replaced the 1966 Act is the existing legal provision that governs the financing and management of education in Zambia. According to this act, the Ministry of General Education is the custodian of education provision in Zambia and ensures that all education providers adhere to the national education policy and curriculum guidelines. In line with this act, Physical Education and Sport (PES) as an academic subject taught in Zambian schools falls within the National Policy on Education (Educating Our Future) of 1996, interpreted in details in the Zambia Education Curriculum Framework of 2013.[[8]](#footnote-8) This PES policy implementation framework is drawn from this education legal framework in Zambia.

## 1.3 Objectives of this Policy Implementation Framework

According to the World Health Organization (WHO), physical inactivity has been identified as the fourth leading risk factor for global mortality (6% of deaths globally).[[9]](#footnote-9) While this is prevalent in high-income countries, research shows that physical inactivity is also increasing in low-income countries like Zambia, hence the need to support Quality Physical Education and Sport (PES) that will introduce children to quality physical activities. A quality PES programme promotes pupils’ respect for rules, values performance criteria in competitions, fair play and teamwork. Recent academic research has also shown a strong connection between physically active youth and academic achievement.[[10]](#footnote-10)

This has made the Government of the Republic of Zambia through the Ministry of General Education (MoGE) and the Ministry of Youth, Sport and Child Development (MYSCD) with support from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other Quality Physical Education (QPE) partners to develop this PES policy implementation framework whose aim is to:

1. Support quality Physical Education and Sports (PES) in Zambian schools that is grounded in the equality of opportunity for all pupils to access a well-balanced and inclusive curriculum;
2. Empower grassroots stakeholders to implement and advocate minimum standards for teaching PES in schools, particularly at early childhood and primary education school levels;
3. Promote a coherent, cooperative and inclusive PES framework for active schools in Zambia.

## 1.4 Methods used in the PES Policy Revision Process

The development of this policy implementation framework involved a desk review of the existing PES situation in Zambia with the aim of providing preliminary recommendations on areas that need attention to improve the quality of PES. A Technical Working Group (TWG) made up of representatives from diverse key national PES stakeholders was formed and coordinated by the National Coordinator. The TWG was the main driving force in the revision process. It conducted PES grassroots stakeholders’ consultations to identify gaps and come up with recommendations to improve the quality of teaching the subject. Issues such as the need to collaborate in the implementation of PES related policies and programmes, quality PES teacher education and supply, inclusivity in PES, PES in schools and community partnerships, research in PES, rebranding and marketing PES, and monitoring and quality assurance in teaching PES in Zambian schools came up.

Both qualitative and quantitative evidence that was gathered by TWG members was triangulated and verified by stakeholders such as teachers and standard officers involved in teaching the subject before being compiled into a national situation analysis report. UNESCO *QPE Guidelines for Policy-Makers* and other policy documents were also consulted in the revision process to make it transparent and fairly empirical. The next step was organizing a national stakeholders' workshop represented by teachers, head teachers, standard officers, national sports federations and civil society organizations from all the ten provinces of Zambia. The aim of this workshop was to review the national situation analysis report and get further contributions and recommendations on how to improve the teaching of PES in different parts of the country. These recommendations were again reviewed by TWG members and stakeholders involved, before drafting them in this PES policy implementation framework.

# 2.0 SITUATION ANALYSIS

In line with Zambia’s long-term national development plan Vision 2030’s aspirations of Zambia becoming a prosperous middle-income nation coupled by the 5th, 6th and the current 7th National Development Plans, the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) through the Curriculum Development Centre (CDC) began to implement curriculum revision processes in 2000. This was in order to “re-define the desired learner, the teacher-educator/instructor and the teaching/learning outcomes so as to make education relevant and responsive to the individual and society.”[[11]](#footnote-11) This revision process resulted in the *Zambia Education Curriculum Framework 2013*, which is the official curriculum for Zambian schools.

In this curriculum framework, PES from Early Childhood Education (age ranges 5 – 6) and primary school levels including intellectually impaired learners is placed under Creative and Technology Studies (CTS), found in Expressive Arts (made up of three subjects: Physical Education, Music and Art.) The reason behind grouping the three subjects was in order not to exceed the recommended workload and time pupils at different ages are expected to have in school. Furthermore, PES was made an examinable subject at primary school level under CTS. The first CTS exam at Grade 7 level was offered in 2008 and later in the revised curriculum in 2015.

At secondary school level, the curriculum revision process resulted in two-tier curriculum pathways: Academic and Vocational. The academic career pathway is for pupils who wish to study academic subjects, while the vocational career pathway is for learners with ambitions and interests in technical and practical subjects. PES falls under the vocational career pathway together with four other subjects: Performing and Creative Arts, Technology, Agriculture and Home Economics, and Hospitality. Vocational subjects have been allocated more class time to enable the pupils to apply the skills they are learning. A single period takes 120 minutes while for academic subjects’ a single period is 40min.

Pupils who choose to study vocational subjects like PES and successfully complete junior secondary education are awarded a level 3-trade certificate by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) in addition to the Junior Secondary School Certificate by the Examinations Council of Zambia. Those who choose to study vocational subjects up to grade 10/11 and pass, a level two test will be awarded a level two-trade certificate by TEVETA in grade 11. Learners that will be tested and have full grade 12 certificates will not only be awarded a School Certificates or General Certificate of Education but also TEVETA Level 1 craft certificates. The first revised curriculum examination at grade twelve was held in 2016. These are the curriculum revision processes that have moved PES from a non-examinable to an examinable subject in the Zambian curriculum.

