REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

&

 MINISTRY OF YOUTH SPORT AND CHILD DEVELOPMENT

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ZAMBIA NATIONAL PHYSICAL EDUCATION POLICY IMPLEMENTATION FRAMEWORK

FEBRUARY 2018

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# FOREWORD

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

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

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

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

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

**DEVELOPMENT**

# ACKNOWLEDGEMENTS

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

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

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

 Mr. Henry Tukombe Mrs. Agnes Musunga

 **PERMANENT SECRETARY PERMANENT SECRETARY**

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

 **DEVELOPMENT**

# WORKING DEFINITIONS

The working definitions provided below are adopted to guide users of this policy implementation framework in order to develop a shared or common understanding in relation to this process. The majority of the definitions are drawn from the UNESCO QPE Guidelines for Policy Makers[[1]](#footnote-1) and the others are those commonly used within the PES context in Zambia.

|  |  |
| --- | --- |
| **Extra-curricular** | This is structured learning that takes place beyond the school curriculum i.e. in the extended curriculum and, sometimes, in partnership with community sport organizations. The context for learning is physical activity and can include sport, and other forms of physical activity and exercise.  |
| **Accessible** | This refers to the provision of facilities, equipment, curriculum, and pedagogy, which is available to the entire student population including persons with disabilities, girls or those with specific cultural/religious requirements and where appropriate is adapted to meet specific needs. |
| **Inclusion** | Is understood as a sense of belonging, this includes feeling respected, valued for who you are and feeling a kind of supportive energy and commitment from others. It also involves commitment to embrace difference and value the contributions of all participants, regardless of their characteristics or background.[[2]](#footnote-2) |
| **Physical Activity** | This is any bodily movement produced by skeletal muscles that requires energy expenditure. This includes all forms of physical education, sports and dance activities. It also involves various forms of play, work-related activities, active travel (e.g. walking, cycling) and routine habitual activities such as walking to work, using stairs, doing housework and gardening. |
| **Physical Literacy** | Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout an individual’s life course.[[3]](#footnote-3) |
| **Quality Physical Education (QPE)** | This is planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. It acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life.  |
| **Sport** | According to the Council of Europe, sport means ‘all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.[[4]](#footnote-4) Therefore, school sport is the structured learning that takes place beyond the curriculum (i.e. in extended curriculum) within school settings; this is sometimes referred to as out-of school hours learning. Again, the context for the learning is physical activity. The “school sport” program has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with “community sport and activity.”[[5]](#footnote-5)  |
| **Values of Sport**  | This refers to the sport movement’s core values, beliefs and principles centred on fair play, respect, honesty, friendship and excellence. It is the responsibility of sport organizations to uphold and protect these values.  |

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

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# LIST OF ACRONYMS

AfPE Association for Physical Education

AIDS Acquired Immunodeficiency Syndrome

CDC Curriculum Development Centre

CPD Continuing Professional Development

CTS Creative and Technology Studies

DEBS District Education Boards Secretary

EoF Educating Our Future

EduSport Education Through Sport

FPO Focal Point Officers

HIV Human Immunodeficiency Virus

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

MoGE Ministry of General Education

MoH Ministry of Health

MYSCD Ministry of Youth, Sport and Child Development

NGO Non-Governmental Organization

PES Physical Education and Sport

PESTAZ Physical Education and Sports Teachers’ Association of Zambia

PETE Physical Education Teacher Education

PESTE Physical Education and Sport Teacher Education

QPE Quality Physical Education

SESO Senior Education Standards Officer

TEVETA Technical Education, Vocational and Entrepreneurship Training Authority

TWG Technical Working Group

UNESCO United Nations Educational, Scientific and Cultural Organization

WHO World Health Organization

ZECF Zambia Education Curriculum Framework

# 1.0 INTRODUCTION

## 1.1 Background

Since its return to democratic politics in 1991, Zambia’s education system has undergone transformation. Key to those transformations is the liberalization of educational provision. Liberalization of education has had its own implications on the provision of education in Zambia as private organisations, religious organisations, independent community entities and individuals have the right to establish education institutions, schools or education day centres. Other than the establishment of educational institutions, the quality of education in relation to approved curricular, quality of teachers and pedagogical approaches adopted are the new challenges to a quality education system in liberal societies. As these transformations in education in Zambia were unfolding, they coincided with the new changes in the delivery of Physical Education and Sport (PES). PES experienced major transformations from a non-examinable to a curriculum subject that is examinable from primary to secondary school levels.

Before the return to multiparty politics, Zambia had experienced 27 years of a one-party political system under the first republican President, Dr Kenneth Kaunda. Zambia gained its political independence in 1964 from British colonial rule. Upon gaining political independence, the new African government of the Republic of Zambia purposed to redress the inequalities of colonial rule which favoured white settlers. The colonial education system was based on a British colonial education system that promoted racial segregation in its provision of education. Soon after gaining political independence, the Zambian government’s first educational reform document, *Education Act of 1966*, purposed to rectify and create opportunities for Zambians. This article repealed most of the provisions of the African Education Ordinance of 1952 based on a racial and discriminatory provision[[6]](#footnote-6). The Education Act of 1966 was followed by a series of reforms such as the *Education Reforms of 1977* that made general and vocational education increasingly accessible to most Zambians. By this time, Kaunda’s humanist socialism sought to rectify some of the imbalances in human development and provision that were present under colonial rule. This was to be achieved through a significant expansion of government physical and social infrastructure in order to support the free social provision of services such as education and health. This was to meet the populace’s high expectations following political promises by President Kenneth Kaunda’s socialist-leaning policies aimed at resolving the problems of inequities.[[7]](#footnote-7)

Since its colonial days, Zambia has economically been dependent on a single commodity, copper. Despite Kaunda’s continuous cry for economic diversification recorded repeatedly in the national development plans, the government failed to diversify the economy from its base in copper production. When the international market[[8]](#footnote-8) price of copper dropped in 1974 followed by the world oil crises of 1974 and 1979, Zambia’s economy could not be protected but declined drastically. Zambia’s socialist system of free public service provision could not be sustained as the economy declined. During the period of economic boom, free social service provision consisted of sport, leisure/recreational and physical activities offered in community welfare centres in urban areas particularly in the mining towns on the Copperbelt.[[9]](#footnote-9) These provisions started to decline as economic hardships became more pronounced. The provision of free education also took a huge hit as budgets were reduced. The provision of what were considered minor and non-examinable subjects such as PES experienced remarkable withdrawal of resource allocation compared to core examinable subjects[[10]](#footnote-10). Economic problems in Zambia were compounded by the introduction of the structural adjustment reforms (SAP) instigated by the International Monetary Fund (IMF) and the World Bank. Through its borrowing from the IMF, Zambia started to implement its first Structural Adjustment Programme (SAP) in 1983 in order to finance its public service provision. However, Sport and recreational activities being low on government priorities experienced loss of funding. Physical Education (PE) classes suffered considerably and so did the provision of physical activities for young people attainable through community welfare centres. The state failures to make sport and leisure opportunities available to young populations in deprived neighbourhoods laid the ground for sport-for-development organisations to emerge to fill the gaps left by government inadequacies[[11]](#footnote-11). Notable indigenous organisations were the Education Through Sport Foundation (EduSport) and Sport-in Action (SIA).

Upon Zambia’s return to multiparty politics system, new educational reforms included Focus on Learning of 1992 that emphasized education as an instrument for personal and national development and the National Policy on Education (Educating Our Future) of 1996, the current policy at the time of this QPE policy revision. *Educating Our Future (EoF)* proposed decentralisation and liberalisation of education. Hence, the current structure of education provision in Zambia is attributed to *EoF* as it caused government to depart from its centralised system synonymous with Zambia’s old centralised and hierarchical decision-making system in the public sector. The attention to be accorded to the *EoF* through this PES revision stem from its emphasis on liberalisation and privatisation of education sector and its implications on PES deliver since:

Under the liberalised education system, the right of private organizations, individuals, religious bodies, and local communities to establish and control their own schools and other educational institutions is recognized and welcomed[[12]](#footnote-12)

As aforementioned these reforms pose challenges for quality delivery of PES particularly when the playing field is accessible to both state and non-state agencies to establish learning institutions offering the following: PES in schools; inclusive PES; sport in communities; and Physical Education Teacher Education (PETE) programmes. The Education Act 2011 stresses that ‘Community educational institutions shall use the curriculum used in the public and aided educational institutions’[[13]](#footnote-13). The same Act stresses the functions of Education Standards Officers in enforcing adherence to set standards of quality in the provision of education by public, aided and community educational institutions through monitoring and evaluating of the management and use of resources.[[14]](#footnote-14)

## 1.2 Legal Framework

Constitutionally, the *Education Act of 2011* that replaced the *Education Act of 1966* is the existing legal provision that governs the financing and management of education in Zambia. According to this act, the MoGE is the custodian of education provision in Zambia and ensures that all education providers adhere to the national education policy and curriculum guidelines. Therefore, according to this act, Physical Education and Sport (PES) as an academic subject taught in Zambian schools falls within the National Policy on Education (Educating Our Future) of 1996, interpreted in details in the Zambia Education Curriculum Framework of 2013.[[15]](#footnote-15) This PES policy implementation framework is drawn from this education legal framework in Zambia.

