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The Relevance of Physical Education at Schools in Disadvantaged Neighborhoods of Port Elizabeth, South Africa

Master's thesis

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Abstract

Background

Physical Education is increasingly challenged by a global turn towards more academic school subjects such as mathematics, natural sciences and languages. This master's thesis investigates the global position on the relevance of Physical Education and compares it with the state and status of the subject in South Africa. A special focus is set on disadvantaged communities in Port Elizabeth.

Methods

A multi-method approach was applied. Thereby, data was collected by conducting (i) an extensive, evidence-based literature review (including the close inspection of 75 publications) and (ii) qualitative interviews with South African key informants (n=4; (I) a mentor for Physical Education teachers and former Physical Education teacher himself of a primary school in Machiu, (II) a principal of a primary school in Seyisi, (III) an official of the Department of Basic Education and (IV) the Head of Department of the Department of Human Movement Science at the Nelson Mandela University).

Results

A broad scientific consensus exists that Physical Education may develop physical literacy, increase social competencies and even improve academic performance among schoolchildren. Governments worldwide have acknowledged this and committed themselves to foster structures and quality of Physical Education. However, policy-practice divides are frequent and are also present in South Africa. Schools in wealthier communities of South Africa enjoy infrastructure that allows for Quality Physical Education, but in disadvantaged communities, a lack of awareness keeps the status of Physical Education low and physical and human resource provision are inadequate.

Conclusions

In South Africa, there is considerable need for change in the field of Physical Education. Developments in this regard are tied to overcoming the severe socio-economic problems of a persistent divide across population groups and the highest income inequality in the world. While experts also call for a revision of the curriculum and the provision of more physical resources, this master's thesis found the most feasible approach in the advancement of human resources and the empowerment of stakeholders through knowledge and education. Sustainable (re)training programs for Physical Education teachers have the potential to offset the current lack of qualified personnel in disadvantaged communities. However, further research is needed for the development and successful implementation thereof.

Zusammenfassung

Hintergrund

Sportunterricht wird zunehmend in Frage gestellt durch eine globale Zuwendung zu akademischeren Schulfächern wie Mathematik, Naturwissenschaften und Sprachen. Diese Masterarbeit untersucht den globalen Standpunkt zur Relevanz von Sportunterricht und vergleicht diesen mit dem Zustand und Status des Schulfaches in Südafrika. Ein besonderes Augenmerk wird auf unterprivilegierte Gemeinschaften in Port Elizabeth gelegt.

Methodik

Es wurde ein auf unterschiedlichen Methoden beruhender Ansatz angewandt. Datenmaterial wurde gesammelt durch (i) eine extensive evidenz-basierte Literaturrecherche (welche die genaue Untersuchung von 75 Publikationen beinhaltete) und (ii) qualitative Interviews mit wesentlichen Südafrikanischen Informanten (n=4; (I) einem ehemaligen Sportlehrer und Mentor für derzeitige Sportlehrpersonen einer Primarschule in Machiu, (II) einem Schulleiter einer Primarschule in Seyisi, (III) einem Beamten des Bildungsministeriums und (IV) dem Abteilungsleiter des Departements für Bewegungswissenschaften an der Nelson Mandela Universität).

Resultate

Es herrscht ein breiter wissenschaftlicher Konsens, dass Sportunterricht zur Entwicklung von „physical literacy“ beitragen, Sozialkompetenzen ausbauen und sogar schulische Leistungen von Schulkindern verbessern kann. Regierungen auf der ganzen Welt haben dies anerkannt und sich dafür verpflichtet Strukturen und Qualität von Sportunterricht zu fördern. Allerdings sind Differenzen zwischen politischen Weisungen und der Praxis häufig – und dies ist auch in Südafrika der Fall. Schulen in wohlhabenden Gemeinschaften Südafrikas genießen eine Infrastruktur, die „Quality Physical Education“ zulässt. In unterprivilegierten Gemeinschaften hält jedoch ein fehlendes Bewusstsein den Status von Sportunterricht tief und physische sowie menschliche Ressourcen sind unzureichend.

Schlussfolgerungen

In Südafrika besteht in Bezug auf den Sportunterricht ein beträchtlicher Veränderungsbedarf. Entwicklungen in diesem Bereich sind an die Überwindung von erheblichen sozioökonomischen Problemen (wie die weltweit grösste Einkommensungleichheit und eine anhaltende Kluft zwischen Bevölkerungsgruppen) gebunden. Während dem sich Experten auch für die Revision des Curriculums und der Bereitstellung von mehr physischen Ressourcen aussprechen, so fand diese Masterarbeit den praktikabelsten Ansatz in der Ermächtigung von Stakeholder durch Wissen und Bildung. Nachhaltige Weiter- und Ausbildungsprogramme für Sportlehrpersonen haben das Potenzial den derzeitigen Mangel an qualifiziertem Personal in unterprivilegierten Gemeinschaften auszugleichen. Es werden jedoch weitere Forschungsarbeiten benötigt für die Entwicklung und erfolgreiche Implementation solcher Programme.

Opsomming

Agtergrond

Liggaamlike opvoeding word toenemend bedreig. Daar is 'n wêreldwye neiging om meer klem te lê akademiese skoolvakke soos wiskunde, natuurwetenskappe en tale. Hierdie magister-tesis ondersoek die globale posisie rakende die relevansie van liggaamlike opvoeding in vergelyk met die belangrikheid van die vak in Suid-Afrika. Daar word veral gefokus op minderbevoorregte gemeenskappe uit Port Elizabeth.

Metodes

'n Meervuldige-metode benadering is toegepas. Daardeur is data versamel deur (i) 'n uitgebreide, bewysgebaseerde literatuuroorsig gedoen (wat die noukeurige inspeksie van 75 publikasies insluit) en (ii) kwalitatiewe onderhoude met Suid-Afrikaanse sleutel-informante gevoer (n = 4; (I) 'n mentor vir liggaamlike opvoedings onderwysers en voormalige onderwyser van liggaamsopvoeding self van 'n laerskool in Machiu, (II) die skoolhoof van 'n laerskool in Seyisi, (III) 'n amptenaar van die departement van basiese onderwys en (IV) die departementshoof van die departement van Menslike Bewegingskunde aan die Nelson Mandela Universiteit).

Resultate

Daar bestaan 'n breë wetenskaplike konsensus dat Liggaamsopvoeding fisieke geletterdheid kan ontwikkel, sosiale vaardighede kan verhoog en selfs akademiese prestasie onder skoolkinders kan verbeter. Regerings wêreldwyd het hierdie tendes erken en hul daartoe verbind om strukture en kwaliteit van liggaamlike opvoeding in skole te bevorder. Verdelings in beleidspraktyke kom egter gereeld voor en kom ook in Suid-Afrika voor. Skole in ryker gemeenskappe van Suid-Afrika geniet infrastruktuur wat voorsiening maak vir liggaamlike opvoeding van goeie gehalte, maar in minderbevoorregte gemeenskappe is daar 'n gebrek aan bewustheid van die belangrikheid van liggaamlike opvoeding laag en die voorsiening van liggaamlike en menslike hulpbronne is onvoldoende.

Gevolgtrekking

In Suid-Afrika is daar 'n groot behoefte aan verandering op die gebied van liggaamlike opvoeding. Ontwikkeling hou verband met die ernstige sosio-ekonomiese probleme en om 'n aanhoudende verdeeldheid tussen bevolkingsgroepe te oorkom. Terwyl kenners ook vra vir die hersiening van die kurrikulum en die verskaffing van meer fisiese hulpbronne, vind hierdie meesters-thesis die haalbaarste benadering tot die bevordering van menslike hulpbronne en die bemagtiging van belanghebbendes deur kennis en opvoeding te verskaf. Volhoubare opleidingsprogramme vir onderwysers in liggaamlike opvoeding het die potensiaal om die huidige gebrek aan gekwalifiseerde personeel in minderbevoorregte gemeenskappe te vergoed. Verdere navorsing is egter nodig vir die ontwikkeling en suksesvolle implementering daarvan.

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List of Abbreviations

AIESEP	Association Internationale des Écoles Supérieures d'Éducation Physique (International Association for Physical Education in Higher Education)
BRICSCESS	Brazilian Russian Indian Chinese and South African Council of Exercise and Sports Science
CAPS	Curriculum and Assessment Policy Statement
CDC	Centers for Disease Control and Prevention (United States of America)
DASH	Disease, Activity and Schoolchildren's Health
DBE	Department of Basic Education (South Africa)
GDP	Gross Domestic Product
HAKSA	Healthy Active Kids South Africa
HOD	Head of Department
ICSSPE	International Council of Sport Science and Physical Education
IOC	International Olympic Committee
LS	Life Skills
LO	Life Orientation
MINEPS	International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport
NSRP	National Sport and Recreation Plan
PA	Physical Activity
PE	Physical Education
PET	Physical Education Task
QPE	Quality Physical Education
SDG	Sustainable Development Goals
SRSA	National Department of Sport and Recreation South Africa
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

1 Introduction

Unhealthy lifestyles are posing a serious health risk for humanity in the 21st century. While modern technology simplifies our lives in many ways, the dark side is that society becomes less and less physically active. Sedentary behaviors, obesity levels, physical inactivity and noncommunicable diseases are continuously on the rise around the world and this disconcerting situation has been labeled a global health crisis (Engelgau et al., 2018). This trend must be reversed or at least put to a stop if we want to overcome this crisis. Thereby, physical activity (PA) plays a prominent role due to its association with various physical as well as mental benefits (Carson et al., 2017; Piercy et al., 2018; Poitras et al., 2016; Van Horn et al., 2012). Schools have the opportunity to induce the next generation to be more active. Physical education (PE) has a great deal of potential to improve health and contribute to lifelong participation in healthy activities. Additionally, PE can even enhance academic achievements and contribute to positive social change by facilitating values that foster the development of schoolchildren as valuable members of society (McLennan & Thompson, 2015). The fact that it is possible to learn with and through PE has helped the introduction and establishment of PE in curricula worldwide. However, its presence and relevance therein is increasingly threatened by a global turn to science subjects (Pühse & Gerber, 2005). Additionally, PE struggles with a low subject status and the provision of adequate facilities and equipment, reasonably trained educators and sufficient time allocation (Hardman et al., 2014).

These struggles have been particularly observed in low- and middle-income regions around the world. Out of all continents, Africa seems to have the most problems in providing physical resources for PE (Hardman, 2008). The country of South Africa presents an interesting example, hereby, as it is an extremely diverse country, consisting of very wealthy as well as very poor communities and regions (The World Bank, n.d.-b). Against this backdrop, the University of Basel (Switzerland), the Swiss Tropical and Public Health Institute (Switzerland) and the Nelson Mandela University (South Africa) collaborate in a joint research project called *KaziBantu*. Originally established in South Africa, this project now aims to support disadvantaged communities by trying to improve the health of schoolchildren and teachers through a school-based intervention program in multiple countries across the African continent.

This master's thesis was written in the context of the *KaziBantu* project. It focusses on the relevance of PE around the world and in particular on disadvantaged communities in South Africa. For this purpose, it initially addresses the question why this thesis was written and what preexisting assumptions underlay it. Thereafter, it provides definitions for key terms before introducing the most important stakeholders in the field of PE and elucidating the *KaziBantu* project. This is followed by the detailed description of the methodology used during the research, which is subdivided in an extensive global to local literature review and three interviews held with South African representatives from the field of PE. Subsequently, this paper presents the results of the literature review as well as the interviews and tries to find links, patterns, and/or contradictions between them in the discussion. Finally, the core results and the conducted research are reflected in the conclusion.

2 Purpose of this Master's Thesis

With the beginning of 2020, the *KaziBantu* project started its next endeavor in which it aspires to spread to new schools in South Africa, and eventually to other African countries. In order to achieve this goal, the *KaziBantu* project is providing workshops for teachers and officials from the national government Department of Basic Education (DBE) who are responsible for PE. These workshops consist of a short learning program that offers background information about health issues and PE in South Africa, a selection of good practices and lesson plans as well as suggestions on how teachers can implement these lesson plans, how they can include everyone and how they can improvise to produce relevant equipment. This master's thesis supports these efforts by summarizing the main arguments for (and potentially against) the promotion of PE in South Africa and by describing the relevance PE has especially in disadvantaged neighborhoods in South Africa.

The plan was to present the results of the literature review in the above-mentioned workshops, and thus provide support for the theoretical background and foundation of these workshops. Unfortunately, they had to be postponed to midyear due to the current COVID-19 outbreak. As an alternative, the results of the literature review have been integrated in an easily understandable brochure (see Appendix 1: Hands-On Brochure for Primary School Teachers: The Relevance of Physical Education) which was published on the *KaziBantu* webpage (*KaziBantu* Research Team, n.d.) and which will be handed out and presented in the workshops. In this sense, this master's thesis will be relevant for the advancement of the *KaziBantu* project. Thereby, it hopes to contribute to improving the health status of children from South Africa living in disadvantaged neighborhoods.

3 Relevant Questions and Assumptions

With the contested position of PE in the educational field and the focus on disadvantaged communities in South Africa in mind, the following research questions were developed:

- What significance does PE have in the international educational setting (and what is the position of the WHO and the UNESCO in this regard)?
- In comparison to this international significance of PE, how relevant is PE at a local level at schools in disadvantaged neighborhoods in Port Elizabeth, South Africa?
- Should PE receive the same attention as other school subjects?
- In case a change of the current status of PE in South Africa is desirable: How would this change be possible (what are potential propositions, which ones are feasible)?

It is assumed that PE has a disproportionally low status considering its great (yet unexhausted) potential to contribute to public health, and ultimately to social welfare. However, the status is expected to be higher in wealthier communities due to the availability of a better infrastructure, more resources and better qualified stakeholders. The hypothesis developed is that PE has a rather insignificant and unequal position in comparison to other school subjects in South Africa – that is, at least in disadvantaged neighborhoods.

4 Definitions

The following section provides definitions of terms and concepts that are key to the understanding of this paper.

4.1 Health

The World Health Organization (WHO) emphasizes in its constitution, that the term “health” is not merely restricted to the absence of disease or infirmity. Health is rather understood as the “state of complete physical, mental and social well-being” (WHO, 2005). This definition has been adopted widely in science, education and society in general.

4.2 Physical Activity

Physical activity (PA) is understood as “any bodily movement produced by skeletal muscles that results in energy expenditure” (Caspersen et al., 1985). Thus, PA does not only mean exercise and does not have to be a structured movement but can also be leisurely, sports-focused, and work- or transportation-related. Hereby, PA can vary in terms of frequency, intensity, duration, and type (CDC, 2010). When it comes to the intensity of PA the terms high/vigorous, middle/moderate and low/light intensity often occur. Low/Light intensity describes PA where less than 3.5 kilocalories are needed per minute such as strolling, leisurely playing table tennis or stretching. Middle/Moderate intensity describes PA where 3.5 to 7 kilocalories are burned per minute, which typically refers to jogging while being able to hold a conversation, folk dancing or doing yoga. High/Vigorous intensity describes PA for which 7 or more kilocalories are used per minute. This usually refers to activities such as running, playing football or performing jumping jacks during which we cannot say more than a few words at once (for more examples see for instance Ainsworth et al., 1993). This classification is widely recognized and used in countless scientific publications (CDC & National Center for Chronic Disease Prevention and Health Promotion, 1999).

4.3 Health and Physical Literacy

The concept of health literacy first appeared in a scientific paper in 1974 (Simonds, 1974). It has been defined multiple times since then (for an overview see Pleasant & McKinney, 2011). However, this paper will adopt the largely accepted definition of health literacy as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions” (Ratzan & Parker, 2000). In other words, health literacy refers to the skills we humans need to handle and use information to make good choices for our health. The concept of physical literacy, on the other hand, was proposed by Margaret Whitehead in 1993. Whitehead substantially shaped this term and defined it as the “motivation, confidence, physical competence, knowledge and understanding that individuals develop in order to maintain physical activity at an appropriate level throughout their life” (Whitehead, 2010). In other words, physical literacy is the fundamental capability humans need in order to deal with PA appropriately. In this sense, the concepts of health, PA, physical and health literacy are essential variables in the development

of school curricula, as these should help schoolchildren “to develop the necessary skills to make and manage healthy choices” (Hardman et al., 2014).

4.4 Sports

The term “sports” is rather difficult to grasp. It has been defined as PA of all sorts “that contribute to physical fitness, mental well-being and social interaction” including “play; recreation; organized, casual or competitive sport; and indigenous sports and games” (United Nations Inter-Agency Task Force on Sport for Development and Peace, 2003). The contribution to physical fitness ties in with the traditional understanding of sports as entertaining contests for which a rather high PA intensity level is essential. However, while the included sorts of sports are certainly valid, the element of a mandatory contribution to physical fitness is outdated. Chess, clay pigeon shooting or a game of pool, for instance, do not include high intensity PA but are still widely considered a sport nowadays. Clay pigeon shooting, or more precisely trap, has even become an Olympic sport. A more general definition is provided by the Encyclopedia Britannica, according to which sports refers to all sorts of organized, competitive, and physical play (“Sports,” 2019). The focus on an organized or competitive aspect, however, raises the question whether an organized form is necessary and whether sports are always done with an ulterior motive of competition. Should an individual workout at home or an unhurried snowboard session with a friend not count as doing sports then? This master’s thesis complies with the perspective that sports is able to contribute to physical fitness, mental well-being and/or social interaction but also agrees with the dissociation of the term from any coupling to a competition or a minimum level of PA-intensity. Therefore, it adopts a mixture of the two mentioned definitions, in the sense that sports can be defined as any form of physical play that can contribute to physical fitness, mental well-being and/or social interaction (if not specified otherwise).

4.5 Values of Sports

In sports, there are certain omnipresent core values at stake that need to be addressed and preserved. Under the umbrella term “fair play,” the International Fair-Play Committee compiles a series of the values of sports – namely “fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy” (International Fair Play Committee, 2015). The Olympic Charter channels the focus within these values towards “fair play, respect, honesty, friendship and excellence” (McLennan & Thompson, 2015) and declares that the responsibility to uphold and protect these values lies within sport organizations (International Olympic Committee, 2019). While these values can be taught with and through sports, they are not restricted to the world of sports and have great potential to spawn positive change within society.

4.6 Physical Education

Physical Education (PE) has been defined as “an area of the school curriculum concerned with human movement, physical fitness and health” (McLennan & Thompson, 2015). This makes

PE the only subject at school that includes PA by its very definition. Therefore, while the aims of PE can vary from school to school or from country to country, they invariably imply the performance of PA. The outcome of PE has been specified as for schoolchildren to obtain physical literacy (ICSSPE, 2010). However, this outcome is not guaranteed for every kind of PE, which has led to the introduction of the more elaborated term “Quality Physical Education” (QPE).

4.7 Quality Physical Education

QPE is an instructional philosophy that emphasizes and promotes the quality within PE. It is characterized by learning experiences that are planned, flexible, interactive, progressive, and inclusive and requires qualified teachers who consciously and cautiously deal with the development of physical literacy of all pupils regardless of their physical capacity, background, religion or gender (McLennan & Thompson, 2015). QPE lessons are “developmentally appropriate to help [children and young people] acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life” (Association for Physical Education, 2015). Hence, it improves their self-confidence, concentration and communication skills (McLennan & Thompson, 2015). Consequently, QPE teaches schoolchildren a fundamental appreciation of health and the necessary skills not only to “be informed and responsible decision makers relative to engagement” in PA and sport throughout their whole life (AIESEP, 2014) but also to become responsible, independent and well-rounded citizens (McLennan & Thompson, 2015).

4.8 Academic Performance

Academic Performance is understood as the “display of knowledge attained or skills developed in school subjects” (Adediwura & Tayo, 2007). The academic performance of a student can be influenced by a variety of factors that fall into three broad categories: “Cognitive Skills and Attitudes (e.g. attention/concentration, memory, verbal ability), Academic Behaviors (e.g. conduct, attendance, time on task, homework completion, impulse control), and Academic Achievement (e.g. standardized test scores, grades)” (CDC, 2010). Usually, academic performance is measured for each student through “test and examination scores or marks assigned by the subjects’ teachers” (Adediwura & Tayo, 2007). This process of measuring academic performance has been criticized extensively because an objective perspective in the evaluation of students’ achievements is often impossible and the results may lead to fallacies when they are directly linked to a students’ overall abilities and/or general intelligence (see for instance Arum & Roksa, 2011; York et al., 2015; Young, 1990). However, academic performance is an influential construct with deep impacts on policy-making and the self-image of a society (Martens & Niemann, 2010).

5 Theoretical Framework and Background

This chapter deals with an overview of important PE stakeholders and policies as well as with background information on the *KaziBantu* project in which context this master's thesis was created.

5.1 The United Nations

To the present day, the United Nations (UN) represent international connection per se. The UN is arguably the largest and most powerful intergovernmental organization in the world. The organization developed after World War II as a response to the failed attempt of a similar institution – the League of Nations. The UN's self-defined purpose is to “maintain international peace and security,” to “achieve international co-operation,” and to “be a centre for harmonizing the actions of nations” (UN, 1945). In this respect, the UN is a vital enabler of the promotion and alignment of international initiatives, which also means of efforts in the field of sport, health and PE. As such, the UN, for instance, proclaimed the year 2005 as the International Year for Sport and PE in order to promote education, health, development and peace (UN, General Assembly, 2003). Thereby, the UN called upon all governments to emphasize their commitment and to arrange events that promote sports and PE. This initiative was a remarkable success and “contributed to a better understanding of the value of sport and physical education for human development” (Beutler, 2006). Furthermore, the UN, as an umbrella association, is responsible for the establishment of two essential stakeholders in the field of PE – the UNESCO and the WHO.

5.1.1 The United Nations Educational, Scientific and Cultural Organization and a Global Policy Framework

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a very active player in the global discourse around PE. It is a specialized agency of the UN focusing on building peace through “international cooperation in Education, the Sciences and Culture” (UNESCO, 2012). One of its fundamental goals in education is to provide access to quality education for every child (UNESCO, 2012).

The UNESCO initiated the International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS). This is a forum and a platform, which brings together stakeholders (including governments, intergovernmental organizations, the sport movement, academia and specialized NGOs) from all over the world. Thereby, it “facilitates intellectual and technical exchange in the field of physical education and sport” and works as an “institutional mechanism for a coherent international strategy in this domain” (UNESCO, n.d.). So, MINEPS is a key conference in the field of PE and sport, whose “outcomes and recommendations [...] are continuously strengthening the educational, cultural and social dimensions of physical education and sport while guiding the implementation of effective policies and practices around the world” (UNESCO, n.d.).

In 1976, the first conference of MINEPS (MINEPS I) was held and served as a cornerstone to the development of the International Charter of Physical Education and Sport from 1978

(UNESCO, 1978). This charter addresses rights in PE and sports positioning “human rights and the dignity and worth of the human person” at its starting point. A fundamental value the international charter articulates is, therefore, the rejection of discrimination and the condition that “everyone should be free to develop and preserve his or her physical, intellectual and moral powers, and that access to physical education and sport should consequently be assured and guaranteed for all human beings” (UNESCO, 1978). The preservation and development of “physical, intellectual and moral powers of the human being” is regarded an improvement of the quality of life and PE and sports to not only contribute to physical well-being and health but also to the “full and well-balanced development of the human being” (UNESCO, 1978). Additionally, industrialized as well as developing countries are held responsible for “reducing the disparity which continues to exist between them in respect of free and universal access to physical education and sport” (UNESCO, 1978). In this sense, the International Charter of Physical Education and Sport is the first official document of its kind that initiated and underlined the status of PE as an elementary right for everybody, and thereby it has functioned repetitively as a reference for policy and decision makers. In 2015, the Charter was revised and adapted to the developments in the field of sport since 1978 (UNESCO, 2015). The revised charter maintains the original spirit and enhances universal principles such as the protection of children, the inclusion of persons with disabilities, the benefits of PA, gender equality and the elimination of all forms of discrimination (whether of cultural, racial or social reasons). In other words, the International Charter of Physical Education and Sport continues to set “ethical and quality standards for all actors designing, implementing and evaluating sport programmes and policies”(UNESCO, 2015).

MINEPS has continued to generate substantial contents in the field of PE. In 2013, The fifth conference (MINEPS V) was held in Berlin and resulted in the Declaration of Berlin, which expresses an activity-oriented policy consensus and declares PE as the “most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society” (UNESCO, 2013). In this sense, the policy-makers position PE as one of (if not the) most important subject(s) at school. Additionally, this Declaration highlights the importance of international collaboration in the initiative to advance the status of PE worldwide. Therefore, it not only aims to raise global recognition of PE but also to “improve and consolidate international cooperation between governments and all sport stakeholders” (UNESCO, 2013). More precisely, with the Declaration of Berlin the ministers from MINEPS V call for qualitative and inclusive PE to be a “mandatory part of primary and secondary education” worldwide and for PE to preferably take place “on a daily basis” (UNESCO, 2013). Thereby, it reaffirms and extends the international charter’s demand for PE as a fundamental right for all. Furthermore, the Ministers commit themselves to promote investments in community development and infrastructure in order to increase accessibility to sports programs for everybody and to develop appropriate policies according to “scientific evidence concerning the socio-economic benefits” of PE (UNESCO, 2013).

During the latest MINEPS conference of 2017 (MINEPS VI) the ministers developed a “call for action to implement the commitments of ministers expressed in the Declaration of

Berlin and the expectations and norms” represented in the revised international charter (UNESCO, 2017). The resulting document was called the Kazan Action Plan since MINEPS VI was held in Kazan (Russia). This plan ties into the framework of the UN 2030 Agenda and its Sustainable Development Goals (SDGs), which define the 17 goals the UN prioritize until the year 2030 in order to “build a better future for all” – featuring Good Health and Well-being as well as Quality Education (UN, General Assembly, 2015). More precisely, the Kazan Action Plan declares sport “an important enabler of sustainable development and peace” and defines the delivery of QPE as a priority (UNESCO, 2017). MINEPS VI decided to set the focus on three main policy areas. The first area is the development of an inclusive access for all to sport, PE and PA. The second area concerns the attempt to maximize the contributions of sport to sustainable development and peace. The third area addresses the protection of the integrity of sport meaning the ethics and values of sports (see for definition 4.5 Values of Sports). Based on these policy areas, the ministers articulated five actions they attempt to realize (for an overview see Figure 1). The first action specifies the elaboration of an advocacy tool, which should present “evidence-based arguments for investments in physical education, physical activity and sport.” The second action prescribes the development of “common indicators for measuring the contribution of physical education, physical activity and sport to prioritized SDGs and targets.” The third action includes the unification and further development of “international standards supporting sport ministers’ interventions in the field of sport integrity.” The fourth action dictates the conduct of a “feasibility study on the establishment of a Global Observatory for Women, Sport, Physical Education and Physical Activity.” And the fifth action requires the development of a “clearinghouse for sharing information according to the sport policy follow-up framework developed for MINEPS VI” (UNESCO, 2017).

