



The Quality Physical Education Policy and Curbing NCDs: The Links

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UNESCO



Research Aims

- Analyze the Situation of Physical Education;
- Identify links between Quality Physical Education (QPE) provision and Non-Communicable Diseases (NCDs)



Global Recommendations for Physical Activity: 5-17 years

- 60minutes of moderate-vigorous intensity physical activity daily
- >60minutes provide additional health benefits
- Daily PA should be aerobic and include vigorous-intensity activities that strengthen bone and muscle at least 3 times per week – playing games, running, turning and jumping (WHO, 2011)



Benefits of Physical Activity for Young People

- Develop healthy:
 - Musculoskeletal tissues (i.e., bones, muscles and joints)
 - Cardiovascular system (i.e., heart and lungs)
 - Neuromuscular awareness (i.e., coordination and movement control)
 - Body weight
- (WHO, 2011)



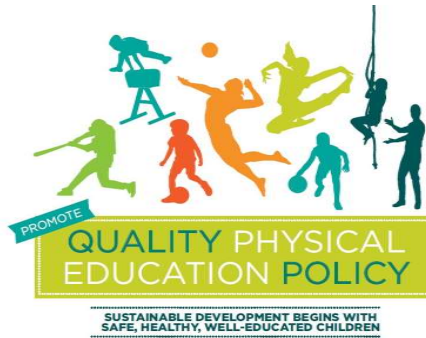
Benefits of Physical Activity for Young People

- Associated with psychological benefits by improving control over symptoms of anxiety and depression
- Assists in social development through opportunities for self-expression, building self-confidence, social interaction and integration
- Readily adopt healthy behaviors (e.g., avoidance of tobacco, alcohol and drug use)
- Demonstrate higher academic performance at school



Noncommunicable Diseases

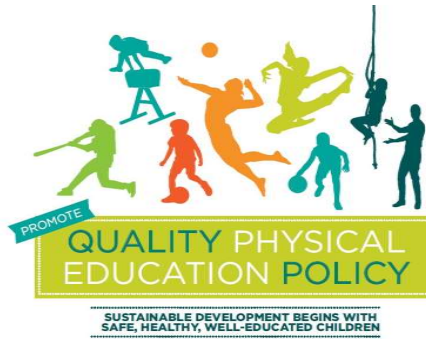
- Risk Factors
 - Physical Inactivity
 - Poor Diet
 - Smoking
 - Alcohol



Physical Education

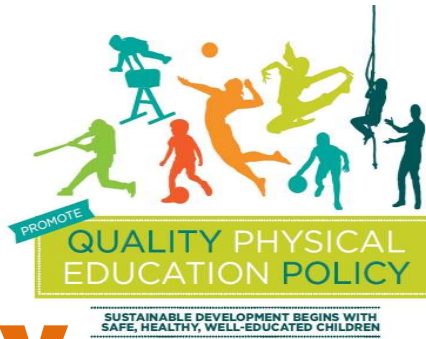
“... is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all students. This involves both “learning to move” (i.e., becoming more physically competent) and “moving to learn” (i.e., learning through movement, a range of skills and understandings beyond physical activity, such as cooperating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance”.

(AfPE, 2015)



Philosophies & Conceptual Frameworks

- The body as an object
- View of the whole person – body, mind, spirit, well-being
- Movement Education – “movement skills as core to the physical, cognitive, and social development of a child” (Lubans, Morgan, Cliff, Barnett, & Okely, 2012).
- Self-Determination Theory



Methodology

- Survey (TWG) utilized Selective Sampling
- Administration & Verification (NT)
- Survey Site - Macuata/ Bua Education District (MEHA)
- Analyses (USP)
- Miles and Huberman (1987) Qualitative Data Analysis
 - Data reduction
 - Data display
 - Verification
- Desk Review of Physical Education and Noncommunicable Diseases at international, regional and national levels
- Focus Group Discussion



SUSTAINABLE DEVELOPMENT BEGINS WITH
SAFE, HEALTHY, WELL-EDUCATED CHILDREN

Findings





MINISTRY OF EDUCATION, HERITAGE & ARTS

EDUCATION AT A GLANCE - 2016

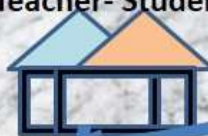
PRIMARY

731 Schools
17 Special Education Schools
143,438 Students
5578 Teachers
1: 26 Teacher- Student Ratio



SECONDARY

178 Schools
67,947 Students
5183 Teachers
1:13 Teacher- Student Ratio



TERTIARY

25,894 Students
Equivalent full time students for 2015



ECE

942 Schools
15,577 Students
1139 Teachers
1: 14 Teacher- Student Ratio



TECHNICAL AND SKILLS TRAINING TECHNICAL COLLEGE TECHNICAL (VOCATIONAL CENTRES)

54 Centres
4002 Students
270 Teachers
1:15 Teacher- Student Ratio





Physical Education in Schools

- Fiji National Curriculum Framework (rev. 2013)
- The Early Childhood Curriculum (Kindergarten and Years 1-2) is organised into six Foundation Areas of Learning and Development (FALD)
- ECE focuses on Physical Development, Health and Well-Being
- The Primary (Year 3-8) and Secondary (Years 9-13) curriculum is organised into seven (7) Key Learning Areas (KLA).
- PE is part of the *Healthy Living and Physical Education* Key Learning Area
- Compulsory in Primary schools

(MEHA, 2018)



PE in schools

- SIES curriculum non-existent
- ECE
 - *Na Noda Mataniciva* for Kindergarten and
 - *Thematic Syllabus* for K-2
- Generalist teachers
- Recommended Assessment
 - Year 1-2: 1 CBA per Term x 3 = 3 per year; 2 CBAs based on themes [2 x 35%] and 1 test [30%]

(MEHA, 2018)



PE in schools

- Primary
- PE syllabi Years 3-8
- Taught by generalist teachers
- 3 x 30 mins = 90 mins per week (Excl. 1 hour of sports, typically on Fri afternoons)
- *PE is Fun* Teachers guide - Years 3-8
- Class based assessments
 - 2 CBAs per Term x 3 = 6 per year; 5 Activity based task [5 x 12%] and 1 exam for Term 3 [40%]

(MEHA, 2018)