## 1.3 Objectives of this Policy Implementation Framework

According to the World Health Organization (WHO), physical inactivity has been identified as the fourth leading risk factor for global mortality (6% of deaths globally).[[16]](#footnote-16) While this is highly prevalent in high-income countries, research shows that physical inactivity is also on the increase in low income countries like Zambia, hence the need to support Quality Physical Education and Sport (PES) that will introduce children to quality physical activities. A quality PES programme promotes pupils’ respect for rules, values performance criteria in competitions, fair play and teamwork. Academic research has also shown a strong connection between students’ involvement in PE in relation to: health benefits; academic and learning achievement; mental health; motor ability; social and emotional learning; and joy of human movement.[[17]](#footnote-17) In relation to Health Promoting Schools (HPS), Zambia published the [National School Health and Nutrition Policy in March 2006](https://extranet.who.int/nutrition/gina/sites/default/files/ZMB%202006%20School%20Health%20and%20Nutrition%20Policy%20%202006.pdf)[[18]](#footnote-18) and later revised its HPS focus through the [National School Health Management Policy[[19]](#footnote-19) in 2015](http://pdf.usaid.gov/pdf_docs/PA00M474.pdf). However, whilst the National School Health and Nutrition Policy has a single mention of PE, the updated 2015 does not mention the role of PE towards holistic health. Historically, with impetus from the HIV pandemic, Anti-AIDS clubs in schools which later changed to AIDS Awareness Club were highlighted as a strong aspect of HPS in Zambia.

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

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

## 1.4 Methods used in the PES Policy Revision Process

The development of this policy implementation framework involved a desk review of the current PES situation in Zambia with the aim of providing preliminary recommendations on areas that need attention to improve the quality of PES. As simply a compilation of existing secondary data, the desk review analysed relevant PE, Health and Education documentation to create a profile of PE policy and delivery in Zambia. A Technical Working Group (TWG) made up of representatives from diverse key national stakeholders was formed and coordinated by the National Coordinator. The TWGs played a role in the desk review through analysis of allocated thematic documentations. They also conducted PES grassroots stakeholders’ consultations looking at strengths and weaknesses and produced recommendations to improve the quality of PES provision in Zambia. TWG consultations applied the UNESCO *QPE Guidelines for Policy-Makers* to guide their processes that lead to the identification of concerns in the following areas:

1. The need to collaborate in the implementation of PES related policies and programmes;
2. Quality PES teacher education and supply;
3. Inclusivity in PES;
4. School and community partnerships;
5. Research in PES;
6. Rebranding and marketing PES; and
7. Monitoring and quality assurance in the delivery of PES.

Both qualitative and quantitative evidence that was gathered by TWG members was triangulated and verified by stakeholders such as teachers and standard officers involved in teaching the subject before being compiled into a national situation analysis report. Further alignment to the UNESCO *QPE Guidelines for Policy-Makers* and other policy documents was achieved during these consultation processes. Following drafting of the national situational report was a national stakeholders’ workshop. This workshop was composed of teachers, head teachers, standard officers, national sports federations and civil society organizations from all the ten provinces of Zambia. The aim of the workshop was to review the national situation analysis report, gather further contributions and make collective recommendations on how to improve the delivery of PES in different parts of the country. Findings from the national stakeholders’ workshop were further reviewed by TWG members and other key stakeholders in preparation for drafting of the PES policy implementation framework.

# 2.0 SITUATION ANALYSIS

In line with Zambia’s long-term national development plan Vision 2030’s aspirations of Zambia becoming a prosperous middle-income nation coupled by the 5th, 6th and the current 7th National Development Plans, the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) through the Curriculum Development Centre (CDC) began to implement curriculum review processes in 2000. This was in order to “re-define the desired learner, the teacher-educator/instructor and the teaching/learning outcomes so as to make education relevant and responsive to the individual and society.”[[20]](#footnote-20) This review process resulted in the *Zambia Education Curriculum Framework (ZECF) 2013*, which is the official curriculum for Zambian schools.

Under the *ZECF 2013*, PES provision, inclusive of pupils with intellectual disabilities, from Early Childhood Education (age ranges 5 – 6) and primary school levels (age range 6 – 12) falls under Creative and Technology Studies (CTS) as Expressive Arts. Expressive Arts comprise of three subjects: Physical Education, Music and Art. The rationale behind the grouping of the three subjects is to ensure adherence to the recommended workload and the duration that pupils at different ages are to spend in school. As a result of the *ZECF 2013*, the subject status of PES was given a boost when PES was made an examinable CTS subject at primary school. The first CTS exam at Grade 7 level was offered in 2008 and later under the revised curriculum in 2015.

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

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

## 2.1 Current Status

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

* As already stated, the *ZECF 2013* provides a detailed national strategy of PES in Zambia at all levels from early childhood education, primary, secondary through to teacher education.[[21]](#footnote-21) However, there is no nexus between this policy and other policy frameworks associated with PES such as the national sport policy, national health policy and national youth policy. There is need for a multi-sectoral approach towards PES programmes in Zambia to ensure harmonization and collaboration of policies and strategies in the implementation of PES.
* There is need to promote PES as a rewarding professional career. Many schools across the country are struggling to convince parents and pupils to choose PES as a vocational subject at secondary school level. The lack of professional jobs in sport beyond PES teaching jobs is a major hindrance.
* Physical Education and Sport teacher education (PESTE) in Zambia is divided into two: Colleges of education, both public and private offering teachers’ education using the curriculum that was recently revised by the Ministry of General Education (MoGE) and universities both public and private that had been quality assuring themselves until recently when the Zambia Higher Education Qualification Authority was put in place. Both public and private colleges that are quality assured by the MoGE had their teacher education curriculum revised and tailored to meet the needs of leaners specified in the revised school curriculum. However, public and private universities have not revised their curricula and most of their PESTE content tends to lean more towards theoretical delivery with less or no practical sessions. In addition, there is lack of essential PESTE physical infrastructure (sports halls or gym, playing fields and equipment) to support the delivery of practical sessions. Furthermore, an acute shortage of PESTE qualified lecturers in most of the institutions attributes to the poor quality and preparedness of PESTE graduates that are deployed in schools.
* Schools offer an ideal way to equip large numbers of girls and pupils with disabilities with information, knowledge and skills essential for lifelong participation and enjoyment of physical activities.[[22]](#footnote-22) While the Zambian government has made great efforts to enhance the girl-child’s participation in the education system, girls continue to face challenges in PES as a result of traditional cultural norms that regard physical activity as a male endeavour. Stakeholder consultations confirmed that PES practices nationwide tend to be inflexible towards the accommodation of school girls’ requirements for dress code adjustments. The dress code adjustments are in relation to the cultural or religious beliefs of PES participants, plus other cultural attitudes regarding girls’ involvement in physical activities. Furthermore, most government schools have no changing rooms for girls making it hard for them to participate in PES.
* The *ZECF 2013* emphasizes provision of quality PES for all pupils including those with disabilities. Despite the policy being up to date regarding inclusive PES, inclusion into practical sessions for pupils with disabilities was problematic as parents of pupils with disabilities when interviewed during stakeholder consultations complained about the lack of quality PES in schools. While some teachers are trained in adapted physical education, most of them seem to lack the capabilities to include, engage and effectively teach PES pupils with disabilities. Equipment and infrastructure in most schools are not user-friendly to pupils with disabilities.
* The revised Zambian education curriculum is inclusive, flexible, and open to adaptation to suit the varying contexts in the country. However, not all PES teachers are interested in teaching and adapting PES provision to meet the diverse needs of pupils in different parts of the country. In some primary schools, school timetables lack time allocation resulting in teachers not delivering the subject. Similarly, at secondary school level, PES faces stiff competition from other subjects such as Home Economics and Hospitality and many others.
* Young people’s needs for physical activities are so high that PES classes during school time are not sufficient to meet such needs. Therefore, collaborative working between schools and community sports programs (clubs and other initiatives) to offer young people opportunities to continue with quality PES activities in their communities after school hours is highly required. Research has shown that learners are more likely to be physically active in schools with strong school-community collaboration.[[23]](#footnote-23) This partnership can also provide opportunities for knowledge transfer between schools and communities, sharing and maintaining sports facilities and equipment and resource mobilization. The recognised presence of sports NGOs in Zambia can contribute to meet this insurmountable need for quality physical activities for young people. However, these NGOs are mainly located in urban areas.
* There is very limited research originating from local agency due to the associated costs and lack of culture of researching PES practice by academics in Zambia. The little research that is done is at individual level and disjointed above all; it is poorly funded and not focused on key priorities in Physical Education and Sport. Furthermore, most PES related research has been conducted by foreign researchers situated in overseas institutions. Partnerships with foreign based Higher Education institutions have been established which have resulted in several joint-funding bids with a mixed results of successful and unsuccessful outcomes. An example of a successful outcome was that between UK’s York St John University and Nkrumah University College. There is need for local research networks to identify local resources and contribute to the local knowledge generation. As more credibility is given to calls for actions when they are based on concrete, measurable, reliable and well-researched data, there is need to develop adequately funded research programmes and networks developing evidence-base for current trends in local PES and beyond. Research should be aimed at providing evidence for PES’s role in promoting values, good national and global citizenship, effectiveness of community partnerships, and the capacity to contribute to physical, mental and social wellbeing of citizens.[[24]](#footnote-24)
* Funding is one of the major challenges facing the Zambian education system. Financial resources are never adequate to meet national demands. Supported by local and foreign cooperating partners, the MoGE’s concerted efforts to coordinate financial support for schools each year is commended. However, individual schools make final decisions on teaching materials that need to be purchased to meet their local needs. Since decision-making is devolved, local schools need to be sensitised on the needs of pupils with disability and their inclusion in PES.
* There is need to rebrand PES in Zambia, contrary to old perspectives where it was considered as a pastime/unserious activity taught in an uncoordinated manner only for interested learners. Quality PES is grounded in equality of opportunity for all learners to access a well-balanced and inclusive curriculum that supports the acquisition of psychomotor, social and emotional skills, which define self-confident and socially responsible citizens. Quality PES also promotes physical literacy as a key step towards body ownership and physical competency.[[25]](#footnote-25)
* In order to rebrand PES, there is need to come up with effective communication and marketing strategies that will show research-based intrinsic and extrinsic values of PES at local and national level. The strategies will promote the importance of PES for all young people including girls, those with disabilities, and those from minority groups. It will also be a good way to attract new partners that might be willing to support the realisation of quality PES in Zambia. The Zambian curriculum states that the main objectives of subject associations include providing a medium for teachers’ views on the subject, developing a specialist professional community of practice and strengthening subject professionalism.[[26]](#footnote-26) The Physical Education and Sports Teachers’ Association (PESTAZ) will, therefore, play an important role in the marketing and communication plan working together with line ministries and stakeholders. Intrinsic and extrinsic values of PES will be disseminated by government ministers, permanent secretaries, directors, head teachers and teachers, pupils and role models.
* According to the Zambian curriculum, subject quality assurance is the responsibility of Standard Officers who are composed of heads of departments, head teachers and Senior Education Standards Officers (SESO.) While the national policy on education recommends compulsory monitoring and quality assurance of all subjects in schools, implementation is not very effective because of financial limitations. For example, a study conducted by Matildah Kashishi in Mkushi District of Central Province reveals that PES is not taken seriously in the district because of lack of effective monitoring and evaluation by Senior Education Standards Officers (SESO) Expressive Arts.[[27]](#footnote-27) There is need to improve monitoring and quality assurance of teaching PES.