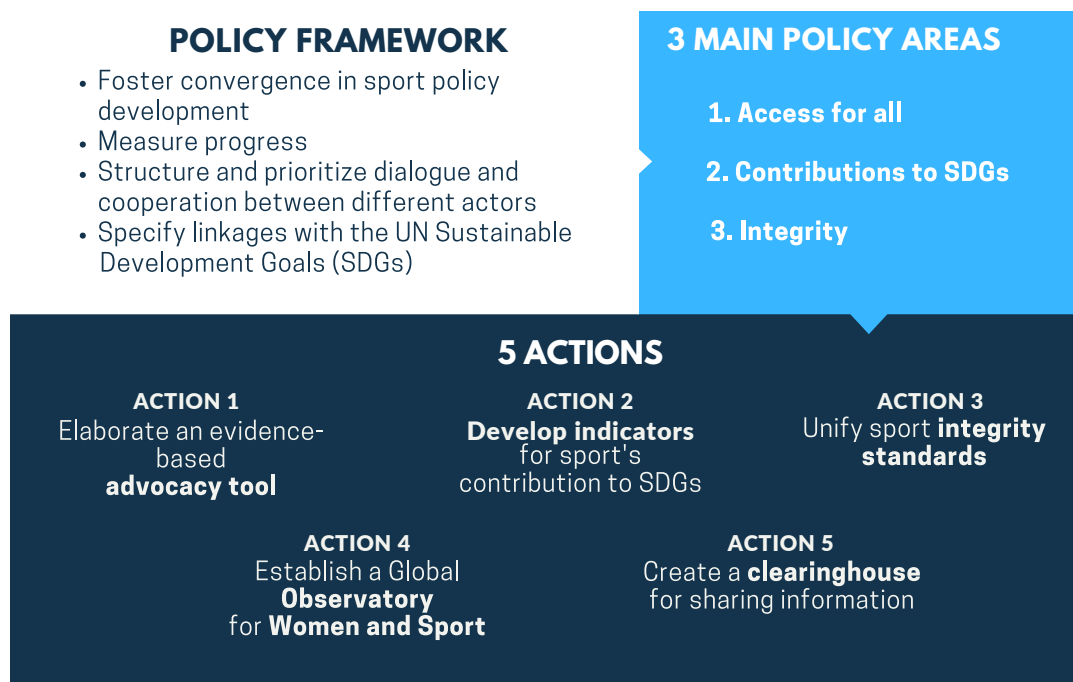


Figure 1: Overview of the Kazan Action Plan
Source: UNESCO (2019)

Together, the Kazan Action Plan, the Declaration of Berlin and the International Charter of Physical Education and Sport form a “solid foundation for sport policy development” (UNESCO, 2017). However, a successful implementation of this plan not only relies on the UNESCO but also requires the support of other stakeholders such as (i) other intergovernmental, government and non-government organizations or institutions (see for instance 5.1.2 The Basic Work of the World Health O), (ii) UNESCO Member States and their identification and funding of “specific activities of the Action Plan which are of national importance” and (iii) the engagement of these Member States for “the implementation of the Action Plan at regional and continental levels” (UNESCO, 2017).

A very recent engagement of UNESCO Member States are the Antananarivo Recommendations (UNESCO & African Union, 2019), which were developed as a response to the Kazan Action Plan in 2019. This document was the outcome of the first conference of African Ministers of Sports, and thereby marks a milestone in the African sport policy development. The aim was to create recommendations on how the Kazan Action Plan can be implemented on the African continent. In the Antananarivo Recommendations, the Ministers compiled measures to foster PE, PA and sport policies, which they determined for national, sub-regional, regional and international levels. Thereby, the Ministers emphasize inclusion, gender equality, participation of youth, traditional sports and games, and partnerships between different stakeholders and highlight that these components are critical in order to create policies “for human, social and economic development in Africa” (UNESCO, 2019b). Furthermore, they attribute a substantial role to schools in the creation of “healthy, active and competent citizens through PE, PA and sport” (UNESCO, 2019b).

Thus, all these documents developed with the help of the UNESCO provide a global policy framework on which governments can fall back and build their own regulations in order to foster PE.

5.1.2 The Basic Work of the World Health Organization

The WHO is another protagonist in the global discourse around PE. Like the UNESCO, it is a specialized agency of the UN operating throughout the world. The WHO’s primary focus is on the promotion of global health but its work overlaps and influences the education sector. A main purpose of the WHO is “shaping the research agenda and stimulating the generation, translation, and dissemination of valuable knowledge” (WHO, n.d.). The organization is responsible for various publications which emphasize the importance of PA. More precisely, the WHO clarifies that physical inactivity is the fourth leading risk factor for mortality (WHO, n.d.) and monitors global trends of PA concluding that PA levels are decreasing alarmingly as obesity is on the rise worldwide (Swinburn et al., 2011). The wide acknowledgement of the WHO helps to distribute these findings. Thereby, WHO publications are substantial for the scientific justification of efforts in the field of sports, PA and PE.

5.2 The Basic Work of Further International Organizations and Associations

There is a whole pool of internationally active organizations and associations which are influential in the field of PE. The following section presents seven that are relevant to this thesis. Thereby, it recognizes the presence and relevance of many more but excludes them because they are active only on a regional scale, do not have a direct impact on South Africa or do not surface in this master's thesis. Nonetheless, all these stakeholders together strengthen the backbone of UNESCO's global policy framework and its efforts to foster PA, PE and sports.

5.2.1 The International Council of Sport Science and Physical Education

The International Council of Sport Science and Physical Education is an internationally active organization that was formed in 1958. Since then, it is committed to facilitate the connection of “professionals in all disciplines of sport science and physical education” and in due process has become a formal associate of the UNESCO (S. Bailey, 2010). Together with the WHO, the ICSSPE issues technical reports such as on the impact of health behavior among youth (Jones-Palm & Palm, 2013), gender equality and benefits of sports and PA for girls (R. Bailey et al., 2005), and the importance of inclusion of young people with disabilities in PE (Sherrill, 2004). Thereby, the organization has contributed to promote gender equality in the field of sports and PE and to opening up this field to all kinds of people with different abilities.

5.2.2 The Association Internationale des Écoles Supérieures d'Éducation Physique

The Association Internationale des Écoles Supérieures d'Éducation Physique (AIESEP) is an international, non-governmental, non-profit, professional association that is active in the field of PE teacher education. Its objective is to support and promote “high quality research worldwide in the areas of physical education, physical activity and sport pedagogy” (AIESEP, n.d.). AIESEP also publishes position statements (as for instance AIESEP, 2014), and organizes scientific meetings in order to provide a platform for the dissemination of knowledge and new findings for the international community (Armour, 2012).

5.2.3 The International Olympic Committee

The International Olympic Committee (IOC) is a privately funded non-governmental organization. It is of course primarily concerned with organizing the Summer and Winter Olympic Games and serves as the governing body for the 206 National Olympic Committees. Apart from that, the IOC, however, also sees the assurance and maintenance of the values and Olympic ideals as its mission, which it articulates in the Olympic Charter. Therein, the IOC stresses its endeavor to “place sport at the service of harmonious development of humankind” and in this way to promote peace, its classification of the “practice of sport as a human right” and its zero-tolerance policy regarding discrimination of any kind. Furthermore, the IOC requires compliance with all rules and regulations in the Olympic Charter from every individual, group or organization that belongs to the Olympic Movement (International Olympic Committee, 2019).

5.2.4 The Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention (CDC) is an official organization of the U.S. Department of Health and Human Services. Its primary task is to protect the United States of America from “health, safety and security threats” and to increase the nation’s “health security” (CDC, 2020). Despite being a national institution, it has produced a seminal portion of scientific publications on PA and PE (for instance CDC, 2010), which continue to influence recommendations and further research worldwide.

5.2.5 The Brazilian, Russian, Indian, Chinese and South African Council of Exercise and Sports

While BRICS stands for the association of five major emerging economies (Brazil, Russia, India, China, and South Africa), the acronym CESS stands for Council of Exercise and Sports Science. BRICSCESS then is an international organization between the BRICS countries that consists of “professors, researchers, students, institutions, affiliates and other membership groups in exercise and sports science” (BRICSCESS, n.d.). BRICSCESS holds conferences, seminars, workshops, and discussions and publishes resources and literature in the field of exercise and sports science. The organization aims to promote teaching, learning, research and collaboration related to exercise and sport science. Furthermore, it functions as a network, and thereby facilitates the establishment of links between its members (BRICSCESS, n.d.).

5.2.6 The Department of Basic Education

The DBE is the official national body responsible for primary and secondary schools in South Africa. It deals with all schools from reception year to grade 12. Thereby, the DBE pursues its vision of a nation in which every South African has “access to lifelong learning, education and training opportunities” in order to “contribute towards improving the quality of life” and to build a “peaceful, prosperous and democratic South Africa” (DBE, n.d.-a). In this sense, the DBE is the legal and political administrator of PE.

5.2.7 The National Department of Sport and Recreation South Africa

The National Department of Sport and Recreation South Africa (SRSA) is the official national body responsible for sport and recreation in South Africa. It is primarily concerned with its mission of an “active and winning nation,” which means it focuses on the provision of “opportunities for all South Africans to participate in sport; managing the regulatory framework thereof, and providing funding for different codes of sport” (Sport and Recreation South Africa, n.d.). Thus, the SRSA is responsible for sport in broader society which attributes it a role in the provision and enabling of PE and links it to the DBE.

5.3 The *KaziBantu* Project

The following section presents the *KaziBantu* project as it constitutes the context in which this master's thesis was written.

5.3.1 Disease, Activity and Schoolchildren's Health-project: The Precursor

The precursor of the *KaziBantu* project was the Disease, Activity and Schoolchildren's Health-project (DASH) for which the Nelson Mandela University, the University of Basel and the Swiss Tropical and Public Health Institute collaborated from 2014 to 2017. DASH consisted of a 3-year longitudinal cohort study that explored parasite infections and risk factors for diabetes and hypertension in primary schoolchildren in South Africa, and thereby evaluated physical fitness, cognitive performance and psychosocial health. DASH was limited to historically black and colored¹ primary schools in townships of Port Elizabeth (Yap et al., 2015). In the course of the project, a series of publications and master's theses were produced. These works concluded that it is possible to improve the health of school-aged children from disadvantaged communities in South Africa through PA. More precisely, the "increase in BMI and skinfolds in school-aged children" can be lowered "but no significant effects on cardiorespiratory fitness" could be provoked (Müller, Schindler, et al., 2019). Additionally, these works found that the dissemination of a well-designed, multidimensional PA program has the potential to reduce risk factors for the development of chronic diseases (such as cardiovascular diseases and type II diabetes) among socioeconomically deprived children (see Gall et al., 2017; Gerber et al., 2018; Müller, Schindler, et al., 2019; Salvini et al., 2018). These findings underlined the need for such a program and paved the way for *KaziBantu*.

5.3.2 What is *KaziBantu*?

The name *KaziBantu* originates from a crossing of the languages Swahili and Xhosa and means "active people." *KaziBantu* is the name of a project that aims to enhance health conditions and to foster PA and wellbeing of schoolchildren and teachers by implementing a multifold approach. More precisely, the *KaziBantu* project is a "specially tailored school-based intervention programme" whose objective is to consolidate "the practice of physical education" and to ensure "physical literacy and healthy active living of school children and teachers" (*KaziBantu* Research Team, n.d.). As successor of the DASH-project, *KaziBantu* still consists of the partnership between the Nelson Mandela University, the University of Basel and the Swiss Tropical and Public Health Institute. In its financial expenses, the *KaziBantu* project is substantially sponsored by the Novartis Foundation. The latter is an organization that "strives to have sustainable impact on the health of low-income communities through a combination of programmatic work, health outcomes research, and its translation into policy to tackle global health challenges" (*KaziBantu* Research Team, n.d.). This approach is mirrored in the *KaziBantu* project, which channels its efforts on underprivileged communities in low- and

¹ All the terms for population groups that appear in this paper (black, white, colored, ...) are meant as used in the neutral/common terminology in South Africa and do not entail any form of judgment or discrimination.

middle- income regions in an attempt to contribute to sustainable health promotion independent of socio-economic status. So far, *KaziBantu* has campaigned mostly in eight schools around Port Elizabeth, South Africa, but is currently on the brink of expansion to other disadvantaged communities throughout South Africa and even to other countries in Sub-Saharan Africa. At the BRICSCESS 2019 conference in Cape Town, the project has already made contacts with researchers and institutions from Tanzania, Senegal, Botswana and Mauritius.

KaziBantu's cause is supported by UNESCO's international policy framework. With the Declaration of Berlin, in particular, all stakeholders in the field of PE have been urged to work cooperatively, internationally, and across the borders of governments. This is exemplified by two programs that have been developed by the *KaziBantu* project on the basis of the presumption that healthy schools lead to healthy communities (Müller, Smith, et al., 2019): *KaziKidz* and *KaziHealth* (see 5.3.3 *KaziKidz* and 5.3.4 *KaziHealth*). The way Swiss and South African institutions cooperate for these programs fulfills the Declaration of Berlin's call to share "data on the socio-economic benefits of physical education and sport, as well as good practices of successful physical education and sport programmes" because studies are conducted hand in hand and toolkits are produced in a joint venture. Additionally, this Swiss-South African cooperation complies with the declaration's request to design "sport programmes cautiously [...] to avoid poor-quality sport programmes" and to support "transfer of know-how for local production of physical education" (UNESCO, 2013).

5.3.3 *KaziKidz*

The *KaziKidz*-program focuses on the overall health of schoolchildren. It consists of a holistic educational toolkit that provides teaching material. Three content pillars have been designed:

- Physical Education,
- Moving-to-Music and
- Health, Hygiene and Nutrition Education

In each of these content pillars teaching material was produced in the form of lesson plans and assessments by a group of master students from the University of Basel. The toolkit was carefully developed in order to align with the Curriculum Assessment Policy Statements (CAPS) of the DBE (see 7.2.3 The National Curriculum). Therefore, the provided material can be used by teachers across the nation and can be integrated directly in everyday teaching (Müller, Smith, et al., 2019).

5.3.4 *KaziHealth*

KaziHealth is a workplace health intervention program, which focuses on the health of teachers. Here, the aim is "to educate and improve health behaviors among teachers" (Müller, Smith, et al., 2019). The program consists of 5 steps in which an individual health risk assessment is followed by the composition of a personal health risk profile that uses a simple traffic light model in which red symbolizes a high, orange a moderate, and green a low health risk. Thereafter, the participating teacher is guided in his health behavior by healthcare professionals in two lifestyle coaching sessions and asked to self-monitor her/his actions on

and receives motivation through the *KaziHealth* mobile application (GooglePlay & *KaziBantu* Research Team, 2018). This procedure is rounded up by the evaluation of the individual goals that were pre-defined in the coaching sessions and the re-assessment of the individual health risks in order to check whether the indicators have improved (see Figure 2).



Figure 2: The Five Steps of the KaziHealth Workplace Intervention Program
Source: Müller et al. (2019)

5.3.5 Effects of the *KaziBantu* Project

No results about the effects of the *KaziKidz* and *KaziHealth* intervention programs have been published until now. The first measurement was conducted in October 2019 and its analysis is currently in process. The timeline of the intervention programs includes follow-up measurements in October 2020 and October 2021. Therefore, it remains to be seen how well these school-based intervention programs are able to effectuate the targeted change and improve the health states of schoolchildren and teachers in disadvantaged neighborhoods. However, the results of the predecessor DASH imply that such change is principally possible.

6 Methods

This chapter clarifies the multi-method approach applied to this master's thesis in order to tackle the mentioned research questions. The approach taken is built on two pillars – (i) an extensive, evidence-based literature review and (ii) a qualitative approach by conducting key informant interviews. The specific objective of (i) is to provide a general overview of how PE is valued around the world by different international institutions, governments, and school systems and to put this global point of view in perspective to the local occurrence in South Africa. (ii) is concerned with putting the spotlight on South Africa and digging deeper into local perspectives as its specific objective is to investigate the local processes, procedures, and attitudes in this country. The goal of this master's thesis then is to gain a deeper understanding of the status quo of PE in the international educational setting and on a local level in South Africa, by combining these two pillars and by drawing conclusions but also by identifying potential conflicts.

6.1 Evidence-Based Literature Review

6.1.1 Methodology

The first pillar consists of an extensive, evidence-based literature review. Thereby, a broader picture of the significance of PE is provided and a focus is put on the international and the South African perspective. Major sources are papers from the CDC (UNESCO, 2013), the UNESCO (McLennan & Thompson, 2015), and the WHO (R. Bailey et al., 2005; Jones-Palm & Palm, 2013; Sherrill, 2004). Furthermore, the book “International Comparison of Physical Education – Concepts Problems Prospects” (Pühse & Gerber, 2005) is crucial for the international perspective because it can be considered a worldwide survey offering overviews of 35 different countries about the state of PE. Based on this literature, the aim of this first pillar is to grasp and categorize the global and the South African status and significance of PE from a scientific evidence-based perspective.

6.1.2 Selection of Literature

The primary sources were part of a larger collection gathered by Professor Uwe Pühse. Other works quoted in notable excerpts were looked up and integrated in this literature review. This procedure was repeated various times. So, the works of the mentioned collection were used as multiple starting points followed by the so called “Schneeball-Suche” (Kropp & Huber, 2006) in order to conduct literature research backwardly and to take renowned authors and publications into account. Additionally, a systematic search on the online databases PubMed and Swissbib was conducted. With the help of key words and expressions in the field of PE, health, and South Africa, more recent publications were found and consulted. In this sense, the Professor's collection was extended through a combination of the “Schneeball-Suche” and the systematic search (see Figure 3). This combination of methods is recommended by Töpfer (2009) in order to conduct a thorough literature review. In total, 322 works were consulted. These works were arranged according to topic and excerpts were rated and sorted by significance. Eventually, many had to be excluded because they were either not relevant to this

review, they were outdated or more detailed data was available. Out of the 322 works, 75 were considered relevant and were included in the literature review.

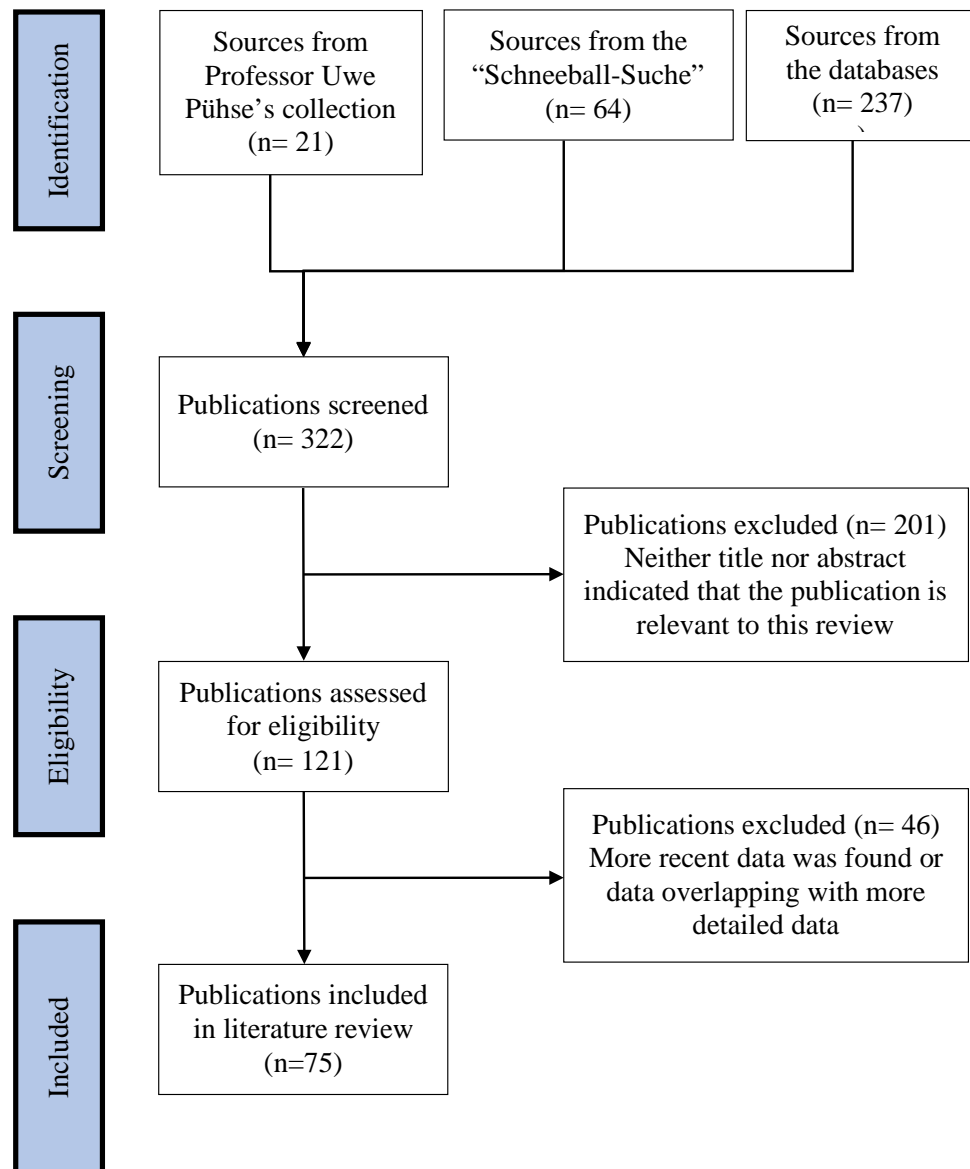


Figure 3: Flowchart About the Selection of Literature

6.2 Key Informant Interviews

6.2.1 Methodology

The second pillar consists of a qualitative approach. Here, new data was collected through own field work. More precisely, key informant interviews (n= 4) were conducted in Port Elizabeth, South Africa, all within March 2020. Qualitative methodology was implemented in the descriptions, analysis and interpretation of the data (Helfferrich, 2011). A similar approach was taken as in Stroebel, Hay and Bloemhoff's article on the re-skilling of in-service teachers in PE in South Africa (2019). Thereby, interviews were conducted in-depth, semi-structured, and face-to-face with representatives from the field of PE. The interviews aimed to elicit descriptive

responses about the state and status of PE in South Africa. In contrast to the first pillar, this approach solely focusses on the situation of PE at public schools in disadvantaged neighborhoods around Port Elizabeth, South Africa. Initially, seven overarching aspects of interest were defined for all interviews (see Figure 4).



Figure 4: The Seven Overarching Aspects of Interest for All Interviews

These aspects were the cornerstone around which a catalogue of open-ended interview questions was developed and adapted according to the interlocutor (see Appendix 2: Transcriptions of the Interviews). Additionally, Likert-scales (Likert, 1932) were integrated for aspects 1, 2 3, 4 and 7 in order to compare these aspects more effectively with the help of numerical results (see Appendix 3: Likert-Scales). In this way, the local reasoning for the current situation of PE is examined and the question whether the opinions of educational experts are in line with the position and legal guidelines given by the government is addressed.

6.2.2 Participants

The primary interlocutors represent three different operational levels – the micro-, meso- and the macro-level. Hereby, the micro-level represents direct involvement in teaching, the meso-level represents short distance to teaching in combination with limited top-down influence and the macro-level represents larger distance to teaching but also greater top-down influence. In other words, the representative on the micro-level (I) is a mentor for Physical Education teachers and former Physical Education teacher himself of a primary school in Machiu, the representative on the meso-level (II) is a principal of a primary school in Seyisi, and the representative on the macro-level (III) is an official of the DBE.

Eventually, a fourth operational level was investigated – the external-level. This level represents neither direct involvement in the teaching nor any form of top-down official influence but rather a supplementary position. Hereby, an interview was conducted with (IV) the Head of Department (HOD) of the Department of Human Movement Science at the Nelson Mandela University. This last interviewee's current profession, publications and not least previous occupation as PE teacher at a high-school substantiate his² position as one of the leading PE activists and experts in South Africa. However, the outcomes of this fourth interview were incorporated in the results exclusively where necessary to depict a complete and truthful picture or where additional information was needed.

Due to formal constraints of this master's thesis, the interviews were held with four interlocutors only. Nonetheless, by questioning one representative per operational level each and the consideration of the external position, an attempt was made to gain multi-perspective insights and to cover as much of the width of professional views on the current state and status of PE as possible. The interview partners were selected purposefully according to their operational level and according to access granted to the public sphere of professionals active in the field of PE through the *KaziBantu* project. In other words, the framework around the operational levels was defined and elucidated to the *KaziBantu* research team, which in turn organized suitable informants out from their pool of local contacts.

6.2.3 Data Analysis

In agreement with the interlocutors, the interviews were recorded by means of audiotaping and taking notes. Subsequently, the interviews were transcribed and then analyzed with a focus on content in an attempt to identify general outcomes. This content analysis was carried out by means of what Maree (2016) called “an inductive and iterative process where we look for similarities and differences in text.” More precisely, the data was first encoded as needed to sort and structure the data before it was interpreted. This means that extracts from the transcribed interviews were allocated to codes and categories. In a first step, an open coding process was conducted in order to identify significant units of meaning and themes within the transcript. In a second step, the data was examined for patterns and links between those themes and to identify sub- and main themes through axial coding (see Miles & Huberman, 1994). The links and outcomes of this analysis were then examined and interpreted in more detail. A selection of statements and fascinating or recurring links were processed and used for the presentation of structured results. The scientific accuracy of the data interpretation is further enhanced by the discussion of the data with fellow researchers within the *KaziBantu* project, who come from diverse cultural and scientific backgrounds.

² To facilitate reading, only the masculine form is used henceforth to refer to the interviewees. However, it should be noted that this does not correspond to their real gender.

7 Results of the Literature Review

This chapter deals with the results of the literature review. In a first step, it goes into details on what has been found out about the global situation of PE, or rather what recommendations the scientific world has published, how guidelines are followed de facto, and how QPE could be implemented effectively through a national strategy. Thereafter, the focus is set on South Africa and how the situation presents itself on a national basis. Here, attention is given to the socio-economic and historic background of the country, the national curriculum, and what research has found on the status of PE respectively where scientists see potential or necessary courses of action in South Africa.

7.1 The Relevance of Physical Education: The Global Situation

7.1.1 Physical Activity Around the World and Relevant Physical Activity Guidelines

In 2014, the AIESEP proposed that “in addition to its other learning outcomes, physical education can, and should, contribute to health goals” (AIESEP, 2014). These health goals vary from country to country. Many institutions responsible for national guidelines like the Bundesamt für Sport in Switzerland or the U.S. Department of Health and Human Services in the USA, however, refer to current recommendations from the WHO when addressing their goals regarding health promotion (Bundesamt für Sport BASPO, 2013; Piercy et al., 2018). The WHO recommends 60 minutes or more of moderate-to-vigorous-intensity PA daily for children and adolescents (WHO, 2010). These recommendations are based on scientific evidence and put up primarily due to the health benefits that are associated with PA. These benefits are well-documented and prove that PA can help to enhance bone health, weight status, cardiorespiratory and muscular fitness, cardio-metabolic health, cognition, and reduce the risk of depression in children and adolescents (Carson et al., 2017; Piercy et al., 2018; Poitras et al., 2016; Van Horn et al., 2012). In light of these benefits, it has even been found that “every dollar invested in PA (time and equipment) leads to a reduction of 3.2 dollars in medical costs” (WHO, 2003). Moreover, research suggests a dose-response relation between the duration of PA and mentioned benefits meaning that the more physically active children are the greater the associated benefits (Janssen & LeBlanc, 2010). Therefore, the recommended 60 minutes of moderate-to-vigorous intensity PA per day is rather on the lower end. It represents the absolute minimum to which children and adolescents should adhere in order to profit from the PA related benefits and improve their current and future health.

Nevertheless, the guidelines are only met rarely. Girls more than boys seem to struggle complying with the recommendations despite valuable benefits PA has particularly for them in view of their physical and mental health, educational and intellectual development and social inclusion (R. Bailey et al., 2005). In the USA, it has been observed that “[a]mong 9th-12th grade students, only 11% of girls and 24% of boys said they were physically active at least 60 minutes per day” (CDC, 2009a). Likewise, in the WHO’s latest publication on PA (see Figure 5), researchers found that globally “81% [...] of students aged 11-17 years were insufficiently physically active” (Guthold et al., 2019) in 2016. With the number being 77.6% for boys

Results of the Literature Review

respectively 84.7% for girls, the differences between sexes were significant (7.1%). Also significant was a drop of 2.5% for insufficiently physically active boys in 2016 (77.6%) compared with the prevalence in 2001 (80.1%). This trend was not found for girls as the prevalence only decreased 0.4% (from 85.1% in 2001 to 84.7% in 2016), which makes this difference not significant. A pattern according to country income group could not be found. However, while girls seem to consistently remain around the 85% mark and no clear trend since 2001 is observable, an increasing trend in the amount of PA since 2001 is observable for boys across all income groups and seems particularly true the higher their country ranks in the income group (Guthold et al., 2019).