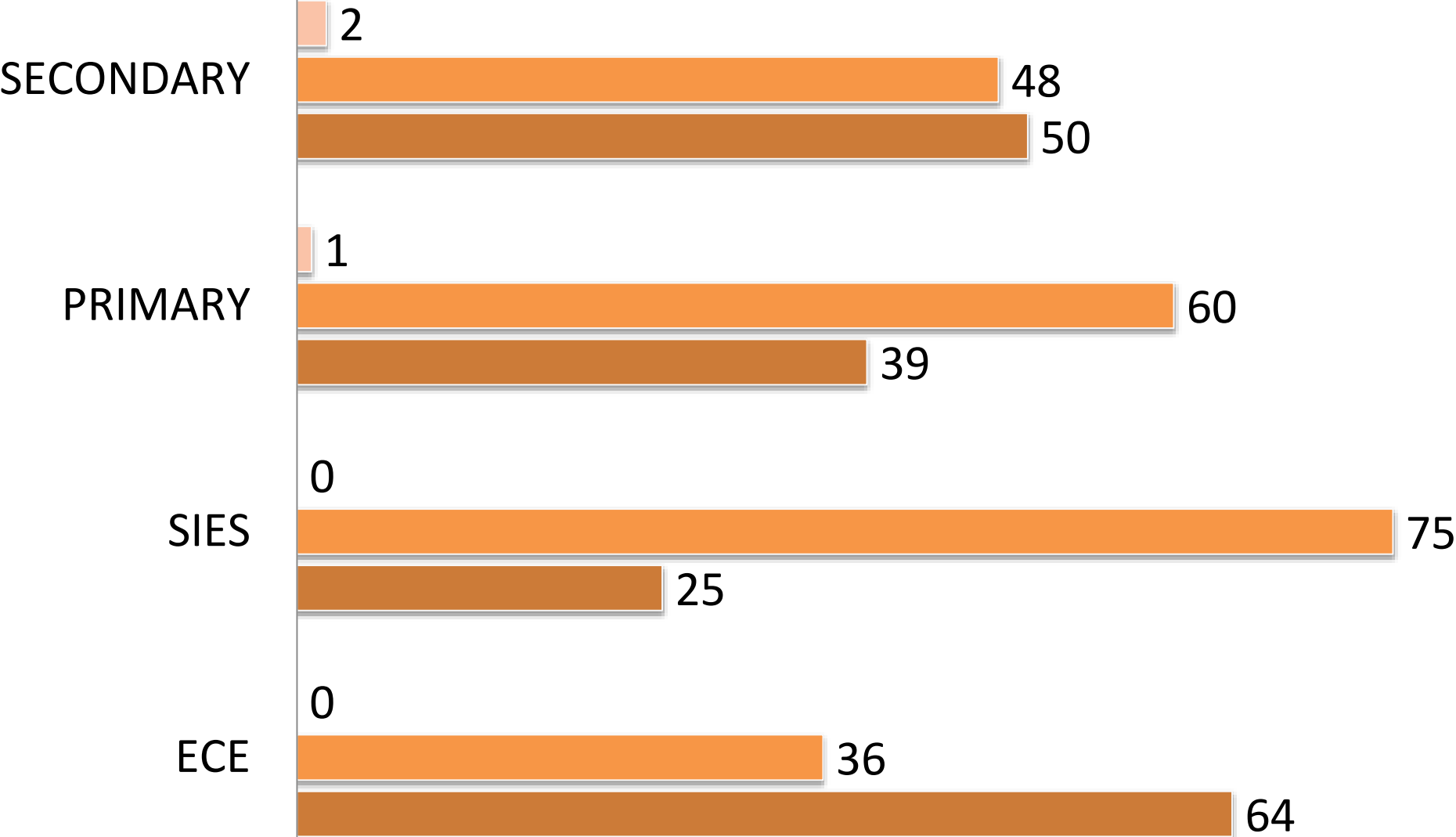
PE in schools

- Secondary
- PE syllabi Years 9-12 and PE prescription Year 13
- Specialist teachers
- 2 x 60 mins = 120 mins per week (Excl. sports)
- PE is Fun Teachers guide – Years 9-10
- Class based assessments
- Year 9-10: 2 CBAs per Term x 2 = 4; 4 Activity based task [4 x 15%] and 1 exam for Term 3 [40%]
- Years 11-13: 2 CBAs per Term x 2 = 4; 4 Activity based task [4 x 12.5%] and 1 exam for Term 3 [50%]

(MEHA, 2018)

