




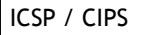






# How to implement recommendations for Quality Physical Education?

Marc Cloes (BEL), Lovatiako Michel Ralaivao (MDG), Patrice Ranaivoson (MDG)  
Marianne Meier (SUI) Claire Boursier (FRA)

## Proposed agenda

- ▶ Presentation of the speakers
- ▶ Content of the symposium
  - ❖ Few theoretical bases
  - ❖ Description of the approach
  - ❖ Presentation of some data collected during the process
  - ❖ Some outcomes
  - ❖ Provisional conclusions
- ▶ Questions and discussion




Santos, Brazil, September 3, 2016




## Some facts

- ▶ Positive effects of PA (body, health, cognition, social capital and economy)
- ▶ Negative aspects of sedentariness



OPEN ACCESS Freely available online

### Sedentary Behavior and Health Outcomes: An Overview of Systematic Reviews

Leandro Fornias Machado de Rezende<sup>1,2\*</sup>, Maurício Rodrigues Lopes<sup>1</sup>, Juan Pablo Rey-López<sup>1</sup>, Victor Ceihan Rodrigues Matsudo<sup>2</sup>, Olinda do Carmo Luiz<sup>1</sup>

<sup>1</sup>Departamento de Medicina Preventiva, Faculdade de Medicina da Universidade de São Paulo, São Paulo, Brasil, <sup>2</sup>Centro de Estudos do Laboratório de Aptidão Física de Caetano do Sul, São Caetano do Sul, Brasil

## Central role of physical education

- ▶ PE should be the corner stone of the promotion of physical activity (Tappe & Burgeson, 2004)
- ▶ PE would be at the centre of school policies (Heath et al, 2012)

Physical Activity 3



Comprehensive school-based strategies encompassing physical education, classroom activities, after-school sports, and active transport can increase physical activity in young people

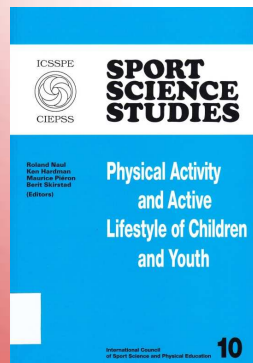
Evidence-based intervention in physical activity: lessons from around the world

Gregory W Heath, Diana C Parra, Olga L Sarmiento, Lars Bo Andersen, Neville Owen, Shifalika Goenka, Felipe Montes, Ross C Brownson, for the Lancet Physical Activity Series Working Group\*

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## But PE knows a worldwide crisis

- ▶ Hardman (1998)
- ▶ Hardman & Marshall (2000)



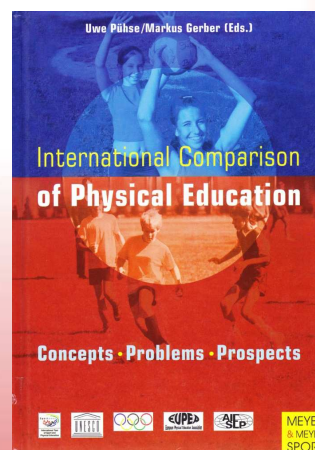
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## But PE knows a worldwide crisis

- ▶ Pühse & Gerber (2005)

**35 countries**



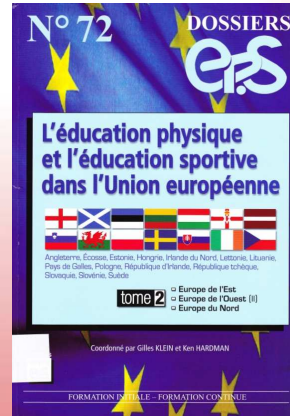
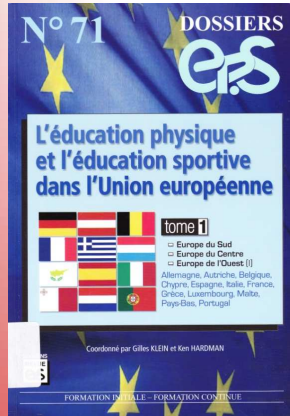
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## But PE knows a worldwide crisis

► Klein & Hardman (2007; 2008)



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## Few evidence underlines PE's impact

Quest, 2011, 63, 19-35  
© 2011 The National Academy of Kinesiology

### Physical Activity and Health: Does Physical Education Matter?

Russell R. Pate, Jennifer R. O'Neill, and Kerry L. McIver

Sport, Education and Society, 2014  
Vol. 19, No. 4, 357-375, <http://dx.doi.org/10.1080/13573322.2012.683781>



### Mission impossible? Reflecting upon the relationship between physical education, youth sport and lifelong participation

Ken Green\*  
University of Chester, UK; Norwegian School of Sport Sciences, Norway



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## Some actions have been launched

**MINEPS V**  
5th International Conference of  
Ministers and Senior Officials  
Responsible for Physical Education  
and Sport

The Declaration of Berlin 2013 – UNESCO's World  
Sports Ministers Conference (MINEPS V)

**"Physical education is the most effective means  
of providing all children and youth with the skills,  
attitudes, values, knowledge and understanding  
for lifelong participation in society."**

McLennan & Thompson (2015)



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## One of the first concrete actions

- ▶ Revised Charter of Physical Education, Physical Activity and Sport



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**Sport**

Anti-Doping

**Physical Education and Sport**

- About Physical Education and Sport
- Sport for Peace and Development
- ▶ **Sport Charter**
- Quality Physical Education
- Values Education through Sport
- Women and Sport
- CIGEPS
- MINEPS

## International Charter of Physical Education, Physical Activity and Sport



© WFSGI

Ethical and quality standards to foster participation by

<http://www.unesco.org>

International Charter of Physical Education, Physical Activity and Sport is a rights-based reference that orients and supports policy- and decision-making in sport.