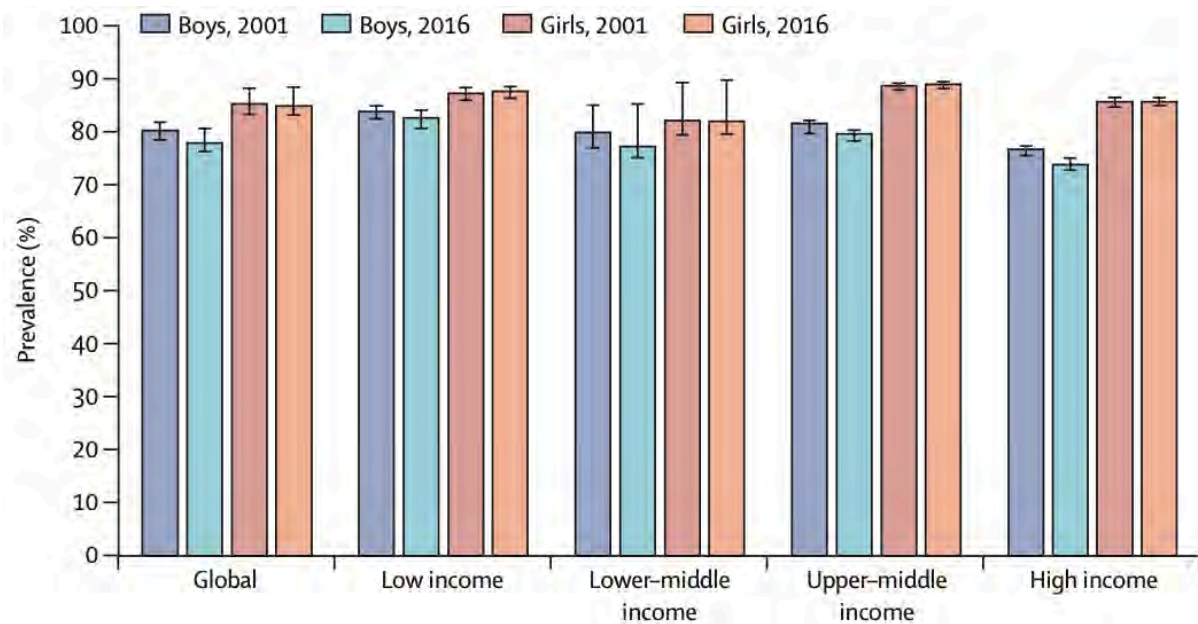


Figure 5: Prevalence of Insufficient Physical Activity Among School-Going Adolescents Aged 11-17 Years, Globally and by Income Group, 2001 and 2016
Source: Guthold et al., (2019)

Despite the limitation of using self-reported data in this review, the fact that the WHO included data from 146 countries and over 1.6 million schoolchildren underlines the significance of their publication as their findings can be perceived as accurately representing the real population of school-going adolescents. More than four out of five schoolchildren not being sufficiently physically active is a shockingly high number, which poses a serious risk to the health of children and adolescents worldwide. Physical inactivity is associated with substantial disease risks and has even been described as a pandemic (Swinburn et al., 2011). These findings emphasize the urgency of many researchers' calls for an increased "implementation of known effective policies and programmes" (Guthold et al., 2019). Since strategies to tackle this hazardous health situation for children and adolescents seem to exist, it appears logical for governments to comply with the scientific call to implement these approaches. The approaches that aim to increase PA also address PE (Guthold et al., 2019), or more precisely the transformation of school curricula to raise the importance and quality of PE.

7.1.2 Why Physical Education?

The scientific society has found that schoolchildren need PA to stay healthy and that they are not enough physically active (see above). But why should PA be integrated in the curriculum? Why can it not be voluntary? Why cannot children and their parents decide for themselves whether they want to follow the recommendations on PA? The government might just promote PA and finance projects that inform and highlight the significance of PA especially for children without integrating PA in the curriculum in any other mandatory form. In that regard, an important argument is that “schools provide a unique venue for youth to meet the physical activity recommendations” (CDC, 2010). Compulsory basic education makes schools the only institutions that children need to attend by law around the world. Therefore, schools are the only institutions in which a government has any influence on the skills, competencies and knowledge with which every child is equipped in order to lead a successful life and to contribute to society. In Nelson Mandela’s words, “education is the most powerful weapon to change the world” (Ratcliffe, 2017). Assuming a society recognizes scientific outcomes as in prevalent PA guidelines and wants its children to lead a healthy life, schools should provide an essential part of students’ PA (Koplan et al., 2005) because curriculums mirror what a society perceives as valuable to be passed on. Elsewhere, this relevant role that is attributed to PE has been reiterated and elaborated as follows:

Schools offer the only compulsory opportunity in most countries for young people to take part in, and learn about, physical activity through education programmes in formal settings. Unlike many other social institutions, they have a captive audience because of required school attendance. Thus, schools are a prime institutional agency with considerable potential to significantly influence the lives of young people and physical education can play a vital role in shaping positive attitudes towards habitual physical in out-of-school and post-school settings. (Hardman et al., 2014)

So, the context of schools provides the only official setting which can inclusively support children in fulfilling the mentioned PA guidelines. The environment of children and adolescents crucially influences them as it can motivate as well as discourage them to meet the recommended amount of PA. Hence, it is not only family, community and local politics but also teachers, principals, peers and the entire school environment that are predisposed and required to provide opportunities for PA and to make their indispensable contribution to raise a healthy next generation.

Meanwhile, PE (similar to music or drawing) is increasingly confronted all over the world with the challenge to justify its significance within the school curricula in the face of more “established” school subjects such as mathematics, English, or chemistry (see Pühse & Gerber, 2005; Wilkins et al., 2003). A reason for this might be that PE does not commonly count as relevant to the academic performance of the students. PA is given “low priority [...] within the context of some schools and parental attitudes” (Guthold et al., 2019). This is reflected by the fact that in most countries there is usually a mark given for PE outcomes but these are often manipulated or there is only partly or even no accountability at all (in the sense that the mark

is not fully taken into account in the evaluation for promoting a student to the next grade). This is common practice in more than 70% of the countries investigated by Pühse and Gerber (2005) including Australia, Brazil, Denmark, England, Ghana, Hong Kong, Nigeria, Tunisia, or the United States of America. In this context, students are perceived as successful despite a potential lack of physical literacy. Furthermore, physical literacy is also not yet evaluated in the PISA report, which contributes to a neglect of the subject PE in common assessments of academic performance. Not being part of this powerful international comparison excludes PE not only from the circle of subjects that receive substantial attention from the media but also from the ones that are usually addressed in politics. This in turn influences the significance attributed to PE in general public. Consequently, PE finds itself within a field of tension between scientific evidence that highlights valuable health benefits of the subject and the recognition it receives in media, general public, and evaluations of academic performance.

Despite being increasingly challenged and a growing perception of PE as not providing a valuable contribution to academic performance, a variety of studies have found that PE may even support the brain development of children and adolescents. In stark contrast to public perception, these studies suggest that PA actually influences and fosters academic performance through physiological, cognitive, and learning mechanisms (Hillman et al., 2005; Rosenbaum et al., 2001; Sibley & Etnier, 2003). Moreover, they suggest that the cognitive development and motor ability are associated with each other (Smith et al., 1999). This means that relevant factors for academic performance such as concentration level or on-task behavior are, at least, partly dependent on PA. Thus, apart from the promotion of physical literacy and its contribution to comply with PA recommendations (meaning its contribution to general health benefits), PE may also advance academic performance in an encompassing sense. Ironically, this means that PE has the power to enhance intellectual capabilities and skills that are needed and taught in the scientific or more “established” subjects by which PE is challenged.

In this context, a seminal review considered 50 studies from around the world and evaluated the association between school-based PA and academic performance. This review evaluated these associations and provides detailed descriptions of them across the four different contexts School-Based PE, Recess, Classroom PA, and Extracurricular PA. Herby, School-Based PE refers to the classic subject PE while Extracurricular PA stands for PA that is organized by the school but does not occur within the regular school day. With the context Recess, PA is meant that happens during the breaks between lessons and the context of Classroom PA encompasses all PA that happens within the classroom but is not PE or recess. The review found “substantial evidence that physical activity can help improve academic achievement,” that PA of all sorts “can have an impact on cognitive skills and attitudes and academic behavior,” and that “[i]ncreasing or maintaining time dedicated to physical education may help, and does not appear to adversely impact, academic performance” (CDC, 2010). More precisely, they found that of all associations between PA and academic performance that were examined, a bit more than half (50.5%) were positive, 48% were not significant, and only 1.5% were negative (CDC, 2010). A similar picture emerged for the research on the association between PE and academic

performance in isolation. Here, almost half of the associations were positive (49.5%), almost another half was not significant (49.5%) and only 1% was negative (see Figure 6).

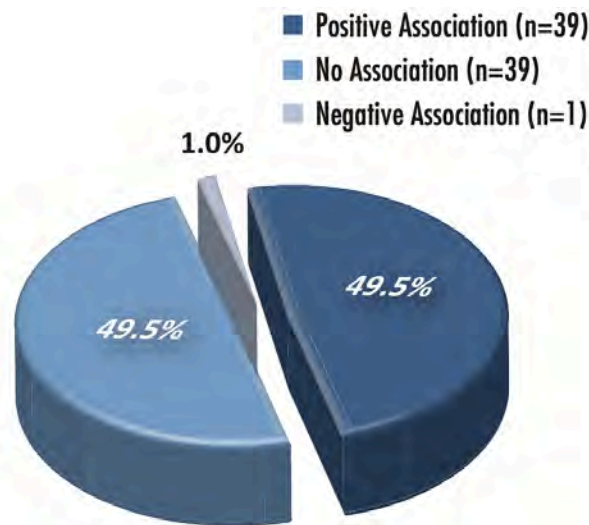


Figure 6: Type of Association Observed for Cognitive Skills and Attitudes, Academic Behaviors, and Academic Achievement Outcomes Across 14 PE Studies

Source: Centers for Disease Control and Prevention (2010)

This pattern of mainly positive or no associations as well as barely any negative relationships is consistent with other reviews (Shephard, 1997; Trost, 2009), and can therefore be regarded as a general trend. Thus, the review concludes that “schools should [...] offer students a balanced academic program that includes opportunities for a variety of daily physical activities” (CDC, 2010). Thereby, PE occupies a substantial position including PA by its very definition (see 4.6 Physical Education). All these findings represent the scientific consensus of accrediting and defending PE’s legitimacy in every curriculum. This goes against the global decline of PE delivery and the common practice of schools worldwide to increasingly set the focus on scientific school subjects at the expense of PE (McLennan & Thompson, 2015; Pühse & Gerber, 2005).

7.1.3 Is Quality Physical Education Necessary and How Can It Be Achieved?

In light of the positive associations PE has with academic performance, allocation of more time to PE seems to lead to a promotion of general academic skills. An advantage of this is the detachment from the promotion of delivering just one primary competence as would be when instructional time was increased for just one particular subject like English, mathematics, or other science subjects. Nevertheless, while the general associations between PA/PE and academic performance have been evaluated as largely positive, the quality of PE was not taken into account in the above-mentioned review. It seems likely that the positive associations are not true for a student who experiences a bad time during PE because (s)he either dislikes the activities, suffers from mobbing in that time, or feels physical pain – especially when this is combined with an instructor who does not realize it or is not trained to tackle these issues and is incapable of providing PE that is beneficial for everybody. After all, research has also found negative outcomes for participation in sports and PE. The only example found in the context

of this master's thesis, however, is that PE or sports that include a high degree of competition "can promote excessive anxiety and aggressive behavior" (Jones-Palm & Palm, 2013). This is especially the case when adults, such as instructors, teachers, or parents, stress winning and put the pursuit of victory above the values of sport, for instance "by direct and indirect signals that aggressive behavior is acceptable" (Jones-Palm & Palm, 2013). So, although positive effects of PE exist predominantly, there do exist negative effects, too, which especially surface when PE is not delivered adequately. In this sense, it seems most likely that when schools do not only increase the time of PE and/or PA but also raise the standard of quality in PE the found positive associations with academic performance can realize their full potential, and thereby the number of positive associations may even improve. This is where QPE comes in.

QPE recently gained attention through the efforts of UNESCO to raise the quality of PE around the world (McLennan & Thompson, 2015). The superordinate objective of QPE is the development of physical literacy within every child (see 4.7 Quality Physical Education). This is done in an inclusive sense, meaning that abilities or disabilities, socio-economic situation, ethnicity, culture or gender of the schoolchildren do not play a role. Furthermore, QPE offers learning experiences through which students are exposed to the values of sports and their participation and performance reinforce pro-social behavior (McLennan & Thompson, 2015). So, QPE contributes substantially and inclusively to the development of not only academic performance but also social skills and physical literacy within every child. In other words, QPE is the ideal to which every PE setting should strive.

In due process, PE should receive indispensable assistance through appropriate policies. The necessary steps policy-makers need to initiate in order to create a fruitful environment for QPE to flourish are different for every educational context and depend on national needs. They involve all relevant stakeholders in the field of PE, including international, governmental, and non-governmental organizations, to work hand in hand towards the direction of QPE. For this process, UNESCO has published guidelines and checklists that work as a reference point to which all stakeholders can fall back to. In the center of these guidelines lays the assurance of inclusive QPE provision, which is represented as the intersection of the areas Inclusion, Physical Literacy, and Child Protection and Safeguarding (see Figure 7). The first area Child Protection and Safeguarding encompasses foundational policies that secure a safe environment in which QPE can take place and schoolchildren can participate without being afraid of exploitation. Furthermore, these policies need to prevent abuse, violence (physical or psychological), bullying, and discrimination of any kind. With the second area Physical Literacy, policies are meant that promote and protect physical literacy as a key feature and not an optional byproduct of PE. The last area Inclusion is understood here as policies that ensure, on the one hand, facilities and curricula to be accessible for everyone. On the other hand, these policies need to make sure that teachers have received training on how to guarantee equal opportunities for both sexes, how to enable full participation of persons with disabilities, and how to promote social inclusion of minority groups in order to prevent and resolve potential conflicts. If this is not the case, teachers need adequate professional development (McLennan & Thompson, 2015).

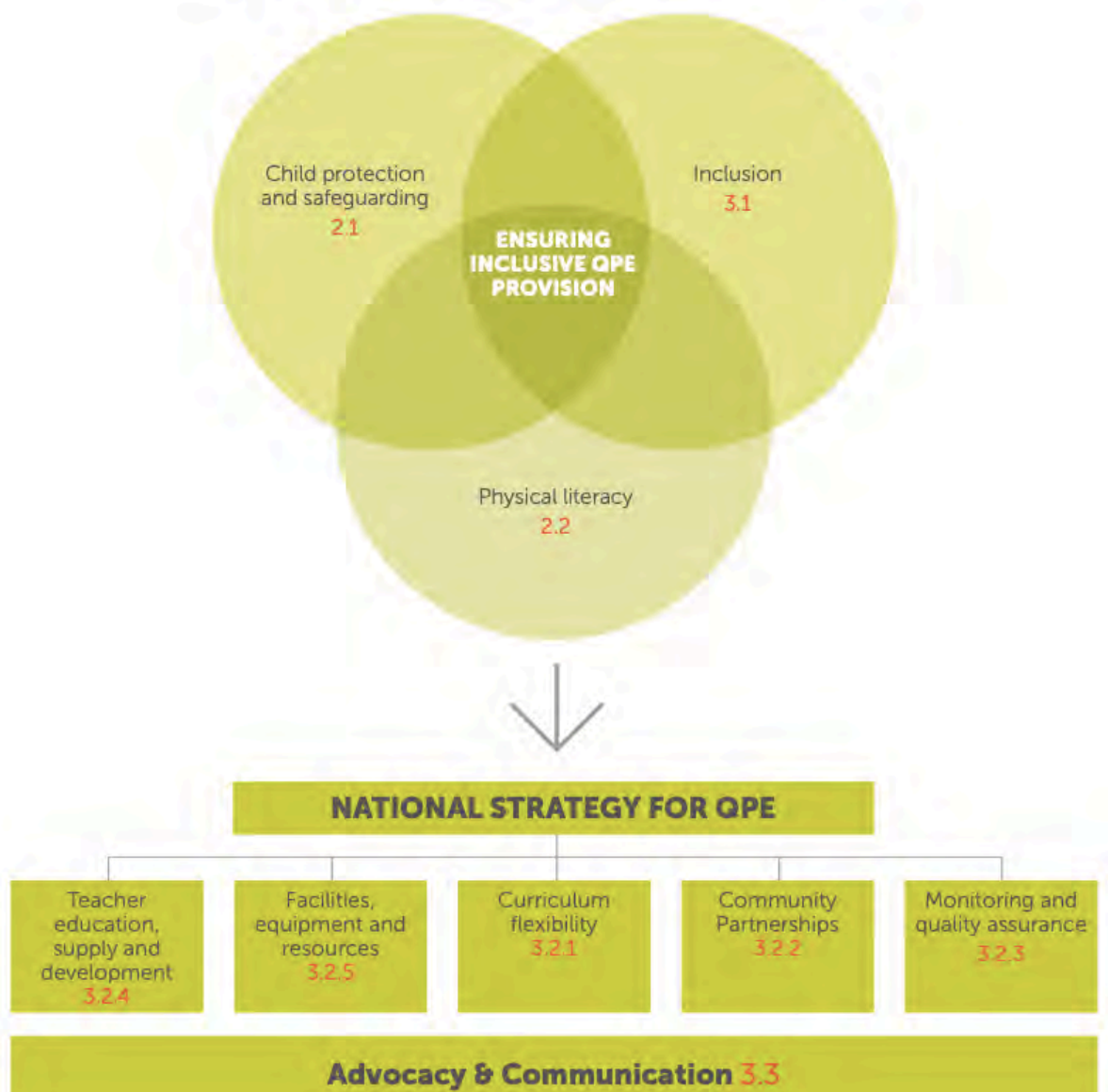


Figure 7: Core Aspects of Inclusive QPE Provision
Source: McLennan & Thompson (2015)

This assurance of inclusive QPE provision through appropriate policies builds the foundation for a national strategy for QPE (see Figure 7). This national strategy needs to be developed, properly advocated and communicated to “all decision-makers, head-teachers, teachers [...], and parents” (McLennan & Thompson, 2015). It should include a flexible curriculum allowing a tailored provision of QPE to suit different needs, partnerships with clubs from the community to facilitate ties to a physically active environment, and a monitoring system that assures quality. Furthermore, this national strategy needs to cover provision of suitable human and physical resources through quality pre- and in-service training for teachers respectively through adequate facilities, equipment and teaching/learning materials. Ultimately, as a minimum standard the UNESCO guidelines call for at least 120 minutes PE per week and for the legitimization of the subject meaning that PE is “brought in line with other core subjects such as literacy, mathematics, and science” (McLennan & Thompson, 2015).

According to the available data, it is therefore reasonable to assume that an increase of current time allocation in PE has positive effects on academic performance of schoolchildren around the world. Therefore, research suggests that policy-makers need to bring the global decline of PE to an end and turn around current trends with national strategies that consist of multiple policies. This should be done based on the central idea of encouraging inclusive QPE in order to realize the full potential of positive associations with academic performance and to foster the values of sports, social skills and physical literacy.

7.1.4 The Global State and Status of Physical Education

In context with the scientific consensus on the need to promote QPE, the UNESCO conducted a world-wide survey of PE. This survey investigated the state and status of PE around the world by means of a literature review and survey questionnaires. It concluded that provision of PE let alone QPE “is far from assured” despite official commitments to PE by most governments “either through legislation or as a matter of general practice” (Hardman et al., 2014). This issue was already raised in 2008, when an article about the global situation of PE came to a similar conclusion and noted that reasons for this non-compliance of announced commitment with actual practice have to do with the fact that some governments “have been either slow or reticent in translating [their commitment] into action through actual implementation and assurance of quality and delivery” (Hardman, 2008). Already in 2005, an international comparison brought to light that the subject PE is not awarded with the same status as other subjects in almost every country despite this being requested by international guidelines and national directives (Pühse & Gerber, 2005). Although the international scientific community (lead by UN organizations and lobbying within a global policy framework) has continuously pushed policy-makers and many governments have made promises to implement QPE as well as to advance the status of PE, not much progress has been recorded in the past decades.

In 2005, PE was described as an “integral part of educational programs for nearly all schoolchildren” and in this sense as an elementary subject but at the same time it was noted that the subject was struggling to keep up with the significance attributed to other subjects (Pühse & Gerber, 2005). About 10 years later, neither relevant changes in implementation nor a positive trend in social perception seem to be visible. While the results of the UNESCO-survey corroborate the appearance of PE in virtually any curricula worldwide, they draw a rather negative picture about the current state and status of the subject around the world in comparison with international guidelines. The survey found that in the year 2013 an average of around 100 minutes per week is allocated to PE in primary and secondary education worldwide. While this number is already lower than the recommended 120 minutes, the range even goes down to a worrying 25 minutes per week. Moreover, time allocated to PE has steadily decreased between 2000 and 2013 from 116 to 97 minutes per week in primary education, respectively from 143 to 99 minutes per week in secondary education (see Table 1).

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Table 1: Global PE Curriculum Time Allocation 2000-2013 (Minutes per Week)

Source: *Hardman et al. (2014)*

School Stage	2000	2007	2013
Primary	116	100	97
		R = 30-250	R = 25-270
Secondary	143	102	99
		R = 30-250	R = 25-240

Furthermore, PE is given a lower status than other subjects in more than half the countries. Legally PE is given the same status as other subjects in almost 4 out of 5 cases. However, these legal provisions rarely seem to be respected. In practice, the actual values show that PE is considered to have the same status as other subjects in only 46% (see Table 2).

Table 2: PE Subject Status (Expressed in Percentage)

Source: *(Hardman et al., 2014)*

Area	Legal (Same)	Actual (Same)	Actual (Lower)
Global	77	46	54
Africa	69	31	69
Asia	85	48	52
Europe	92	54	46
LatAm/Caribbean	70	59	41
Middle East	82	35	65
North America	33	23	77
Oceania	89	89	11

Additionally, this low status of PE is represented by the fact that schoolchildren increasingly demonstrate a lack of interest and motivation in PE as the number of students exempted from PE classes grows. This may have to do with absent or inadequate human and physical resources. The survey found a frequent lack of quality regarding in- and pre-service teacher training as well as inadequate provision and maintenance of facilities and equipment especially in lower income regions (Hardman et al., 2014). This ties in with previous findings according to which PE remains globally under-sourced and under-valued (Hardman & Marshall, 2009). In terms of inclusion issues, the above-mentioned survey found gender equality in most countries and in the policies and legislation of some countries also a greater inclusion of children with disabilities. However, the latter was not the case for many low-income regions. Additionally, only 27% of countries feature formally arranged community-based partnerships that allow schoolchildren to transcend boundaries between in- and out-of-

school PA. This is why the survey describes the global state of PE as a “mixed messages scenario with instances of positive developments, examples of good [...] practices in some countries, stabilization and little change in others and relative decline in some others” (Hardman et al., 2014). Hereby, especially the lower income countries struggle to comply with the calls from the scientific community to enable QPE.

To sum up, research found that PE is universally of high relevance to the academic performance of students, defends PE’s position as mandatory school subject and even encourages schools to extend time and quality allocation to PE. Scientific recommendations are heard and the benefits of PE are recognized as governments have officially announced commitments to foster QPE. However, absent provision of financial resources and the continuously low status of PE represent a barrier which results in many countries struggling with actual implementation of their commitments. Therefore, an approach via regional policies tailored to national needs is recommended to productively establish and efficiently promote QPE. A great deal of potential for improvement exists in the development of national strategies as modeled by the “QPE: Guidelines for Policy-Makers” (McLennan & Thompson, 2015) and/or in “inter-governmental commitments to policy principles and action advocacy” (Hardman, 2008) such as the SDGs. In this sense, the conclusion that “a secure and sustainable future for PE appears to be realizable” (Hardman, 2008) is still meaningful and reasonable today. However, the urgency for action increases year by year considering the global health crisis we face regarding physical inactivity.

7.2 The Relevance of Physical Education: The Situation in South Africa

It has been noted that worldwide a slow development in the implementation of commitments to foster PE is especially salient in economically under-developed and developing regions and that there is a greater tendency for inadequate PE facilities and equipment as well as poor maintenance in low-income countries (Hardman et al., 2014). Concerning PE, these regions unveil:

insufficient curriculum time allocation, perceived inferior subject status, insufficient competent qualified and/or inadequately trained teachers [...], inadequate provision of facilities and equipment and teaching materials frequently associated with under-funding, large class sizes and funding cuts and, in some countries, inadequate provision or awareness of pathway links to wider community programmes and facilities outside of schools. (Hardman, 2008)

In this respect, Africa is worst affected by insufficient quantity and quality of PE equipment as well as insufficient quality of PE facilities compared with other continents (Hardman, 2008). Therefore, the PE situation in South Africa seems to be rather problematic. However, South Africa is economically better off than most other African countries (The World Bank, n.d.-a), which is why it is worthwhile to take a closer look at the situation in this specific country.

7.2.1 The Socio-Economic and Historic Background of South Africa

In the South African economy, there are two significant values – the Gross Domestic Product (GDP) and the Gini coefficient. The GDP marks the “value of all goods and services produced in a specific period,” and therefore counts as the “most powerful statistical indicator of national development and progress” (Lepenies, 2016). According to the most recently available data, South Africa and Nigeria are generating the highest GDP by far in Sub-Saharan Africa (The World Bank, n.d.-a). Thus, South Africa is classified as an emerging economy and an upper-middle-income country despite significantly lower ranked neighboring countries (Amadeo, 2019). Furthermore, the South African economy was the highest rated one in Africa in an emerging markets opportunity index (Grant Thornton International Ltd., 2012) and has experienced economic growth since “the transition to democracy in 1994” (Faulkner & Loewald, 2008). This status of South Africa as an emerging economy is underlined by its membership of the association BRICS (see 5.2.5 The Brazilian, Russian, Indian, Chinese and South African Council of Exercise and Sports). However, this positive picture of the South African economy must be put into perspective with the help of the Gini coefficient. The Gini coefficient measures the inequality in a statistical distribution. It is often used as an economic marker for income inequality and is represented by a value between 0 to 1 – the higher this value the greater the inequality, or more precisely:

An index of 0 represents a state of total equality (everyone in this society shares the same level of income) while an index of 1 reflects a state of complete inequality (in this society one person gets all the income and everyone else gets none). (Statistics South Africa, 2017)

Countries in Sub-Saharan Africa such as Botswana, Zambia, or Namibia have an especially high Gini coefficient with regard to the distribution of income compared to other countries worldwide. In 2015, the Gini coefficient based on per capita income in South Africa amounted to 0.68. (Statistics South Africa, 2017). South Africa is even ranked as the most unequal country in the world in terms of income (The World Bank, n.d.-b). More than half of the South African population lives in poverty (meaning below the upper-bound poverty line, which is defined as living with less than ZAR 992 per person per month) and the unemployment rate has even increased to 29.1% in 2019, which is the highest rate ever measured in the country (Statistics South Africa, 2019a). Within this inequality, there exist significant differences across population groups. It is especially black Africans who are living in poverty and the income inequality amongst white people is lower (Gini coefficient: 0.51) than amongst colored (0.58) or black people (0.65) (Statistics South Africa, 2017). To sum up, while South Africa is generating one of the highest GDP values on the African continent, the distribution of income and wealth seems highly problematic and financial distress is salient particularly amongst the black population.