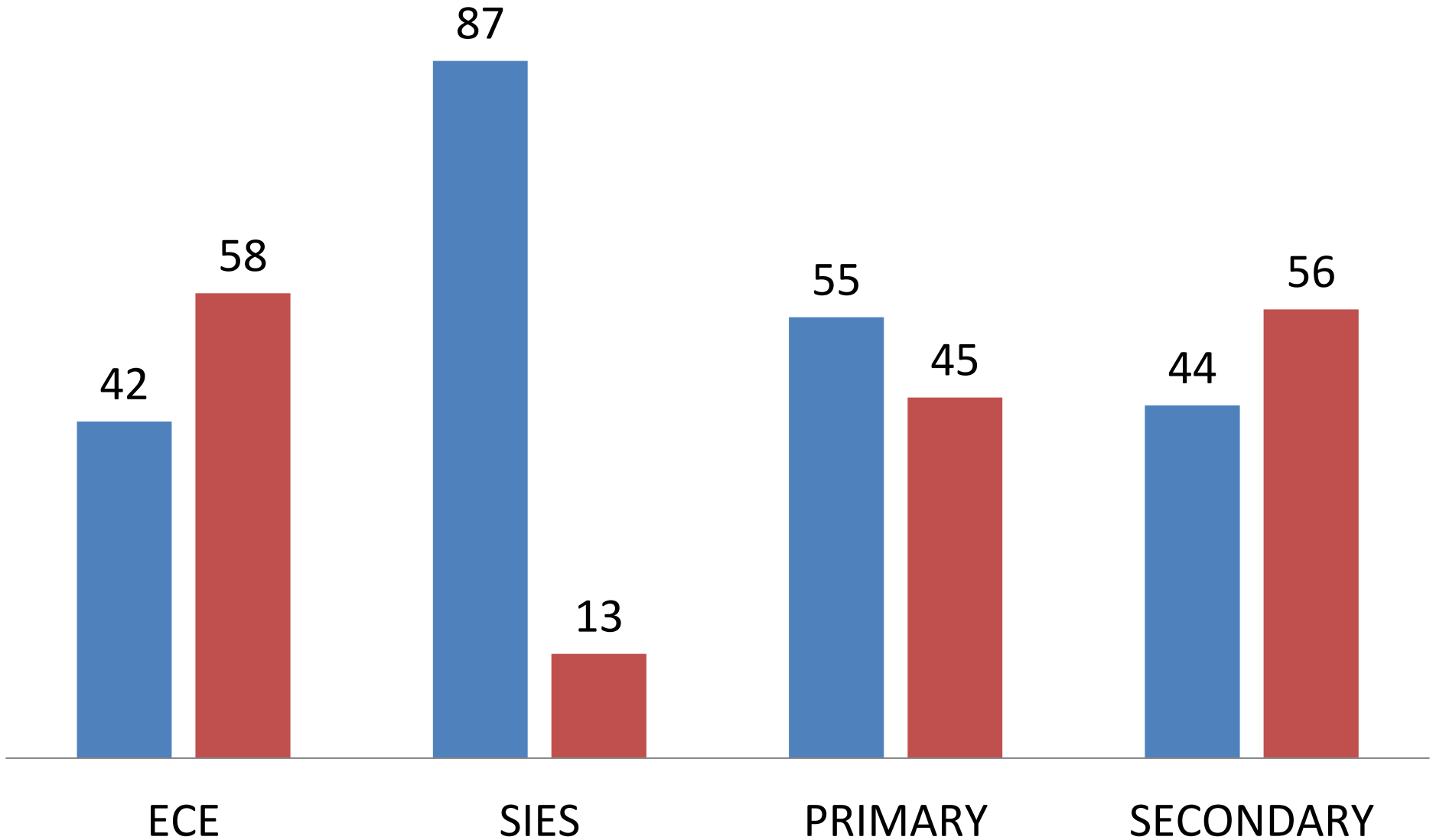
Ethnicity of Student Respondents

OTHER i-TAUKEI INDO-FIJIAN

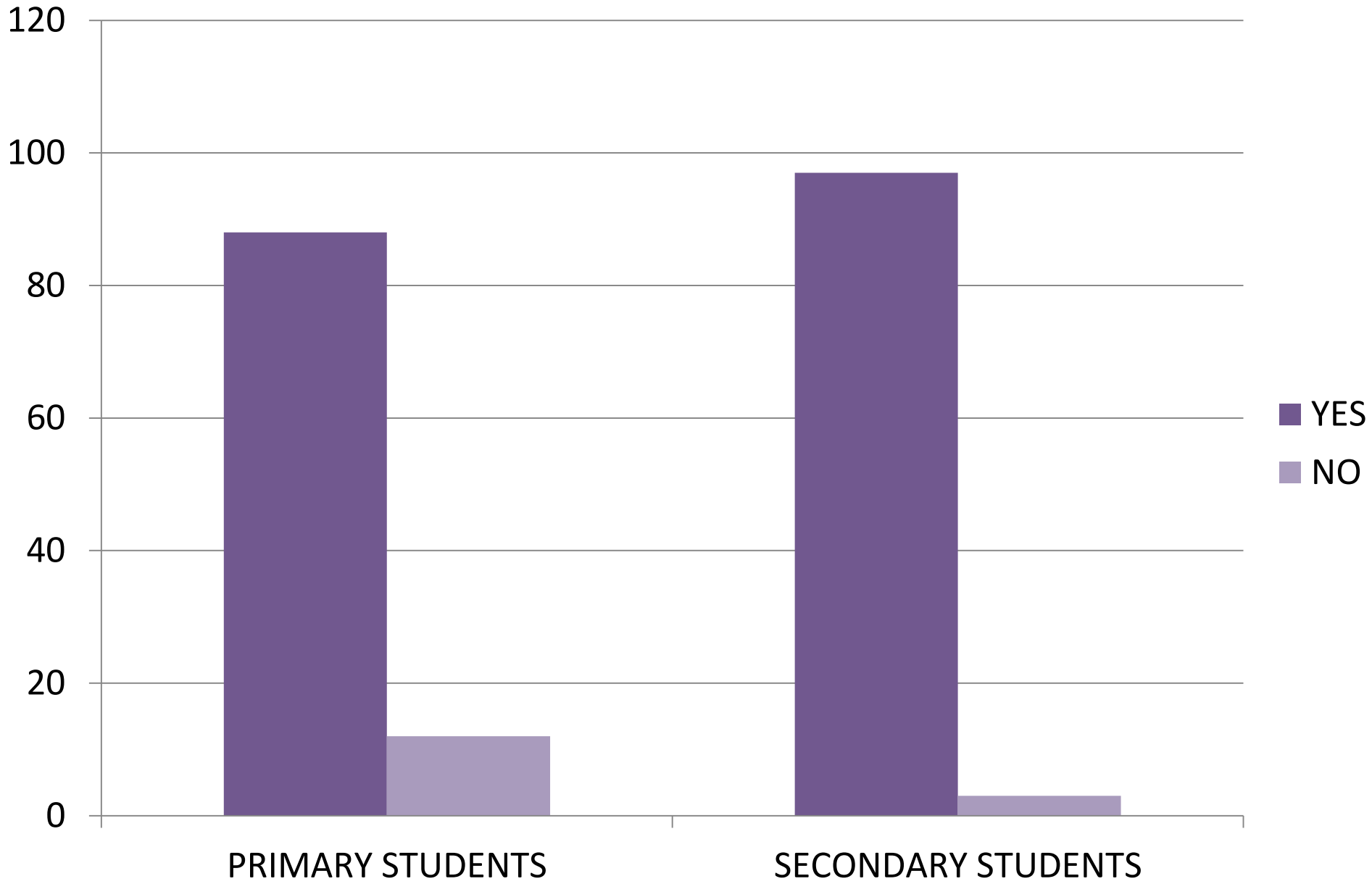


Summary of Respondents by Sex