**RELATED INFORMATION**

**MORE ABOUT THE CHARTER**

- ▶ What is the Charter?
- ▶ Evolution of the Charter
- ▶ Partners' Support
- ▶ Resources
- ▶ Media Toolkit

**Download the Sport Charter**

English | Français | Español  
العربية | 中文 | Русский | Português

**EVENTS**

- ▶ Quality Physical Education (QPE) International Workshop  
UNESCO Paris, France, 29-30 September 2016
- ▶ Meeting of the Approval Committee of the Fund for the Elimination of Doping in Sport  
UNESCO Paris, France, 22 November 2016

**PRESS RELEASE**

- ▶ International Charter of Physical Education revised to ensure more inclusive access to physical activity

**This Charter is for all. Make it yours!**

## Other priorities

- ▶ Ensure QPE is a core part of school curricula
- ▶ Encourage inclusive and innovative approaches to QPE
- ▶ Instigate cross-sectorial consultations
- ▶ Invest in teacher education and professional development
- ▶ Pledge support for school community-sport partnerships

McLennan & Thompson (2015)



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## What is QPE ?

*'QPE is the planned, progressive, inclusive **learning experience** that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE 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 skill**'*

McLennan & Thompson (2015)



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## Official involvement

- ▶ QPE policy development as one of three core priorities for the Organization's Intergovernmental Committee (*CIGEPS*)
- ▶ International Position Statement on Physical Education of the International Council of Sport Science and Physical Education (*ICSSPE*)

McLennan & Thompson (2015)



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## Official involvement

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- **Basic needs:** which outline the minimum conditions needed to provide basic QPE.
- **Quality Physical Education (QPE):** detailing the requirements needed to provide a balanced QPE programme.
- **Quality Physical Education Teacher Education (QPETE):** outlining the core training areas to better enable and empower physical education teachers.

McLennan & Thompson (2015)

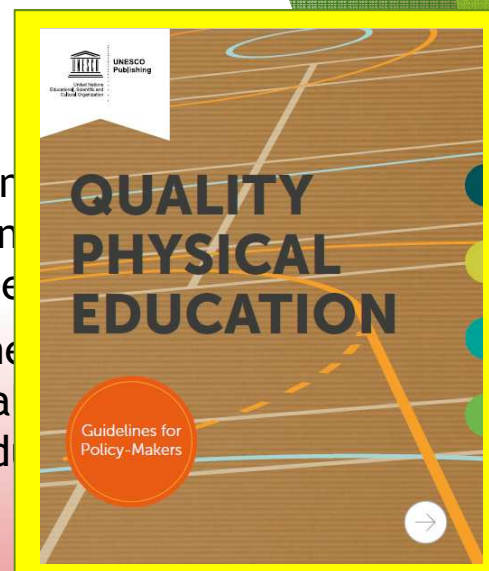


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McLennan & Thompson (2015)



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## Society involvement

- ▶ Many other initiatives answered to the need for a society physically educated

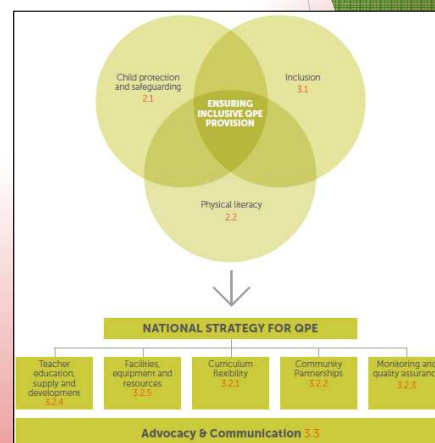


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## Two main tools to convince national authorities

- ▶ The International Charter of PE, PA, and Sport
- ▶ The Unesco's Guidelines for policy makers and its Inclusive QPE Policy Matrix



Unesco (2015)



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## The Unesco's Inclusive QPE Policy Matrix

- ▶ 10 axes
- ▶ 44 items

A comprehensive national strategy for QPE should be in place (See 3.2)

Policy questions	Identified gaps	Suggested actions
1. Is there a comprehensive national strategy in place for physical education at all levels of schooling that ensures physical education is a core part of school curricula?	Policy does not state that physical education is a compulsory part of school curricula at early years, primary, and secondary levels of schooling	Develop a clear policy framework for education in which physical education is brought in line with other core subjects such as literacy, mathematics, and science
2. Is it based on principles of equality and inclusion?	Policy does not make mandatory the provision of physical education for all pupils, including persons with disabilities, girls, and those from minority groups	Develop legislation that ensures physical education is a compulsory part of curricula at all levels of schooling, and that ensures access for all pupils, including persons with disabilities, girls, and those from minority groups
3. Do policies promote inclusion, and encourage a view of inclusive education as a natural way of working for every teacher?	Policies do not promote inclusion as the foundation of quality education, and inclusive education is not viewed as the 'norm' by teachers	Promote inclusion as the basis for quality education provision, and a natural way of working for every teacher
4. Is there opportunity for cross sectoral, multi-stakeholder engagement at both a policy and practice level?	There is no cross sector collaboration at either the policy or practitioner level	Promote cross-sectoral, multi-stakeholder collaboration in order to develop integrated policy for physical education, physical activity, and sport for children and young people, and ensure dialogue between stakeholders
5. Is there a clear consensus and shared understanding among policy-makers and practitioners regarding the priorities for physical education?	Policy does not make clear the distinctions between physical education, physical activity and sport. Policy-makers and practitioners have conflicting ideas regarding the priorities for physical education, resulting in policy not being translated into practice	Ensure the policy, and related strategies, makes clear the difference between physical education, sport and physical activity, and is largely focused on school-based physical education, with particular emphasis on the educational dimension. Facilitate dialogue between policy-makers and practitioners to ensure both the wider societal objectives, and the educational objectives for physical education are being met

Unesco (2015)



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## Madagascar request to ICSSPE

- ▶ In 2014, the Sport Ministry of Madagascar asked support in order to develop and implement a new policy and appointed the National Academy of Sports as partner



