

# **QUALITY PHYSICAL EDUCATION POLICY (QPE) IN SOUTH AFRICA**

## **DESK REVIEW**

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## EXECUTIVE SUMMARY

Quality Physical Education's (QPE) contribution to holistic education of school learners has been on global and national agendas for decades. According to UNESCO, QPE contributes to 21<sup>st</sup> century education through life skills education and lifelong participation through physical activity, supporting young people to become responsible, active citizens, developing physically literate learners equipped with knowledge required to solve 21<sup>st</sup> century challenges. South Africa is one of five countries that agreed to revise Physical Education Policy resulting from the deliberations of MINEPS V in 2013.

The status of Physical Education (PE) and school sport are embedded, emphasised, reiterated and cascaded down in a number of inter-related regional (Africa) and national (South Africa) policy documents. On national level, the national government department of Basic Education (DBE) is the legal and political custodian of PE and school sport while the national Department of Sport and Recreation (SRSA) assumes responsibility for sport in broader society. Currently PE is one of the learning areas in the subject of Life Skills/Orientation in all the educational phases from Grade R to Grade 12. According to the policy documents of DBE, PE is a compulsory learning area with dedicated time allocated per week. Curriculum content reflects age-appropriate activities and progression through the learner's school life. DBE further requires an appropriately qualified PE educator in each school as well as appropriate facilities and equipment to enable educators to teach QPE. There appears, however, a gap between policy and practice as the stipulated requirements for PE are not consistently implemented in all schools, due to a lack of appropriately qualified PE educators, facilities and equipment. The draft School Sport Policy of DBE regards PE as the bedrock for school sport. The SRSA and the South African Sports Confederation and Olympic Committee (SASCOC) in their policy documents also emphasises the value of PE as contributor to their vision of "*An Active and Winning Nation*". Currently, Physical Educationists and scholars are not satisfied with PE's status as part of Life Orientation and they are actively campaigning for the re-instatement of PE as stand-alone subject in the school curriculum.

Non-profit (NPO) and non-governmental organisations (NGO) also focus on the value of PE and physical activity as vehicles for social change. In this regard, the Sport for Social Change Network (SSCN) links with NIKE's *Designed-to-Move* (DTM) framework proposed actions. NGOs and NPOs compete for funding and this could lead to fragmentation and lack of co-

operation to achieve the primary goals. Quality evidence-based research on the outcomes of NPOs and NGOs relevant to PE are lacking.

The discourse to re-instate PE as stand-alone subject in schools is mainly driven by scholars in South African universities. In this regard, the South African Universities Physical Education Association (SAUPEA) is the main role player in this advocacy campaign. The Physical Education Institute of South Africa (PEISA) is another contributor in this advocacy campaign and has close links with DBE. Currently SAUPEA questions the credibility of PEISA as well as its preferred status with DBE and these concerns must be addressed in order to reach consensus and move forward.

There is ample evidence of continued scholarly interest in PE through published scientific research articles. Research addresses a wide scope of research questions in the areas of PE such as, curriculum development; PE and physical activity; PE and policy; significance of PE in schools; PE educator training; Life Orientation as school subject; PE and gender issues; attitudes and perceptions towards PE in schools; historical perspectives on PE; PE in specific communities; PE and school sport/sports; and PE and educational achievement.

DBE policy requires one appropriately qualified PE educator in each school. Currently there is a shortage and backlog of appropriately trained PE educators. Capacity building of PE educators, therefore, becomes a concern given that there are 25 574 schools in the South African school system. Accredited public universities as well as private training institutions offer undergraduate, postgraduate, diploma, certificate and short courses related to PE. A realistic timeline to train PE educators and the credibility of training programmes outside universities, create concern.

Donor agencies like UNICEF, NIKE and the National Lotteries Board supports the cause of PE in schools and directly and indirectly provide funding.

DBE policy stipulates monitoring and quality assurance measures for QPE in schools. Again there appears to be a discrepancy between policy and practice.

The QPE process is in motion driven by the national coordinator. Some concerns arose about the wide scope of members on the Steering Committee and Technical Working Group. SAUPEA also raised concerns regarding perceived non-inclusive communication between the national coordinator and SAUPEA.

Final conclusions are presented an evaluation rubric under eight themes and specific indicators for each theme. The desk review concludes with positioning the South African PE context on a progress continuum ranging from an Establishment Stage through a Development Stage to a Maturity stage. Some areas of the South African PE system are categorised in the **establishment stage** (*PE provision in schools, quality of PE educators and participation of school learners in PE*); some areas in the **development stage** (*government and policy makers, aspects of curriculum design, aspects of QPE educators*); and some areas in the **maturity stage** (*aspects of curriculum design, and some aspects of QPE educators*).

# **1 INTRODUCTION**

## **1.1 Rationale and objectives of QPE**

This desk review forms part of UNESCO's Quality Physical Education Policy Project (QPE) resulting from the deliberations of MINEPS V (2013). A fundamental premise of the QPE is that quality physical education is embedded in 21<sup>st</sup> century education. UNESCO postulates that sustainable development starts with safe, healthy, well-educated children in any country. Education in the 21<sup>st</sup> century must focus on shaping attitudes, building behaviours and instilling values that support peace, inclusion and equitable development. The overall aim of the QPE project focuses on identifying ways to close the gaps between QPE policy and practice to support broad developmental objectives by creating a QPE package that practically outlines steps towards an inclusive Physical Education environment. According to UNESCO, Quality Physical Education contributes to 21<sup>st</sup> century education through life skills education and lifelong participation through physical activity, supporting young people to become responsible, active citizens, developing physically literate learners equipped with knowledge and confidence required for academic achievement and contributing to skill development and values in order to solve 21<sup>st</sup> century challenges.

South Africa forms part of the first wave of five countries (Fiji, Mexico, South Africa, Tunisia and Zambia) whose governments agreed in 2016 to revise Physical Education Policy in line with the QPE Guidelines that support inclusivity, developmentally appropriate activities and child-centered learning.

## **1.2 Process and scope of the QPE in South Africa**

On government level, the process of QPE is led by focal points based in the national Department of Basic Education (DBE) and the Ministry of Sport and Recreation in South Africa (SRSA) and benefits from the support of the South African National Commission to UNESCO. The policy review process consists of multiple steps (13 steps) of which the desk review by the South African National Monitor and Evaluation Expert is the fourth in the process.

The scope of the desk review involves:

- identifying government structures and role players in physical education and school sport in a South African context;
- collation and analysis of national policy documents relevant to physical education;



- exploration of the role of the South African Sports Confederation and Olympic Committee (SASCOC) in the supply chain of physical education and sport;
- identification of non-governmental organisations (NGOs) supplementing the delivering of physical activity, life skills and sport programmes;
- provision of an bibliography of research examining the case for Physical Education in South Africa;
- identification of structures providing curriculum training opportunities,
- identification of donor agencies providing funds to support the goals of the QPE project; and
- identification of monitoring and quality assurance measures for Physical Education.

The objectives of the desk review are, therefore, to:

- Collect and structure information available on Physical Education in South Africa on national governmental level;
- Identify NGOs and NPOs that directly and indirectly support Physical Education in South Africa;
- Identify structures and organisations that contribute to capacity building in Physical Education in South Africa;
- Explore and present scientific research related to Physical Education in South Africa;
- Identify agencies directly indirectly funding Physical Education, physical activity and sport in South Africa;
- Identify monitoring and quality assurance measures for Physical Education in Schools; and
- Identify gaps and propose recommendations on areas that need to be focused on during the Physical Education Policy revision process.

### **1.3 Methodology**

This desk review utilised the following qualitative methodology:

- Content analysis of primary and secondary printed sources on Physical Education in South Africa in the public and private sectors;
- Content analysis of digital sources such as websites; and
- Obtaining written and oral input from selected stakeholders and role players in Physical Education in South Africa.

#### 1.4 Status of the South African educational environment against the background of the South African demography

On 1 January 2017, South Africa’s population was estimated to be 55 408 513. South Africa has a population density of 45.4 people per square kilometre. The total area of South Africa is 1 221 037 km<sup>2</sup>. As of the beginning of 2017, South Africa had the following population age distribution:

- 15 782 561 young people under the age of 15 years (28.5% of total population).
- 36 475 424 persons between 15 and 64 years (65.8% of total population)
- 3 150 528 persons above 64 years old (5.7% of total population).

The overall literacy rate for the adult population (aged 15 years and above) is 94.31% while the overall literacy rate for the youth population is 99.02%. The youth literacy rate definition covers the population between the ages of 15 to 24 years (UNESCO Institute for Statistics, 2016).

In 2016 there were 12 932 565 learners in ordinary public and independent South African schools (hereafter collectively referred to as schools). These learners attended 25 574 schools and were served by 418 611 educators (Children’s Institute University of Cape Town, 2016).

South Africa has nine provinces. The demographic distribution of schools, learners and educators across the nine provinces is presented in Table 1.

**Table 1: Demographic distribution of schools, educators and learners by province (2016)**

Province	Schools	% of National Total	Educators	% of National Total	Learners	% of National Total
Eastern Cape	5 676	22.2	61 629	14.7	1 961 547	15.2
Free State	1 282	5.0	23 523	5.6	688 349	5.3
Gauteng	2 813	11.0	82 078	19.6	2 326 584	18.0
KwaZulu-Natal	6 142	24.0	89 799	21.5	2 877 544	22.3
Limpopo	4 018	15.7	54 418	13.0	1 765 555	13.7
Mpumalanga	1 847	7.2	34 404	8.2	1 074 352	8.3
Northern Cape	574	2.2	9 136	2.2	291 515	2.3
North West	1 535	6.0	26 108	6.2	830 547	6.4
Western Cape	1 687	6.6	37 518	9.0	1 116 572	8.6
South Africa	25 574	100.0	418 613	100.0	12 932 565	100.0

From Table 1, it emerges that the Province of KwaZulu-Natal has the most schools (24.0%) and educators (21.5%) as well as the most learners (22.3%) of the nation. Indicators for South African education are as follows:

- 98% of school-age children attend school. Reported attendance rates are high but drop off as children get older. Around 245 000 children of school-going age do not attend school.
- 19% of secondary school learners travel more than 30 minutes to reach a school.
- The Gender Parity Index (GPI) reflects female learners' level of access compared to that of male learners. A GPI of <1 indicates that there are proportionally fewer girls than boys attending school. A GPI of 1 reflects equal enrolment rates for boys and girls. In South African schools the overall Gender Parity Index (GPI) is < 1, implying that there are proportionately fewer females than males in the formal education system relative to the appropriate school-age population. In the South African school system, there were slightly more males than females (49.5%). The lowest percentage of female learners in ordinary schools nationally was in Grade 1 (47.5%) and the highest percentage was in Grades 11 and 12 (53.6% and 54.9%).
- 89% of schools have access to water on or near site.
- 61% of schools have adequate sanitation on site.
- 33% of youth aged 15-24 years are neither working nor enrolled in an educational institution. Nationally, the number of young people not in education, training or employment has remained consistent over the last decade.

The above education indicators have implications for infrastructure regarding delivering Physical Education and school sport (access to water and sanitation), scheduling of after school practices (travel time to and from school) and equitable opportunities and access for girls ([www.education.gov.za](http://www.education.gov.za), accessed 30 June 2017).

According to the 2016 Statistics South Africa's Educational Enrolment and Achievement Report 92-01-03, the South African education system is structured according to the following phases:

- Pre Grade R Phase
- Foundation Phase (Grades R - 3)
- Intermediate Phase (Grades 4-6)
- Senior Phase (Grades 7-9)
- Further Education and Training (FET) Phase (Grades 10 - 12).

The percentage distribution of South African school learners across the above phases is presented in Table 2.

**Table 2: Percentage distribution of South African school learners across education phases.**

Phase	Percentage
Pre-Grade R	0.4
Foundation (Grades R – 3)	33.4
Intermediate (Grades 4 – 6)	24.1
Senior (Grades 7 – 9)	21.1
FET Band (Grades 10-12)	21.0

The implications of the above distribution for the provision of Physical Education in South African schools suggest that the most teachers and greatest infrastructure are needed in the Foundation Phase (Grades R – 3).

Table 3 indicates the Learner-Educator ratio in schools across the nine provinces in South Africa.

