



National Research:
State and Status
of Physical
Education in
Public Schools
of South Africa

A report for policy makers



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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**National Research:
State and Status of Physical Education
in Public Schools of South Africa**

**Research commissioned by
UNICEF in partnership with the Department of Basic Education**

**Research conducted by
South African University Physical Education Association
(SAUPEA)**

**Report compiled by
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State and Status of Physical Education in Public Schools of South Africa*

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ACRONYMS

CAPS:	Curriculum and Assessment Policy Statement
DBE:	Department of Basic Education
HOD:	Head of Department
ICSSPE:	International Counsel for Sport Science and Physical Education
LSEN:	Learners with Special Educational Needs
MINEPS VI:	International Conference of Ministers and Senior Officers responsible for physical education and sport
MMR:	Mixed Method Research
NGO:	Non-government Organisation
PE:	Physical Education
QPE:	Quality Physical Education
SAUPEA:	South African University Physical Education Association
S•DIAT:	Sport-in-Development Impact Assessment Tool
SGB:	School Governing Body
SRSA:	Sport and Recreation South Africa
UNESCO:	United Nations Educational Scientific and Cultural Organisation
UNICEF:	United Nations International Children's Emergency Fund
WHO:	World Health Organisation

EXECUTIVE SUMMARY

PREAMBLE

United Nation agencies and national governments collectively drive an agenda for global transformation as envisaged by the UN Sustainable Development Goals. Global stakeholders engage around policy reform and development to address poverty and inequality. With physical inactivity as a major contributor to high non-communicable disease mortality rates and obesity, the World Health Organisation (WHO) turned to Physical Education (PE) as a mechanism for change. South Africa became a pilot for UNESCO's (2016/2017) Quality Physical Education (QPE) project that provided the impetus for nation-wide research under the leadership of the UNICEF-DBE partnership.

The **research aims** to determine the current state and status of Physical Education (within the learning area of Life Skills/Life Orientation as prescribed by the Curriculum and Assessment Policy Statement or CAPS) for South African public schools. The South African Universities Physical Education Association (SAUPEA) coordinated the research in which 27 researchers from nine public South African universities participated.

Limitations mainly relate to the delay in funding and permission to conduct the research in public schools. Other issues concern access to schools that resulted in multiple scheduling of site visits where possible. Researchers completed nine provincial reports based on qualitative research in 2017 followed by a comprehensive national report that incorporated all data sets.

The **methodology** featured a Mixed Method Research (MMR) approach by utilising the S·DIAT (Sport-in-Development Impact Assessment Tool) that allows for data integration and triangulation. The purposive sample included four school types based on socio-economic categories (Quintiles 1–3, Quintiles 4–5), geographical distribution (rural and urban settings) and type of learners (primary and secondary school learners, as well as learners with special educational needs) in all nine provinces. Some deviations in initial sampling projections (8 schools per province) occurred due to contextual realities, such as flooding and the availability of types of schools within rural areas where a local university served as centre. Ultimately, the research included 72 schools across the selected prototypes. In addition to document analysis, techniques used included:

-  *Interviews* with 112 Heads of Departments (HODs) of the learning area Life Skills/Life Orientation and 28 School Governing Body (SGB) members and/or community representatives.
-  *Focus groups* incorporated 232 HODs and educators/educators and 601 learners with 274 primary school learners, 251 secondary school learners and 76 learners with special educational needs (LSEN).
-  *Questionnaires* were completed by 56 HODs, 175 life skills/life orientation educators, 1333 primary school and 1348 secondary school learners.

RESULTS

Status of Physical Education

- In most township schools, the status of Physical Education is very low as parents, school management and educators emphasise the importance of academic subjects.
- Most former Model-C schools predominantly prioritise sporting success and view the importance of Physical Education as a training ground for sporting talent.
- In schools for LSEN, Physical Education follows a highly valued rehabilitative approach. Most rural schools were relatively more disadvantaged due to the lack of access to multiple resources.
- Gender dynamics in terms of mixed-gender classes, particularly in secondary schools where girls are relatively disadvantaged due to the choice of activities, big classes and lack of didactical flexibility have need of consideration.

Approaches of implementation

From the analysis of all data sets, five main approaches appear to exist:

- Various degrees of Quality Physical Education (QPE) are evident in well-resourced schools with qualified educators supported by external coaches or experts.
- The sport-focused approach relates to a continuum of sport-for-all to highly competitive sport facilitated by educator-coaches and/or external specialists or volunteers.
- A health-focused approach ranges from offering fitness activities or implementing a bio-physical paradigm.
- A value-based approach focused on preventing or countering social deviance.
- An assessment-driven approach is supported by self-learning.

Models of implementation and educator qualifications

- Different models exist in different school types.
- Qualified (25.1%) or unqualified interested educators take multiple classes or grades.
- Mostly unqualified educators take their own classes (62.3%) in a gender-mix setting.
- Assistance from external experts for higher quintile schools and/or Non-Governmental Organisation (NGO) peer educators for lower quintile schools representing differential levels of 'outsourcing' (14.9% overall).

Qualification and experience profiles of educators

- Most HODs in Life Skills/Life Orientation (67.3%) and educators (43%) have five years or more teaching experience in the field.
- Of the 71.2% educators teaching Physical Education also coached sports at their respective schools and obtained a level one (46%), two (14%) and three (14.5%) coach qualification.
- Only 40% of HODs have a formal qualification in Physical Education compared to 66.7% of the educators.

Profiles of learners regarding sport participation relevant to Physical Education

- Learners who took part in school sport were 71.4% primary and 48.8% secondary school learners, compared to 56.3% and 46.9% respectively, who take part in sport outside the school.
- Learners played sport both at school and outside school in the case of 25.4% of the primary and 15.7% of the secondary school learners.

- A significant higher proportion of boys than girls play sport outside school showing a medium effect range for primary school and secondary school learners. The difference based on gender relates to primary school boys (62.2%) compared to girls (49.4%) and secondary school boys (61.1%) compared to girls (35.0%).

Implementation of Physical Education

- Physical Education does not take place in 9.1% primary and 13.2% secondary schools.
- Regular implementation is compromised by theory-only classes (>45%), doing homework (>54%), catching up on other subjects (>30%) or free play (>59%).
- An inter-quintile comparison for primary schools shows 16.8% irregular PE classes for Quintile 1, 8.6% for Quintile 2-3, 8.5% for Quintile 4-5 and 3% for LSEN school types.
- No or irregular implementation for different secondary schools entails, 9.4% for Quintile 1, 17.8% for Quintile 2-3, 8.6% for Quintile 4-5 and 7.8% for LSEN school types.
- Over the period of two years (2015 and 2016), the main content of Physical Education for primary schools were structured physical activities, sport and fitness with higher quintile schools showing proportionally more participation than lower quintile schools, and most LSEN participated in structured lessons and sports.

Attitude of educators towards Physical Education

- Most educators (63.6%) are positive that Physical Education is a valuable subject and 61.3% expressed their willingness to teach it.
- Of the educators, 52.3% are interested and 53.3% motivated, but only 42% are positive and feel equipped to teach physical education, whereas 12% are negative.

Attitude and experiences of learners towards Physical Education

- Most learners highly value fun activities, taking part with friends, team activities and activities in which they excel or improve movement competency.
- Respondents from lower quintile schools ($\geq 60\%$) and schools for LSEN (66.7% for primary school and 50.0% for secondary school) report relatively more negative experiences concerning individual and group conflict, which has a bearing on their willingness to participate in physical education practical classes.

Perceived benefits of Physical Education for learners

- Most respondents (>78%) rate the gaining of fitness and improvement of personal health as a benefit, whilst another health-related aspect includes ‘weight control’.
- Cognitive benefits (>81%) also include strategic decision-making in games (>71%).
- Social benefits include playing with friends (>83%) and play fairly.
- Psychological benefits entail self-discovery (>87%), self-worth (>85%), bringing a sense of freedom (>82%), creating an interest in active participation (>79%) and providing relaxation from stress (>73%).

Challenges for all schools

- The lack of recognition and resource provision from DBE and government entities at all other levels.
- Curricular constraints with minimal time allocation to “practical participation” and the theory-practical divide.

Quintile 1-3 schools

- The lack of monitoring and evaluation from subject advisors who often demonstrate a lack of understanding of Physical Education and contextual realities.
- Not having a supportive sport culture and low value perceptions among management, teachers and parents.
- Over-dependence on CAPS that is assessment-driven, and a focus on limited activities.
- The lack of basic physical resources, especially indoor-facilities and a variety of adequately safe and well-maintained outdoor facilities, as well as enough durable equipment.
- The lack of trained, knowledgeable educators with good didactical skills.
- Large and gender-mix classes disadvantage girls and less physically developed boys, as well as pose the risk of injury and conflict among learners.
- Lack of funding (budget from DBE) and inability to raise funds.
- Learners not able to afford practice clothing for active participation.

Quintile 4-5 schools

- CAPS and a theory-practice discrepancy, time allocation, absence of holistic approach multiple assessments of physical skills.
- Physical Education not being a stand-alone subject for appointing specialists.
- Inappropriate ranking of schools and capacity, as well as resource constraints.

LSEN schools

- Inadequate curriculum content and lack of clear guidelines for implementation.
- Lack of adequately trained educators to deliver adapted activities.
- Lack of opportunities to participate with able-bodied learners (mainstreaming).

Good Practices

Policies and practices

- Having policies and supportive governance structures for school sport.
- Feature an active sport (mass) participation and (sporting) excellence as school ethos.
- Advocacy for sport and Physical Education by school management.

Implementation

- Scheduling Physical Education within a cycle and alignment content with seasonal sport activities.
- Male and female specialists providing separate PE lessons.
- Utilising educator-coaches and external service providers to ensure quality implementation practices and counter the current “age-effect” (elderly teachers).
- Didactical flexibility and integration of value-based education and accommodate differential needs of learners.

Curriculum and content

- Overcome the limitations set by the assessment-focused curriculum by providing a wide variety of content that meet the interests and expectations of learners.
- Integrate assessments with teaching and focus on formative outcomes.

- Utilising additional aids and updated and diverse learning materials.

Resources

- Sharing the school sport budget, facilities and equipment with Physical Education, as well as involving educator-coaches.
- Negotiating access to community facilities or NGO-driven centre-based implementation.
- Continued training of educators and active monitoring focused on quality practices.

Recommendations

By Educators

- Ensuring that DBE and other levels of government educational sectors promote the value of Physical Education.
- DBE to attend to infrastructure development by building and upgrading and providing enough quality equipment.
- Central budget shared with school sport and providing of clothing to disadvantaged learners in all schools.
- Revision and adaptation of CAPS to clarify content and particularly address the needs and interests of learners, assessment and ensure theory-practical articulation.
- Consider developing Physical Education to become a stand-alone subject taught by specialist educators, particularly young educators to address the “age factor”.
- Provide accredited courses for school and NGO staff to deliver quality or functional Physical Education to lower quintile schools.
- Offer special occupational positions for qualified physical educators to ensure that tertiary education institutions can deliver qualified staff.
- Address scheduling (example: double period), provision of facilities and equipment.
- Address the gender issue and big class sizes.
- Assist in Lotto applications and negotiation for access to community facilities.