TERMS OF REFERENCE OF ICSSPE SCIENTIFIC ASSISTANCE, PARTNERSHIP AND INSTITUTIONAL SUPPORT FOR MADAGASCAR

*ICSSPE scientific assistance, partnership and institutional support for Madagascar: international scientific assistance to the Malagasy Government during the process of gradual implementation of its National Sports Policy*

## International Committee of Sport Pedagogy

- ▶ In Nov. 2014, the ICSP decided to apply for a grant within the ICSSPE Bi-annual working programme - 2015/2016

**FIEP, IFAPA, ISCPES, AIESEP, IAPESGW, ICCE**



**Development and Validation of a Support Methodology Aiming to Build/Improve Physical Education and Sport National/Regional Policies**

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## Description of the approach

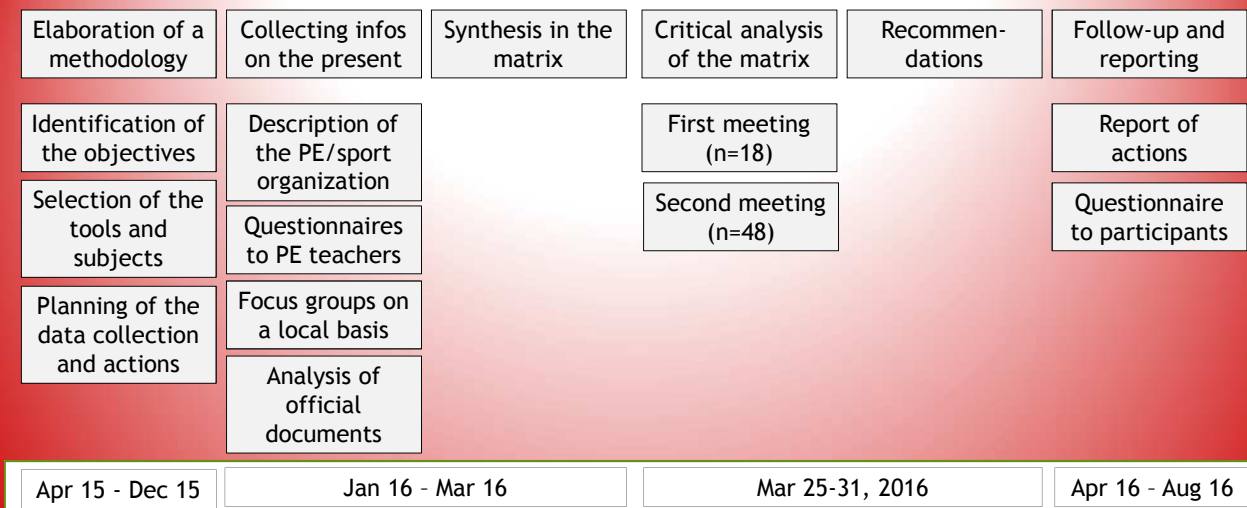
- ▶ Fundamental principles
  - ❖ ICSP is a support not a provider
  - ❖ Need of bottom-up process (practitioners to policy makers)
- ▶ Development and implementation of a project
  - ❖ Collaborative research
  - ❖ Supported by data



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## Six phases



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## Phase 1 - Elaboration of a methodology

- ▶ Aim: to select the process to establish an objective image of the current situation and determine to planning of the collaboration between ANS and ICSP
- ▶ Back-and-forth process:
  - ❖ Skype and emails
  - ❖ ICSP meeting in Juiz de Fora (Brazil) - Sep. 2015
  - ❖ Suggestions by ICSP - Proposals by ANS - Feedback by ICSP - Adaptation by ANS - ...

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## Phase 1 - Elaboration of a methodology

**THEORY**

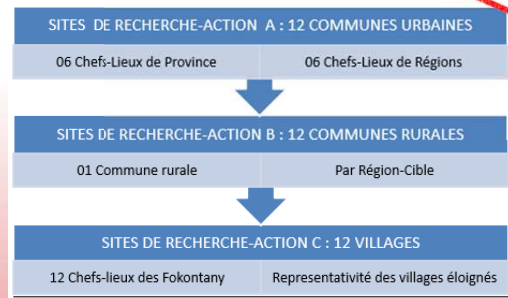
### Action 1 : quantitative inquiry

- **Target:** members of the Sport ministry on a local level (Directors, representatives)
- **Topic:** demographic infos, basic institutions, human resources, equipment and facilities

### Action 2 : qualitative inquiry

- **Target:** Focus groups with local actors
- **Topic:** inclusio, understanding about PE, recommendations on resources, facilities, partnerships, priorities ...

#### SITES DE RECHERCHE-ACTION : 36 SITES

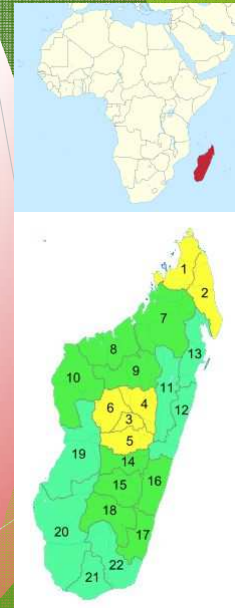


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## Phase 2 - Collecting infos on the present

- ▶ Description of the Malagasy PE/Sport organization
  - ❖ Madagascar is an island of 587.000 km<sup>2</sup>, south of the Indian Ocean
  - ❖ 21 million inhabitants (2/3 live below the poverty line)
  - ❖ 6 provinces → 22 regions → 1693 municipalities and rural communes → 17000 fokotany → 50000 villages



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## Phase 2 - Collecting infos on the present

- ▶ Aim: to provide an objective picture
- ▶ Piloted by ANS and Secretary general of sports

- Urban municipality (big size city) : Commune urbaine de Toliara, South of Madagascar
- Urban municipality (mid size city) : Commune urbaine de Fénérive-Est, East of Madagascar
- Rural municipality (small size city): Commune rurale de Mahambo, Région Antsinanana (East of Madagascar)
- Rural municipality (small size city): Commune rurale d'Ankililoaka, Région Atsimo-Andrefana (South-West of Madagascar)