South Africa has come a long way since the transition to democracy in 1994, and therefore it is controversial to interpret racial disparities as remnants of apartheid (1948 until the early 1990s). However, history fundamentally shapes a country and contributes a large deal to its self-image. Racial segregation under apartheid laws left a big footprint in the South African history. The apartheid regime established a clear hierarchy in which white people were on top. It implemented policies that discriminated the non-white population on a political, educational and social basis. These policies even included spatial segregation, which meant that in some urban areas the colored population was forcibly removed and relocated to the outskirts of cities (Christopher, 2001) and as a consequence disadvantaged neighborhoods emerged. In Port Elizabeth, these include the townships (such as New Brighton, which is predominately inhabited by black people) and the northern areas (such as Korsten, which is predominantly inhabited by colored people) (Christopher, 1987). This spatial segregation is still visible in the social structure of urban space nowadays (see Figure 8). The Nelson Mandela Bay, which includes Port Elizabeth and Uitenhage, counts as the most racially segregated municipality in South Africa (Statistics South Africa, 2016). A reason for this disparity might be that the historically white districts were also the most developed areas under apartheid, which makes them expensive areas to live in still today (Schaefer, 2009) and since many black people live in poverty, these areas remain unaffordable to them. Furthermore, the apartheid has not only influenced the urban social space but its legacy can also be found in the context of education. Under apartheid there existed two types of schools. The one type was reserved for white South Africans only, the other for black and colored South Africans. The latter can be perceived as disadvantaged schools due to the little support they received under the apartheid rule. Still in 1994, for example, “the state spent 350% more on every white learner” (Hindle, 2007). While this number has dropped down to 10% in 2007, the residue of 10% underlines that the distribution of resources to schools in South Africa has still not been equal in the post-apartheid era (Hindle, 2007). Moreover, there is no legal limit to tuition fees, which hinders poorer

children from attending certain schools. The present government attempts to eliminate previous inequalities declaring equality one of the most central values of the South African Constitution of 1996 (The Republic of South Africa & Department of Justice and Constitutional Development, 1996). It categorizes all public schools in a quintile system, which is based on the wealth and income of the community that surrounds the school. The poorest three quintiles have been declared no-fee schools and receive more support than the wealthier schools (Motala & Sayed, 2009). However, the funds allocated to public schools have been labeled as ineffective (Kanjee & Chugdar, 2009). Thus, the government's categorization seems flawed and the present distribution of funds cannot compensate the financial resources a school has already generated or is able to generate via tuition fees. Therefore, unequal distribution of wealth, financial barriers, and racial disparities remain as a legacy of apartheid at least within spatial and educational contexts despite positive developments that came with democracy and the end of apartheid in the early 1990s.

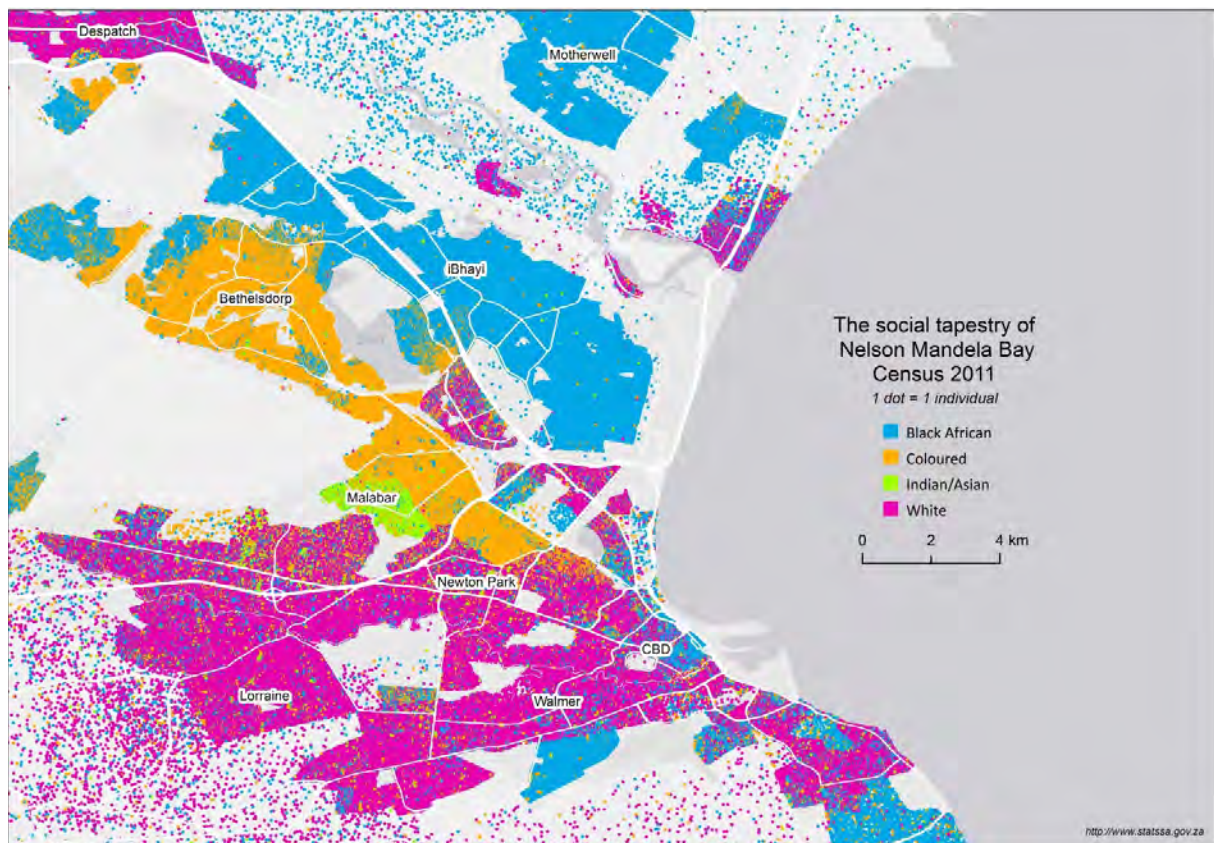


Figure 8: The Social Tapestry of the Nelson Mandela Bay
Source: (Statistics South Africa, 2016)

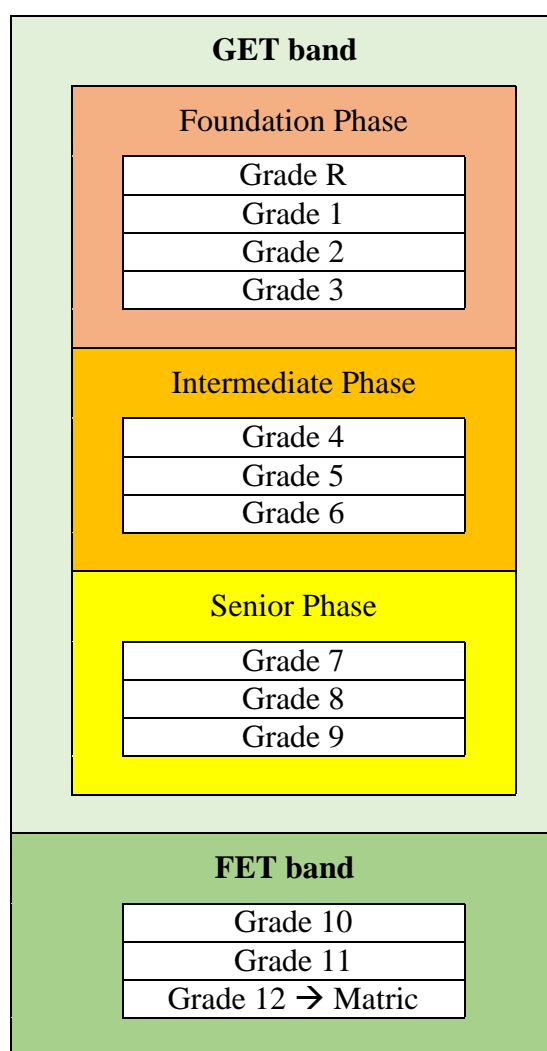
7.2.2 The Basic Education School System in South Africa

As per the constitution of South Africa, “everyone has the right to a basic education [...] and to further education, which the state, through reasonable measures, must make progressively available and accessible” (The Republic of South Africa & Department of Justice and Constitutional Development, 1996). The basic education school system in South Africa encompasses a reception year (also called grade R) and grades 1 to 12. It is categorized into two bands: the General Education and Training (GET) including grades R to 9 and the Further

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Education and Training (FET) including grades 10 to 12 (see Table 3). Hereby, education is compulsory for children from the age of seven to 15, which usually encompasses the GET band (President's Office, 1996). The GET band consists of three phases called the Foundation Phase (grades R plus 1 to 3), the Intermediate Phase (grades 4 to 6), and the Senior Phase (grades 7 to 9). While the GET band covers the basics of history, mathematics, science and geography and enables schoolchildren to obtain oral and reading proficiency in their first and second language, the FET is rather career-oriented (World Education Network, n.d.). For the completion of the FET band, pupils need to sit a written examination often called Matric. If they pass this examination and grade 12 successfully, they receive a National Senior Certificate. This certificate generally is the entry ticket to further studies although some universities require certain grades as additional conditions for admission (DBE, n.d.-b).

Table 3: The Basic Education School System



7.2.3 The National Curriculum

In 2011, the National Curriculum Statement was officially introduced by the DBE. The Minister of Basic Education announced this as the “culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid” (DBE, 2011c). The

National Curriculum Statement contains the Curriculum and Assessment Policy Statements (CAPS) that were developed for each subject. Therein, PE does not find itself represented as a stand-alone subject but is part of interdisciplinary subjects called Life Skills (in grades R-6) and Life Orientation (in grades 7-12).

Life Skills (LS) consists of four study areas: Beginning Knowledge (which is removed after grade 3), Personal and Social Well-being, Creative Arts, and PE. It aims to holistically contribute to the development of learners as it deals with the “social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated” (DBE, 2011c, 2011d). With regard to the content in PE, CAPS highlight the development of fine motor skills during the Foundation Phase by focusing on “games and some activities that will form the basis of participating in sports later on” (DBE, 2011c). CAPS for the Intermediate Phase contains a detailed teaching plan for each grade including rhythmic movements, track and field, various target and invasion games, gymnastic and swimming activities, and the clarification of safety measures (DBE, 2011d).

Life Orientation (LO) consists of a variety of nine topics that revolve around the “study of self in relation to others and to society” (DBE, 2011b, 2011a). It highlights the values of sports and focuses on how pupils can apply goal-setting, problem solving and decision-making strategies. Thereby, it promotes self-motivation and lifelong participation in recreation and PA. In the Senior Phase, the content in PE involves the improvement of physical fitness, outdoor recreational activities, refinement of own and peer movement techniques, athletics, indigenous and target games, and the explanation of safety issues such as basic first aid. Apart from the improvement of physical fitness and the treatment of safety issues, the PE content of the FET band additionally includes environmental responsibility during outdoor activities, umpire and leadership skills, personal fitness and health goals, and long-term engagements in sports or other forms of recreational PA. All in all, the South African curriculum essentially values activities that are age appropriate and progressive throughout basic education and is oriented towards the development of physical and health literacy throughout the course of basic education.

The assessment in PE throughout basic education is recorded and reported in percentages according to the level of competence (see Table 4). In the Foundation Phase, the assessment is largely informal but each learner needs to be assessed formally once per term. From grade 4 onwards, assessment happens through class observation and is evaluated in the Physical Education Task (PET). Thereby, two broad categories are taken into account: Participation and Movement Performance. For Participation, the teacher keeps a record of attendance and evaluates how frequent a learner participated in PE when he was present. Based on that, every learner is given a mark out of 20. For Movement Performance, each learner is formally assessed at least twice within a school term and given a mark out of five according to his/her level of performance. In this way, teachers should evaluate each learner “at the level at which they are capable of performing” and pay attention not to “encourage a sense of competition” (DBE, 2011d). As a reference point, CAPS provide an assessment tool for the evaluation process (see Table 5 and 5). The LS/LO subject mark is fully taken into account when deciding about the

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promotion of a learner to the next grade. The PET covers 30% of that subject mark in the GET band but this is decreased to 20% in the FET band. So, although PE marks are considered, they have little influence on the promotion of pupils throughout basic education.

Table 4: Codes and Percentages for Recording and Reporting
Source: Department of Basic Education (2011)

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Table 5: Assessment Tool for the Evaluation of the PET
Source: Department of Basic Education (2011)

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of movement performance (5x2=10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

As part of the interdisciplinary subjects LS and LO, the assessment of PE is of only minor significance in the official evaluation of academic performance. CAPS attribute a subordinate role to PE by highlighting the functions of LS and LO as supporting and strengthening the teaching of the other core subjects mathematics, sciences and languages. Furthermore, less time is allocated to LS and LO than to the other subjects. For PE this means that two hours per week are allocated to it during the Foundation Phase but this amount is decreased to one hour per week or less from grade 4 on, which does not fulfill the minimal standard requested by UNESCO guidelines (McLennan & Thompson, 2015). In this sense, the CAPS define PE as compulsory and target the promotion of physical and health literacy but at the same time establish structural barriers for the provision of QPE through subordination of PE as a small part of LS and LO, minimal time allocation and low impact of the grade.

7.2.4 Further Policies in the Field of Physical Education

The DBE has officially released further policies which are relevant for PE other than the CAPS. One of them is the requirement of a qualified PE educator being present at each school in South

Africa. Consequently, that there should be more than 25.000 qualified PE teachers across the country (Goslin, 2017). In addition, with regard to the South African Constitution's demand for equity and equality (The Republic of South Africa & Department of Justice and Constitutional Development, 1996), the DBE has committed itself to provide an enabling physical teaching and learning environment for every South African child (DBE, 2010). For the provision of PE as it is captured in CAPS, an enabling environment implies:

1. Qualified teachers to teach PE
2. Equipment to do PE
3. Facilities to enable PE
4. Time on the school timetable to teach PE
5. Quality assurance measures to monitor teaching of PE
6. Policy to guide the teaching of PE (Goslin, 2017)

However, it is not only the DBE but also the SRSA which publishes official policies with regard to PE. In 1996, a White Paper was released as the first official policy on sport and recreation after the apartheid era. It was repeatedly updated over the course of 15 years and eventually the National Sport and Recreation Plan (NSRP) was introduced in 2012 as an “eight year sustainable implementation plan for the sport and recreation policy framework as captured in the White Paper” (Sport and Recreation South Africa, 2012). For this policy framework, the NSRP represents a seminal document as it was signed by “all major role-players” in the belief that it can “reconstruct and revitalize the delivery of sport and recreation towards building an active and winning nation that equitably improves the lives of all South Africans” (Sport and Recreation South Africa, 2012). Access to sports opportunities at school or community levels as well as investments into infrastructure, equipment, and attire was denied to previously disadvantaged groups (all others than whites) in the apartheid era. Therefore, the NSRP's primary objective is to ensure equal opportunities for every South African for which it relies on the three core pillars active nation, winning nation, and enabling environment. Within these pillars, it identifies inadequate and badly maintained facilities as a serious problem. The ninth strategic objective addresses this issue and targets the assurance of facilities that allow equitable access, facilitate shared utilization and are better maintained. Furthermore, the NSRP recognizes the subordinate role of PE in CAPS as another profound concern. The second strategic objective targets the maximization of access to sport, recreation and PE in every South African school. In this respect, the NSRP mentions the key activity of ensuring that PE is “compulsory and a stand alone subject in the school curriculum” and clarifies that this encompasses the appointment of qualified PE educators, the assessment of the capacity of PE educators to deliver PE, the re- and up-skilling of PE educators, and the provision of requisite PE equipment (Sport and Recreation South Africa, 2012). With 2019, the eight years of the implementation plan ended and it remains to be seen how the major stakeholders evaluate NSRP's success and what next steps are planned.

Meanwhile, South Africa has agreed in 2016 to revise its PE policy and became a pilot for UNESCO's QPE project, which initiated nation-wide research lead by a UNICEF-DBE partnership (Goslin, 2017). This pilot project and all the resulting research highlight current

challenges for the implementation of the government's PE commitments and increase the pressure on official bodies to foster QPE. In this context, a draft for a school sport policy has been released by the South African government, which aims to "regulate the delivery of school sport for all learners regardless of ability, across all schools" (Goslin, 2017) but this has not been implemented yet. Hence, efforts to develop a national strategy and to advocate PE are discernible but no major curriculum, policy or implementation changes have resulted out of nation-wide research around these efforts so far.

7.2.5 The State and Status of Physical Education and Young People's Physical Activity in South Africa

A non-profit network of researchers, health professionals and stakeholders has written a series of notable reports called Healthy Active Kids South Africa (HAKSA). Therein, PA of young South Africans (3-18 years old) has been repeatedly investigated over the past years and different indicators have been given a mark of A to F (see Table 6).

Table 6: Grading System in the HAKSA Reports
Source: HAKSA 2018 scientific advisory group (2018)

Grade	Definition
A	Succeeding with a large majority of children and youth (81% to 100%)
B	Succeeding with well over half of children and youth (61% to 80%)
C	Succeeding with about half of children and youth (41% to 60%)
D	Succeeding with less than half but some children and youth (21% to 40%)
F	Succeeding with very few children and youth (0% to 20%)
INC	Inconclusive due to insufficient data

The most recent report contains data from 2018 (see Table 7) and identifies no major changes since the 2014 Report Card.

Table 7: Comparison of 2014, 2016 and 2018 HAKSA Report Card Grades
Source: Draper et al. (2019)

Indicator	2014	2016	2018
Physical activity			
Overall physical activity	D	C	C
Early childhood physical activity	–	INC	A-
Organised sport participation	C	D	D
Active play	INC	INC	INC
Active transportation	C	C	C
Sedentary behaviours	F	F	F
Early childhood sedentary behaviour	–	–	INC
Physical fitness	–	D	INC
Family and peer support	INC	C-	C-
School	D	D	D-
Community and environment	D-	C-	C-
Government	B	B	C

More precisely, the HAKSA 2018 report found that preschool-aged children are highly active but only about half of schoolchildren in South Africa are meeting the recommendations

with regard to PA. The report also found that not even half of the children and adolescents participate in organized sport activities. However, about half of the children walk or cycle to school and in lower income areas even about 80% of the children are physically active in their commute to school. Nevertheless, safety is a big concern in lower income areas (Simons et al., 2018), which is why those children's active transportation may not be intrinsically motivated as they most likely preferred to stay clear from violence and risky traffic if they had the chance. The sedentary behaviors of schoolchildren then receive the worst possible grade as a recent study found that South African children on average reach over 3 hours of screen time per day and only a small minority meet current recommendations of less than 2 hours daily (Sampasa-Kanyinga et al., 2017). Regarding the support and encouragement schoolchildren receive from their environment to be physically active, the HAKSA report discovered a general deficiency that persisted or even increased over the past five years. In order to address the support from community as well as peers and family, initiatives and community-based PA programs such as park upgrades or reducing traffic risks have a great deal of potential to increase PA of schoolchildren (Uys et al., 2016) but the HAKSA report only identified few and limited efforts in this regard. The support from the government is evaluated as worse than in the years 2014 and 2016. Despite official commitments to maximize access to sport, recreation and PA in every South African school as defined in the NSRP, the implementation of this commitment is evaluated as deficient. Moreover, the role of schools is assessed as poorly in the latest HAKSA report, too. Almost a third of South African schoolchildren do not participate in PE (Silva et al., 2018) and the report found no evidence of progress in prioritizing PE in the curriculum whether in CAPS nor in the school environment on a national level. Therefore, it concludes that the policy-implementation gap is widening and expresses a call for action especially with regard to safety concerns, the reduction of the gap between policy and practice, and the heterogeneity across income settings, which are identified as key priorities that require urgent action (HAKSA 2018 Scientific Advisory Group, 2018).

These outcomes and the call for action to allow PE "to play a recognized and meaningful role in schools" are echoed by further research amongst others by an extensive report on the state and status of PE in public schools of South Africa (Burnett, 2018). This report found that a very low status is attributed to PE by parents, school management and educators. Apparently, a general perception is predominant that "PE has little value and does not contribute to gaining access to tertiary education or 'steady' employment" (Burnett, 2018). The primary focus is set on academic subjects, and while educators adhere to the curriculum by offering PE, many just "send the children out to play" and neither supervise nor teach but in fact do administrative work or something else during PE periods. The report highlights a lack of recognition of PE by the DBE and government entities at all levels, which manifests itself in curricular constraints and minimal time allocation (see 7.2.3 The National Curriculum). Furthermore, there is a shortage of resource provision particularly in lower quintile schools. However, it is not only physical resources that are missing but also adequately trained teaching personnel who has the capacity of dealing with difficult situations in PE (Burnett, 2018).

The lack of adequately trained personnel may be tied to the structure of CAPS, which has been criticized as leading to unrealistic expectations from LS and LO teachers (L. C. Stroebel et al., 2019). The multidisciplinary nature of the subjects makes the teachers accountable for a host of demands, which they struggle to meet. This overload is extended by the frequent absence of requisite training. A recent study pointed out that not even a third of in-service LS teachers at Foundation Phase level are qualified in PE. Consequently, LS/LO teachers have been labeled as “jack of all trades and master of none” (L. C. E. Stroebel et al., 2017). Building on these findings, research was conducted on the capabilities of LS/LO teachers and reaffirmed the low status and precarious state of PE in South African (L. C. Stroebel et al., 2019). Some principals were reported to believe that everyone can teach the subjects LO and LS, and so they allocate these subjects to any teacher who does not have the required number of lessons regardless of their training. These conditions lead to untrained educators who present a lack of knowledge, understanding and motivation to be responsible for PE. In return, these teachers often instruct activities that are only designed to keep the learners busy but not to develop skills or are even completely absent in supervising the learners. Furthermore, the arbitrary allocation of educators to PE leads to an inconsistency in teachers responsible for PE, which means teachers are moved from subject to subject and no continuous development regarding the competency of teaching PE can be established (L. C. Stroebel et al., 2019). With the implementation of CAPS the qualifications and training of PE teachers have become less important and the status of PE has been gradually downgraded. In this sense, the effects of the curriculum reform with the introduction of CAPS have “had a detrimental impact on the delivery of PE” (L. C. Stroebel et al., 2019). This is substantiated by a variety of scientific publications, which are all in agreement that the capacity of educators to deliver PE or even QPE is insufficient and that there is a lack of in-service programs (Du Toit & Van der Merwe, 2018; Perry et al., 2012; K. J. Van Deventer, 2012; KJ Van Deventer & Van Niekerk, 2009).

So, schoolchildren do not experience a supportive sports culture in schools. Most likely influenced by their environments, they also attribute a low status to PE despite 70-90% of them perceiving multiple physical and psychological benefits of it (Burnett, 2018). These impressions result in the attribution of a low status to PE by nearly everyone involved provoking a policy-practice divide, which is represented by 9.1% of primary and 13.2% of secondary schools in which no PE is taking place at all (Burnett, 2018). The fact that physical and human resources are especially short in disadvantaged neighborhoods may be why an extra low status is attributed to PE in township schools. There, schoolchildren reported more negative experiences in PE such as individual and group conflicts that could not be resolved by the teachers. This in turn influences the pupil’s willingness to participate in PE. In this sense, a dependence on the socio-economic background of the schools becomes apparent since PE participation is noticeably higher in the upper quintile schools (see Figure 9) and qualified teaching personnel is especially needed but absent in lower quintile schools where they could provide positive experiences in PE and deal better with the little available physical resources.

Results of the Literature Review

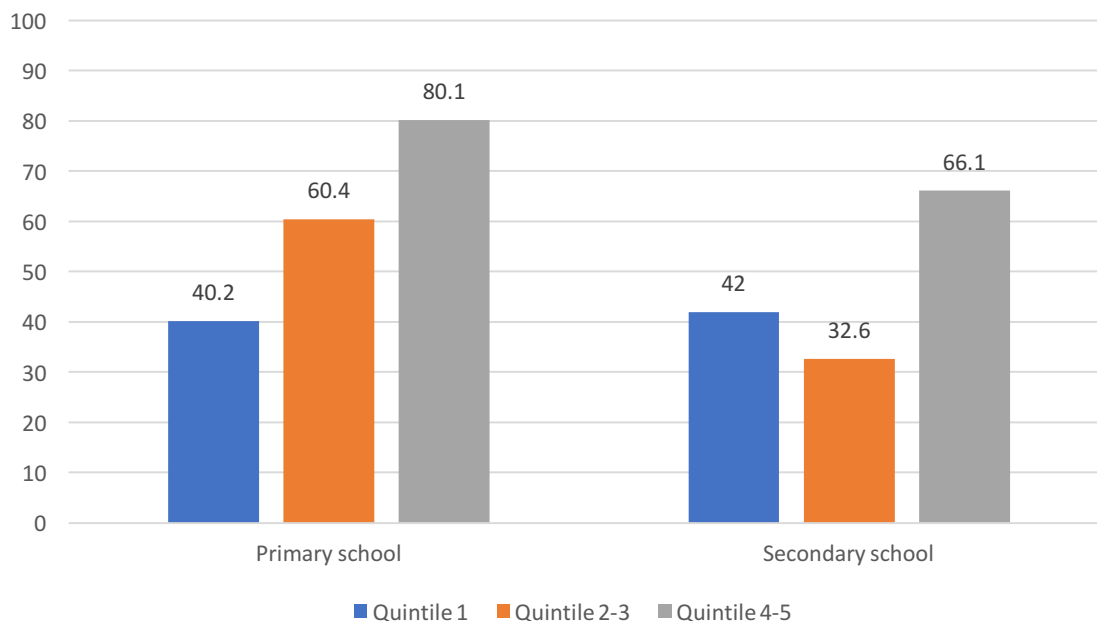


Figure 9: Sport Participation at Primary and Secondary Schools per School Types (in %)
Source: (Burnett, 2018)

Thus, various publications highlight a lack of support from all sides and a scarcity of resources including reasonably trained personnel and adequate facilities, equipment and state funds. In this sense, there seems to be a widening discrepancy between important aspects of QPE that are highlighted and demanded in the CAPS or other official policies and actual practice. This has frequently been referred to as the policy-practice gap. The situation seems especially critical in lower quintile schools as these shortcomings affect already disadvantaged schoolchildren even more. The observation that the support of PE is primarily critical in economically under-developed and developing regions (Hardman, 2008) seems true for South Africa and suggests that differences in terms of QPE are tied to the financial background of the respective schools. This situation is alarming in so far as in less advantaged backgrounds QPE is particularly important to deal with the challenging circumstances and that PE often provides the children's "only regular sessions of physical activity" there (McLennan & Thompson, 2015).

7.2.6 Feasible Courses of Action

In an attempt to improve state and status of PE and to raise the quality of PE in South Africa, educators have voiced requests for adequate provision of physical resources and funding (Burnett, 2018). Recently, the government has increased its expenditures on education. However, this money was mainly used for financial support of students at higher education (Statistics South Africa, 2019b). Furthermore, as already mentioned the current distribution of funds seems to be ineffective in improving the situation of disadvantaged schools even though it targets the establishment of equal opportunities (Kanjee & Chugdar, 2009). If the status of PE remains the same in the future, it is likely that potential surpluses will be used for other subjects and provision of adequate physical resources for PE at basic education would remain

very difficult to achieve. In any case, the sole improvement in this regard would not effectuate positive change automatically, if everyone involved continues to attribute a low status to the subject and/or educators do not have the necessary skills to make adequate use of these resources. Therefore, efforts to reduce the policy-practice gap may first need to focus on the provision of adequate human resources or on the updating and implementation of existing policies.

With regard to the former suggestion, research has uttered a call for the improvement of teacher qualification and training. It has been noted that there is a need for research on the development of training programs and the establishment of a qualification that is recognized by the South African Qualifications Authority (L. C. Stroebel et al., 2019). Government entities, researchers and experts in the field of PE should collaborate in order to conduct pilot studies and develop effective training programs tailored to current needs. If this is not realized soon and teacher education remains incapable of sustainably developing enough educators who are able to provide QPE, re-skilling of in-service teachers has been suggested as an “interim measure” in order to “empower, enrich and educate in-service LS/LO teachers who lack confidence and competence to teach PE efficiently” (L. C. Stroebel et al., 2019). Continuous professional development of LS/LO teachers is not yet standardized and no guidelines “exist to ensure uniformity and higher educational standards” (L. C. Stroebel et al., 2019). It has been seemingly neglected in the implementation of the CAPS. In view of diverse research publications, a potential re-skilling program is most successful when it is taught by knowledgeable experts (Timperley, 2008) who can motivate and encourage teachers (L. C. E. Stroebel et al., 2017), provides ongoing support (Guskey & Yoon, 2009), helps teachers to cope with the lack of resources (L. C. Stroebel et al., 2019), and presents good practices of pedagogical approaches and content ideas (DeCorby et al., 2005; K. J. Van Deventer, 2012). Thus, a suggested course of action consists in the development of teacher education and in-service training structures that ensure the delivery of quality education.