**Table 3: Learner-Educator ratio across each province in South Africa**

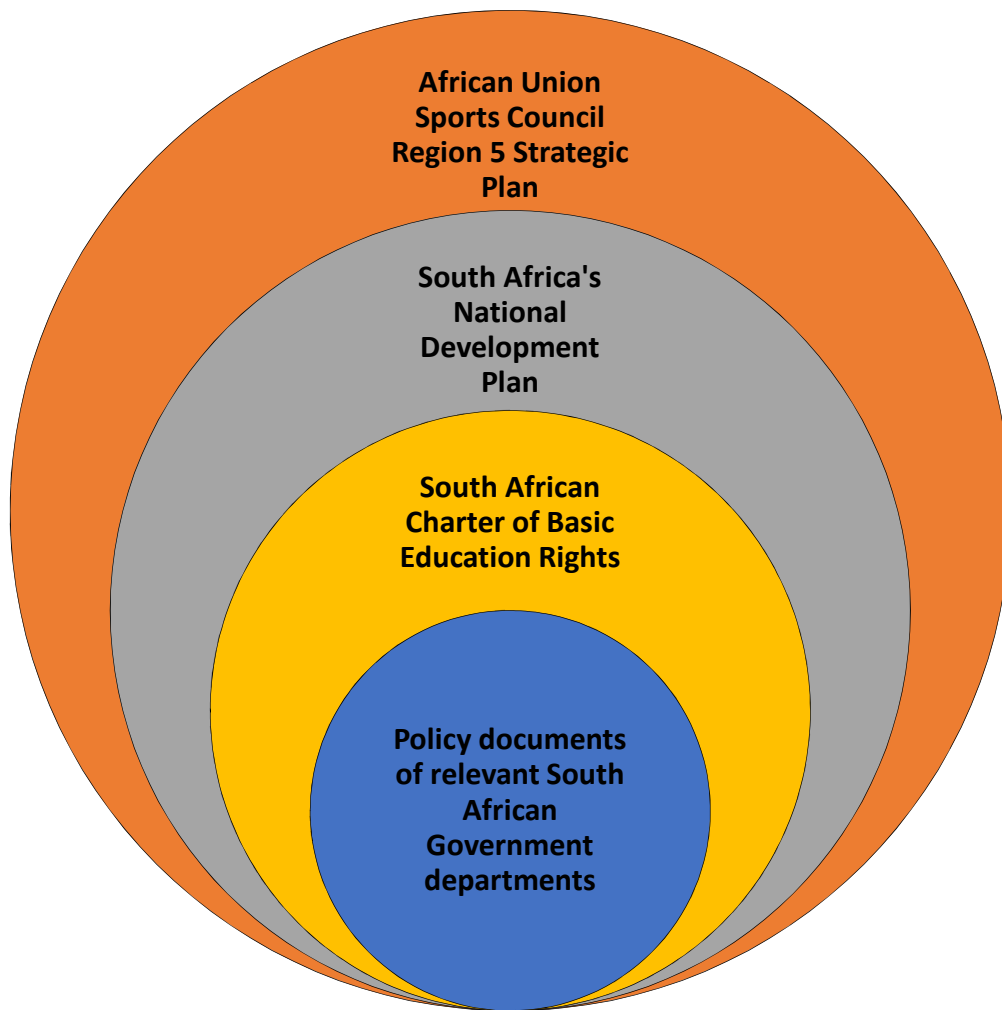
Province	State-paid AND School Governing Body paid Educators	State-paid Educators
Eastern Cape	32.5	35.3
Free State	29.9	32.3
Gauteng	32.5	36.2
Kwa-Zulu Natal	33.1	38.3
Limpopo	33.0	34.0
Mpumalanga	31.8	33.4
Northern Cape	32.5	34.7
North West	32.6	35.0
Western Cape	32.0	38.0
South Africa	32.5	35.7

## **2 REGIONAL AND NATIONAL DOCUMENTS RELEVANT TO PHYSICAL EDUCATION AND SPORT IN SOUTH AFRICA**

### **2.1 Introduction**

The status and significance of Physical Education and school sport are emphasised, reiterated and cascaded down in a number of inter-related regional (Africa) and national (South Africa) policy documents. Writing policy, formulating strategic goals and objectives, and implementing policy are the responsibilities of a number of continental, regional and national service deliverers. This inter-relationship of responsibility and alignment are depicted as concentric circles that are at the same time strengthening the case and narrowing down the

provision of Physical Education (and school sport) to a specific country and, in this case, South Africa (see to Figure 1 below).



**Figure 1: Inter-relationship of continental, regional and national policy documents related to Physical Education and School Sport**

## **2.2 African Union Sports Council Region 5: Strategic Plan**

The African Union Sports Council for Region 5 has 10 member states in the region: Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia and Zimbabwe. The activities of the Sports Council Region 5 are guided by vision and mission statements as well as a strategic plan. The mission statement for Region 5 reads:

*“To serve our members by encouraging and promoting innovative development of inclusive sport and recreation at all levels, through partnerships and collaborations with our members and stakeholders”*

The African Union Sports Council Region 5, was previously known as Zone 6 of the Supreme Council for Sport in Africa (SCSA). The importance of national sport and recreation policies that harmonise collective efforts between national governments in this region is emphasised in two of their strategic goals:

*“To encourage Member States to develop national sport and recreation policies to harmonise these on crosscutting issues.”*

*To promote policy development in Member States that is intended to increase equitable access to sport and recreation, especially women and people with disabilities.”*

In the 2013 - 2018 strategic plan of the then SCSA Zone 6, the importance of Physical Education in the region is also articulated in the strategic goal that reads:

*“To encourage Member States to ensure the teaching of physical education and sport, especially in schools.”*

Policy development to guide sport and recreation at all levels is clearly recognised and promoted as a fundamental cornerstone for structured and meaningful delivery of sport and physical activity in the Member States of Region 5. Although Physical Education is not specifically mentioned as a strategic goal of the renamed African Union Sports Council Region 5 strategic plan, it is assumed that the basic foundation for equitable and accessible “*sport at all levels*”, includes Physical Education in schools. This approach paves the way for all Member States to engage in policy writing and implementation for sport and recreation (including Physical Education in schools) (<http://www.auscregion5.org.bw>).

### **2.3 Our Future – Make it Work, South African National Development Plan (NDP) 2030**

In general, the NDP 2030 maps out South Africa’s development trajectory up to 2030 and makes a firm commitment to achieving a minimum standard of living for all South Africans which can be progressively realised through a multi-pronged strategy. The National Development Plan aims to eliminate poverty and reduce inequality by 2030. The National Development Plan 2030 provides five long-term nation-building imperatives for South Africa and sets a framework for South African government departments to bring the vision and proposals contained in the NDP to fruition through their respective strategies and goals. Social cohesion, wellness, and recreation and leisure included some of the elements and priority areas of South Africa’s NDP that have relevance to physical education and school sport.

As such, the NDP states that sport plays an important role in promoting wellness and social cohesion. The plan treats sport as a cross cutting issue, with related proposals in the chapters on education, health and nation building. The NDP further acknowledges that sport and physical education are integral parts of a child's development. According to the NDP, the best place to instil lifestyle changes and behaviour is at school. The NDP subsequently makes the following proposals:

- Physical Education should be compulsory in all schools;
- Every school in South Africa should employ a qualified Physical Education teacher; and
- Schools should have access to adequate facilities to provide physical education and school sport. ([www.gov.za](http://www.gov.za))

#### **2.4 The South African Human Rights Commission (SAHRC) Charter of Children's Basic Education Rights**

The South African government prioritises education. The SAHRC Charter of Children's Basic Education Rights is another invaluable base document to oversee, support and monitor the quality of basic education in a South African context. Essentially, the Charter aims to provide a common legally grounded planning, monitoring and advocacy framework to ensure the realisation of the right to basic education.

Although the Charter does not specifically speak to Physical Education, the principles are applicable to all school subjects. Given that Physical Education is mentioned as a compulsory school subject, it is logical that the following principles are also applicable to Physical Education:

- Education must be available and the State must provide, among others, adequate infrastructure and trained teachers. In the context of Physical Education, this implies that the provision of adequate facilities and trained teachers is the responsibility of the State. This principle coincides with the proposals of the NDP 2030.
- Education must be accessible, implying that the State must ensure that education in all school subjects is not discriminatory. In the context of Physical Education, it suggests that curricula and activities are accessible to all children, including those with disabilities.
- Education must be acceptable implying that the content of Physical Education curriculum statements must be culturally appropriate, of a high standard and provide a safe environment.

- Education must be adaptable and must respond to the differing needs of children as well as the changing needs of South African society. From a Physical Education perspective, this could be interpreted that Physical Education must address current social and health issues in South Africa (e.g. obesity in South African children).

According to the Charter, the State's obligations relative to the right to basic education implies certain legislative and administrative steps must be taken to ensure a national education system that, among other things, provides the following:

- Makes primary education universal and compulsory for all children;
- Ensures the provision of functional educational institutions in sufficient quantity;
- Ensures the provision of sufficient, qualified and available teachers; and
- Ensures the provision of teaching and learning support materials and equipment.

Interpreting the above four requirements for providing basic education in a Physical Education context implies that all primary school children should need access and opportunity to be involved in Physical Education as Physical Education is deemed a compulsory school subject. It further suggests that the State is obliged to provide qualified teachers in each school to deliver Physical Education to all learners, including learners with disabilities, and provide appropriate facilities and equipment for Physical Education.

When analysing the requirements set by the Charter to fulfil the basic right to education, it is evident that Physical Education, although not specifically mentioned by name, forms part of the obligations of the State. It is also evident that the obligations assigned to the State align with the status of Physical Education in other policy documents.

## **2.5 Concerns**

Evaluation and analysis of regional and national policy documents indicate valuable common recognition of the importance of Quality Physical Education (QPE) in the holistic education of school learners. A concern could be that even though Physical Education is sometimes implied in these documents, it is not mentioned specifically and is often implied under terms such as *physical activity*, *school sport*, *mass sport* or *sport*. The omission of the term *Physical Education* from the African Union Sports Council Region 5 latest strategic plan, also raises concerns.



## **2.6 Recommendations**

The common recognition and emphasis of the significance of Physical Education to holistic learner education and development is commendable and strengthen the voice of Physical Educationists. It is recommended that this common recognition and consistent alignment of statements on Physical Education are deliberately emphasised and reinforced to maintain momentum in the QPE Policy Process.

Possible **good practices** to consider during a QPE policy review process:

- Collective emphasis of position statements and policy guidelines form the basis for obtaining a critical mass for implementation of QPE.
- Physical Education as a stand-alone subject has more impact than a shared subject.

## **3 POLICY DOCUMENTS OF RELEVANT SOUTH AFRICAN GOVERNMENT DEPARTMENTS**

### **3.1 Introduction**

In order to contextualize the current situation regarding to the status and role of Physical Education in South African schools, it is necessary to provide a brief historical overview of the development of Physical Education to date. Prior to 1994 Physical Education was a stand-alone subject in schools. The then national Department of Education (DoE) of the National Party Government controlled education and Physical Education curricula were different for boys and girls as well as for the different so-called “*non-white*” learners. Even though Physical Education was a compulsory subject from Grades 1 – 12, many schools did not implement it or started phasing it out due to a shortage of qualified teachers, facilities and equipment. Physical Education as subject was often marginalized in favour of more important subjects such as Mathematics and Physical Science (Van der Merwe, 2011).

During the period 1994-2009, Physical Education was relegated to a learning outcome in the subject Life Orientation under the Outcomes Based Curriculum 2005 system. Life Orientation teachers loathed teaching Physical Education, children were reluctant to participate and the public perceived it as a waste of time and money. The training of Physical Education teachers was handled by the Education departments of the various provinces and not at Higher Education Institutions (Van der Merwe, 2011).

In 2009 the Curriculum and Assessment Policy Statement (CAPS) was developed and Physical Education became learning areas in the subject of Life Skills (Foundation and Intermediate Phase) and Life Orientation (Senior Phase, Further Education and Training Phase) (Stroebel, Hay & Bloemhoff, 2016). Physical Education is a compulsory learning area with allocated time schedules per week. The new CAPS policy did not permit Higher Education Institutions to train teachers in the Foundation and Intermediate Phases (Van Deventer, 2012).

In the current situation South African governmental departments are responsible for bringing the strategic goals, proposals and guidelines stated in the preceding documents to fruition through their respective White Papers and policy statements. Two government departments are relevant to the provision of Physical Education, school sport and youth sport, namely the Department of Basic Education (DBE) and the Department of Sport and Recreation (SRSA) in South Africa.

### **3.2 Department of Basic Education (DBE)**

The Department of Basic Education (DBE) deals with all schools from Grade R to Grade 12. The aim of the DBE is to develop, maintain and support a South African school educational system for the 21st century. The DBE declares their vision as:

*“A South Africa in which all our people will have access to lifelong learning, education and training opportunities which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.”*

The DBE takes their mission as:

*“To provide leadership in the establishment of a South African education system for the 21st century.”*

In the operationalization of the DBE’s vision and mission and achieving their goals the DBE adheres to the following values:

- **People:** Upholding the Constitution, being accountable to the Minister, the government and the people of South Africa.
- **Excellence:** Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.

- **Teamwork:** Cooperating with one another and with our partners in education in an open and supportive way to achieve shared goals.
- **Learning:** Creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.
- **Innovation:** Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

One of the strategic output goals of the DBE that has specific relevance to Physical Education and school sport, is the quality of teaching and learning through improvement of teacher capacity and practices and increase access to high-quality learning materials.

### **3.2.1 National Curriculum Statements (NCS) Grades R - 12**

The National Curriculum Statement Grades R-12 gives expression to the knowledge, skills and values in learning throughout South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives. In the Foundation (Grades R – 3) and the Intermediate Phases (Grades 4 – 6), Physical Education is included in the subject *Life Skills*. In the Senior (Grades 7 – 9) and Further Education and Training Phases (Grades 10 – 12), Physical Education falls under the subject of *Life Orientation*.

#### **3.2.1.1 Physical Education in the Foundation Phase (Grades R – 3)**

The Department of Basic Education regards the subject of *Life Skills* as central to the holistic development of learners. Life Skills is concerned with the social, personal, intellectual, emotional and physical development of learners and the way in which these are integrated (DBE, 2012). In the Foundation Phase, Life Skills is organized into four study areas:

- Beginning Knowledge
- Personal and Social Well-Being
- Creative Arts
- ***Physical Education.***

The study area, ***Physical Education***, focuses on the development of the learner’s gross and fine motor skills and perceptual development. Physical and motor development are regarded as fundamental to the holistic development of learners as it makes a significant contribution to

learners' social, personal and emotional development. Physical Education in this education phases includes the following topics:

- Locomotor development
- Perceptual motor development
- Rhythm
- Co-ordination
- Balance
- Spatial orientation
- Laterality
- Sports and games

### **3.2.1.2 Physical Education in the Intermediate Phase (Grades 4 – 6)**

As in the case of the Foundation Phase, Physical Education forms part of the subject *Life Skills* in the Intermediate Phase (Grades 4 – 6). Life skills as subject is divided into three study areas:

- Creative arts
- *Physical Education*
- Personal and social well-being.

The study area Physical Education in this phase of education aims to develop learners' physical well-being and knowledge of movement and safety. Learners will develop motor skills and participate in a variety of physical activities. Participation in Physical Education will nurture positive attitudes and values that will assist learners to be physically fit, mentally alert, emotionally balanced and socially well-adjusted. Learners will experience the benefits of such participation and be better able to understand the importance of a physically active lifestyle. During movements skills the development of other skills such as relationship skills, problem solving skills and the enhancement of self-esteem will be incorporated.

The content of Physical Education as study area in the Intermediate Phase (Grades 4 – 6) relates to that of the Foundation Phase as well as to that in the Senior and FET Phases. Topics that are addressed include:

- **Grade 4**

Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control.

Safety measures relating to locomotion, rotation, elevation and balancing activities.