By Learners

- Change curricular content to meet the needs and interests of all (or at least the majority) by including more and different age-appropriate content, value-based education and incorporating popular youth cultural activities.
- Preference for teamwork and improved teaching touch on issues of adapting and applying fair assessment measures, improved organisation and allow for enough time (a double period) for practical classes outside the classroom.
- Improve the quality of teaching by gaining knowledge and enabling the facilitation of large classes (lower quintile schools) and addressing specific physical ability levels (LSEN).
- Revise the number and types of assessment to be fair, show progress and enhance meaningfulness.

CONCLUSION

This national report and nine provincial reports comprise a comprehensive, informative and current knowledge resource on the state and status of physical education in South African public schools. The voices of school management, educators and learners find expression in mediated narratives (provincial reports) with reciprocal contextualisation and identification of trends in

the national report. The 27 researchers from nine public universities provided in-depth information on the current discourses, national debates and lived-realities in the context of diverse quintile and geographically located schools. This report may serve as a meaningful guide to impactful strategic decision-making regarding policy, curricular and practice reforms, whilst building on existing assets. There is a realisation that ‘one size does not fit all’ and that Physical Education can indeed come out of the woods to ensure a quality of life for all. The data speaks to a plan of action to bring the major stakeholders on board and address the many national development priorities, allowing Physical Education to play a recognised and meaningful role in schools that will prepare learners for a healthy, happy and fulfilling future.

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State and Status of Physical Education in Public Schools of South Africa

1. BACKGROUND

The world constitutes a rich tapestry of inequalities requiring collective action to address broad societal issues as envisaged by the UN Sustainable Development Goals' targets (Manteaw, 2012). Global partnerships configurations among the world's sport leadership provide a driving force for innovative educational practices in the sport and Physical Education domains, whilst national school systems constitute enabling channels for delivering on development outcomes (Griffiths & Armour, 2013). The World Health Organisation (WHO) launched various campaigns and renewed its policy framework to address alarming worldwide mortality rates due to high levels of physical inactivity globally (WHO, 2018).

As in other sub-Saharan contexts, the South African public school system faces severe challenges in delivering quality education for learners facing stark socio-economic realities on a daily basis. The socio-economic inequality affects the majority of South Africans for 87.7% of public schools constitute no-fee schools which accommodated 77.2% of the total school population in 2015 (Ndebele, 2017:483).

In the lower quintile schools (ranked one to three out of a five-rating system), social issues have a spill-over effect due to high unemployment (33.0% in 2016 and 27.2% in 2018 with youth between ages 15 and 35 being 38.2%) (Mackay, 2017:285; Statistics South Africa, 2018), low adult educational levels, and alarming disease profiles related to inactivity. It is estimated that 13.5% of South African children aged 6-14 years are obese which is higher than the global obesity prevalence of 10% (Armstrong, Lambert & Lambert, 2011; Gupta, Goel, Shah & Misra, 2012). Physical education and sport-for-development initiatives focus on addressing various social issues and are offered at schools with the aim to improve learner retention and academic performance (57,000 7- to 14-year-olds are out of school at any given time) (DBE, 2017).

Although PE and sport-related practices are not a panacea against entrenched social "ills", there is evidence that it can contribute meaningfully to behavioural and life style changes (Coalter, 2013; Burnett, 2015). Life Skills and Life Orientation curricula of which physical education forms a negligible component, aim to contribute to installing positive social values and pro-social behaviours (Van Deventer, 2011 & 2012; Stroebel, Bloemoff & Hay, 2016). Policy renewal, school infrastructure development, curricular reform and stakeholder collaboration from global to local levels, inform current national strategic drives (DBE, 2017). The need for policy coherence, stakeholder alignment, the improvement of quality education and long-term educational outcomes, paved the way for South Africa to be selected as a UNESCO pilot project on QPE (2016/2017) (UNESCO, 2016, 2017a, 2017b).

2. GLOBAL POLICY FRAMEWORKS

Access to Physical Education was indirectly declared as a human right in 1948 (UN's Universal Declaration of Human Rights) and gained explicit status at the 1976-Conference of Ministers of Physical Education and Sport (MINEPS I) held in Paris (UN, 1948). The International Charter of Physical Education and Sport (1978), MINEPS V and the Berlin Declaration (2013) affirmed the status of Physical Education, whilst a revised International Charter included a Physical Education and Sport (PES) strategy, which addresses the cultural dimension as key to individual development (Gazzoli, 2017).

UNESCO drives global initiatives of QPE in collaboration with organisations, such as the International Counsel for Sport Science and Physical Education (ICSSPE). The latter organisation issued an International Position Statement on Physical Education that draws on the UNESCO (1978) International Charter on Physical Education and Sport and advocates a life-course approach in support of health-related outcomes within a development framework (Cloes, 2017; Gazzoli, 2017). At the sixth International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS VI) held in Kazan, Russia in June 2017, the ministerial representatives pledged support for the revised UNESCO Charter and emphasised the social and health benefits of Physical Education, physical activity and sport (UNESCO, 2017c).

Physical Education and school sport practices are closely interrelated. In 2011, two national government entities (Department of Basic Education and Sport and Recreation South Africa) signed a Memorandum of Understanding in terms of the Intergovernmental Framework Act (Act No 13 of 2005) and agreed to share accountability for policy-to-practice integration of school sport with direct implication for Physical Education (DBE & SRSA, 2011). This partnership still has to bear fruit for the implementation of meaningful and impactful quality Physical Education in public schools. In South Africa, Physical Education underwent several policy-related restructuring, from being a stand-alone subject (prior to 1994) to Outcomes-based Education (Curriculum 2005), resulting in the reduction of Physical Education to one of eight learning outcomes in Life Orientation. It comprises *Human Movement and Development* to be implemented over four school phases, from the Foundation, Intermediate, Senior and Further Education and Training phase (Van Deventer, 2000).

Without clear guidelines and models to afford a synergetic implementation (from theory to practice and meaningful outcomes), schools and educators followed a myriad of approaches with some borrowing from international models, whilst others developed their own or kept to curriculum-based, activity- and assessment-focused implementation practices. Within this congested space, the question emerged - what does Physical Education look like in the public school system? For clarity, one has to scrutinise and examine existing practices.

3. PHYSICAL EDUCATION AND RELATED PHENOMENA

The drive for global policy consensus has a multi-pronged approach in that it also aims to impact on the meaning and potential outcomes of Physical Education within the school and community environments. Globally, Physical Education remains a relatively under-sourced and

under-valued school curriculum subject (Hardman & Marshall, 2009). In an attempt to refine the scope and purpose of physical education, UNESCO (United Nations Educational, Scientific and Cultural Organisation) (2014) brought out a statement about Quality Physical Education (QPE). It recognises the formative role of Physical Education to be developmentally appropriate and contribute to holistic development, life-course learning and active living (Ward, 2013; Dyson, 2014). The educational environment extends to the community where civic society linkages create networks for fostering active schools and communities (Naul, 2017).

Globally, there are multiple models of delivery and approaches to Physical Education within public and private school systems. Analysing such models, provide new insights for developing an analytical framework that may inform suitable models for the South African public school system.

3.1 Models of delivery at the global level

In the 1950s, physical education curricula in the western world and in some colonial territories (particularly in Africa) were dominated by physical drills and exercising based on Swedish gymnastics in addition to competitive games to extend the body surveillance and discipline to shape character and masculine prowess (Kirk, 2004). Nationalist agendas for sporting success and the expansion of school sport practices saw the expansion of different sports being modified, adapted and competitive and were integrated in PE curricula (Roberts, 1996). Although competing discourses of ‘education of the physical’ (a bio-medical and sport approach) and ‘education through the physical’ (a more-open ended educational approach) remained unsolved and globally manifests in fragmented practices in sport as a prominent paradigm in the public school system (Lawson & Kretchmar, 2017). Sport activities, presented in the name of physical education, saved valuable resources in employing educator-coaches, shared infrastructure and provided a synergy of talent identification and sport skill acquisition for the extra-curricular school sport programmes (Stroebel, Hay & Bloemhoff, 2016). However, several models relating to sport in education exist.

3.2 Sport Education

This model features several game-centred pedagogical approaches that support delivery on the key sport-focused outcomes (Wallhead, Garn, Vidoni & Youngberg, 2013). The model allows for bridging from school to club and community sport engagement, whilst presenting a transformative agenda. The model gained global recognition as it develops leadership and multi-role acquisition for participants, including managing sport competitions and teams (Siedentop, 2002; Siedentop, Hastie & Van der Mars, 2011). In this way, it provides the means for indirectly achieving educational and public health goals and articulates with the community-linked approach that view the transfer of knowledge, skills and competencies to out-of-school settings as an important focus of Physical Education (Naul, 2017).

3.3 Physical literacy

Existentialism and phenomenology underpin a physical literacy approach developed by Whitehead (2010, 2011) as alternative to the elite sport model. It provides a multifaceted conceptualisation of skill development necessary for learning through and from movement invested in bodily experiences (Giblin, Collins & Button, 2014). The core elements contained

in the model are: (i) Movement competence; (ii) Rules, tactics and strategies of movement; (iii) Motivational and behavioural skills of movement; and (iv) Personal and social attributes of movement. The model provides transfer to real-life contexts, such as extra-curricular programmes, outside school hours and even after formal years of schooling (Dudley, 2015).

As pedagogical model, it capitalises on the inherent movement potential of an individual in achieving holistic educational outcomes or benchmarks and projects a development pathway for motor competency (Kirk, 2013; Metzler, 2017). An extended focus encompasses the notion of societal transfer and the promotion of physical activity across the life span (Cloes, 2017). This approach minimises holistic movement development and presents a skewed emphasis on physical and performance measurability (Keegan, Keegan, Daley, Ordway & Edwards, 2013).

3.4 Physical activity and health

The World Health Organisation (WHO) presents a compelling case for health-related physical activity with clear prescriptions of duration, frequency and intensity to prevent staggering health costs and aid productivity with positive socio-economic and career outcomes that was evident in the *Designed to Move* campaign that draws on a human capital model (Bailey, Hillman, Arent & Petitpas, 2013). Researchers draw a direct link between the low status and inadequate implementation of Physical Education evidenced in, for instance, the 2014 and 2018 Physical Activity Score Cared for South African children (Draper, Basset, De Villiers, Lambert & HAKSA, 2014 & 2018; Muthuri, 2014).

There is a paradigm shift in viewing physical activity as an umbrella concept for a public broader health agenda inclusive of Physical Education and sport (McKenzie & Lounsbery, 2013). A health-based physical education approach advocates for diversified activities, the incorporation of technology and media messages about healthy living from a holistic and societal perspective (Castelli & Florentino, 2008; Lawson & Kretchmar, 2017).

