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Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Intergovernmental Committee for Physical Education and Sport

CIGEPS

Plenary Session
and Joint Meeting with the Permanent Consultative Council - PCC

UNESCO

Room XIII, 1 Rue Miollis, 75015 Paris
6 – 7 March 2014

CIGEPS/2014/Doc.5
26 February 2014
Original: English

Distribution: Limited

Item 7 of the Provisional Agenda

Quality Physical Education Policy Package

Documents: [CIGEPS/12/Inf/Rev](#) – Final Report CIGEPS Ordinary Session 2012, paras. 29-34 and CIGEPS/Resolution 2012/3; [37C/REP/18](#) – Report by CIGEPS 2012-2013, paras. 9-10.

Background: Complementing the progress report contained in the Report by CIGEPS that was presented at the 37th session of the UNESCO General Conference, this document outlines developments made within the framework of the Quality Physical Education policy package, including proposals for follow-up.

Decision Required: Draft resolution (paragraph 9)

I. Context and objectives

1. Sustainable development starts with safe, healthy, well-educated children. To impart the skills and competences required for the 21st century, education must focus on shaping attitudes and behaviours, and instilling the values that underpin objectives related to peace, social inclusion and equitable development. Quality physical education (QPE) not only has a central place within this framework but should be considered a key aspect of any rounded educational approach. Indeed, participation in physical education (PE), as part of a rounded syllabus, enhances young peoples' civic engagement, decreases violence and negative patterns of behavior, and improves health awareness. Moreover, studies show that students engaged in a regular PE programme benefit from increased academic performance at school as well as heightened confidence and physical literacy. However, despite a wealth of evidence highlighting the importance of PE to child development, the world is witnessing a global decline in its delivery. Further neglect will impact upon national health and education sectors as well as the rounded development of the world's youth. Indeed, rising levels of physical inactivity, along with the substantial associated disease risk, have been described as a pandemic. Cut-backs in physical education provision, as a consequence of the global financial crisis, will only increase these concerns exponentially.

2. Following CIGEPS' call to support governments develop policy in this area, in 2010, there has been growing support for increased public investment in this sector. In 2013, the importance of consolidating government capacity in this area to secure the central position of QPE in school curricula was again asserted by the Berlin Declaration of MINEPS V. Building on this momentum, UNESCO has led consultations with over 40 technical partners in the development of a **QPE Policy Package** designed to actively and practically address the shortfall in current PE provision and to promote the importance of inclusive methodologies which secure, for all pupils, the entitlement to an essential subject area.

3. The Quality Physical Education (QPE) policy package has **three main objectives**, to:

- (i) Support Member States in the development and implementation of inclusive quality physical education (QPE) policy;
- (ii) Empower grassroots stakeholders to implement and advocate minimum standards in QPE;
- (iii) Foster a coherent and cooperative framework for the continued improvement of QPE provision.

II. Building an inclusive QPE Policy Environment

4. Drawing on data from 220 respondents to a structured questionnaire, distributed to all Member States, and a comprehensive literature review, the Secretariat convened experts and institutional partners from around the world in an Expert Consultation held in June 2013 at UNESCO Headquarters. The objective of the Consultation was to establish a roadmap and key outputs which would form the basis of the QPE Policy Package. It was agreed that in order to ensure project traction and legacy at the national level it was important to engage three tiers of stakeholders (Ministers, policy-makers, practitioners). Accordingly, it was decided that the QPE Policy Package would likewise comprise **three layered outputs** each designed for a different end-user:

- (i) an **Info-graphic advocacy document**, aimed at engaging Ministers;
- (ii) **QPE Guidelines for policy-makers** outlining core QPE benchmarks for provision and teacher training, checklists for strengthening provision, good practice examples and a policy matrix to develop inclusive QPE within a full policy cycle;
- (iii) **an interactive, modular QPE toolkit** for school-based practitioners and initial teacher training institutions.

5. The **QPE Policy Package** has been developed with the support of key institutional partners including the European Commission, as well as members of the Permanent Consultative Council of CIGEPS, including UNDP, UNICEF, WHO, UNOSDP, and the International Council of Sport Science and Physical Education (ICSSPE). Moreover, academics and practitioners from each world region have also contributed to the elaboration of the project tools and inclusion of good practice. This broad-based consultation has enriched the document's development and supported the geographically neutral nature of the Guidelines which have been developed to frame characteristics of QPE that are sufficiently flexible and adaptable for any country-level application.

6. The **QPE Guidelines and Info-graphic advocacy document** have now been finalized and the latter will be published (both online and in hard copy) shortly. Following a generous offer from UNDP, the Guidelines will be translated into French and Spanish while pilot countries are being identified for the next phase. As the Guidelines have been specifically designed for implementation by UN country teams, their implementation at a national level will also contribute to the activities of the UN Task Force on the Prevention and control of Non-Communicable diseases that was set up by ECOSOC in 2013 and is coordinated by WHO. Interest regarding engagement in the pilot phase has already been expressed by a number of countries and the Secretariat is now developing selection criteria and sourcing sponsorship for the next phase, which includes the development of the practitioner's Toolkit.

7. Considering the scope and scale of the project, it is vital that advocacy and visibility initiatives are closely incorporated in the implementation phase. In this regard, UNESCO is exploring the possibility of holding a press conference and publishing an accompanying advocacy statement to mark the launch of the Guidelines, to be co-signed by project partners.

III. Opportunities for engagement

8. The success of the next phase of the QPE Policy Package depends upon the support and stewardship of CIGEPS Members. The time is ripe to launch the pilot phase of the Guidelines, the implementation of which will drive the commitments set forth by the participants of MINEPS V regarding the development of policy and the importance of increased public investment in this sector. Accordingly, there are a number of concrete opportunities for engagement by CIGEPS Members:

- (i) support the translation of the project documents to increase the pilot take-up;
- (ii) express interest as a pilot country;
- (iii) contribute funds to support the national roll-out of the Guidelines;
- (iv) sponsor a press conference for the launch of the Policy Package;
- (v) contribute funds to support the development of an interactive, modular-based Toolkit;
- (vi) sponsor and host a regional hub for the monitoring and evaluation of the pilot phase;
- (vii) host an international meeting convening pilot countries to discuss good practice and implementation challenges, with the view of adapting the Guidelines accordingly.

IV. Draft Resolution

9. Considering the above, the Intergovernmental Committee for Physical Education and Sport may wish to adopt the following resolution:

DRAFT RESOLUTION CIGEPS 2014/5

The Intergovernmental Committee for Physical Education and Sport,

1. *Having examined* CIGEPS/2014/Doc.5;
2. *Welcomes* the progress made in the QPE Policy Package project;
3. *Supports* the proposed next steps and *agrees* to advocate for country participation in the pilot phase;
4. *Recommends* that extra-budgetary funding be raised for the national roll-out of the Guidelines and production of corresponding national toolkits as a matter of priority.