## 2.1 Current Status

Despite all this progress that has been made in PES in Zambia, more can be done to maximize the use of available resources and ensure that all children have access to quality PES.

* As already stated, the National Policy on Education elucidated in the *Zambia Education Curriculum Framework 2013* provides a detailed national strategy of PES in Zambia at all levels from early childhood education, primary, secondary through to teacher education.[[12]](#footnote-12) However, there is no nexus between this policy and other policy frameworks associated with PES such as the national sport policy, national health policy and national youth policy. There is a need for a multi-sectoral approach towards PES programmes in Zambia to ensure harmonization and collaboration of policies and strategies in the implementation of PES.
* There is need to promote PES as a rewarding professional career. Many schools across the country are struggling to convince parents and pupils to choose PES as a vocational subject at secondary school level. This is because there is a lack of professional jobs in sport beyond PES teaching jobs.
* PES teacher education in Zambia is divided into two: Colleges of education, both public and private offering teachers’ education using the curriculum that was recently revised by the Ministry of General Education (MoGE) and universities both public and private that had been quality assuring themselves until recently when the Zambia Higher Education Qualification Authority was put in place. Both public and private colleges that are quality assured by the MoGE had their teacher education curriculum revised and tailored to meet the needs of learners in the revised school curriculum. However, public and private universities have not revised their curricula and most of their PES teacher education content leans on theoretical rather than practical knowledge. In addition, there is a lack of essential PES teacher education infrastructure (sports halls or gym, playing fields and equipment) in PES teacher education institutions. There is also a serious lack of appropriately qualified lecturers in most PES teacher education institutions, this lowers the quality of PES teachers that are deployed in schools and denies learners Quality Physical Education and Sport.
* Schools offer an ideal way to equip large numbers of girls and pupils with disabilities with information, knowledge and skills essential for lifelong participation and enjoyment of physical activities.[[13]](#footnote-13) While the Zambian government has made great efforts to enhance the girl-child’s participation in the education system, girls continue to face challenges in PES as a result of traditional cultural norms that regard physical activity as a male endeavour. Furthermore, the PES policy framework is not flexible to accommodate school girls whose cultural or religious beliefs demand strict dress codes and other related practices. Furthermore, most government schools have no changing rooms for girls making it hard for them to participate in PES.
* The Zambian school curriculum emphasizes the provision of quality PES for all pupils including those with disabilities. On paper and at policy level everything looks flawless, but parents and pupils with disabilities interviewed in different parts of the country complained about a lack of quality PES for in their schools. While some teachers are trained in adapted physical education, most of them seem to lack capabilities to include, engage and effectively teach PES pupils with disabilities. Equipment and infrastructure in most schools are also not user-friendly to pupils with disabilities.
* The revised Zambian education curriculum is inclusive, flexible, and open to adaptation to suit the varying contexts in the country. However, not all PES teachers are interested in teaching and adapting PES provision to suit diverse needs of pupils in different parts of the country. In some primary schools, PES is not even timetabled as such, teachers do not teach quality PES. At secondary school level, the subject is also facing stiff competition from established subjects such as Home Economics and Hospitality and many others.
* Young people's needs for physical activities are so high that PES classes during school time are not sufficient to meet this need. There is a need for collaboration between school and community sports programs (clubs and other initiatives) to offer young people opportunities to continue with quality PES activities in their communities after school hours. Research has shown that learners are more likely to be physically active in schools with strong school-community collaboration.[[14]](#footnote-14) This partnership can also provide opportunities for knowledge transfer between schools and communities, sharing and maintaining sports facilities and equipment and resource mobilization.
* There is very limited and inept research being done on PES in Zambia. The little research that is done is at an individual level and disjointed above all; it is poorly funded and not focused on key priorities in Physical Education and Sport. As more credibility is given to calls for actions when they are based on concrete, measurable, reliable and well-researched data, there is need to develop adequately funded research programmes and networks developing evidence-base for current trends in Physical Education and Sport. Research should be aimed at providing evidence for PES's role in promoting values, good national and global citizenship, effectiveness of community partnerships, and the capacity to contribute to the physical, mental and social well-being of citizens.[[15]](#footnote-15)
* Funding is one of the major challenges facing the Zambian education system. Financial resources are never adequate to meet national demands. Supported by local and foreign cooperating partners, the MoGE’s concerted efforts to coordinate financial support for schools each year is commended. However, individual schools make final decisions on teaching materials that need to be purchased to meet their local needs. Since decision-making is devolved, local schools need to be sensitised on the needs of pupils with disability and their inclusion in PES.
* There is need to rebrand PES in Zambia, contrary to old perspectives where it was considered as a pastime/unserious activity taught in an uncoordinated manner only for interested learners. Quality PES is grounded in equality of opportunity for all learners to access a well-balanced and inclusive curriculum that supports the acquisition of psychomotor, social and emotional skills, which define self-confident and socially responsible citizens. Quality PES also promotes physical literacy as a key step towards body ownership and physical competency.[[16]](#footnote-16)
* In order to rebrand PES, there is need to come up with effective communication and marketing strategies that will show research-based intrinsic and extrinsic values of PES at local and national level. The strategies will promote the importance of PES for all young people including girls, those with disabilities, and those from minority groups. It will also be a good way to attract new partners that might be willing to support the realisation of quality PES in Zambia. The Zambian curriculum states that the main objectives of subject associations include providing an authoritative medium for teachers’ views on the subject, developing a specialist professional community of practice and strengthening subject professionalism.[[17]](#footnote-17) The Physical Education and Sports Teachers’ Association (PESTAZ) will, therefore, play an important role in the marketing and communication plan working together with line ministries and stakeholders. Intrinsic and extrinsic values of PES will be disseminated by government ministers, permanent secretaries, directors, head teachers and teachers, pupils and role models.
* According to the Zambian curriculum, standard officers that include, heads of departments, head teachers and senior standards officers (SESO) Expressive Arts are among the key people employed by the MoGE to conduct quality assurance on all subjects including PES schools. While the national policy on education recommends compulsory monitoring and quality assurance of all subjects in schools, implementation is not very effective because of financial limitations. For example, a study conducted by Matildah Kashishi in Mkushi District of Central Province reveals that lack of effective monitoring and evaluation by standard officers makes PES not taken seriously in the district.[[18]](#footnote-18) There is need to improve monitoring and quality assurance of teaching PES.

