



SITUATION ANALYSIS OF PHYSICAL EDUCATION AND SPORT IN ZAMBIA: Towards Quality
A Physical Education (QPE) Policy Framework

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List of Abbreviations

ADL	Activities for Daily Living
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
ZAMISE	Zambia Institute of Special Education
ZNBC	Zambia National Broadcasting Corporation
ZAQA	Zambia Qualifications Authority

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Executive Summary

This review process is aimed at supporting Quality Physical Education (QPE) in Zambia that is grounded in the equality of opportunity for all pupils to access a well-balanced and inclusive curriculum. The Ministry of General Education (MoGE) and Ministry of Youth, Sport and Child Development (MYSCD) sanctioned this review process with support from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other QPE partners to support Physical Education and Sport framework in Zambia. This review process focused on the following areas: The general delivery of PES in Zambia, 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 following were the main findings in this review process:

General Delivery of PES in Zambia

The MoGE is the custodian of PES in Zambia inline with the Education Act of 2011. The National Policy on Education elucidated in the Zambia Education Curriculum Framework of 2013 provides a clear and detailed national strategy of PES at all levels: Early Childhood Education, Primary Education, Secondary Education and Teacher Education. However, the only challenge is that this policy framework does not link PES to other important related

areas such as the health and nutrition strategies. Even policies in other line ministries such as MYSCD and MoH do not suggest any clear collaborative strategies for achieving PES related goals such as having a physically literate and active nation, competitive sports and prevention of non-communicable diseases.

For example, the MoGE has made PES part of the vocational career pathway without involving the MYSCD, the custodian of sport in the country. The national sports policy under the MYSCD suggests making PES compulsory in all schools without engaging the MoGE the custodian of PES. According to the WHO, insufficient physical activity is one of the 10 prominent risk factors for global mortality, causing about 3.2 million deaths each year. But the MoH is not working together with the MoGE to inculcate effective educational programs in schools to reduce non-communicable diseases and PES is not linked to nutrition and other health services.

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, leaving gaps and help to maximize the use of available resources. PES should be closely linked to similar programs in line-ministries such as health, nutrition competitive sports and other programs to maximise the benefits.

While the policy framework indicates that PES is a compulsory subject at primary school level, there is need for investing in facilities, equipment and motivating teachers and schools to offer QPE. There is also need to develop effective monitoring and quality assurance strategies conducted by people with expertise in the field. At secondary school, PES is an optional subject and there is need to find ways of mitigating the competition the subject faces with other more established subjects such as Agricultural Science and Home Economics.

Inclusivity in PES

While 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 PES as a male endeavour. There is also need for a lot of sensitization on the intrinsic values of PES and for girls to demystify traditional beliefs and cultural orientations. Furthermore, the PES policy framework does not provide options for girls whose cultural or religious beliefs do not allow them to dress in a way that exposes parts of their bodies and most government schools have no proper changing rooms. PES policy should stress modesty dress codes during PES 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. Each school should have a child protection policy to ensure that safe environments are created for all pupils in schools and PE teacher education institutions should include safeguarding and child protection training to ensure that they are able to respond appropriately to suspected child abuse cases. The numbers of female PES teachers should also increase to ensure that there are enough role models for girl.

The policy emphasizes provision of quality PES for all pupils including those with disabilities. However Pupils and parents interviewed in Southern, Lusaka and North-western provinces complained of negative attitudes that include rejection, overprotection and a general lack of conducive PES environment for pupils with disabilities. The infrastructure in schools is not user friendly to pupils with disabilities and there is no proper equipment for disabled persons. While teachers might have knowledge in adapted PES, the numbers of pupils in classes are too big. In some schools one class has over 80 pupils, which is impossible for one PES teacher to handle. Policy should recommend that pupils in one PES class should not exceed 40. Policy should stress the need for schools to

have accessible inclusive facilities and equipment to meet the need for pupils with special needs.

PES curriculum in Zambia

A lot of efforts have been made to revise the PES curriculum in Zambia. These efforts go as far back as the late 1990s when citizens realized that the collapse of the copper-dependent Zambian economy also led to the collapse of PES as it began to be replaced by subjects that were seen to be more important on the school timetables. In line with Zambia's long-term national development plan Vision 2030: of Zambia becoming a prosperous middle-income nation, government began to the process of reviewing the school curriculum in 1999/2000 to make it relevant and responsive to changing individual and society needs.

PES became an examinable subject both at primary and secondary school levels. At primary school level, it came under Creative and Technology Studies (CTS), which include Technology Studies, Home Economics and Expressive Arts. Expressive Arts has three subjects: Physical Education, Music and Art. At secondary school level, two career pathways were introduced: academic and vocational. PES is an optional subject in the vocational pathway together with other subjects such as Performing & Creative Arts, Technology, Agriculture and HE and Hospitality. PES was also linked to the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) where pupils who passed exams at different levels were not only awarded Examinations Council of Zambia certificates, but also TEVETA qualifications. In 2016, we had the first cohort of grade 12 graduates that took PES as a career pathway.

However, this is not without challenges: PES is competing with more established subjects in the vocational pathway. Policy should recommend a minimum of five schools offering PES in each Province to increase secondary schools offering the subject. While policy shows that PES is compulsory at primary school level, teachers are not effectively teaching the subject in all primary schools. There is need to strengthen monitoring and quality assurance framework to make it more effective to make sure that all primary schools teach

the subject. Similarly, policy recommends the need for different pedagogical methods to meet the different needs of pupils, particularly those with special needs, but implementation is poor requiring effective monitoring and quality assurance tools. Policy framework should also encourage sufficient financial support to ensure that each school has the minimum required inclusive PES facilities and equipment. All registered schools should have playgrounds for PES lessons/activities and teachers should adapt the curriculum and improvise equipment to meet the needs of specific pupils, cultural and economical localities to offer pupils QPE.

Teacher Education, Supply and Development

PES teacher education is divided into two: teachers' colleges both public and private offering teachers' education using the curriculum that was recently revised by the MoGE and universities that had been quality assuring themselves until recently when the Zambia Qualifications Authority (ZAQA) was put in place.

The MoGE oversees and quality assures PES teacher-training programmes in colleges across the country. The revised teacher education curriculum has been tailored to meet the needs of the revised school curriculum. However, local universities have not revised their curricula in line with the revised school curriculum. Most of the PES teacher education content in local universities leans more on theoretical than practical knowledge. In addition, there is lack of appropriate PES infrastructure and there are very few appropriately qualified lecturers. The quality of PE lecturers in teacher educator institutions lacks the capabilities to appropriately deliver content that would meet the content in the pupils' revised curriculum. This consequently lowers the quality of PES teachers that are produced and also results in poor quality of PES lessons pupils receive in schools.

There is need to ensure that universities upgrade and harmonise their curricula that would provide the depth appropriate for a degree/diploma programme 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 of Zambia (PESTAZ) should also collaborate with ZAQA to ensure that all institutions offering PES teacher training meet these minimum requirements.

Lately, there has been an increase in universities and colleges offering distance programs for PES teachers. These programs are important because they offer serving teachers opportunities to upgrade their qualifications. However, 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, need for Physical Education Teacher Education (PETE) programs to emphasize practical content and inclusive methods and ensure that PETE programs include safeguarding and child protection sensitization. Other policy framework recommendations include role of PES teacher 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. 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.

PES & Community Partnerships

Young people's need for physical activities is so high that PES during classes; school time is not sufficient to meet this demand. There is need for collaboration between schools and community sports programs (clubs and other initiatives) to offer opportunities for pupils

to continue with quality PES activities in their communities after school hours. Research that has been done in other parts of the world indicates that learners are more likely to be physically active in schools with strong school-community collaboration. This can also provide opportunities for knowledge transfer between schools and communities, sharing the use and maintenance of sports infrastructure such as playing fields. Policy should outline clear guidelines on building and maintaining links with community sports and recreation programs. This should also include collaboration between schools and communities to find ways of fundraising and developing shared PES infrastructure and equipment. 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.

Research in PES in Zambia

There is very limited and inept research being done on PES in Zambia. As more credibility is given to the calls for actions when they are based on concrete, measurable, reliable and well-researched data, there is need to develop a research networks on PES in Zambia. 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. This will help to ensure that policy frameworks and programs are supported by evidence-based insights and current trends within 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. In addition, a faculty of Physical Education and Sport should be established at one of the major public universities in Zambia to train postgraduate PES teachers and conduct research on identified priority areas.

Resources, Facilities and Equipment

Funding is one of the major challenges facing the Zambian education system. Financial resources are never adequate to meet the national demands. The MoGE, with cooperating

partners try hard in providing available financial support to schools every year. However, individual schools make the final decisions on teaching materials that need to be bought. Policy framework should encourage the prioritization of PES inclusive infrastructure and equipment and sharing of PES resources, and facilities with local communities. This can help schools to have accessible facilities for all pupils including those with disabilities. 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.

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 Physical Education and Sports Teachers' Association (PESTAZ) will play a central role in the plan and the spokespersons will include government authorities such as Ministers, Permanent Secretaries, Directors, Head teachers and teachers. We will also use role models such as Young Ambassador for the Youth Olympic Games – Samantha Miyanda and renowned female boxer Catherine Phiri.