# 3.0 OBJECTIVES

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

## 3.1 Improve Policy structures to support delivery of PES

To improve policy structures to support the delivery of PES in Zambia by ensuring that there is inter-ministerial collaboration in policy design and implementation of PES. This objective will be achieved through:

1. Strengthening cooperation in policy design to promote joint-approaches in implementation between three government ministries responsible for education, sport and health – (MoGE, MYSCD and MoH)
2. Strengthen policy linkages between the national youth policy and the PES vocational pathway to enhance the status of PES.
3. Establish the recognition and acceptance of PES as one of the sciences in the general requirements for admission to undergraduate programmes in universities and colleges.

## 3.2 PES Teachers Education, Supply & Development

## Ensure that both public and private universities offering PESTE programmes align their curricula to the national curriculum for schools. This objective will be met by:

1. Ensuring that PESTE programmes are designed to deliver a balanced teacher education programme that meets both the theory and practice components of the subject
2. Stressing inclusive methods, safeguarding and child protection sensitization in PESTE.
3. Providing a clear outline of roles, responsibilities, professional qualities/attributes, knowledge, skills and values required to perform the role of PES teacher such as respect, fair play and tolerance in PESTE curriculum.
4. Encouraging both public and private universities to continue offering in-service training (INSET) programmes as a form of continued professional development (CPD) for serving PES teachers.
5. Ensuring that appropriate and adequate resources for delivering PESTE programmes by public and private universities and colleges meets the requirements of PES trainees.
6. Ensure effective staffing of PES departments within universities and colleges with a minimum of four (4) fulltime employed and appropriately qualified lecturers for the programmes being offered.
7. Examine PETE structures and processes from other areas and apply the evidence to the Zambian context

## 3.3 Inclusivity in PES

Ensure equal opportunities for active participation in PES. This objective will be achieved through:

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

## 3.4 PES curriculum in Zambia

Promote a PES curriculum and PES pedagogical approaches that are learner centred by:

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

## 3.5 PES & Community Partnerships

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

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

## 3.6 Research in PES in Zambia

Encourage research and knowledge sharing in PES. This objective will be achieved through:

1. Encouraging the formation of research networks for PES teachers and researchers.
2. Establish a Faculty of Physical Education and Sport at one of the major public universities in Zambia to train graduate and postgraduate PES teachers, sports specialists and conduct research on identified priority areas.
3. Partner with foreign universities for research grants, graduate studies, visiting scholars, etc. – all for local benefits.

## 3.7 Resources, Facilities and Equipment

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

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

## 3.8 Marketing and Communication Plan

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

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

## 3.9 Monitoring and Quality Assurance

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

1. Develop transparent quality assurance/ monitoring and evaluation tools shared with all stakeholders: teachers, head teachers, standard officers, parents etc.
2. Conducting research on the quality of teaching PES in different parts of the country.
3. Ensure PES qualified personnel are not overlooked for promotion to SESO Expressive Arts position.

4.0 IMPLEMENTATION MATRIX

## 4.1 General Delivery of PES

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| THEMATIC AREA: Improve policy structures to improve delivery of PES  |
| OBJECTIVE: Improve policy structures to support the delivery of PES |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| 1. Strategy Strengthening cooperation in policy design and implementation between three government ministries responsible for education, sport and health – (MoGE, MYSCD and MoH) | Appointment of ministerial PES Focal Point Officers (FPOs) to ensure collaborative working post QPE revision processAssigned PES Focal Point persons to conduct ministerial harmonisation of PES related policy issues and MOU agreement on the implementation of PES in schools defining key roles each of the ministries will play | Names of appointed PES Focal Point officers in each ministryMinutes of meeting and harmonizedMOU developed and signedImplementation plan covering ministerial roles and responsibilities  | **Base Year****2017**  | Post-QPE Revision Meeting 1- Ministerial representatives (already appointed Focal Point Officers ‘FPO’) with their directors to look at the implementation of the Policy Implementation Framework. Meeting 2 – initial meeting of appointed FPOs to agree inter-ministerial collaboration – update on areas of policy spill over and identification of ministerial capacity and drawing up agreement.  | MoGE, MYSCD & MoH | **0.00** |
| **2018**  | Meeting 3 – review of agreement against identified ministerial resources and responsibilities and MOU signing. Meeting 4 – allocating priority areas and GANTT chart mapping of strategies needing early implementation to lay foundation of follow-up activities. Implementation commences.  |
| **2019**  | FPOs Policy implementation review meetings - updates of PES related activities by each ministry. Monitoring of PES related activities in ministries and alignment to QPE/PES targets and national development initiatives.   |
| **2020**  | Policy implementation review meetings via updates of PES related activities by each ministry. Monitoring of PES related activities in ministries and alignment to PES targets and national development initiatives |
| **2021**  | Policy implementation review meetings via updates of PES related activities by each ministry. Monitoring of PES related activities in ministries and alignment to PES targets and national development initiatives |
| **2022** | QPE Policy review and revision processes. Setting new long term PES targets  |
|  |
| 2. StrategyStrengthen policy linkages between the national youth policy and the PES vocational pathway to enhance the status of PES. | Appointed PES FPOs in each ministry to develop and promote youth programmes that connect school PES to vocational youth pathwaysPES FPOs and teachers to promote PES as a pathway via careers fairs or information days and engage in youth PES entrepreneurial workshops targeting pupils and parents  | Programmes developed and implemented in schools and communitiesNumber of entrepreneurial workshops – district/provincial-level activities Number of career information days – micro-level school activities  | **Base Year****2017**  | 2 x Workshops – initial meeting of FPOs and PES stakeholders to map links between PES and vocational or career pathways. Conducting baseline studies on attitudes towards PES as a subject (target group for survey – pupils and their parents) | MoGE, MESVTEE, MYSCD & MoH | **1,000,000.00** |
| **2018**  | 1 x meeting to plan for Entrepreneurship workshops – showcasing careers in sport from the industry1 x Entrepreneurial workshop targeted at young people, school staff (careers officers) and parents  3x career information days – school based |
| **2019**  | 1 x meeting to plan for Entrepreneurship workshops – showcasing careers in sport from the industry1 x Entrepreneurial workshop targeted at young people, school staff (careers officers) and parents 3x career information days – school based |
| **2020**  | 1 x meeting to plan for Entrepreneurship workshops – showcasing careers in sport from the industry1 x Entrepreneurial workshop targeted at young people, school staff (careers officers) and parents Conducting mid-term studies to map change in attitudes towards PES as a subject (target group for survey – pupils and their parents) 3x career information days – school based |
| **2021**  | 1 x Workshop - Review of entrepreneurial-focussed activities using preliminary findings from PES Entrepreneurial Survey. 1 x Implementation of new revised PES entrepreneurial workshop |
| **2022** | Conducting final survey to map changes in attitudes towards PES as a subject (target group for survey – pupils and their parents). Report writing and dissemination via PES FPOs, PESTAZ, Schools etc.  |
|  |
| 3. StrategyEstablish the recognition and acceptance of PES as one of the sciences in the general requirements for admission to undergraduate programmes in universities and colleges. | Distribute pre-workshop questionnaires to Deputy Registrar Academic Affairs, Assistant Registrars and Senior Administration Officers Admissions in universities and colleges to gather responses on the proposal to establish of PES as one of the science requirements for degree enrolments.MoGE PES specialists to hold workshops with universities and colleges to consider PES as one of the science subject requirements for degree enrolments.Distribution of post-workshop questionnaires to universities and colleges to assess knowledge of participants after the workshop | Number of universities and colleges where questionnaires are successfully distributed.Number of workshops conducted by assigned specialists and reports produced.Number of participant survey responses  | **Base Year****2017**  | 2 x Meetings – initial meeting to identify university/college programmes of study that can pilot the recognition of PES as an entry requirement. Conduct survey on attitudes among programmes towards PES as entry subject | MoGE, Ministry of Higher Education, universities and colleges | **120,000.00** |
| **2018**  | 2x Meetings – approaching institutional admission offices to plan piloting phase of PES as entry requirements.  |
| **2019**  | 2x Meetings – approaching institutional admission offices to plan piloting phase of PES as entry requirements for programmes of study.   |
| **2020**  | Workshop - Implementation review of PES as entry requirement for pilot courses and evaluation of overall academic profiles of students using PES as part of entry requirement. Report writing for preliminary findings |
| **2021**  | Workshop - Implementation review of PES as entry requirement for pilot courses and evaluation of overall academic profiles of students using PES as part of entry requirement. Survey to gather pilot programme views on PES as entry requirement.  |
| **2022** | Evaluation Workshop - Review of PES as entry requirement during pilot phase. Planning for further addition of programmes to recognise PES as part of entry requirement. Report writing for end of pilot phase findings |
| Sub-Total | **1,120,000.00** |