3.5 Physical Education and UN-driven development agenda

Health and social benefits associated with sport, physical activity and physical education place the spotlight on development agencies and governments to contribute to humanitarian and social development and to achieving the Millennium Development Goals (now the Sustainable Development Goals or SDBs) in continents, such as Africa (Guest, 2009). The UN Inter-Agency Task Team on Sport for Development and Peace referred to the concept of sport inclusive of all forms of physical activity that contribute to multiple outcomes (UN, 2003).

3.6 Life Skills/Life Orientation

The physical education component largely presents a multi-activity and hybrid model based on physical activity and health, whereas others favour a sport-based participation approach (Stroebe, Hay & Bloemhoff, 2016). More recently, the health profession engaged with physical educators and educators in implementing health-based physical activity and assessments (Draper, Basset, De Villiers, Lambert & HAKSA, 2014, 2018). For all public schools in South Africa, it is compulsory to offer Physical Education within the Life Skills/Life Orientation learning areas as prescribed by the Curriculum and Assessment Policy Statement (CAPS) (DBE, 2011a, 2011b). This does not equalise QPE as the latter directly speaks to the paradigms

and models of implementation entailing meaningful and sustainable transfer reaching beyond the classroom (Hastie & Wallhead, 2016).

Such curricular orientations inform the national research project that took place under the auspices of the UNICEF-DBE partnership with the aim to investigate the state and status of Physical Education from a strategic perspective (see Annexure A). Nine universities took part in the research coordinated and driven by the South African University Physical Education Association (SAUPEA) (see Annexure B).

4. RESEARCH DESIGN

4.1 Aim and objectives of research

The research aim was to conduct a situation analysis of the state and status of Physical Education in different school types representative of the South African public school system. This aim translated into the following objectives:

- To describe the global and national policy frameworks and models for Physical Education as it relates to the South African public school system;
- To conduct a situation analysis of the state and status of activities presented in the ‘physical education space’;
- To collect strategic data from selected secondary and primary public schools representing different geographical contexts (rural and urban) and socio-economic strata (as per quintile), as well as schools for LSEN in all nine provinces.
- To produce nine provincial and one national report for strategic decision-making for key stakeholders at the national and provincial levels.

UNICEF South Africa and DBE mandated the research in which nine South African universities participated under the leadership of the Olympic Studies Centre of the University of Johannesburg and SAUPEA. All senior researchers received methodological training for standardised implementation. Twenty-seven researchers from nine public South African universities and several post-graduate students of which one registered at the University of Johannesburg and also lectures in Physical Education at Brighton University (UK).

The research draws on global policy and conceptual frameworks to inform the subject matter and link with current discourses in the field of Physical Education. Due to a funding delay, fieldwork was spread out over a two-year period (2016 and 2017). In 2018, researchers produced nine provincial reports on the qualitative data, with this national report integrating all data sets and providing the main findings from the latter (see Annexure C and D).

4.2 Research phases

The research followed the processes proposed by Kloeppe, Kulinna, Stylianou and Van der Mars (2013) with three distinctive phases.

June to December 2016 (permission delay)

- Instrument development, writing the proposal and obtaining ethical clearance;
- Instrument content validation and training of researchers by offering two workshops;

- Pilot testing;
- Data collection in three provinces.

January to July 2017 (funding delay)

- Continue with data collection within six provinces;
- Data compilation of qualitative data and integration;
- Completion of qualitative data reports as per province.

August 2018 to September 2018

- Writing the national report, submitting all reports and the dissemination of results.

4.3 Methodology

4.3.1 Research setting, population and sample

After consultation with key representatives from DBE, UNICEF South Africa and representatives from 14 South African public universities, this national in-depth research followed in all nine provinces. Four school types based socio-economic categories (Quintiles 1-3, Quintiles 4-5), geographical distribution (rural and urban settings) and type of learners (primary and secondary school learners, as well as learners with special educational needs) made out the key variables of the population. Schools to be included in the sample, had to be within a 150 km radius from the university or airport where there were no participating local university (Mpumalanga and Northern Cape).

The research made use of non-probability sampling as proposed by Leedy and Ormrod (2013) to afford clustered comparison as per school type and associated contextual realities. In certain cases, some universities deviated from these selection criteria (Limpopo Province with Thohoyandou as centre) where higher quintile schools are not located within the stipulated distance (see Annexure C for the mapping of the research and Annexure D for the sample school profiles).

Within the clustered sampling of school and participant types, purposive sampling of the school principals, Heads of Departments (HODs) for Life Skills and Life Orientation, as well as educators took place. The principal and HODs requested and, in some cases, nominated educators to take part. In turn, random sampling took place for selecting primary and secondary school learners from specified grades (Grade 7 for primary schools and Grade 11 for secondary schools). Deviations from this related to funding delays and the need to follow up from 2016 to 2017 (see Limitations).

4.3.2 Research methods

The study adopted a strategic and social justice theoretical framework with an understanding that researchers would generate knowledge that allows for a critical questioning of “currently held values and assumptions” (Angrosino, 2005; Gray, 2009:25). A Mixed Method Research (MMR) approach was adapted to ensure a synergy between qualitative methods (and data sets) and quantitative data that has the potential for researchers to “participate in dialogue about multiple ways of seeing and hearing, multiple ways of making sense of the world and multiple standpoints of what is important and to be valued” (Greene, 2007:20). It evolves from a standpoint that ‘nobody knows better’ to ‘everybody knows different’. The S•DIAT (Sport-in-

Development Impact Assessment Tool) that gained global attraction and was utilised for other national sport-related impact assessments (Burnett & Hollander, 2007; Cronin, 2011; Burnett, 2014), was applied. The S-DIAT offers a solution between the contextual-realistic sport and Physical Education as interventions and “more valuable and intellectually sound evaluation practices” (Haudenhuyse, Theeboom & Nols, 2013:480).

MMR integrates two forms of data concurrently via theme-integration of issues and local context, and by having one build upon the other (Creswell, 2013). This approach also allows for the triangulation of results from the combination of both qualitative (interviews, focus groups and observation) and quantitative methods (questionnaires) to reveal the complex reality of multiple understandings where data intersects.

4.3.2.1 *Qualitative research*

Researchers interviewed decision-makers (Principals and HODs) and conducted focus group discussions with HODs (if not interviewed) and educators, who took part as separate cohorts due to differential break characteristics (O’Leary, 2005). The selection of learners, based on an equal number of boys and girls, identified by educators and peers as ‘talkative’ (as to ensure that they will express their opinions openly) took part in focus group discussions.

Semi-structured protocols allowed the researchers to pitch *interviews* at the strategic level of the following research participant cohorts:

- 66 school leadership representatives (e.g. Principals or Deputy-Principals);
- 112 Heads of Department of the Life Skills/Life Orientation subject area – including eight sports masters, coordinators or managers;
- 38 School Governing Body members and/or community member representatives.

The *focus group questions* articulated with the interviews and allowed for consensus observations and experiences of:

- 232 HOD’s and educators offering the physical education component of Life Skills/Life Orientation;
- 601 learners consisting of
 - 274 primary school learners (Grade 7 selected in 2016 and Grade 8 selected early in 2017);
 - 251 secondary school learners (Grade 10, 11 or 12 as local circumstances prevented all researcher to select Grade 10s in 2016); and
 - 76 learners with special educational needs (22 primary school learners and 34 secondary school learners).

Researchers *observed* and collected school documentation, lessons and digitally recorded contextual data (facilities) during school visits that allowed for descriptive data and triangulating data sets.

4.3.2.2 *Quantitative research*

The adjusted S•DIAT questionnaires was paper and pencil based to accommodate all research participants and focused on capturing the ‘values, perceptions and interests of the respondent’ (Gray, 2009:339). All questionnaires entailed different sections, structured to first obtain biographical data (which includes sport participation for learners and professional qualification and experiences for educators), followed by perceptions and experiences of physical education (implementation and ‘uptake’), the identification of good practices, challenges and recommendations. For educators, a Likert scale delivered nuanced responses compared to that of learners who had two categorical options (‘agree’ or ‘disagree’). Open responses for recommendations for educators contributed to prioritised views and the identification of real needs. The questionnaires were completed by:

- 56 Heads of Department (HODs) from 44 schools;
- 175 Life Skills/Life Orientation educators from 59 schools;
- 1333 Primary school learners from 34 schools; and
- 1348 Secondary school learners from 30 schools.

In line with ethical requirements, all research participants gave signed consent for recordings, which were on password-protected devices dedicated to the research, and deleted after transcription. All researchers abided by the highest standards of research ethical conduct at all times regarding voluntary participation, safeguarding the right to privacy, confidentiality and anonymity, respecting human rights and protecting research participant against any possible harm.

4.3.2.3 *Document analysis*

Researchers consulted policy documents and on-line reports to extract interpretive content, strategic information and allow for verification, contextualisation and triangulation of data (Spicker, 2014). In some cases, Principals provided documents for substantiation, but some were reluctant to reveal budgetary information.

4.4 Data analysis

Most researchers used the coding steps emanating from the work of Strauss and Corbin (1990). Firstly, researchers sorted and categorised raw into significant units of meaning from which concepts emerged. Then, the line-to-line coding delivered concepts through comparing and the identification of cause-effect relationships. Concepts were analysed further and semantically grouped through a process of axial coding to connect sub-categories or themes. These categories were refined further (selective coding) to identify core categories or main themes with semantically related sub-themes.

The Statistical Package for the Social Sciences (IBM SPSS 21) generated descriptive statistics, including means, standard deviations and frequencies. To identify inter-group comparisons, such as respondents from different school types (quintiles) and comparing HOD and educator data or gender-related differences, a cluster analysis was applied and cross-tabulation to determine statistical significance levels (Pearson Chi-Square values, $p < 0.05$ and $p < 0.0001$), as well as Cramer’s V to determine effect size ranges.

4.5 Validity, reliability and trustworthiness

Multiply ways of triangulation (Denzin, 1970; Kimchi, Polivka and Stevenson, 1991) contributed to significant depth, reliability, validity and trustworthiness, which in this study addressed:

- Different methods and sets of data (mixed methods and qualitative and quantitative data sets) (see Annexure E);
- Different settings and clustered samples (types of schools and research cohorts across nine provinces);
- Different times and space (across a two-year time frame and cross-sectional between primary and secondary school phases); and
- Different levels (individuals and groups in schools and from the community).

4.6 Data collection procedures

The letter for permission to conduct research issued by DBE provided researchers with the mandate to approach schools and make the necessary logistical arrangements (see Annexure A). Researchers from Gauteng (University of Pretoria) and North-West (University of North-West) conducted a pilot study for refining the methodology prior to implementation by all universities, who then determined their own fieldwork visits and implementation schedules.

Researchers approached school Principals as gatekeepers, followed by first having questionnaires completed and then further interviews and/or focus groups with different research cohorts as not to influence individual opinions of a quota sample (100 boys and girls per school type or in the case of smaller grades, all learners within the specific grade). All research participants completed consent forms in addition to learners who also completed assent forms and in cases where parents (or educators by *proxy*) did not provide written consent, the learners could not take part in the research.