This will be done through national and community radio stations, social networks and other forms of media in order to reach out to diverse groups of people. Workshops aimed at persuading headteachers and other decision-makers on the educational, health and social values of PES will also be held. The communication strategy will promote the importance of PES for all young people and inclusion of those with disabilities, girls and those from minority groups. An effective communication plan is also a good way to attract new partners that might be willing to support the realisation of QPE in Zambia.

Monitoring and Quality Assurance

Senior Standards Officers (SESO) Expressive Arts, headteachers and heads of department for Expressive Arts are among the key people responsible for monitoring and evaluation of PES in schools. Policy recommends compulsory monitoring and quality assurance procedures, but implementation is not very effective because of financial limitations. Not all SESOs Expressive Arts, headteachers and heads of Expressive Arts Departments are PES teachers; therefore, monitoring and quality assurance of PES does not always involve appropriately qualified and experienced personnel, and this affects the quality of PES in Zambia.

There is need to supplement efforts being made by the MoGE Standard Officers. In this case, PESTAZ should work together with local universities and research networks to conduct impartial annual analyses and write reports on the quality of the subject in different parts of the country. Policy framework should allow for triangulation of monitoring and evaluation process to involve SESOs, 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.

Background, Objectives and Review Methods

Background

Physical Education and Sport (PES) is remarkably, one of the subjects that have experienced major transformation from non-examinable to curriculum subjects that are examinable from primary to secondary school levels in the Zambian education system. 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. It passed 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 led to a series of reforms such as the Education Reforms of 1977 that made general and vocational education increasingly accessible to most Zambians.

In 1991, Zambia changed from a one-party-state to a multiparty system; this meant that the constitution had to be amended to accommodate plural politics that resulted in more education reforms that included Focus on Learning of 1992, which emphasized education as an instrument for personal and national development. Then came the National Policy on Education (Educating Our Future) of 1996, which is the current policy being implemented, but also undergoing revision.

The Education Act of 2011 also under revision replaced the 1966 act. This is the current legal provision that governs the financing and management of education in Zambia. According to this act, the MoGE 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 Zambia Education Policy and national education curriculum explained in details by the Zambia Education Curriculum Framework of 2013.¹

Objectives

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 partners embarked on reviewing the Physical Education and Sport policy framework in order to:

¹ 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.

- 1) Support government and all structures involved in developing and implementing inclusive Physical Education and Sport (PES) policy framework.
- 2) Empower grassroots stakeholders to implement and advocate minimum standards for teaching PES in the country.
- 3) Promote a coherent, cooperative and inclusive PES framework for active schools in Zambia.

Review Methods

Following the start of the Quality Physical Education (QPE) policy project in Zambia in August 2016, a National Coordinator was appointed who conducted a desk review of the existing PES situation in Zambia. Thereafter, a Technical Working Group (TWG) was formed made up of representatives from diverse key national PES stakeholders inline with the UNESCO *Quality Physical Education: Guidelines for Policy-Makers*.² TWG members identified key areas in PES that needed attention to enhance the quality of the subject. They divided into sub-groups based on identified areas and began consulting the grassroots stakeholders across the country. This National Situation Analysis report is a compilation of responses from grassroots stakeholders' consultations on the strengths and weaknesses of the existing PES policy framework. It is complemented by the UNESCO *QPE Guidelines for Policy-Makers* and other policy documents. The review process took a reasonably empirical approach by triangulating both qualitative and quantitative evidence that was gathered from grassroots stakeholders and later verified by other stakeholders such as MoGE, MYSCD, Physical Education and Sports Teachers' Association of Zambia and TWG members.

General Delivery of PES in Zambia

In Zambia, Physical Education and Sport (PES) are combined and form one academic subject. However, there has been a lack of clarity between the terms physical education,

² *Quality Physical Education: Guidelines for Policy-Makers* (Paris: United Nations Educational, Scientific and Cultural Organization, 2015).

physical activity and sport. This resulted in heated debates during the policy review process. It became clear that there was an urgent need to define for all stakeholders to understand these terms to have consensus in the revision process.

According to the Association for Physical Education (AFPE) UK, Physical Education is understood as the planned, progressive learning that takes place in school curriculum timetabled and is delivered to all pupils. This involves both “learning to move” such as becoming more physically competent and “moving to learn” learning through movement, a range of skills and understandings beyond physical activity, such as cooperating with others (Source: AFPE UK). Physical education, therefore, simply means timetabled lessons taught by a qualified teacher in a school setting that involve learning or performing physical activities and games or lessons where physical/movement skills are used as tools for understanding life skills or cooperation with others.³

On the other hand, physical activity is any bodily movement produced by skeletal muscles that requires energy expenditure.⁴ This includes all forms of physical education, sports and dance activities.⁵ It also includes 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.⁶

According to Jay Coakley, sport means organized and planned physical activities. Therefore, school sport is the structured learning that takes place beyond the curriculum (i.e. in 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.”⁷

³ <http://www.afpe.org.uk/>

⁴ <http://www.who.int>

⁵ <http://www.afpe.org.uk/>

⁶ <http://www.afpe.org.uk/>

⁷ <http://www.afpe.org.uk/>

In the Zambian context, physical education and sport have been joined and are taught together as Physical Education and Sport (PES). PES is a compulsory subject at primary school level. However, not all schools offer Quality Physical Education in primary schools due to a number of factors that include lack of facilities, equipment, motivated teachers and effective monitoring and quality assurance frameworks. At secondary school level, PES is offered as an optional subject. This status puts the subject in serious competition with other popular subjects such as Home Economics as discussed in more details later on PES curriculum revision. There is also school sport, which is a structured extra-curricula activity in each school. This normally focuses on talented pupils that compete in inter-schools competitions at zone, district, province and national levels.

PES Policy Collaboration

The MoGE is the custodian of PES in Zambia in line with the Education Act of 2011. The PES policy falls within the generic education policy that provides for all subjects in the Zambian education curriculum. As discussed later in this document, the Zambia Education Curriculum Framework of 2013 provides a clear and detailed national strategy of PES at all levels: Early Childhood Education, Primary Education, Secondary Education and Teacher Education. However, the only challenge is that this policy framework does not link PES to other important areas such as the health and nutrition strategies. This is primary because there is no clear collaboration between PES policy frameworks with the health policy.

The policy does not mention any forms of collaboration with other sectors to achieve its PES objectives apart from the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) that it works with in implementing the vocational career pathway. Even the MYSCD, which is the custodian of sports in the country, is not mentioned in the Zambia Education Curriculum Framework 2013. There is great need for this collaboration.

The draft 2016 revised National Sports policy on the other hand acknowledges PES as a vital component in the development of young people in schools and communities. It

recommends that PES should be developed at the same time with recreational, competitive and high performance sport because they compliment each other in fostering healthy lifestyle and help in reducing non-communicable diseases. The sports policy advocates that PES should be a compulsory subject for all pupils in Zambian schools for fitness and health benefits and encourages higher learning institutions to train more teachers to provide QPE in schools. The policy also supports school sports and the formation of schools of excellence across the country as platforms for talent identification and development, and encourages pupils to consider sport as a career pathway. While this policy has very good PES goals, it does not clearly state how the MYSCD will collaborate with the MoGE and other stakeholders to achieve these goals. As both the education policy and sport policy are referring to the same pupils in schools regarding PES, there is need for the two government departments (MoGE & MYSCD) to harmonize their PES goals and plan together on how they can effectively implement PES in the country.

Another important sector to PES is the youth department under the MYSCD. The National Youth policy focuses on youth affairs and pays attention to the role of sport and creative arts. Although this policy does not emphasize PES, it recognizes the role sport and creative arts play in the lives of young people and also acknowledge the role sport, and fitness programs play in the health of youths. Apart from encouraging youth to participate in physical and recreation activities, the policy advocates for accessible cultural and recreation facilities and protection of designated areas for play parks and sports grounds. While the youth policy works in cooperation with the sports policy, it does not mention PES, which is a foundation for youth physical literacy. It is also not outlining any specific strategies on how the MYSCD can collaborate with the MoGE to ensure that there is a transition from PES in schools to community sports programs. There is possibility for the youth policy to link with the vocational pathway in the education policy for out of school youth to have a continuing career pathway in PES.

Another important policy to PES is the national health policy under the Ministry of Health (MoH). The national health policy does not pay attention to PES, but it recognizes the role that physical activity can play towards health, particularly its links to the prevention of

non-communicable diseases. The policy document acknowledges the education sector in terms of the role it plays in promoting awareness among government employees and the community at large. However, it does not focus on catching people whilst they are young, but lays emphasis on adults. The health policy neglects PES in schools, which plays a key role in developing physical literacy—a foundation for a physically active and healthy nation. There is nothing in the health policy that suggests collaboration with the MoGE or MYSCD to encourage regular physical activity. According to WHO, insufficient physical activity is one of the 10 prominent risk factors for global mortality, causing some 3.2 million deaths each year. Adults who are insufficiently physically active have a 20–30% increased risk of mortality compared to those who do at least 150 minutes of moderate-intensity physical activity per week, or equivalent, as recommended by WHO. Consistent physical activity lowers the risk of ischaemic heart disease, stroke, diabetes and breast and colon cancer. Regular physical activity is also very important for weight control and prevention of obesity. As PES is a foundation for physical literacy, there is need for collaboration between the line ministries: Ministry of General Education (MoGE), Ministry of Health (MoH), Ministry of Youth Sport, and Child Development (MYSCD) to develop a physically active and healthy nation.