## 4.2 PES Teachers Education, Supply & Development

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| THEMATIC AREA: *PES Teacher Education, Supply and Development* |
| OBJECTIVE: PES Teachers Supply & Development |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| 1. Strategy Ensuring that PESTE programmes are designed to deliver a balanced teacher education programme that meets both the theory and practice components of the subject | Quality assurance periodic workshops to harmonise PES curricula between SESO Expressive Arts, PES Focal Point, CDC and Higher Education institutions (both public and private). Institutional workshops by universities and colleges to ensure that each institution designs and delivers a balanced teacher education programme that meets both theory and practice components of PES as a subject | Number of workshops held, reports and main recommendations Harmonized curricula from all universities and colleges offering PES. | **Base Year****2017**  | 1 x PES Teachers Educators Workshop 1 – review of QPE findings (National Situation Analysis) and recommendations for PESTE. Planning of responses  | MoGE (ZECF PES experts), Universities and colleges | **300,000.00** |
| **2018**  | Institutional Workshop 1 – Curriculum Revision workshops in colleges and universities. Action plan drawing and implementation schedule.First phase of agreed institutional action plans to be implemented by universities and colleges.  |
| **2019**  | 1 x PES Teachers Educators Workshop 2 – review of institutional action plans against QPE findings (National Situation Analysis) and recommendations for PESTE. Second phase of agreed institutional plans implementation |
| **2020**  | Revised PES Teacher Programme implementation by universities and colleges harmonised to ZECF and balanced between theory and practice adequate provision  |
| **2021**  | Revised PES Teacher Programme implementation by universities and colleges harmonised to ZECF and balanced between theory and practice adequate provision  |
| **2022** | 1 x Workshop - PES Teacher Programme implementation review Workshop and report writing  |
|  |
| 2. StrategyStressing inclusive methods, safeguarding and child protection sensitization in PESTE | PES Focal Point Officers (FPOs) work collaboratively with quality assurance officers to make sure inclusive PES covers safe guarding and child protection | Two themed workshops conducted and reports written: a) Inclusive PES Workshopb) Safeguarding and Child protection | **Base Year****2017**  | Post-QPE Revision Workshop 1- PES Teachers Educators review of QPE findings (National Situation Analysis) and recommendations for PESTE. Planning of responses for curriculum enhancement. Update for needs analysis | MoGE, Ministry of Higher Education, Universities and colleges | **500,000.00** |
| **2018**  | Workshop 1 - Inclusive PES Workshop for PES Teachers Educators aiming at curriculum revision covering theory and practiceWorkshop 2 – Safe Guarding and Protection for PES Teachers Educators aiming at curriculum revision covering theory and practice |
| **2019**  | Revised PES Teacher Programme implementation by universities and colleges covering inclusive PES, safeguarding and child protection.Workshop 3 – collective analysis of curriculum adaptions regarding inclusive methods, safeguarding and child protection sensitization in PESTE |
| **2020**  | Monitoring and evaluation of inclusive methods, safeguarding and child protection issues in PESTE in PES delivery – theory (content) and practice.  |
| **2021**  | PES Teacher educator INSET workshops focusing on challenges regarding inclusive methods, safeguarding and child protection in PESTE.   |
| **2022** | Evaluation of PESTE- SESO and PES FPOs reports on inclusive methods, safeguarding and child protection issues in PESTE programme delivery – theory (content) and practice.  |
|  |
| 3. Strategy Providing a clear outline of roles, responsibilities, required for performing the role of PES & generalist teachers, such as respect, fair play and tolerance in PESTE curriculum. | CPD workshops on professionalism and PES targeted at serving PES teachers, head teachers, SESOs and PESTAZ A written set of expected skills, behaviour and criteria could also be delivered to teachers/head teachers/school principals, allowing them to understand on which aspects of competency are assessed and which aspects should be improved through training. | Number of workshops conducted and reportsCopy of the expected skills & behaviour of a PES teacher. | **Base Year****2017**  | Post-QPE Revision Workshop 1- stakeholder views on QPE findings (National Situation Analysis) and recommendations for clarity in roles and responsibilities for PES teachers. Planning for professionalism workshop. | PESTAZ, MoGE, Ministry of Higher Education, universities and colleges. | **100,000.00** |
| **2018**  | Workshop 1 – PES Teacher and Professionalism – what are the required qualities of an effective PES teacher – stakeholder views (PES teachers, head teachers, SESOs and PESTAZ). Dissemination of agreed qualities  |
| **2019**  | Workshop 2 – CPD – Professionalism in teaching – review of workshop 1 findings after stakeholder feedback. Formulation of code of conduct for PES (learner centred with emphasis on inclusive PES and safe guarding and protection of learners). Share code of conduct with SESOs to include in the quality assurance inspections.  |
| **2020**  | Review of SESO reports by PES FPOs regarding professionalism in PES  |
| **2021**  | Review of SESO reports by PES FPOs regarding professionalism in PES |
| **2022** | Review of SESO reports by PES FPOs regarding professionalism in PES |
|  |
| 4. Strategy Encouraging both public and private universities to continue offering in-service training (INSET) programmes as a form of continued professional development (CPD) for serving PES teachers. | In-house workshops focused on capacity building or strengthening for CPD / INSET deliveryAdequately resourced Distance Education departmentsInvestment in IT infrastructure to facilitate distance education and online learning Designated PES Focal Point Officers to conduct workshops on how to improve distance PESTE programmes in colleges and universities. | Number of INSET programmes among institutionsNumber of enrolled serving teachers on CPD or INSET programmes Names of staff appointed to perform this task.Number of workshops conducted and reports. | **Base Year****2017**  | Post-QPE Revision Workshop 1- audit of current INSET or CPD courses targeted at serving PES teachers. Mapping audit results to identified professional needs of serving PES teachers | MoGE, Ministry of Higher Education, universities and colleges. | **100,000.00** |
| **2018**  | Identification of gaps from INSET/CPD audits report. Development of new INSET/CPD programmes to address identified needs of serving PES teachers. Collaboration on action plan of delivery among colleges and universities.  |
| **2019**  | Phase 1 - Delivery of action plan of INSET/CPD courses to meet needs of serving PES teachers. Monitoring of delivery mechanism and adjustments to match target group |
| **2020**  | Phase 2 - Delivery of action plan of INSET/CPD courses to meet needs of serving PES teachers.  |
| **2021**  | Phase 2 - Delivery of action plan of INSET/CPD courses to meet needs of serving PES teachers. |
| **2022** | Phase 2 – Evaluation – views of stakeholders of INSET/CPD courses to meet needs of serving PES teachers. |
|  |
| 5. Strategy Ensuring that appropriate and adequate resources for delivering PESTE programmes by public and private universities and colleges meet the requirements of PES trainees.  | Inspect PES facilities, equipment and human resource working together with Higher Education Authority | Inspection report | **Base Year****2017**  | Post-QPE Revision Workshop 1- PES Teachers Educators review of QPE findings (National Situation Analysis) and recommendations for PESTE. Planning of responses for curriculum enhancement. Update for needs analysis | Ministry of Higher Education, MoGE, PESTAS & Higher Qualification Authority | **1,000,000.00** |
| **2018**  | Micro situational analysis Workshop – institutional (colleges and universities) gauge how the adequacy of their resources (facilities, equipment, and human expertise). Action plans drawn up |
| **2019**  | Workshop 1 – partnership response to lack of facilities and equipment: * Establish partnerships between HE sector and neighbouring schools and communities.
* Recruitment of demonstrators
* Equipment hire or sharing scheme
 |
| **2020**  | Workshop 2 – strengthening partnership response facilities and equipment: * Establish partnerships between HE sector and neighbouring schools and communities.
* Recruitment of demonstrators
* Equipment hire or sharing scheme
 |
| **2021**  | Implementation and review of action plans at institutional level  |
| **2022** | Implementation and review of action plans at institutional level |
| Sub-Total | **2,000,000.00** |