An alternative is the revision of CAPS including assistance with implementation. Learners have requested curricular content that relates to them and a PE that fosters pleasure and participation. Educators agree with the provision of more engaging PE lessons and have elaborated that CAPS should be updated to meet the needs and interests of most learners, “reduce adapted assessments” and contain advice on the handling of gender and big classes issues. Furthermore, educators mainly hold the schools (45% of the educators) and the DBE (41% of the educators) as stakeholders accountable for the poor state of PE. They urge the DBE and schools to allocate more time to PE and to promote a culture of active living, enhance the value of PE and enable the reinstatement of PE as a stand-alone subject (Burnett, 2018). This latter request has long been backed by scientists and curriculum advisors who pointed out that the presence of PE as a stand-alone subject is a prerequisite for the installment of QPE and for PE not to become a meaningless part of the curriculum but to be perceived in light of its entitled status (Goslin, 2017). However, while the DBE acknowledges the existence of a policy-practice gap, it continues to insist on CAPS looking for ways on how to improve implementation without a revision of the curriculum (DBE, 2015). According to a recent

newspaper article of the South African Broadcasting Corporation, the DBE does not implement a new curriculum or new official policies regarding PE in 2020 but is piloting scripted lesson plans in an attempt to empower teachers and enhance the delivery of the subject LO (SABC News, 2019). So, the DBE seems reluctant to revise the CAPS and to introduce PE as a standalone subject and rather strives for the enhancement of implementation. One way to achieve this apart from content specification through the introduction of scripted lesson plans, could be by means of establishing a monitoring and assessment apparatus, which focusses on the implementation and delivery of PE at schools and the quality of PE teacher training as identified in the NSRP (see 7.2.4 Further Policies in the Field of Physical E). Currently, teachers receive support from subject advisors. However, many subject advisors are not adequately trained themselves to provide advice for PE since they too are overwhelmed with the subject demands of LS and LO (L. C. Stroebel et al., 2019). Therefore, a change of the existing system or at least the improvement of mentoring through the provision of further training for subject advisors would be a precondition.

8 Results of the Interviews

This chapter portrays the outcomes of the interviews. First of all, the results of the Likert-scales are illustrated. And secondly, the interviewees' clarifications respectively the actual content of their responses are presented.

8.1 Results of the Likert-Scales

The Likert-scales that were filled out by all the 4 interviewees aimed to produce clearly comparable results with regard to the following questions:

1. What role does PE play in current South African basic education?
2. How suitable is CAPS in order to promote physical and health literacy?
3. How adequate are South African facilities in terms of physical resources?
4. How capable are South African teachers of PE?
5. Status of PE
 - a. What status is given to PE in today's education in South Africa?
 - b. What status should be given to PE in today's education in South Africa?

Initially, the interviewees answered two general questions on PE in South Africa. With the first question, the interviewees expressed their overall estimation of PE's current role in South African basic education and the results present a tendency towards believing it to play a 'relevant' role (see Figure 10). Additionally, they fully agreed with each other that CAPS is 'suitable' in order to promote physical and health literacy (see Figure 11).

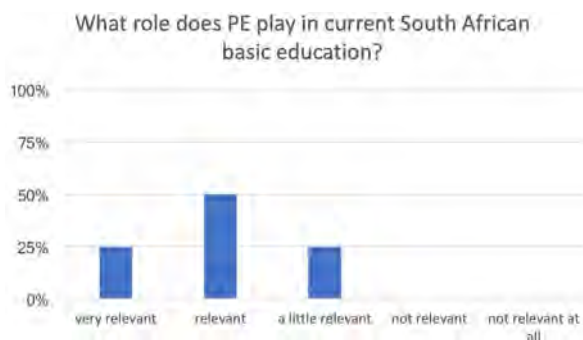


Figure 10: Results of Question 1

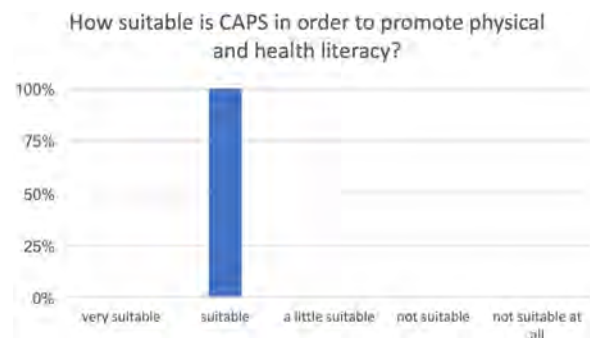


Figure 11: Results of Question 2

The questions 3 and 4 address the physical and human resources. Here, the interviewees showed a tendency towards the attitude that the South African facilities are 'not adequate' (see Figure 12) and they all agreed that South African teachers are 'a little capable' to teach PE (see Figure 13).

Results of the Interviews

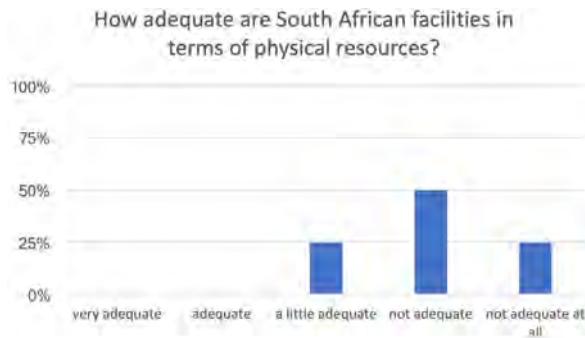


Figure 12: Results of Question 3

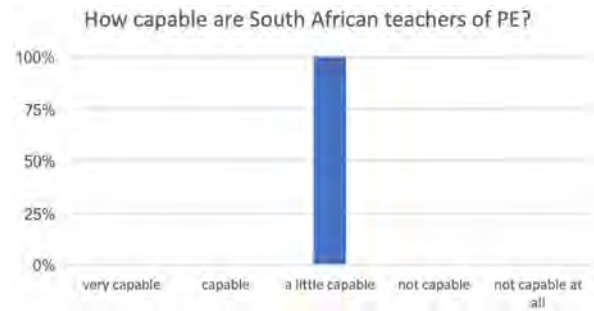


Figure 13: Results of Question 4

The stance of the interviewees about the status of PE in South Africa slightly differed with regards to how high the status of PE is respectively how high it should be (see Figure 14). However, they all agreed that in South Africa there exists a clear discrepancy between the status which is generally attributed to PE and the status PE deserves.

Status of PE in South Africa:

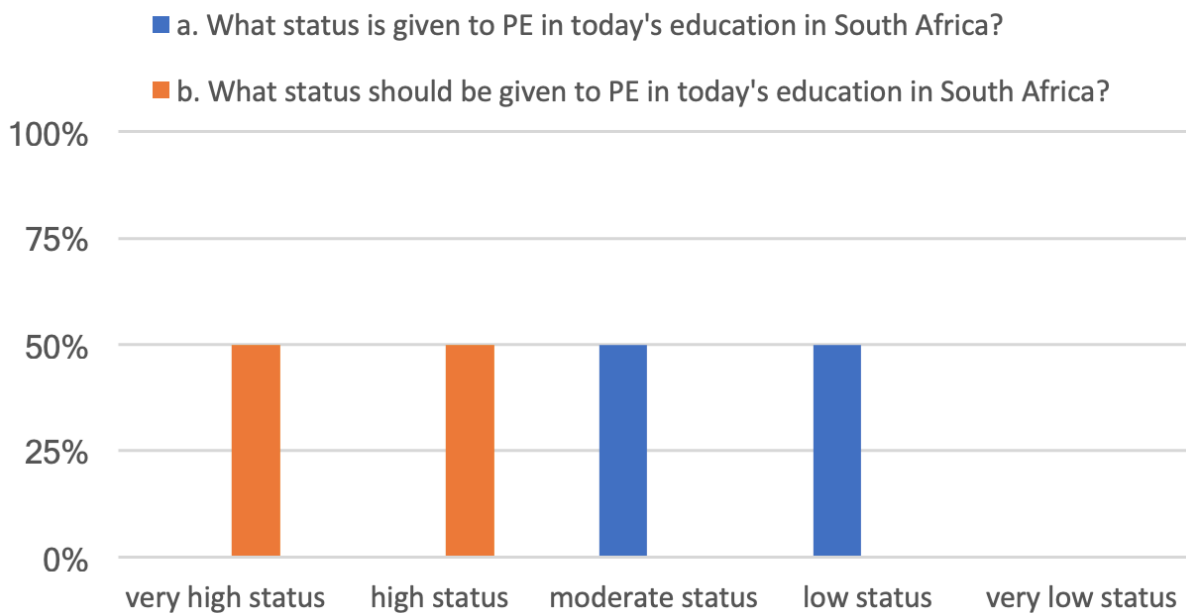


Figure 14: Results of Questions 5a and 5b

These last results might appear to contrast with the ones from the first question. Nevertheless, the apparent contradiction must be put into perspective. It should be noted, that while the first question was posed at the start of the interviews, question 5a and 5b were posed towards the very end after intense and in-depth talks about the qualities of PE in South Africa. Therefore, these two outcomes should be separated from each other and marked as the general impression (question 1) in contrast to a more focused and more reflected assessment of local characteristics of PE (question 5a and 5b). Furthermore, there is also a slight difference in the scrutinized content of the questions. The first question rather asks for the theoretical role PE assumes in South African basic education whereas the last question examines the practical implementation and the overall status attributed to PE by South Africans.

8.2 Presentation of the Responses

The findings from the Likert-scales are all congruent with the verbal utterances during the interviews, which are now presented. This presentation initially deals with the interviewees' perception of the official side, which means their evaluation of the government and authorities such as the DBE but also universities, which are responsible for teacher training. Thereafter, the interviewees' assessments of schools, principals and teachers as nongovernmental stakeholders are addressed. Eventually, the roles of the interviewees themselves as well as their actions are examined before further ideas and solutions from them are summarized.

8.2.1 Evaluation of the Official Side

All interviewees mentioned deficiency in the distribution and availability of physical and human resources provided by the authorities. They all stressed the immense socio-economic gap between no-fee schools (quintile 1, 2 and 3) and fee schools (quintile 4 and 5) none the least in terms of the facilities available and reported that while the former are backed financially the monetary funds, they receive are never enough to bridge the gap. Furthermore, the number of qualified personnel that the government assigns as teachers and subject advisors is well below sufficient – especially for the lower quintiles. The interviewed principal (who works at a quintile 3 school) remarked that the departmental ratio of teacher to student (1:32) is already too high and that they do not have a “single class that has less than 32” at his school but instead even have classes of up to “56 learners.” Likewise, the official of the DBE explained that in Port Elizabeth a subject advisor is responsible for “about 200 schools.” These ratios make it basically impossible for subject advisors to evaluate and advise every teacher and for teachers to provide appropriate support for every learner. However, besides this severe shortage of staff, the inadequate funding and the large socio-economic gap between schools, all interviewees agreed that the biggest issue is the need for sustainable training of PE teachers. The former PE teacher has had the most recent experience with the official training of PE teachers (having done a teaching degree only 4 years ago). He found plain words commenting that the universities do not see PE “as relevant as other subjects” and put “very little emphasis on PE.” Additionally, there has not been any form of official in-service training for PE teachers in the recent years. In this regard, even the official of the DBE mentions that the government does not give PE “the status that it deserves” and does not do enough to provide assistance and knowledge for the teachers, to “advocate the importance of PE” or to “subsidize the equipment,” which eventually leads to the absence of the necessary conditions for PE to “be adequately implemented.” The interviewees make the government accountable for these shortcomings.

In terms of CAPS, the interviews have produced mixed responses and attitudes. The former PE teacher who is involved in PE on a micro-level criticized the curriculum most strongly with clear calls for a revision regarding an increase of time allocated to PE and of making “PE as important as [...] mathematics and languages.” Moving upwards to the meso- and macro-level, agreement prevails in the increase of time allocation but curriculum critique grew less explicit. The official of the DBE expressed the opinion that having PE embedded in LS or LO is “fine”

and disagreed with both the former PE teacher as well as the principal regarding the reinstatement of PE as a stand-alone subject because otherwise “it might be a bit too much.” While there exists disagreement in how important PE should be in the curriculum in comparison with other subjects, the interviewees all accredit positive traits to CAPS such as the simple fact that PE is present and listed as compulsory, that traditional games are considered and addressed as well as that assessment of PE is thought of as an inclusive process which is appropriate for learners of all abilities.

8.2.2 Evaluation of Schools, Principals and Teachers

Unanimously, the interviewees believe that the responsibility of nongovernmental stakeholders lies in the implementation of CAPS. Hereby, the interviewees criticize that most principals and teachers additionally undermine the role of PE within the curriculum on top of the already existing focus on languages and mathematics. There seems to be a predominant misconception of PE as “not important” and of LO as an “‘easy subject’ which can be taught by anyone.” Many teachers turn to PE as the first subject period they would neglect or even give up “if some catch-up work has to be done” and when there is no clear line by the principal to oppose this disregard of curricular demands the status of PE as a compulsory part of the curriculum is downgraded to a “matter of ‘by the way’.” Furthermore, the interviewees unanimously noticed that this degradation of PE is particularly prominent in disadvantaged communities. The official of the DBE comments that there “is a difference in the way PE is implemented because of the fact that some have the knowledge and resources and others don’t.” In the quintile 3 school of the interviewed principal, about 40% of the teachers have not received any training but due to staff shortages they had to “allocate them to PE either way.” So, amongst principals and teachers in the lower quintile schools, the interviewees identify a lack of knowledge about the subject PE and its relevance, which manifests itself in an inadequate implementation of the curriculum requirements regarding PE.

In cases where knowledge and resources are missing, a lot depends on the initiative, creativity and the passion of schools, principals and teachers. The interviewees present a South African reality of “where there is a will there is a way” or as the interviewed HOD has specified: “A determined and creative teacher can overcome obstacles in respect of qualification, experience in teaching PE, or the paucity of facilities and equipment.” In this sense, the interviewees provide multiple examples of how nongovernmental stakeholders may offset the failures of the South African government: collect money for PE equipment through fundraising, compensate the lack of time for PE with the provision of and encouragement for extramural sport, take responsibility for training (such as to take care of internal in-service training by facilitating the exchange between more and less experienced teachers, requesting separate training from specialists or encouraging teachers to conduct research themselves).

8.2.3 Knowledge, Awareness and Actions of Interviewees

The interviewees were all aware of the fact that PA has positive effects on the mind and body of children and agreed that a certain amount of PA at school is necessary for the children’s development according to the phrase “a healthy mind in a healthy body.” They frequently

Results of the Interviews

uttered or implied that in South Africa there is a need for more training, information and advocacy of PE and emphasized the need for action and the need for change as they all believed PE currently does not receive the status it deserves. However, they differed from one another in how active they perceived their role in this change and in how knowledgeable they presented themselves or their attitude regarding the relevance of PE. The official of the DBE mentioned that his “responsibility is that teachers are trained in how to implement physical education, that it is advocated how important PE is, and that teachers are kept up-to-date with new terms and developments in the field.” Despite the fact that he presented himself as being aware of this role, he did not seem to assume the associated responsibility with it admitting that “at the moment PE is not part of the training that we are offering.” The principal is more knowledgeable about the relevance of PE. He makes a link between PE and the health status of the community respectively how PE can contribute its part so that “South African children become citizens who are conscious about their health.” Additionally, he has only recently intervened twice in order to get children moving. He closely observes the activities at the school and when one class did not do PE in the beginning of 2020, he sat down with the responsible teacher and informed him about the importance and the curricular requirement of the PE period. The principal also realized how some learners did not attend any extramural sport which is why he talked to the parents and recommended them “to encourage their children to take part at least in one sporting code [extramural sport].” The former teacher is highly knowledgeable in the field of PE. His school appointed him as a mentor for the new teachers even though he has just 4 years of PE teaching experience and has received only little training at university with regards to PE. The reason for this must be that he is very passionate about PE and that he has done a lot of research on his own initiative. In any case, he is highly alert to the relevance of PE in that it is “very important for the development of the learners.” He presents knowledge on the fact that South African schoolchildren are not enough physically active and sit too much in front of screens. Additionally, he is aware that the benefits of PA may extend to an improved development of the brain, academic performance, stress relief and social behavior such as fair play, self-discipline and teamwork. Therefore, he believes that it is the schools’ responsibility to encourage “kids to have an active lifestyle.” He is co-responsible for the separate training his school received from a cricket specialist, the fundraise of his school to require equipment and resources for PE, and ultimately also for a relatively higher status PE enjoys at his school.

All in all, the need for encouragement, advocacy, prominence and emphasis on PE from their superiors respectively the need for top-down changes as well as the limitations in the influence the interviewees have on their own operational level was stressed. Ironically, the interviewee at the lowest operational level seemed the most active while the one on the macro-level seemed the least active. The overall impression is that the more influential a stakeholder is the more he expresses his own limitations and the more the responsibility is shifted to the next person in line.

8.2.4 Further Reflections

A reoccurring theme in the utterances of the interviewees was the need for systemic changes. Thereby, the interviewed HOD argues along the same lines as the other interviewees who call for more commitment and encouragement from the top but he also holds that schools (more specifically, the determination of teachers and principals) can make a valuable contribution to the promotion of PE. A requirement for this to happen in the field of PE is the empowerment of all stakeholders through knowledge, which includes the restructuring of the training and support teachers receive. The interviewed HOD sees potential in the creation of an effective PE teacher association that can channel the efforts on all levels. In this way, structures could be established that allow for more integration and exchange of staff between quintiles. He suggests that quintile 4 and 5 schools should team up with quintile 1-3 schools. Within these partnerships, teachers as well as principals should be offered placements, training and discussion groups. A PE teacher association could facilitate this process and bring schools and teachers from different quintile schools together. In this way, innovative and alternative ideas could flourish and an exchange of good practices is possible. The interviewed former PE teacher and mentor is a prime example for that to have positive effects. He was previously employed at a quintile 5 school and came to a quintile 3 school where he was directly appointed the responsibility to help new PE teachers as their mentor and to foster PE. In this position, he is highly active trying to make his colleagues capable of teaching PE and bringing in his ideal of schools that inspire schoolchildren for an active lifestyle. Since the curriculum restrains PE to one hour per week, he tries to find alternative solutions. His idea is to integrate PA in every other subject in the same way English is integrated as the medium of instruction.

Another notable observation from the interviewed HOD is that the South African context must not be forgotten when evaluating government performance. He raises awareness for the fact that funds available for education must be weighed against other historical socio-economic needs in the country, that only a small number of the total population are taxpayers and that the country invests a substantial amount in social welfare. In fact, according to the most recent available tax statistics released by the South African government, it is reasonable to assume that just about three million individuals out of a population of more than 56 million people are responsible for the total personal income tax (National Treasury & South African Revenue Service, 2019). Furthermore, the interviewed HOD stated that education for black South Africans under apartheid was “inferior by design.” He reasons that this included “low level teacher training that was offered at the time and that teachers disadvantaged by this training are still active in the system in many quintile 1-3 schools.” So, he argues that apartheid and its aftermath still have a detrimental effect not only on current socio-economic challenges but also today’s education, and consequently on PE in South Africa. This observation is backed by a recent report of Amnesty International which concludes that South African education “25 years after the end of apartheid, is still not delivering for everybody, particularly for black children living in poverty” (Amnesty International, 2020). Thus, the interviews confirm that despite the freedom the non-white population won in the early 1990s the past has done its part to characterize today’s teachers and to contribute to today’s socio-economic divide.

9 Discussion

Scientific evidence substantiates that every schoolchild may develop and improve their physical literacy, self-confidence, pro-social behavior and academic performance in PE if it is lead inclusively, interactively, and flexibly by qualified teachers. Therefore, international collaboration among multiple organizations under the lead of UNESCO has established a global policy framework which urges governments to foster and transform PE structures to provide QPE and supports countries in the implementation of QPE. In response, governments around the world have committed themselves to QPE and to comply with this scientific call. However, studies and reports have shown that this commitment often fails to be implemented in everyday practice and that there exists a widening policy-practice divide.

This is the case in South Africa, where physical inactivity is an issue and the prevalence of overweight/obesity and non-communicable diseases are on the rise (*South Africa Demographic and Health Survey 2016. Key indicators report*, 2017). It is assumed that a “healthier generation of young South Africans could contribute to the progress and development” of the country (HAKSA 2018 Scientific Advisory Group, 2018). Thereby, PE is a valuable tool offering a unique opportunity for young people to meet PA recommendations (CDC, 2010). South African authorities have released policies (such as the NSRP) that aim to allow more quality within PE and the government agreed to revise its PE policy becoming a pilot for UNESCO’s QPE project. The DBE, as the main custodian of basic education, has committed itself to provide an enabling teaching and learning environment for every South African child (DBE, 2010) and has released the CAPS in which PE is oriented towards QPE at least in terms of content. According to the literature review, the state and status of PE at South African public schools currently presents an “absence of educational accountability and holistic approach” (Burnett, 2018). The UNESCO recommends that PE should be a “core part of school curricula” and that at least two hours per week are allocated to PE (McLennan & Thompson, 2015). In the current South African curriculum, PE only exists as a subarea of other subjects (LS or LO) and 2 hours are allocated to PE only in grades 1-3. Furthermore, subject demands on LS/LO teachers are overwhelming due to the broad nature of these subjects. Therefore, multiple reports and publications call for the reform of the CAPS documents to include PE as a stand-alone subject and perceive this as a prerequisite for the delivery of QPE. However, the key informants expressed varying attitudes regarding the curriculum that ranged from a strong discontent about the insufficient 1 hour that is allocated to PE in grades 4-12 to a perception of the status quo as satisfactory. All interviewees agreed, though, that the curriculum contains aspects of QPE such as the consideration of traditional games. In contrast to the literature review, the interviews revealed sympathetic attitudes towards the curriculum. So, elements for the provision of QPE have been identified and the curriculum is also rightfully criticized for containing structural barriers for QPE. The CAPS are controversially debated, but essentially the South African reality seems far from having implemented QPE in everyday practice.

However, the literature review and the interviews have yielded consistent results with regards to the conditions that are needed for QPE. Both point out that adequately trained

teachers, a healthy sports culture, decent value and status of PE and an enabling and resource-supportive environment must be present. The utterances in the key informant interviews depict a South Africa wherein these conditions generally do not seem to be met. Instead, a low status is attributed to PE throughout all operational levels. The missing encouragement and dedication from the top leads to a vicious circle in which the government instills its values including an insufficient expression of the relevance of PE on the DBE and the teacher training programs who then mediate the attitude of PE as negligible on to the principals, the schools, the teachers and the parents. In this context, the literature review produced evidence for a low level of confidence (Morgan & Bourke, 2008) and insufficient preparation of teachers to teach PE (DeCorby et al., 2005). Furthermore, due to staff shortages many teachers who are not even qualified are asked by the schools to teach PE (Diale, 2016). These observations of a lack in human resources are consistent with the results of the interviews. Eventually, South African schoolchildren often experience PE on a qualitatively low level, PE that tends to be disregarded or PE that is not even fully implemented. In other words, many schoolchildren in South Africa are brought up in a context in which it is hard for them to develop love and passion for PE. It is the next generation that will be the future principals, teachers, parents or even government officials and their childhood experiences are likely to characterize them into not caring much about PE either. This pattern is mirrored by the consulted literature which substantiates the claim that currently a low status is attributed to PE by nearly everyone involved. The government does not provide enough resources and support for teacher pre- and in-service training, school management arbitrarily allocates educators to PE lessons, parents do not motivate their children to be physically active enough, and educators are not qualified enough or do not even supervise and teach their students during PE. All in all, there is substantial evidence for a vicious circle in which attitudes and behaviors influence each other and result in the absence of a supportive sports culture which ultimately diminishes the status of PE.

This detrimental environment does seem predominant across the country but not observable on every socio-economic level and even absent on higher ones. In quintile 4 and 5 schools good practices, adequate resources and “key elements of quality” have been generally observed (Burnett, 2018). In addition, the interviews have produced evidence of not only awareness but also practical efforts on the meso- and micro-level to influence and improve the status of PE also at quintile 3 schools. However, without the personal engagement of stakeholders such as the interviewed principal and the former PE teacher it is especially quintile 1-3 schools that have been reported to struggle with the adequate implementation of PE let alone QPE. Ever since the end of apartheid, the values equality and equity are deeply engrained in the South African Constitution and the South African government refers to them as a focal point of its activities. However, the racial disparities from the past are to a great extent congruent with the socio-economic disparities of the present, and thus the same gap between population groups is still a reality in South Africa not least within the education context. The cycle of poverty seems to persist just as attitudes towards and the awareness and dedication for PE remains different across communities with different socio-economic backgrounds. The results from both the literature review and the interviews indicate that the legacy of apartheid still influences the

distribution of wealth, upholds socio-economic disparities and makes the implementation of QPE nearly impossible in disadvantaged neighborhoods. This situation requires effective interventions and systemic changes that are able to break the mentioned vicious circle of attitudes. A feasible solution seems to be the interviewed HOD's suggestion of more integration and exchange between the upper and lower quintile schools.

To sum up, the field of PE in South Africa is in a need for change. The research publications examined as well as the interviews conducted in the context of this master's thesis unanimously utter a call for action to increase the state and status of PE. Opinions on a revision of the curriculum are split. Many researchers and half of the interviewees press policy-makers to adapt the curriculum demanding the re-instatement of PE as a stand-alone subject and the increase of time allocated to two hours per week. However, the authorities as well as the other half of experts interviewed rigidly support the current curriculum and look for ways to reduce the policy-practice divide without having to change or update the CAPS. Unless the DBE changes its stance, it is unlikely that PE will receive the status of a stand-alone subject in the near future despite this being requested by national and international research on QPE. Similarly, physical and monetary demands such as the provision of adequate facilities, materials, equipment and funds are doubtful since financial resources are limited, distributed ineffectively and rarely used for PE. Better chances to directly raise the quality of PE are given to approaches that can work in the context of the seemingly untouchable CAPS. These approaches include the enhancement of PE teacher qualification and training. In case the government continues failing to facilitate the provision of adequate human resources, initiatives from outside the authorities are in urgent need. Hereby, it is of utmost importance that these initiatives are sustainable and do not only involve external specialists that may contribute to the quality of PE in the short term but take their expertise and knowledge with them once the initiative has ended. One of the promising approaches is the *KaziBantu* project, which defined "long-lasting positive changes" (*KaziBantu* Research Team, n.d.) as its fundamental objective, is based on previous findings that substantiate its success in theory (see 3.3.1 Disease, Activity and Schoolchildren's Health-project: The Precursor) and whose sustainability is the object of investigation of a newly initiated PhD project.

The discussion above needs to be put into perspective and the limitations of this master's thesis must be mentioned. The results presented do not claim completeness and there was never an attempt to produce a meta-analysis with statistically relevant results (which is why a statistical analysis is missing). Due to formal constraints of this master's thesis, borders had to be drawn and the number of interview partners as well as the extent of the literature review had to be restricted. The general idea was to provide insights into the state and status of PE as well as the attitudes and behaviors of South African stakeholders towards it. However, certain stakeholders had to be excluded due to inconclusive or lack of information about them, such as the South African Universities Physical Education Association (see Goslin, 2017). Furthermore, the selection of interview partners presents a mentionable limitation. All interviewees were selected out of *KaziBantu*'s pool of South African contacts. The pre-existing link between them and the project means that all interviewees have been in contact with the

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motives and the research of the project. Therefore, they are likely to possess an amplified awareness for PE and should not be misinterpreted as representative for other South African stakeholders who work on similar operational levels. Moreover, it is reasonable to assume that the attitudes as well as the behaviors of other officials, principals and teachers are less pronounced when such a link is missing.

10 Conclusion

For decades, the WHO and the UNESCO have now advocated and promoted the benefits of PA and PE. With the first MINEPS conference in 1976 these efforts became institutionalized and most recently the SDGs and QPE became the key concepts. Thereby, the ideal is to provide the structures needed around the world so that PE can exploit its full potential with regards to its physical and mental health benefits. With the scientific evidence that verifies these benefits as well as under the guidance of the UNESCO and the WHO, PE has been accepted, in theory, as a highly valuable school subject in the international educational setting. According to this, PE implies the same educational significance and deserves at least the same attention as other school subjects.