# 3.0 OBJECTIVES

In order to overcome these challenges and achieve government’s vision of ensuring that all children have equal access to quality PES, the following objectives and measures will be pursued:

## 3.1 Improve general delivery of PES

To improve the general delivery of PES in Zambia by ensuring that there is the multi-sectoral approach towards teaching the subject. This objective will be met by:

1. Strengthening cooperation between line ministries MoGE, MYSCD and MoH and harmonise their PES and physical activities’ policies and programs.
2. Strengthen linkages between the national youth policy and the PES vocational pathway.
3. Introduce PES as one of the sciences in the general requirements for admission to undergraduate programs in universities and colleges.

## 3.2 PES Teachers Education, Supply & Development

Upgrade and harmonise PES curricula in public and private universities to meet broader needs of pupils and the Zambian society. This objective will be met by:

1. Emphasizing strong theoretical training grounded in positive strength-based (practical) approaches that link the subject to health and lifestyle in PES teacher education.
2. Stressing inclusive methods, safeguarding and child protection sensitization in PES teacher education.
3. Providing a clear outline of roles, responsibilities, professional qualities/attributes, knowledge, skills and values required to perform the role of PES teacher such as respect, fair play and tolerance in PES teacher education curriculum.
4. Encouraging both public and private universities to continue offering in-service training (INSET) programmes as a form of continued professional development (CPD) for serving PES teachers.
5. Ensure that public and private universities and colleges offering PES teacher education have proper modules, facilities, essential equipment and a minimum of four (4) full-time employed and appropriately qualified lecturers for the programmes being offered.

## 3.3 Inclusivity in PES

Ensure equal opportunities for active participation in PES. This objective will be met by:

1. Sensitization on the intrinsic values of PES for girls to demystify traditional beliefs and cultural orientations and frameworks.
2. Stress modesty dress codes during PES lessons to accommodate cultural and religious diversity.
3. Provide accessible and inclusive PES facilities that include appropriate separate changing rooms for girls to ensure privacy.
4. Equip teachers with effective inclusive and adaptive methodologies and providing in-service training to existing teachers to advance their knowledge, competencies and skills in teaching adapted PES to pupils with special needs including those with differing physical abilities and impairments.

## 3.4 PES curriculum in Zambia

Promote a learner centred PES curriculum by:

1. Encourage teachers to put pupils at the centre of the learning process and adapting the curriculum to suit societal trends, needs and interests of pupils.
2. Promote adaptation of the curriculum to meet local cultural requirements and celebrate traditional activities and games.
3. Ensure that each district has secondary schools offering PES as a vocational pathway.

## 3.5 PES & Community Partnerships

Build and maintain PES and physical activity links between schools and community sports and recreation programs. This objective will be met by:

1. Creating a clear linkage between PES in schools, school sports and community sports organizations to support life-long participation in physical activities and sports.
2. Extending the roles of teachers to share their expertise with community sports organizations and initiatives – working in collaboration with the Ministry of Youth Sport and Child Development affiliates.
3. Promote the sharing of sports facilities and equipment between schools and communities.

## 3.6 Research in PES in Zambia

Encourage research and knowledge sharing in PES. This objective will be met by:

1. Encourage the formation of research networks for PES teachers and researchers.
2. Establish a Faculty of Physical Education and Sport at one of the major public universities in Zambia to train graduate and postgraduate PES teachers, sports specialists and conduct research on identified priority areas.

## 3.7 Resources, Facilities and Equipment

Promote the provision of suitable inclusive PES facilities and equipment to all pupils including those with disabilities. This objective will be met by:

1. Provide adequate funding/support for PES in line with other core subjects.
2. Encourage teacher training institutions and serving teachers to train student teachers how to adapt and maintain accessible and safe facilities and equipment for all pupils to provide quality PES in different localities.

