



United Nations
Educational, Scientific and
Cultural Organization

Lessons learnt from piloting UNESCO's Quality Physical Policy Guidelines in Fiji, Mexico, South Africa, and Zambia

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UNESCO

CEREPS+ Summit - HIPE 2020 on Quality Physical Education

17 Nov 2020

The Quality Physical Education (QPE) project

○ Developed with:

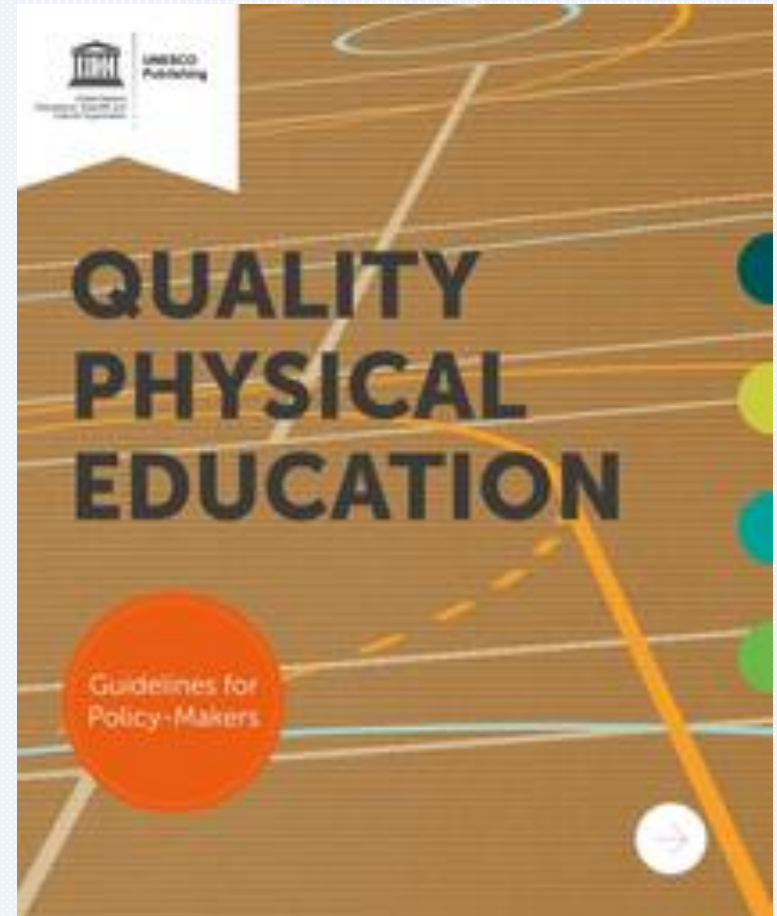


→ UNDP, WHO, ICSSPE, EC, IOC, Nike

- QPE Guidelines for Policy-makers
- Policy revision Methodology
- Interactive Training module

→ Piloted in four countries:

Fiji – Zambia – South Africa – Mexico



The methodology

- National team of stakeholders led by a designated ministry focal point and a national coordinator
- National UN partner and international coordination group of expert institutions
- Inception briefings, interactive workshops and tailored guidance
- International training workshop, sponsored GIZ
- Peer-review by a team of experts from Canada, Iran, Japan, Venezuela and Scotland.
- Integrated monitoring and evaluation and theory of change model.