Commune urbaine de Fénérive-Est	Commune rurale de Mahambo (Analanjirofo)	Commune rurale d'Ankililoaka (Atsimo-Andrefana)
Focus group parents and teachers (not in PE): n=15	Focus group parents and teachers (not in PE) : n=9	Focus group parents and teachers (not in PE) : n=7

**REALITY**



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## Phase 3 - Synthesis in the matrix

- ▶ Aim: to provide a basis to the critical analysis by local actors
- ▶ Processed by the Secretary general of sports
- ▶ Use of the data collected during phase 2
- ▶ Madagascar Vs Unesco
  - ❖ 9 axes + 31 questions Vs 10 axes + 44 questions



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Axes	Policy questions
A comprehensive national strategy for QPE should be in place	1,2,3,4,5
Curriculum must allow for flexibility and adaption	1,2,3,4
Community partnerships should be built between schools and community sports organizations	1,2
Monitoring and quality assurance measures are necessary to improve planning and implementation	1,2,3,4
Benchmarks of QPE and QPETE should be utilized to support the development of provision within schools and HEIs	1,2
Teacher education should be built around a set of criteria which outlines the baseline principles for teachers with responsibility for the delivery of QPE	1,2,3,4,5,6,7,8
Appropriately trained teachers are necessary at all levels of schooling	1,2
A framework for CPD needs to emphasize the importance of inclusion for serving teachers	1,2
Funding does not fully support the provision of QPE and associated facilities, equipment and resources	1,2,3,4,5
Advocacy measures should be in place to highlight the importance of participation in QPE to a society at large	1,2,3,4,5,6,7,8,9,10

*AXE 1 : UNE STRATEGIE GLOBALE POUR L'EDUCATION PHYSIQUE DE QUALITE  
DEVRAIT ETRE MISE EN PLACE*

QUESTIONS POLITIQUES	LACUNES A COMBLER POUR MADAGASCAR	BONNES PRATIQUES	ACTIONS SUGGEREES SUIVANT LES DIRECTIVES A L'INTENTION DES DECIDEURS PUBLIEES PAR L'UNESCO EN 2015
<i>1- Une stratégie nationale globale a-t-elle été mise en place pour l'éducation physique à tous les niveaux, qui accorde à l'éducation physique le statut de matière essentielle au sein du programme scolaire</i>	La loi en vigueur (loi 97-014) stipule dans son article 10 que l'éducation physique est une matière obligatoire des programmes scolaires de la petite enfance jusqu'aux niveaux de l'enseignement primaire et secondaire. Toutefois, il n'existe ni une vision stratégique, ni des politiques publiques pour traduire en actions concrètes cette loi ; notamment pour les préscolaires et les primaires où l'éducation physique est assurée par des instituteurs et institutrices non qualifiées entraînant la violation manifeste et généralisée du droit fondamental d'accès à l'éducation physique au détriment des millions d'enfants préscolaires et primaires malgaches	<b>Existence :</b> - des maquettes LMD EAD/APSA (Arrêté n°12205/2013- MESupReS du 31 mai 2013) ; - de Formation des Ressources Humaines de l'Education en APSA (Arrêté n°37562/2014 – MESupReS du 29 décembre 2014).	Procéder à la ratification de la Charte internationale révisée de l'éducation physique, de l'activité physique et du Sport et adopter des textes d'application ;  Elaborer et adopter un plan d'action réaliste tenant compte des moyens disponibles et mobilisables (Comment et par qui ?)



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## Phase 4 - Critical analysis of the matrix

- ▶ Aim: to provide a basis to propose recommendations, awaken society awareness, and implement concrete actions
- ▶ 2 meetings organized in Antananarivo
- ▶ Participation of representatives of ANS (Sport) and ENS (Education)
- ▶ Moderators: ICSP experts (consultants!)



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## The test phase - 1st phase

- ▶ 10 persons + consultants
  - ▶ Chief of the Programme CNM/UNESCOSG
  - ▶ ANS
  - ▶ University ENS (dean and teachers)
  - ▶ ACEEPS
  - ▶ Journalist MJS
  - ▶ PE teachers / MEN
  - ▶ Président of the National Paralympic Committee
  - ▶ Inspector MJS



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ICSP / CIPS



## 1st phase - the objectives

2 days plenary sessions

MATRIX OF THE MEASURES FROM THE INITIAL SITUATION TOWARDS A  
QUALITY INCLUSIVE PHYSICAL EDUCATION IN MADAGASCAR


- ▶ Discuss the preliminary matrix, complete all axes
- ▶ Elaborate a document to be discussed with the enlarged group the 3<sup>rd</sup> day in order to elaborate a « Consensus for QPE in Madagascar »



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## Axe 1 : A global strategy for a QPE should be set


Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>• There is a law : PE is obligatory but no strategical vision</li> <li>• No real awareness of QPE / inclusive QPE</li> <li>• PE not implemented in all schools</li> <li>• No inclusion of children with a disability</li> <li>• No intersectorial collaboration nor consensus</li> </ul>	<ul style="list-style-type: none"> <li>• QPE recently included in the curricula of PE teachers (ENS)</li> <li>• Ratification of the convention on the rights of persons with a disability</li> <li>• Inclusive attempts by special schools</li> </ul>	<ul style="list-style-type: none"> <li>• Ratify the international Charter on PE, PA and Sport</li> <li>• Adopt application measures</li> <li>• Elaborate a realistic action plan</li> <li>• Promote inclusive PE programs</li> <li>• Develop dialog between decision makers and practitioners</li> </ul> 



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## Axe 2 : The school program must be flexible and adaptable

Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>The official text about the organisation of school programs does not take into consideration the diversity of the pupils</li> <li>The programs and pedagogical approaches are not flexible and PE is mainly based on sport</li> </ul>	<p>Introduction of traditional games within the new curricula of ENS</p> 	<ul style="list-style-type: none"> <li>Develop policies that recognize the diversity of pupils and allow different programs and methods, based on individual needs</li> <li>Teachers should get the resources via initial and continuous training to adapt the programs to all pupils</li> <li>Open the PE programs to traditional games to promote the Malagasy culture</li> </ul>