Inclusivity in PES in Zambia

Inclusivity was a key part of this QPE revision process. It involved broadly identified stakeholders that included government ministries: Ministry of General Education, Youth Sport and Child Development, Ministry of Health and Sports NGOs, the National Sports Council of Zambia representing sports organization, Special Olympics, the Olympic Youth Development Centre, Universities and the Physical Education and Sports Teachers Association (PESTAZ).

Inclusivity in PES was seen from a broad perspective focusing on pupils that might be excluded or marginalized because of their disabilities, gender, skin colour, social background and ethnicity. While all these aspects of inclusion are important in Zambia, the

revision process focused on gender and disability because the two were identified as requiring urgent attention.

Gender

The Zambian government through the MoGE has shown commitment to the principles of equity in its education policies, that every individual child has an equal right to educational opportunity. Government efforts towards gender equality in education have been demonstrated by a number of actions such as the “Program for the Advancement of Girls’ Education (PAGE) in the mid -1990s, the fifty-fifty enrolment policy at Grade one, the free primary education policy, bursary support, and the re-entry policy for pupils seeking to take leave from school on becoming pregnant.”⁸ Progressive regulations have been put in place to make sure that every program in education has components addressing the needs of girls and marginalized children. The revised school curriculum stresses gender inclusive methodologies with Teachers Curriculum Implementation Guide providing support to enable teachers to make best use of the Zambia Education Curriculum Framework of 2013. It provides detailed methods on how to promote gender equality during classes.⁹ Despite these efforts, Zambian girls experience high rates of exclusion from the education process because of extreme poverty particularly in the rural areas.

The gender norms impact negatively on PES as they assume that girls and women are physically and physiologically inferior to men and are thus, incapable of participating in some physical activities. The norms also tend to influence how society views girls who are physically active as being muscular and unattractive. Scholars such as Ali Mazrui attribute African women and girls’ lack of participation in physical activities and sport to traditional Africa’s association of these activities to war, which was a male endeavour.¹⁰ Issues of sexual objectification of the female body and sometimes harassment all should be

⁸ Zambia Education Policy Review [final draft] (UNESCO, 2016), 67.

⁹ Teachers’ Curriculum Implementation Guide: Guidance to enable teachers to make best use of the Zambia Education Curriculum Framework 2013 (Ministry of General Education, 2013).

¹⁰ Ali Mazrui, “Africa’s Tripple Heritage of Play: Reflections on the Gender Gap.” In *Sport in Africa : Essays in Social History* (New York: Africana Pub. Co., 1987)

mentioned to create a safe PES for girls. The policy should emphasize that each school should have a child protection policy to ensure that safe environments are created for all pupils in schools. PE teacher education institutions should also include safeguarding and child protection training to ensure that they are able to respond appropriately to suspected abuse cases. The framework does not accommodate cultural and religious diversity in terms of PES dress code and the biggest challenge is that most schools do not have any proper changing rooms. This discourages some girls from participating in PES.

There is need for a lot of sensitization on the intrinsic values of PES and physical activity in general to girls, demystifying traditional beliefs and cultural orientations about girls' participation in PES. Policy should stress modesty dress codes during PES lessons to accommodate cultural and religious diversity. It should also provide accessible and inclusive facilities for girls such as appropriate separate changing rooms to ensure privacy and encourage girls to participate in PES. The numbers of female PES teachers should also increase to ensure that there are enough role models for girl in schools.

Disabilities

From the time Zambia gained independence in 1964, there had been a general acknowledgement on the need to include pupils with disabilities in the Zambian education system. This led to the opening of the Zambia Institute of Special Education (ZAMISE) in 1971 then called Lusaka College for Teachers of the Handicapped. The education policy classifies learners with Special Education needs as: visually, hearing, physically and intellectually impaired. It encourages teachers and teacher-educators to be equipped with knowledge and skills to enable them identify, screen and assess pupils' impairments. It also encourages learning institutions and teachers to adapt the curriculum to make it relevant to pupils with disabilities. The policy framework states that learners with severe disabilities that cannot benefit from an inclusive curriculum should have an alternative curriculum that suits their needs and abilities and such learners should be sent to special schools. Teacher training institutions are all required to include special education in their

programs to prepare teachers with knowledge, skills and values to include, teach and support learners with special needs.

Despite these assertions, there is limited attention given to pupils with disabilities particularly in government schools. Pupils and parents interviewed in Southern, Lusaka and North-western provinces complained of negative attitudes that include rejection, overprotection and a general lack of conducive PES environment for pupils with disabilities. The infrastructure in schools is not user friendly to pupils with disabilities and there is no proper equipment for disabled persons. While teachers might have minimal knowledge in adapted Physical Education, the numbers of pupils in classes are too big in some schools one class exceeding 80 pupils, which is impossible for one PES teacher to handle. Policy should recommend that pupils in one PES class should not exceed 40. Policy should stress the need for schools to have accessible inclusive facilities and equipment to meet the need for pupils with special needs.

A Comprehensive National Strategy

	Policy Questions	Identified Gaps	Suggested Actions
1	Is there a comprehensive national strategy in place for PE at all levels of schooling that ensures PE is a core part of school curricula?	While PES is compulsory at primary school level, it is an optional subject at secondary school level. PES competes with other more popular subjects such as Home Economics – most schools have so far not chosen PES as a career pathway. Even at primary school level, there is no consistent teaching of PES.	Policy should ensure that PES gains the same respectability as other examinable subjects in the curriculum. This should include having two secondary schools offering PES as a career pathway in each Zone.
2	Is it based on principles of equality and inclusion	The policy demands that all pupils should have opportunities to participate in PES. However, the numbers of pupils in most schools are too big such that teachers cannot manage to give attention to pupils with special needs.	Policy should support effective implementation of inclusive methods in schools by ensuring that there are basic PES facilities for pupils with special needs and classes are not too big for teachers to manage to give attention to pupils' special needs.
3	Do policies promote inclusion and encourage a	Yes, the policies promote inclusivity; there is no effective	Policy should strengthen implementation of inclusivity and

	view of inclusive education as a natural way of working for every teacher?	implementation of inclusivity.	there is need for infrastructure and equipment to support the implementation of inclusive PES.
4	Is there opportunity for cross-sectorial, multi-stakeholder engagement at both policy and practice level?	There are serious gaps regarding policy collaboration in the implementation of PES. There is need for multi-stakeholder engagement to reduce duplication of tasks, achieve the same objectives and maximize the use of available resources.	There is need for a multi-sectoral approach towards PES programs in Zambia. This will require collaboration and harmonizing policies and strategies of implementing PES and physical activities by the three line-ministries: MoGE, MYSCD and MoH. This will prevent duplication of efforts and will help to maximize the use of available resources.
5	Is there a clear consensus and shared understanding among policy-makers and practitioners regarding the priorities for physical education?	There is a shared understanding among most policy-makers and practitioners; however, they have conflicting ideas regarding distinctions between physical education, physical activity and sport.	The policy and other related strategies should clearly state the distinction between physical education, physical activity and sport. The policy should also ensure that there is dialogue between policy-makers and practitioners to ensure that both wider societal objectives and educational objectives of physical education and sport are fulfilled.

PES Curriculum in Zambia

1996 National Conference on Physical Education and Sport

Christian missionaries who were the first Europeans to settle in the territory, which later came to be called Northern Rhodesia, were the first ones to introduce PES in their schools as a form of “muscular Christianity.”¹¹ PES, which included physical training and games were central aspects of missionary education because missionaries “saw a connection

¹¹ The ideal of “Muscular Christianity” evolved in Victorian England stressing a connection between “healthy” sport and the civilizing properties of Christianity.

between 'healthy' sport and the civilizing properties of Christianity."¹² The postcolonial government built on this foundation and all government schools were encouraged to teach PES until the 1980s and 1990s when the Zambian economy collapsed as a result of the fall of copper prices on the international market.

The collapse of PES in Zambian schools and community welfare schemes that offered physical activity, and sport in the 1990s led to the organization of a national sport conference in 1996 that was opened by President Frederick Chiluba. In the same year, a strategic plan for sports in Zambia was held called "Vision 2000 Sport For All: A Strategic Plan for Sport in Zambia."¹³ The strategic plan report acknowledged the dilapidation of infrastructure in schools and replacement of PES on the timetables in government schools with subjects that were considered more important.