## 3.8 Marketing and Communication Plan

Establish a comprehensive marketing and communication strategy to rebrand PES in Zambia. This objective will be met by:

1. Create awareness to the general public on the importance of physical activity and nutrition in preventing non-communicable diseases.
2. Sensitize decision-makers such as standard officers and head teachers on educational, health and social values of PES.

## 3.9 Monitoring and Quality Assurance

Strengthen monitoring and evaluation of teaching PES. This objective will be met by:

1. Develop transparent quality assurance/ monitoring and evaluation tools shared with all stakeholders: teachers, head teachers, standard officers, parents etc.
2. Conducting research on the quality of teaching PES in different parts of the country.

# 4.0 IMPLEMENTATION MATRIX

## 4.1 General Delivery of PES

| Strategies | Activities | Output Indicator |  |  | TARGETS | | | | RESPONSIBLE UNIT | RESOURCES  Estimates  (ZMK) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| BASE YEAR  2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| Objective: General Delivery of PES in Zambia | | | | | | | | | | |
| **1. Strategy**  Strengthening cooperation between line ministries MoGE, MYSCD and MoH and harmonise their PES and physical activities’ policies and programs. | MoGE, MYSCD & MoH to develop an MOU on the implementation of PES in schools defining key roles each of the ministries will play.  Each of the line ministries to appoint permanently employed PES specialists to follow-up on policy implementation, ensure the linkages between the ministries are effectively implemented and to follow-up on the works began by the QPE Project | Minutes of meeting and harmonized  MOU developed and signed  Names of key officers in each ministry that are going to coordinate the linkages and follow-up of the work started by the QPE project |  |  |  |  |  |  | MoGE, MYSCD & MoH | 00.00 |
| Assigned specialists in line ministries to hold meetings to harmonize their priorities in PES. | Minutes of meetings and harmonized programmes and activities. |  |  |  |  |  |  | MoGE, MYSCD & MoH | 00.00 |
| **2. Strategy**  Increase public awareness of the benefits of QPE: Life skills education and lifelong participation in physical activity, supporting young people to become responsible citizens, develop physical literacy, grow skills and values to solve 21st century problems and socio-economic benefits such as reduced risk of heart disease, stroke, cancer, diabetes etc. and stronger economies. | Assigned specialists in line ministries to conduct radio and TV awareness programs | Radio and TV awareness programmes conducted. |  |  |  |  |  |  | MoGE, MYSCD & MoH | 500,000.00 |
| Assigned specialists in line ministries to use social media: Facebook, Whatsapp & Twitter to raise awareness. | Number of awareness messages posted on social media every month. |  |  |  |  |  |  | MoGE, MYSCD & MoH |  |
| PES teachers to organise informative sessions within schools presented to pupils and parents | Number of sessions organised in each school |  |  |  |  |  |  | Schools | 300, 000.00 |
| Incorporate drama, artistic shows and workshops of the dangers of physical inactivity during national events. | Drama, artistic shows and workshops conducted during national events. |  |  |  |  |  |  | MoGE, MYSCD & MoH | 500,000.00 |
| Banners promoting QPE and physical activity | Number of schools with QPE and physical activity banners |  |  |  |  |  |  | Schools | 500, 000.00 |
| **1. Strategy**  Strengthen linkages between the national youth policy and the PES vocational pathway. | Assigned specialists in line ministries to develop and promote programmes and activities that connect school PES and vocational sports youth programmes. | Programmes developed and implemented in schools and communities |  |  |  |  |  |  | MoGE & MYSCD | 500, 000.00 |
| PES teachers organizing career informative days to sensitise so sensitise pupils and parents on the possibilities offered by vocational PES programs. | Number of sessions organized by each school every year. |  |  |  |  |  |  |  | 500, 000.00 |
| **2. Strategy**  Introduce PES as one of the sciences in the general requirements for admission to undergraduate programs in universities and colleges. | Distribute pre-workshop questionnaires to universities and collages to assess participants on the inclusion of PES as one of the science requirements for degree enrolments. | Number of universities and colleges where questionnaires are successfully distributed. |  |  |  |  |  |  |  | 20, 000.00 |
| MoGE PES specialists to hold workshops with universities and colleges to consider PES as one of the science subject requirements for degree enrolments. | Number of workshops conducted by assigned specialists and reports produced.  PES included as a general requirement for undergraduate programmes. |  |  |  |  |  |  | MoGE | 100,000.00 |
| Distribution of post-workshop questionnaires to universities and colleges to assess knowledge of participants after the workshop | Participants’ responses to the questionnaire. |  |  |  |  |  |  | MoGE | 20, 000.00 |
| **Sub-Total** | | **2, 940, 000.00** | | | | | | | | |