## 4.3 Inclusivity in PES

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| THEMATIC AREA: *Inclusivity in PES* |
| OBJECTIVE: Inclusivity in PES |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| 1. Strategy Sensitization on the intrinsic values of PES for girls to demystify traditional beliefs and cultural orientations and frameworks and accommodate cultural and religious diversity during lessons. | Designated PES Focal Point Officers in line ministries to use social media: Facebook, WhatsApp & Twitter to stress the values of PES and demystify traditional cultural beliefs and orientations.Conduct radio and TV awarenessDesignated PES Focal Point Officers in line ministries to facilitate informative sessions within community space or schools to sensitize teachers, parents and studentCircular to Stress modesty dress codes during PES lessons to accommodate cultural and religious diversity. | Number of awareness messages posted on social media every month.Radio and TV awareness programmes conducted.Number of informative sessions conducted in each districtHard copies or an electronic set of rules related to modest dress codes, allowing school principals, parents, teachers and students to have access and be aware of the circular’s content | **Base Year****2017**  | Post-QPE Revision Workshop 1- stakeholder views on QPE findings from the National Situation Analysis regarding girls in PES. Review of recommendations on how to address traditional and religious beliefs / concerns.  | MoGE, PESTAZ & Sports NGOs | **1,000,000.00** |
| **2018**  | Drafting of action plans for schools to adapt to local context regarding how to promote the participation of girls in PES. Institutional approaches to break down barriers towards inclusivity in PES. Implementation of local action plans by schools. For example, encourage schools to modify a room to shield girls from outside gazes when preparing for PES  |
| **2019**  | Use of drama and social media to raise awareness of barriers and new approaches adopted to address barriers and promote inclusive PES3 x national media outlets - Values and benefits of PES raised through media campaign.  |
| **2020**  | Use of drama and social media to raise awareness of barriers and new approaches adopted to address barriers and promote inclusive PES3 x national media outlets - Values and benefits of PES raised through media campaign.PES FPO monitor SESO reports on removal of barriers to promote girls participation - facilities, dress code etc.  |
| **2021**  | Use of drama and social media to raise awareness of barriers and new approaches adopted to address barriers and promote inclusive PES3 x national media outlets - Values and benefits of PES raised through media campaign. PES FPO monitor SESO reports on removal of barriers to promote girls participation - facilities, dress code etc.  |
| **2022** | Evaluation by PES FPOs on progress on action plans  |
|  |
| 2. Strategy Provide accessible inclusive facilities and equipment to meet the PES needs for pupils with disabilities. | Inspection of suitability of PES facilities in schools and colleges. | Inspection reports. | **Base Year****2017**  | Post-QPE Revision Workshop 1- stakeholder views on QPE findings from the National Situation Analysis regarding pupils with disabilities in PES. Review of recommendations regarding accessibility in PES | MoGE, MYSCD & MoH | **100,000.00** |
| **2018**  | Phase 1 - School based census of pupils self-identifying as disabled and categorisation of disabilities.Phase 2 – Inclusive PES facilities audit and PES teacher skills audit or competency to deliver inclusive PES in relation to census findings: giving PES teachers a practical experience of inclusion: supporting children with disability and gender inclusive approaches. Action plans on procurement of multi-purpose facilities and equipment to enhance inclusivity in PES  |
| **2019**  | Implementation of inclusive PES using available facilities and equipment against needs of pupils with disabilities. |
| **2020**  | Implementation of inclusive PES using available facilities and equipment against needs of pupils with disabilities.PES FPO monitor SESO reports on inclusive PES |
| **2021**  | Implementation of inclusive PES using available facilities and equipment against needs of pupils with disabilities.PES FPO monitor SESO reports on inclusive PES |
| **2022** | Evaluation of PES FPO reports on inclusive PES |
|  |
| 3. Strategy Equip teachers with effective inclusive and adaptive methodologies and providing in-service training and practical experience to existing teachers to advance their knowledge, competencies and skills in teaching adapted PES to pupils with special needs including psychical and mental, and differing physical abilities and gender equality approaches.  | Revision of PESTE curricula to stress effective, inclusive adaptive and gender inclusive methods of teaching pupils Conduct workshops with serving teachers to advance their knowledge, skills and methods in teaching pupils with disabilities and gender inclusive approaches | Revised PESTE curricula Number of workshops conducted and workshop reports. | **Base Year****2017**  | Post-QPE Revision Workshop 1- PES teacher educator review on QPE findings from the National Situation Analysis regarding the PESTE curriculum. * Application of national situational analysis to micro context
* Review of recommendations regarding current inadequacies of PESTE curriculum
 | Ministry of Higher Education, MoGE, organizations for people with disabilities and gender mainstreaming organizations and structures.  | **700,000.00** |
| **2018**  | Phase 1 Workshops – revision of PES teacher curricular at institutional (micro) level in relation to inclusive PES* Inclusive PES theoretical content and Practice
* Pedagogical approaches – inclusive PES
* PES teacher educator competence

Phase 2 Workshops – Practical demonstration of inclusive PES* Engaging inclusive PES experts/demonstrators
* CPD - Adaptive teaching methods for disabled pupils
 |
| **2019**  | Implementation of Institutional Action Plans (Revised PESTE Curricular) after CPD and INSET workshops.  |
| **2020**  | Workshops – Practical demonstration of inclusive PES* Engaging inclusive PES experts/demonstrators
* CPD - Adaptive teaching methods for disabled pupils

Engage stakeholders (parents and disabled pupils) in review of implementation plans.  |
| **2021**  | Workshops – Practical demonstration of inclusive PES* Engaging inclusive PES experts/demonstrators
* CPD - Adaptive teaching methods for disabled pupils

Engage stakeholders (parents and disabled pupils) in review of implementation plans.SESO FPOs summary of SESO inspection reports on developments |
| **2022** | Evaluation of developments in theoretical and practical aspects of inclusive PES delivery. |
| Sub-Total | **1,800,000.00** |

## 4.4 PES curriculum in Zambia

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| THEMATIC AREA: *PES curriculum in Zambia* |
| OBJECTIVE: PES curriculum in Zambia |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| 1. Strategy Collection of short questionnaires specifically dedicated to students of different age/ geographical zone/ abilities/ background to share recommendations/ opinions on the PE sessions in order to encourage teachers to put pupils at the centre of the learning process and adapt the curriculum to suit societal trends, needs and interests of pupils. | In-house (institutional) pedagogical networks to ensure PES delivery is learner centred. School-based PES quality assurance persons to promote peer observations of PES sessions Designated PES Focal Point Officers in line ministries to conduct workshops with teacher educators to emphasize learner centred approaches.Workshops with serving teachers on how to effectively apply learner centred approaches and societal trends and needs in PES | Number of collaboratively planned peer observation sessions linked to mentoring systemNumber of workshops conducted and reports. | **Base Year****2017**  | Post QPE findings analysis regarding common delivery approaches in PES and introducing a focus on learner-centred approaches. PES Focal Point Officers communication with universities and colleges on priorities. | Ministry of Higher Education, MoGE, universities and colleges. | **1,000,000.00** |
| **2018**  | INSET Workshop 1 – Institution-based workshops on *Learner-Centred Approaches.** Characteristics of PES learner-centred lessons
* Demonstration of theoretical and practical sessions characteristic of learner-centred approaches

CPD Workshop 2 – problem-based learning or enquiry based approaches to courage learner-centred methods |
| **2019**  | Peer Observations of PES theory and Practical sessions * Peer feedback and reflection
* Video capturing (smartphones/IPADS) and analysis of sessions
* Sharing of best practice on PESTAZ social media accounts
* Mentoring scheme linked to peer observation
 |
| **2020**  | Peer Observations of PES theory and Practical sessions * Peer feedback and reflection
* Video capturing (smartphones/IPADS) and analysis of sessions
* Sharing of best practice on PESTAZ social media accounts
* Mentoring scheme linked to peer observation
 |
| **2021**  | Peer Observations of PES theory and Practical sessions * Peer feedback and reflection
* Video capturing (smartphones/IPADS) and analysis of sessions
* Sharing of best practice on PESTAZ social media accounts
* Mentoring scheme linked to peer observation
 |
| **2022** | Evaluation of developments in learner-centred approaches in both the theoretical and practical delivery of PES. |
|  |
| 2. Strategy Promote adaptation of the curriculum to meet local cultural requirements and celebrate traditional activities and games. | PESTAZ to create teacher-mentor networks in each province to implement a free train-the-trainer approach to allow the easy spread of QPE knowledge between in service PE teachers, beginners and students in PE.Designated PES Focal Point Officers in ministries to conduct workshops with teachers on how to adapt the curriculum to meet cultural requirements, celebrate traditional activities and games.Designated PES Focal Point Officers in line ministries to create a social media account dedicated to organization of training sessions, free exchange of ideas on some topics, ask for advice and circulation of all key documents around the country, for free. | Teacher mentor networks created in each province by PESTAZ provincial officialsNumber of workshops conducted and reportsSocial media account created | **Base Year****2017**  | Post QPE findings analysis regarding inclusion of local traditional games and activities in the common of PES at micro level. PES Focal Point Officers communication with local schools on priorities. | PESTAZMoGEMoGE, MYSCD, PESTAZ | **1,200,000.00** |
| **2018**  | Workshop – PESTAZ/ PES Focal Point Officers/PES Heads of Department/PES teachers reps* Drafting of PES mentoring scheme
* Roles and expectations of mentors and mentees
* Identification and drafting of Sport NGO leaders

Piloting of mentoring scheme and peer review by stakeholders |
| **2019**  | Micro level Mentoring Scheme Implementation* Local recruitment of mentors – teachers/sports NGOs
* Pairing of mentor/mentee
* Co-development and delivery of traditional games
* Sharing of best practice on PESTAZ social media accounts
 |
| **2020**  | Micro level Mentoring Scheme Implementation* Local recruitment of mentors – teachers/sports NGOs
* Pairing of mentor/mentee
* Co-development and delivery of traditional games

 Sharing of best practice on PESTAZ social media accounts |
| **2021**  | Micro level Mentoring Scheme Implementation* Local recruitment of mentors – teachers/sports NGOs
* Pairing of mentor/mentee
* Co-development and delivery of traditional games

 Sharing of best practice on PESTAZ social media accounts |
| **2022** | Evaluation of mentoring scheme from stakeholder views (mentors/mentees) and use survey results to improve mentoring scheme.  |
| Sub-Total | **2,200,000.00** |