The major recommendations from this strategic plan included the sensitization of Provincial Education Officers, District Education Officers, Headteachers and teachers on the values of PES and have the subject reintroduced on school timetables. The Ministry of General Education was tasked to ensure that the PES inspectorate was well staffed to monitor the teaching of PES, the appointment of PES teachers as Provincial Sports Coordinators revamping PES infrastructure and procurement of PE equipment. It was also recommended that a Physical Education and Sports Teachers' Association (PESTAZ) should be formalized. The main objective of PESTAZ was to advise the Ministry of General Education on matters relating to PES and promote the subject. The Curriculum Development Centre was requested to develop PES curricula for grades 7, 9 and 12 to make it an examinable subject.¹⁴ This was followed by other important workshops such as one that was organized by Spots in Action in 2004 at Andrews Motel in Lusaka and later the Next-Step Conference that was organized in Livingstone in 2006 where President Levy Mwanawasa proclaimed the re-introduction of PES as a compulsory subject in all schools

¹² Brian Stoddart, "Sport, Cultural Imperialism, and Colonial Response in the British Empire," *Comparative Studies in Society and History*, 30 (1988): 655

¹³ Vision 200 Sport For All: A Strategic Plan for Sport in Zambia (National Sports Council of Zambia, 1996).

¹⁴ Vision 200 Sport For All: A Strategic Plan for Sport in Zambia (National Sports Council of Zambia, 1996).

and colleges. The above developments laid the foundation and momentum for Zambia's revision of the PES curriculum.

PES as a tool for development and fighting the spread of HIV/AIDS

The vacuum that was created by government structures' failure to teach PES in schools and physical activities in communities was filled by non-governmental organization (NGOs) commonly referred to as sport-for-development organizations. Neoliberal ideology amongst Western Governments and international agencies such as the World Bank supported the concept of NGOs in the 1980s and 1990s because there was a perception that national governments in African countries were both failing and corrupt. They believed that NGOs stimulated democratic principles and offered an effective means of ensuring that the much-needed aid was delivered to the disadvantaged.¹⁵ The first local sport-for-development organizations in Zambia emerged in the early 1990s. These were Sport in Action formed by Cement Chileshe and Education Through Sport (Edusport) Foundation, by Oscar Mwaanga.¹⁶ These and many other organizations with support from donor agencies such as the Norwegian Olympic and Paralympic Confederation of Sport (NIF) used sport and PES as a means to empower and educate young people in schools and communities particularly on the HIV/AIDS pandemic that had overwhelmed the country. PES became a means to an end or a tool for mobilizing young people and educating them on the dangers of HIV/AIDS.

In 1996, The Zambian government through the Ministry of Education also reacted to the HIV/AIDS pandemic through the Basic Education Sub-Sector Investment Program (BESSIP) inline with the proclamation of the 1996 National Education Policy (Educating Our Future) by developing a new Curriculum Framework Document (CFD). The CFD emphasized

¹⁵ Iain Lindsey and Davies Banda, "Sport, non-government organizations and the fight against HIV/AIDS," *International Review for the Sociology of sport* (2010): 4.

¹⁶ Ruth Jeans, Jonathan Magee, Tess Kay and Davies Banda, " Sport for Development in Zambia: The New or not so New Colonialism?" in *Localizing Global Sport for Development* (London: Bloomsbury Academic, 2014), 132.

focussing on life skills to respond to the HIV/AIDS pandemic.¹⁷ This was also shown in the Fifth National Development Plan 2006-2010 that demanded the use of PES as “tools for human and economic development and also as a means of reducing the spread of the HIV/AIDS pandemic.”¹⁸

PES Curriculum Revision Process

In line with Zambia’s long-term national development plan Vision 2030: of Zambia becoming a prosperous middle-income nation and the 5th and 6th National Development Plans, the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) through the Curriculum Development Centre (CDC) began to implement curriculum review processes in 1999/2000. 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.”¹⁹ The thought was that pupils needed knowledge, values, attitudes, skills and competencies to enable them to make the best use of their learning. This revision process broke down the structure of education in Zambia as follows: Early Childhood Education (3-4 years olds nursery school and 5-6 years olds reception), Primary Education (grades 1-4 lower primary and 5-7 upper primary), Secondary Education, Tertiary Education and Adult Education.

PES Primary Curriculum

According to the Zambia Education Curriculum Framework 2013, prominent changes at this level that involve PES were that, the lower primary school (grades 1-4) started offering five learning areas while the upper primary (grades 5-7) offer seven learning areas.²⁰ Core learning areas for lower primary level included:

¹⁷ The Basic School Curriculum Framework (Lusaka: Ministry of General Education, 200).

¹⁸ Davies Banda, “Zambia: government’s role in colonial and modern times,” *International Journal of Sport Policy* 2 (2010), 237-252.

¹⁹ *Zambia Education Curriculum Framework 2013*, Ministry of Education, Science, Vocational Training and Early Education (Lusaka: Curriculum Development Center, 2013), 4.

²⁰ *Zambia Education Curriculum Framework 2013*, Ministry of Education, Science, Vocational Training and Early Education (Lusaka: Curriculum Development Center, 2013), 31.

- I. Literacy and Languages, or Sign Language
- II. Integrated Science
- III. Social Studies
- IV. Mathematics
- V. Creative and Technology Studies (CTS). This includes Technology Studies, Home Economics and Expressive Arts. Expressive Arts has three subjects: Physical Education, Music and Art.

Time allocation for lower primary was set as follows:

No	Learning Area	Time	Periods
1	Literacy and Languages	6hrs 30min	13
2	Mathematics	5hrs	10
3	Social Studies	2hrs 30min	5
4	Integrated Science	2hrs 30min	5
5	Creative and Technology	4hrs 30min	9
	Total	21hrs	42

Core learning areas for upper primary school include:

- I. Literacy and Languages, or Sign Language
- II. Integrated Science
- III. Social Studies
- IV. Mathematics
- V. Expressive Arts (Physical Education, Music and Art)**
- VI. Technology Studies
- VII. Home Economics.

Time allocation for upper primary as follow:

No	Learning Area	Time	Periods
1	English Language	4hrs	6
2	Mathematics	4hrs 40min	7
3	Integrated Studies	4hrs	6
4	Zambian Languages	4hrs	6

5	Expressive Arts	2hrs 40min	4
6	Social Studies	3hrs 40min	5
7	Technology Studies	2hrs 40min	4
8	Home Economics	2hrs 40min	4
	Total	28hrs	42

For the intellectually impaired learners, carefully **adapted** sets of outcomes were to be developed from the syllabuses to help in guiding the teaching of:

- I. Mathematics
- II. Literacy and Languages or Sign Language or Braille
- III. Technology Studies
- IV. Activities for Daily Living
- V. Expressive Arts.

Time allocation for learners with disabilities as follows:

No	Learning Area	Time	Periods
1	Expressive Arts	1hr 20min	3
2	Literacy and Languages	3hrs 20min	5
3	Mathematics	3hrs 20min	5
4	Activities for Daily Living (ADL)	3hrs 20min	5
5	Technology Studies	1hr 20min	3
	Total	21hrs	20

Officially, PES is a compulsory subject at Primary School level. Research conducted in some parts of the country indicates that while PES is timetabled in most government schools, the actual teaching of the subject is dependent on the interest of individual teachers. There is no serious evidence of monitoring and evaluation by Senior Teachers, Deputy Head teachers, Headteachers and Senior Standard Officers (SES) Expressive Arts on the proper teaching of the subject from school to national level.

Curriculum Revision for Secondary School Level

The introduction of two career pathways in the curriculum at secondary school level: academic and vocational, and linking the school vocational curriculum to the technical and vocational training curriculum was one of the major changes made in this curriculum revision process. The vocational career pathway is for learners with ambitions and

interests in technical and practical subjects while the academic career pathway is for pupils who wish to study academic subjects only. PE is categorized under the vocational career pathway.

Junior Secondary School Curriculum

In the Junior Secondary School Curriculum that is a two years course covering grades 8 and 9, two career pathways were introduced, which are academic and vocational. Each junior secondary school offers both academic and vocational career pathways, but restricted to offering only two vocational options. Vocational subjects have been allocated more time to enable the pupils to apply the skills they are learning. A single period takes 120 minutes while for other subjects' a single period is 40min.

The vocational career pathway offers five options: Agriculture, Technology, Performing & Creative Arts, Physical Education and Sport (PES) and Home Economics and Hospitality. Each pupil is guided to choose an option based on their best subjects in examinations and will be allowed to take a maximum of seven subjects. Selection and placement of pupils within the career pathways is expected to take account of the pupils' outstanding performance as well as the availability of teachers and resources. Pupils are supposed to continue with the same career pathway. In the same way, schools are supposed to offer the same career pathways at senior as at junior level.

