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UNESCO QUALITY PHYSICAL EDUCATION REPORT

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UNESCO Quality Physical Education Training Workshop Report
20th January 2017, Pretoria, South Africa.

SUMMARY

Backround: This report serves as a summary of the UNESCO Quality Physical Education (QPE) training workshop as carried out at the Department of Basic Education (DBE) in Pretoria, South Africa, on the 20th of January 2017. It also includes the names of representatives identified to serve as the Steering Committee (SC) and Technical Working Group (TWG) for the QPE policy revision process.

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Participants

The South African QPE training workshop was attended by both onsite and virtual participants. These included representatives who have been identified to serve on the SC and the TWG for the QPE policy revision process and a support team from the DBE.

Welcome and Induction by Host Department

The training workshop was opened by the Mr Potledi Ngoepe, who welcomed the participants and outlined the role of the Department of Basic Education and that of the participants and other relevant stakeholders in ensuring the success of the QPE policy revision process.

Dr Patricia Watson brought to light the two sector specific areas of work that will have a direct impact on the QPE process, of which the delegates should be aware of. The two areas of work were identified as:

1. The Care and Support for Teaching and Learning (CSTL) Framework (a SADEC initiated programme adopted by education ministers in 2008); and
2. The Development of nine new open source Life Orientation textbooks for Grade 4 through to Grade 12. Life Orientation is a curriculum subject within which Physical Education is embedded as a learning area.

The CSTL Framework has recently been aligned with the Safe and Caring Child-Friendly Schools Programme (a global programme adapted to South Africa) to include **human rights** as a tenth priority action area. The ten CSTL Priority Action Areas are:

1. A rights-based, socially inclusive and cohesive school;
2. Nutrition support;
3. Health promotion;
4. Safety and protection;
5. Psycho-social support;
6. **Curriculum support;**
7. **Co-curricular support;**
8. Infrastructure, water and sanitation;
9. Social welfare services; and
10. Material support.

This framework will be infused into all South African pre-service and in-service teacher training, so as to acquaint teachers with human rights and entrench within them an appreciation of diversity, with a particular concern for vulnerable groups.

In view of this, there exists an opportunity for the physical activity community to insert into the framework, an awareness around physical activity, Physical Education and sport as part of inclusion and the promotion of methods of support for children within the curricular and co-curricular support priority areas.

The second area of work includes the development of Life Orientation textbooks in which Physical Education will be guided from grade 4 to grade 12 to support all educators in implementing the Curriculum and Assessment Policy Statement (CAPS). This textbook development process will be looking to see how the synergies made in QPE will assist in strengthening the development of the content required for the textbooks.

Dr Watson further indicated that it was worth noting that CAPS is in place, but that the Minister of Basic Education has offered a window of opportunity fix small elements of CAPS. Where there are dis-junctures between the discipline (i.e. Physical Education) and the way CAPS is speaking to that discipline, there is an opportunity to correct those areas. The other identified area of work is around school sport and the way in which the sector, due to the evident interdependencies, should be able to strengthen the school sport policy and align it to the different areas of work.

Figure 5: The ten Priority Action Areas of the CSTL SA Programme

Workshop

Mr Norman Mphake, QPE National Coordinator (NC) facilitated the training workshop, in line with the prescribed QPE slide presentation. He trained all engaged stakeholders on the policy development process and their roles and responsibilities. The NC also presented an overview of the QPE Guidelines and expounded on all the aspects of the QPE policy revision process, including clarifying and responding to all related questions.

Workflow

Below is the list of all matters addressed during the training workshop:

Presentation of the QPE Training Workshop

Introduction of the trainer

Presentation of the agenda

Key objectives of the Training Workshop

Introducing the QPE project

Background of the QPE project

Global survey: 7 areas of concern

Rationale of the QPE project

Goals of the project

Phases of the project

Presentation of the QPE national team

Introduction

Stakeholder organogram

UNESCO HQ

Coordination Group

Ministry focal point

Lead country partner

National commission focal point

National coordinator

Steering Committee

Technical Working Group

Milestones

ICSSPE and university/ Peer revision

QPE policy revision process

Timeline

Key principles - Methodology

Structure - Guidelines

Key components of the revised policy

Brainstorming + Core aspects of inclusive QPE provision

Holistic approach

Physical literacy

Inclusion

Curriculum flexibility

Community partnerships

Monitoring and Quality assurance

Teacher education supply and development

Facilities, equipment and resources

Future milestones

Communication and advocacy

Delivery of the revised policy

Peer review process

Practical activity + evaluation questionnaire

Training Material

All delegates were given electronic copies of the training material (Pdf versions of the Guidelines and Methodology) a week before the workshop, in order to acquaint themselves with the content, included they were encouraged to prepare questions, in case they had any.

During the workshop the following material was made available to all on-site participants:

- the agenda of the training
- the list of participants with functions and email addresses
- the Function fact sheet
- the process timeline
- copies of case studies and checklists which will be used during the training
- a questionnaire assessing the workshop
- a hard copy of existing policy for each participant

Virtual Participants

Electronic copies of the above were made available to all virtual participants.

Pertinent Issues

Some of the pertinent issues that were raised and subsequently addressed included:

1. *"It is going to be a challenge if we work in separate working groups, especially with respect to monitoring and evaluation as the work is interlinked. If you look at facilities, it's linked to programmes, it's linked to teacher education and access…etc. If we have separate working groups, how do we ensure synergy in terms of a monitoring and evaluation system? There is currently research being carried out by various universities nationally, looking at the status of Physical Education and what is happening in the space. Noting the timing of the policy review process, how do we dovetail the bulk of knowledge that will be coming in from the research taking place and take advantage of the information that may highlight interconnected issues of access, gender, facilities or any other aspects?" - Prof Cora Burnett-Louw (University of Johannesburg)*

2. *"We would like to understand where the Department of Basic Education is going when we talk about inclusion, so as to inform this group about what we mean by inclusion. At the moment we don't have inclusive schools. When we talk about an inclusive Physical Education programme, what does that mean? We are designing two different programmes. Just trying to understand where the Department's idea is. In the long term are we looking at creating inclusive schools or are we still looking at special schools and main stream schools?" - Ms Ancilla Smith (Special Olympics South Africa)*

Examples of Policy Gaps

Practical examples of policy gaps were identified in the existing policies, whereby:
In Clause 6 of the Draft School Policy: *Policy Statements*

> *b) School Sport, which flows out of Physical education, provides the foundation for community and high performance sport. **Physical education is a curriculum subject that is to be carried out in all schools as a planned period** in order to promote the development of basic life and motor skills;*

The above is a clear example of a policy gap, as the Draft School Sport Policy creates the impression that Physical Education is a stand-alone subject within the school curriculum, whereas, in contrast, in the current CAPS curriculum, Physical Education is documented as a learning area located within the Life Skills/Orientation subject.

Case Study

The Designed to Move (DTM) project that was piloted in South Africa was also used as one of the examples of good practice in provision and delivery in line with QPE objectives.

Next Steps

It was agreed with all delegates that all processes will be coordinated and communicated from a central online collaboration platform. This would afford all members the opportunity to update and provide regular feedback on all developments within their areas of focus including giving inputs on others' areas, that is; *TWG members looking into* **Curriculum Flexibility and School Management** *submitting evidence of the work done, and a member of the TWG focusing on* **Teacher Education Supply and Development being** *able to give inputs on the same topic and vice versa.*

ANNEXES

Agenda

List of Participants

Training materials