## 4.5 PES & Community Partnerships

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| THEMATIC AREA: *PES and Community Partnerships* |
| OBJECTIVE: PES and Community Partnerships |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| 1. Strategy Creating a clear linkage between PES in schools, school sports and community sports organizations to support life-long participation in physical activities and sports. | Conduct radio and TV awareness on the importance of collaboration between schools and communities in PES and physical activities.Promote the sharing of sports facilities and equipment between schools and communities through radio and TV programsHold workshops on the importance of partnerships and governance structures of PES-Community partnerships | Number of radio and TV programmes accomplished.Number and range of variety of stakeholders attracted by message Number of equipment/facilities sharing partnerships formed throughRadio and TV programmes media coverage.Number and quality of new partnershipsCommunity stakeholder involvement in governance of partnerships formed | **Base Year****2017**  | Making contact with media to raise awareness of the importance of collaborative work between schools PES and community | MoGE, PESTAZ and Sports NGOs  | **700,000.00** |
| **2018**  | 1x Meeting - Invitation of Sport NGOs/community clubs to PES provincial meetings to identify and mobilise resources1 x Meeting - Audit of School PES and communities partnerships via PESTAZ meetings and media reports  |
| **2019**  | Resource collaboration and join delivery of sessions. Promotion of partnerships and its benefits via media outlets - sharing the use of sports facilities: Communities can use school facilities during weekends and schools can use community facilities during the week.2 x Media coverage (TV & Radio) - Dual-Use of facilities and sharing expertise of PES and community sport delivery. |
| **2020**  | Resource collaboration and join delivery of sessions. Promotion of partnerships and its benefits via media outlets. 2 x Media coverage (TV & Radio) - Dual-Use of facilities and sharing expertise of PES and community sport delivery. |
| **2021**  | 2x Sports fairs – showcasing PES and Community joint working at micro level. Role of community expertise in sustaining participation beyond school gates. 2 x Media coverage (TV & Radio) - Dual-Use of facilities and sharing expertise of PES and community sport delivery.  |
| **2022** | 1 x INSET workshop – school or zone-based talks on fostering community partnerships in sport and physical activities and sharing expertise. 1x PESTAZ conference - Showcasing effective and sustainable partnerships at conference. Media coverage of conference promoting partnership working.  |
|  |
| 2. Strategy Extending the roles of PE teachers by engaging the Parent Teachers Associations, community leaders, local sports clubs and sports organisations in both urban and rural schools to agree on collaborative actions and expertise, while working in collaboration with the Ministry of Youth Sport and Child Development affiliates. | Redesigning of PES job descriptions by the MoGE to include promotion of School-community clubs collaboration. Knowledge exchange and sharing effective practices between PES stakeholders – school head teachers, teachers, sports clubs, sports NGOs, sport federations, local authorities and community leaders. | Circular on change of PES teachers’ job descriptions.Number of knowledge exchange workshops/sessionsNumber of Partnerships among stakeholders  | **Base Year****2017**  | Lobbying ministry to include ‘community impact’ on PES roles to promote health awareness beyond the school surroundings. | MoGE, Sport NGOs, Federations (MYSCD) & Schools. | **300,000.00** |
| **2018**  | INSET pedagogical Workshops – school-based INSET of CPD days in PES to engage community sports practitioners to share practice. Site visitation of community sports leaders, sports NGOs to observe innovative ways of engaging young people in sport using traditional movement games.  |
| **2019**  | INSET pedagogical Workshops – school-based Workshops community based with Parent Teachers Association, Community sports leaders, sports clubs coaches and sports NGOs on a collaborative approach to provide support towards teaching PESSite visitation of Sports NGOs to observe innovative ways of engaging young people in sport using traditional movement games.  |
| **2020**  | INSET pedagogical Workshops – school-based INSET of CPD days in PES to engage community sports practitioners to share practice. Site visitation of Sports NGOs to observe innovative ways of engaging young people in sport using traditional movement games.  |
| **2021**  | INSET pedagogical Workshops – school-based INSET of CPD days in PES to engage community sports practitioners to share practice.  |
| **2022** | Site visitation of Sports NGOs to observe innovative ways of engaging young people in sport using traditional movement games.  |
| Sub-Total | **1,000,000.00** |

## 4.6 Research in PES in Zambia

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| THEMATIC AREA: *Researching PES in*  |
| OBJECTIVE: Researching PES in Zambia |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| 1. Strategy Encourage the formation of research networks for PES teachers and researchers in sport and health. | Meeting to form PES research networks that will conduct research on important topics in the field to inform policies and programs.Establish PES research networks and field interests among PES teacher educators, sport, youth and health specialists to encourage research-led teaching, policies and programs.Develop PES programs that are supported by evidence-based knowledge.Encourage enquiry-based learning to encourage engagement in research and innovation in PES  | Minutes of meeting to form research networksNetworks formedNumber of research –focussed workshops aimed at PES practitionersEstablishments of local research outlets- journal or newsletter for knowledge exchangeFunding research securedPES programs developedIdentifiable examples enquiry-based learning approachesProduction and sharing of research papers by local practitioners within research networksStudents engaged in subject online discussion forums | **Base Year****2017**  | 1x department-based workshop to review QPE document to identify areas needing further research in PES delivery.Lobbying institutions to support research in PES | PESTAZ, MYSCD, MoGE, MoH, Universities and Colleges. | **400,000.00** |
| **2018**  | 1x department-based workshop to discuss research methods suitable for researching identified areas. Allocation or selection of research areas by individuals or pairs within an instituteConduct pilot research in selected area by staff/students and in-house presentation. Peer feedback and further research.  |
| **2019**  | Lobbying institutions to support research in PES. Conduct further research pilot studies with resources from the institution. Presentation of research findings at regional PESTAZ meetings. Establishing research networks based on themes presented and encouraging online journals. Promoting of enquiry-based learning via PESTAZ or Institution based INSET sessions to encourage research. |
| **2020**  | Use established PESTAZ and PES social media forums to disseminate PES research presented at PESTAZ forums and enquiry-based pedagogical approaches.  |
| **2021**  | Formation of further research Networks from pedagogical approach presentations. Lobbying institutions to support newly formed research networks in PES  |
| **2022** | Share research findings from networks via PESTAZ forums, newsletter  |
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|  |
| 2. Strategy Establish a School of Physical Education and Sport at one of the major public universities in Zambia to train graduate and postgraduate PES teachers, sports specialists and conduct research on identified priority areas3. StrategyPartner with foreign universities for research grants, graduate studies, visiting scholars, etc. – all for local benefits. | Meetings on the formation of a full department of sport and physical education at one of the major universities in Zambia.Hosting of collaborative meetings (online or face-to-face) with foreign academics to identify and establish research partnerships, support visiting scholars and graduate studies. | Meeting reports outlining the steps to be takenFaculty establishedNumber of students registered in the Faculty Number of partnerships with foreign institutionsNumber of submitted funding applications and success rateVisiting scholarships to build research capacity | **Base Year****2017**  | Stakeholder Consultations - consisting of MYSCD, MoGE, Higher Education, Sports Federations, Universities and colleges * Local needs and rationale for establishing Faculty
* Proposed location of faculty and rationale
* Drafting of proposal for establishment of faculty

  | MYSCD, Ministry of Higher Education, Universities. | **500,000.00** |
| **2018**  | Stakeholder Consultations - consisting of MYSCD, MoGE, Higher Education, Sports Federations, Universities and colleges * Local needs and rationale for establishing Faculty
* Proposed location of faculty and rationale
* Drafting of proposal for establishment of faculty

Agreement among stakeholders on rationale Formation of Faculty of PES Steering Committee |
| **2019**  | Lobbying Government for approval and resources allocation of Faculty of PES |
| **2020**  | Lobbying Government for approval and resources allocation of Faculty of PESTargeted Approval from government  |
| **2021**  |  |
| **2022** |  |
| Sub-Total | **900,000.00** |

## 4.7 Resources, Facilities and Equipment

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| THEMATIC AREA: *Resources Facilities and Equipment* |
| OBJECTIVE: Resources, Facilities and Equipment |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| 1. Strategy Provide adequate funding/support for PES in line with other core subjects  | MoGE circular to inform head teachers to prioritise PES like any other core subjects.Workshops with teacher education institution on training student teachers how to make adapt and maintain PES equipment and infrastructure.Workshops with serving teachers on how to make, adapt and maintain PES equipment and infrastructure. | Circular sent to all head teachers in the country.Number of workshops successfully held and reports. | **Base Year****2017**  | PES FPOs to gather data on PES financial spending (equipment and maintenance of facilities) trends by school heads and analyse the data in relation to SESO reports on quality PES delivery in schools. Analysis of data and findings by PES FPOs in MoGE | MoGEMoGE, Ministry of Higher Education, universities and colleges.MoGE & Schools | **0.00****500,000.00** |
| 2. StrategyEncourage teacher training institutions and serving teachers to train student teachers how to maintain and adapt accessible and safe facilities and equipment for all pupils to provide quality PES in different localities. | **2018**  | Visitation of best practice or effective utilisation of resources to gather in-depth data on funding mechanisms and decision-making processes regarding PES equipment, and facility maintenance. Development of case studies of effective practice |
| **2019**  | Showcasing best case studies – head teachers invited to showcase their case studies at PESTAZ forums, SESOs workshops and Head Teachers conferences. Showcasing best practice in maintenance of facilities |
| **2020**  | Showcasing best case studies – head teachers invited to showcase their case studies at PESTAZ forums, SESOs workshops and Head Teachers conferences. Showcasing best practice in maintenance of facilities |
| **2021**  | Showcasing best case studies – head teachers invited to showcase their case studies at PESTAZ forums, SESOs workshops and Head Teachers conferences. Showcasing best practice in maintenance of facilities |
| **2022** | Writing of report covering different effective mechanisms or processes that support effective ways to resource PES and maintain equipment at micro level  |
| Sub-Total | **500,000.00** |