Participation in rhythmic movements with focus on posture (including safety measures).

Participation in basic track and field athletics or swimming activities.

- **Grade 5**

Participation in movement sequences that require consistency and control in smooth and continuous combinations e.g. rotation, balance, locomotion and elevation.

Safety measures relating to movement sequences.

Participating in a variety of target games (including related safety measures).

Participation in rhythmic movements with focus on posture and style (including safety measures).

Participation in basic track and field athletics or swimming activities (including safety measures).

Participation in a variety of striking and fielding games (including safety measures).

- **Grade 6**

Participation in physical fitness programmes to develop particular aspects of fitness (including safety measures).

Movement performance in a physical fitness programmes to develop particular aspects of fitness.

Participation in rhythmic patterns of movement with co-ordination and control (including safety measures).

Movement performance in rhythmic patterns of movement with coordination and control.

Participation in refined sequences emphasizing changes of shape, speed and direction of swimming activities (including safety measures).

Movement performance in refined sequences emphasizing changes of shape, speed and direction or swimming activities (including safety measures).

### **3.2.1.3 Physical Education in the Senior Phase (Grades 7 -9)**

Physical Education forms part of the subject *Life Orientation* in the Senior Phase of education. Life Orientation addresses skills, knowledge and values about the personal, social, intellectual, emotional and physical development of learners. The focus of Life Orientation is the development of self-in-society. It aims to promote self-motivation and teaches learners to apply goal-setting, problem-solving and decision-making strategies. Life Orientation also helps

learners to develop beneficial social interactions and promotes lifelong participation in physical activity and recreation.

Life Orientation as a subject is divided into five study areas that are considered of equal importance:

- Development of the self in society;
- Social and environmental responsibility;
- Constitutional rights and responsibilities;
- *Physical Education*; and
- World of Work.

*Physical Education* in this phase of education addresses the following topics:

- **Grade 7**

Sequence of physical activities;

Indigenous games that include the concept of invasion;

Modified sport; and

Recreation activities.

- **Grade 8**

Physical activities that promote achievement of movement performance;

Target games;

Athletic and/or sport activities; and

Recreation outdoor activities.

- **Grade 9**

Physical activities that promote components of fitness;

Individual or team sport;

Indigenous games that promote physical activity; and

Recreation activities.

#### **3.2.1.4 Physical Education in the Further Education and Training Phases (Grades 10 – 12)**

In this educational phase, Life Orientation refers to the study of the self in relation to others and to society. It involves skills, knowledge and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, physical activity and recreation, careers and career choices. Life Orientation is one of the four fundamental subjects

required for the National Senior Certificate and is compulsory for all learners in Grades 10 to 12. It is deemed a unique subject in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners.

Life Orientation as a subject is divided into the following six study areas that function inter-dependently:

- Development of the self in society;
- Social and environmental responsibility;
- Democracy and human rights;
- Careers and career choices;
- Study skills; and
- ***Physical Education.***

***Physical Education***, in turn, addresses the following topics during this education phase:

- **Grade 10**

Physical fitness: programmes to promote well-being;

Skills in playground and/or community and/or indigenous game;

Environmentally responsible outdoor recreational group or individual activities;

Skills in traditional and/or non-traditional sport; and

Safety issues.

- **Grade 11**

Improvement of current personal level of fitness and health;

Umpiring and leadership skills in self-designed recreational group activity (teach peers);

Various leadership roles in a self-designed recreational group activity;

Umpiring and leadership skills in self-designed and modified sport (teach peers); and

Safety issues.

- **Grade 12**

Achievement of own personal fitness and health goals;

Long-term engagement in traditional and/or non-traditional sport or playground and/or community and/or indigenous games or relaxation and recreational activities; and

Safety issues.

### 3.2.1.5 Time Allocation to Physical Education in the South African school system

Table 4 presents an overview of the instructional time per week allocated to Physical Education in the respective education phases.

**Table 4: Time allocation to Physical Education**

Education Phase	Subject	Time allocation per week
Foundation Phase (R – 3)	Physical Education as part of Life Skills	<b>2 hours Physical Education</b> out of 6 hours allocated to Life Skills
Intermediate Phase (4 – 6)	Physical Education as part of Life Skills.	<b>1 hour Physical Education</b> out of 4 hours allocated to Life Skills.
Senior Phase (7 – 9)	Physical Education as part of Life Orientation	<b>A fixed 1 hour Physical Education</b> period per week out of 2 hours allocated for Life Orientation
Further Education and Training Phase (10 – 12)	Physical Education forms part of Life Orientation	<b>A fixed 1 hour Physical Education</b> period per week out of 2 hours per week allocated for Life Orientation.

### 3.2.1.6 Draft School Sport Policy of the Department of Basic Education (2017)

The legal and executive responsibility for school sport in South African schools are shared between the Department of Basic Education (DBE) and the Department of Sport and Recreation (SRSA). As such, both government departments are enablers of quality Physical Education and school sport. The Minister of DBE is the custodian of schools in South Africa and has the legal responsibility for all activities related to learners and educators. The Minister of Sport and Recreation is the custodian of sport and recreation in South Africa and has the legislative powers to oversee the development of sport and recreation in the country. The Ministers of DBE and SRSA, therefore, share a common responsibility for sport and recreation albeit in different spheres – DBE for sport in schools and SRSA for sport in the broader community. The Constitution of South Africa requires that the legislative and executive authority of different spheres of government operate within a framework of cooperative governance and collaborate with one another through mutual trust and good faith, fostering friendly relations, assisting and supporting one another and informing one another of, and consulting one another on, matters of common interest. It is, therefore, the responsibility of DBE and SRSA to provide appropriate and enabling environments to ensure that school sport is implemented and delivered. This enabling environment includes the provision of Physical Education in schools.



In this regard, the DBE released a Draft School Sport Policy for Schools in South Africa in 2017 (<http://www.education.gov.za>). This draft School Sport Policy applies to all schools in South Africa governed by the South African Schools Act 84 of 1996. The purpose of this particular policy is to regulate the delivery of school sport for all learners regardless of ability, across all schools. The policy includes the importance of age or grade appropriate sport activities based on the principles of equity and access.

Although this policy is still in its draft stage it represents a right-based, socially inclusive school sport programme that promotes healthy living and life-long participation in sport activities. According to the draft policy, school sport emanates and flows from the compulsory Physical Education programme offered in all South African schools. It emphasises participation and development of a variety of motor skills that are designed to enhance the physical, mental, social and emotional wellbeing of all learners throughout their school lives. This policy also regards school sport as a first step in sport talent identification and long-term participant sport development.

The relationship between Physical Education and school sport is emphasised through a number of policy statements listed below:

- Physical Education and school sport are integral components of holistic education;
- School sport flows from Physical Education and provides a foundation for community and high performance sport; and
- Every school shall offer Physical Education lessons as specified in the curriculum, delivered by appropriately qualified and registered educators in line with the South African Council for Educators Act of 2000 and other related legislative frameworks.

The shared responsibility for school sport that flows from quality Physical Education in schools requires clear role and responsibility divisions to avoid role confusion. The draft policy on school sport thus specifies the roles and responsibilities of different stakeholders very clearly in the draft policy. The roles and responsibilities relevant to Physical Education and school sport are clarified in Table 5.

**Table 5: Roles and responsibilities of stakeholders relevant to Physical Education**

<b>Stakeholder</b>	<b>Roles and responsibilities</b>
<b>School Governing Body</b>	Provide a budget to deliver quality Physical Education in Schools. Provide and support educators to offer quality Physical Education and school sport activities.
<b>School Principal and the School Management Team</b>	Ensure that quality Physical Education is implemented as specified in the curriculum. Ensure that the school sport implementation plan is linked to the Physical Education implementation plan. Ensure that the educators are supported to offer quality Physical Education.
<b>Educators</b>	Teach curriculum-oriented quality Physical Education in support of long-term participant development.
<b>Department of Basic Education</b>	Enable the professional development of Physical Education educators.
<b>Department of Sport and Recreation</b>	Assist with infrastructure to enable quality Physical Education and school sport activities.

### 3.2.1.7 Concerns

#### **Physical Education as stand-alone subject versus part of the subject Life Orientation**

Although quality Physical Education is compulsory in South African schools and National Curriculum Statements (NCS) and Curriculum and Assessment Policy Statements (CAPS) exist for Grades R – 12 in schools, Physical Education is not a stand-alone subject but a part of the subject Life Orientation. This situation is arguably the biggest concern and barrier to providing Quality Physical Education in schools. Scientists, curriculum advisers and educators, pointed out in detail the dangers of grouping Physical Education under Life Orientation as a subject, and have argued that Physical Education has become a meaningless part of the curriculum (Cleophas, 2014).

The concern for Physical Education being part of Life Orientation as subject was also reiterated by the then Minister of Sport and Recreation, Hon. Fikile Mbalula, in his budget speech in Parliament on 17 July 2014. He stated as follows:

*“Our consistent call to have physical education de-linked from the subject life orientation, and made a stand-alone subject has been ignored and disregarded. We strongly believe that Physical Education is key to ensuring that sport at all schools becomes an integral part of the curriculum.”*

### **Curriculum content of Physical Education**

The content of the Curriculum statement seems to be another concern. Cleophas (2014) has stated that the content of the curriculum is poor and that poor curriculum goes hand in hand with bad teacher training and poor curriculum delivery in the classroom.

### **Classroom practice of Physical Education**

DBE established an enabling policy environment for Physical Education in schools that is not reflected in classroom practice. Time is allocated per week for Physical Education in the school timetable. It seems, however, that Physical Education is not presented in all schools optimally. It is in this regard that Cleophas (2014) referred to “*no practice at all*”. Although the DBE is the custodian of basic education in schools and is legally obliged to act as an enabler in terms of providing qualified educators and an enabling environment (facilities and equipment) to present Physical Education, it seems as if it is not common practice. This creates discrepancy between curriculum statement and school practice.

### **Qualified Physical Education educators**

The requirement of qualified Physical Education educators in each school in South Africa is publicly reiterated in different relevant policy documents and speeches. Again, this does not materialise in practice. Even the previous Minister of Sport and Recreation, Hon. Fikile Mbalula, remarked;

*“We believe that there should be dedicated teachers for physical education. It remains our call that the Department of Basic Education should ensure that there is adequate availability of skilled physical education educators in all schools and a dedicated period for physical education, outside of life orientation, on which learners must be assessed, with particular focus on schools in rural areas.”*

### **Physical Education in service of school sport and talent identification and development**

In the draft School Sport Policy of the DBE (2017), as well as in statements by the Minister of Sport and Recreation, the purpose of Physical Education is to serve sport. This attitude raises concerns for the autonomy of Physical Education. Physical Education is not only a stepping stone to sport participation but also part of the holistic education of all learners.

### **3.2.1.8 Recommendations**

Based on the preceding analysis the following recommendations are made:

- Research on curriculum innovation is needed. Scholars in Physical Education have voiced their concerns that the Curriculum and Assessment Policy Statement (CAPS) for Physical Education is a weak attempt at curriculum delivery (Cleophas, 2014). Cleophas (2014) further stated that the intended curriculum for the FET phase is wholly out of alignment with the enacted one in the classroom and with the assessed one.
- Adequate numbers of appropriately qualified Physical Education educators are needed if the goal of at least one qualified educator for Physical Education in every school must be achieved. (*The training of educators is analysed in more detail later in this desk review*).
- Physical Education must be de-linked from the subject Life Orientation and be offered as a stand-alone subject in schools.
- Both DBE and SRSA must provide the budget and resources to achieve their roles as enablers of Physical Education and school sport. Quality Physical Education cannot be delivered without at least the minimum facilities and equipment provided by government.
- The School Governing Board as well as the Principal and School Management team in every school must ensure that Physical Education is implemented as specified in the curriculum.
- The purpose and impact of Physical Education must be recognised and promoted as broader than mere service to sport development.

## **3.3 Department of Sport and Recreation (SRSA)**

### **3.3.1 Introduction**

The National Department of Sport and Recreation (SRSA) is the custodian of sport and recreation in South Africa. The link to Physical Education is found under School Sport in SRSA's Mass Participation in sport programmes to build "*An Active and Winning Nation*". Although Physical Education is not SRSA's direct mandate, there is reference to Physical Education in policy documents of SRSA as discussed in the paragraphs that follow.

### **3.3.2 White Paper on Sport and Recreation (2012)**

The White Paper on Sport and Recreation (2012) reflects government's policy regarding sport and recreation in the Republic of South Africa. It sets out government's vision for sport and recreation and details the impact it would like to achieve by investing in particular outcomes

and strategic objectives. It provides clear policy directives for the promotion and provision of sport and recreation. In the White Paper on Sport and Recreation, the SRSA stated that if successful in realising their vision, the following (relevant to Physical Education) could be a reality by 2030:

- An effective and adequately resourced sports system that meets the needs of sports people at all levels of participation and that allows for the equitable delivery of school sport, recreation and competitive sport; and
- Physical education compulsory in school curricula and implemented in all schools.

In the White Paper on Sport and Recreation (2012), SRSA thus identifies *school sport* as a contributor to the vision of “*An Active Nation*”. It is in the strategic objective for school sport that reference is made to Physical Education as a building block of school sport:

*“To maximise access to sport, recreation and physical education in every school in South Africa”.*

The White Paper on Sport and Recreation (2012) continued to make the following statements and policy directives relevant to Physical Education (Table 6):

**Table 6: Strategic objective: To maximise access to sport, recreation and physical education (relevant statements and policy directives).**

Statement	Policy directive
<b>If South Africa wants to create a better future for its children, Physical Education and sport participation in schools must be a matter of priority. It can also play an important role in creating motivation for and commitment to life-long participation. Evidence exists that sport and physical activity can benefit education.</b>	Clear policy guidelines of the line function responsibilities of the stakeholders involved in school sport are required.  Teachers must be empowered to deliver physical education and school sport.