Outcomes of the QPE Project

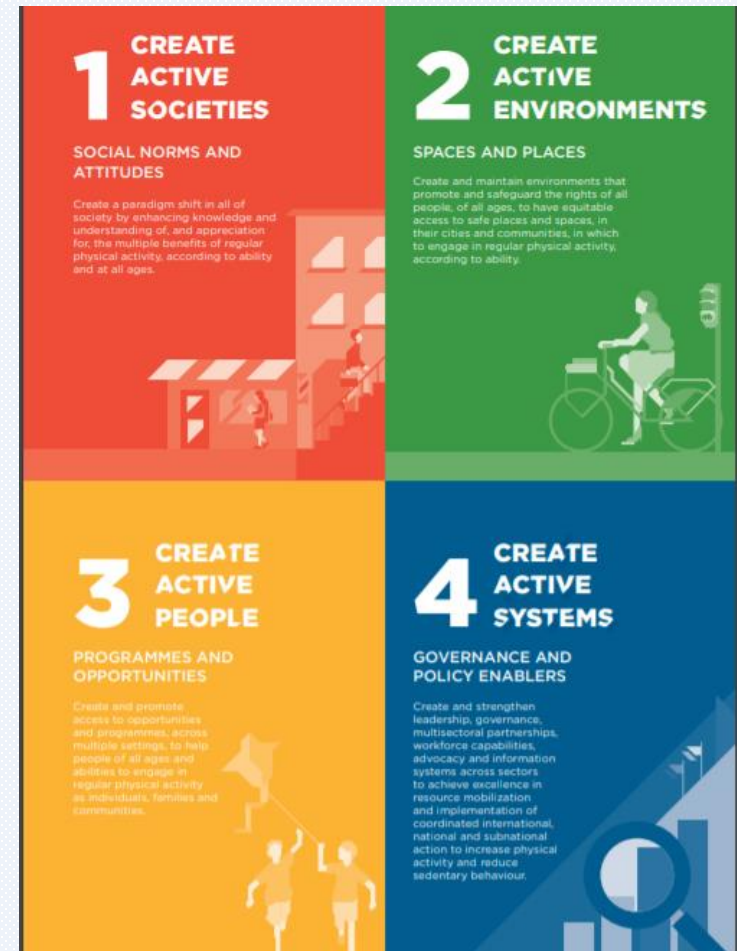
○ Success factors:

- Tailored country implementation
- Inclusive & participatory policy design process
- Community partnerships, communications
- Results-based monitoring and evaluation
- Involvement of grassroots stakeholders

○ Products:

- Evidence-based Policy Brief
- Policy advocacy toolkit for Youth
- Final Evaluation Report

→ QPE Guidelines are referenced in GAPPA (WHO)
Inter-Agency Taskforce on the fight against NCDs



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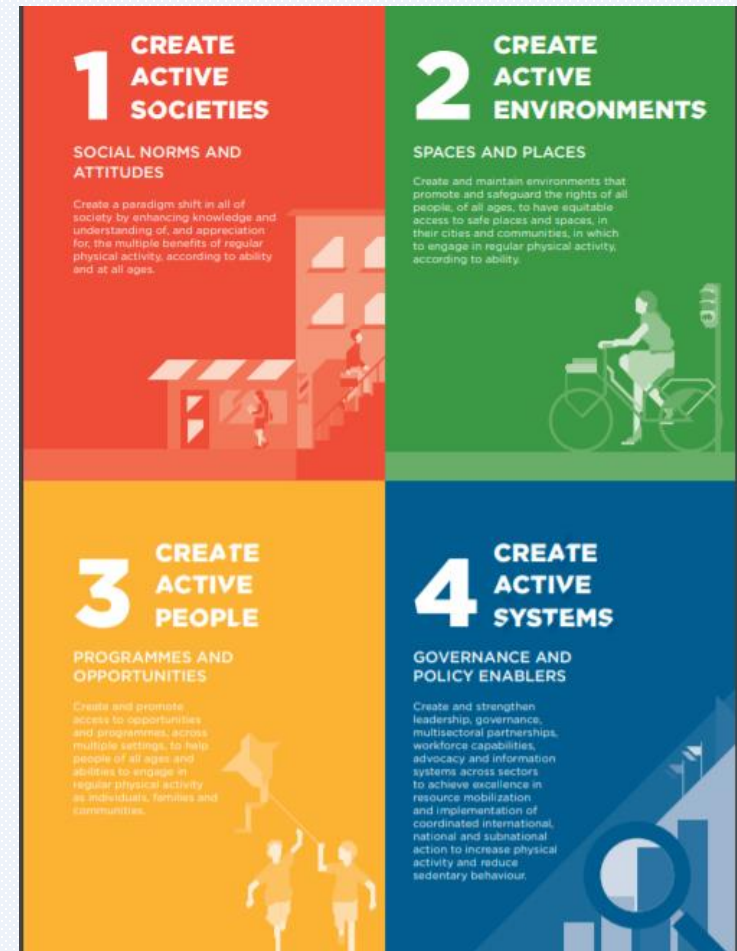
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“ The QPE Policy Pilot is one of the most remarkable and significant global initiatives in Physical Education of the last century.

The Institute of Sport and
Development (South Africa)

QPE and Education for Health and Wellbeing

→ Combined power of **sport, education, health & youth eco-systems**



- Strengthen capacity from policy to practice
- Support evidence-based advocacy
- Research and knowledge development

The Sports Education Partnership (SEP) Framework

What is SEP?