## 

## 

## 4.2 PES Teachers Education, Supply & Development

| ***Strategies*** | ***Activities*** | ***Output Indicator*** |  |  | **TARGETS** | | | | ***RESPONSIBLE UNIT*** | ***RESOURCES***  ***Estimates***  ***(ZMK)*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BASE YEAR**  **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Objective: PES Teachers Supply & Development** | | | | | | | | | | |
| 1. **Strategy**   Upgrade and harmonise curricula in public and private universities to provide depth appropriate for degree/diploma programs | Assigned specialists in line ministries to conduct a workshop with public and private universities to examine differences and similarities in their PES curricula and identify key areas that need harmonization and improvement | Number of workshops held, reports and main recommendations |  |  |  |  |  |  | Universities and colleges. | 00.00 |
| Each university/college to harmonize its curriculum to address important missing elements emphasizing strong theoretical and practical training linking health and lifestyle | Harmonized curricula from all universities and colleges offering PES. | 2017 |  |  |  |  |  | Universities and colleges. | 00.00 |
| 1. **Strategy**   Stressing inclusive methods, safeguarding and child protection sensitization in PES teacher education. | Assigned specialists in line ministries to conduct workshops with university and college teacher educators to emphasize inclusive methods, safeguarding and child protection | Number of workshops conducted and reports |  |  |  |  |  |  | MoGE, Ministry of Higher Education, universities and colleges. | 500,00.00 |
| 1. **Strategy**   Providing a clear outline of roles, responsibilities, required performing the role of PES teacher, such as respect, fair play and tolerance in PES teacher education curriculum. | Assigned specialists in line ministries to conduct workshops with university and college teacher educators to emphasize on roles, responsibilities for teachers. | Number of workshops conducted and reports |  |  |  |  |  |  | MoGE, Ministry of Higher Education, universities and colleges. | 00.00  Already budgeted above |
| A written set of expected skills, behaviour and criteria could also be delivered to teachers/head teachers/school principals, allowing them to understand on which aspects are there competency assessed and which aspect should be improved through training. | Copy of the expected skills & behaviour of a PES teacher. |  |  |  |  |  |  | MoGE, Ministry of Higher Education, universities and colleges. | 100, 000.00 |
| 1. **Strategy**   Encouraging both public and private universities to continue offering in-service training (INSET) programmes as a form of continued professional development (CPD) for serving PES teachers. | MoGE & Ministry of Higher Education to assign staff in teacher education to be responsible for coordinating and encouraging public and private universities to deliver harmonized and regular INSET and CPD training. | Names of staff appointed to perform this task. |  |  |  |  |  |  | MoGE, Ministry of Higher Education, universities and colleges. | 00.00 |
| Officers appointed above to conduct workshops on how to improve distance PES teacher education programs in colleges and universities. | Number of workshops conducted and reports. |  |  |  |  |  |  | Ministry of Higher Education, MoGE, universities and colleges. | 100,000.00 |
| 1. **Strategy**   Ensure that public and private universities and colleges offering PES teacher education have proper modules, facilities, essential equipment and a minimum of four (4) full-time employed and appropriately qualified lecturers for the programmes being offered. | Inspect PES facilities, equipment and human resource working together with Higher Qualification Authority | Inspection report |  |  |  |  |  |  | Ministry of Higher Education, MoGE, PESTAS & Higher Qualification Authority | 1000,000.00 |
| **SUB - TOTAL** | | |  | | | | | | **2,200,000.00** | |

### 

## Inclusivity in PES

| ***Strategies*** | ***Activities*** | ***Output Indicator*** |  |  | **TARGETS** | | | | ***RESPONSIBLE UNIT*** | ***RESOURCES***  ***Estimates***  ***(ZMK)*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BASE YEAR**  **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Objective: Inclusivity in PES** | | | | | | | | | | |
| 1. **Strategy**   Sensitization on the intrinsic values of PES for girls to demystify traditional beliefs and cultural orientations and frameworks and accommodate cultural and religious diversity during lessons. | Assigned specialists in line ministries to use social media: Facebook, Whatsapp & Twitter to stress the values of PES and demystify traditional cultural beliefs and orientations. | Number of awareness messages posted on social media every month. |  |  |  |  |  |  | MoGE, PESTAS & Sports NGOs | 00.00 |
| Conduct radio and TV awareness | Radio and TV awareness programmes conducted. |  |  |  |  |  |  | MoGE, PESTAS & Sports NGOs | 500,000.00 |
| Assigned specialists in line ministries to facilitate informative sessions within community space or schools to sensitize teachers, parents and student | Number of informative sessions conducted in each district |  |  |  |  |  |  | MoGE, PESTAS & Sports NGOs | 1000, 000.00 |
| Circular to Stress modesty dress codes during PES lessons to accommodate cultural and religious diversity. | Hard copies or an electronic set of rules related to modest dress codes, allowing school principals, parents, teachers and students to have access and be aware of the circular’s content |  |  |  |  |  |  | MoGE, PESTAS | 00.00 |
| 1. **Strategy**   Provide accessible inclusive facilities and equipment to meet the PES needs for pupils with disabilities. | Inspection of suitability of PES facilities in schools and colleges. | Inspection reports. |  |  |  |  |  |  | MoGE, PESTAS & Sports NGOs. | 100,000.00 |
| 1. **Strategy**   Equip teachers with effective inclusive and adaptive methodologies and providing in-service training to existing teachers to advance their knowledge, competencies and skills in teaching adapted PES to pupils with special needs including those with differing physical abilities and impairments. | Revision of PES teacher education curricula to stress effective, inclusive and adaptive methods of teaching pupils with disabilities. | Revised PES teacher education curricula |  |  |  |  |  |  | Ministry of Higher Education, MoGE & organizations for people with disabilities. | 200,000.00 |
| Conduct workshops with serving teachers to advance their knowledge, skills and methods in teaching pupils with disabilities. | Number of workshops conducted and workshop reports. |  |  |  |  |  |  | Ministry of Higher Education, MoGE & organizations for people with disabilities. | 500,000.00 |