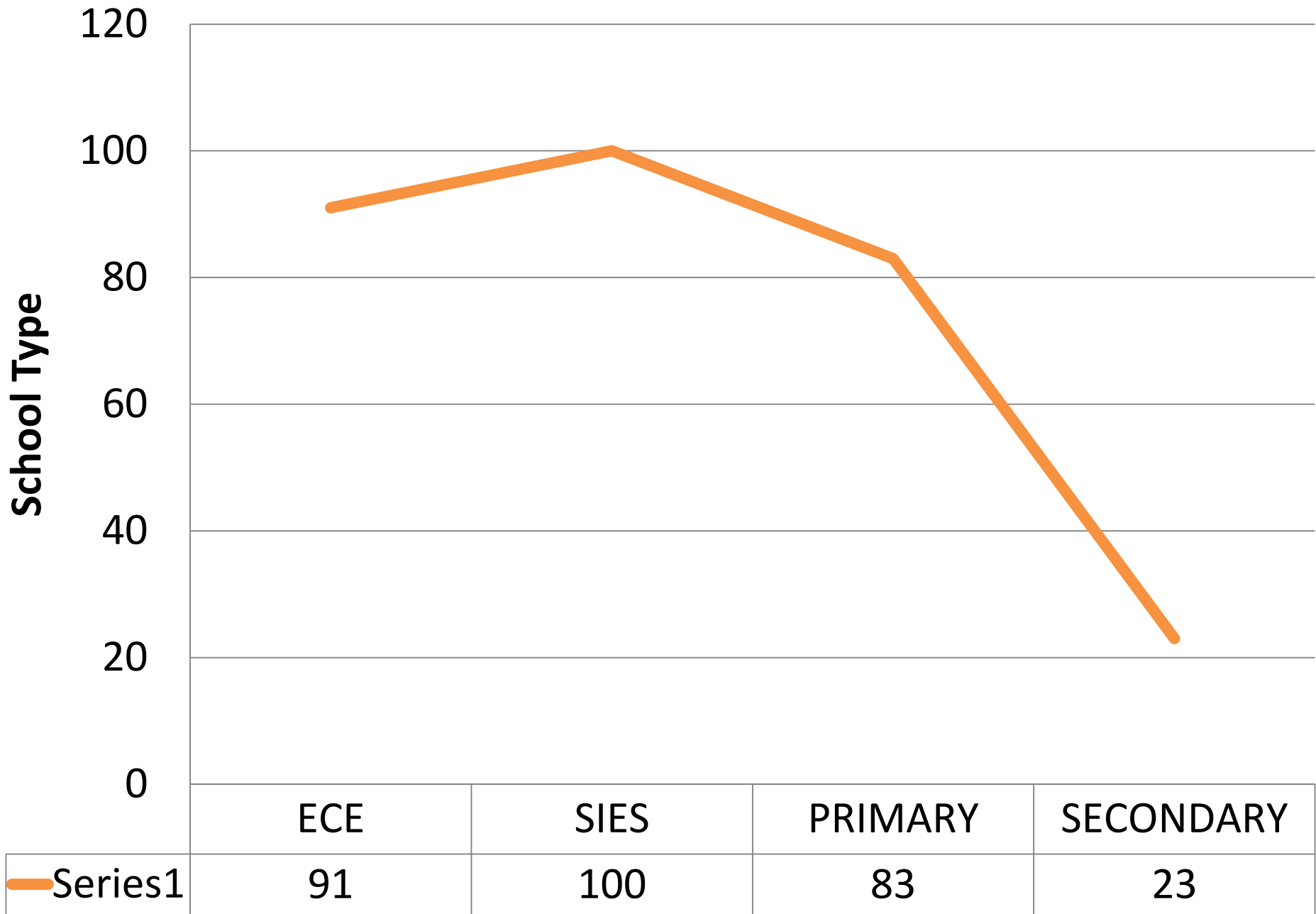
■ MALES ■ FEMALES



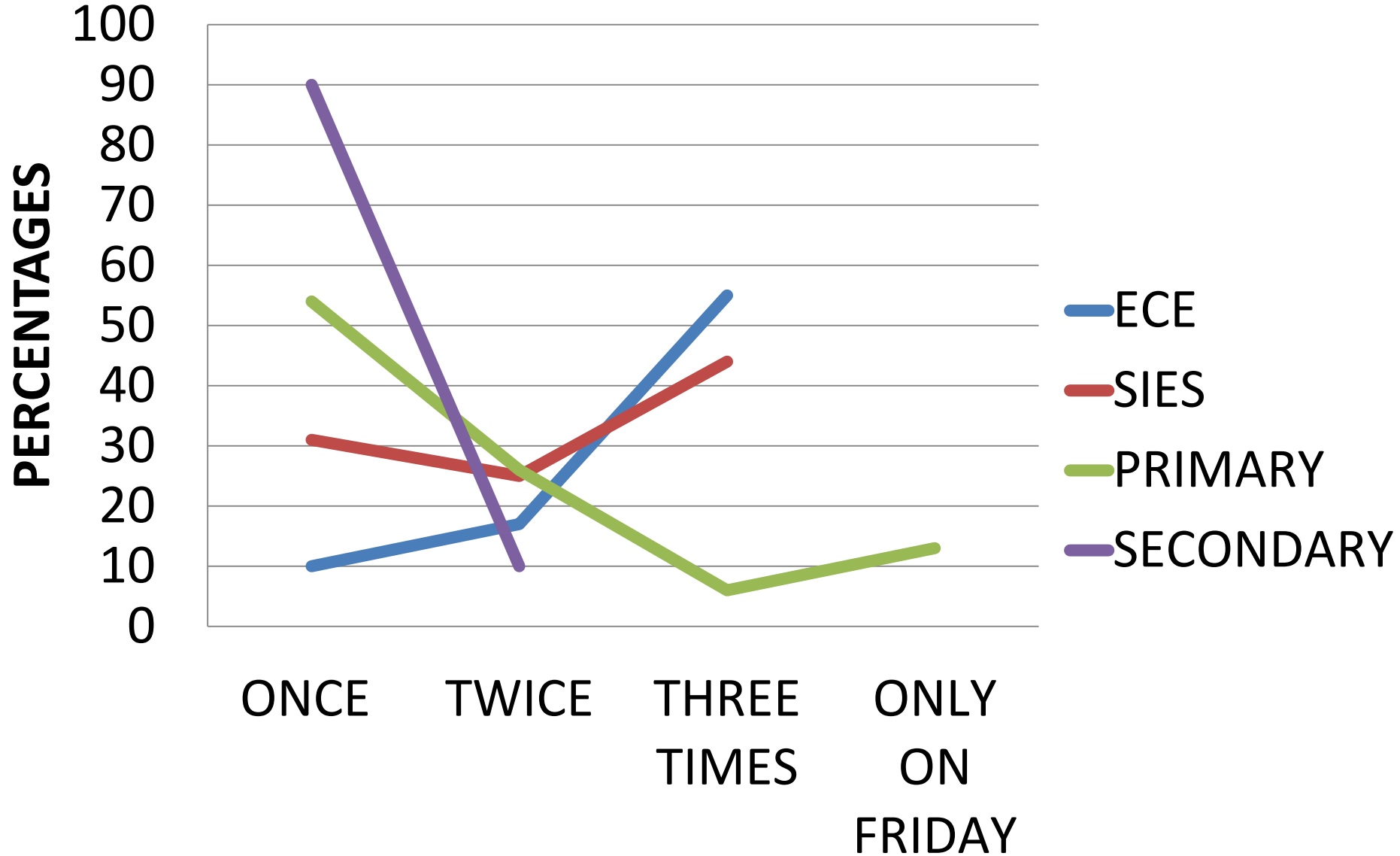
PERCENTAGE OF STUDENTS WHO WERE AWARE THAT PE IS A COMPULSORY SUBJECT