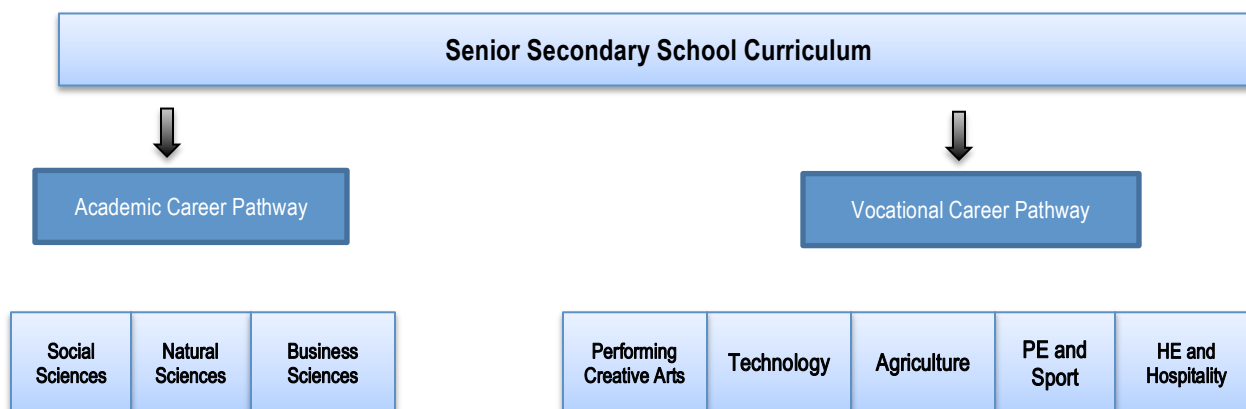
Pupils who will study vocational subjects like PES and successfully complete junior secondary education will be awarded a level 3-trade certificate by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) in addition to the Junior Secondary School Certificate by the Examinations Council of Zambia.

Senior Secondary School Curriculum

Senior Secondary School education in Zambia is provided from Grade 10 – 12. It basically prepares pupils for tertiary education and it is highly desired that pupils acquire entrepreneurial skills to contribute positively to the development of the nation. The major change in the curriculum for senior secondary school education was the linking of career pathways discussed under junior secondary education. Each senior secondary school offers

both academic and vocational career pathways and is restricted to offer two options under academic career pathway and two or three options under vocational career pathway. The vocational career pathway offers the same options as the Junior Secondary Course.

Career Pathways at Secondary School Level²¹



Pupils who will study vocational subjects up to grade 10/11 and pass a level three-trade test will be awarded a level two-trade certificate by TEVETA in grade 11. Those who will have a full grade 12 certificate will not only be awarded a School Certificate or General Certificate of Education, but also a TEVETA Level 1 craft certificate. The Zambia Qualifications Authority (ZAQA) recognizes both the vocational and academic qualifications.

Grade	Trade Test Certificate
9	Level 3

²¹ Zambia Education Curriculum Framework 2013, 40

10 and 11	Level 2
12	Level 1

30 schools have been selected, three schools per province as pilots for this project. These schools will be provided with all the support required to implement the project. Discussions have also been held between the MoGE and MYSCD to have one School of Excellence - specializing in Physical Education and Sport in each of the ten provinces in Zambia.

The major challenge that PES is facing in this curriculum is that it cannot compete with well-established subjects like Technology, Performing and Creative Arts and, Home Economics and Hospitality. This has resulted in very few secondary schools in the country choosing PES as a career pathway. In addition, the Zambian education system had been traditionally inclined towards the academic career pathway with the vocational career pathways being seen as a route for school-dropouts. Despite the policy on education encouraging the vocational pathway and placing emphasis on PES, this labelling continues having a negative effect on PES as a career choice for schools, parents and learners.

As only schools that have appropriate facilities (as provided in the Trades Centres) will be given priority to offer the two tier system, lack of PES infrastructure such as playing grounds, changing rooms and basic equipment has discouraged schools from choosing PES as one of the career pathways. This has also been one of the factors hindering PES teachers from expressing themselves pedagogically. Despite these challenges that the revised PES curriculum is facing, schools that have implemented PES as a career pathway have rated it as successful. In 2016, Zambia had the first shoot of grade 12 graduates that took PES as one of their vocational subjects and things look promising. There is hope that more schools will be motivated to choose PES as one of the career pathways for their pupils.

Curriculum Flexibility and Adaption

	Policy Questions	Identified Gaps	Suggested Actions
1	Do policies acknowledge the different pedagogical needs	Yes policies do acknowledge the different pedagogical needs and	Policy should strengthen the support, monitoring, and quality assuring of

	<p>and methods used with a range of young people?</p>	<p>methods required for working with a range of learners. Pupils with disabilities that cannot learn with their colleagues are separated to special schools with their own adapted timetables. What is important is to have a proper framework for monitoring and quality assuring the teaching of PES in special schools</p> <p>In inclusive schools, classes are too big for teachers to pay attention to differentiated needs of pupils; there is need for ensuring that PES classes do not exceed 40 pupils.</p>	<p>teaching PES particularly in special schools.</p> <p>PES classes should not exceed 40 pupils to make classes manageable and for teachers to pay attention to all pupils including those with special needs.</p>
2	<p>Is the curriculum inclusive, and does it allow for variation in working methods to suit the given environment?</p>	<p>Curricula are flexible, they enable adaptation to suit specific individual needs. However, the problem is with lack of resources and effective monitoring and quality assurance. Currently monitoring is always done-internal monitoring is always done by Senior Teachers, D/Head Teachers, and HODs (Head Teacher) Stands Officers also often do local monitoring within the district which does not require much resources. All these base their monitoring on their Annual Individual Work Plans with targets to be met. Reports are sent to appropriate supervisors. External monitors focus on whether the Head Teacher meets his/her targets) and quality assurance. There is also need to encourage teachers to adapt the subject to existing cultural and economical environments. This should include improvising equipment to offer pupils quality PES.</p>	<p>Policy framework should encourage government's provision of required support in form of resources and an effective quality assurance framework to ensure that teachers adapt curricula to meet the needs of specific pupils, cultural and economical environments.</p>
3	<p>Do the curricula reforms</p>	<p>While the Curriculum does not</p>	<p>Policy should emphasise being</p>

	take account of societal trends and the needs and interests of young people?	take account of societal trends, they encourage being responsive to learners needs. The revised curricula reforms were prompted by this outcry.	responsive to pupils' needs in order to provide relevant programs that meet the needs and interests of young people in Zambia.
4	Is there opportunity to adapt the curriculum to meet specific cultural requirements, and celebrate traditional activities?	Curricula allow for flexibility and responsiveness to learner and societal needs. Institutions of learning, teachers and teacher-educators are encouraged at all levels to localize some aspects of the school curriculum, however, this is not effectively done especially in primary schools where PES is a compulsory subject.	Policy framework should strengthen monitoring and quality assurance to make sure that schools and teachers adapt curricula to suit the cultural requirements of local settings. This should include provision of traditional activities and games and improvisation of equipment to offer pupils QPE.

Teacher Education, Supply and Development

The Physical Education teacher education system in Zambia offers qualifications at the following levels: Early Childhood Education (Diploma and Degree), Primary School Teacher (Diploma, Degree and Masters), and Secondary school Teacher (Diploma, Degree and Masters). Several public and private colleges and universities spread across the country offer these qualifications. The main competencies for teachers at all levels involve grasping:

- I. Material that is to be taught.
- II. Skills in different teaching methodologies.
- III. Educational foundations.
- IV. Creativity, constructiveness and innovation.
- V. Providing competent leadership.

This revision process involved heads of PES departments from public and private universities and the Principal Education Officer Pre-Service, Teacher Education in the MoGE and other stakeholders. It involved looking at the PES curricula for teacher-education and other factors that affect the quality of teacher-education such as staffing levels in teacher-education institutions; teaching materials and infrastructure.

PE Teacher Education

The revision process revealed that all institutions in Zambia, both public and private that offer PES teacher-qualifications at Early Childhood Education Teachers' Diploma level, Zambia Primary Teachers' Diploma and the Junior Secondary Teachers' Diploma levels are using curricula that have been recently reviewed and coordinated by the MoGE. This harmonization process involved linking the study areas (teacher-education curriculum) to the newly revised school curriculum. The goal was to ensure that graduate teachers are familiar with the revised school curriculum and have the knowledge and skills required in the school system. Student teachers are also trained in sign language and braille to help them communicate effectively with pupils with visual and hearing impairments respectively and to ensure inclusivity.

Expressive Arts (that has PES) links theory and practice and has well defined aims and learning outcomes sufficient to produce active PES teachers. It links PES to local traditional practices and emphasizes the role of the subject in contributing to the wellbeing of pupils throughout their lives by including cross-cutting themes such HIV/AIDS, Life Skills, Gender, Environmental Education, Health Education, Human Rights and many others. However, there is need to ensure that it promotes the core values associated with sport such as health, respect, fair play and tolerance that support the idea of good global citizenship.

Local universities also presented their PE teacher education curricula. While their programs have a lot of similarities, they also have a number of differences in terms of course content. Major observations were that most universities are more inclined to theoretical than practical knowledge content. Their PE teacher training programmes are also not sufficiently preparing teachers to meet pupils' needs in the revised curriculum such as trade skills that they are examined in at grade nine and twelve levels. There was also an observation on inadequate PES practical sessions for both fulltime and distance programs. There is need to for a balanced and coherent curriculum that enables student teachers to develop an understanding of both theoretical and practical knowledge and skills. It was recommended that PES distance programs should have well-developed pictorial modules to give students cues on how to perform physical skills.