|  |  |  |
| --- | --- | --- |
| **SUB - TOTAL** |  | **2, 400,000.00** |

## PES curriculum in Zambia

| ***Strategies*** | ***Activities*** | ***Output Indicator*** |  |  | **TARGETS** | | | | ***RESPONSIBLE UNIT*** | ***RESOURCES***  ***Estimates***  ***(ZMK)*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BASE YEAR**  **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Objective: PES curriculum in Zambia** | | | | | | | | | | |
| 1. **Strategy**   Encourage teachers to put pupils at the centre of the learning process and adapting the curriculum to suit societal trends, needs and interests of pupils. | Assigned specialists in line ministries to conduct workshops with teacher educators to emphasize learner centred approaches. | Number of workshops conducted. |  |  |  |  |  |  | Ministry of Higher Education, MoGE, universities and colleges. | 500,000.00 |
| Workshops with serving teachers on how to effectively apply learner centred approaches and societal trends and needs in PES | Number of workshops conducted and reports. |  |  |  |  |  |  | Ministry of Higher Education, MoGE, universities and colleges. | 500,000.00 |
| 1. **Strategy**   Promote adaptation of the curriculum to meet local cultural requirements and celebrate traditional activities and games. | PESTAS to create teacher-mentor networks in each province to implement a free train-the-trainer approach to allow the easy spread of QPE knowledge between in service PE teachers, beginners and students in PE. | Teacher mentor networks created in each province by PESTAZ provincial officials |  |  |  |  |  |  | PESTAZ | 100, 000.00 |
| Assigned specialists in line ministries to conduct workshops with teachers on how to adapt the curriculum to meet cultural requirements, celebrate traditional activities and games. | Number of workshops conducted and reports |  |  |  |  |  |  | MoGE & PESTAS | 1000,000.00 |
| Assigned specialists in line ministries to create a social media account dedicated to organization of training sessions, free exchange of ideas on some topics, ask for advice and circulation of all key documents around the country, for free. | Social media account created |  |  |  |  |  |  | MoGE &MYSCD | 00.00 |
| 1. **Strategy**   Ensure that each district has secondary schools offering PES as a vocational pathway. | Developing an inventory of secondary schools offering PES as a career pathway in each district and encouraging more schools to offer the subject. | List of secondary schools offering PES as a career pathway in each district  Evolution of the number of students engaged in a PES vocational pathway between 2017 and 2022 | 2017 | 1 |  |  |  |  | MoGE | 00.00 |
| Sub-Total | | | **2,100,000.00** | | | | | | | |

## PES & Community Partnerships

| ***Strategies*** | ***Activities*** | ***Output Indicator*** |  |  | **TARGETS** | | | | ***RESPONSIBLE UNIT*** | ***RESOURCES***  ***Estimates***  ***(ZMK)*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BASE YEAR**  **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Objective: PES & Community Partnerships** | | | | | | | | | | |
| **I. Strategy**  Creating a clear linkage between PES in schools, school sports and community sports organizations to support life-long participation in physical activities and sports. | Conduct radio and TV awareness on the importance of collaboration between schools and communities in PES and physical activities. | Number of radio and TV programmes accomplished. |  |  |  |  |  |  | MoGE, PESTAS and Sports NOGs | 400,000.00 |
| Promote the sharing of sports facilities and equipment between schools and communities through radio and TV programs | Number of partnerships formed  Radio and TV programmes accomplished. |  |  |  |  |  |  | MoGE, PETAS and Sports NOGs | Budget above |
| Hold workshops on the importance of partnerships in PE and sport at a community level. | Numbers of workshops accomplished and reports.  No of partnerships formed |  |  |  |  |  |  | MoGE, PETAS and Sports NOGs | 300,000.00 |
| **II. Strategy**  Extending the roles of teachers to share their expertise with community sports organizations and initiatives – working in collaboration with the Ministry of Youth Sport and Child Development affiliates. | Changing the job descriptions of PES teachers by the MoGE to include sharing their expertise with communities around their schools. | Circular on change of PES teachers’ job descriptions. |  |  |  |  |  |  | MoGE & Schools. | 00.00 |
| **SUB - TOTAL** | | |  | | | | | | **1000,000.00** | |