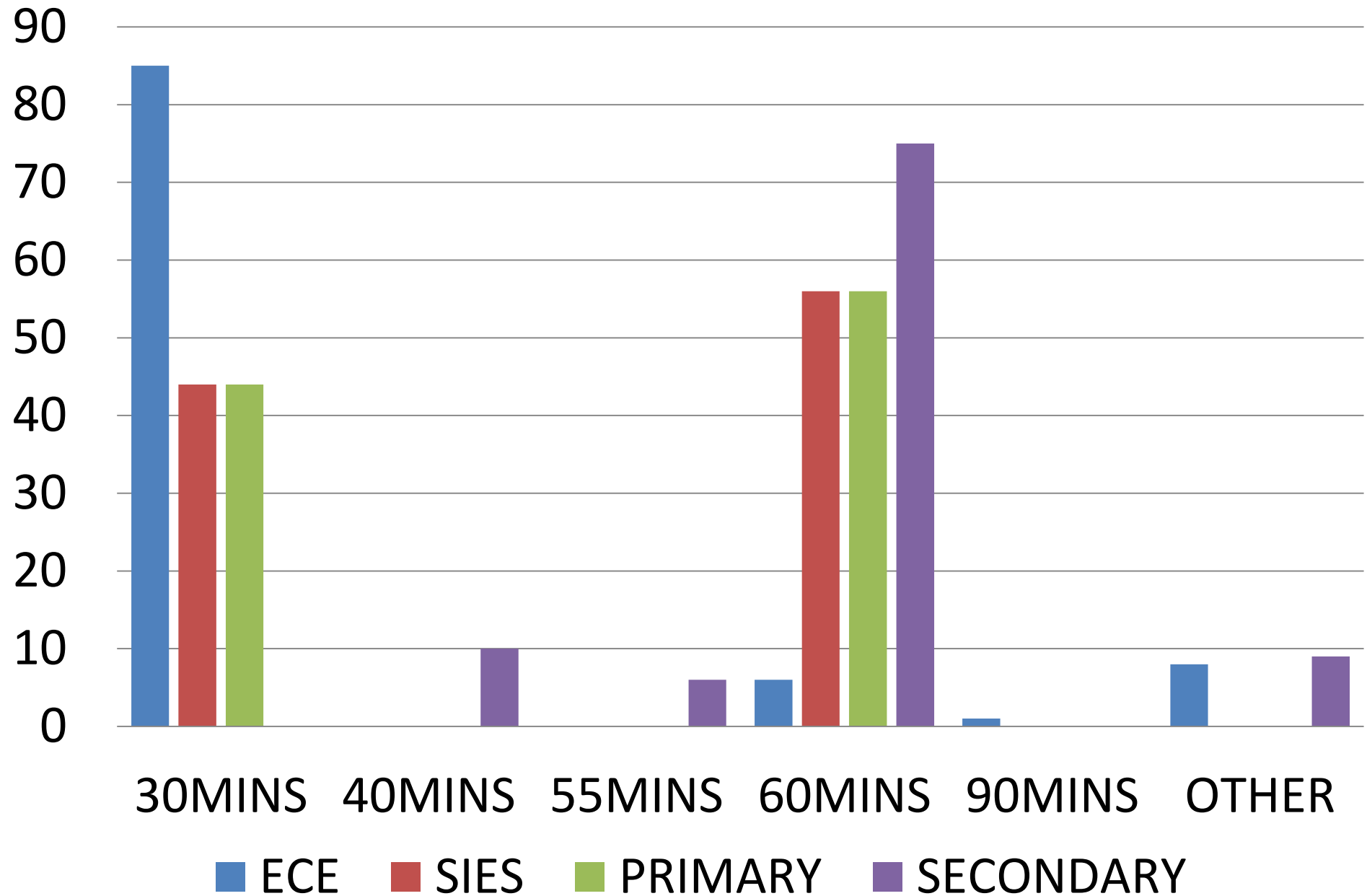
PE Participation Trend by School Type



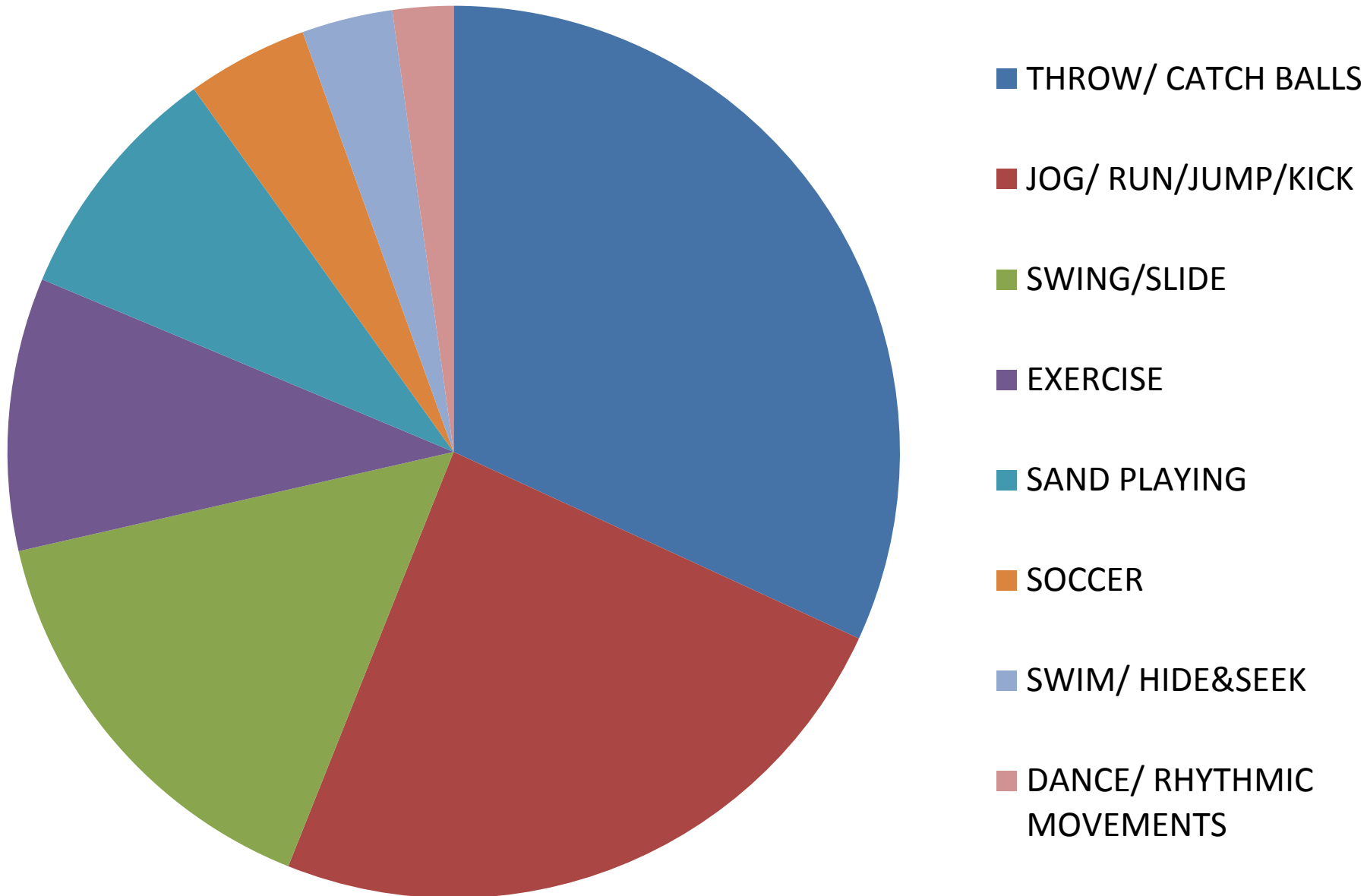
Frequency of PE Classes Per Week by School Type