The other gap that was identified was poor quality of PES lecturers in teacher education-institutions who lack capabilities to appropriately deliver material that meet the content in the pupils' revised curricula. This brings us to the important question "who trains the trainer? Most of the lecturers of PES lack in-depth knowledge and skills because they were educated under the old curriculum where PES was seen as play and not an academic subject with depth. This creates a cycle of poor students some of whom later become lecturers. There is also a lack of appropriately qualified PES lecturers in teacher training colleges and universities. In certain cases one full-time lecturer is expected to offer all the courses in the PES department. This significantly contributes to the low quality of student PES teachers that graduate from Zambian universities and colleges.

There is need to raise the quality of students that are enrolled as PES student teachers. Some student teachers lack physical pro-activeness such that they fail to perform simple physical activities contributing to the deterioration of the field. Universities and colleges have also compromised the quality of PES student teachers during enrolment because they focus on the quantity, prioritizing the money student teachers' pay as fees over the quality of graduates they are producing.

The MoGE has been randomly observing student teachers and teachers throughout the country and their findings are that teachers lack pedagogical knowledge and the quality of teachers across the country is getting worse every year. They particularly fail to understand and implement individualized, child-centred methods in their work.

Deployment & Continuing Professional Development

There is no database of all qualified PES teachers in Zambia. However, colleges and universities have been graduating PES primary and secondary school teachers going as far back as the 1970s. These teachers are deployed in schools across the country, but because PES has not been taken as a serious subject in the past, teachers are not teaching the subject. Therefore, the country has more than enough PES teachers, what is needed is to

ensure that schools put the subject on the timetable and trained PES teachers are motivated enough to teach the subject.

While the Zambian curriculum encourages continuing professional development (CPD), there are no CPD programs organised for PES teachers in Zambia. The only available opportunities are In-service Education and Distance Education programs that are offered by teacher-education colleges and universities to serving teachers that want to upgrade their academic qualifications. There is need for CPD programs to be organized at Zonal and District levels to acquaint PES teachers with changing methods of teaching the subject and revised curricula. PES teacher-training institutions should also hold regular CPD workshops to ensure that lecturers that train the trainers are acquainted with changing approaches of teaching PES. There are also no established mentorship programs or networks for newly graduated PES teachers. PESTAS should play a role in developing and encouraging regular CPD and mentorship programs and networks for its members. According to the Zambian Curriculum Framework 2013, the roles of subject associations like PESTAS include:

- Sustaining and strengthening subject professionalism;
- Furthering the study and teaching of different subjects;
- Contributing to the development of a specialist professional community of practice;
- Providing a means of communication among all persons and organizations of persons concerned with the teaching of the subject in particular and education in general;
- Providing an authoritative medium through which the opinions of teachers regarding educational matters of the subject may be expressed;
- Supporting subject leadership in the institutions of learning and enhance the quality of specialist teaching, initial teacher education and continuous professional development (CPD).

Key roles and responsibilities of a PES teacher include:

- I. Ensuring that pupils are given appropriate physical activities and are physically active within PES classes.

- II. Motivate pupils to be physically active, and help them appreciate the connection between physical activity, health and lifestyles.
- III. Teach physical skills and activities in an inclusive environment that transfer into physical activities outside of physical education classes and school premises.
- IV. Encourage and lead pupils in school sport programs while fostering sports values of respect, fair play and tolerance.
- V. Guide pupils to other physical activities within and outside the school premises and build links between PE and community physical activities or initiatives.
- VI. Responsible for teaching pupils physical activities, knowledge and values at appropriate levels:

Standard	Early Childhood	Lower Primary	Upper Primary	Secondary School level
Motor Skills and Movement Patterns	Demonstrate ability to physically interact and play: competency in motor skills.	Combine locomotor and non-locomotor skills into movement patterns – fundamental manipulation of skills in basic settings	Movement skills and patterns in a variety of activities – starting to specialize manipulating skills in a variety of settings	Combined movement skills and patterns in particular settings – specialized manipulation of skills in a variety of settings
Knowledge of movement concepts, and strategies.	Fundamental knowledge of movement: jumping, crawling and walking – apply knowledge to learning and performing physical activity.	Movement concepts and strategies of movement knowledge of critical elements	Application of strategies and concepts – knowledge of critical elements and biomechanical principles	Application of strategies, concepts and performance in a particular setting – Application of biomechanical principles
Participate in physical activity	Participate in physical activity at school and home.	Participate in physical activity at school and in community – under self-supervision.	Participate in physical activity at school and outside school and implement a personal plan.	Participate in physical activity in, outside school, create, and monitor a personal physical activity plan.
Health-enhancing	Demonstrate health-related fitness and	Demonstrate health-related	Demonstrate health-related	Demonstrate health-related fitness and

level of fitness	understand components and practices	fitness and understand principles, components and practices.	fitness and understand principles, components and practices.	understand principles, components and practices.
Personal and social behaviour	Follow safe procedures and cooperation with others.	Safety and personal responsibility, cooperation with others and respect.	Safety and personal responsibility communicate and respect others.	Safety and etiquette, communication and social responsibility.
Values physical activity	Enjoyment physical activity – self expression and social interaction – cooperation/teamwork	Self-challenge, enjoyment and appreciate physical activities	Self-challenge, personal growth and select physical activity that promote self-expression and interaction.	Use of physical activity to promote growth, goal setting and enjoyment – pursue physical activities that promote self-expression and social interaction.

Standard principles for teachers with responsibility to deliver QPE

	Policy Questions	Identified Gaps	Suggested Actions
1	Are there criteria in place that set out the expectations, professional responsibilities, knowledge, skills and understanding required to perform the role of a teacher?	Yes, these expectations are provided in the curricula for each level of pupils, but they are not being strictly adhered to.	There is need to improve and emphasise the expectations, professional responsibilities skills and understanding required to perform the role of PES teacher.
2	Do policies advocate radical reform of pre and in-service Physical Education Teacher Education (PETE) in order to prepare teachers for inclusive approaches in education?	Yes, there has been a reform and curricula changes particularly in government PETE institutions, but not universities. Universities and colleges offer In-Service PETE training, although the main focus is not inclusive approaches.	PETE should ensure that all student teachers get the appropriate harmonised content that includes practical and inclusive approaches.
3	Do PETE programs enable the trainee teachers to accrue the appropriate knowledge, competence, and skills to deliver inclusive physical education?	Not really – there is less emphasis on practical and inclusive approaches in most PETE programs.	There is need for PETE programs to emphasize practical content and inclusive methods.

4	Does policy ask the question 'who trains the trainer'? And tackle the sensitive issue of well-established training institute teaching out-of-date approaches?	No, teacher training institutions particularly universities are not aware of or do not utilise the EIPET framework and tools. This has led to the continuous graduation of poorly trained PES teachers.	Reviewing PETE curricula, providing refresher courses to update teacher-educators on new and changing approaches in PES. There is also need to organize regular continuing professional development (CPD) for teacher-educators.
5	Do criteria emphasize the importance of teacher's role in safeguarding and child protection?	Teachers do not receive regular safeguarding and child protection training.	Ensure that PETE programs include safeguarding and child protection training and how to respond when dealing with incidences of suspected abuse.
6	Are teachers aware of the reporting procedures for recording incidences of abuse?	Dependent on individual schools and contexts, but there is no procedure in the policy framework.	Policy framework should clearly state reporting procedures of incidences of abuse.
7	Do PETE programs address the facilitatory role of a teacher in building links with community sports organizations to promote engagement with physical activity beyond the school day?	No – PETE does not include preparing PES teachers to build links with community sports organizations beyond the school.	Policy framework to include role of PES teacher in facilitating partnerships with community based sports organizations and initiatives. PES teachers should extend their expertise to their local communities to give opportunities to young people to continue physical activities after school hours.
8	Do subsequent employment contracts for qualified PE teachers consider their role in-terms of facilitating extra-curricular physical activity and school sport beyond the school day?	No – PES teachers are not obliged to support extra-curricular physical activities beyond school premises.	Policy framework to require PES teachers to extend their expertise to community sports and physical activities – working in collaboration with the ministry of Youth Sport and Child Development

Appropriately, trained teachers are necessary at all levels of Schooling

Policy Questions	Identified Gaps	Suggested Actions
Are there enough specialist teachers of PES at all levels of schooling?	All primary school teachers are trained to teach all subjects including PES. At secondary school level, there are enough PES teachers, but the problem is that most of the teachers are not actively teaching	Policy should ensure that all teachers trained in PES teach the subject. Headteachers of schools and standards officers should ensure that specialist PES teachers teach the subject in their schools.

PES		
Are specialist teachers required to teach PES at primary school level?	No. Primary school teachers are trained to teach all the subjects. In a few private schools, specialist PES teachers teach the subject at primary school level.	Improve the quality of PETE programs for primary school teachers to ensure that they offer QPE.