This is not the case throughout the whole country South Africa. For one thing, there exists a policy-practice divide. Even though the authorities have passed policies to foster PE there are no cogent signs of implementation. In other words, the DBE is currently “failing to create [the promised] enabling environment and therefore PE policy is poorly implemented or not at all” (Goslin, 2017). Moreover, a severe divide across socio-economic backgrounds and a strong variation in the state and status of PE according to different types of schools is discernible. While in the upper quintile schools the conditions for QPE are met and QPE may already be common practice, this seems almost impossible in the no-fee quintile 1-3 schools and 87.7% of public schools are no-fee schools accommodating more than 3 out of 4 pupils (Ndebele, 2017). Unfortunately, it is these lower quintile schools and their disadvantaged neighborhoods who could profit most from QPE as it can support the achievement of the SDGs and bring about sustainable social change and development through adequate impartation of the values of sports. More precisely, the benefits of QPE include a meaningful contribution to behavioral and life style changes (Burnett, 2015; Coalter, 2013) as well as the facilitation of positive social values and pro-social behaviors (L. C. E. Stroebel et al., 2016; K. J. Van Deventer, 2012; KJ Van Deventer, 2011). However, PE instead tends to be neglected in disadvantaged communities in South Africa, there seems to be a vicious circle in which these conditions are repeating themselves and the status of PE remains low. This means that the developed hypothesis for this master’s thesis turned out to be correct.

Furthermore, the results of both the interviews as well as the literature review have identified a need for change in the field of PE in South Africa. Some experts call for the subsidization of physical resources and a revision of the curriculum but these approaches seem to have limited prospects of success as they are met with little approval by the current government. Therefore, this master’s thesis found the improvement of human resources and the empowerment of stakeholders through knowledge and education to be a more feasible and realistic proposition not least because “well-trained and motivated educators are effective and most valuable in ensuring meaningful physical education practices” (Burnett, 2018). However, the establishment of sustainable and high-quality PE teacher (re)training programs require further research on how exactly these could be implemented (L. C. Stroebel et al., 2019). It remains to be seen what effects the UNESCO’s QPE pilot project and the evaluation of the

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NSRP will have. Maybe the government manages to successfully intervene and bring about more personnel that is knowledgeable and aware of the benefits of PE by providing adequate teacher training at the universities or by alternative approaches such as the interviewed HOD's suggestion to facilitate more exchange between upper and lower quintile schools. However, when the authorities fail to improve human resources for disadvantaged communities, external initiatives are in urgent need, and hereby efforts such as the *KaziBantu* project seem most promising right now.

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Appendix

Appendix 1: Hands-On Brochure for Primary School Teachers: The Relevance of Physical Education



Hands-On Brochure for Primary School Teachers

The Relevance of Physical Education



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair on Physical Activity
and Health in Educational Settings,
University of Basel, Basel, Switzerland



KaziBantu

Healthy Schools for Healthy Communities

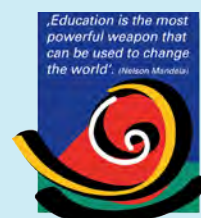


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05	Global Physical Activity Recommendations
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09	The Status of Physical Education in South Africa
10	South African Policies and Efforts re Quality Physical Education
11	Further Requirements for Quality Physical Education in South Africa
12	<i>KaziBantu</i> and <i>KaziKidz</i> : A Hands-On Approach to Assist Physical Education Teachers

The Basics:

Benefits of Physical Activity

Being physically active is good for the body and the mind!

This is true at all ages, the benefits of regular physical activity are significant. Physical activity is, however, especially important for children and adolescents. Recent research suggests a dose-response relationship, which means that the more physically active children are, the greater their benefits will be. More precisely, physical activity is associated across all age groups with a multitude of physical and mental health benefits including:



Global Physical Activity Recommendations

Remeber: Sit less, move more, more often! The more you move, the more health benefits you'll experience!

Due to all the benefits of physical activity, international physical activity recommendations were developed by the World Health Organization (WHO). These recommendations are adjusted to different age ranges, as needs differ between these ages (see below). However, in order to profit from the benefits, the intensity of the activites should reach a certain level for all age groups. This means activities during which we can talk but not sing (moderate intensity) or not be able to say more than a few words (vigorous intensity) – as for example dancing, jogging or playing soccer.

The bare minimum required to promote health and prevent or treat lifestyle-related diseases amounts to:



Children and adolescents (6 to 17 years old) 60 minutes / day	Adults (18+ years old) 150 minutes moderate physical activity / week OR 75 minutes vigorous physical activity / week
--	---

How Active are Children Worldwide and in South Africa?

“

The majority of adolescents do not meet current physical activity guidelines.

”

Worldwide, not even 20% of adolescents between the ages of 11 and 17 years meet the mentioned guidelines as highlighted in Figure 1. This means that more than 4 out of 5 adolescents are not sufficiently active which underlines the seriousness of this current physical inactivity crisis. What is even more alarming is that across the world physical inactivity is on the rise despite a minor increase in physical activity among adolescents. This situation has been linked to substantial disease risks and has even been described as a pandemic.

Sufficient physical activity of adolescents (11-17 years old; in percentage)

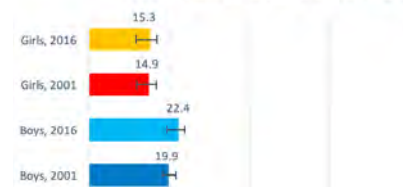


Figure 1: Sufficient physical activity among school-going adolescents aged 11–17 years around the world

Source: Guthold, R., Stevens, G. A., Riley, L. M., & Bull, F.C. (2019). Global trends in insufficient physical activity amongst adolescents: A pooled analysis of 298 population-based surveys with 1.6 million participants. *The Lancet Child & Adolescent Health*, 4(1), 23-35.

Grade	Definition
A	Succeeding with a large majority of children and youth (81% to 100%)
B	Succeeding with well over half of children and youth (61% to 80%)
C	Succeeding with about half of children and youth (41% to 60%)
D	Succeeding with less than half but some children and youth (21% to 40%)
F	Succeeding with very few children and youth (0% to 20%)
INC	Inconclusive due to insufficient data

Figure 2: Grading system in the HAKSA report

Indicator	2018
Physical activity	
Overall physical activity	C
Early childhood physical activity	A-
Sedentary behaviours	F
Family and peer support	C-
School	D-
Community and environment	C-
Government	C

Figure 3: Results from the HAKSA report

Source: Draper, C. E., Tomaz, S. A., Harborn, J., Kruger, H.S., Micklesfield, L. K., Monyeki, A., Lambert, E. V., & members of the HAKSA 2018 Scientific Advisory Group. (2019). Results from the Healthy Active Kids South Africa 2018 Report Card. *South African Journal of Child Health*, 13(3), 130-136.

A similar picture arises for the physical activity of young South Africans (3-18 years old). A report called HAKSA (Healthy Active Kids South Africa) illustrates that even though children in South Africa are highly active in early childhood, the amount of physical activity decreases noticeably when they enter school (see Figures 2 and 3). The results point out that the majority of school-aged children is not sufficiently active and that they experience a general deficiency when it comes to support and encouragement from their environment to be physically active. Instead, South African children seem to spend too much time sitting still in front of screens, such as a TV or cell phone. An additional and remarkable outcome of the report was that a low level of physical activity was found especially in lower socioeconomical areas, such as informal township areas.

Why Is Physical Education So Important in the School System?



Physical Education is increasingly confronted around the world with the challenge to justify its significance within school curricula in the face of more academic subjects such as mathematics, languages or the sciences. These latter subjects receive more attention in politics, media and evaluations of academic performance. So, why should Physical Education be a mandatory school subject in the first place when it does not appear to be of any value to the education of the next generation?

First of all, the context of schools provides the only official setting which can inclusively support all children in fulfilling physical activity guidelines and Physical Education includes physical activity by its very definition. Therefore, the foundations for a healthy and active lifestyle need to be supported by a proactive school environment. This is particularly crucial in less advantaged communities, where the Physical Education classes often provide children with the only regular sessions of physical activity throughout their day. Furthermore, the perception of Physical Education as not being able to foster the cognitive development of schoolchildren is a

common misunderstanding. In fact, studies have produced substantial evidence that Physical Education may enhance schoolchildren's concentration level, academic behaviour and cognitive abilities, which ultimately improves academic performance across school subjects. So, Physical Education is positively associated not only with the development of physical but also mental capacities of schoolchildren. This has resulted in a scientific consensus of accrediting and defending the legitimacy of Physical Education in every curriculum and demands to raise time allocated to Physical Education to at least 2 hours per week.

Elaborating on Physical Education Further: What Is Quality Physical Education?

Quality Physical Education is the ideal to which every Physical Education lesson should strive.



Quality Physical Education is an instructional philosophy that is characterized by planned, flexible, interactive and progressive learning experiences. It requires qualified teachers who consciously and cautiously deal with the development of physical and mental capacities of all schoolchildren and who are able to support them in being physically active throughout their whole life. This is done in an inclusive way meaning children with different dis-/abilities, background, religion or gender are all considered equally and without prejudice. Thereby, schoolchildren learn underlying values of sport, such as *fair play* which reinforces pro-social behaviour and allows them to become responsible, independent, healthy and well-rounded adults. Moreover, these values are linked to a great potential to decrease violence, gangsterism, drug and substance abuse. So, when attention is given to quality in this way, Physical Education contributes to the development of social skills within every child and reinforces already beneficial effects, such as the positive associations with academic performance and the growth of physical and mental abilities.

The Status of Physical Education in South Africa

“

In most township schools, the status of Physical Education is very low as parents, school management and educators emphasise the importance of academic subjects.

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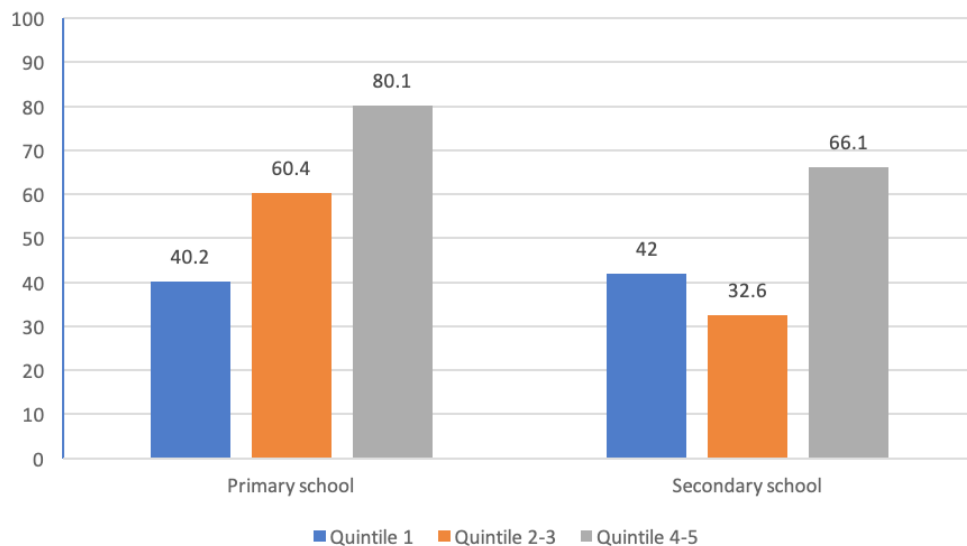


Figure 4: Participation in physical education lessons according to school types (in percentage)

National research specifically on physical education echoes the call for physical activity to play a recognized and meaningful role in South African schools. This research found a vicious circle of attitudes and behaviours from government, parents, school management, and educators which influence each other and result in the widespread absence of a supportive sports culture.

This, in return, leads to a low status of physical education, a scarcity of adequate resources and not least a frequent lack of confidence and competence of *Life Skills / Life Orientation* teachers to teach quality physical education. These shortages are particularly evident in underprivileged areas, which presumably influences physical education participation amongst lower quintile schools (as illustrated in the figure above).

Source: Burnett, C. (2018). *National Research: State and Status of Physical Education in Public Schools of South Africa*. UNICEF, Department of Basic Education and South African University Physical Education Association.

South African Policies and Efforts re Quality Physical Education

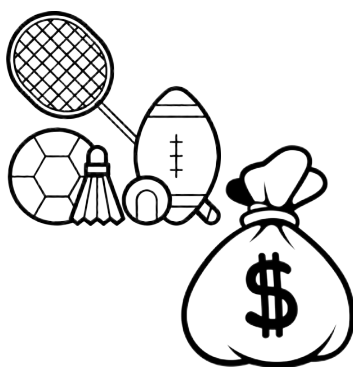


As part of *Life Skills / Life Orientation*, Physical Education makes up a minor part of the current South African curriculum. However, the curriculum essentially aims to cater aspects of quality Physical Education such as age appropriate content that is progressive throughout the children's schooling. Furthermore, the Department of Basic Education has committed itself to provide an enabling physical teaching and learning environment and the Department for Sport and Recreation has published an implementation plan in 2012 that aims to maximize the access to Physical Education and to ensure equal opportunities for every South African child. Part of that implementation plan is also the reintroduction of Physical Education

as a stand-alone subject, which however has remained unsuccessful until today. Additionally, the South African government has agreed to revise the current Physical Education policy. In 2016, South Africa became a pilot for UNESCO's *Quality Physical Education Policy* project. This project aims to facilitate the implementation of quality Physical Education and initiated nation-wide research on how this can be achieved.

So, efforts and commitments from the government to advocate and establish quality in Physical Education are present but no major curriculum or policy changes have resulted out of these so far.

Further Requirements for Quality Physical Education in South Africa



Provision of adequate Physical Resources and funds:

One argument that is raised repetitively is that quality physical education requires adequate resources and funds. Current expenditures do not seem to cover the persisting needs as the government's commitment to provide an enabling environment for every schoolchild cannot be fulfilled at the moment. However, the provision of adequate resources alone would probably not effectuate positive change automatically when everyone continues to attribute a low status to Physical Education and / or educators do not have the necessary skill set to make adequate use of these resources.

Improvement of teacher qualification and training:

If teachers lead by example and are capable to provide quality Physical Education, then the status and acknowledgement of Physical Education may rise again. Therefore, educators need to receive effective pre-service training programmes which are tailored to current needs. Researchers have made a call to establish a Physical Education qualification that is recognized by the South African Qualifications Authority (SAQA). Additionally, in-service teachers need to be supported, enriched and empowered through continuous professional development programmes particularly when lacking confidence or competence to teach Physical Education.



Revision of the curriculum & assistance with implementation:

The Physical Education curriculum contains quality aspects but it also entails structural barriers. In order to provide quality Physical Education, UNESCO recommends that Physical Education be presented at least 2 hours per week as a stand-alone subject. While the Department of Basic Education actively supports their current curriculum, the manpower and capacity to implement seems challenging. Therefore, assistance with the implementation of the current curriculum through establishing support tools (e.g. contextually relevant teaching materials, further training of teachers and subject advisors etc.) could contribute to quality Physical Education being offered in schools.

KaziBantu and KaziKidz:

A Hands-On Approach to Assist Physical Education Teachers



KaziBantu

Healthy Schools for Healthy Communities

The *KaziBantu** project is a specially tailored school-based intervention programme developed by a Swiss-South African partnership of academic institutions. It aims to consolidate the practice of Physical Education and ensuring healthy active living of school children and teachers. Thereby, it channels its efforts primarily on underprivileged areas in an attempt to contribute to sustainable health promotion independent of socio-economic status.

* Go to www.kazibantu.org for detailed information on the programmes.

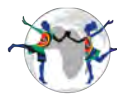


KaziKidz

Teaching Material for Schoolchildren

The subprogramme *KaziKidz** provides a hands-on approach to tackle current Physical Education issues. More precisely, *KaziKidz* assists teachers through a holistic educational and instructional toolkit that provides teaching material. Thereby, three content pillars have been designed: Physical Education, Moving-to-Music, and Health-and-Hygiene and Nutrition Education. The relevant material is freely available and can be integrated directly in everyday *Life Skills* and *Life Orientation* teaching as it aligns with the Curriculum and Assessment Policy Statement (CAPS).





KaziBantu

Healthy Schools for Healthy Communities



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair on Physical Activity
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-  Website: www.kazibantu.org
-  Twitter: www.Twitter.com/KaziBantu
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Please join and contact us...

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Appendix 2: Transcriptions of the Interviews

Appendix 2.1: Micro-Level

Interview: Micro-Level

Interviewee: A Mentor for Physical Education Teachers and Former Physical Education Teacher Himself of a Primary School in Machiu (I)

Interviewer: Fabian Schälle (A)

1. Relevance of Physical Education (PE):

A: How do you perceive your role in the field of PE?

I: I was doing PE at this school but at the moment I am not a PE teacher anymore I am just mentoring the teachers that are below me. I am helping the new teachers at our schools to look at CAPS and the things that they are doing. Because I have taught PE for 3 years, they see me as a senior member for PE at this school.

A: What role does PE has as part of a larger subject in the basic education of South Africa?

I: Personally, I feel that there is too little time spent on PE because it is very important for the development of the learners. As we know now our kids are really not active enough they are sitting in front of TV screens and so on but we need to get these kids involved in an active lifestyle. We only get 1 hour of PE in class per week. But at our school we also have a sports program after school which is interlinked with our PE classes.

A: Where do you see the relevance of PE compared with other subjects?

I: PE is part of our 4 main subjects which are two languages, Mathematics and LS. PE is only a small part within LS. There is also personal and social wellbeing, creative arts and PE. So, it is only a small part but luckily its starting from grade R all the way up until Metric. So, it is relevant but it is just a small section within the curriculum and only a small amount of time is spent on PE.

2. Physical Resources:

A: Can Physical Education lessons be offered in a safe environment at your school?

I: I would say yes it is in a safe environment but of course there are challenges. For example, most of the surfaces are very rough. We don't have mats or other things to do exercises or activities on the ground. So, most of these would take place on the grass. And this area is quite dry at the moment which is why there are quite a lot of stones in the fields. So, we have to be very cautious about the safety of the learners.

A: Is there any maintenance being done at the fields, so that they stay free of stones or glass etc.?

I: We try our best. Unfortunately, we have a broken fence at the back of our school where sometimes the public do enter the space which can create a bit of a problem because they would leave things behind.

A: Is there adequate equipment for PE?

I: At the moment, our foundation phase is very good equipped. The school has spent some money to get the right equipment and resources for them. We started at the bottom and are still looking to get adequate equipment for the whole school. We have an integrated system where we work with the after-curricular sports program and we do have equipment for that but that is not enough for the whole school. So, for instance we don't have enough bats for the learners. Also, with time some of the balls perish and we need to restock. So, we are a bit under-resourced at the moment.

A: When you need to restock, are you backed financially by the government?

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I: We do not get funding from the government for PE equipment specifically. We get a pool of funding but we have to look at all our expenses first and PE only gets a small amount. But we have a school governing body that has fundraises to get more funds for the school but they also allocate a very small amount and it is by request that we get things from them.

A: Is that enough to get adequate equipment?

I: No, we don't get enough money to have the proper resources to do the things that we would like to do.

3. Human Resources:

A: Let's talk a bit about the teachers. You are mentoring some of them here...

I: Yes. You see when we get to our universities (I was at the Nelson Mandela University), they spend very little time on PE. An example from my studies is from my practical year when they came for assessment and I wanted to do a PE lesson but they said that they won't mark us on PE because they don't see it as relevant as other subjects. So, in the BEd (Bachelor of education) degree that I did there is very little emphasis on PE. There was only one module on PE throughout the whole 4 years.

A: For how many credits was that module for?

I: About 10 ECTS. Additionally, it was more focused on the sport that you would be teaching (e.g. summer sports or winter sports).

A: So, are the new teachers that come to your school straight from university capable to teach PE?

I: Its different from person to person. It depends on how passionate you are for PE. Being under-resourced you sometimes have to think on your feet, find your ways and be creative to get the kids involved in doing PE. So, some of them are passionate and you can see that they for instance make a plan but others lack that skill. So, we have challenges in that regard.

A: What about continuous professional development? Are there any training programs going on other than you mentoring?

I: No, at the moment there is no other professional development. Except and luckily for us, there was one program that we had at Gelvandale Cricket Club, where there was a guy that does it privately. So, it is not funded by the government. We did a short course after school for a few days with him and this was very helpful. But in my four years of teaching I had no program yet from the government side (through the department of education).

4. Curriculum (CAPS):

A: Do you feel that CAPS is suitable for your activities? Does it provide a relevant program of study that takes into account societal trends, interests and needs of young people?

I: The CAPS document is cleverly set up. On paper/in the blueprint it works. But unfortunately in reality when it comes to implementation at the schools there are problems with the socioeconomic issues that we have. So, sometimes it is not really well thought of because they don't cater for schools that do not have the right equipment. For example, there is a part where you have to do swimming with the kids and very few schools in South Africa have swimming pools at their disposal to do swimming with the kids.

A: And does the curriculum give the teachers the flexibility and freedom to adapt their teaching to different learning styles or different learning content?

I: Yes. They have a broad explanation of what needs to be done and it is nicely broken up into sections for each term and each grade. Within that the teacher is supposed to plan as

well. You as a PE teacher have to do some work yourself to make it work at your school. And as I've said some of the things are challenging but that is where the creativity of the teacher comes in.

5. Quality Physical Education:

A: Have you heard the term QPE before?

I: Yes, I have heard it before but I am not so clued up on what that exactly means because it is a very big field if you look at the development of the child. We must look at where we are in South Africa, where our department and the whole education system lies. We are about one of the very last when you look at the educational system. So, QPE is going to be lacking.

A: So, basically it is an instructional philosophy that aims to bring about physical literacy for every learner no matter their origin, gender, religion, (dis-)abilities and that everyone is included and pushed to reach their maximum potential in PE lessons. Also that PE integrates the values of sports such as fair play...

I: ...For me, the social aspects such as working together as a group, helping each other out, fair play, being inclusive for everyone and make sure that everyone can take part in PE, teaching the learners self-discipline all come in with PE and are really important. Also the aspect of relaxing a bit outside of the norm of sitting in a classroom. Because our kids sit in the classroom but they're all so full of energy. So, PE gives them an opportunity to go out on the field, be active and just let their minds go from all the circumstances and things that they have at home. So, holistically PE is a very very crucial part in the development of the child also with regard to the development of the brain. And this is missing because the kids can only concentrate for so long but teaching them in a fun way to concentrate for a longer period of time that is where PE comes in. For example in sports when they play a game they are focusing on their job for let's say 20 minutes. So, I think in the educational system it is only PE that can teach a child that.

A: And would you say that this QPE could be possible here?

I: I would say definitely. If we just spent some more time. The people that is writing our curriculum must look at the time that we spend with these kids and also how. For example the teachers that are teaching LS. How active are they in basically being a life coach for the learner at school? When it comes to PE we want to get the kids to have an active lifestyle. It is not just that one hour we do here at school but we want to integrate PA into their lives.

A: Do you think that the cooperation between teachers, learners, principals, parents, and the government is a good basis at the moment in order to provide QPE?

I: At the moment we're lacking in that regard. I think it is because the parents and the teachers they don't know the value of PE and the importance it plays for each child.

6. In Practice:

A: How does a PE lesson look like at your school? Is there a routine or a scenario that is always the same?

I: We start off by splitting the class. The girls go to a female teacher and the boys to a male teacher. So, the learners are separated according to their gender for that hour. And then, most of the times we would spend a few minutes just speaking about what we will be doing for that lesson, briefing the kids on safety aspects, what they need to be aware of, start off with a 5-10 minutes warm up and then we get into the physical activities.

A: And these are different for females and males?

I: I can't really speak on behalf of the females because I exclude myself from what they are doing and mostly focus on the boys and the male teachers. But surely they do QPE with

them. We are guided by the CAPS and we have certain basic points that we need to cover within our lessons and it is all based on those points.

A: Why do you do single-sex teaching?

I: Just out of respect to the girls and the boys. We are on the ground and we do not want kids to see things they don't need to see especially when the kids do not have the proper PE clothing on. If they don't bring the proper clothing it also makes it difficult for some of the activities and sometimes we do have a problem with that. So, we don't want to expose learners to things they don't need to see.

A: Are they separated throughout the whole primary school?

I: That is from Grade 4 to Grade 7. The Foundation Phase (Grade 1-3) does mixed-sex teaching.

A: Have you got learners who have disabilities?

I: The only disabilities that we have are some disabilities with sight and some children are malnourished (which can also affect them because they can only do PE for a short time before they get tired). But we don't have big disabilities like people without their limbs or things like that. And all of them are mobile and can walk.

A: Are the PE teachers at your school capable and trained to integrate the kids that have some physical or mental issues?

I: Basically, our PE is very inclusive. So, we try to get everyone on board. Unfortunately, there are things that some of the learners struggle with but we always motivate them and try to get them involved. But I think maybe we are lacking a bit in knowledge on how to work with the disabilities of some of the learners.

7. Further Reflections:

A: How do you experience socio-economic differences of the schools in South Africa?

I: I have been in a former Model C school before coming to this school [Quintile 3 school] and I have to say resources is a big thing because when you have proper resources you can do your planning much more efficiently (e.g. do some research for the planning). It makes it so much easier for you as a teacher and it also makes it more fun for the learner because they have enough material and equipment to optimize the PE and the experience in PE.

A: So, from the Likert-scales we see that there is a discrepancy in your opinion between what status is given to PE and what status should be given to PE... So my question is what do you think is necessary and what could you do?

I: We have to get back to our curriculum. That's where it all starts. That is the guidance that is standardized for all teachers throughout South Africa. The department and the government need to look at the development of the child. Let's say for example a small 6-7 year old child sitting in grade 1 can only concentrate for 4 to 5 minutes and they sit in that classroom for hours looking at the board and having to concentrate, to read and to write. We all know children. We know they learn through play and interaction with their friends. We need to get them more involved. We need a curriculum that is more active for the child where he can learn from his friend and through his peers. We need to get PE into our school system on a regular basis. Not only once per week but on a daily basis.

A: How much time should be allocated to PE?

I: I would say make it as important as for example mathematics and languages. Give the children half an hour to an hour depending on how the day looks. It is very good for them to just go and have some fun outside. Give them some stress relief away from all the other things that they have. Let's say you had a bad day coming to school, had a fight with your brother or sister at home. Now you have to come and sit and concentrate in the classroom but you know you have this dark cloud hanging above your head. If you can

go out be active, it gives your mind and your body some time to forget about that thing that happened to you and then when you come back your mind is refreshed, you have some fresh oxygen going to the brain and are ready to work again.

A: So, you are talking about a revision of the curriculum?

I: Yes. They have to re-look at the curriculum if we want to see change in PE in South Africa they will have to put more emphasis on it in our national curriculum and they'll have to rewrite the amount of time that they spend in each school on PE.

A: And if they up the amount of time for PE do you see that as going at a cost of another subject or should the students just spend more time at school or do you see another option there?

I: That is a difficult question. It depends because of course you will lose some time in the classroom which I don't feel is necessarily a bad thing because if you look at research and the importance of PE then you can actually see the learners being physically involved have an active lifestyle actually improve at their academics at school. So, losing 5 minutes on each period throughout the day and adding that to PE I can only see as positive for the child.

A: Ok these were my most important questions. Is there anything else that you would like to mention?

I: I just want to mention that you have to look at South Africa as a whole and we have a very diverse country. So, this here is just one scenario. We mustn't take this as the only scenario that there is for our country. Some schools have it worse than here. Some schools have it better than here. So, you must not forget the socio-economic background of a school and the diversity throughout the country. I feel we have great potential if we look at some of our sports and how our people is doing also on international levels. There is real potential but there is also a big lack. The number of overweight learners or kids that we have in South Africa increased in the last five years. Another thing is we have a school nutrition program that serves meals to the kids that is standardized throughout South Africa. They also need to re-look at that because you can't eat the same food all over and expect to get the same nutrients. You have to renew that and look at how the learners change. Let's say for example a small child in Grade 1 and a big child in Grade 7 have basically the same nutrients' needs according to that program. So, they are lacking in portions.

A: What do you think about PE being integrated as part of another subject?

I: As with all subjects in school you can't be linear. You have to have a curriculum that is flexible and allows things to be integrated in each other. For instance, English is our language of instruction here at school. So, you can't do any other subject without English. So, English is integrated throughout everything. You can also rely on the teachers. Any lesson can be changed to have an active part in it. So, you can integrate but that comes with training and the government giving us the programs to get the teachers on that level where we can say with confidence that we know how to integrate e.g. PE into other subjects.

A: So, you're saying PE should also be part of other subjects?

I: Yes, I think it is very important. So that e.g. especially learners who lack a bit with cognitive abilities also have a time where they can physically do something and hands-on experience something new and then they can memorize it better because they must have means of changing the words and the stuff that is on paper and put it into their world – going from the unknown getting it to their known world being hands-on with the material.