### 3.3.3 Sport and Recreation South Africa Strategic Plan (2015 – 2020)

When analysing the Strategic Plan (2015-2020) of the SRSA, the following references regarding Physical Education have emerged:

- Reiterating the role of Physical Education in South Africa as stated in the National Development Plan (NDP) (p. 21).
- Referring to the School Sport Policy gazetted by the DBE where roles and responsibilities of stakeholders are clarified to ensure that learners are provided access and the opportunity

to take part in Physical Education and organised sport through the creation of an accessible and implementable school sport system (p. 41).

- Expressing concern that, notwithstanding the progress DBE has made in establishing an enabling policy environment for the implementation of Physical Education in schools, the reality is that many schools, especially in rural and disadvantaged areas are not on board (p. 42).
- Referring to the shortage of qualified Physical Education educators and a dedicated period for Physical Education, outside of Life Orientation (p. 42).

### **3.3.4 National Sport and Recreation Development Plan (NSRP)**

The National Sport and Recreation Plan (NSRP) outlines the implementation plan for the sport and recreation policy framework captured in the White Paper on Sport and Recreation (2012). The SRSA envisages reviewing the NSRP on an annual basis to monitor progress towards achieving the strategic objectives.

The NSRP links to the White Paper on Sport and Recreation when cross-reference is specifically made to Physical Education as one of the strategic objectives. This assists with broadening the base of sport and recreation in South Africa through maximising access to sport, recreation and physical education in every school in South Africa. Some of the key activities needed to achieve school sport implementation include the assurance that Physical Education is compulsory and implemented in all schools as per the existing Schools Act. According to the NSRP, this encompasses:

- Re-introducing Physical Education as a curriculum subject with requisite time;
- Appointing educators qualified in Physical Education (not embedded in Life Orientation);
- Assessing the capacity of educators to deliver Physical Education and sport-specific training;
- Re-skilling/up-skilling educators to deliver Physical Education;
- Resourcing schools with the requisite Physical Education equipment; and
- Lobbying schools to provide healthy meal options at school.

### **3.3.5 Concerns**

It is evident that SRSA's interest in Physical Education focuses on the value it can add to the long-term sport participation continuum rather than to recognise and acknowledge the full

spectrum of benefits obtained from Physical Education. Quality Physical Education taught appropriately by qualified educators, yields benefits that extend beyond sport participation. That specific dimension and role of Physical Education is under-played in the policy documents and strategic goals and objectives of SRSA.

### **3.3.6 Recommendations**

It is recommended that the SRSA continue to emphasise the role Physical Education plays in striving towards an active nation and continue to advocate with DBE for re-instating Physical Education as a separate subject (de-linked from Life Orientation) as well as for appropriately trained Physical Education educators.

Possible good practices to consider during a QPE policy review process:

- The role and impact of qualified PE teachers determine the feasibility and sustainability of QPE in schools.
- Co-operation and agreement between government departments and government policies underlie the policy review process.
- Life-long benefits of QPE at school extends beyond the formal school system and sport participation and are acknowledged as such in inter-linked policy statements.

## **4 THE ROLE OF SOUTH AFRICAN SPORTS CONFEDERATION AND OLYMPIC COMMITTEE (SASCOC) IN THE CONTEXT OF PHYSICAL EDUCATION AND SPORT.**

### **4.1 Introduction**

The pursuit and implementation of the SRSA's "*Active and Winning Nation*" has taken place in a wide context of contributors and structures. Another structure that refers to Physical Education and the link to school sport is the South African Sports Confederation and Olympic Committee (SASCOC). The National Sport and Recreation Amendment Act (2007) has defined the roles and responsibilities between SRSA and SASCOC. The legislative framework placed responsibilities on both SRSA and SASCOC in the training of sport and recreation leaders, including the development and continuous updating of a strategic framework for education and training (including coaching). SASCOC was assigned the responsibility to develop a Coaching Framework for South African sport. The development of a sustainable coaching framework for South African sport must reinforce and align with statements and

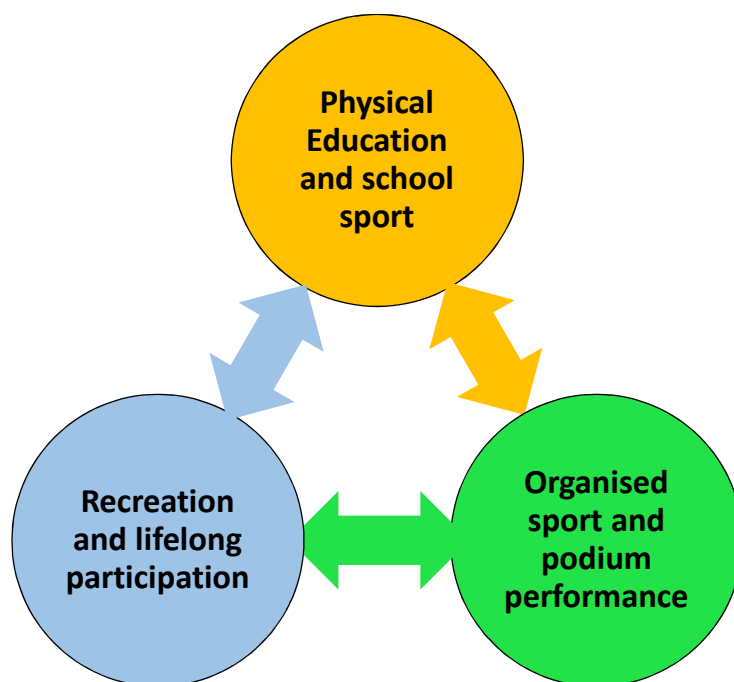
strategic objectives put forward in other documents such as the NDP, White Paper on Sport and Recreation, Strategic plan for South African sport, NSRP and the policy and curriculum statements on Physical Education and school sport of the DBE. As the DBE has the legal mandate and responsibility for school sport, Physical Education curriculum statements and providing qualified Physical Education educators in each school, it is logical that the DBE has a vested interest in a coaching framework for sport, especially in school sport, as educators responsible for Physical Education are often also responsible for coaching sport at school.

#### **4.2 South African Sport for Life (SAS4L) through Long-Term Participant Development (LTPD) Coaching Framework**

The SAS4L LTD is described as a strategic initiative to enhance (1) health, wellness and personal fitness; (2) participation in physical activity and recreational activities, and (3) participation in sport training and high performance sports by South Africans to contribute towards an active and winning nation. SASCOG describes this coaching framework as a “*win-win*” strategic plan enhancing participation and performance as it is based on the concept of physical literacy as the foundation of participation and performance.

The concept of *physical literacy* aligns with Physical Education in the Foundation Phase (Grades R – 3) in schools. Physical literacy refers to the mastery of fundamental movement skills that lead to the mastery of fundamental sport skills. The purpose of Physical Education in the Foundation Phase in schools is exactly that – the mastery of fundamental movement skills that provides a base for further physical skills development. According to SASCOG, the SAS4L for LTPD framework became necessary as participation in physical activity has been declining and physical education programmes in South African schools are being marginalised. SASCOG posed the argument that in the past Physical Education in schools, recreation sports and elite sport were developed separately and failed to provide all children with a solid movement skills foundation needed for possible future sport success. The SAS4L through LTPD, has attempted to address this by connecting and integrating Physical Education in schools, recreation programmes in the community and podium performance. This approach could ensure that all children adequately learn fundamental movement skills since all children are to attend school during the Foundation Phase (Grades R – 3) and would, as such, become physically literate. The integration of Physical Education in the coaching framework and life-long physical activity cycle is indicated in Figure 2.





**Figure 2: Integration of Physical Education in SAS4L through LTPD framework** *(Adapted from the SASCOC SAS4L Coaching framework).*

The proposed coaching framework has seven (7) stages and aligns with Physical Education outcomes in the Foundation education phase during the first two stages of *Active Start* and *FUNDamentals*. It is assumed that the training and education of coaches and/or movement developers during these stages will focus on age-appropriate fundamental movement skills to supplement the work of qualified Physical Education educators done in the schools as part of the compulsory Physical Education study area.

### 4.3 Concerns

#### **Appropriate education and training of coaches**

The SAS4L LTPD coaching framework proposes to interrelate Physical Education into the cycle of lifelong sport and physical activity involvement. The link with Physical Education in schools is through the development of fundamental movement skills in the first two stages of the coaching framework. Concern is raised relative to the alignment and relationship between

the curriculum content and the approach to the education and training of Physical Education educators in schools and that of “*coaches*” working with children during the Foundation school Phase (Grades R – 3). Great care must be taken to emphasise fundamental movement skills rather than sport-specific skills in this stage. Age-appropriate movements teaching/coaching approaches and techniques grounded in Education should be the primary focus of coach education to reinforce and supplement the teaching of Physical Education in schools.

#### **4.4 Recommendations**

If the goal of connecting and interrelating Physical Education in schools with the proposed SAS4L LTPD framework is to be achieved, curriculum content of coaches in the first two stages of the framework must align with the curriculum of Physical Education educators in schools. Coach Education curriculum content must reflect educational principles and age-appropriate methodology. In essence, coaches in the first two stages of the framework are *movement developers* and not sport coaches. Coach education and the education of Physical Education educators must be synchronised and aligned. It is, therefore, imperative that DBE and institutions of higher learning (universities) play leading roles in the development of curricula for sport coach education.

Possible good practices to consider during a QPE policy review process:

- Scientific curriculum development for Coach Education and Physical Education.
- Synchronisation and cooperation between relevant and appropriate curriculum developers (universities, Council on Higher Education [CHE], DBE).

## **5 NON-PROFIT ORGANISATIONS SUPPORTING PHYSICAL EDUCATION AND YOUTH DEVELOPMENT THROUGH PHYSICAL ACTIVITY AND SPORT IN SOUTH AFRICA**

### **5.1. Introduction**

Physical Education is not only on the agendas of government and government-associated organisations, but also on the agenda of non-governmental and non-profit organisations and networks. One such network that indirectly uses Physical Education and physical activity directly is the Sport for Social Change Network South Africa (SSCN).

## 5.2 Sport for Social Change Network Southern Africa (SSCN)

According to its website ([www.sscn.co.za](http://www.sscn.co.za)), Sport for Social Change Network (SSCN) is a meeting point for Non-Governmental and Community Based Organizations involved in sport for development. It is a brainchild of Nike Inc. and was founded in 2007 to create an initiative around sport for change. It consists of regional coordination with Hubs in Southern Africa, Brazil and Argentina. In Southern Africa, the SSCN was founded by member organizations in seven countries.

In 2009, NIKE South Africa and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH through its Youth Development through Football project signed a Public- Private- Partnership (PPP), to co-fund the SSCN in Southern Africa. The SSCN offers its members the opportunity to come together, exchange knowledge and advocate with one voice. Its role is to enhance the growth, quality and sustainability of sport for social change programs. In March 2012, the SSCN became an independent legal entity and was registered as a non-profit company.

The SSCN takes the following as their vision and mission:

*Our **Vision** is to be a key strategic partner spearheading the delivery of social impact through sport*

*Our **Mission** is to create opportunities to strengthen the growth and impact of the sport for social change network towards excellence in southern Africa, through:*

- *Promoting the use of sport as a main stream tool for social change;*
- *Innovative approaches that are community-driven and owned;*
- *Effective structures of governance, which promotes innovation and leadership through collaboration and partnership collaborative strategy and integrative approach to create a nurturing and conducive environment for sport for social change at all levels of engagement by focusing on the aspirations and needs of member organizations, youth and participants;*
- *Contributions to national and regional development objectives relating to youth empowerment, skill development and economic independency; and*
- *Development and support of quality programmes that result in measurable impact for reflective learning and evidenced-based decision-making.*

The programmes of the SSCN are based on the following values:

- Innovation
- Excellence
- Accountability
- Fair play

The SSCN claims to have 56 member organisations in the countries of Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe.

Although it seems as if the SSCN does not directly address the concept of Physical Education in schools, it does focus on skill development that could be linked to fundamental movement skills in the Foundation school phase, as well as life skills, such as decision making and leadership topics included in Physical Education addressed in the Senior and FET Phases of school education.

### **5.2.1 Nike *Designed to Move (DTM)* Agenda and Physical Education**

SSCN emphasises partnerships in the delivery of their programmes, projects and initiatives. Partnership with the Nike *Designed-to-Move (DTM)* Agenda initiated by Nike is an example of such a PPP. Through colloquia, discussions, workshops and roundtables in 2014 and 2015, the SSCN facilitated an introduction to the broader DTM initiative undertaken in South Africa. This was based on the objective of bringing together practitioners, civil society, local government, private sector and development agencies to better understand the causes and implications of the increase of physical inactivity in society. The colloquia form one part of the DTM programme already initiated and implemented by Nike SA through the Butterflies Project.

The global issue of physical inactivity provides an intersection between Physical Education in schools, the DTM and SSCN. The DTM Agenda states that physical inactivity is a global epidemic and that physical activity and regular participation in Physical Education, sport and active play will increase the intellectual, physical social and emotional assets of individuals that, in turn, will drive economies forward.

DTM uses the Human Capital Model ([www.designedtomove.org](http://www.designedtomove.org)) to demonstrate the comprehensive benefits of Physical Education, sport and physical activity. Six sets of *capital* are indicated that underpin individual well-being.

**Direct links** between the intended outcomes of DTM and Physical Education in schools emerge in the contexts of:

- Physical Capital (*e.g. general motor skills, functional fitness*);
- Emotional Capital (*e.g. fun, enjoyment, self-esteem, self-efficacy, body image*);
- Individual Capital (*e.g. activity knowledge and skills, life skills*).

**Indirect links** between DTM and Physical Education in schools are suggested in the contexts of:

- Social Capital (*e.g. social inclusivity, teamwork, gender equality, equity for persons with disabilities, social cohesion*);
- Financial Capital (*e.g. career success*); and
- Intellectual Capital (*e.g. school engagement, academic performance*).

In order to achieve the perceived contributions to the different sets of Capital, DTM Agenda asks for the following actions:

- Create early positive experiences for children through positive experiences in **Physical Education**, sport and physical activity;
- Place special emphasis on inclusion of physical activity in childhood before the age of 10;
- Design for early positive experiences in **Physical Education**, sport and physical play;
- Place special emphasis on schools as a foundation for impact on increased physical activity **[through Physical Education]**.