A senior researcher took the lead and responsibility for writing up all qualitative data, whilst sending all questionnaires to the University of Johannesburg for statistical analysis. In some cases, senior researchers from the latter institution visited provinces for research validation and quality control or as requested per institution. By the end of 2017, provincial reports were reviewed and preliminary findings were shared by means of five papers presented at a national conference (SASReCon) at the North-West University.

4.7 Limitations

The responsible and local university took care of the logistics and the frequency of visits, depending on the availability of staff, learners, parents and timetable demands. Many researchers had to return several times due to educator absenteeism, last minute cancellations or heavy rains causing roads to be impassable to rural schools. In some cases, cancellations occurred on the pre-agreed date and researchers frequently had to adapt schedules. This was not possible in the Northern Cape or Mpumalanga where a distant university undertook the research.

School representatives did not complete the on-line questionnaires, causing the exclusion of this data set. The assistance of language teachers and mother-tongue speakers among research teams bridged the language-gap, as all questionnaires were in English only.

The delay of funding caused timeline delays and required methodological adaptations to capture primary school experiences from Grade 8 and Grade 11 learners respectively. This compelled researchers to select Grade 9 and Grade 12 learners early in 2017 to reflect on their participation in physical education in the previous year. The extended research schedule further produced some issues, such as missing batches of questionnaires, which took months to recover as one researcher moved office and another left the country.

4.8 Research participants

Of the 53 of the 55 HODs who completed questionnaires, 47.2% were men and 52.8% were women with an average age of 48.9 years and an age range from 24 to 60 years. Of the 175 educators who completed questionnaires, 31.4% were men and 68.4% women with an average age of 43 years and age range from 20 to 67 years. Most respondents were from township and rural schools that fell in the 1-3 quintile ranking as seen in Figure 1.

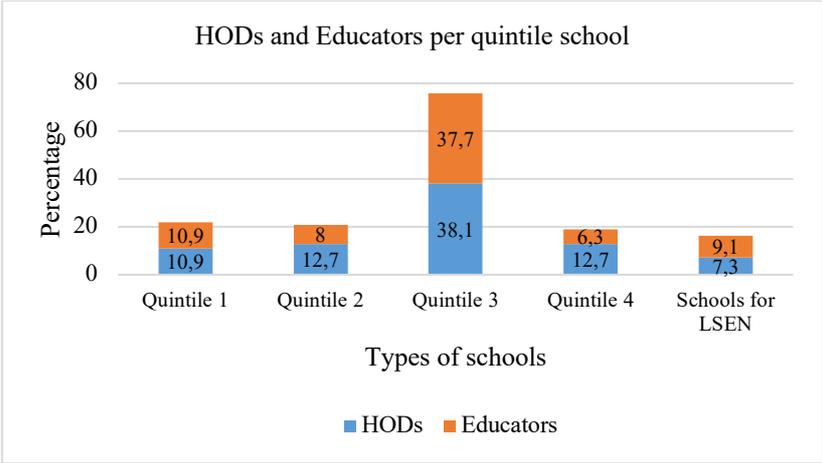


Figure 1: Representation of HODs and Educators across school types

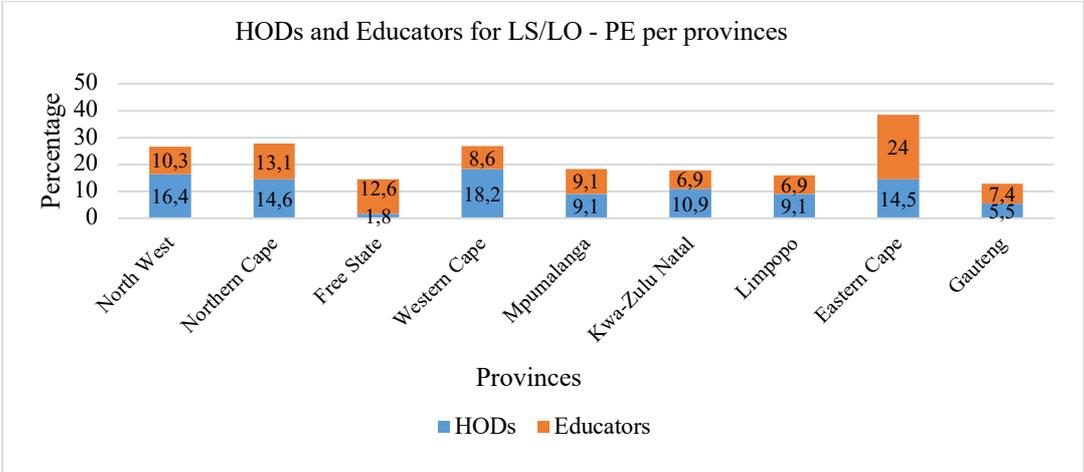


Figure 2: Representation of HODs and Educators per province

Figure 2 illustrates the provincial representation of schools visited during the research, with some outliers, such as the Eastern Cape and Free State, were a high proportion (n=42, 24%) of educators and a low proportion of HODs (1.8%), who completed questionnaires.

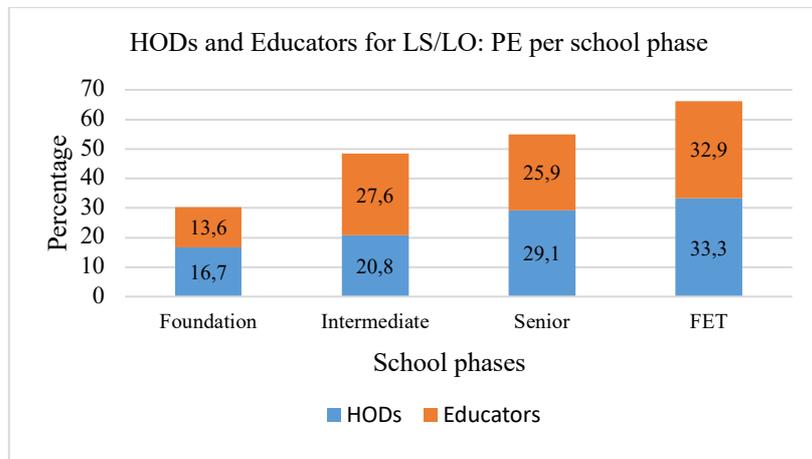


Figure 3: Representation of HODs and Educators per school phases

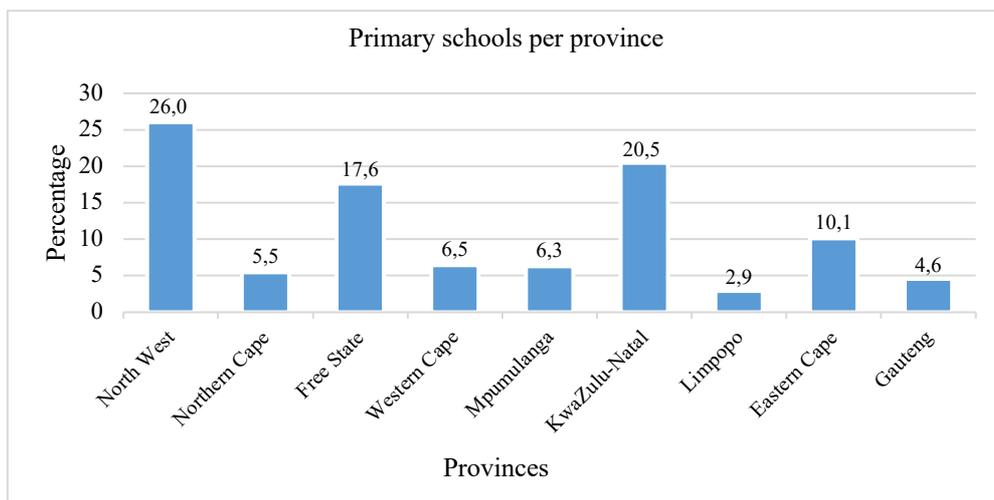


Figure 4: Provincial representation of primary school learners in sample

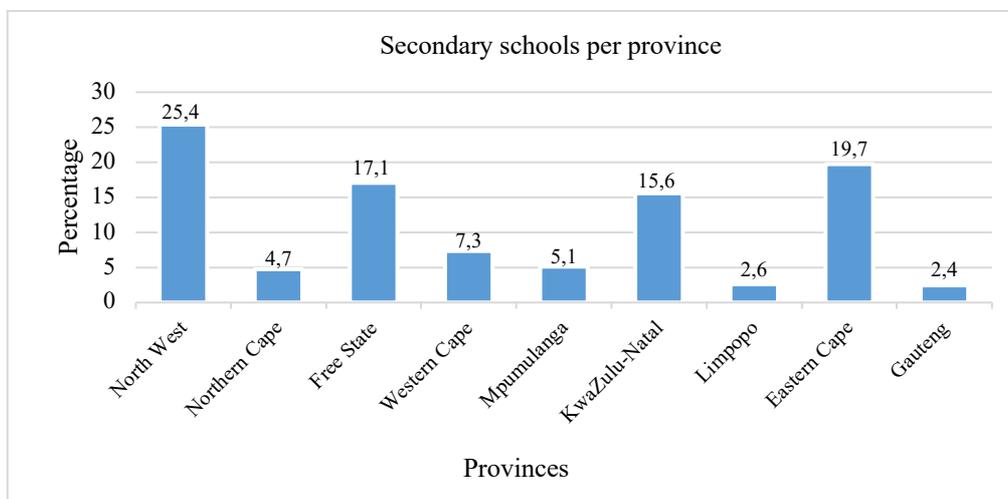


Figure 5: Provincial representation of secondary school learners in sample

Figure 3 shows the HOD and educator sample (for LS/LO – PE) across the different school phases. In both instances, proportionally less respondents represented the foundation phase. A total of 1333 learners from 34 primary schools completed questionnaires with relatively more representation from North-West (26.0%), Kwa-Zulu Natal (20.5%) and Free State (17.6%) (Figure 4). Provincial representation counts 1348 respondents from 30 secondary schools completed questionnaires with relatively more proportional representation from North-West (28.4%), Eastern Cape (19.7%), Free State (17.1%) and Kwa-Zulu Natal (15.6%) (Figure 5).

Schools are clustered according to their quintile rankings showing a bias towards Quintiles 4-5 for primary schools and Quintiles 3 and 5 for secondary schools (Figure 6). For discussion purposes, quintiles 2 and 3, as well as 4 and 5 are grouped together as many share similar features and circumstances (Figure 6).