A: Should PE be a stand-alone subject?

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I: I would say there must be time for PE on its own during the day. But we should also integrate PA into other subjects as well. It can't just function on its own as a period of 1 hour. The best would be to have it integrated into other subjects and also have a period where the core focus is on PE.

A: Great, that was it. Thank you so much for your time and answers.

I: Thank you.

Appendix 2.2: Meso-Level

Interview: Meso-Level

Interviewee: A Principal of a Primary School in Seyisi (II)

Interviewer: Fabian Schälle (A)

1. Relevance of Physical Education (PE):

A: Can you tell me a bit what your role is in the field of PE and how you perceive your role?

II: As the principal of a school I see myself as playing a vital role in making sure that PE is implemented in schools. Most of the times we can find a perception of PE as a subject that is not that important.

A: And how relevant is PE for this school?

II: It is relevant for our school because we believe in holistic development of the child. When you engage learners in PE it does not only impact on curriculum but it impacts on the health of the child, on the behavior, confidence, being able to work in teams with other learners, tolerance. So, it is very much relevant in our school.

A: Can you compare PE with other subjects?

II: Yes. I think we are not giving PE as much attention as we should. We focus mainly on mathematics and languages. PE is a matter of "by the way". But it should be a subject that is fully implemented.

2. Physical Resources:

A: Can Physical Education lessons be offered in a safe environment at your school?

II: This is quite challenging for our school. First of all, an issue is the availability of facilities like sporting fields, equipment, and the materials being used. We do have equipment for PE respectively have been assisted with equipment by *KaziBantu*. But facilities like sporting fields need huge amounts of money. I cannot say we can provide a safe environment. Our field is not in a good condition. It is just an open space where we are taking our kids. We do have a cemented area where *KaziBantu* have assisted us with markings (drawings) on it but it is difficult to use this area whilst other classes are in progress. It is in between the classes. So, it is going to disrupt tuition in other classes. Hence, they have to go to the sporting fields for PE.

A: So, the field is not in a good condition?

II: No, it is not.

A: What is the condition?

II: It has stones in it which we always try to take away but it is not safe.

A: So, you feel that the learners could hurt themselves?

II: Yes. The children could hurt themselves because of the many stones that are in our field. Also, they are playing in a space that is not level. This poses a challenge especially for the young children.

A: What about learning materials?

II: We have been sponsored by *KaziBantu* and the national lottery commission with learning materials. But it is our duty to maintain it because as a no fee school it poses a challenge to buy the material again when it gets lost or broken. So, we have to take good care of our equipment.

A: How are you backed financially when you have to buy new equipment? Does the government provide money specifically for PE?

II: No. Nothing. We are completely depending on sponsors and are requesting others that are willing to assist.

A: So you have no funds available for PE?

II: No, we don't.

3. Human Resources:

A: Do you think the PE teachers respectively your employees here are capable of actually teaching PE?

II: Yes, they are. But I feel that recruiting teachers is quite challenging. In our schools when we recruit teachers the focus won't be solely on PE or LS. The teachers must be able to teach other subjects as well. Let's say we are looking for a mathematics teacher we also require from them to teach LO or LS (and with these also PE). So, some of those teachers did get training in their colleges. For instance, a Foundation teacher who has done health training at the Cape College of Education has also done PE then. But those colleges have closed. But I also believe that the teachers who have been trained in PE then need to be re-skilled in order to be up-to-date. They have to update their knowledge.

A: What about the new teachers? Do they receive any sort of training with regard to PE?

II: Yes. They receive it as part of their LO / LS training. They also get LO / LS workshops by the department. But for me these are not enough. Because there they receive only theoretical training. I think it is important to give guidance in everyday problems teachers face in PE, present alternatives for instance when there is not enough material/adequate equipment, how to improvise. So, that the teachers can't just say I can't teach PE because we don't have resources.

A: So, the teachers who teach PE here have all received some sort of PE training?

II: No, not all of them. Some have different qualifications. But because of staff shortages we have to allocate them to PE either way. We don't have a choice.

A: How high is the percentage of the teachers who have received training at your school?

II: 60-40. 60 have received. 40 have not.

4. Curriculum (CAPS):

A: Do you think CAPS provides a relevant program of study and takes into account societal trends, interests and needs of young people?

II: Yes, it does in some way. It for instance takes you to the context of the games that are being played in the area like Ukhokho (an indigenous game that involves learners blocking the way of others and it is quite a nice game because there is no hitting or touching).

A: And this is played here at the school?

II: Yes, but also this is difficult because, as I was saying the environment is not safe at all. Then, we do have some learners who are physically challenged and this becomes an additional challenge in this environment (e.g. as in a wheelchair on an area that is not level). So, we have to adapt and find other activities that those learners can do. In PE every learner has to participate.

A: Does the curriculum provide information on how to include learners with disabilities?

II: No.

A: Do teachers receive any training in that regard or do they just have to come up with ways to include these learners on the spot?

II: They have not received such training. We just have to try our best. For example a part of the assessment in PE is participation. This means everybody also the physically challenged learners have to go to obtain a mark. For the other part which is performance, we are not assessing the best performance but rather their achievements. In this way, the assessment is not discriminating on the basis of abilities (also in the sense that some are athletic and others are not). So, this is our way of adapting and including everybody.

A: Do you know how students for example in wheelchairs are included in PE at your school?

II: For instance in rope skipping, they can't do rope skipping, so they are the ones who are beating up the beat. Or doing other activities like pole games. It is always important that the area where they are playing is checked and sometimes they can't go everywhere on the field because we are thinking of their safety.

A: How much flexibility are the teachers given to adapt the curriculum according to different learning styles of the students?

II: Not too much flexibility. PE is allocated one hour per week. So, the teachers are not given a lot of flexibility because they need to stick to policy and what the policy is requiring them to do.

A: How do you make sure that they are actually implementing the policy?

II: Through monitoring and moderation. If there is a teacher in need, he receives support. The deputy principal and the head of department are monitoring and evaluating the teachers and write a report. Then on this basis we sit down and discuss the challenges and try to do our best. Some teachers have the perception that PE is not that important. For instance, in February at the beginning of this term, I have noticed some of the classes did not go to the field. So, I talked to my deputy and the Head of Department. The

problem is that when they don't go, they don't even have the marks and the activities that the curriculum requires them to do. So, continuous monitoring is important. We sit down with the teachers and discuss their challenges and try to find a solution together.

A: Was that possible in that last incident?

II: Yes, they did go after that.

5. QPE:

A: Are you familiar with the term QPE?

II: No, I'm not. But I can just answer what I am thinking about it.

A: So, basically it is an instructional philosophy that aims to bring about physical literacy for every learner no matter their origin, religion, (dis-)abilities and that everyone is included and pushed to reach their maximum potential in PE lessons also with regard to the values of sports such as fair play. Do you think this form of PE is done or could be done here at your school?

II: I think it could be done with availability of resources. It all depends on resources. Not only resources as in infrastructure or the material that is being used but also as in personnel. For example, some of the teachers are not trained. So, if the Department of Education can't employ specialized PE teachers then as they are doing in other subjects training is crucial.

A: Ok and would you say there is good cooperation between teachers, learners, parents, principals which could be the basis for QPE?

II: There is cooperation. Teachers are responsible for different sporting codes and their teams and as a school we try to support them as best as we can. And thereby we do get cooperation from parents. For instance, we felt that some of the learners did not participate in the sporting codes that are available at our school. So, in the first meeting of our school this year we issued a template and talked to the parents to encourage their children to take part at least in one sporting code (rugby, cricket, soccer, etc.). It is very important to be encouraged by the parents. So, with this cooperation and encouragement from the parents side I think it can work.

A: So, these sporting codes are different extra-curricular sports that the school offers?

II: Yes, they take their sporting codes after school. It's cricket, mini-cricket, rugby (for girls and boys), soccer (for girls and boys), netball, dance (traditional dances), and other activities. We are trying to give them a wide choice, so that they can choose exactly where they fit in.

A: But this is not compulsory?

II: No. The thing with that is that most of the players that are playing in the netball team are the same learners who want to play in the soccer team, dancing or something else. These so called active learners are the ones who want to play all different codes and the other learners are just sitting in the back. This is why, we called the parents meeting and told the parents that we are wishing and hoping that they also encourage their children to take part.

A: But the learners do not have to participate in these sporting codes?

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II: No, it is not compulsory, but we encourage them to take part.

6. In Practice:

A: How do you choose a new teacher for PE?

II: At our school a teacher must teach different subjects. So, the requirements would be to be able to teach at least three subjects. Some of the teachers have not even touched LO or LS at university or college which is why it becomes a real challenge.

A: Do you then require other skills of these teachers that have not received proper training in order for them to teach PE?

II: Sometimes we employ teachers who do not have the three subjects that we require. We try to give him or her all the assistance that we can (e.g. with going to workshops). But we have never employed somebody who only specializes in LS / LO. The teacher needs to teach other classes because we are short-staffed. The Grade 7 class for instance is a class of 56 learners in one class which is quite challenging already. The numbers are big.

A: What is the average ratio of learners per teacher?

II: The departmental ratio is one to 32 for my school?

A: And how is that in reality?

II: Practically, it is not so. It is typically more. There is not a single class that has less than 32. Instead we have more.

7. Further Reflections:

A: Have you been a teacher yourself before being a principal and what were the subjects you taught?

II: I was a Grade 1-3 teacher. Then also a teacher for Grades 4, 5, 6, 7. I also taught LO at some point. And I think teachers really need re-skilling and up-skilling. For me it would be easier to have the department to employ specialized PE teachers who can then assist us to be more skilled to teach PE. PE requires knowledge and understanding for instance regarding first aid because in our school we don't have nurses or people who can take care of the learners if accidents happen. So, I think it would be vital that teachers are trained in PE and all the aspects the subject implies. Additionally, there is an issue with time as 1 hour per week is not enough for QPE. For that students should do PE on a daily basis and that this must be compulsory for every learner.

A: So, is PE not compulsory at the moment?

II: It is compulsory in primary. I am talking about high schools. In Grade 10 they chose which subjects they do. They must have 6 subjects. But I think even then they still need it. It should be compulsory until they reach Grade 12 because I believe if you keep on instilling the values and the knowledge and learners have received that from Grade R-12 then this is in you – you live it. In this way, South African children become citizens who are conscious about their health. At the moment, you find that people are obese and have heart problems, etc. I am not blaming the education system.

A: What or who would you blame then?

II: Really? You want me to answer that?

A: You don't have to if you feel uncomfortable.

II: I don't want to answer that.

A: Ok then I've got two more questions. How do you experience the socio-economic differences between different schools in South Africa?

II: The gap is huge. And although the government is saying that they are trying to address this issue. It is taking a very long time. The infrastructure, the sporting fields of our schools around here are not in a good condition. Compared to the ex-model C schools also the sizes are not the same. The government is not doing enough when it comes to that. Not at all. It has been more than years that the new government are talking about addressing the past differences but it is not really happening when it comes to schools.

A: So, this gap is not closing?

II: It's a huge gap they are not closing at all. My school was built in 1963. When the Department of Education came here they were shocked and thought that the school would not be fitting to be used as a school because there are so many technical problems. They need to rebuild this school. So, I wonder how long is this going to take? There are so-called fee-schools in which the parents are paying and then they are able to get enough money. But the funds we are getting from the Department is not enough to address the differences for example in infrastructure. When it comes to LTSM money it is the same. LTSM money is centralized which means we order by paper from the department. Fee schools have their own papers and also the parents are buying the material for the learners. Our school is a no-fee school meaning we are not to request money from the parents. And the parents do know that education is free and that perception of free education is quite challenging (undermining the value of our education).

A: Is the money attached to anything specific that the Department wants you to acquire. Do they for instance allocate and direct 20% of the money for facilities, 30% for textbooks,...?

II: The money for textbooks is centralized. Maintenance money is specific – for the doors, paintings, fix small things, etc. but is not a huge amount. At this school we have a problem with fencing at the moment. Thieves are getting in at the back and vandalize and do other things here at school. When we requested the money, they were talking about millions of Rands. But even the whole school budget does not even go to a million Rand. So, obviously, it does not cover anything for us. The matters that should be done by the Department of Education but they are very slow in providing these resources.

A: So, let's talk a bit about the status of PE.

II: I would say a low status is given to PE because otherwise they would be able to provide us with the infrastructure and resources that are needed and the necessary up-skilling of teachers. But I feel we should be giving PE a high status.

A: So, there is a gap between the status PE is given in actual practice and what status you feel should be given to PE. What are the steps that should be done and what can you do yourself as a principal to bridge the gap?

II: What should be done by the Department of Education is re-skilling, giving PE its own status as a stand-alone subject, making PE compulsory across the whole basic education.

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Because I believe a healthy mind is in a healthy body. And as a school we have to spread the word to parents also about how important PE is. So, that the parents encourage the learners to take part in sporting codes. We need to take it as our responsibility as a school to make sure that all teachers are aware of how important PE is to the learner development. We as a school need to facilitate and advocate the importance of PE to the parents. Most of our parents are very, very young but they are not actively involved in their children's education. We have been fortunately enough in getting a program, *KaziBantu*, where they were teaching us about PE and what you can do. Sometimes when we think of being physically active we think of going to the gym. But they have raised awareness for everyday PA and showed us activities, exercises and simple things that we can do even at our own houses to be physically active. I for instance did not even think about the fact that it can already be quite an exercise to do work at home or when we go to a building where there are staircases and a lift we often opt for the lift when we could also just use the stairs and be active, or go for a walk instead of taking the car for a short distance and little things like that. So, we as a school can encourage our learners and also the parents to be physically active by passing on this knowledge. Workshops and programs like that are very engaging and not least also helpful for the learners.

A: Perfect, that was it. Thank you very much.

II: Thank you.

Appendix 2.3: Macro-Level

Interview: Macro-Level

Interviewee: An Official of the DBE (III)

Interviewer: Fabian Schälle (A)

1. Relevance of Physical Education (PE):

A: How do you feel about PE as an official of the department of education. Do you think it is relevant at the moment in South African education?

III: Very relevant. There is a statement that says: A healthy mind in a healthy body. I believe that for children to have good minds they must be physically active.

A: And how relevant is PE compared with other subjects?

III: It is very relevant. I can't really compare it with other subjects. I feel each subject is playing its role. They avail to mold the child. I can't say this one is more important than the other. To me they are all important because they are all relevant. PE is present throughout the whole basic education as a part of LO or LS which have been made compulsory subjects in the curriculum of South Africa – this reflects its relevance and importance.

A: But you would not rank the subjects in order of their relevance? You would say they are all relevant the same?

III: Yeah. But in a way I'm also saying it's more important because as it was made compulsory, this means that every learner has to do it – whatever field, whatever career he wants to take in his life after school, they must have gone through [PE].

2. Physical Resources:

A: Can Physical Education lessons be offered in a safe environment?

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III: I would say yes and no. It can be. Some of our schools in the townships struggle with crime. It is not easy to take the learners outside because they need to be protected. There are schools where it can be offered in a safe environment where you have got enough, secured and fenced spaces and fields where children can go around running. But you have got schools where it cannot really be safe for people to just go run anywhere – even learners.

A: So, there are some schools that do not have fields?

III: Yes. Especially in the villages and some townships, some schools do not have playing fields of their own.

A: What about adequate facilities, equipment and learning materials?

III: Not all schools have adequate facilities and equipment for physical education. In South Africa, it is like two worlds in one. You have got Model C schools where you have everything that you need because the parents are from affluent areas and are paying. So, if these schools need equipment, they would buy it from the parents' fees. But there are schools where the learners come from poverty-stricken homes who cannot afford school fees. So, these children get sent to no fee schools. And the department does not provide for all these facilities. So, you do have schools, where you have adequate materials and facilities and you have schools that do not have the facilities that you would need for physical education.

A: So, the schools which do not have enough facilities, are they backed financially for the acquisition of such facilities?

III: They are backed financially. But their finances are not enough for everything that they need for the school. So, they prioritize. For instance, they prioritize text books and learning materials and they think physical equipment is some kind of a luxury compared to the basic text book and the writing pens that they need at the school.

A: And the money schools receive from the government is not directly linked to a field where it should be invested in let's say they need to get a new field or new equipment?

III: No. It does not specify. It would just say this is the money for learning and teaching support material (LTSM). And if a school feels that this is not enough they will prioritize and say we cannot buy physical education equipment when we do not even have text books or pens.

A: So, it is the schools' responsibility what they do with the money?

III: Yes.

3. Human Resources:

A: Do you think the PE teachers here are capable of actually teaching the subject?

III: Some are others not. Not all are fully capable. PE is part of LO and LS in our schools. And there was this notion when LO came that it is one of those "easy subjects" that could be taught by anyone. Because of that misconception they would take any teacher and say: "Please just go through this because we have a shortage of teachers. Can you teach LO?" And you will find that some of those teachers are not well equipped and not fully capable.

A: What training do physical education teachers have to go through?

III: There is not much training recently. There was a training that was happening in the past when LO was introduced for the first time in FET schools with the new NCS. I remember a specialized training program that was given part time on Fridays and Saturdays for two years. And each school would send a teacher for training in LO and of course part of it was PE. But after that there was nothing. There is no training that has happened in the recent years for physical education that is done by the department.

A: Ok. And how do teachers get employed? Does the principal just say “ok you do this, you are a physical education teacher now” even though he or she might not be really trained to be a physical education teacher?

III: Those who come with a certificate must have done it at university as part of their curriculum. The old teachers that have been employed for some time now, they just read the textbooks and go and do it or get some information from mentors or whoever has done it before them. There is no specialized training that they are getting. However, they do get support from the subject advisors.

A: So, re-skilling/continuous professional development is not taking place here?

III: No, it is not taking place at the moment. But there is a plan that it will take place among the courses that we are training here.

4. Curriculum (CAPS):

A: Do you think CAPS provides a relevant program of study and take into account societal trends, interests and needs of young people?

III: I think it does. It does provide a relevant program looking at the societal trends and interests but I can't say it is 100% sufficient. There might be a need for more. For more training and information to add to what CAPS is providing and to the current textbooks that are used.

A: Are the textbooks the same for every school?

III: No not really. Each school can choose their own textbooks although the subject advisor would advise which textbooks are the best and recommends these.

A: Is there a textbook for PE?

III: PE is not a stand-alone thing it is part of either LS or LO. PE is always embedded in these textbooks for LS or LO.

A: Do you think this is the right way to have PE not as a stand-alone subject but as part of a larger subject?

III: I think it's fine as long as it will be prioritized and made sure that it is happening and offered in schools. I imagine if it was made a stand-alone subject it might be a bit too much. People are sometimes complaining that there are many subjects that learners are doing in schools. So, I think it is fine to put PE in as part of a subject.

A: So, you think that the time students had to spend in schools would be too much if PE was a stand-alone subject.

III: I think so yes. Looking at the fact that they would have to do physical exercises outdoor or indoor which might take more time and yet they still have other subjects to deal with. But as part of LO it still needs to be done and must be given time. Perhaps because it is a part of many parts of a textbook it does not take as much time as it would if it was a stand-alone subject.

A: And how does the government or the department of education make sure that it actually takes place?

III: Through the monitoring that is done by the subject advisors. I think there is a plan for the subject advisors that says that the learners must have done this and that by this time. The subject advisors will monitor that and they will also look at what the teacher is doing with the learner. When they monitor, they go into the classroom and look at the activities and write reports.

A: Do they visit every teacher?

III: Supposedly. But due to shortage of human resources within the department and the amount of schools that they deal with I doubt that they visit every teacher.

A: But there is no control mechanism that guarantees that PE takes place?

III: Yeah. But there is something called moderation – a time when they cluster schools and call all of them to one place and moderate to see if they have done what is supposed to have been done for that term. And in that way they monitor what they are doing but they aren't able to go into each and every school.

A: What is the ratio? For how many people is one subject advisor responsible for?

III: For what I know, the arrangement was that you have got one subject advisor for all the Port Elizabeth schools (which would be about 200 schools) and one subject advisor for Uitenhague schools. So, you definitely can't have a subject advisor to visit each and every teacher because in each school there is one or two teachers (depending on how big the school is) for every subject. So, it is not easy for them to cover the whole district in a year.

A: But it would roughly be one subject advisor for 200 schools?

III: Yes.

5. QPE:

A: Are you familiar with the term QPE?

III: No, I'm not familiar with it. Actually, I saw it for the first time here. I am not sure how it is different from normal PE.

A: So, basically it is an instructional philosophy that aims to bring about physical literacy for every learner no matter their origin, religion, (dis-)abilities and that everyone is included and pushed to reach their maximum potential in PE lessons. Do you think this is possible here in this district?

III: I think it is as long as you've got people that would understand it and would be able to push the learners to their maximum. Then I'm sure it is possible.

A: Are the teachers made capable for this through their training and or university studies?

III: I think they would need more training and also in-service training is necessary for the teachers to understand what QPE is and how to apply to make sure it is happening.

A: Ok and would you say there is good cooperation between teachers, learners, parents, head masters in order to provide a PE that is effective?

III: Yes and no. There are schools that provide PE adequately and according to plan but there are others in which the teachers when they are pressed with time don't go outside and don't do PE. In such cases, PE is not given the status it deserves.

6. In Practice:

A: If you were able to decide what the requirements of a PE teacher are, what would you require from him or her?

III: I would require knowledge about the PE and what it involves and the commitment that they would do it. But they would also require a training which is not happening at the moment. I would recommend that teachers go for training in PE. The importance of PE also needs to be advocated more to schools, stakeholders and even to learners and headmasters. There are some principals who don't understand that it's important that learners go out and do PE for them to perform better in class. They would just keep them in class and do academic work. So, I would require the teachers to do training and to advocate PE to everybody who is involved. Also, the learners must know how important it is for their own health and performance in school.

7. Further Reflections:

A: How do you see the differences according to socio-economic backgrounds of the schools.

- III: There is a difference. You find that Model C schools are affluent schools that have got the funds to buy the equipment that is necessary. They can research and know the importance and so they provide PE adequately. But in township schools or village schools you find that because of the lower socio-economic status of the parents they cannot buy the necessary equipment for PE when they don't even have basics. So, there is a difference between these two types of schools.
- A: **And within this difference do you feel that there is also a different status that is allocated to PE?**
- III: Yes. There is a difference in the way PE is implemented because some have the knowledge and resources and others don't. These ones would give it a higher status and make sure that it is done and the other ones would just feel that even if we have not done it there is not much difference. For the latter, it is just playing or running and not an important thing but they don't know. Hence, they need training, advocacy, to be given more knowledge and assistance with resources.
- A: **So, you're saying that there is a discrepancy between what status is given and what status should be given to PE. Do you think the department of education can do something to bridge the gap?**
- III: Yes, I'm sure. The government should do something and the department of education is there for the government. We know that the no fee schools don't afford to buy PE equipment and yet we know the importance. So, the government should give them knowledge, advocate the importance of PE and subsidize the equipment so that PE can be adequately implemented in these schools. Because some schools have got the funds and the knowledge so they do it but others don't. So, if we want that PE is given the status that it deserves we should make sure that those who do not implement it must be assisted.
- A: **And how could that be done?**
- III: In most schools, they give a narrow description of what the LTSM money that is given to them must be used for – for instance to buy books and a few other things but they would leave out the equipment for PE (and sometimes even for science experiments or other practical assessment tasks that must happen in schools). So, the government should have a way of monitoring how they use that fund and make sure there is a balance in the school among the subjects. They can't just buy textbooks but they must buy equipment for PE, science experiments and other things that are needed. For those principals and teachers who might not know the importance of this it should be monitored and directed for what the funds are used for. And the government should also provide more if they can, so that schools can buy this important equipment.
- A: **But you think that the responsibility lies with the government or with politicians?**
- III: Yes, politicians have an influence. If the parliament decides that something is important they make it into law and then the department of education must give an instruction for instance that the department is now prioritizing this subject. If it's law then the schools and the department of education officials who know that it is compulsory that we implement this and then the district will monitor that the schools are doing what is made policy.
- A: **Do you think there is something that you yourself can do?**
- III: I am responsible for teacher training. My responsibility is that teachers are trained in how to implement physical education, that it is advocated how important PE is and that teachers are kept up-to-date with new terms and developments in the field. I believe when you have more information you are in a better position to implement.
- A: **And are you planning to do such training?**

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- III: At the moment, PE is not part of the training that we are offering. But in the future, I'm sure we will.
- A: **There is a quality PE project going on which was initiated by UNESCO. They came up with guidelines for policy makers in which they require at least 2 hours of PE per week. Do you think that has a chance in your district?**
- III: It definitely does. When this is put into law and becomes a policy, then we know this is compulsory and that we must implement this policy and we would also monitor, support and evaluate its implementation.
- A: **But then at what cost would that happen. Do you think there are subjects that should be allocated less time or should the students spend more time?**
- III: It would need a rearrangement of the timetable or could be offered after school. For example, if it does not fit in during the course of the day or in the timetable of the school then students could take turn and every afternoon another group of students stays a bit longer to do PE. But it is definitely doable.
- A: **Great, that was it. Thank you very much.**
- III: Thank you.

Appendix 2.4: External-Level

Interview: External-Level

Interviewee: The Head of Department of the Department of Human Movement Science at the Nelson Mandela University (IV)

Interviewer: Fabian Schälle (A)

1. Relevance of Physical Education (PE):

A: **What role does PE play in the current South African basic education?**

IV: PE is part of the South African school curriculum. It has lost its stand-alone status but it forms part of LS in primary schools or LO in high schools. So, it is there. It does play an important part of basic education because no education system would be complete without looking at the whole child and PE is the only subject that looks at the physical health, wellbeing and development of the whole child from a physical perspective. I think that the department of basic education sees that importance. But perhaps does not give it the status that it deserves. For me personally, I think it is of utmost importance because the subjects like mathematics, science or languages offer children the education experience for a specific part of the curriculum but in terms of health and wellbeing PE is incredibly important. For us involved in human movement science we see that as important and we can't emphasize that enough.

A: **What is PE's status in your district and how is that compared with other subjects?**

IV: It definitely does not have the same sort of status as mathematics and science and languages in particular. Schools have limited resources. When schools e.g. do not have enough teachers, PE is the subject area that would be cut from the curriculum. Many teachers have mentioned to me, that e.g. if some catch-up work has to be done for other subjects like mathematics and science, the PE subject period would be given up. This shows that it really does not have the same status as other subjects.

2. Physical Resources:

A: **Can Physical Education lessons be offered in a safe environment here?**

IV: I think generally in our schools it can be offered in a safe environment. Most schools and even underprivileged schools in South Africa have a school ground. The school environment is usually enclosed and is generally safe. But a lot depends on the principals at schools and whether they can do something to ensure that the environment is safe. In

all our underprivileged schools, there are no school halls or gymnasium where PE can be conducted indoors – all PE classes are conducted outdoors. And so, we do have problem-environments, where crime and gangsterism may be at a higher level and there we have had cases where gunshots have been fired and children were not allowed to go outside to do a PE lesson. But this would be the case in selected crime sport areas only.

A: Are there any other influences from outside such as weather conditions?

IV: That is not an issue at all. The climate we have in South Africa is very temperate. We don't have severe heat and we don't have severe cold weather. So, generally we can have PE outdoors throughout the year. So, from an environmental view it's fine. However, our playing grounds and fields sometimes are a bit rocky and surfaces are uneven but then teachers can make a plan and work around those obstacles. A determined and creative teacher can overcome obstacles in respect of qualification, experience in teaching PE, or the paucity of facilities and equipment.

A: Do all schools have a field?

IV: The majority of schools have a field of some sort. The field may not be ideal with an even patch of grass. Some of it would be a bit weedy and with a few rocks. But most schools have a field and a tarred surface the size of a netball court where PE can be conducted. A lot of our underprivileged schools tend to have squads in between buildings that are tarred or cemented where PE can be conducted.

A: But I presume that the schools are not necessarily willing to let teachers conduct PE classes in between buildings as there might be some disturbance for the other classes that take place right next to these cemented grounds.

IV: Yes, that is a factor. The noise may disrupt the other classes that are being conducted within the buildings. But then most schools have a netball court which would be cemented and away from buildings.

A: Do the schools have adequate equipment and learning materials at their disposal and are these well-maintained?