## Research in PES in Zambia

| ***Strategies*** | ***Activities*** | ***Output Indicator*** |  | |  | **TARGETS** | | | | ***RESPONSIBLE UNIT*** | ***RESOURCES***  ***Estimates***  ***(ZMK)*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BASE YEAR**  **2017** | | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Objective: Research in PES in Zambia** | | | | | | | | | | | |
| 1. **Strategy**   Encourage the formation of research networks for PES teachers and researchers. | Meeting to form PES research networks that will conduct research on important topics in the field to inform policies and programs. | Minutes of meeting to form research networks  Networks formed | |  |  |  |  |  |  | PESTAZ, MYSCD, MoGE, MoH, universities. | 300,000.00 |
| Collaboration between government bodies (MoGE, MYSCD, MoH and others) and local universities and colleges to provide adequate funding for research in PES priority areas. | Fundraising plan and research focus areas  MOU developed and signed  Funding research secured | | 2017 | 1 |  |  |  |  | PESTAZ, MYSCD, MoGE, MoH, universities. | 100,000.00 |
| Develop PES programs that are supported by evidence-based knowledge. | PES programs developed | | 2017 |  |  |  |  |  | PESTAZ, MYSCD, MoGE, MoH, universities. | Above budget |
| 1. **Strategy**   Establish a Faculty of Physical Education and Sport at one of the major public universities in Zambia to train graduate and postgraduate PES teachers, sports specialists and conduct research on identified priority areas | Meetings on the formation of a full department of sport and physical education at one of the major universities in Zambia. | Meeting reports outlining the steps to be taken  Faculty established  Number of students registered in the Faculty | |  |  |  |  |  |  | MYSCD, Ministry of Higher Education, Universities. | 100.000.00 |
| **SUB - TOTAL** | | | |  | | | | | | **700,000.00** | |

## Resources, Facilities and Equipment

| ***Strategies*** | ***Activities*** | ***Output Indicator*** |  |  | **TARGETS** | | | | ***RESPONSIBLE UNIT*** | ***RESOURCES***  ***Estimates***  ***(ZMK)*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BASE YEAR**  **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Objective: Resources, Facilities and Equipment** | | | | | | | | | | |
| 1. **Strategy**   Provide adequate funding/support for PES in line with other core subjects. | MoGE circular to inform head teachers to prioritise PES like any other core subjects. | Circular sent to all head teachers in the country. | 2017 |  |  |  |  |  | MoGE | 00.00 |
| 1. **Strategy**   Encourage teacher training institutions and serving teachers to train student teachers how to maintain and adapt accessible and safe facilities and equipment for all pupils to provide quality PES in different localities. | Workshops with teacher education institution on training student teachers how make, adapt and maintain PES equipment and infrastructure. | Number of workshops successfully held and reports. |  |  |  |  |  |  | MoGE, Ministry of Higher Education, universities and colleges. | 500,00.00 |
| Workshops with serving teachers on how to make, adapt and maintain PES equipment and infrastructure. | Number of workshops successfully held and reports. |  |  |  |  |  |  | MoGE & Schools | 500,000.00 |
| **SUB - TOTAL** | | |  | | | | | | **1, 600,000.00** | |

## 

## 4.8 Marketing and Communication Plan

| ***Strategies*** | ***Activities*** | ***Output Indicator*** |  |  | **TARGETS** | | | | ***RESPONSIBLE UNIT*** | ***RESOURCES***  ***Estimates***  ***(ZMK)*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BASE YEAR**  **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Objective: Marketing and Communication Plan** | | | | | | | | | | |
| 1. **Strategy**   Create awareness to different national stakeholders on the values of QPE such as: Life skills education and lifelong participation in physical activity, supporting young people to become responsible citizens, develop physical literacy, grow skills and values to solve 21st century problems and socio-economic benefits such as reduced risk of heart disease, stroke, cancer, diabetes etc. and stronger economies | Use social media (Facebook, Whatsapp, Twitter), circulars, posters etc. to create awareness on the values of QPE to teachers, parents and pupils. | Social media messages posted, circulars sent, posters publicised. |  |  |  |  |  |  | MYSCD, MoH, PESAZ & MoGE | 00.00 |
| Use emails, manuals and fact sheets to inform head teachers, standards officers and other decision makers on the benefits of QPE to children, QPE national strategy, promoting the values of PES and strategies on how to develop PES in schools. | Numbers of messages sent to head teachers, standard officers and other policy makers on the benefits of QPE and national strategies on how to improve PES in schools. |  |  |  |  |  |  | MoGE | 00.00 |
| Use fact sheets, policy briefs, circulars, press releases and workshops to sensitise MoH decision makers and staff on the benefits of QPE to children’s health such as reducing obesity, increasing self-esteem etc. | Numbers of messages sent to MoH staff on the benefits of QPE to children’s health such as reducing obesity, increasing self-esteem etc. |  |  |  |  |  |  | MoH | 100, 000.00 |
| Conduct radio and TV awareness for the general public on the socio-economical value of QPE | Number of radio and TV programmes accomplished on the physical, socio-economical value of QPE |  |  |  |  |  |  | MYSCD, MoH, PESAZ & MoGE | 1, 000,000.00 |
| Social media (Facebook, WhatsApp, Twitter) awareness on the socio-economical value of QPE | Number of awareness messages sent through social media per month |  |  |  |  |  |  | MYSCD, MoH, PESAZ & MoGE | 00.00 |
| 1. **Strategy**   Use of Young Olympic Games Ambassador Samantha Miyanda and role model boxer Catherine Phiri as promoters for PES in youth sports networks, community sports programmes and school environments. | Making presentations during national youth and community sports programmes/ activities. | Number of presentations made. |  |  |  |  |  |  | MYSCD. | 100,000.00 |
| Making presentations during national school events such as inter-schools games. | Number of presentations made. |  |  |  |  |  |  | MYSCD, Role models. | 100,000.00 |
| **SUB - TOTAL** | | |  | | | | | | **1, 500,000.00** | |