A Framework for CPD needs to emphasize the importance of inclusion for serving teachers

Policy Requirements	Identified Gaps	Suggested Actions
Is there a clear framework in place for the provision of CPD, which takes into account the need for teachers to refresh and renew their knowledge regularly?	Policy encourages learning institutions to organize CPD programs for teachers, but there are no CPD programs organized for PES teachers other than In-service training.	PESTAS should play a key role in ensuring that there are CPD and mentorship programs and networks for serving teachers.
Are there programs in place to support teacher development?	Procedures need to be strengthened under Teacher Education Directorate - every year, a training plan is done for teachers to go for further studies in any subject including PES Teachers are eager to upgrade themselves from diploma to degree and master's degree, but the quality of PETE at university level is very poor.	Policy should clearly facilitate provision for CPD opportunities in line with teachers' development needs. There is also need to develop effective teacher-mentorship networks to improve the quality of serving teachers. Policy should review PETE; link it with experts from the field of inclusion, aimed at supporting and improving provision.

Community Partnerships

The time allocated for PES in schools to fulfil pupils' physical activity needs. In addition, there are large numbers of young people in Zambia that are not in formal schools. This creates the need for schools to collaborate with community sports initiatives and clubs. In this revision process, combinations of qualitative and quantitative methods were used to

gather information from five provinces in Zambia on how PES was being implemented in schools and observing its linkages with community sport initiatives. The provinces were Lusaka (Lusaka), Southern (Monze), Western (Mongu), Eastern (Nyimba) and the Copperbelt (Chingola) involving about 150 people from different schools. The results showed that about 70% of all the schools engaged in these regions had PES timetabled, but only about 48% were actively teaching the subject. In most schools, other subjects that were considered to be “more serious” replaced PES and teachers lacked enthusiasm to teach the subject. PES facilities were also among the many challenges that some schools faced; for instance, one headteacher narrated how it was difficult for his school to teach PES because the playground was subdivided into residential plots. In another area, the playing field that was used for PES sessions was taken up and used for extending road networks.

There are several community sports initiatives in Zambia run by non-governmental organizations, corporate entities, churches as well as interested individuals that are commonly referred to as sport-for-development organizations. These initiatives are scattered around the country and organize sports activities using sport as a tool for communicating life skills to young people, particularly to those that are not in school. They include organizations such as Edu-sport Foundation, Sport in Action, Beyond Sport Incorporation, Tackle Africa and many others. In addition to these organizations, there are also several clubs of varying levels in communities focussing on different sports. The interesting thing is that there are no formal partnerships between these organizations that work in communities and schools apart from sports events, training workshops, donations and volunteers that organization occasionally provide to schools. Most schools in Zambia are not keen to have partnerships with community sports organizations or clubs because they perceive them to be informal and temporal. Headteachers also contend that there are no policy frameworks that allow such partnerships.

In some areas, community members from local clubs volunteer coaching school sports, but there is no clear policy framework that can allow schools to engage them. Some headteachers fear that if a community volunteer is involved in an accident while doing

schoolwork or if a community volunteer misbehaves while doing school work, there is no tracking system or formal framework that will legitimise their involvement, provide support and also protect the headteacher.

Community Partnerships

	Policy Questions	Identified Gaps	Suggested Actions
1	Does policy emphasize the important role of schools in building links with community sports organizations to promote participation within extra – curricula physical activity and school sport, and support life-long engagement?	The policies are not emphasizing the importance of building links between schools and community sports organizations.	Policy should outline clear guidelines on building and maintaining links with community sports initiatives
2	Is there a budget allocated to support the development of such partnerships?	No. There is even no clear budget for PES in schools, but some community initiatives have donor-funded programs for physical activities.	Policy should encourage collaboration between schools and community clubs and organizations to source finances for physical activities.

Research in PES in Zambia

During this revision process, research on PE and sport was identified as one of the important areas that will add value to Quality Physical Education and Sport in Zambia. It was acknowledged as essential in developing evidence-based teaching and detailing the social and health related benefits of a physically active nation. There is very limited and uncoordinated research on PES in Zambia. It was agreed that we need to develop a research team (think-tank) made up of people with qualifications in PES that will be conducting research and provide evidence-based appropriate strategies and policies on PES in Zambia.

As more credibility is given to the calls for actions when they are based on concrete, measurable, reliable and well-researched data, there is need for the MoGE, MYSCD and MoH to establish partnerships with major universities offering PES in Zambia to conduct academic research to support policy frameworks and programs. This research network will also be key in helping government ministries and other sports stakeholders with well-researched, evidence-based insights to inform sports policies and programs. In addition, a faculty of Physical Education and Sport should be established at one of the major public universities in Zambia to train postgraduate PES teachers and conduct research.

Research on Physical Education and Sport

	Policy Questions	Identified Gaps	Suggested Actions
	Are there adequately funded research programs, designed to provide evidence-based strategies for QPE provision? Are research priorities focused on current trends within PES?	Research programs are poorly funded, and are not focused on key priority areas.	Policy need to ensure that there are research programs that are adequately funded with emphasis on evidence-base for current trends within PES.
1	Do universities play a role in developing research programs, and communicating the subsequent messages to the wider public?	Universities are not playing a leading role in developing research programs. There is little if any research at all done on PES in universities. The little done is haphazard and uncoordinated.	Policy ensure that universities offering PES as a teaching subject 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. MoGE, MYSCD, MoH and other ministries should collaborate with universities and ensure adequate funding for research priority areas in PES.
2	Do PES teachers engage with the research processes?	Teachers are not engaging in any form of research and there are no existing research networks.	Encourage PE teachers to be part of a research network and engage in research and knowledge sharing.

Resources, Facilities and Equipment

Funding for PES as an academic subject in Zambia is through the MoGE that has four generic priority areas: Access, Quality, Equity and Efficiency. The funding process is done in such a way that the MoGE invites all the ten provinces to budgeting sessions at the end of

the year. The MoGE informs them on the financial ceiling and priority areas for the coming year within which they should limit their budgetary plans. All provinces are given resource allocation formulas that they use to come up with the grants for their provincial administration, district administration, secondary, primary and some community schools. Colleges of education have their own formula that is kept by the MoGE Headquarters.

At provincial level, planners are invited from all districts to allocate resources to schools according to the formula given in each area. For example, the Curriculum and Education Materials part has three sub-sectors that include: Administration of Examinations, Education Materials and Co-curricula Activities. Mostly, these allocations are way less than what the schools need so it is up to each school to allocate the money to the most needy areas. At secondary school level for example Curriculum and Education Materials area has four programs: procurement of text books, procurement of lab chemicals, procurement of lab equipment and procurement of teaching and learning aids. Then it is up to each school to decide how much should be spent on PES text books and how much should be spent on PES teaching and learning aids (equipment etc.)

There is also an output-based budget at the Directorate of Standards and Curriculum level for quality assurance. It includes programs such as Early Childhood Education, Primary Education, Secondary Education, and Management and Support Services. Each of these programs is further broken down into sub-programs such as Curriculum and Material Development, Education Standards, Assessment and Evaluation, and Co-Curricular activities and subjects' Associations. This is for supervision and maintenance of quality standards in all programs.

At secondary school level, pupils also pay money for Co-curricula activities. Every child pays K50.00 Co-curricular Fee for ball games, Athletics, National Schools Arts Association of Zambia (NASAAZ), Junior Engineers, Technicians and Scientists (JETS). This money is later broken-down as follow: K30.00 is used by the school for the above mentioned activities, K10.00 is used by the District Education Boards Secretaries (DEBS) office) K7.00 is used by the Provincial Education Office (PEO)) and K3.00 goes to the MoGE

Headquarters to support the above mentioned activities at national level. This money supports all co-curricula activities including sports and not PES as an academic subject.

Funding and QPE Provision

	Policy Questions	Identified Gaps	Suggested Actions
1	Do policies encourage budgeting that supports QPE	Apart from the recent efforts to revise the school PES curriculum that has received significant budgetary support, budgets are generally irregular and do not directly allocate resources to PES. Government determines the generic focus areas, but schools make the final decision on what to spend the money on within the identified most needy areas.	Policy framework should encourage adequate budgetary support directed to QPE. Other line ministries MYSCD and MoH should also have budgetary plans to support identified areas in PES.
2	Do the facilities, equipment and resources in place promote the inclusion of all pupils, including those with disabilities, girls and those with specific religious requirements?	Some public schools in Zambia have very limited facilities that are not sufficient for pupils including those with disabilities.	Policy should encourage the prioritisation of inclusive PES funding and encourage schools to improve accessibility of facilities to persons with disabilities.
3	Do schools have access to funding which enables the provision of adequate, appropriate, and accessible facilities, equipment and resources?	While QPE has been considered a priority as seen in the curriculum review processes, resources to provide adequate and accessible facilities, equipment and resources do not accompany this.	Policy should ensure that PES receives adequate funding in line with other core subjects.
4	Are the learning environments provided safe and healthy?	PE teachers have insufficient access to adapted learning resources and materials do not have appropriate skills and knowledge to differentiate learning effectively	Schools should be supported and encouraged to have accessible and adaptable learning resources including specifically adapted materials for learners with disabilities.
5	Do school have appropriate technical support and maintenance for existing facilities, equipment and resources?	Many schools have inadequate and insufficient facilities and equipment and do not have access to adequate technical support and maintenance, which leads to unsafe and inaccessible facilities equipment and resources.	Every school should have appropriate technical support and maintenance for existing PES facilities and equipment – one teacher should be responsible for this role. Provide extra training to PES teachers to adapt and improvise accessible and

Marketing and Communication Plan

In our QPE revision process, we agreed that there was need to rebrand PES in Zambia and to come up with a communication and marketing plan that would disseminate the intrinsic values of PES. It was observed that an effective communication plan was also a good way to attract new partners that might be willing to support the implementation of PES in Zambia. PESTAZ should play a central role in the whole process because this is one of the main aims of subject associations.