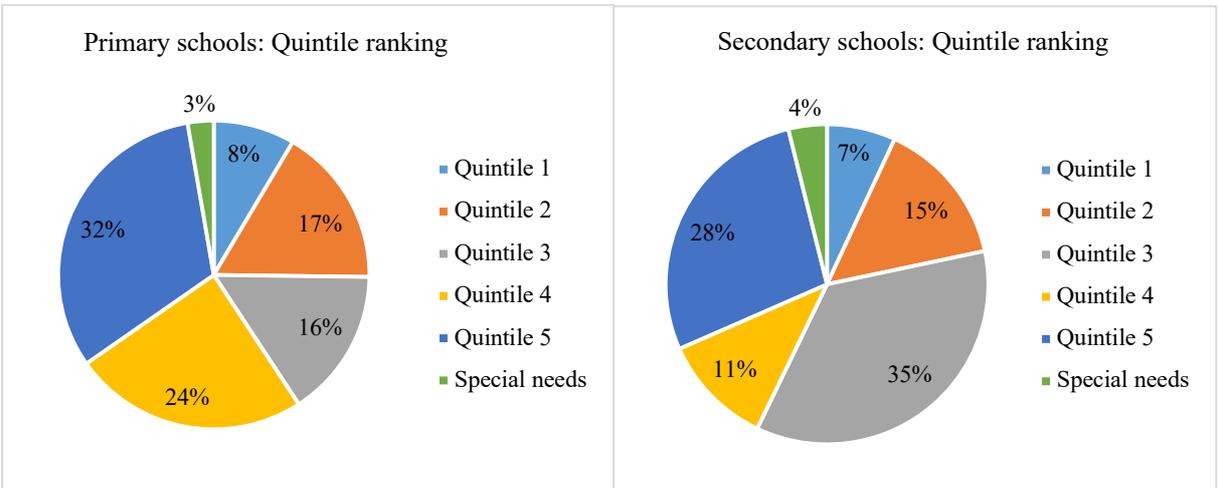


Figure 6: Quintile rankings of primary and secondary schools in the sample

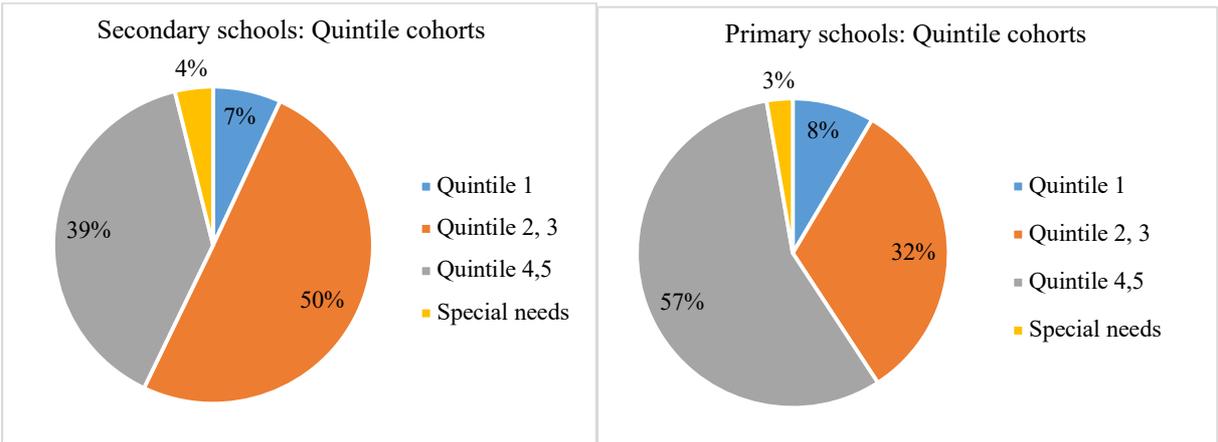


Figure 7: Quintile cohorts for primary and secondary schools in the sample

In the sample, most primary school learners fell in the Quintile 4-5 ranking (n=753, 58.5%) and Quintile 2-3 (n=431, 32.3%) compared to learners from other quintile schools. The corresponding representation of secondary school learners per Quintile ranking, show the highest representation to be from Quintile 2-3 schools (n=677, 50.2%), followed by Quintile 4-5 schools (n=562, 39.0%) and others (Figure 8).

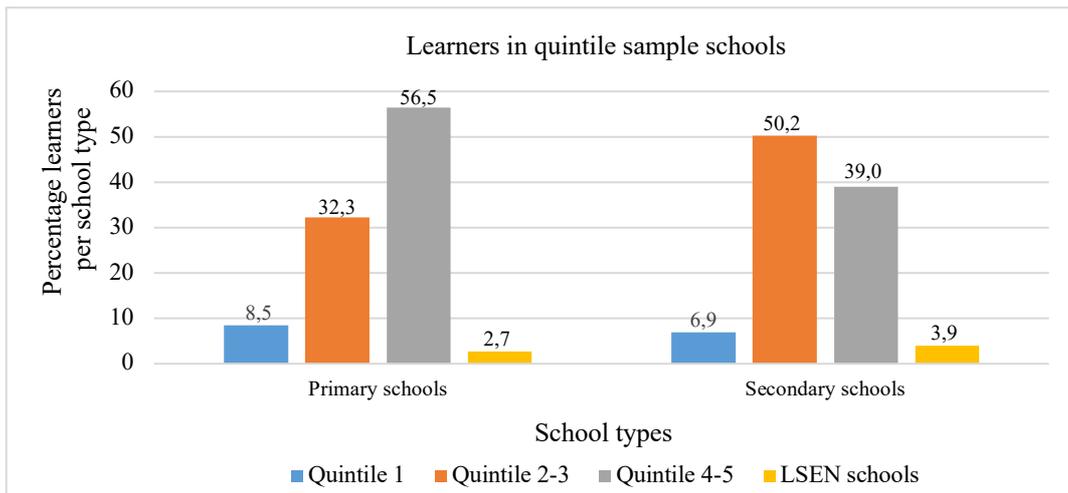


Figure 8: Quintile representation of primary and secondary school learners in sample

Learners in the sample display the following characteristics:

- As per quota selection, a relative equal gender representation was recorded for the primary school learners (boys: n=692, 52.3%; girls: n=632, 47.7%) and for the secondary school learners (boys: n=568, 42.4%; girls: n=773, 57.6%).
- Primary school learners were in grades 5 to 8 with most being in Grade 7 (45.2%) and Grade 8 (50.2%, reflecting on their primary school experiences), whereas the secondary school learners were in grades 10 to 12 with most in Grade 11 (37.8%) and in Grade 12 (61.5%).
- The mean age for primary school learners was 13.5 years and for secondary school learners, it was 17.6 years, with the latter displaying a high proportion of learners (24.1%) between 19 and 26 years.
- There were 56 learners from primary schools reporting a permanent impairment (LSEN), compared to 95 learners from secondary schools.

5. RESULTS

5.1 Status of Physical Education

In most schools in urban areas with predominantly Black learners (township schools), the status of the subject is very low as parents, principals, HODs and educators emphasise the importance of subjects, such as mathematics, science and languages. In many cases, learners only take part in assessments as per CAPS requirements or ‘go out once or twice per year’. Unqualified educators do not know how to teach the subject matter so they would ‘remain in the class so learners can catch up with academic subjects’; ‘do homework so educators can do administration’; ‘give children a ball and tell them to go and play outside’ or ‘just read from CAPS and let them do assessment’ (focus groups, educators).

The importance of academic work and fear of failing place undue emphasis on homework and is a deterrent for learners to be physically active, as it would reduce the time they have to spend on ‘real subjects that count for their examinations’. In cases where ‘Physical Education is outsourced’ to volunteers or Non-government Organisations (NGOs), the latter would take the

physical education classes with or without assistance from educators. There is a general perception that Physical Education has little value and does not contribute to gaining access to tertiary education or ‘steady’ employment. It is for this reason parents will provide ‘sick notes’ for children not to participate and girls excuse themselves from activities during their menstruation.

Most former Model-C schools predominantly prioritise sporting success (having functional school sport structures and a vibrant sport culture supported by parents) and view the importance of Physical Education as a means to identify and develop sporting talent. For this reason some schools employ outside coaches, especially trained PE educators or sport scientists to invest in infrastructure development and marketing.

One HOD from a school for LSEN said, ‘not providing meaningful content to children with the many different disabilities and the reliance on specialised staff, minimises the value of Physical Education’ despite the potential therapeutic and educational value (interview with principal). In theory, Physical Education is highly valued, but the implementation is lacking. Physical Education carries more value in schools where it links to school sport participation or active recreational pursuits. For this reason, affluent schools employ outside coaches. In schools for LSEN, Physical Education is embedded in a bio-physical health approach, whilst technical training and sport specialisation augment the experience field.

The status of Physical Education thus rests with the educational value emanating from the broader school culture and philosophy (from management and the School Governing Body) and well monitored by Heads of Departments. Outside specialist coaches and well-trained educators or educators with sport-related experiences and having a personal interest, contribute to a positive profiling and in-school recognition of Physical Education. In some lower quintile schools, outsourcing Physical Education, contributes to a low value association.

5.2 State of Physical Education

5.2.1 Approaches for implementation

From the analysis of all data sets, five main approaches of implementation emerged that represents a typology highly associated with quintile-ranked clustering. The different characteristics contributing to model design in this context refer to in the first instance to:

- Integration and perceived value evidenced in the *school philosophy, culture and practices*;
- *Educational philosophy* and adherence to a holistic and child-centred focus versus an approach that is educator-driven;
- The consensus and observable (behavioural) *outcomes* of implementation;
- The type, *scope* (diversity and depth) of activities forming part of a *dominant approach* within the curriculum and across school settings;
- An *enabling environment – internal* in terms of the educational climate and having access to adequate, appropriate and quality resources, and *external* in terms of meaningful stakeholder collaboration and parental or community support.

5.2.1.1 Quality Physical Education approach

Physical Education as integrated within the Life Skills/Life Orientation (a learning area component within the CAPS curriculum and not being a stand-alone subject) contributes to an assessment-focused approach and limited time allocation. For most Heads of Department and educators, quality Physical Education is not possible within the current curriculum framework and time table scheduling, while most former Model-C school representatives claim that they offer quality Physical Education or sport by trained people (e.g. specialist coaches, educator-coaches or ‘instructors’). In several well-resourced schools, in-house specialists offer sport science and medical (biokinetic) services. Special sport academies established on school premises allow for good quality coaching, resources and ample competitions. The access of good or, in some cases, state of the art facilities and good quality equipment is possible in more affluent communities, where annual school fees may be as high as R29, 000 per learner from which most funds are collected. Such schools mostly drive a competitive sport culture in addition to adhering to holistic education offered by qualified physical educators and/or external specialists.

Such practices feature manageable sized classes where at least two coaches or educators would take the boys and girls separately which afford them adequate teaching time and progressive age- and skill appropriate learning. In most such cases, learners also had access to diverse physical activities or sports within an encompassing holistic educational framework. The one possible drawback reported is associated with the age factor of educators. Many specialist educators qualified in the 1980s or 1990s when universities offered such degree courses, but did not necessarily keep track of the subject matter that meet the interests and reflect a more popular youth culture. This resulted in the over-emphasis on competitive sport skills and less didactical flexibility than that of ‘compassionate educators’ who offer classes which learners enjoy and experience success despite diversity in skill level.