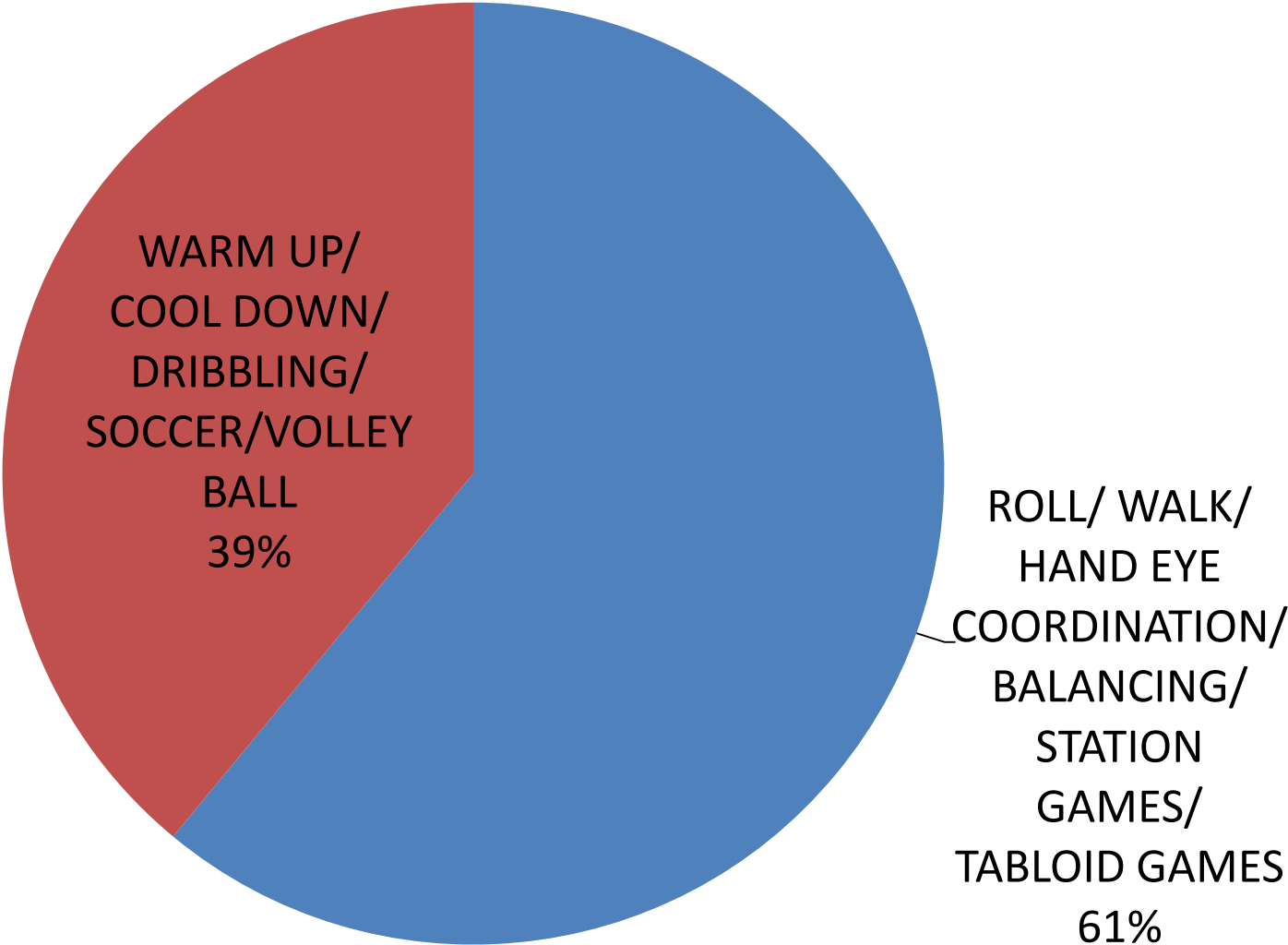
Duration of PE Classes by School Type



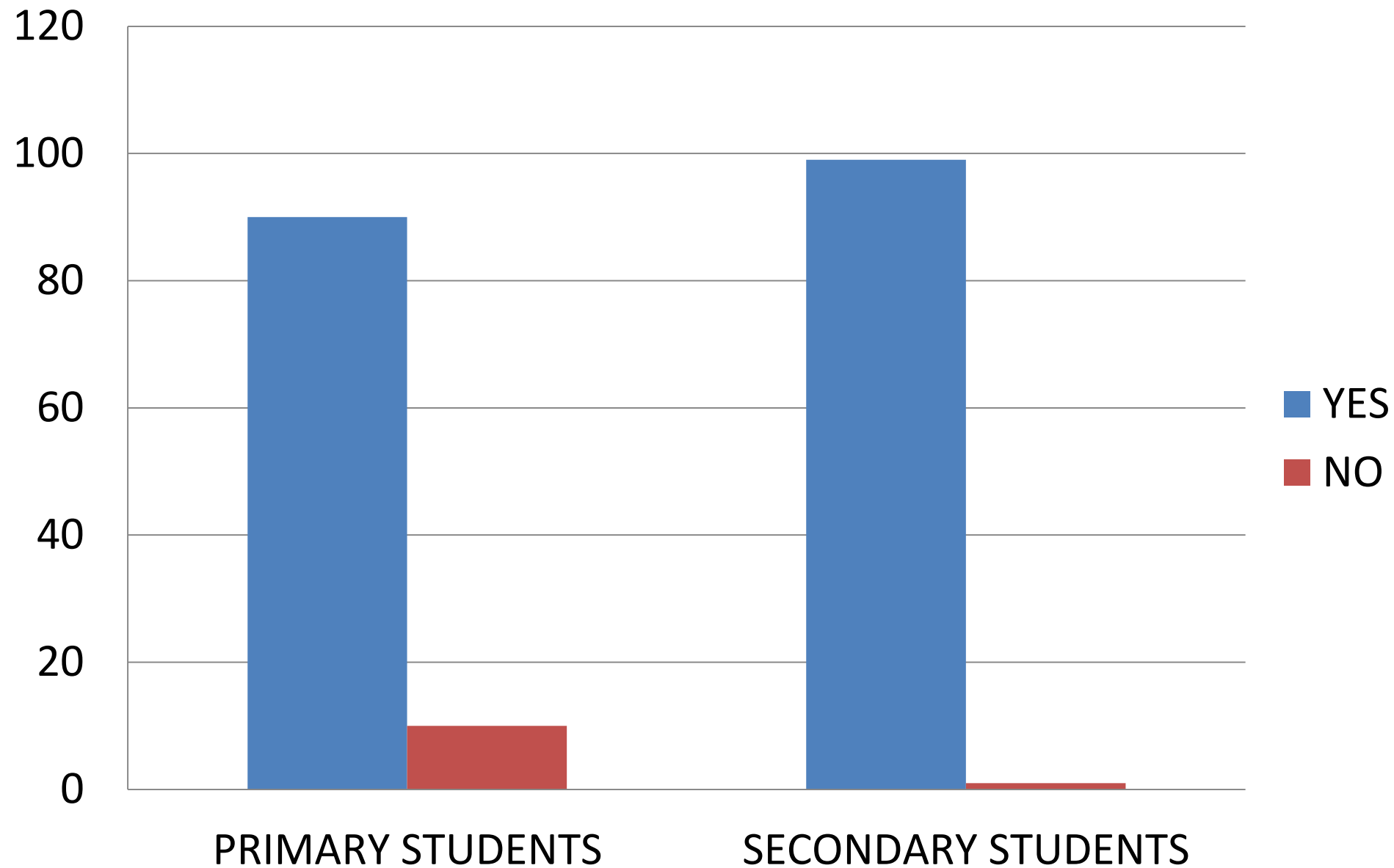
Physical Activities