The main goal of the communication plan will be to disseminate the values of PES and gain support from stakeholders that include the general public, school-aged children, parents and guardians, school head teachers, principals from colleges and universities, teachers, health specialists, nutritionists, athletes, sports professionals, government and the private sector.

The message will be that: Contrary to old perspectives where PES was considered as an unserious subject that was taught in an uncoordinated manner, QPE is grounded in equality of opportunity for all learners to access a well-balanced and inclusive curriculum. It supports the acquisition of psychomotor, social and emotional skills, which define self-confident and socially responsible citizens and also promotes physical literacy as a key step towards body ownership and physical competency. It also helps to develop non-cognitive skills and values such as: Critical thinking, problem solving, decision making, creative and innovative thinking, empathy, interpersonal communicative skills, respect, confidence, tolerance, and intercultural understanding. Health wise as stated earlier, insufficient physical activity is one of the 10 leading risk factors for global mortality, causing about 3.2 million deaths each year.

The communication plan will involve the use of various forms of media such as radio and television advertising the values of PES. There will also be a PES day to demonstrate activities and highlight its values and participating in national events such as Independence Day celebrations, Labor Day, Youth Day, Women’s’ Day and many others to highlight the values of PES. Social networks media such as Facebook, Twitter and WhatsApp particularly teachers’ social networks such as Facebook teachers’ forum will be very useful. Workshops will also be conducted involving teachers, headteachers and standard officers.

The plan intends to use government authorities (Ministers, Permanent Secretaries, Directors etc.), as the main spokespersons. We will also use role-models such as Young Ambassador for the Youth Olympic Games – Samantha Miyanda and renowned female boxer Catherine Phiri. School administrators (Headteachers, Principals, etc.), teachers parents and pupils will also be very important spokespersons.

The financial budget for marketing and communication will be developed and supported by the main stakeholders such as MoGE, MYSCD and hopefully MoH and the private sector. The impact of the communication plan will be evaluated by assessing the number of schools that will be offering PES as a career pathway, the number of pupils that will be choosing PES as their career pathway, enrolment of PES students in colleges and universities as well as numbers of people that will be actively participating in physical activities in selected communities.

	Policy Questions	Identified Gaps	Suggested Actions
1	Is the importance of QPE advocated for and, and communicated to, wider society? Are communication strategies in place?	There are no strategies in place to communicate the intrinsic and extrinsic values of PES to the wider and diverse audience.	There is need to launch communication strategies to advocate for the importance of QPE in Zambia. There is also need to disseminate research-based messages on PES through national and community radios stations, and other forms of media to reach diverse groups populations.

2	Is PES accorded the same status as other subjects? Do Head teachers, teachers and other members of the community view PE with the same level of importance?	PES is not accorded the same status as other subjects. Headteachers, teachers and other members of society do not see PES as a priority.	There is need to organize workshops aimed at persuading headteachers, other decision-makers, teachers of other subjects, and parents of the educational, health and social values of PES.
3	Do communication strategies highlight the importance of inclusion of all pupils within PE?	Societal prejudices towards disability leads to reduced participation in PES.	The communication strategy should promote the importance of PES for all young people including those with disabilities, girls and those from minority groups.
4	Is there an national/regional PE association	There is a national Physical Education and Sports Teachers' Association that should play a key role in the advocacy and professional development of PES.	Policy should strengthen the position of PESTAS to advocate for PES as a good career pathway.

Monitoring and Quality Assurance

Consistent monitoring and evaluation is important for quality PES because it helps to address the strengths and weaknesses of the system, provides examples of good practices and recommendations for areas of improvements. According to the Education Act of 2011, Heads of Departments Expressive Arts, Headteachers at school level, Standards Officers at District level and Senior Standard Officers (SES0) Expressive Arts at provincial and national level are responsible for monitoring and quality assurance. The SESOs Expressive Arts are expected to conduct routine institutional evaluations where they assess areas such as: school infrastructure, headteachers' performance, departmental assessment on whether the syllabus is being followed, schemes of work are done and sometimes even individual teachers' performance is observed. They have a generic assessment tool that they adjust to suit various subjects in schools.

One of the major weaknesses of this structure is funding, the SESOs Expressive Arts are not able to regularly travel to various schools in their provinces because of lack of funding, resulting into them spending most of their working times in offices. This resonates with

“An Investigation of the Factors Affecting the Teaching of Physical Education in Secondary Schools: A Case Study of Mkushi District, Central Province” that was conducted by Matilda Kashishi. This study stresses that the SESOs Expressive Arts rarely visit secondary schools in Mkushi District. According to Kashishi, PES is not timetabled in most secondary schools in Mkushi District and there is a general lack of interest in the subject by PES teachers. Teachers have not even been helped to understand the revised curriculum.²² As Kashishi points out, without serious monitoring and quality assurance, teachers will not teach PES and some headteachers will replace it with other subjects they think are more important.

The other challenge is that not all SESOs Expressive Arts are trained in PES. Some of these standard officers are qualified in other subjects such as music, art etc. This means that their insights and passion for PES is limited. While this structure was a result of restructuring to reduce the wage-bill and bloated administrative staff, it has certainly affected the quality implementation of the revised curriculum.

In addition to the above example of Mkushi District, it is generally hard for headteachers to implement the recommendations that are made by SESOs Expressive Arts to improve planning and implementation of PES simply because schools have limited resources to do so. While this demands for serious investment in the teaching of the subject, it is also important to be realistic on the capability of the Zambian economy to meet these financial need when there are no enough drugs for patients in hospitals. It, therefore Demands for teachers, headteachers, standard officers and everyone involved being creative and adaptive to ensure that regardless of the financial situation, pupils are not denied quality PES.

²² Matilda Kashishi ““An Investigation of the Determinants Affecting the Teaching of Physical Education in Secondary Schools: A Case Study of Mkushi District, Central Province,” MA Thesis University of Zambia (2017.)

Monitoring and Quality Assurance

	Policy Questions	Identified Gaps	Suggested Actions
1	Have clear expectations been set for the monitoring and evaluation of QPE provision?	While there are clear expectations, the implementation of monitoring and evaluation is not efficient because of financial challenges.	There is need to improve the monitoring and evaluation process. The Physical Education and Sports Teachers' Association and universities should be conducting studies every year to assess the teaching and quality of PES in different parts of the country.
2	Does this extend to community partnerships and provision beyond the school day	No – the SESO Expressive Arts only focus on schools and do not pay attention to schools' partnerships with communities.	Monitoring and evaluation tools should include schools partnerships with communities to ensure continuation of pupils' physical activities beyond the school.
3	Are there transparent systems and tools in place for the purposes of monitoring and evaluation?	SESO Expressive Arts have monitoring tools, but they are not transparently shared to all stakeholders: teachers, head teachers, parents and pupils.	Policy should allow for triangulation of monitoring and evaluation process to involve SESOs, head teachers, teachers, school staff, pupils and parents.
4	Are the results used to improve planning and enhance practice?	Results of monitoring and evaluation are shared with practitioners, but it is hard to support the implementation because of lack of finances.	Policy should outline support procedures to encourage stakeholder involved in the evaluation process to use the information to enhance practice.

Final Recommendations

1. 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. 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 the field to make sure that the subject is effectively taught in all primary schools.

2. 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. Each school should have a child protection policy to ensure that safe environments are created for all pupils in schools and PE 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 should also stress the need for schools to have accessible inclusive facilities and equipment to meet the needs of pupils with disabilities. Policy should recommend that pupils in one PES class should not exceed 40 to ensure that teachers pay attention to all pupils' special needs, particularly those with disabilities.
3. At secondary school level, PES is an optional subject and it is facing stiff competition from established subjects such as Home Economics and Hospitality etc. Policy should recommend that a minimum of five schools should offer PES in each Province to increase secondary schools offering the subject. 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 registered 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.

4. 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 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. 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. There is need for collaboration between the MoGE and MYSCD to ensure that schools and community sports programs (clubs and other initiatives) offer opportunities for pupils to continue with quality PES activities in their communities after school hours. This can also provide opportunities for knowledge transfer between schools and communities, sharing the use and maintenance of sports infrastructure such as playing fields. Policy should outline clear guidelines on 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. 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. In addition, a faculty of Physical Education and Sport should be established at one of the major public universities in Zambia to train postgraduate PES teachers and conduct research on identified priority areas.
7. Policy framework should encourage the prioritization of PES inclusive infrastructure and equipment and sharing of PES resources, and facilities with 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. 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.
9. Policy framework should allow for triangulation of monitoring and evaluation process to involve SESOs, 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. 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 the subject in different parts of the country.

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