5.2.1.2 Sport-focused approach

The second clustering or typology represents a sport-focused approach along a continuum of mass participation or sport-for-all (inclusive participation). Such approaches do not constitute an integrated model, but rather consist of sport-type activities and differentiate according to the level of diversity (multiple sports) versus a small repertoire of sports, such as athletics, soccer and netball. The choice of sports mostly relate to the knowledge level of educator-coaches and available physical resources (facilities and equipment). The lack of adequate implementation time, resources and unsupportive school culture (being sport or primarily academic oriented), negatively impact on skill and knowledge acquisition. It presents an activity-centeredness with potential transferable effects for external and post-school active participation. Many former Model-C schools and schools for LSEN adopted a broader approach, whilst township and rural schools being resource-deficient may implement a relatively narrow sport-related approach.

Based on personal sporting backgrounds and having received sport coach training, some educators or external coaches assist in talent identification (not necessarily talent development). Most of them are involved in sports coaching at the school. In most of these schools, the focus on the acquisition of movement competencies lead to a high level of sport skill mastery and development as basis of participation in sports, outdoor pursuits or recreation at the school or

in communities. The quality of the sports coaching and the experiences of learners may differ according to the availability of facilities, equipment and opportunity to learn and practise new sport skills individually and within a team context. Educators who held a sport federation level qualification (from level 1 to level 3) are relatively more successful at applying technical information, whereas external specialist sport coaches often focus on the sport skill learning and developing talented players or athletes for competitive sport participation.

5.2.1.3 Health-focused approach

A health-focused approach ranges from offering physical activities by making use of curriculum time (relatively short periods and large groups) to improve 'general fitness and health'. The bio-medical paradigm when scientifically implemented utilises supportive assessments for tangible evidence of the improvement of physical activity health-related aspects. However, this is only the case where such monitoring or assessments take place, but for most schools this approach remains abstract without transcending the rhetoric of assumed health benefits.

Along a continuum of effect and prospective future outcomes to translate into (positive) quality of life choices and behaviours, evidence is lacking to substantiate many health claims. Curriculum time allocation would inevitably not meet the required frequency, duration and intensity for health benefits, whilst current practices of 'education for health' is superficial and not supported or assessed. Access to opportunities, such as mountain climbing, swimming and hiking expose children to potential lifetime recreational pursuits, which may render a wide spectrum of health benefits in the long term. According to educators, learners are motivated to participate in extra-mural physical activities and school sport, whilst also adhering to healthy living (including nutrition) as encapsulated by LS/LO curriculum content. In this way, there is some synergy between the theory and practice of the learning area despite the in-class practical application.

In the schools for Learners with Special Educational Needs, health-inducing physical activities is the dominant paradigm. Specialised staff mostly assist in the adaptation of activities to ensure inclusive participation. There seems also to be a variety of activities and particularly sport skills that enabled the learners to participate meaningfully and benefit physically according to their rehabilitation profile and physical abilities. The small group settings are particularly conducive for such an approach and learners get special attention from educators, specially trained therapists and/or coaches. Mix-gender participation is often counter-productive in achieving meaningful or equitable 'gender inclusion' for girls are often ridiculed for their 'inferior physicality', whilst boys mostly dominate active play. From the focus groups, it could be determined that primary school learners are relatively keen to participate in mixed groups, compared to secondary school learners where there is often opposition from girls who felt intimidated to 'play with boys' or even engage in physical activities in front of boys.

5.2.1.4 Life-skill/value-based approach

The underpinning of a corrective or rehabilitative approach underpins the framing of Physical Education as a means for preventing or countering socially deviant behaviours. This is particularly true in some township and rural schools, where communities experience high rates

of poverty and associated criminality or behavioural problems, such as drug abuse and teenage pregnancies. Life Skills/Life Orientation and Physical Education provide tools for addressing social ills, such as bullying or (negative) peer pressure through value-based education. Although such values can find meaningful application in sport participation, role modelling and utilising teachable moments, it often remains disconnected in the segmentation of theory and practice.

In some township and rural schools, external agencies, such as NGOs, deliver physical activities aligned with life skill education as reported in Gauteng and Western Cape schools. In such cases, peer-educators provide valuable role modelling and in some cases offer after-school centre-based programmes (including sport) that foster school-community resource sharing and articulation. In incidences where value-based education is meaningfully integrated in a sport-focused delivery, sport skills are taught alongside group activities and game situations where ‘good behaviour is displayed’ or where learners have to deal with on the field conflict. It provides a training ground for the meaningful integration of theory and practical aspects with learning pitched to the context and interest of learners. In such cases, learning is optimal in settings where mere play would render limited opportunities for learning and multi-modality (holistic) development.

5.2.1.5 *Self-learning*

The final model observed, refers to *self-learning* supported by an *assessment-driven* approach that hardly extends beyond the façade of window-dressing. Adhering strictly to fulfilling the CAPS assessment criteria, non-physical education specialists at all types of schools reported that they would ‘send the children out to play whilst they do administration’, ‘use the period for catching up’, ‘just keep the learners busy’ or ‘just do assessments without having a notion of what it is all about’.

The majority of secondary schools in township and rural schools follow this approach, whilst educators offer different explanations for non- or poor-implementation. These include: ‘there is too much administration and paperwork’, inadequate facilities (having only an open space, unsafe fields or a space next to classrooms where it should be quiet), lack of equipment (in some cases only two soccer and two netball balls for a school of about 400 learners), and have no training or interest. This articulates a low status and educators not appreciating or knowing the potential education value of Physical Education within a broader educational framework. Qualified and highly motivated educators are pivotal in implementing Physical Education in some cases, despite not having access to good quality physical resources.

5.3 Models of implementation and educator qualifications

Different and hybrid models of implementation are implemented by educators (qualified and unqualified) who deliver the physical education lessons. Different models exist in different school types which impact on the quality and regularity of offering Physical Education in a school. Figure 9 provides an overall picture, followed by Figure 10 showing different models implemented by different school types. The proportional representation of a particular model within the quintile ranking is not absolute, because a particular school type may have more than one model for different classes or phases. In some cases, a classroom teacher may take her/his

own class and that of some other teachers where there is an informal arrangement or it could be formally slotted in on the timetable. Overall, only 44 (25.1%) specialist educators implement Physical Education in all sample schools with the proportional representation illustrated in Figure 9. The same representation applies to 100 (62.3%) educators teaching their own classes, 20 (14.9%) schools having external implementers and 28 (16%) schools having ‘other’ or hybrid models. The proportion (percentage) within model type, is indicated for comparative purposes.

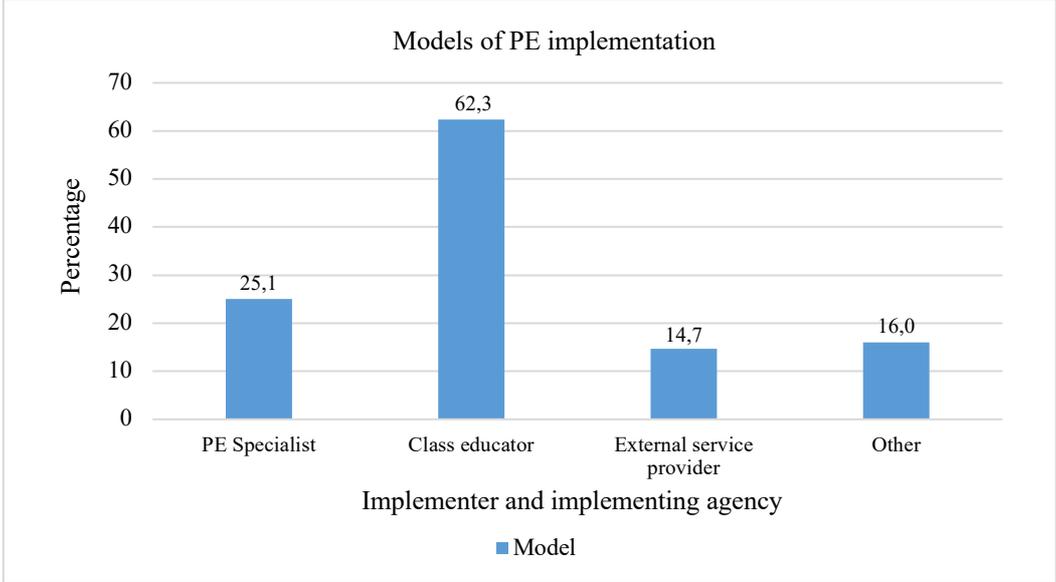


Figure 9: Different models for PE implementation according to Educators

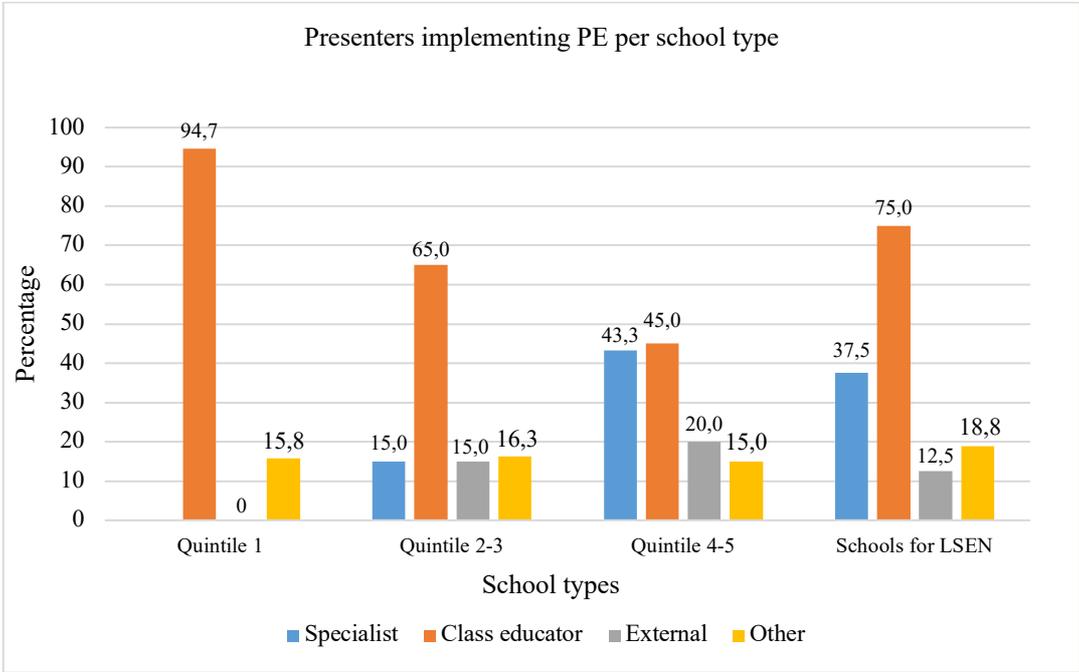


Figure 10: Proportional diversity of presenters implementing PE per school type

In most cases, class educators are responsible for implementing Physical Education, especially in Quintile 1 schools and schools for LSEN (Figure 10). Quintile 2-3 and 4-5 schools mostly make use of multiple models, with the former being more reliant on class teachers compared to

Quintile 4-5 schools where specialists and external service providers mostly deliver Physical Education. The relatively high percentage of specialists in the higher quintile schools and schools for LSEN, contribute to the quality and status of Physical Education within these school types. Models differ within and between different school types. In some cases, Physical Education will be scheduled on a specific day (within a cycle) to afford external service providers to take the classes. In other cases, a specialist educator or residential expert (sport scientist or coach) takes the classes for different grades. In most of the former Model-C schools, boys and girls participate in gender-segregated classes or in a mixed class setting, they are divided when class content is delivered to ensure manageable size groups and adaptation of content. In township or rural schools, a similar model of dedicated teaching emerged. Despite the qualification level of an educator, some younger or motivated educators take several classes and internal arrangements for other classes exist.