Engaged In By ECE Students During PE Classes



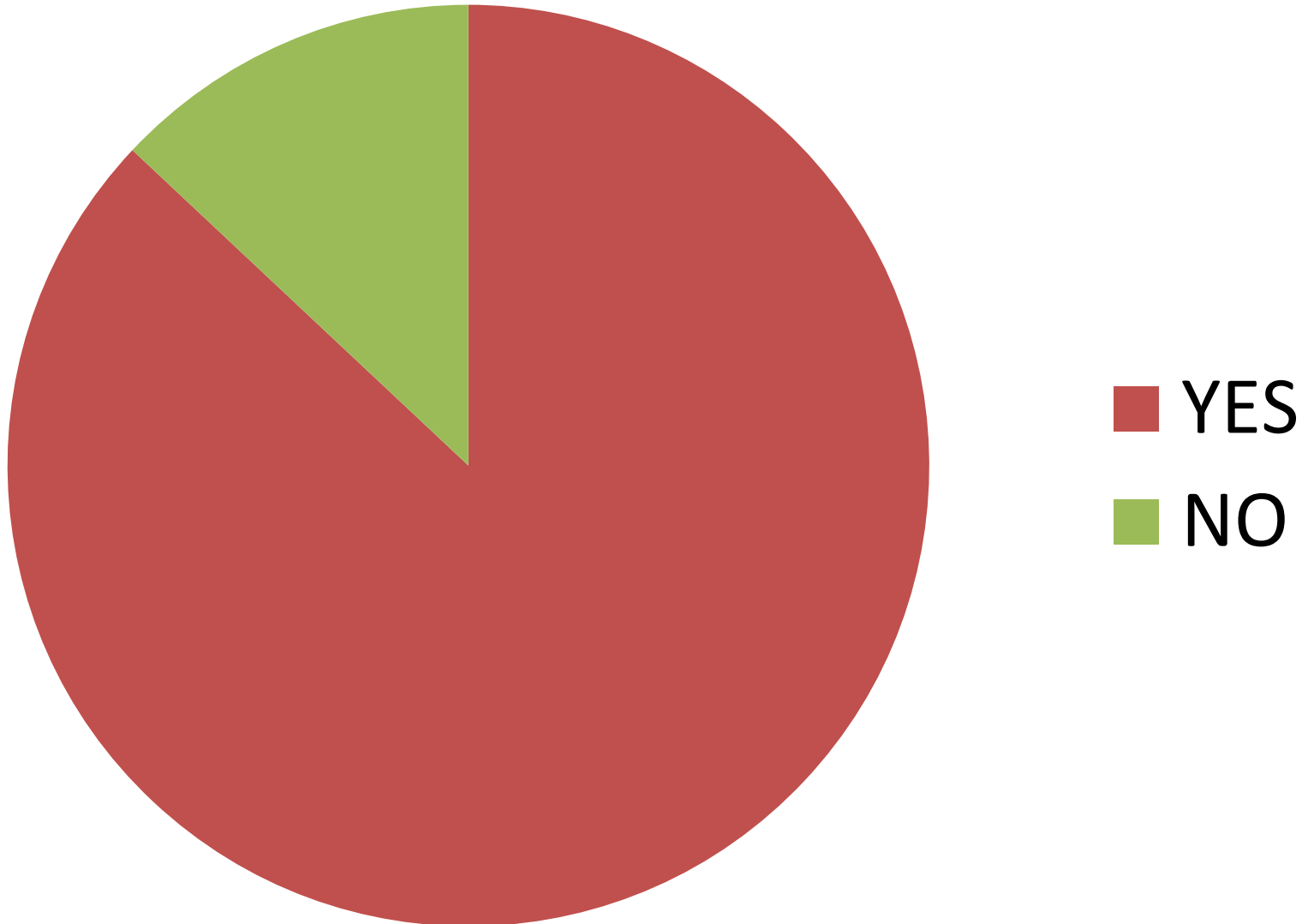
Physical Activities Engaged In By SIES Students During PE