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## Axe 3 : community partnerships between schools and sport clubs

Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>The official texts encourage the development of partnerships but no data at a local level show that these recommendations are followed</li> <li>No budget allowed to develop partnerships</li> </ul>	<p>???</p> 	<ul style="list-style-type: none"> <li>Identify the good practices and ensure their promotion</li> <li>Help local actors to develop common projects</li> <li>Mobilize local or regional resources</li> </ul>



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## Axe 4 : Follow-up measures and quality assurance


Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>No official evaluation exists besides the willingness of PE teachers</li> <li>The text published by the Ministry of Education (02/2016) excludes PE inspectors</li> </ul>	<p>???</p> 	<ul style="list-style-type: none"> <li>Elaborate evaluation processes at all levels of schooling</li> <li>It is necessary to have qualified PE inspectors and consultants</li> <li>Collect quantitative and qualitative data</li> </ul>



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## Axe 5 : Teacher training & the basic principles of the QPE

Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>No evaluation of the PET curricula</li> <li>The formation of primary education teachers is weak concerning PE</li> <li>In private schools PE is provided by non-qualified teachers</li> </ul>	<p>???</p> 	<ul style="list-style-type: none"> <li>Improve the initial training of all teachers</li> <li>Develop modules (in-service training) for PE teachers, including modules on inclusive PE</li> </ul>



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## Axe 6 : Well-trained teachers should be assigned to all levels of education

Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>All indicators show that there is a lack of PE teachers, especially in the elementary schools</li> <li>There is no request to have PE provided by PE teachers in the elementary schools</li> <li>The qualified PE teachers don't have any knowledge nor experience on QPE</li> </ul>	<p>Since 2014, ENS has implemented new curricula taking into account the basic principles of QPE, including inclusive considerations + possibility for students to get practical experiences via internship sessions</p>	<ul style="list-style-type: none"> <li>The authorities should ensure that qualified PE teachers are assigned at all levels</li> <li>Allow universities to host more students</li> <li>ENS and ANS should develop specific certificates, validated by UNESCO, accessible to a diversity of persons</li> <li>Non-qualified PE teachers should follow in-service trainings</li> </ul>



## Axe 7 : The importance of inclusion must be demonstrated by the implementation of a continuous professional development framework for teachers


Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>There is no continuous education for PE teachers</li> <li>No recommendation exists</li> <li>No program nor module is provided</li> </ul>	<p>???</p> 	<ul style="list-style-type: none"> <li>Set up a clear strategy and frame for continuous professional perfectioning of PE teachers</li> <li>Develop CPP modules</li> <li>Encourage and favour access to CPP</li> <li>Create communities of professionals at a local level</li> </ul>




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## Axe 8 : Financial support is needed to develop QPE

Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>• There is a lack of transparency on the budget dedicated to PE at national and local levels</li> <li>• Despite the official texts stating that each school should have proper PE facilities, there is no follow-up evaluation</li> <li>• Most of the schools don't have any equipment</li> <li>• The outdoor facilities are not used</li> <li>• The existing facilities and equipment are not accessible</li> </ul>	<p>There are examples of good practice in a few special schools</p> 	<ul style="list-style-type: none"> <li>• The transparency of the budget should be ensured</li> <li>• The necessary financial support must be found to implement the recommendations of the Berlin Declaration and the International Charter on PE</li> <li>• The good practices must be identified and disseminated</li> <li>• Ensure the access to safe, healthy and protected physical and social environments</li> </ul>

## Axe 9 : Awareness campaigns on QPE

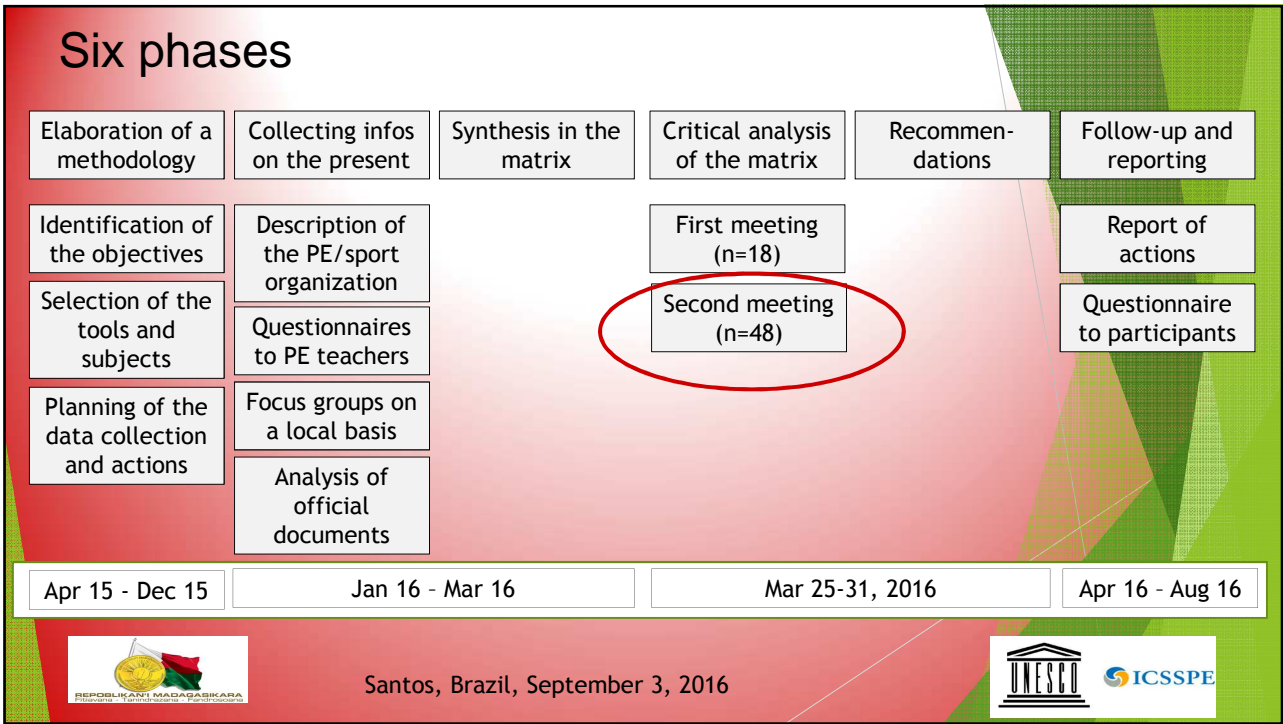
Reality	Good practices	Suggestions
<ul style="list-style-type: none"> <li>• There is no strategy to communicate the values of PE</li> <li>• PE is less considered than the other disciplines</li> <li>• No communication about inclusive education / inclusive PE</li> <li>• No research programs</li> </ul>	<p>There are a few researchers at ENS on personal initiatives and own resources</p> 	<ul style="list-style-type: none"> <li>• Develop awareness campaigns on the values of PE / PA / IQPE for all, including girls and persons with a disability : national and local media, adapted to the population</li> <li>• Identify research priorities and find the financial support and develop national and international cooperation</li> <li>• Ensure the dissemination of the outcomes, accessible to the population</li> </ul>