Specialist services are paid for at the higher quintile school settings, NGOs or volunteers present classes for less resourced schools (township and rural). Such NGOs employ youth leaders or peer educators trained by them for programme delivery and are equipped to deliver value-based education and life skills within the sport-for-development sector. The researchers captured the following practices:

- A male and a female coach may deliver a class together in which cases boys and girls are separated;
- A coach may take a whole grade (several classes combined); and
- A coach or coaches may take a class (single of multiple grades) to a nearby community facility or own centre where classes are conducted during school hours, followed by extra-mural sport activities in the afternoons.

Another combination of delivery includes a mixture of educators and/or external service providers, such as a model where external coaches and educators jointly offer classes with the intention of upskilling educators in the practical component over a period. A similar approach exists where in-school mentorship is provided for younger or relatively inexperienced educators. Several researchers reported the age-effect negatively affecting implementation practices across all school types.

5.4 Experiences and perceptions

5.4.1 Educator profiles

Most HODs (n=33, 67.3%) and educators (n=76, 43.%) have five years or more teaching experience in the field which should count for in-service learning and also for having attended multiple trainings and workshops over the years. Figure 11 illustrates the number of years of experience in the delivery of physical education within the schools. Furthermore, Figure 10 shows the relatively high percentage (39.1%) of educators having three years or less experience in teaching physical education. However, experience in coaching sports contribute to an increased level of competency for educators in implementing PE. At the time of the research, 109 (71.2%) educators teaching PE also coached sports at their respective schools, namely 52% have done so for four years or more, and had a level one (46%), two (14%) and three (14.5%) coach qualification (Table 1).

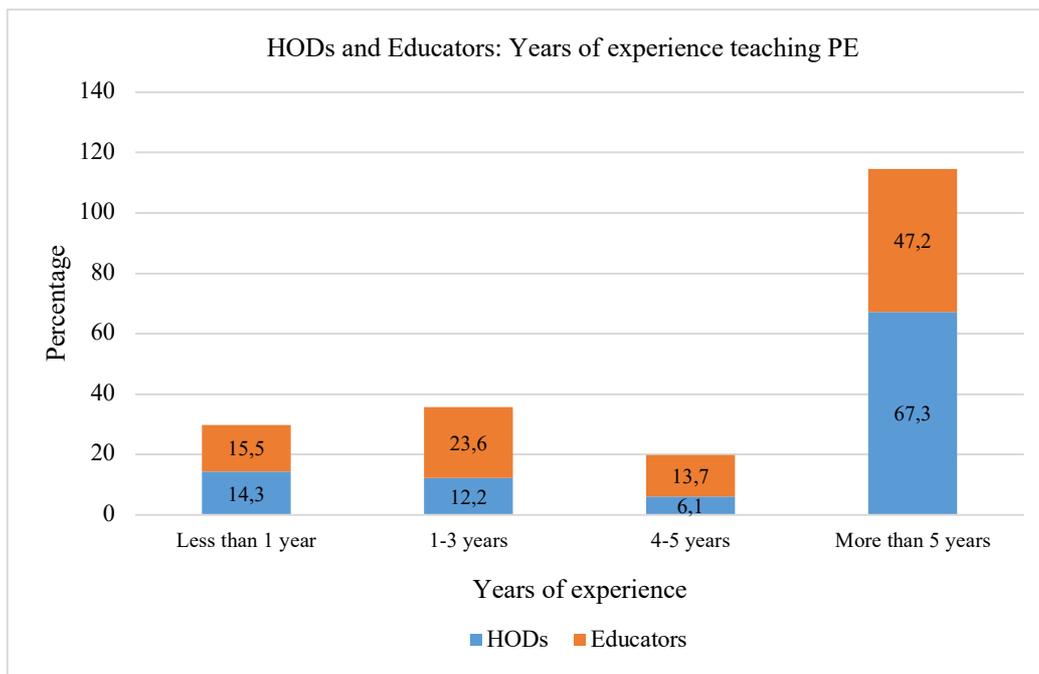


Figure 11: Proportional representation of years of experience in teaching PE of HODs and Educators

Table 1: Sport coaching qualifications and training of Educators implementing PE

Qualification		Yes	No	Total
Formal qualification (Diploma, Degree)	Count	42	46	88
	%	47.7%	52.3%	100.0%
Level 1 from a sport federation	Count	34	45	79
	%	43.0%	57.0%	100.0%
Level 2 from a sport federation	Count	8	49	57
	%	14.0%	86.0%	100.0%
Level 3 from a sport federation	Count	8	47	55
	%	14.5%	85.5%	100.0%
Short course/s	Count	47	40	87
	%	54.0%	46.0%	100.0%
Informal training	Count	54	35	89
	%	60.7%	39.3%	100.0%
Non-formal training (Experience)	Count	54	36	90
	%	60.0%	40.0%	100.0%

Despite the transferability of knowledge and skills between coaching and teaching, the expertise of physical educators lies within specific specialist training. The current training profile of educators represents a mixed spectrum (Table 2).

It is evident that a minority (38.1%) of educators have obtained a formal qualification compared to other *ad hoc* trainings or having only teaching experience. This profile repeats itself among HODs of whom only 22 (40%) have formal qualification in Physical Education. The level of training or qualification of educators is pivotal in the quality and experiences of implementation practices. For instance, most educators (59.7%) indicated that they have sufficient time for the implementation of Physical Education of whom 66.7% had formal qualifications and 50.0%

had non-formal qualifications. The level of qualification has direct relevance for an educator’s attitude towards teaching Physical Education, of which main elements feature in the next section.

Table 2: Educators PE-related qualification profiles in sample schools

Qualifications		Unmarked	Marked	Total
Formal qualification (Diploma, Degree)	Count	78	48	126
	%	61.9%	38.1%	100.0%
Short course/s	Count	97	27	124
	%	78.2%	21.8%	100.0%
Informal training	Count	78	48	126
	%	61.9%	38.1%	100.0%
Non-formal training (Experience)	Count	76	50	126
	%	60.3%	39.7%	100.0%

5.4.2 Learner profiles

Just as sport-related experiences and qualifications have direct bearing on the experiences and interpretation of these experiences for educators, similar experiences inform learners’ perceptions and preferences. The primary school sport participants indicated that they took part in 24 different sports, compared to the 36 sports listed by secondary school learners.

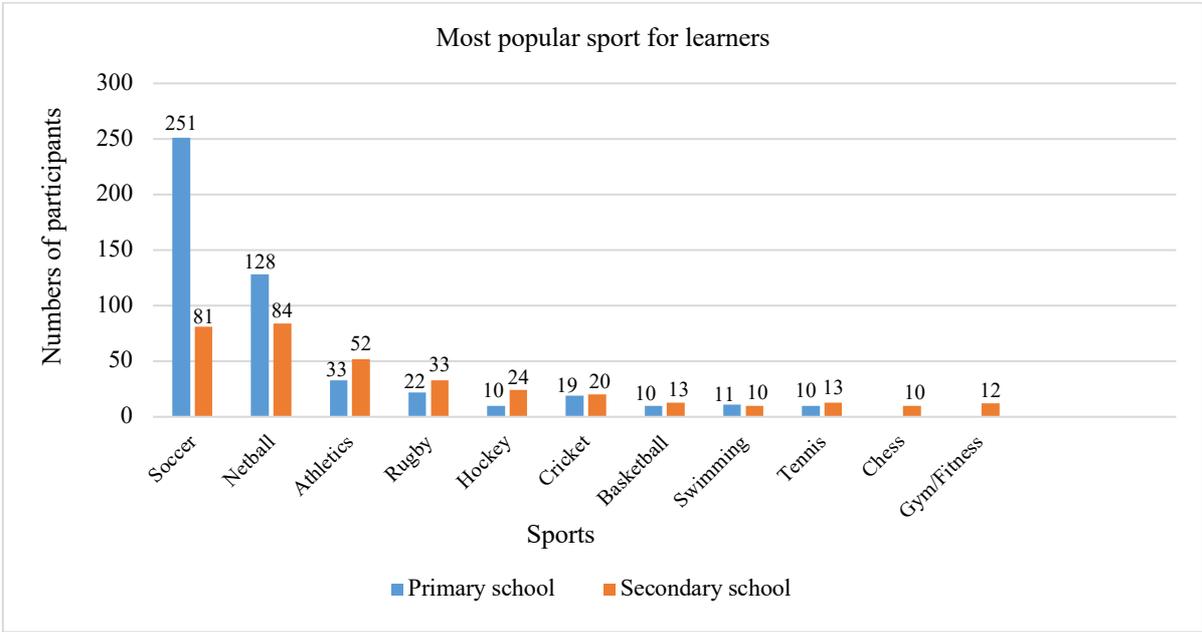


Figure 12: Variety of sports in which most learners partake

Figure 12 displays the most popular sports (≥10) listed by secondary and primary school respondents. In the school context, the number of sports offered and ‘depth’ of participation directly and indirectly impact on the status and state of physical education, particularly in cases where the school sport share the resources and allocate sport specialist educators to offer practical sport-related activities during physical education periods. Not all respondents listed the type of sport in which they participate, so it is rather an indication of the variety of sports

and activities available to them, rather than the sport participation profile of learners. The type of sports have relevancy on the availability of school-based offerings and resources.

At school level, 71.4% (n=836) primary school learners took part in school sport (at school) whereas 56.3% (n=602) also took part in sport outside the school. Where secondary school learners were concerned, 48.8% (n=567) took part in school sport while 46.9% (n=514) also took part in sport outside the school. Resource availability (particularly qualified educators, facilities and equipment) translate in the diversity of sport offerings and contribute to the depth of participation, as learners would have an option to take part in multiple sports. Figure 13 and Figure 14 show the proportion of participation across the number of sports.