Percentage Of Students Who Reported That Sports Was Played During PE Classes



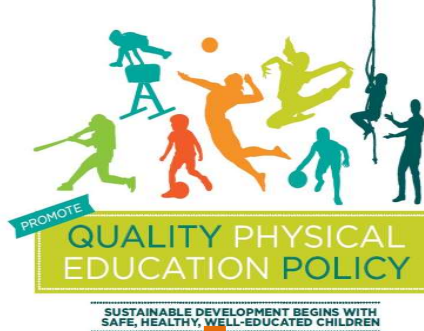
Percentage of Primary School Students Who Enjoy PE Classes





Findings

- Female numbers at ECE (58%) and secondary (56%) school levels were higher than males with the opposite true for SIES (87%) and primary levels (55%)
- >90% aware that PE is a compulsory subject
- Discrepancies in frequency and duration across all school types
- PE frequencies ranged from once to 3 times per week across all school types
- Duration of PE classes varied across school types but were understandable based on the duration of one class/ one period
- ECE and SIES PE Curriculum non-existent but conducted by Teachers
- A majority of primary students enjoyed PE: meet friends, run, jump, dribble, throw, catch, sports, ball handling, coordination skills, follow instructions, take turns
- PE has helped me: keep fit and healthy, concentrate, socialize with other students, learn to wait and be patient
- Would like to learn more sports



Findings: Secondary Students

- Approximately 80% of PE classes utilized for sports training
- 25% disliked PE classes used for sports training
- 29% agreed/ 47% sometimes/ 24% no on use of PE classes for other subjects/ exams
- 56% disliked having PE classes cancelled for other subjects/ exams
- “PE distracts me from my schoolwork” “I want to do my studies”
- “I’m not interested” “I’m shy of the boys”
- “Other students laugh at us”
- “I don’t know the types of games other students are playing”
- “don’t feel comfortable amongst the others” “feeling bad when playing with boys”
- “its quiet boring”
- “I don’t feel like playing”



Discussion

1. PE Delivery: decline, sports, competitive activities, delivery discrepancies
2. Inclusion: girls, CWDs, ethnic and religious minorities, high & low skilled students
3. Teacher Education, Supply and Development: PreSET qualifications, QPETE program content, specialist versus generalist, InSET & CPD systems
4. Facilities, Equipment and Resources: not standardized
5. Curriculum Flexibility: youth informed, age, stage and developmentally appropriate
6. Community Partnership: strengthen links to community, grow formal PE learnings out-of-school
7. Monitoring and Assurance: M&E, expertise, consultative curriculum revisions
8. Advocacy and Communication: community awareness, information plan, interim FPE Association



NCDs

- Global School-Based Student Health Survey (2010): 13-15 year olds :
 - 17.9% males and 20.4 females were overweight
 - 5.9% males and 4.5% females were obese (WHO GSBHS 2014)
- Obesity adverse effects on musculoskeletal , cardiovascular, respiratory and psychological health (Reilly et al 2003)
- Obesity in youth has associations with adult obesity, Type II diabetes, hypertension, cardiovascular morbidity and premature mortality (Reilly et al, 2010)
- Reduced urban and travel related physical activity in urban centers (Bauman et al 2001)



How QPE can help curb NCDs

- ✓ Early intervention by tackling NCDs at ECE and Primary School Levels through QPE provision
- ✓ Advancing physical literacy at Secondary School Levels and thereon
- ✓ Reducing premature deaths in adults by improving the conditions and behaviors established in childhood through QPE delivery
- ✓ Focus interventions that are early, smart, and evidence-based to protect, engage and empower youth
- ✓ Mitigate risks of children being outlived by their parents through QPE classes
- ✓ Grow competencies, confidence and skill levels of children and youth to enjoy lifelong physical activity, including sports
- ✓ Preventative measures through downstream approaches in schools that are holistic



Structure of the QPE Policy

- 3 Core Aspects of Quality Physical Education (QPE): 1) Child Protection and Safeguarding Children; 2) Inclusion; 3) Physical Literacy
- 8 Critical Themes: PE delivery, inclusion, teacher education, supply & development, facilities, equipment & resources, curriculum, community partnerships, monitoring & assurance, and advocacy & communications
- Addressed by 4 Sections of the Policy: Curriculum, Instruction, Assessment and Opportunity to Learn

(UNESCO, 2018)



Formulation of a 1st-ever QPE Policy

- Establishment of Steering Committee, Technical Working Group, & identification of Key Stakeholders
- Nation-wide consultations using multiple data collection methodologies
- A fully budgeted implementation; advocacy and communications strategy with a monitoring and evaluation framework
- Policy endorsement by partners and stakeholders
- Cabinet Office submission



Intellectual
Capital

Social
Capital

Financial
Capital

Individual
Capital

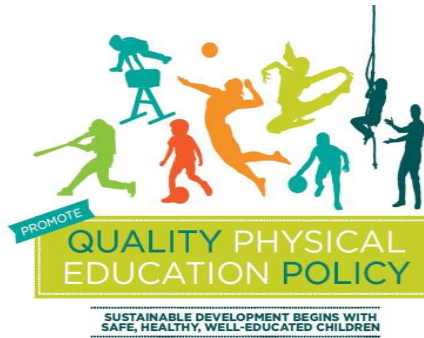
Physical
Capital

Emotional
Capital



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**VINAKA
VAKALEVU!**