## 4.8 Marketing and Communication Plan

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| THEMATIC AREA: *Marketing and communication planning* |
| OBJECTIVE: Marketing and Communication planning  |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| Benefits of PE in children: development of cognitive abilities and academic performance.Reduction of NCDs and socio-economic benefits of an inclusive approach of PES for all,  | Use social media (Facebook, WhatsApp, Twitter), circulars, posters etc. to create awareness on the values of QPE to teachers, parents and pupils.Use emails, manuals and fact sheets to inform head teachers, standards officers and other decision makers on the benefits of QPE to children, QPE national strategy, promoting the values of PES and strategies on how to develop PES in schools.Use fact sheets, policy briefs, circulars, press releases and workshops to sensitise MoH decision makers and staff on the benefits of QPE to children’s health such as reducing obesity, increasing self-esteem etcConduct radio and TV awareness for the general public on the socio-economical value of QPESocial media (Facebook, WhatsApp, Twitter) awareness on the socio-economical value of QPE | Social media messages posted, circulars sent, posters publicised.Numbers of messages sent to head teachers, standard officers and other policy makers on the benefits of QPE and national strategies on how to improve PES in schools.Numbers of messages sent to MoH staff on the benefits of QPE to children’s health such as reducing obesity, increasing self-esteem etc. and also engage WHO on possibility of them playing a role in communicating the messages.Number of radio and TV programmes accomplished on the physical, socio-economical value of QPENumber of awareness messages sent through social media per month | **Base Year****2017**  | Making contact with media to raise awareness of the importance PES in children, physical activity and nutrition in the prevention of non-communicable diseases. PES FPOs Meeting – collaborative development of campaign messages from health, education and sport inter-ministerial committee on *Raising Awareness of the Values of QPE (PES).* | MYSCD, MoH, PESTAZ & MoGE | **1,000,000.00** |
| **2018**  | 1x Meeting – PESTAZ & PES FPOs – establishment of social media platforms.* Governance of PES Social Media Accounts
* Regulation of PES Social Media Accounts
* Type and Form of Platforms to *Raising Awareness of the Values of QPE (PES)*

Launch of PES Social Media Accounts  |
| **2019**  | Social Media coverage – *Raising Awareness of the Values of QPE (PES)** Reporting of locally conducted research on benefits of QPE
* Capturing social trends in physical activities
* Official government sport and health policy-related announcements
* PES discussion Forums

Health Week campaign involvement - *Raising Awareness of the Values of QPE (PES)* |
| **2020**  | Social Media coverage – *Raising Awareness of the Values of QPE (PES)** Reporting of locally conducted research on benefits of QPE
* Capturing social trends in physical activities
* Official government sport and health policy-related announcements
* PES discussion Forums

Health Week campaign involvement - *Raising Awareness of the Values of QPE (PES)* |
| **2021**  | Social Media coverage – *Raising Awareness of the Values of QPE (PES)** Reporting of locally conducted research on benefits of QPE
* Capturing social trends in physical activities
* Official government sport and health policy-related announcements
* PES discussion Forums

Health Week campaign involvement - *Raising Awareness of the Values of QPE (PES)*  |
| **2022** | Review of QPE awareness campaign by key stakeholders from all involved ministries.  |
|  |
| 2. Strategy Use of Young Olympic Games Ambassador Samantha Miyanda and role model boxer Catherine Phiri as promoters for PES in youth sports networks, community sports programmes and school environments. | Making presentations during national youth and community sports programmes/ activities.Making presentations during national school events such as inter-schools games. | Number of presentations made.Number of presentations made. | **Base Year****2017**  | Hold meetings with sports role models such as Samanatha Miyanda, Catherine Phiri and many others that will play a role in promoting PES. | MYSCD, Role models. | **100, 000.00** |
| **2018**  | Role models make presentations on the benefits of PES at every national event involving schools and sports Use social media to promote the values of PES  |
| **2019**  | Role models make presentations on the benefits of PES at every national event involving schools and sports Use social media to promote the values of PES |
| **2020**  | Role models make presentations on the benefits of PES at every national event involving schools and sports Use social media to promote the values of PES |
| **2021**  | Role models make presentations on the benefits of PES at every national event involving schools and sports Use social media to promote the values of PES |
| **2022** | Evaluate the effectiveness of using role models in communicating the values of PES and come up with new strategies. |
| Sub-Total | **1,100,000.00** |

## 4.9 Monitoring and Quality Assurance

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| THEMATIC AREA: *Monitoring and Quality Assurance* |
| OBJECTIVE: Monitoring and Quality Assurance |
| Strategies | **Activities**  | **Output Indicator**  | **Yearly Planned Activities** |  |  |
| **Agency/Unit Responsible** | **Estimated Resources (ZMK)** |
| 1. Strategy Develop transparent quality assurance/ monitoring and evaluation tools shared with all stakeholders: teachers, head teachers, standard officers, parents etc. | Workshop to generate monitoring and evaluation tools that address strengths and weaknesses, provide examples of good practice and recommendations for improvement plans of teaching PESTools and results transparently shared or triangulated involving all stakeholders such as SESOs, head teachers, teachers, school staff, pupils and parents.Monitoring and evaluation addressing strengths and weaknesses provide examples of good practice and recommendations for improvement plans where necessary.Standard officers qualified and experienced in PES to monitor and evaluate the implementation of the revised policy within schoolsMinistry of Youth, Sport and Child Development Provincial Sports Officers to work together with standard officers to quality assure the teaching of PES in schools in each provincePES monitoring and quality assurance tools should include schools' partnerships with communities to ensure the continuation of pupils' physical activities beyond the school | M&E tools developed by Education Standards Officers in the MoGE in consultations with head teachers, heads of PES departments in schools, PES teachers and parents. M&E tools developedPES qualifications of standard officersCircular to Sports Provincial Sports OfficersM & E tools developed. | **Base Year****2017**  | Monitor the delivery of the revised PES / QPE policy in Zambia | MoGE, PESTAZ & schools MoGE, PESTAZ & schoolsMoGEMoGE & MYSCD MoGE, MYSCD & Sports NGOs. | **1,000,000.00** |
| **2018**  | Workshop to develop tools for M&E and share with stakeholders focusing on theory and practice. |
| **2019**  | Evaluating the effectiveness of tools used for M&E |
| **2020**  | Monitor the delivery of the revised PES / QPE policy in Zambia |
| **2021**  | Monitor the delivery of the revised PES / QPE policy in Zambia |
| **2022** | Monitor the delivery of the revised PES / QPE policy in Zambia. Standards officers and PES FPOs to report on progress made after QPE revision |
|  |
| 2. Strategy Conducting research on the quality of teaching PES in different parts of the country. | Conducting academic research in different parts of the country on the quality of teaching PES in schools to continuously inform policies. | Research reports  | **Base Year****2017**  | PES FPOs in the MoGE to gather SESOs regional reports on PES delivery in different provinces, districts and schools | PESTAZ, Universities & colleges  | **500,000.00** |
| **2018**  | Review of SESO regional reports on PES delivery in different provinces, districts and schools by PESTAZ and PES FPOs |
| **2019**  | Peer observation of the best practice reported in the SESO reports. Video recording of sessions for showcasing and highlighting key points  |
| **2020**  | Peer observation of the best practice reported in the SESO reports. Video recording of sessions for showcasing and highlighting key points |
| **2021**  | Supporting areas deemed as poor using videos the best practice reported in the SESO reports.  |
| **2022** | Reporting on strengths and weaknesses of different approaches captured during peer review. Reports to be shared during INSET days or PESTAZ conferences |
|  |
| 3. Strategy Ensure PES qualified personnel are not overlooked for promotion to SESO Expressive Arts position. | Mentoring system for PES practitioners to prepare for leadership roles as SESOs  | Number of PES qualified SESOs countrywide | **Base Year****2017**  | Identifying SESO mentors with PES in the teacher qualification status. Building a network of mentors in regions or across regions | PESTAZ, SESOs -MoGE and Schools | **500,000.00** |
| **2018**  | Pairing of PES teachers eligible for promotion with mentors and implementing mentoring system |
| **2019**  | Pairing of PES teachers eligible for promotion with mentors and implementing mentoring system |
| **2020**  | Monitoring mentoring system and reviewing eligibility of PES educators/teachers for role of Standards Officer  |
| **2021**  | Pairing of PES teachers eligible for promotion with mentors and implementing mentoring system.Monitoring mentoring system and reviewing eligibility of PES educators/teachers for role of Standards Officer  |
|  | Pairing of PES teachers eligible for promotion with mentors and implementing mentoring system.Monitoring mentoring system and reviewing eligibility of PES educators/teachers for role of Standards Officer  |
| Sub-Total | **2,000,000.00** |
| Grand Total | **12,620,000.00** |

# 5.0 Marketing and Communication Plan

The Physical Education Policy Implementation Framework will be accompanied by a long-term marketing and communication plan that will communicate research-based intrinsic and extrinsic values of Physical Education and Sport (PES) at local (community) and national levels.

The Physical Education and Sports Teachers' Association (PESTAZ) will play a central role in the plan because one of the main roles of subject associations in the Zambian school curriculum framework is to promote the subject, build a community of practice and strengthen professionalism.[[28]](#footnote-28) The line ministries: Ministry of General Education MoGE) and Ministry of Youth Sport and Child Development (MYSCD) working together with the National Olympic Committee of Zambia (NOCZ) and the National Sports Council of Zambia (NSCZ) will be key in the implementation of the plan.

The communication and marketing plan will involve the use of main mass media (television and radio), social media (Facebook, Twitter and Whatsapp), sports role models such as Youth Olympic Games Ambassador, Samantha Miyanda and former World Boxing Council bantam weight champion Catherine Phiri and many others. The strategy will communicate the following messages:

1. Description of PES policy implementation framework - UNESCO’s QPE policy project.
2. Importance of PES for all young people including girls, those with disabilities, and those from minority groups.
3. Creating awareness on the values of Quality Physical Education (QPE) such as life skills education, lifelong participation in physical activity, supporting young people to become responsible citizens, develop physical literacy, grow skills and values to solve 21st-century problems and other socio-economic benefits such as reduced risk of non-communicable diseases and stronger economies.