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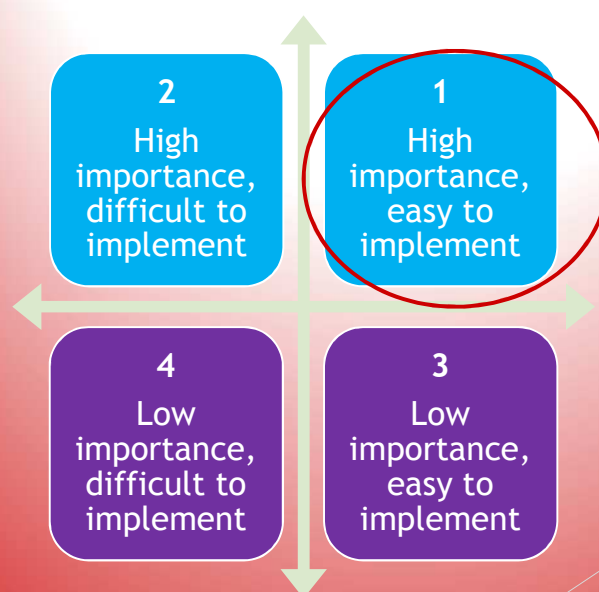




## Phase 4 - Enlarged analysis of the matrix (3<sup>rd</sup> day)

- ▶ 48 participants plus consultants
- ▶ Practitioners, PE teachers, University staff, sport federation officials, ministries, etc.
- ▶ 6 mixed groups analyzed all axes 1-9 (3 axes each a/b)
- ▶ Task to identify:
  - Synthesis
  - Strengths
  - Weaknesses / Gaps

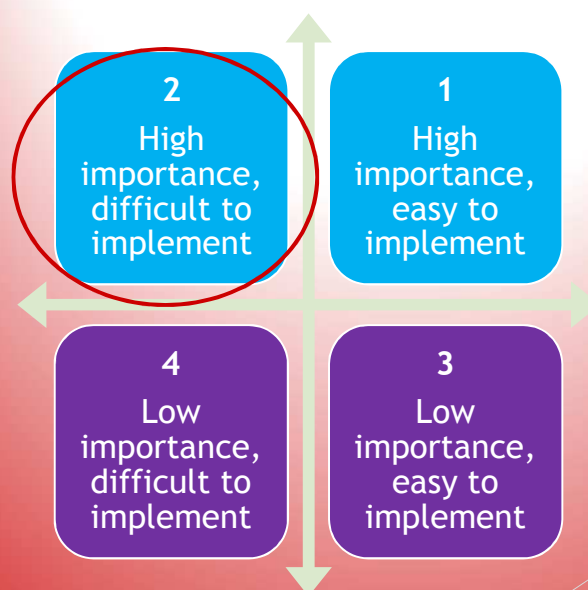
## Phase 4 - Analysis of matrix: Prioritisation group exercise



## 1 High importance, easy to implement

- Establish a structure to operationalize QPE in Madagascar
- Mobilisation in favour of QPE: communication and sensitising via media
- Give more credit to the job of PE teachers with a solid education
- Effective cooperation between main institutions (ANS/ENS)
- Convince decision-makers of the importance of QPE for the country's development
- Ongoing opportunities of further education (specialization, former professionals, etc.)
- Etc.

## Phase 4 - Analysis of matrix: Priorisation group exercise

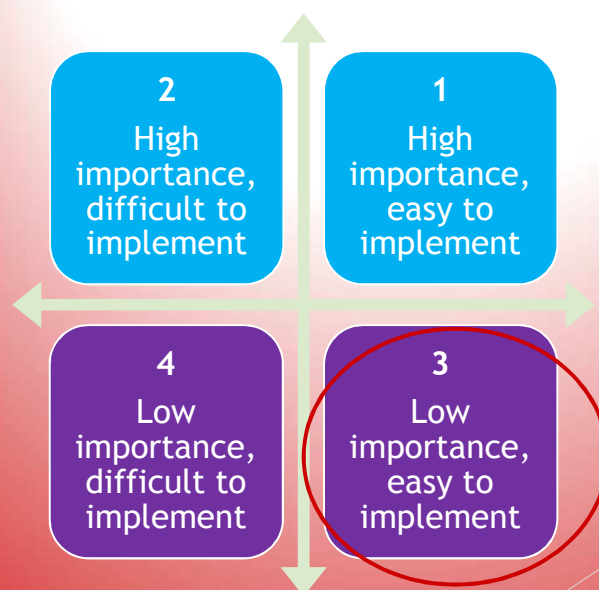




## 2 High importance, difficult to implement

- Elaboration of a national law concerning QPE in Madagascar.
- Increase competence of all the PE teachers.
- Recognition of the government regarding value of QPE.
- Collect and analyse data (provide statistics) on QPE in Madagascar to make comparisons with other countries.
- Respect existing guidelines and motivation of PE teachers.
- Defining responsibilities of different ministeries concerning education and training of PE teachers.
- Implement QPE considering the local socio-cultural and economic circumstances (and provide respective means).
- (Re-)Education of PE teachers (even if they did not have an initial education).
- Train quality trainers of QPE (ToT).