- ➡ A new dynamic, data-driven, multi-stakeholder initiative
- ➡ Focused on **physical**, **mental** and **social** wellbeing

What does the SEP Framework promote?

- ➡ Integrated approach to development
- ➡ Impact-oriented projects
- ➡ Transformative behavioural- & systems-based change

The Sports Education Partnership (SEP) Framework

Three main areas of actions :

1. Strengthening capacity from policy to practice
2. Supporting evidence-based advocacy
3. Research and knowledge development

Specifically designed to contribute to:

- the **Kazan Action Plan** 28 – 29 Sept 2020
- SDGs 3** (Good Health and Well-being), **4** (Quality Education), **5** (Gender Equality and **17** (Global Partnership for Sustainable Development)
- UN Action Plan on Sport for Development and Peace**
- WHO's Global Action Plan on Physical Activity**



QPE Survey 2020

- **2 respondent groups:**

- Government representatives
- School-level survey (with FIEP)

- **7 thematic areas:**

- PE delivery and participation
- inclusion
- teacher education, supply and development
- facilities, equipment and resources
- curriculum quality;
- Monitoring and assurance



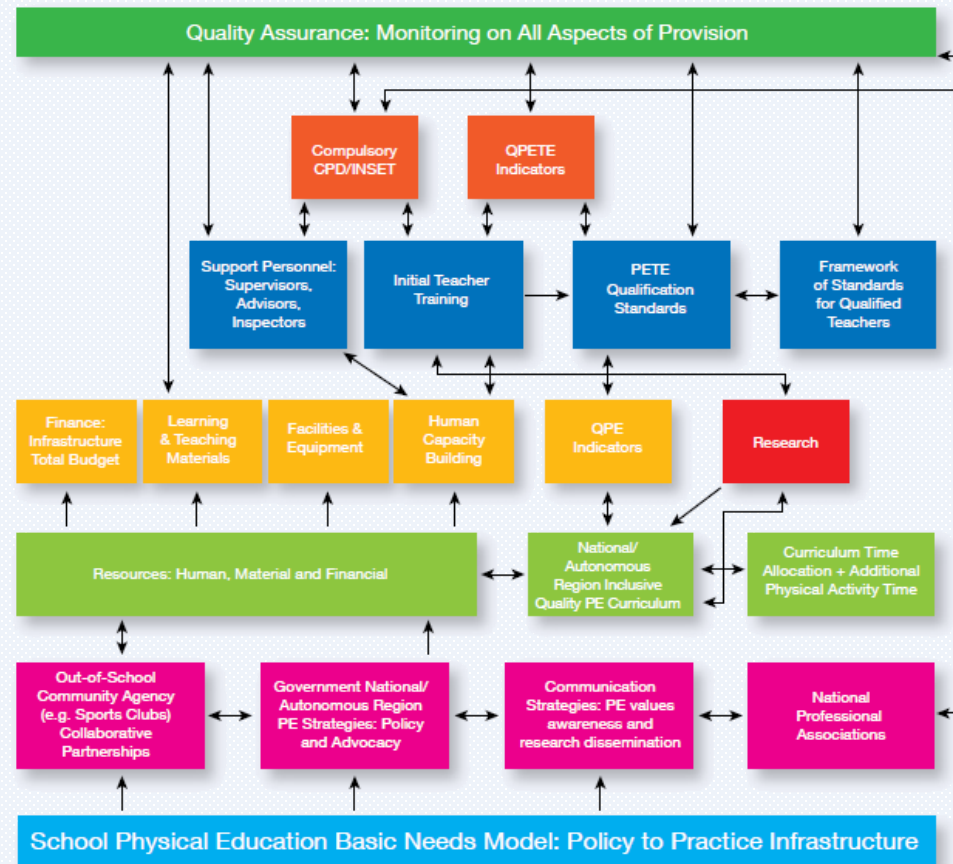
- Enhance QPE coherence between countries and regions
- Create QPE related data sets disaggregated by gender, disability, age, country....
- Promote data-driven investment in QPE

QPE Survey 2020

○ Alignment with:

- Action 1 and 4 of KAP
- Action Area 4 of the UN Action Plan on
- Sport for development and Peace
- Strategic Objectives 2,3,4 of GAPPA

○ Steering Committee of Experts



AU, Commonwealth Secretariat, FIEP, ICSSPE, ILO, UNDESA, UNESCO, UN Women, WHO



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Thank you for your attention!

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