### 5.3 Concerns

- NGOs and NPOs are responsible for generating their own operating funds in various ways. Although the members of the SSCN in Southern Africa do commendable work, they all appear to compete for the same pool of funds. Competition for funds for organisational survival could become the driver rather than focus on the intended value-added to the lives of individuals and communities through physical activity and sport.

- A high number of NGOs and NPOs work in this field, and fragmentation and a lack of co-operation between members (as they compete for funds) is a concern.
- Quality evidence-based research on the intended effectiveness of programmes offered by members of the SSCN is non-negotiable. Merely counting the number of participants does not suffice. Every programme, project or initiative must include assessment and evaluation.
- The impact of programmes depend on appropriately trained leadership. Inadequately trained leaders could become a concern to achieve the stated goals of programmes.

#### **5.4 Recommendations**

- Partner with universities and relevant government departments responsible for Physical Education and school sport (DBE) and SRSA (sport in a broader context) to design and execute viable research projects on the effectiveness of stated goals of programmes and projects. Using evidence-based research findings will continuously strengthen the case for Physical Education and physical activity in society as well as add value to advocacy campaigns.
- Ensure continuous training and education of volunteers and activity leaders who work in the community. The importance of education and training of Physical Education educators in schools has already been emphasised in previous sections of this desk review.

Possible good practices to consider during a QPE policy review process:

- NGO's implement and reflect QPE curriculum outcomes in their programmes.
- Successful advocacy campaigns for the benefits of QPE are based on credible research projects designed and delivered in collaboration with universities and credible researchers.
- Appropriately trained activity leaders at NGO's determine the success of the outcomes.

## **6 SOUTH AFRICAN UNIVERSITIES PHYSICAL EDUCATION ASSOCIATION (SAUPEA)**

### **6.1 Introduction**

Physical Education degree and diploma programmes are offered in South African universities and are academically placed in different faculties depending upon policy of each respective university. The primary aim of these university programmes is to prepare prospective Physical

Education educators to teach Physical Education according to CAPS in the formal education sector (Foundation Phase to FET Phase).

## **6.2 The role of the South African Universities Physical Education Association (SAUPEA).**

The discourse to re-instate Physical Education as stand-alone school subject in schools continued, driven primarily by scholars at South African universities. A *Physical Education Consensus Group* was formed at the *Life through Movement* conference on 12 September 2014 to start a national initiative for the reinstatement of Physical Education as stand-alone subject in primary and secondary schools. The aim of that Consensus Group was to structure a University Physical Education Forum to provide direction on research, resource development, education and training (Roux & Burnett, 2014). The South African Universities Physical Education Association (SAUPEA) was the outcome of this advocacy campaign. SAUPEA is a fully constitutionalised body comprising 15 Universities, with each province in RSA represented on the executive by academics involved in the training of Physical Educators on tertiary education level.

The scope of SAUPEA mandate focuses upon:

- Active advocacy for the inclusion of Physical Education degree programmes in South African universities to meet the demand for appropriately trained Physical Education educators as stipulated in governmental policy documents;
- Monitoring the quality of Physical Education training in institutions of Higher Learning and liaison with the South African Department of Higher Education and Training.
- Undertaking and leading credible research projects on Physical Education in South Africa.

## **6.3 Concerns**

- The perceived marginalisation of SAUPEA in the current QPE process is of primary concern.

## **6.4 Recommendations**

- Use the collective intellectual capacity of member universities of SAUPEA as qualified curriculum developers, to drive the policy review process.
- Involve SAUPEA as a credible contributor to ethical research on Physical Education on national and global levels.

Possible good practices to consider during a QPE policy review process:

- Collective intellectual capacity of higher education academics (university lecturers and researchers) add value and credibility to a QPE policy review process.
- Credible QPE research projects are linked to curriculum development to validate desired outcomes and generate momentum for advocacy campaigns.

## 7 PHYSICAL EDUCATION INSTITUTE OF SOUTH AFRICA (PEISA)

### 7.1 Introduction

The Physical Education Institute of South Africa (PEISA) is a registered non-profit company, (with membership) established to reinforce the instruction of Curriculum Orientated Physical Education and act as a catalyst for promoting physical activity in all South African schools. PEISA is committed to advocacy for active engagement, skill development, debate, research, knowledge sharing and setting the foundation for a healthy, active and physically literate South Africa ([www.peisa.co.za](http://www.peisa.co.za)).

### 7.2 PEISA approach

PEISA aspires to be in a position to institutionalise a curriculum-oriented, teacher-focused, learner centred and school-based approach in the area of Physical Education. PEISA postulates that it approaches its vision of advocacy for a healthy, active and physically literate South Africa in four dimensions:

- **Curriculum oriented** (*the basic starting point of the Curriculum-Orientated Physical Education approach is the curriculum*);
- **Teacher-focused** (*the teacher sets the developmental and learning objectives of all Physical Education content in line with the objectives set out in the curriculum*);
- **School-based** (*schools are an ideal setting for teaching children how to adopt and maintain an active and healthy lifestyle*); and
- **Learner-centered** (*curriculum oriented Physical Education serves to (1) offer each learner the possibility of broadening the foundation of physical abilities and capabilities, in order to develop their cognitive and emotive aspects; (2) consolidate tendencies of systematically partaking in physical activities from an early age, within a pedagogical format, to transfer harmoniously the acquired tendencies towards adulthood; and (3)*



*provide educative physical activities oriented towards the establishment of an essential culture, with the aspiration to elevate the quality of life of each person.*

### **7.3 PEISA aims**

PEISA strives to achieve the following aims:

- To champion advocacy on behalf of physical education and physical activity in South Africa, through active engagement, debate, knowledge sharing and skills development in the sectors responsible for the health and education of the nation;
- To serve as a forum for the expression of opinions and cooperation on behalf of all physical educationalists in South Africa;
- To evoke a set of guiding principles for the instruction of Physical Education;
- To aid in the creation of a South African physical education system, which will be compatible with or above international standards;
- To establish professional contact and relations with other related institutions; and
- To provide physical educationalists with research based norms and objective standards for the implementation and assessment of curriculum-oriented Physical Education.

### **7.4 PEISA objectives**

PEISA objectives are stated as:

- To reinforce the instruction of curriculum oriented Physical Education in all schools;
- To improve the quality of Physical Education by focusing on the PEISA mandate and delivery mechanisms, namely:
  - Advocacy and sector mobilisation campaigns;
  - Research;
  - Content development;
  - Capacity and skills development;
  - Support, monitoring and evaluation;
  - Impact assessment;
  - To be in a position to deliver and or create opportunities for all affected schools, learners and educators so as to access relevant support; and
  - To strive for a South Africa, where all learners, of all abilities, in all schools, with an inclusionary approach to girls and children living with disabilities, will have increased their participation in high quality, well organised curriculum-oriented Physical

Education; and have learners who demonstrate improvements in identified life skills through participation in specified programmes.

### **7.5 PEISA partners, affiliates and programmes**

It seems as if PEISA works closely with DBE on Physical Education and that PEISA is the preferred partner of DBE in this regard. The DBE website states that DBE and PEISA have joined to promote and improve physical education amongst South Africa's young people. DBE further states that they joined forces with PEISA to address best Physical Education practice and develop a game plan to ensure that Physical Education was functional and present in all schools. This partnership is described as follows: *"The Partnership between the DBE and the PEISA serves to provide strategic direction and leadership in the area of Physical Education. This Partnership sets out to ensure that all learners of all abilities in all schools, with an inclusionary approach to girls and children living with disabilities, will have increased their participation in high quality, well organised Curriculum Orientated Physical Education"* (<http://www.education.gov.za>).

PEISA also states that they are an proud EduWeek partner, giving organisations the platform to see, evaluate and buy new solutions for their educational institution's needs and learning ways to improve the functionality of their institution (<http://www.educationweek.co.za/supporting-partners/>).

Although PEISA claims they have affiliates, no affiliates are listed on their official website ([www.peisa.co.za](http://www.peisa.co.za)).

Joint programmes between PEISA and DBE include:

- Symposia on Physical Education (2015, 2016, 2017); and
- Physical Education Month Campaigns (2015, 2016, 2017).

### **7.6 Concerns**

- PEISA has defined itself as a registered non-profit company with membership. A membership form is available from the PEISA website, but the membership profile and numbers are not listed. It is therefore, not clear who the members are and who constitutes PEISA's constituents.

- The partnership between DBE and PEISA was questioned during discussions the national M&E expert had with the management of SAUPEA. Specific concern was expressed over perceived governmental (DBE) support for PEISA as the preferred training and research institution in the field of Physical Education in South Africa. The concern centered around the fact that PEISA is a registered non-profit company with little human capacity to deliver quality research.
- Other concerns raised in a letter of grievance from SAUPEA focused on the lack of communication and selective flow of information to the university sector involved in the training of Physical Education qualifications, overlap of aims and objectives and PEISA's ability to conduct impact assessments and evaluation.
- In terms of PEISA's positioning and capacity to provide research-based norms and standards, SAUPEA questioned the validity and qualifications of PEISA to be given such national stature and legitimacy by DBE. SAUPEA stated that as being the official forum for Public Higher Education Institutions (HEI), SAUPEA is fully aware of what each course in Physical Education entails. SAUPEA stated that it was brought to their attention that staff members with Diploma in Sport qualifications have been hired by PEISA to conduct research. Concerns about legitimate qualifications for the conductance of research and adherence to ethical procedures have been raised by SAUPEA.
- It seems that PEISA has very close relations with DHE. The CEO of PEISA, in fact uses a government department (DBE) email address that could be perceived as conflict of interest.
- SAUPEA raised concerns over the misperception that schools believe that PEISA is the body responsible for the training of Physical Education educators and is also responsible for quality assurance of Physical Education in the South African school system. The fact that PEISA is not registered as an accredited training organisation amplifies these concerns.

### **7.7 Recommendations**

- There is a need to clarify and provide reasons for the relationship and preferred status assigned to PEISA by DBE to all stakeholders in Physical Education in South Africa.

Possible good practices to consider during a QPE policy review process:

- Relationships, roles and responsibilities between stakeholders in the QPE process are objectively stated, demarcated and rationalised.

- Transparent and open communication channels between stakeholders improve relationships.

## **8 RESEARCH SUPPORTING THE CASE OF PHYSICAL EDUCATION IN SOUTH AFRICA**

### **8.1 Introduction**

The subject field of Physical Education has received continuous attention from academic scholars and researchers. This is an indication that researchers feel strongly about the status and impact of Physical Education in the South African school system. A strong research interest in Physical Education provides evidence to assist advocates, policy makers and educators in their efforts to reinforce its status and significance in the holistic education of learners.

### **8.2 Selected research bibliography relevant to Physical Education in South Africa**

Scholarly articles related to Physical Education published in South Africa from 1994 to 2017, can be categorized into the following themes:

#### **Physical Education curriculum development**

VAN DEVENTER, K.J. (2002). Quality physical education and the partnership concept. *South African Journal for Research in Sport, Physical Education and Recreation*, 24(2): 101-119.

VAN DEVENTER, K.J. (2008). Physical Education in Grades 10 and 11: A survey of selected Western Cape high schools in South Africa. *African Journal for Physical Education, Health Education, Recreation and Dance*, 14(4): 373-387.

VAN DER MERWE, N. (2011). Evaluation of the re-implementation of Physical Education in South African schools. Unpublished PhD dissertation, Potchefstroom: North West University, South Africa.

VAN DEVENTER, K.J. (2012). School Physical Education in four South African provinces: A survey. *South African Journal for Research in Sport, Physical Education and Recreation*, 34(1):153-166.

STROEBEL, L.C.E., HAY, J. & BLOEMHOFF, H.J. (2016). Physical Education I South Africa: Have we come the full circle? *South African Journal for Research in Sport, Physical Education and Recreation*, 38(3): 215-228.

### **Physical Education and physical activity**

EDGINTON, C.R., CHIN, M.K., AMUSA, L.O. & TORIOLA, A.L. (2012). Health and Physical Education: A new global statement of consensus – perspectives from South Africa. *African Journal for Physical, Health Education, Recreation and Dance*, 18(2): 434-441.

TIAN, H., DU TOIT, D. & TORIOLA, A.L. (2017). The effects of an enhanced quality Physical Education programme on the physical activity levels of Grade 7 learners in Potchefstroom, South Africa. *Physical Education and Sport Pedagogy*, 22(1): 35-50.

### **Physical Education and Policy**

VAN DEVENTER, K.J (2005). Politics, policy and physical education. *South African Journal for Research in Sport, Physical Education and Recreation*, 27(2): 143-157.

### **The role and significance of Physical Education in schools**

HENDRICKS, P.C. (2004). The role of Physical Education in South African Primary Schools. Unpublished MEd mini thesis. Bellville: University of the Western Cape.

DU TOIT, D., VAN DER MERWE, J.P. & ROSSOUW, J.P. (2007). Return of Physical Education to the curriculum: Problems and challenges facing schools in South African communities. *African Journal for Physical, Health Education, Recreation and Dance*, 13(3): 241-253.

### **Physical Education educator training**

CHRISTIAANS, D. (2006). Empowering teachers to implement the Life Orientation learning area in the Senior Phase of the General Education and Training Band. Unpublished MEd thesis. Stellenbosch: Stellenbosch University, South Africa.

### **Life orientation as school subject**

VAN DEVENTER, K.J. (2004). A case for physical education/life orientation: the health of a nation. *South African Journal for Research in Sport, Physical Education and Recreation*, 26(1):107-121.

ROOTH, E. (2005). An investigation of the status and practice of Life Orientation in South African schools in two provinces. Unpublished PhD dissertation. Bellville: University of the Western Cape.

VAN DEVENTER, K.J. (2007). A paradigm shift in Life Orientation: A review. *South African Journal for Research in Sport, Physical Education and Recreation*, 29(2): 131-146.

VAN DEVENTER, K.J. (2008). Perceptions of Life Orientation teachers regarding the implementation of the learning area in Grades 8 and 9: A survey in selected Western Cape schools. *South African Journal for Research in Sport, Physical Education and Recreation*, 30(2): 131-146.