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| **Targeted Stakeholder** | **Message** | **Mode of Communication** | **Minimum targets per year** |
| Teachers, parents/guardians and pupils | Benefits of PES such as health, academic, performance, self-esteem, psychomotor development etc.  | Community radio stations; national radio stations, television, localised video on the rationale for implementing QPE in Zambia, posters, flyers; social media, sports role models during community and schools events; etc. | * Minimum of 1 QPE-related community radio programme per school term (3 per year) where possible.
* Minimum of 2 QPE-related TV programmes per year (where possible)
* A minimum of 3 QPE sets of posters per year
* At lease 2 QPE-related events involving QPE role models per year.
* A minimum of 12 QPE-related posts on social media (Facebook, Whatsapp, Twitter) per year (where possible)
 |
| Ways in which children can be encouraged to integrate QPE classes |
| Promotion of values related to the PES in class |
| PES national implementation policy framework |
| Importance of lifelong habits: active lifestyle, healthy nutrition etc. |
| Active children perform better in school |
| Head teachers of primary and secondary schools | Comprehensive benefits of PES for children: health, academic performance, self-esteem, psychomotor development, etc. | Circulars, manuals, fact sheets, emails, workshops, etc. | * At lease 1 QPE-related circular per term (3 per year)
* Delivery of at lease 1 updated QPE manual per school per year.
* 1 QPE fact sheet per year
* At lease 2 QPE-related meetings/workshops per year
 |
| Ways in which children can be encouraged to integrate into the PES class |
| Promotion of values related to PES in class |
| Strategies for the development of the PES class |
| PES national implementation policy framework |
| PES student teachers in teacher training colleges and universities | Ways in which children can be encouraged to integrate in the PES class | Fact sheet, manuals, policy briefs, press releases, newsletters, workshops and seminars | * 1 QPE fact sheet per year
* 1 QPE manual per year.
* 1 Policy brief per year
* At lease 2 QPE-related workshops/seminars per year
* 1 Newsletter per year.
 |
| Promotion of values related to the PES in class |
| Strategies for the development of PES in class |
| PES national implementation policy framework |
| Benefits of PE in children: development of cognitive abilities and academic performance |
| Other PE benefits for children: self-esteem, health, inclusion |
| Cross-sectoral participation |
| PES national implementation policy framework |
| MoE + MYSCDdecision-makers | Benefits of PE in children: development of cognitive abilities and academic performance | Circulars, Fact sheet, policy brief, press releases, meetings, workshops | * 1 QPE-related circular per year
* 1 QPE fact sheet per year
* 3 QPE-related meetings/workshops per year
 |
| Other PES benefits for children: self-esteem, health, inclusion |
| Cross-sectoral participation |
| PES national implementation policy framework |
| MoH | Benefits of PES in children: health benefits, contributes to decrease overweight and obesity | Circulars, Fact sheet, policy brief, press releases, meetings, workshops | * 1 QPE fact sheet per year
* 1 QPE-related circular per year
* 3 QPE-related meetings/workshops per year
 |
| Cross-sectoral participation |
| PES national implementation policy framework |
| Civil society organizations | Promotion of values related to the PES in class and the PES teacher | Fact sheets,Policy brief, press releases, workshops | * 1 QPE fact sheet per year
* At least 3 QPE-related press releases per year.
* At least 2 QPE-related meetings/workshops per year
 |
| PES national implementation policy framework |
| Comprehensive benefits of PES for children: health, academic performance, self-esteem, psychomotor development, etc. |
| General Public | Benefits of PES such as health, academic, performance, self-esteem, psychomotor development etc. | Community radio, national radio, television, social media (Facebook, Whatsapp, Twitter) | * At least 3 QPE-related community radio programmes per year
* At least 2 QPE-related national radio programmes per year
* At least 2 QPE-related TV programmes per year
* A minimum of 12 QPE-related postings on social media (Facebook, Whatsapp, Twitter) per year
 |
| Importance of community partnerships to provide access to physical activity in and out of the school settings |
| Comprehensive benefits of PES for children: health, academic performance, self-esteem, psychomotor development, etc. |
| Importance of PES in the fight against non-communicable diseases (NCDs)” (and the health costs QPE would allow to save on a long-term basis |
| Benefits of PE in children: development of cognitive abilities and academic performance |
| PES national implementation policy framework |
| Value added of an inclusive approach of PES for all (socio-economic benefits) |
| Importance of PES in the fight against non-communicable diseases (NCDs)” (and the health costs QPE would allow to save on a long-term basis |

1. Nancy Maclennan; Jannie Thompson, *Quality Physical Education (QPE): Guidelines for Policy-Makers* (Paris: United Nations Educational, Scientific and cultural Organization, 2015). [↑](#footnote-ref-1)
2. *Quality Physical Education (QPE): Guidelines for Policy-Makers*, 8. [↑](#footnote-ref-2)
3. Margaret Whitehead, *Physical Literacy: throughout the lifecourse* (London: Routledge, 2011), 5. [↑](#footnote-ref-3)
4. European Sports Charter (revised). Brussels, Council of Europe, 2001. http://www.coe.int/t/dg4/epas/source/11666\_revised\_europ\_sports\_charter\_1read\_en\_epasrev.pdf#search=sport%20charter [↑](#footnote-ref-4)
5. http://www.afpe.org.uk/ [↑](#footnote-ref-5)
6. John Mwanakatwe (1974) The Growth of Education in Zambia 2nd Edition -London: OUP [↑](#footnote-ref-6)
7. Giacomo Macola, “Harry Mwaanga Nkumbula: UNIP and roots of authoritarianism in nationalist Zambia” in *One Zambia Many Histories: towards a history of post-colonial Zambia* (Leiden: Brill, 2008), 17 [↑](#footnote-ref-7)
8. James Ferguson, *Expectations of modernity myths and meanings of urban life on the Zambian Copperbelt* (Berkeley: University of California Press, 1999), [↑](#footnote-ref-8)
9. Hikabwa D. Chipande, “Mining for Goals: Football and Social Change on the Zambian Copperbelt, 1940s-1960s” *Radical History Review*, 125 (2016): 55-73; Davies Banda (2010). Zambia: Government's Role in Colonial and Modern Times. International Journal of Sport Policy and Politics 2 (2), 237–52. [↑](#footnote-ref-9)
10. Davies Banda (2013). Sport and the Multisectoral approach to HIV/AIDS in Zambia: Doctoral thesis submitted in partial fulfilment of the requirements for the award of the Doctor of Philosophy. Loughborough University. [↑](#footnote-ref-10)
11. Davies Banda and Hikabwa D. Chipande (forthcoming) *Sport in Zambia*. In Holly Collison, Simon Darnell, Richard Giulianotti, and David Howe (ed) Routledge Handbook of Sport for Development and Peace. [↑](#footnote-ref-11)
12. Ministry of Education (1996) *Educating Our Future*. Ministry Headquarters, Lusaka. MOE [↑](#footnote-ref-12)
13. Education Act 2011 – Government of the Republic of Zambia – Section 101, p465 [↑](#footnote-ref-13)
14. ibid, Section 111, p467 [↑](#footnote-ref-14)
15. Draft Zambia Educational Policy Review (UNESCO and Ministry of General Education, 2016), 59; *Zambia Education Curriculum Framework 2013,* Ministry of Education, Science, Vocational Training and Early Education (Lusaka: Curriculum Development Centre, 2013), 36. [↑](#footnote-ref-15)
16. http://www.who.int/dietphysicalactivity/pa/en/ [↑](#footnote-ref-16)
17. See for example PE studies by: Cawley, Friswold & Meyerhoefer, 2013; Coe, Pivarnik, Womack, Reeves & Malina, 2006; Trudeau & Shephard, 2008; Parfitt et al., 2009; Ericsson & Karlsson, 2014; Iannotti et al., 2009; and Almond & Whitehead, 2012. [↑](#footnote-ref-17)
18. Ministry of Education (2006) National School Health and Nutrition Policy. Government of the Republic of Zambia [↑](#footnote-ref-18)
19. Ministry of General Education (2015) National School Health Management Policy. Government of the Republic of Zambia [↑](#footnote-ref-19)
20. *Zambia Education Curriculum Framework 2013*, 4. [↑](#footnote-ref-20)
21. *Zambia Education Curriculum Framework 2013.* [↑](#footnote-ref-21)
22. *Quality Physical Education (QPE): Guidelines for Policy-Makers*, 34. [↑](#footnote-ref-22)
23. *Quality Physical Education (QPE): Guidelines for Policy-Makers*, 44. [↑](#footnote-ref-23)
24. Guidelines for Policy-Makers: Quality Physical Education (Paris: United Nations Educational, Scientific and cultural Organization, 2015), 72. [↑](#footnote-ref-24)
25. UNESCO QPE Communication plan. [↑](#footnote-ref-25)
26. Zambia Education Curriculum Framework 2013, 4 [↑](#footnote-ref-26)
27. Matildah Kashishi, “An investigation of the determinants affecting the teaching of Physical Education in secondary schools: A case study of Mkushi District, Central Province,” Master’s Thesis University of Zambia, 2015. [↑](#footnote-ref-27)
28. *Zambia Education Curriculum Framework 2013,* Ministry of Education, Science, Vocational Training and Early Education (Lusaka: Curriculum Development Centre, 2013), 4. [↑](#footnote-ref-28)