### Phase 4 - Analysis of matrix: Priorisation group exercise



### 3 Low importance, easy to implement

- Overview/assessment of jobs within the area of PE, physical activity and sport

### Media interest and publicity

- ▶ Press conference as conclusion of workshop
- ▶ Television coverage
- ▶ Presence of main stakeholders
- ▶ UNESCO is taking a stance



## Evaluation of workshops

- ▶ Method: Most Significant Change (MSC)
- ▶ Answer to the question:

*What is 'the one thing' that you take home with you after these two workshops?*

## Evaluation of workshops

### 1. Quotes from all participants

- Willingness to advance together
- Method on how to lead/dominate a training
- Real debate about problems of PE in Madagascar
- Confirmation that the ENS has a prime position in implementing PE
- Dynamism of the group and professionalism of experts
- Complementarity of the two main institutions
- Inclusive QPE
- Capacity of listening and sharing
- Willingness of responsible institutions (sport and education) to collaborate
- Approximation of sport and PE
- Importance that superior officials really apply existing texts and laws



## Evaluation of workshops

### 2. Synthesis presented by 3 groups

- Willingness to advance together by an approximation between the institutions (ENS and ANS) and the national partners to improve the governance of the PE teacher education.
- Willingness to build solidarity groups for the sake of PE: all together.
- Perspective for development.

## Evaluation of workshops

### 3. Key words supported by the whole group

- Willingness
- Collaboration / Partnership
- Development
- Innovation

## Proposed agenda

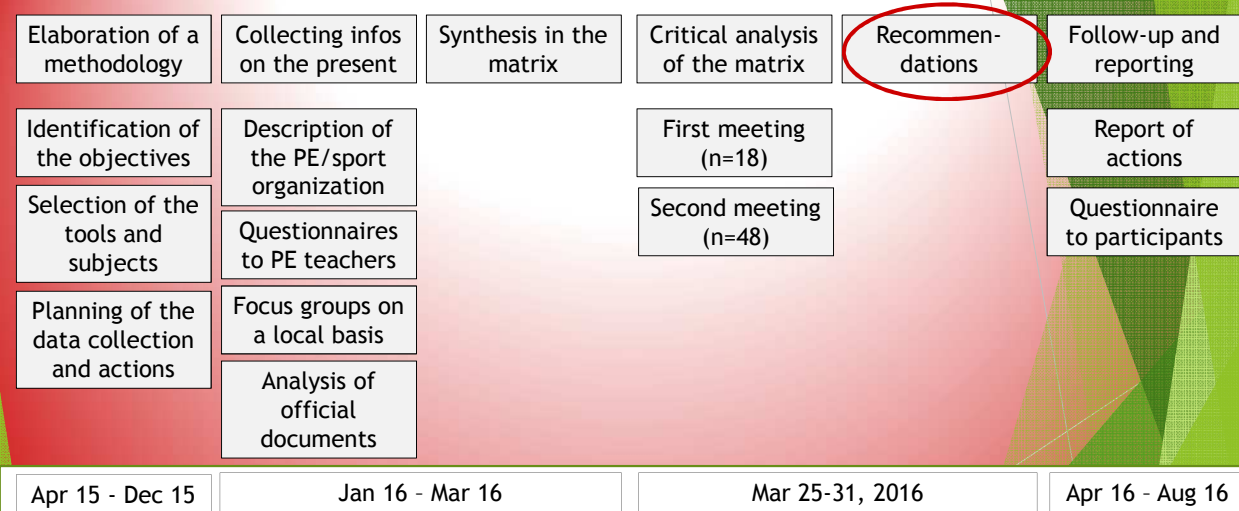
- ▶ Presentation of the speakers
- ▶ Content of the symposium
  - ❖ Few theoretical bases
  - ❖ Description of the approach
  - ❖ Presentation of some data collected during the process
  - ❖ **Some outcomes**
  - ❖ Provisional conclusions
- ▶ Questions and discussion



Santos, Brazil, September 3, 2016



## Six phases



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## Phase 5 - Recommendations

**Aim:** to emphasize the outcome of the work done within the project and convince the highest authorities to pay attention to the project

The following gaps were identified by the participants:

- Lack of qualified PE teachers at all educational levels;
- Non-existence of applied QPE principles;
- Absence of teaching evaluations (PE specific inspections);
- Non-existence of a system for "further education".

Furthermore, the document emphasizes the necessity and willingness of a closer collaboration between the different key actors of PE, physical activity and sport in Madagascar: UNESCO, ministries, university, professional associations of PE teachers, sport federations, etc.

1. Lack of qualified PE teachers
2. QPE principles to be applied
3. No teachers' evaluation
4. No continued professional preparation

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## Phase 5 - Recommendations

**Aim:** to emphasize the outcome of the work done within the project and convince the highest authorities to pay attention to the project

Among the various propositions formulated in this document, the following priorities are suggested:

- Creating a national committee which coordinates the PE, physical activity and sport. This committee unites representatives of all above mentioned key actors in Madagascar;
- Identifying strategic axes and drafting an operational action plan;
- Facilitating collaboration between the ENS and ANS to create joint education programmes which are adapted to the identified needs. Moreover, these programmes must consider the required competences of different types of professional functions.