VAN DEVENTER, K.J. (2009). Life orientation in the intermediate phase (grades 4- 6): A survey in selected Western Cape primary schools, South Africa. *African Journal for Physical, Health Education, Recreation and Dance*, 15(3): 459-475.

VAN DEVENTER, K.J. (2009). Perspectives of teachers on the implementation of Life Orientation in Grade R-11 from selected Western Cape schools. *South African Journal of Education*, 29(1):127-145.

VAN DEVENTER, K.J. & VAN NIEKERK, E. (2009). Life Orientation in the Intermediate Phase (Grades 4-6): A survey of selected Western Cape primary schools. *African Journal for Physical, Health Education, Recreation and Dance*, 15(3): 459-475.s

### **Physical Education and gender issues**

ALEXANDER, W.D. (1998). Exploring co-educational physical education as a means of transforming gender stereotypes. Unpublished MEd thesis. Stellenbosch, University of Stellenbosch, South Africa.

### **Attitudes/perceptions towards Physical Education in schools**

BARTONOVA, R., KUDLACEK, M. & BRESSAN, L. (2007). Attitudes of future physical educators toward teaching children with disabilities in Physical Education in the Republic of South Africa. *Acta Univ. Palacki, Olomuc., Gymn.*, 37 (4):69-75.

PRINSLOO, E. (2007). Implementation of life orientation programmes in the new curriculum in South African schools: Perceptions of principals and life orientation teachers. *South African Journal of Education*, 27(1): 155-170.

FRANTZ, J. (2008). Introducing Physical Education into schools: The view of Teachers and Learners. *JCHS*, 3(2): 39-42.

AMUSA, L.O. & TORIOLA, A. L. (2008). Children's perceptions of physical education and school sports at selected South African schools. *African Journal for Physical, Health Education, Recreation and Dance*, 14(4):355-372.

JACOBS, A. (2011). Life orientation as experienced by learners: A qualitative study in North-West Province. *South African Journal of Education*, 31(2): 212-223.

PERRY, H., MOHANGI, M.K., FERREIRA, R. & MOKGADI, M. (2012). Teachers' understanding and implementation of the national curriculum for physical development in the reception year. *South African Journal for Research in Sport, Physical Education and Recreation*, 34(1); 123-136.

### **Physical Education and Pedagogy**

VAN DEVENTER, K.J. (2011). Physical Education, Sport and Recreation: A Triad Pedagogy of Hope. *South African Journal of Higher Education*, 25(1): 110-128.

### **Historical perspectives on Physical Education**

KLOPPERS, W.A. (1996). To move with a different view: a critical review of physical education in South Africa. Unpublished MEd thesis, Belville: University of the Western Cape, South Africa.

ANTHONISSEN, I. (1997). "Die bewegingsopvoedkundige, H. Isabelle Nel: 'n Histories-filosofiese studie". Unpublished MEd thesis, Stellenbosch: University of Stellenbosch, South Africa.

RAJPUT, D. & VAN DEVENTER, K.J. (2010). An epoch of controversy within physical education and sport in post-apartheid South Africa: A review. *African Journal for Physical, Health Education, Recreation and Dance*, 16(1): 140-158.

CLEOPHAS, F.J. (2014). A Historical-political perspective on Physical Education in South Africa during the period 1990-1999. *South African Journal for Research in Sport, Physical Education and Recreation*, 36 (1):11-27.

### **Physical Education in specific communities**

WALTER, C. (1994). Problems and challenges: physical education and sport in historically black South African schools. *African Journal for Physical, Health Education, Recreation and Dance*. 15(2): 108-114.

CLEOPHAS, F.J. (2009). Physical Education and physical culture in the Coloured community of the Western Cape, 1837-1966. Unpublished PhD dissertation. Stellenbosch: University of Stellenbosch, South Africa.

### **Physical Education and school sport/sport**

LION-CACHET, S. (1997). Physical education and school sport within the post-apartheid educational dispensation of South Africa. Unpublished DEd dissertation, Johannesburg: UNISA.

VAN DEVENTER, K.J. (2000). An attempt to embrace implementing successful physical education and school sport programmes at community level within the South African context. *South African Journal for Research in Sport, Physical Education and Recreation*, 22(2):75-90.

VAN DEVENTER, K.J. (2000). The past, present and future of physical education and sport in Africa: An overview. *African Journal for Physical, Health Education, Recreation and Dance*, 8(2): 425-444.

VAN DEVENTER, K.J. (2008). Sport, physical education and the millennium development goals in Africa: A review. *South African Journal for Research in Sport, Physical Education and Recreation*, 14(1): 1-18.

### **Physical activity/Physical Education and educational achievement**

LONGHURST, G. (2002). The effects of different physical education programmes on the motor proficiency of children with learning difficulties. Unpublished PhD dissertation. KwaDlangezwa: University of Zululand.

FREDERICKS, C.R., KOKOT, S. & KROG, S. (2006). Using a developmental movement programme to enhance academic skills in Grade 1 Learners. *South African Journal for Research in Sport, Physical Education and Recreation*, 28(1):29-42.

THEMANE, M.J., KOPPES, L.L.J., KEMPER, H.C.G., MONYEKI, K.D., TWISK, J.W.R. (2012). The relationship between physical activity, fitness and educational achievement of rural South African children. *Journal of Physical Education & Recreation (Hong Kong)*, 12(1):48-54.

## **9 CAPACITY BUILDING OF PHYSICAL EDUCATION EDUCATORS IN SOUTH AFRICA.**

### **9.1 Introduction**

The importance of Physical Education and qualified Physical Education educators in every school is reiterated in numerous policy documents in the South African context. The National Development Plan (NDP), UNICEF statements, as well as DBE policy statements on Physical Education exemplify this. Given that South Africa has 25 574 schools, capacity building of



Physical Educators becomes a matter of serious concern. The re-introduction of Physical Education as part of the CAPS Curriculum highlighted the lack of appropriately trained Physical Education teachers.

## **9.2 Public Universities**

Physical Education degree programmes are offered in most public South African universities as institutions of higher learning. Most of these qualifications reside in the Faculties of Education, but there are exceptions where degree programmes find an academic home in other Faculties. All Physical Education qualifications offered at South African universities are registered on the Higher Education Qualifications Standards Framework (HEQSF) and accredited with the Council for Higher Education (CHE), and falling within the National Qualification Framework (NQF). Most degree programmes offered with Physical Education as an area of specialisation are offered as BEd and BA degree programmes, diploma qualifications and even CPD short courses. Degree programmes at universities provide clear career paths for personal development through Masters and doctoral programmes.

## **9.3 Private Training Institutions**

Physical Education qualifications are also offered by private training organisations in South Africa. Some private institutions that offer Physical Education teaching qualifications include:

- **Embury Institute for Teacher Education ([www.skilssportal.co.za](http://www.skilssportal.co.za))**

Training courses offered at the Embury Institute aim to effectively communicate the concept of Physical Education as a subject according to the guidelines of the CAPS curriculum.

- **Sports Science Institute of South Africa (SSISA)**

SISSA's Education and Training department delivers credit and non-credit bearing courses in life skills, wellness, physical education, sport coaching and administration, as well as practitioner modules. The courses are developed for teams and individuals from sports federations, life orientation teachers, as well as people interested in coaching various sports from school and community level up to high performance levels. SSISA is an accredited service provider for the Culture, Arts, Tourism, Hospitality and Sports Education Sector Education Training Authority (CATHSSETA) and the Education, Training and Development Sector

Training Authority (ETDPSETA). The Sports Science Institute of South Africa (SSISA) is also a licensed training provider for Sport and Recreation South Africa (SRSA) ([www.ssisa.com](http://www.ssisa.com)).

- **Physical Education Institute of South Africa (PEISA)**

PEISA uses Embury Institute for Teacher Training as their training partner.

#### **9.4 Volunteer and Work Integrated Learning Programmes in Physical Education**

Organisations such as Projects Abroad ([www.projects-abroad.org/volunteer-projects/](http://www.projects-abroad.org/volunteer-projects/)) recruit volunteers to teach Physical Education in selected South African schools. Volunteers are regarded as an additional resource to a school as many schools cannot afford an appropriately trained Physical Education educator. Volunteers have become invaluable additions to schools as they provide Physical Education lessons without extra costs to a particular school.

Faced with the need to incorporate work integrated learning into the physical education curriculum and addressing the demand for trained teachers in the subject at schools, the Department of Higher Education and Training teamed up with the Department of Sports and Recreation to address these issues. A graduate placement programme for students involved in physical education and sports training were jointly launched by the ministers of Higher Education and Training and of Sport and Recreation at four Technical and Vocational Education and Training (TVET) colleges in KwaZulu-Natal. Under this programme, students have been placed at schools for workplace learning while filling the void of qualified physical education teachers at schools in the province of Kwazulu-Natal.

#### **9.5 Concerns**

- There is a shortage and backlog of appropriately trained physical education teachers;
- The timeline to train adequate numbers of appropriately trained Physical Education teachers to achieve the DBE requirement of one trained Physical Education teachers per school requires serious attention;
- The fragmentation of Physical Education training across public, private and volunteer institutions raises concerns about the quality and synchronisation of training efforts.
- Some private training organisations do not provide career paths to Masters and Doctoral studies.

## **9.6 Recommendations**

- There is a need to develop a national training plan and timeline for the appropriate training of Physical Education teachers; and
- Establish a realistic timeline to roll-out the plan for implementation.

Possible good practices to consider during a QPE policy review process:

- Clearly articulated career paths in QPE teacher training improve and facilitate provision of appropriately trained Physical Education teachers.
- Synchronisation and alignment between QPE policy statements and desired outcomes, capacity of accredited training institutions and resources and infrastructure at schools determine the sustainable success of QPE implementation.

## **10 DONOR AGENCIES AND FUNDERS SUPPORTING THE CASE OF PHYSICAL EDUCATION AND SPORT IN SOUTH AFRICA**

### **10.1 Introduction**

The Ministers of Basic Education (DBE) as well as Sport and Recreation (SRSA) are the legal custodians of Physical Education, school sport and sport in South Africa. As such, they are obliged to provide government funding to implement and achieve the stated strategic goals and objectives related to Physical Education and school sport in the South African school system. Government funding comes from allocating Tax Payers' money to specific government departments. Even though quality education, including Physical Education, is recognised as a fundamental right of all school-aged children in South Africa, budget allocations are not always sufficient to achieve strategic goals. Donor agencies, therefore, play an important role in supplementing government budgets. The donor agencies that follow below contribute directly or indirectly to promoting the cause of Quality Physical Education.

### **10.2 NIKE**

NIKE's contribution to the cause of Physical Education centre around their Designed to Move (DTM) Agenda and NIKE SAs financial support to the SSCN in South Africa to present programmes, projects and initiatives.

### **10.3 United Nations Children’s Fund (UNICEF)**

The involvement of the United Nations Children’s Fund (UNICEF) in Physical Education in South Africa focuses strongly on awareness and advocacy for the role and benefits of quality Physical Education in the holistic development of children. Among others, UNICEF facilitated workshops and symposia for scholars in higher education that led to the establishment of the South African Universities Physical Education Association (SAUPEA). UNICEF partnered with DBE, PEISA and civil society to publicly support the implementation of Physical Education in South Africa.

### **10.4 National Lotteries Board**

The National Lotteries Board was established under the Lotteries Act (No 57 of 1997), and opened its doors in 1999 to regulate lotteries and sport pools and distribute a portion of funds from the National Lottery to good causes. The Lotteries Act specified that distributing agencies must be created as the mechanism through which the National Lottery Distribution Trust Fund (NLDTF) adjudicates grant applications.

After a process of public nomination, members of distributing agencies are appointed by the Minister of Trade and Industry, in consultation with other relevant Cabinet Ministers, on the basis of their expertise. These members are charged with distributing “the allocated sum fairly and equitably amongst all persons who meet the prescribed requirements” [Lotteries Act, section 28(1)].

Presently, legislation provides four such agencies:

- The Distributing Agency for Charities;
- The Distributing Agency for Arts, Culture and National Heritage;
- The Distributing Agency for Sports and Recreation; and
- The Distributing Agency for Miscellaneous Purposes.

Organisations working in the sector of Sport and Recreation can apply for funding from the National Lotteries Board to enable them to present relevant programmes, projects and initiatives. Sport And Recreation Sector Organisations must be non-profit entities and sports bodies, such as NPOs, NGOs, Section-21 companies, Public Benefit Trusts, municipalities, schools and educational institutions that work for the public good.

In general, Lottery Funds can be directed to:

- Develop sport and recreation facilities in rural areas;
- Increase accessibility to sport and recreation facilities for disabled people;
- Assist disadvantaged communities to participate in sport and recreation activities;
- Provide sport and recreation facilities that are accessible to communities; and
- Assist in re-instating Physical Education in Schools.

### **10.5 Concerns**

- Possible fragmentation of fund allocation and allocation to programmes, projects and initiatives that do not align to collective national strategies and goals related to the cause of Physical Education could arise; and
- Mismanagement of funds by receivers and lack of accountability could transpire.

### **10.6 Recommendations**

- Align guidelines to applicants for Lottery funds with collective national priorities for Physical Education and school sport in South Africa.

Possible good practices to consider during a QPE review process:

- All elements (educational, governance, financial) related to QPE provision are synchronised and aligned to the national QPE curriculum.
- NGOs support QPE provision (directly and indirectly) through financial contributions and programmes.

## **11 MONITORING AND QUALITY ASSURANCE OF PHYSICAL EDUCATION**

### **11.1 Introduction**

Monitoring and quality assurance of all components of a quality Physical Education delivery are essential. Components that need to be monitored and assessed include:

- Appropriateness of Physical Education curricula content and status as learning area in the subject of Life Orientation;
- Implementation and delivery of Physical Education in schools according to the guidelines of the curricula; and

- Quality assurance of the training of Physical Education educators.