## Monitoring and Quality Assurance

| ***Strategies*** | ***Activities*** | ***Output Indicator*** |  |  | **TARGETS** | | | | ***RESPONSIBLE UNIT*** | ***RESOURCES***  ***Estimates***  ***(ZMK)*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BASE YEAR**  **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Objective: Monitoring and Quality Assurance** | | | | | | | | | | |
| 1. **Strategy**   Develop transparent quality assurance/ monitoring and evaluation tools shared with all stakeholders: teachers, head teachers, standard officers, parents etc. | Workshop to generate monitoring and evaluation tools that address strengths and weaknesses, provide examples of good practice and recommendations for improvement plans.  Tools and results transparently shared or triangulated involving all stakeholders such as SESOs, head teachers, teachers, school staff, pupils and parents. | M&E tools developed |  |  |  |  |  |  | MoGE, PESTAZ & schools | 500,000.00 |
| Monitoring and evaluation addressing strengths and weaknesses provide examples of good practice and recommendations for improvement plans where necessary. | M & E tools developed |  |  |  |  |  |  | MoGE, PESTAZ & schools | Above budget |
| Standard officers qualified and experienced in PES to monitor and evaluate the implementation of the revised policy within schools | PES qualifications of standard officers |  |  |  |  |  |  | MoGE, | 500, 000. 00 |
| Ministry of Youth, Sport and Child Development Provincial Sports Officers to work together with standard officers to quality assure the teaching of PES in schools in each province | Circular to Sports Provincial Sports Officers |  |  |  |  |  |  | MYSCD | 500, 000.00 |
| PES monitoring and quality assurance tools should include schools' partnerships with communities to ensure the continuation of pupils' physical activities beyond the school. | Monitoring and evaluation tools developed. |  |  |  |  |  |  | MoGE, MYSCD & Sports NGOs. | 00.00 |
| Conducting research on the quality of teaching PES in different parts of the country. | Conducting academic research in different parts of the country on the quality of teaching PES in schools to continuously inform policies. | Research reports |  |  |  |  |  |  | PESTAS, Universities & colleges | 500,000.00 |
| **SUB - TOTAL** | | |  | | | | | | **1,000,000.00** | |
| **GRAND TOTAL** | | |  | | | | | | **14, 540, 000.00** | |

1. Guidelines for Policy-Makers: Quality Physical Education (Paris: United Nations Educational, Scientific and cultural Organization, 2015). [↑](#footnote-ref-1)
2. http://www.phecanada.ca/sites/default/files/Physical\_Literacy\_Brochure\_2010.pdf [↑](#footnote-ref-2)
3. Jay Coakley, Sport in Society: issues and controversies (New York: McGraw Hill, 2001) [↑](#footnote-ref-3)
4. http://www.afpe.org.uk/ [↑](#footnote-ref-4)
5. Giacomo Macola, “Harry Mwaanga Nkumbula: UNIP and roots of authoritarianism in nationalist Zambia” in *One Zambia Many Histories: towards a history of post-colonial Zambia* (Leiden: Brill, 2008), 17 [↑](#footnote-ref-5)
6. James Ferguson, *Expectations of modernity myths and meanings of urban life on the Zambian Copperbelt* (Berkeley: University of California Press, 1999), [↑](#footnote-ref-6)
7. Hikabwa D. Chipande, “Mining for Goals: Football and Social Change on the Zambian Copperbelt, 1940s-1960s” *Radical History Review*, 125 (2016): 55-73. [↑](#footnote-ref-7)
8. Draft Zambia Educational Policy Review (UNESCO and Ministry of General Education, 2016), 59; *Zambia Education Curriculum Framework 2013,* Ministry of Education, Science, Vocational Training and Early Education (Lusaka: Curriculum Development Center, 2013), 36. [↑](#footnote-ref-8)
9. http://www.who.int/dietphysicalactivity/pa/en/ [↑](#footnote-ref-9)
10. Guidelines for Policy-Makers: Quality Physical Education (Paris: United Nations Educational, Scientific and cultural Organization, 2015), 14. [↑](#footnote-ref-10)
11. *Zambia Education Curriculum Framework 2013*, 4. [↑](#footnote-ref-11)
12. *Zambia Education Curriculum Framework 2013.* [↑](#footnote-ref-12)
13. Guidelines for Policy-Makers: Quality Physical Education (Paris: United Nations Educational, Scientific and Cultural Organization, 2015), 34. [↑](#footnote-ref-13)
14. Guidelines for Policy-Makers: Quality Physical Education (Paris: United Nations Educational, Scientific and Cultural Organization, 2015), 44. [↑](#footnote-ref-14)
15. Guidelines for Policy-Makers: Quality Physical Education (Paris: United Nations Educational, Scientific and Cultural Organization, 2015), 72. [↑](#footnote-ref-15)
16. UNESCO QPE Communication plan. [↑](#footnote-ref-16)
17. Zambia Education Curriculum Framework 2013, 4 [↑](#footnote-ref-17)
18. Matildah Kashishi, “An investigation of the determinants affecting the teaching of Physical Education in secondary schools: A case study of Mkushi District, Central Province,” Master’s Thesis University of Zambia, 2015. [↑](#footnote-ref-18)