IV: South Africa has a quintile system. Quintile 4 and 5 are fee paying schools. These are government schools where parents are charged school fees (and these can be fairly high particularly in quintile 5 schools). A lot of that collected money can then be used for sports facilities, equipment and learning materials. And these schools could compare with many other schools in high income countries. Particularly, quintile 5 government schools would have tennis courts, swimming pools, hockey fields, rugby fields, etc. and they are incredibly well resourced. Quintile 1 and 2 schools tend to be in rural areas and may have combined classes (e.g. combined grades), they are no fee-paying schools, would be poorly resourced and they may not always have the facilities and the equipment. However, they probably could afford to buy a little bit of equipment with the money they receive from the government in order to have the very basics to conduct a PE lesson. Quintile 3 schools are also no fee-paying schools. These are the majority of schools found in underprivileged urban areas. Their resources and equipment are relatively poor. They have limited equipment for conducting PE lessons. But I have seen quintile 3 schools where the teachers have been innovative and resourceful and the schools have raised funds to buy basic equipment to conduct PE lessons. So, I do feel it depends on the management of the school. It depends on the leadership structures of the schools, the principal, the Head of Departments as well as the PE teachers. The teachers need to show a little bit of determination and resourcefulness to get the basic equipment to conduct PE lessons because this would really not cost very much. We all know that to get children moving and active, they really do not need to have very expensive equipment. You can get children moving with equipment that can be made from recycled materials. So, you can conduct lessons with very little.

A: Would you say the way the government backs the schools financially is adequate?

IV: It could be more but then you also need to understand South Africa's situation. I think we now have 65'000'000 people and less than 3 million people are responsible for 97% of all personal income tax. So, the government does the best that it can with the amount of money it gets through taxes. There is not enough money to provide schools with all the resources/everything that they need. Our unemployment rate is very high. South Africa is probably one of the very few African countries that has a social grant system. Government taxes are used to give people over the age of 65 a limited government pension. There are child grants for children under the age of 18 that unemployed parents can access. There are disability grants. So, there is a lot of social welfare aspects that the government provides which no other country in Africa provides and the government is providing this even though we only have a small tax paying base. So, one has to look at it in perspective. There are just no simple answers to some of the questions.

A: So, you think that the money the government has available is well spent and at the moment you don't see that there should be a redistribution of funding?

IV: At the moment, there has been a lot of government enquiries going on because there has been a lot of money not directed in areas where they should be directed. This has been a problem particularly for the last 10 years. A lot of commissions of enquiry into what is known in South Africa as state capture, where money has been fraudulently used or has been captured. So, money has been lost which could have been ploughed into education. But what is really upsetting for me personally is that we probably spend more money on education than any other country in Africa but our results are not as good. When they compare the level of education in terms of reading, writing and mathematics, South Africa tends to be in the lower sector even though we are spending more money on education than other parts of Africa. There are other countries in Africa where the results are much higher. So, obviously, there is something systemically wrong with our system that is not working well.

A: Can you see a reason for that?

IV: I think it's within the system. Jonathan Jansen has written a number of very interesting articles and guest columns in newspapers which highlight the problems of South Africa's education system. One of the problems he raises is the teacher union, which is incredibly powerful and I think to the detriment of the education of the child. The union is also part of a political party-coalition. So, the complications are there. The union at one stage did not allow for subject advisors to go into schools to inspect what is happening in schools. So, if there is no system of checks and balances to make sure that the level of education that is being conducted is as it should be, then there is a problem. I may be mistaken but I think that subject advisors are still not allowed to observe a teacher teach at school and evaluate them. Principals at schools can observe a teacher teaching and do the checks and balances but not a subject advisor. I think that is important because principals are not experts in all fields of study. If a subject advisor from the department of education at provincial level is not allowed to go into a school to evaluate teachers teaching then I think we have a problem. It is a systemic problem. There is a problem within our system.

3. Human Resources:

A: Earlier you've said that teachers can do a lot to contribute to PE by showing engagement. How can it be achieved that teachers are actually showing this engagement for PE?

IV: We do not have enough qualified PE teachers at schools. That is a problem. The reason for this may be that the subject does not enjoy high status within the school environment. Teachers in teacher training would opt to be a language, mathematics or science teacher

rather than a PE teacher. Also, universities are not training as many PE teachers as they should. The reason for this is that many PE teachers would not get in the jobs at schools. The majority of our schools (I would say about 90%) are no fee-paying schools, so they rely totally on government funding. So, if a school would have 800 children, the government would work out how many paid teachers from the government that school will receive. There usually are not enough teachers. So, the schools would rather get a mathematics, science or language teacher than a PE teacher. So, PE teachers would not necessarily get jobs at schools.

A: Are teachers capable to teach PE?

IV: Yes, they are if they are trained. But many of the teachers are not adequately trained and then they lack the knowledge and resourcefulness. One would expect that the teachers would find innovative ways of doing something when they are asked to do something they are not that familiar with or something they have never done before. But that is not always the case here and I'm not quite sure why. Maybe our teachers are just not being as resourceful as they should.

A: There are two sides when it comes to training. How does the pre-service training and how does the in-service training look like in South Africa?

IV: The training of PE teachers was really compromised when the country reorganized the training of teachers in that they closed down teacher training colleges and gave the responsibility for teacher training to universities, respectively the education faculties. I think there was a gap in that transition which the country is slowly trying to close now. The education faculties at universities usually have courses where teachers are being trained for foundation, intermediate and senior phase. Teachers at high school do an undergraduate degree majoring in e.g. languages and after they have finished their undergraduate degree they do a PGCE which is the "post-graduate certificate of education" where they then do the education side (which is a one year certificate). I know that in many European countries teachers need to have a Master's degree. In South Africa, not. It is a 4-year professional degree or a 3-year undergraduate degree and a one year professional PGCE.

In service training is done but I think it's limited. The Education Department would have to provide these courses free of charge and I sometimes feel they don't have enough money and sufficient resources to do that.

A: What is the relevance of PE in training as a part of a larger subject (LS or LO)? Is it the same as other parts of that subject e.g. Creative Arts?

IV: I think it has been diluted. The fact that it is part of LO and lost its stand-alone status has really been detrimental to the subject field. It's still there, still compulsory, still in our curriculum but it does not enjoy the same status. So, I really do think it is a disadvantage because now to be a LO teacher at high school you need to have training in human movement science and training in psychology. LO includes the physical development/PE side as well as career guidance. So, now you need to have a person who is an expert in both whereas if you were an English teacher you would just do your studies in English. So, now to be a LO teacher you need more than just human movement science. For me that is not fair. Usually, to do a PGCE you need to have two teaching subjects so when you decide to go for LO that puts added pressure and expectations as the subject includes more required subareas of expertise.

A: Is there no field of study where the teachers are trained specifically for PE?

IV: Yes, they would have that if they were in the education faculty and do foundation, intermediate or senior phase education. There they would have majors within their BEd (Bachelor of Education) degrees. So, there are different routes to get to teaching. You can do a 4-year professional degree (BEd) and you specialize in a phase (foundation,

intermediate or senior or FET phase). If here you chose to be a LO teacher, you would get training specifically for that. However, if you want to teach at a high school then usually you do your undergraduate degree first (which is a 3-year BA, BSc or BCom degree for your two teaching subjects) and then you do the PGCE afterwards in your fourth year and here LO becomes a bit of an issue.

A: And what is the relevance of PE within these programs e.g. when you decide to be a teacher of the subject LS which consists of Creative Arts, PE, and other bits. How relevant is the PE part therein?

IV: I don't know if I can answer that because I have not really been involved in the teacher training side. My opinion on it is that the relevance would be shared. There would be a focus on PE but it would be physical development and not as pronounced as if it was a stand-alone subject.

4. Curriculum (CAPS):

A: Do you think CAPS provides a relevant program of study and takes into account societal trends, interests and needs of young people?

IV: I am not really involved with CAPS and the curriculum. I do think that any curriculum is like a road map and provides the foundation for the education. I think that the CAPS document is ok but is as good as the teachers that implement it. Creative teachers who teach the CAPS document can really get results but the same document with poor teachers would just don't get the work done. So, for me it is a curriculum a program which is not meant to be a static document but just a road map or a guideline to which the teachers are supposed to adapt and be creative for what happens in the classroom.

5. QPE:

A: Do you think QPE is a term that is understood here in South Africa and do you think QPE is possible here?

IV: I don't think the word QPE has reached the teachers here. Even the word PE almost doesn't exist because of the fact that it has lost its stand-alone status and now is LO or LS. I think it needs to gain some traction.

A: You mentioned that sometimes subject advisors are pressed by the teacher union to not evaluate teachers...

IV: ...Yes, I am not entirely sure but I do think that is still the case and that subject advisors (not only with PE but all subjects) do not come into schools and evaluate teachers. So, it is difficult to assess the quality of PE that is being conducted at our schools. Principals still evaluate teachers but with all the demands on principals at schools I wonder if that is possible – particularly in our poor schools. I can give an example of a previous school principal from a poor area that I know. The expectations of his job entailed more than just the administration at the school. The children of the school (a quintile 3 school) receive a meal per day through a national nutrition program and the school has to facilitate that. So, the school has to buy all the food, have parents from the community cook that food, serve hundreds of meals to each child every day and all that takes a lot of organization and planning. You have gangsterism and substance abuse in poor communities. I know of a school where the principal would have to deal with those cases. So, it is really really hard and principals have a lot on their plate. So, their jobs extend to more than just the day to day education of a child (the learning that happens in a classroom). All the responsibilities they have over and above may limit the amount of interaction that they have with teachers in a classroom and teaching of particular subjects.

A: I have been told that the subject advisor in this area here is responsible for 200 schools which probably makes it unrealistic for him or her to evaluate all the

teachers within this area. Additionally, I read in an article that subject advisors all around South Africa might not have the necessary knowledge to advise the teachers of LS / LO (which both are such broad subjects). Do you see alternative options to advance this evaluation, monitoring and advice process?

- IV: I think your description there highlights the immense problems. If you have one subject advisor for 200 schools – that's impossible. Adding to that the fact that subject advisors are not allowed to observe and evaluate a teacher. If subject advisors could be responsible for in-service training of teachers and provide some enrichment courses for the teachers that would help. If subject advisors could then also identify model teachers in regions who are really good in what they do and had the necessary experience, who could then help other teachers that could assist as well. A couple of years ago when I was in Switzerland, I went to Magglingen where they have regular courses for PE teachers on all the new advances and new ways of teaching games or just sharing new lesson formats and resources. That would be wonderful if more of those experiences could be given to teachers in South Africa. What we are trying to do with *KaziBantu* can make a difference. We have a simplified program that requires very few resources and we are hoping that a lot of the lessons are self-explanatory and that teachers could implement it without too much extra on their plate. But for me a lot depends on the headmasters/school principals and their leadership in getting physical education being taught at the schools. With good school principals, a lot more can be done. That encouragement from the top is important.

A: Do you think that encouragement should even go higher up so that it also comes from the government or the curriculum side?

- IV: Yes. I do think that the directives from national, provincial to district all the way down are important. It would help if it is given the prominence and importance from the top.

A: How do you experience cooperation in order to improve quality of PE and overall health of pupils? With teachers, headmasters and superiors but also with extracurricular persons and organizations (e.g. NGOs)?

- IV: I had a real issue with NGOs particularly when it comes to PE. In South Africa, we have had a number of NGOs that have come in to coach sport as well as some form of PE at disadvantaged schools. They get funding from corporates and big international companies. Some of these NGOs conduct PE and sports coaching with a theme. Some of them attract interns from other countries overseas who come and take a gap year to work here. But when they leave they take the knowledge with them. So, there is no sustainability of the teaching of PE. That has been an issue when it comes to NGOs offering PE. We really need to make changes within the system. We need to make systemic changes within our educational system to ensure that the teachers and the schools take this on board and continue with the teaching of PE.

6. In Practice:

A: What do you think the requirements of a PE teacher should be? What should a PE teacher bring to his profession? Here in South Africa where you said there is an issue with training, do you see other skills a PE teacher should bring in?

- IV: You usually find that PE teachers are born. You have to have that innate passion for movement, sport and PA. That passion is not taught but must come from within. Usually it depends on your experiences as a child and at school whether you have developed that love for it. I think once teachers have that love and passion they could impart that to children at schools.

A: There might be a sort of a vicious circle that needs to be broken. The status of PE is low, a lot of students probably experience PE that is not on a high standard, they

may not experience a lot of fun within these classes and then this leads to not really develop this passion you just talked about...

- IV: I agree with you there and I can use this example to illustrate the point: Our department of human movement science here used to be in the faculty of education and used to be called the department of PE. A long time ago (probably 20 years ago) a lot of the graduates would not get the jobs at schools and there was a shift from PE in schools to the health and fitness industry (as many gyms and fitness centers opened). So, the health side became more important as more job opportunities opened for students. The department became known as the department for human movement science and they moved into the faculty of health sciences. So, the degrees that we offer are in human movement science and in biokinetics (which is using rehabilitation through exercise) and we offer a diploma in sports management. The majority of students that we attract into our field of study here come from quintile 4 and 5 schools. There, PE and extramural sport is offered at a fairly high level. These students have been exposed to the love of sports and the passion of it. We do not attract many students from quintile 1, 2 and 3 schools where it is not really a passion and not inculcated enough at those schools for children or young people to see a career for themselves going forward in the field. That has been a concern for us. This is just to show that we are attracting potential students in our department from quintile 4 and 5 schools. A lot of the problems we have discussed here apply more to the lower quintiles schools in lower socio-economic areas. South Africa, as our previous president called it, is two worlds in one country. We have the worlds of the haves and the have-nots. We are the most unequal country in the world in that the majority of South Africans live on minimal wage and on the other end we have extremely wealthy people. The schooling that *middle* class and upper middle class get is world class. By the way, many teachers would send their own children to quintile 5 schools. Quintile 4 and 5 (which are not private schools but government schools) offer a very good education and they no doubt would practice QPE at their schools. They would get specialists/highly trained sports coaches in the afternoons coaching rugby, cricket, netball, hockey, and all the big sports in our country. So, this is very different from quintiles 1, 2 and 3 and there PE is not neglected.

7. Further Reflections:

- A: If I understood you correctly you mentioned that the status PE has right now does not equal the status it should have. You also mentioned changes within the system. Can you try to summarize the bullet points of what you think are the most important steps that need to be done to achieve an improvement within the field of PE?**
- IV: I think schools been given dedicated teachers for LO who will really be committed to the teaching of PE is important. PE should not just appear on a time table and be optional. It should be absolutely compulsory for schools to offer it...
- A: Which it is isn't it?**
- IV: Sometimes it's not. It appears on the timetable but if the schools are short of a teacher that is the subject area they would give up. If they are supposed to have 23 teachers but the government only gives them 20 teachers the PE or the LO is the one area that they may neglect which is a problem.
Also, PE does need to be given more prominence and more attention by the education department.
- A: What should be the systematic changes?**

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- IV: I think many teachers believe you need to have a full set of equipment and they would give up before they really know that you can actually get kids moving and active with very little. So, providing support to teachers and their training is important.

I would really like to see active PE teacher associations being established where teachers could share ideas with one another.

The encouragement of school principals and headmasters to embrace PE as essential to the education at the school. If principals and headmasters are determined that would help. I think there are quite a few things that can be done to really establish PE at schools but I think those are the key ones: Emphasis by the education department, the headmasters can do a lot to make sure that the subject is being practiced at the school and that it's given the prestige and importance it deserves, assistance to teachers where they need training (I think our *KaziBantu* short learning programs can really help a lot), and then perhaps the establishment of a teacher association and support for this would also assist.

A: How can it be achieved that the headmasters are more engaged?

- IV: I have seen headmasters that have been totally engaged but it also depends on the experience of that headmaster in his or her training and their experience when they were young teachers or pupils at a school and whether they have seen the importance of PE and sport in their growing up and whether they are able to impart this same philosophy at their schools. So, a lot does depend on their upbringing within the field.

Because of South Africa's apartheid policies and even though we have had democracy for decades, our schools (particularly our township schools) are still really divided by race. Our quintile 5 schools (which we also called model-C schools) were originally for whites only. So, these are the schools that have all the good resources. They used to be free for white kids, now they charge a lot of fees to keep up the standards but they are now of course open for kids of all races (now there is a social class divide and not a race divide). So, the demographics of the pupil population may have changed. At some quintile 5 schools there may be 60-70% black children but only 30% white kids but the school staff would still be 90% white. So, the majority of teachers teaching at quintile 5 schools are still white whereas at our quintile 1, 2 and 3 schools that are situated in poor impoverished black township areas or colored areas (in the northern areas of Port Elizabeth for example) all the kids would be black kids and the majority of teachers would be black teachers (and when I say black I am using it as a broad term for disadvantaged people so there would also be colored, Indian or mixed race children).

Perhaps a solution would also be for integration of teachers. So, in other words for white teachers to be teaching in black quintile 1, 2 and 3 schools and vice versa. There needs to be more integration of teachers. That would help as well in establishing PE at our schools. This is probably not a big solution because one also has to look at the demographics of teachers where probably 90% of teachers are black teachers anywhere whereas only a small percentage of teachers would be white teachers. But that small percentage of white teachers are only teaching in previously white schools (quintile 5 schools) and we need to have some of those teachers also teaching in quintile 1, 2 and 3 schools.

I have been to a quintile 3 school in which a former teacher from a quintile 5 school has become the new principal. And what that principal was able to do to that school in 5 years was to turn that school around. I think it is the experience that that teacher has brought to that school which for me has set a new tradition at that school and that school is all the better for it. So, I think more integration of teachers like that would help.

A: What was the rationale of this principal to go to a quintile 3 school?

- IV: She probably applied for a promotion post and got the promotion. Maybe she was a deputy principal before or a Head of Department and she applied for a principal post but

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could not get a principal post at a quintile 5 school but got a principal post there and accepted it. I think there has been a few cases like that. I know of another school in the township areas where again a new principal who had previously taught at a quintile 5 school was now in a quintile 3 school and got rugby (for which he obviously had a passion for) up and running, managed to get corporate sponsorship and it really became a rugby playing school. And just that one sport was able to transform that school. It became a physically active school. This is why, I do feel that principals are a key to a school. That they provide the leadership. And maybe when the education department appoints principals that the principals need to go for training. A suggestion is that the training of principals should include information on the importance of PE in schools, and how sport coaching and a good extramural sport program can be used to instill discipline and values in children. Another suggestion is the twinning of schools – the twinning of quintile 5 schools with two or three quintile 3 schools, to support one another. So, that new ideas and systems can get into place.

When I say there are systemic problems you must see where South Africa's history has come from. During apartheid times education for black children was administered by the Department of Bantu Education which was inferior by design. In that time education was meant to keep black people at the lower socio-economic level. With the early South African settlers that came to South Africa when education systems were still run by many of the churches, mission schools were organized and so forth, the mission school was actually at a fairly high level. When apartheid came into practice in 1948 when the national party government took over South Africa's Education department. They closed down mission schools, they implemented apartheid Education and black education was inferior by design, and part of the apartheid philosophy. I can give you an example from the building industry. Only 30 years ago, by law there was a social hierarchy of jobs. Black African people were not allowed by law to be artisans, brick layers, plumbers, electricians. They could only mix cement and be laborers on the building site. The colored people were allowed to be brick layers, masons, artisans and white people were allowed to be on the top. So, there was a hierarchy of job allocations and the training for those jobs and that was applied throughout South African society. So, you can imagine how that would have impacted on South Africa's population for the last 50-60 years. Many of the teachers who are currently in our school system in poor impoverished areas are people who grew up under apartheid. The education system was structured to keep people subjugated, to keep people oppressed. This included low level teacher training that was offered at the time and teachers disadvantaged by this training are still active in the system, in many quintile 1, 2 and 3 schools. So, apartheid and its aftermath still have a detrimental effect on today's education, and consequently PE in South Africa.

It is only in the last 20 years with democracy that black south Africans have been given the chance to explore and to do whatever they wish. The education system in the past was designed to keep people subjugated.

A: So, you see the exchange across socio-economic groups as one of the solutions?

IV: Yes, but also I think South Africa needs to do more in terms of the fact that we are the most unequal country in the world. We need to grow the middle class. We have got extremes. We have got schools that can compare with the best in the world and we have schools that are so poor and we need to bring those two closer together. But this to me is a relationship with socio-economics. The government needs to do more in terms of our economy. We need to have a vibrant growing economy, a growing middle class, more resources and jobs and so forth to overcome this big divide.

A: In that regard, do you see having no fee schools throughout all these quintiles as an option?

- IV: It could never be an option. I think it is human nature to want what you can afford. So, people then would send their children to private schools. So, then you would need to say we do away with private schools. I don't know. I think one has to try and lift the whole education system in some way.
- So, what is happening at the moment is that the government is giving the quintile 1, 2 and 3 schools far more money than the four and five. So, if the fives would say we are now no fee schools they would go down and a lot of the parents who can afford it would go to private schools. So, we still need to keep schools going or else our education system would collapse totally if there would be completely no fees. But I think the allocation of resources needs to be looked at again.
- 90% of the schools are no fee-paying schools. So, the majority of them already are and the primary schools are providing their part of the school nutrition program. So, the government is trying. The fact that kids are given a meal at school has made a huge difference to the education system.
- A: **As a professor you are very active, you have this *KaziBantu* project which is also aimed towards an improvement of the training of the teachers. Do you have any influence on the official training that is being done at university or how do you think an improvement in the official training can be achieved?**
- IV: Our department does liaise with the faculty of education even though we are situated in health sciences. We offer selected modules in the faculty of education for the training of teachers. We have a foundation of movement module for foundation phase teachers and officially from this year the *KaziBantu* foundation phase short learning program (SLP) will be incorporated fully within that module. So, this will be offered as part of the pre-service training for the teachers.
- We also offer more sports related modules to the faculty of education for LO teachers or teachers who will be doing extramural sports at schools. We offer various sporting codes (the coaching of various sports).
- So, our department is still involved in the faculty of education as far as that is concerned but perhaps more needs to be done. We need to have a few more modules and that is something that we are looking at.
- A: **Where does the initiation for this come from? Does that need to come from top-down?**
- IV: There is a professional body (the South African Council of Educators) that looks at the professional training of teachers and universities need to comply with these requirements. Universities and the Faculties of Education more specifically are represented on various boards where decisions are made. Universities need to comply with these requirements from the Department of Basic Education, and re-curriculate when necessary. A lot depends on the re-curriculation that happens within the faculties. Universities have autonomy to look into that themselves without it being something that comes from top-down and at faculty level we can be looking at that.
- A: **So, you as Head of Department have some sort of influence on that?**
- IV: Yes, to a limited extent, as we are in Health Sciences and not in the Faculty of Education. But we do have representation there and have an ongoing liaison with the faculty of education.
- A: **Thank you very much these were all the questions I wanted to talk with you about. Do you have anything else you would like to mention?**
- IV: I actually have taught PE. I was a teacher at a high school for three years and I taught PE at that school. It was the school that I went to as a pupil. I went back as a teacher and taught there for three years and I must say that when I got to the school as a teacher they hadn't had a proper well trained PE teacher and I really started it from scratch and got

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the subject up and going at the school. However, after I had left they had never gotten a PE teacher again. So, it was always taught by somebody who was not quite trained and I think a lot depends on that. So, I have always been passionate about the teaching of PE. I am a PE teacher at heart and this is why I am passionate about the *KaziBantu* project.

A: Thank you so much.

IV: Pleasure.

Appendix

Appendix 3: Likert-Scales

Appendix 3.1: Questions

1. What role does PE play in current South African basic education?

--	-	0	+	++
not relevant at all	not relevant	a little relevant	relevant	very relevant

2. How suitable is CAPS in order to promote physical and health literacy?

--	-	0	+	++
not suitable at all	not suitable	a little suitable	suitable	very suitable

3. How adequate are South African facilities in terms of physical resources?

--	-	0	+	++
not adequate at all	not adequate	a little adequate	adequate	very adequate

4. How capable are teachers of PE?

--	-	0	+	++
not capable at all	not capable	a little capable	capable	very capable

5. Status of PE

a. What status is given to PE in today's education in South Africa?

--	-	0	+	++
very low status	low status	moderate status	high status	very high status

b. What status should be given to PE in today's education in South Africa?

--	-	0	+	++
very low status	low status	moderate status	high status	very high status

Appendix

Appendix 3.2: Results

Questions	Total	-- (%)	- (%)	0 (%)	+	++ (%)	Total
Question 1	4	0%	0%	25%	50%	25%	100%
Question 2	4	0%	0%	0%	100%	0%	100%
Question 3	4	25%	50%	25%	0%	0%	100%
Question 4	4	0%	0%	100%	0%	0%	100%
Question 5a	4	0%	50%	50%	0%	0%	100%
Question 5b	4	0%	0%	0%	50%	50%	100%

Appendix 4: Poster

The Relevance of Physical Education at Schools in Disadvantaged Neighborhoods of Port Elizabeth, South Africa

Author: Fabian Schälle; Supervisor: Prof. Dr. Uwe Pühse











Background

Physical Education is increasingly challenged by a global turn towards more academic school subjects such as mathematics, natural sciences and languages. This master's thesis investigated the global position on the relevance of Physical Education and compared this with the state and status of the subject in South Africa. Thereby, a special focus was set on disadvantaged communities in Port Elizabeth.

Research Questions:

- What significance does Physical Education have in the international educational setting and should it receive the same attention as other school subjects?
- In case a change of the current status of Physical Education in South Africa is desirable: How would this change be possible (what are feasible propositions)?





Methods

A multi-method approach was applied to find responses to the research questions. This approach consisted of:

(a) an extensive, evidence-based **literature review** (a pre-existing collection of sources gathered by Prof. Dr. Uwe Pühse was examined and extended to further sources that surfaced in this collection through the so-called "Schneeball-Suche" as well as through a systematic search on online databases) and

(b) **qualitative interviews** with South African key informants (n=4; (i) a mentor for Physical Education teachers and former Physical Education teacher himself, (ii) a principal, (iii) an official of the Department of Basic Education and (iv) the Head of Department of the Department of Human Movement Science at the Nelson Mandela University).



Figure 1: Flow-Chart of the Literature Review (a)



Figure 2: Aspects of Interest for All Interviews (b)

Results

A broad scientific consensus exists that Physical Education may develop physical literacy, increase social competencies and even improve academic performance among schoolchildren. Thus, Physical Education deserves at least the same attention and significance as other school subjects. Governments around the world have acknowledged this and committed themselves to foster structures and quality of Physical Education. However, policy-practice divides are frequent. In practice, the amount of time spent on Physical Education worldwide has recently dropped and only about 20% of schoolchildren are enough physically active according to standards by the World Health Organization.

Table 1: Global Physical Education Curriculum Time Allocation (Minutes per Week; R: Range)

Level	Primary	Secondary
Minutes per Week	116	143
R: Range	R = 30-250	R = 30-250
R: Range	R = 25-270	R = 25-240



Figure 3: Sufficiently Physically Active School-Going Adolescents Aged 11-17 Years Around the World (in Percent)

A similar picture arises for South Africa. The authorities have promised to create an enabling learning environment for every South African child but currently fail to implement this throughout all schools. In wealthier communities of South Africa, schools enjoy infrastructure that allows for Quality Physical Education, but in disadvantaged communities, a lack of awareness keeps the status of Physical Education low and physical and human resource provision are inadequate.

It was originally planned to present the results in a series of workshops, which the KaziBantu project is offering to South African teachers and officials from the Department of Education who are responsible for Physical Education. Unfortunately, these workshops had to be postponed due to the COVID-19 outbreak. As an alternative, the results have been integrated in an easily understandable brochure, which will be distributed during these workshops. (It is also available on kazibantu.org)



Figure 4: The Brochure

Conclusions

In South Africa, there is considerable need for change in the field of Physical Education. Developments in this regard are crucial for overcoming the severe socio-economic problems of a persistent divide across population groups and the highest income inequality in the world. While experts also call for a revision of the curriculum and the provision of more physical resources, this master's thesis found the most feasible approach in the advancement of human resources and the empowerment of stakeholders through knowledge and education. Sustainable (re)training programs for Physical Education teachers have the potential to offset the current lack of qualified personnel in disadvantaged communities. Further research is needed for the development and successful implementation thereof.

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