### **11.2 Monitoring and quality assurance of Physical Education curricula content**

There is evidence that the content of Physical Education curricula in South African schools is monitored and regularly adapted. The historical development and concerns of scholars on Physical Education curricula prior 1994 and to date is noted in 3.1 of this desk review. Research, symposia and workshops on the status of Physical Education as a learning area under Life Skills/Life orientation are presented regularly where scholars in Physical Education debate and evaluate this issue. The role and expertise of the SAUPEA in this regard needs to be recognised and emphasised.

### **11.3 Monitoring and quality assurance of the delivery of Physical Education in schools**

The Curriculum and Assessment Policy Statements (CAPS) in each education phase provide guidelines for assessment. Assessment ranges from largely informal and on-going during the Foundation Phase to formal and on-going in subsequent education phases. Educators are required to record their assessment of each learner once per term. Educators are also required to report learners' performance on a rating scale of 1 (not achieved) to 7 (outstanding achievement). According to the CAPS, moderation of Life Orientation, including Physical Education, is to be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices are stated in in CAPS for the quality assurance of all subject assessments. All Life Orientation formal assessment tasks are to be moderated internally by the head of the department or subject head at a school. The subject advisor will moderate a sample of these tasks during her/his school visits to verify the standard of the internal moderation. Grade 9 tasks (as exit level of the senior education phase) need to be moderated at provincial level. Provincial education departments in South Africa manage the moderation process in each province. Although the CAPS document stipulates internal and external moderation processes for Life Skills/Orientation it appears that it is not applied uniformly in all schools, thus creating another discrepancy between policy and practice.

### **11.4 Monitoring and evaluation of the training of Physical Education educators and volunteers**

Quality assurance of training of Physical Educators in public and private training institutions are monitored through their accreditation as training institutions and the use of external moderators at the final exit level.

### **11.5 Concerns**

- It seems if although DBE specifies quality assurance and monitoring guidelines and processes in their CAPS documents, it is not implemented and enforced in all schools;
- In-school monitoring and quality assurance of Physical Education lessons must take place; and
- Quality assurance, curriculum development and scholarly research cannot be the responsibility of non-profit organisations. Research need to be the responsibility of institutions of higher education in conjunction with DBE.

### **11.6 Recommendations**

- Universities should take the lead in the quality assurance of Physical Education training programmes at the tertiary level because of their collective intellectual capacity and credible involvement in formalised higher education in South Africa; and
- DBE must ensure that guidelines monitoring the performance of Physical Education educators are enforced and must put measures in place to assure that volunteers and Work Integrated Learning (WIL) students are supervised and monitored appropriately when involved in Physical Education lessons.

Possible good practices to consider during a QPE policy review process:

- Quality assurance guidelines and practices are consistently implemented at schools.
- Universities (Institutions of Higher Learning) take responsibility for quality assurance of degree and diploma outcomes.

## **12 EVALUATION OF THE QPE POLICY PROCESS TO DATE IN SOUTH AFRICA**

### **12.1 Introduction**

The QPE Policy Process is currently rolled-out in South Africa according to the guidelines provided by UNESCO.

### **12.2 Actions to date**

To date, the following actions and steps have been completed regarding the QPE Policy Process in South Africa:

- Appointment of National Coordinator (Mr Norman Mphake) and National Monitoring and Evaluation Expert (Prof. Dr. Anneliese Goslin).

- Teleconference between UNESCO (Manon Leroy), ICSSPE (Detlef Dumon, Katrin Koenen), National Coordinator (Mphake) and National Monitoring and Evaluation Expert (Goslin).
- Personal meeting between National Coordinator (Mphake) and National Monitoring and Evaluation Expert (Goslin).
- Informational meetings and symposia related to Physical Education in South Africa organised by the National Coordinator.
- Appointment of Steering Committee members and Technical Working Group members with sub-committee members and identification of core aspects of inclusive QPE.
- Desk review (Goslin).
- Grassroots stakeholders' involvement (in process) (Mphake).

### **12.3 Concerns**

In the documentation provided by the National Coordinator, the names, positions and scope of work of members of the Steering Committee (SC) and names, positions and scope of work of the Technical Working Committee (TWG) are listed. From these documents it seems as if the net was casted very wide to include stakeholders that possibly are not directly involved in Physical Education in schools. It is recognised that Physical Education in schools directly forms the bedrock for school sport and even later indirectly for elite sport, mass participation and lifelong physical activity. The concern is, however, that by including a very wide scope of indirect stakeholders in the QPE policy process, it could dilute, or even silence, the voices of the first order stakeholders in the policy making process. The national M&E expert has received no direct invitations to attend meetings since her appointment.

### **12.4 Recommendations**

There is a need for a smaller and more streamlined TWG and SG. There is also a need for a higher representation of Institutions of Higher Learning (academic and teacher training institutions) in the TWG and SC. It is, therefore, recommended that clarity is provided for inclusion of second order and even third order stakeholders as members of the SG and TWG. It is further recommended that full Curriculum Vitae of members of the SC and the TWG be provided to verify scope and track history of involvement in the provision of QPE of all members nominated to contribute to future policy writing. This will contribute to transparency and the assurance that qualified and experienced experts contribute to the QPE Policy Process.



Possible good practices to consider during the policy review process:

- Streamlined TWGs and SCs work more effectively to develop and drive a QPE review process.
- A QPE policy revision process is open and transparent and allows for input and comment from other stakeholders to be considered.
- Members with proven involvement in QPE provision enhances the collective capacity of a TWG and SC.
- Substantial representation of academics from Institutions of Higher Learning involved in QPE academic and teacher training ensure adherence to curriculum theory and practice and quality assurance.

## **13 FINAL CONCLUSIONS**

### **13.1 Evaluation Rubric**

The final conclusions of this desk review flow from the preceding analysis of indicators as well as identified gaps and recommendations presented under each indicators and are structured in an evaluation rubric. This rubric presented below addresses eight main themes and specific indicators of evaluation under each theme:

- Legislative and political support for Physical Education in schools;
- Physical Education policy and practice;
- Advocacy for the role and significance of Physical Education;
- Resources for teaching Physical Education in schools;
- Provision of adequately qualified Physical Education educators;
- Monitoring and quality assurance of Physical Education provision;
- Research in Physical Education;
- Relationships, collaborations and partnerships related to Physical Education, school sport and community sport organisations; and
- QPE Policy process to date.

<b>LEGISLATIVE AND POLITICAL SUPPORT FOR PHYSICAL EDUCATION IN SCHOOLS</b>	<b>FINAL EVALUATION CONCLUSIONS</b>
Consensus among policy makers and practitioners regarding significance of Physical Education meeting broader societal and educational objectives.	The significance of Physical Education's contribution to societal and educational objectives are stated and re-iterated in policy documents of the NDP, the SAHRC, DBE, SRSA, DTM and SASCO. This enables cross-sectoral, multi-stakeholder engagement at policy and practice level and facilitates integrated policy for Physical Education and school sport.
Political and legislative support for Physical Education and school sport.	The significance and role of QPE as contributor to holistic development of learners in school is emphasised and embedded in Policy documents of the DBE and SRSA. It therefore has the legislative and political support of the South African government. Ministers of DBE and SRSA have publicly expressed the necessity and significance of Physical Education and school sport.
Clear national strategy for Physical Education in schools.	The National Curriculum Statement (NCS) provides a clear strategy for the provision of QPE in all phases of the South African School system in the Foundation Phase (Grades R – 3), Intermediate Phase (Grades 4 – 6), Senior Phase (grades 7 – 9) and the FET Phase (Grades 10 – 12).

<b>PHYSICAL EDUCATION POLICY AND PRACTICE</b>	<b>FINAL EVALUATION CONCLUSIONS</b>
Physical Education as core part of the school curricula.	Physical Education as learning area is compulsory in all schools and forms part of the subject of Life Skills/Orientation from Grades R – 12.
Physical Education as right for all learners.	Physical Education Policies emphasise equality and inclusion for all learners.
Time allocated for Physical Education in school timetable.	Time allocated solely to Physical Education in all education phases is clearly indicated in the relevant policy documents. Time allocated for Physical Education is, however, not the same as other core subjects.
Opportunity for local interpretation of curriculum.	Limited opportunity for local interpretation of curriculum exists. There is, however, options in the Physical Education curriculum to choose between swimming or athletics and between different sporting codes.
Physical Education curriculum aligned to needs and interests of learners.	The content of Physical Education curricula reflects age-appropriate activities and skill development and progresses in performance outcomes from the Foundation Phase to the FET Phase.
Feedback gathered and integrated for regular revision of Physical Education curricula.	The content of Physical Education curricula appears to be the subject of continuous discussions on different platforms such as seminars, workshops and scientific research articles.
Benchmarks of quality Physical Education provision exist.	No clear evidence of applying international benchmarks for the provision of quality Physical Education emerged. Curriculum guidelines for educators and course outlines could be taken as internal benchmarks.
Inclusivity of Physical Education Curriculum.	The Curriculum and Assessment Policy (CAPS) emphasises inclusivity of all learners.
Alignment between policy and practice	There are some discrepancies between DBE PE Policy and practice.

<b>ADVOCACY FOR THE ROLE AND SIGNIFICANCE OF PHYSICAL EDUCATION</b>	<b>FINAL EVALUATION CONCLUSIONS</b>
Advocacy for the status of Physical Education within the school system.	Continuous advocacy for Physical Education as stand-alone subject (rather than a learning area within life skills/orientation as subject) is noted. These calls for Physical Education to be re-instated as stand-alone subject come from the Minister of SRSA, researchers, SAUPEA and PEISA as non-profit organisation.

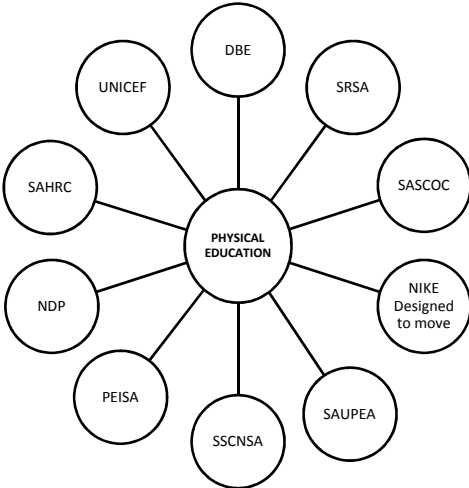
<p>Communication strategies in place to raise awareness for the values of Physical Education.</p>	<p>Communication strategies are in place to communicate the values of Physical Education. A perception, however, does exist that communication strategies are sometimes not very effective outside the immediate sphere of policy-makers, researchers and schools. It appears that these communication strategies “preach to the choir”. Communication messages about the values of quality Physical Education are heard sporadically in the broader community.</p> <p>The national annual Physical Education Week organised by DBE and PEISA provides an example of an advocacy strategy that does exist but appears to have limited impact and audience outside the formal school environment.</p>
<p>Existence of a national subject association that supports advocacy for Physical Education in school and broader society.</p>	<p>The South African Universities Physical Education Association (SAUPEA) is a national subject association that advocates for Physical Education as a stand-alone subject, scientific research in Physical Education and quality professional development of Physical Education educators.</p>

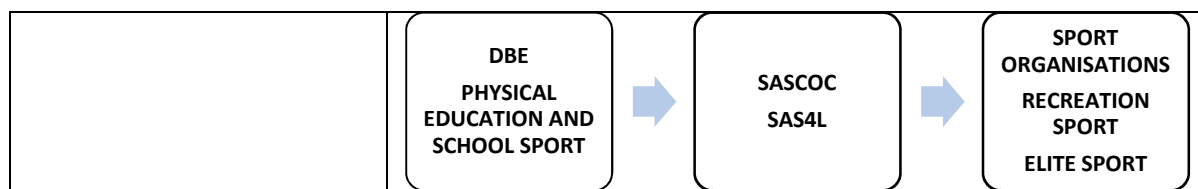
<p><b>RESOURCES FOR TEACHING QUALITY PHYSICAL EDUCATION IN SCHOOLS</b></p>	<p><b>FINAL EVALUATION CONCLUSIONS</b></p>
<p>Adequate budgets exist to provide compulsory quality Physical Education in schools.</p>	<p>Physical Education is a compulsory learning area within the subject of Life Skills/Orientation in all education phases. As such, DBE and provincial departments of Education are legally obliged to provide adequate budgets for teaching quality Physical Education. No evidence on budgets, however, was obtained to include in this desk review.</p>
<p>Schools have adequate and appropriate resources to maintain facilities, equipment and teaching materials for teaching quality Physical Education.</p>	<p>Resources for quality Physical Education include teaching materials and equipment as well as facilities. The Curriculum and Assessment Policy Statements (CAPS) for all education phases clearly state a list of recommended teaching materials to teach Physical Education according to the relevant course content. According to the CAPS, learners ideally should have access to the recommended resources all the time to use during free play, structured activities or when learners have time off. In practice, however, it appears that a significant number of schools do not have the recommended teaching materials.</p> <p>No reference to minimum recommended facilities for teaching quality Physical Education is stipulated in the CAPS document. Facilities for teaching Physical Education and school sport in reality range from well-equipped indoor gymnasiums, outdoor gymnasiums and extensive sport facilities to open gravel areas to play soccer and netball or no facilities at all.</p>
<p>Safe learning environments for teaching quality Physical Education exist at schools.</p>	<p>Minimum requirements for teaching quality Physical Education and school sport in a safe learning environment include appropriately trained Physical Education educators, access to adequate spaces and areas, access to adequate sanitation and running water on site as well as fenced-in areas to guarantee the safety of learners while participating. Some schools comply to these requirements while other schools reflect limited to no compliance with these minimum requirements. In some remote rural areas, schools could often share open areas adjacent to schools with cattle and the daily existence activities of members of the broader community. Open areas are often no more than scraped fields with safety hazards like rocks, uneven surfaces, broken glass and close to public roads.</p>

<b>PROVISION OF ADEQUATELY QUALIFIED PHYSICAL EDUCATOR EDUCATORS IN SCHOOL</b>	<b>FINAL EVALUATION CONCLUSIONS</b>
Each school employs an adequately qualified Physical Education educator.	According to DBE, each school should have an adequately qualified Physical Education educator. This implies that there should be at least 25 574 adequately qualified Physical Education educators in the system. In reality, however, this is not the case. Life Skill/Orientation is in some instances presented by generally qualified educators.
Serving Physical Education educators are encouraged to reflect critically on curriculum content.	Serving Physical Education educators and subject advisors are involved in discussion forums, seminars and workshops organised by internal (e.g. DBE) and external (e.g. UNICEF, SAUPEA) organisations. Objectives of these discussions opportunities often include reflecting on curriculum content.
Physical Education educators engage in research and knowledge sharing through involvement in research networks and partnerships.	An overview of published research on Physical Education in a South African context suggests that Physical Education educators in schools are frequently included as respondents in research projects. Their perceptions, experiences and knowledge are, therefore,, shared and included in research results.
Opportunities exist for prospective Physical Education educators to develop career paths.	Training opportunities to develop career paths in Physical Education are available. Prospective Physical Education educators can obtain adequate and appropriate undergraduate qualifications in Physical Education through public and private universities as well as other accredited institutions of higher learning. Accredited postgraduate qualifications are available at public universities where SAUPEA fulfils the leading role of monitoring and quality assurance.