1. Committee for the coordination of the initiatives
2. Identifying strategic axes
3. Developing collaboration between Sport and Education

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## Phase 6 - Follow-up

- ▶ Aim: to determine the mid-term outcomes of the project
- ▶ Identification of what happened since the experts' meeting
- ▶ Post-intervention questionnaire



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## Phase 6 - Follow-up: Legislation

- ▶ Elaboration of draft legislation on the National Policy on Sport, including a chapter on the revised Charter on PE, PA and Sport,
  - ▶ validated on July 16 by the 4 ministers concerned
  - ▶ introduced mid-August in council of the government and to the parliament in October 2016



A table presenting the jobs related to PE, PA and Sport finalized in July 2016, will serve as a reference for ANS

Jobs	Institutions	Estimated impacts	Missions and attributions	Characteristics of the training	Organisation and training
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TABLEAU DE MÉTIERS DE L'ÉDUCATION PHYSIQUE, DE L'ACTIVITÉ PHYSIQUE ET DU SPORT À MADAGASCAR CONFORMEMENT À LA CHARTE INTERNATIONALE REVISÉE DE L'ÉDUCATION PHYSIQUE, DE L'ACTIVITÉ PHYSIQUE ET DU SPORT (ADOPTÉE EN NOVEMBRE 2015 À L'ISSUE DE LA 38 <sup>ème</sup> CONFÉRENCE GÉNÉRALE DE L'UNESCO À PARIS)					
MÉTIERS	INSTITUTIONS BÉNÉFICIAIRES	IMPACTS ESCOMPTÉS	MISSIONS ET ATTRIBUTIONS	CARACTÉRISTIQUES DE LA FORMATION	ORGANISATION ET FORMATION
1-Animateurs sportifs	Communautés, Fokontany, Églises	-Madagascar deviendra une Nation dynamique, active avec une population en bonne santé. -Le sport et l'activité physique seront acceptés par tous comme l'outil par	1-Animation en sport de masse ; 2-Animation et promotion des jeux et des sports traditionnels ;	<b>Profil requis :</b> -Accès libre en priorisant les jeunes (individuels ou groupements associatifs...); -Aucune condition de diplôme ou de qualification spécifique <b>Nature de formation :</b> a) Formation qualifiante de courte durée (Niveau 1); b) Valorisation de l'expérience sport-	-Des Equipes Pédagogiques Locales ou EPL sont à instituer au niveau de chaque District ou de Communes urbaines ; -Chaque EPL est composée des praticiens au niveau de la localité concernée : enseignants d'EPS qualifiés, entraîneurs sportifs, des sortants de l'ANS... ; -L'ANS établit un programme de formation des animateurs sportifs avec des modules pratiques et adaptés ; -L'ANS organise des séances de formation décentralisée en vue de renforcement de capacité des EPL constitués au niveau des Districts et des Communes urbaines (Formation de formateurs) ;

## Phase 6 - Follow-up



- ▶ Operational plan of sport - Phase 1 (2016-2020) introduced mid August in council of the government
  - ▶ Axe 1 : Physical Education and School Sport
  - ▶ Axe 2 : Sport and Elite Sport
  - ▶ Axe 3 : Sport for all and Physical Activity



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## Phase 6 - Follow up

### Questionnaire to participants

- ▶ sent out to 26 participants
- ▶ 4 months after visit to Madagascar (post-intervention)
- ▶ 5 persons replied
- ▶ 18 (closed and open) questions asked



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## Phase 6 - Follow up: Questionnaire to participants

### Question 1:

Did you hear about a **national 'law project'** concerning the revised 'International Charter' on PE, physical activity and sport?

YES	=>	5
NO	=>	0

### Question 2:

Did you participate in such a national 'law project'?

YES	=>	0
NO	=>	5



## Phase 6 - Follow up: Questionnaire to participants

### Question 3:

Any comments regarding this national 'law project'?

- Such a project needs to be inclusive. We as specialists were not at all consulted yet. Only the Ministry of Education is listening to us, but not the Ministry of Sport.
- The difficulty is for such a law to be applied.
- I have never seen nor read about any content of such a law.
- This will not fully resolve the problems on the ground.
- Such a law project has to reflect the reality in Madagascar.

## Phase 6 - Follow up: Questionnaire to participants (n=5)

Question	Topic	Information?		Participation?	
		YES	NO	YES	NO
4+5	Overview/assessment of <b>jobs</b> within the area of PE, physical activity and sport	4	1	1	4
7+8	<b>Operational sport plan</b> for period 2016-2020	1	4	0	5
10+11	Creation of a <b>national coordination committee</b> on PE, physical activity and sport	0	5	0	5
13+14	<b>Collaboration</b> between ENS (education) and ANS (sport)	3	2	2	3
16	Other <b>formal or non-formal activities</b> linked to an implementation of QPE in Madagsacar	3	2	3	2

## Phase 6 - Follow up: Questionnaire to participants

### Question 17:

What kind of other formal or non-formal activities?

- 1) Education programmes with Master students and researchers. University conducts research projects to improve PE and evaluation of competences.
- 2) Animation and sensibilisation to align the PE teachers to support the syndicate in its effort to develop PE and sport in Madagascar.
- 3) Courses at the University on QPE. Establishment of a syndicate of PE teachers.

## Proposed agenda

- ▶ Presentation of the speakers
- ▶ Content of the symposium
  - ❖ Few theoretical bases
  - ❖ Description of the approach
  - ❖ Presentation of some data collected during the process
  - ❖ Some outcomes
  - ❖ **Provisional conclusions**
- ▶ Questions and discussion



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## Conclusions

- ▶ **First level - The Madagascar project**
  - ❖ Fantastic human experience
  - ❖ Real hope of practitioners
  - ❖ Concrete outcomes at a short term
  - ❖ Need for more communication (top-down process remains central)
  - ❖ Need for external follow-up across time
  - ❖ Reality of life's priorities



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## Conclusions

- ▶ **Second level - The implementation of QPE in national/regional policies**
  - ❖ Difference between field and research requirements
  - ❖ Communication difficulties
  - ❖ Cultural differences to be taken into account
  - ❖ Limits (and importance) of bottom-up process
  - ❖ Need of sustainability in the collaborative process (3-5 years)
  - ❖ Reliability and permanence of the partners



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