<b>MONITORING AND QUALITY ASSURANCE OF PHYSICAL EDUCATION IN SCHOOLS</b>	<b>FINAL EVALUATION CONCLUSIONS</b>
Procedures and guidelines for assessment of Physical Education exist.	The Curriculum and Assessment Policy Statements (CAPS) in each education phase provide guidelines for assessment. Assessment ranges from largely informal and on-going during the Foundation Phase to formal and on-going in subsequent education phases. Educators are required to record their assessment of each learner once per term. Educators are also required to report learners' performance on a rating scale of 1 (not achieved) to 7 (outstanding achievement).
Procedures are in place for monitoring and quality assurance of Physical Education provision.	According to the CAPS, moderation of Life Orientation, including Physical Education, is to be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices are stated in in CAPS for the quality assurance of all subject assessments. All Life Orientation formal assessment tasks are to be moderated internally by the head of the department or subject head at a school. The subject advisor will moderate a sample of these tasks during her/his school visits to verify the standard of the internal moderation. Grade 9 tasks (as exit level of the senior education phase) need to be moderated at provincial level. Provincial education departments in South Africa manage the moderation process in each province. Although the CAPS document stipulates internal and external moderation processes for Life Skills/Orientation it appears that it is not applied uniformly in all schools.

RESEARCH IN PHYSICAL EDUCATION	FINAL EVALUATION CONCLUSIONS
Physical Education is a field of research among scholars.	Physical Education in South Africa is a continuous field of research interest for scholars. The overview of published scholarly research articles presented earlier in this review substantiates this conclusion.
Research networks exist at national and international levels to support advocacy for quality Physical Education.	National and international networks research networks of academic scholars at universities exist and produce evidence to support advocacy for Physical Education. On national level, the SAUPEA plays a leading role in generating research projects and publishing credible research results relevant to Physical Education. On international level, scholars across borders cooperate in research projects as can be concluded from the overview of published scholarly research presented earlier in this desk review.

RELATIONSHIPS, COLLABORATIONS AND PARTNERSHIPS RELATED TO PHYSICAL EDUCATION, SCHOOL SPORT AND COMMUNITY SPORT ORGANISATIONS	FINAL EVALUATION CONCLUSIONS
Physical Education as focus area in policy documents and of organisations' goals.	<p>It appears as if a number of organisations link onto and refer to the significance of Physical Education and school sport in the broader community as deduced from the figure below.</p> 
Collaborations and partnerships exist on governmental level.	According to policy documents, DBE, SRSA and SASCOC officially collaborate on and share responsibility for issues related to Physical Education and school sport. In reality, it appears if this collaboration is sometimes strained.
Collaborations and partnerships exist between other organisations	Evidence exists of collaborations and partnerships between organisations, for example, Nike's Designed to Move and SSCNSA; SAUPEA and UNICEF; DBE and PEISA; SASCOC and SRSA. Some of these partnerships are funded while others are not.
Structures and pathways exist to support progression from Physical Education to sport organisations.	There is a clear pathway structures to progress from Physical Education and school sport via community sport organisations to recreation sport and elite sport:



QPE PROCESS TO DATE	FINAL EVALUATION CONCLUSIONS
Relevant stakeholders are involved.	Although stakeholders relevant to the provision of quality Physical Education are identified and included in the TWG and SC, it appears as if stakeholders not directly relevant to the issue are also included. It appears if the net is casted too wide and stakeholders not directly involved, serve on the TWG and SC.

### 13.2 POSITIONING THE SOUTH AFRICAN PHYSICAL EDUCATION CONTEXT ON A PROGRESS CONTINUUM

During 2010 – 2012, members of ICSSPE’s International Committee of Sport Pedagogy developed and finalised international benchmarks for quality Physical Education and sport systems through intensive discussion and extensive international consultation. A continuum with three stages of progression emerged:

- Physical Education system in an *Establishment Stage*;
- Physical Education system in a *Development Stage*; and
- Physical Education system in a *Maturity Stage*.

When the current South African Physical Education context as analysed and presented in the afore-going paragraphs, are evaluated according to the minimum benchmarks for each Stage of Progress for quality Physical Education and sport systems, the following conclusions are drawn and presented in Table 7 (*to be read in conjunction with and in the context of 13.1*):

**Table 7: Progression stages of the South African Physical Education system** (*according to ICSSPE international benchmarks for Physical Education*).

AREA OF PHYSICAL EDUCATION SYSTEM	STAGE OF PROGRESSION ON THE CONTINUUM	REASONS FOR POSITIONING THE SOUTH AFRICAN PHYSICAL EDUCATION SYSTEM ON THE SPECIFIC STAGE OF THE CONTINUUM
Government and policy makers	<b>Development Stage</b>	<ul style="list-style-type: none"> <li>• Government acknowledges the significance of Physical Education in schools through an appropriate and progressive curriculum framework.</li> </ul>

		<ul style="list-style-type: none"> <li>• Government stipulates actions for funding, resource and time allocation and Physical Education educator allocation.</li> <li>• Physical Education is included as a component of basic human right to inclusive and holistic learner education.</li> <li>• Responsibility for networking with schools and training institutions resides on Ministerial level.</li> </ul>
Curriculum design	<b>Maturity Stage</b>	<ul style="list-style-type: none"> <li>• There are ongoing discussion to refine and reposition Physical Education in schools to reflect broader societal and educational development priorities.</li> <li>• Credible and robust research projects linked to the South African Physical Education practice exist.</li> <li>• National and international networks exist to contribute to ongoing understanding of Physical Education strategies and best practices.</li> <li>• Cultural and traditional heritage of learners are included in the Physical Education curriculum (<i>e.g. indigenous games</i>).</li> </ul>
	<b>Development Stage</b>	<ul style="list-style-type: none"> <li>• Diverse activities relevant to the school context and community realities are included in the Physical Education curriculum, for example, competitive (<i>sport</i>) and non-competitive activities (<i>adapted sport, recreation sport</i>), creative (<i>dance</i>) and problem-solving activities (<i>game strategies</i>) in various environments (<i>aquatic environment and available open areas</i>).</li> </ul>
Provision in schools	<b>Establishment Stage</b>	<ul style="list-style-type: none"> <li>• Physical Education curriculum recognises diverse needs (<i>physical and intellectual impairments, girls, diverse religious and cultural backgrounds</i>) of learners in Physical Education.</li> <li>• Recognition of safe environments for teaching Physical Education in schools.</li> <li>• Evidence of planning to ensure that learners have weekly access to Physical Education on school timetables.</li> <li>• Evidence of planning to ensure resources, equipment and facilities for teaching Physical Education in schools.</li> </ul>
Quality of Physical Education educators	<b>Establishment Stage</b>	<ul style="list-style-type: none"> <li>• Recognition in Physical Education curricula that appropriately qualified educators are essential to teach quality Physical Education.</li> </ul>
	<b>Development Stage</b>	<ul style="list-style-type: none"> <li>• Under graduate degree training available for Physical Education educators.</li> <li>• Physical Educator networks through national associations exists.</li> <li>• Physical Educator engagement (<i>as respondents</i>) in research to create knowledge occurs.</li> </ul>
	<b>Maturity Stage</b>	<ul style="list-style-type: none"> <li>• Career pathways via postgraduate training at institutions of higher learning exist.</li> </ul>
School learners	<b>Establishment Stage</b>	<ul style="list-style-type: none"> <li>• Participation in Physical Education/school sport lessons.</li> </ul>

From Table 7 it is concluded that not all components of the South Africa Physical Education system are on the same stage of progression. The position of Physical Education on the continuum of progress can assist policy makers when re-visiting the QPE process in South Africa. There are also discrepancies between policy and practice in a number of areas of the PE system.

According to Article 237 of the South African Constitution, government is responsible to provide an enabling environment for education in South Africa. Currently there is huge inequity issues regarding infrastructure in education. Some schools have adequate and even superior facilities for education, others have none. The Department of Basic Education (DBE) must provide the following to all schools:

- 1 Qualified teachers to teach PE
- 2 Equipment to do PE
- 3 Facilities to enable PE
- 4 Time on the school timetable to teach PE
- 5 Quality assurance measures to monitor teaching of PE
- 6 Policy to guide the teaching of PE

In order to determine the “gap” between policy and practice, indicators 1-6 must be audited, analysed and determined separately to construct a collective picture of the perceived “gap”. There is no research to my knowledge that investigated this in totality. Cleophas, Van Deventer and other researchers refer to this gap in some of the dimensions but there is no specific research focusing on each gap. Some researchers looked at perceptions of teachers and learners on the implementation of the PE policy and the existence of the gap and infrastructure are regularly mentioned in the results. In October 2015 the then deputy minister of Basic Education, suggested a facility audit at all schools nationally to determine the resource capacity of all schools to accommodate the school sport programme, and by implication also PE. This has not yet realised.

A PE policy and curriculum in South Africa exists on paper. The main policy issue at the moment seems advocacy for PE as stand-alone subject rather than part of the subject Life Orientation. Successful Policy implementation depends on creating a sustainable enabling education environment (e.g. qualified teachers, appropriate equipment, appropriate facilities, allocated time on the school timetable, monitoring of teachers’ performance). It is the



responsibility of DBE to create this enabling environment. At the moment, DBE is failing to create this enabling environment and therefore PE policy is poorly implemented or not at all.

The school environment in SA is highly diverse. Schools are categorised into 4 quartiles (1-4). Learners enrolled in schools in quartiles 1-3 (poorer socio-economic areas) do not pay school fees, while learners in schools in quartile 4 (affluent areas) do pay school fees. DBE is therefore responsible to provide all facilities, equipment, and qualified teachers to schools in quartiles 1-3. Schools in quartile 4 use some of their school fees to build additional facilities, buy equipment and appoint teachers from their own income. There is, therefore, huge discrepancies between “enabling environments for PE” across the country.

A recent (August 2017) study published by the Centre for Development and Progress/Empowerment (CDE) further points out that 40% of school time is lost because teachers are not at school. The CDE claims that is the result of a poor teacher assessment model (Integrated Quality Assurance Management System (IQMS)). Although this report of the CDE titled, *Teacher Professional Standards for South Africa: The Road to Better Performance, Development and Accountability?* refers to education as a whole in South Africa, PE is obviously included in the situation. If the teacher is not at school, then QPE cannot be implemented and will not happen. The South African Democratic Teachers Union (SADTU) also resists the IQMS due to politics.

In my opinion, the PE policy is not the main problem. The inability of the Department of Basic Education to create enabling contexts for policy implementation is the primary barrier. Until that situation is not resolved, it would be like sowing seed in infertile soil – there is nothing wrong with the seed (PE policy) but the soil is infertile (lack of enabling PE environment). PE will not grow and develop.

A QPE policy on a “sliding scale” could be an option to explore. It appears if the PE policy in SA is designed and formulated for an “ideal enabling environment” (teachers, facilities, timetables, equipment, QA, etc.). The majority of schools in South Africa, however, fall outside this **“ideal enabling environment for PE” in South Africa.**

Prof Dr. Anneliese Goslin



Pretoria, South Africa

8 August 2017.

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Table 1: Demographic distribution of schools, educators and learners by province (2016).

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Table 7: Progression stages of the South African Physical Education system (*according to ICSSPE international benchmarks for Physical Education*).

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Figure 1: Inter-relationship of continental, regional and national policy documents related to Physical Education and School Sport.

Figure 2: Integration of Physical Education in SAS4L through LTPD framework (*Adapted from the SASCOC SAS4L Coaching Framework*).

### List of Abbreviations

CAPS	Curriculum and Assessment Statements
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sports Education Sector Training Authority
CEO	Chief Executive Officer
CHE	Council for Higher Education
CPD	Continuous Professional Development
DBE	Department of Basic Education
DoE	Department of Education
DTM	Designed to Move
ETDPSETA	Education, Training and Development Sector Training Authority
FET	Further Education and Training
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GPI	Gender Parity Index
Grade R	Grade Reception
HEI	Higher Education Institutions
HEQSF	Higher Education Qualifications Standards Framework
ICSSPE	International Council for Sport Science and Physical Education
LTPD	Long-term Participant Development
M&E	Monitoring and Evaluation
MINEPS	Ministers and Senior Officials responsible for Physical Education and Sport
NCS	National Curriculum Statements
NDP	National Development Plan
NGO	Non-governmental organisation

NLDTF	National Lottery Distribution Trust Fund
NPO	Non-Profit Organisations
NQF	National Qualifications Framework
NSRP	National Sport and Recreation Plan
PEISA	Physical Education Institute of South Africa
PPP	Public-Private-Partnership
QPE	Quality Physical Education
SAHRC	South African Human Rights Commission
SAS4L	South African Sport for Life
SASCOC	South African Sports Confederation and Olympic Committee
SAUPEA	South African Universities Physical Education Association
SC	Steering Committee
SCSA	Supreme Council for Sport in Africa
SGB	School Governing Body
SSISA	Sports Science Institute of South Africa
SRSA	Sport and Recreation South Africa
SSCN	Sport for Social Change Network
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WIL	Work-Integrated-Learning

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