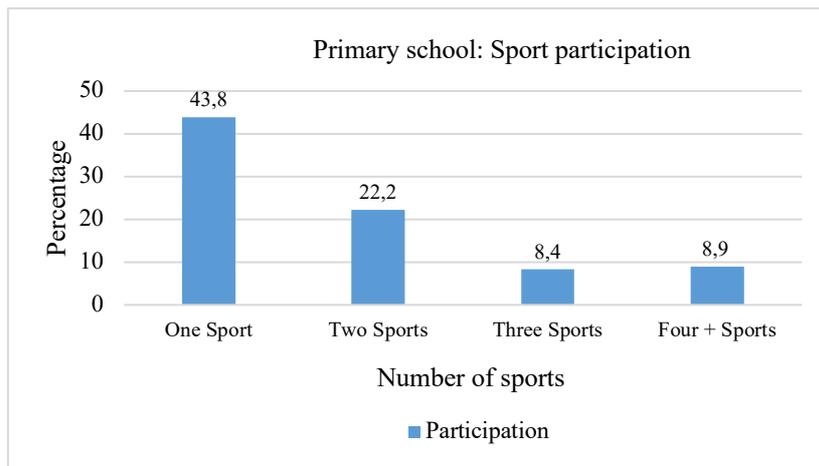


Figure 13: Percentage primary school sport participants and number of sports

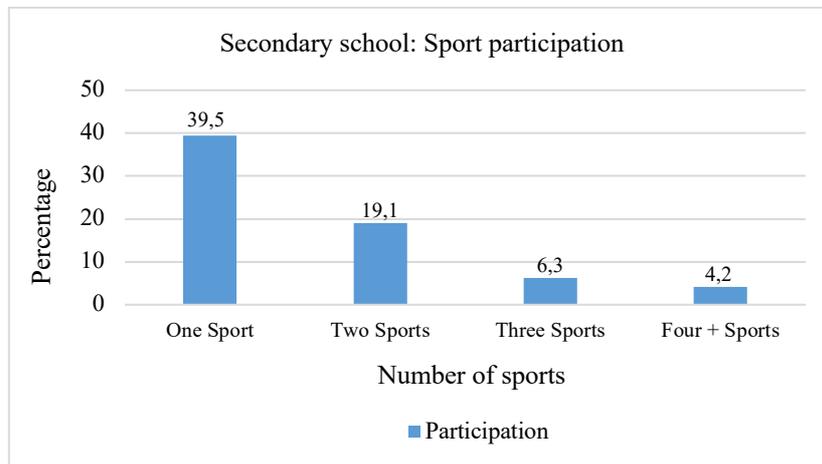


Figure 14: Percentage secondary school sport participants and number of sports

The overall sport participation at school and outside school is rather high at 82% for primary school respondents and 64.5% for secondary school respondents. Considering the proportion of primary and secondary school learners who play sport either at school, or outside school, show that 25.4% and 15.7% of primary and secondary learners respectively play sport at school and outside school.

A socio-economic picture emerges in comparing the percentage of sport participants of primary and secondary schools as per recorded quintile rankings with most a clear bias of LSEN with 88.2% and 81.3% respectively, Quintiles 4 and 5 with 80.1% primary and 66.1% secondary school learners, Quintile 2 and 3 primary and secondary learners with 60.4% and 32.6% respectively and for Quintile 1 88.2% primary and 42.0% secondary school learners (Figure 15).

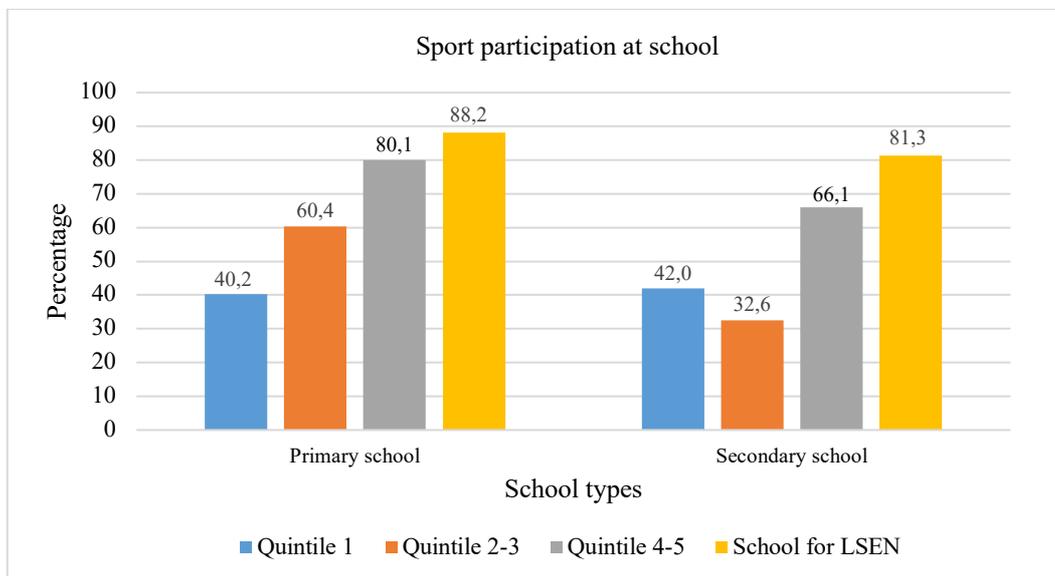


Figure 15: Sport participation at school of primary and secondary school learners per school type

The Pearson Chi-Square values ($\chi^2=137.503$, $df=3$, $p<0.0001$) show a high associated statistical significant level between the different quintile schools and sport participation of primary school learners, as well as secondary schools and ($\chi^2=91,072$, $df=3$, <0.0001). In all cases, schools for LSEN have the highest percentage of sport participants, followed by Quintile 4 and 5 schools, with a difference between primary and secondary schools relating to the lower quintile schools. The lowest participation figure lies with the Quintile 2 and 3 secondary schools.

Qualitative data support this as prioritising academic subjects, the lack of resources, transport and many other systemic challenges primarily affecting learners in poorer socio-economic environments. In several farm schools and other lower quintile primary schools, NGOs provide school-based sport participation opportunities. Such service providers may offer sports at community facilities in close proximity to the schools, or learners take part in external community-based club sports (Figure 16).

For LSEN independence and travelling is challenging, but due to the high number of learners staying in school hostels, most learners take part in extramural sports. Primary school learners mostly take part in soccer or netball (lower quintile schools) and for higher quintile schools, competitive and structured recreation come with a wide variety offered at some schools.

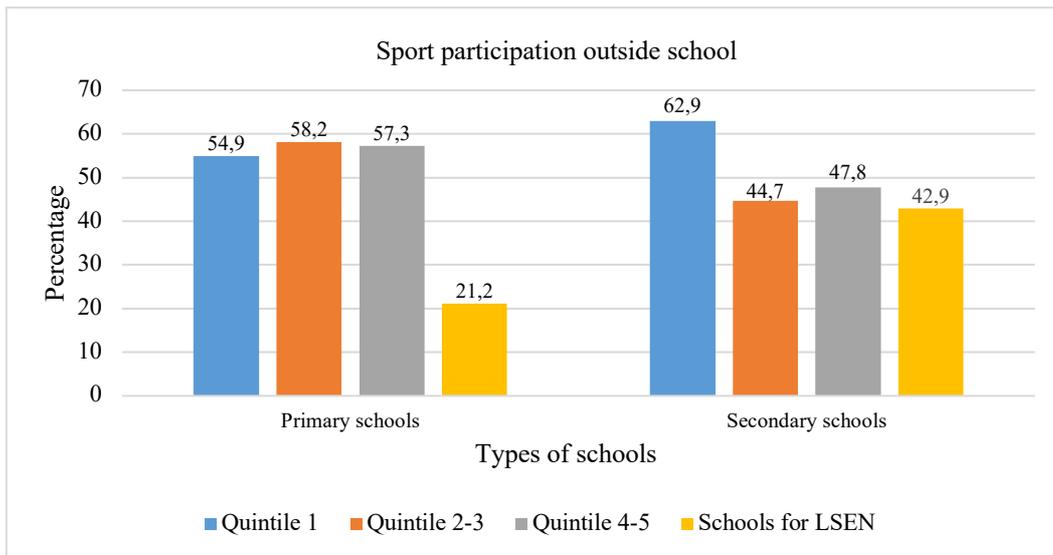


Figure 16: Sport participation outside school of primary and secondary school learners per school type

In terms of accessibility to a broad spectrum and multiple participations per learner, primary school learners have more participation opportunities than secondary school learners. Most of primary school learners took part in one sport only (n=558, 43.8%), compared to those taking part in two (n=283, 22.2%), three (n=107, 8.4%) or four or more sports (n=113, 8.9%). Most secondary school learners took part in one sport only (n=483, 30.9%), compared to those taking part in two (n=234, 19.1%), three (n=77, 6.3%) or four or more sports (n=51, 4.2%) (Figure 17).

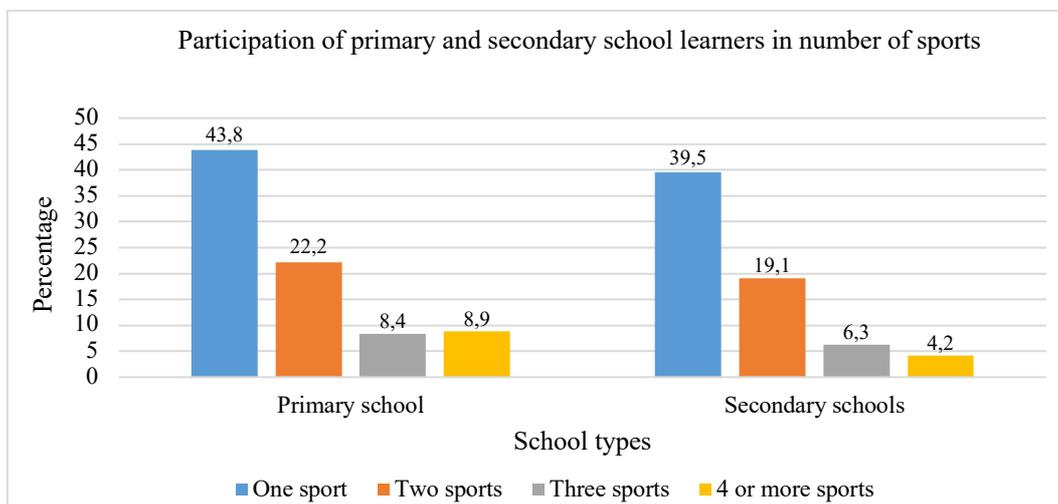


Figure 17: Primary and secondary school learners participate in a number of sports

All values show high statistical significance for the primary ($\chi^2=30.144$, $df=12$, $p=0.0005$) and secondary school sport participation ($\chi^2=127.202$, $df=12$, $p=0.0005$). Primary school multi-sport participation is slightly higher in the secondary schools although about 30% less learners participate in four or more sports compared to those who only take part in one sport. For many schools, athletics is offered on a knock-out basis that may have some learners taking part only at the inter-house competition, whereas an additional sport may include seasonal participation

and inter-school or league competitions. The number and variety of sport participation indicative of the depth of participation show a concerning steep decline that mostly affect primary schools with a similar pattern for secondary schools and schools for LSEN as outlier (Figure 18).

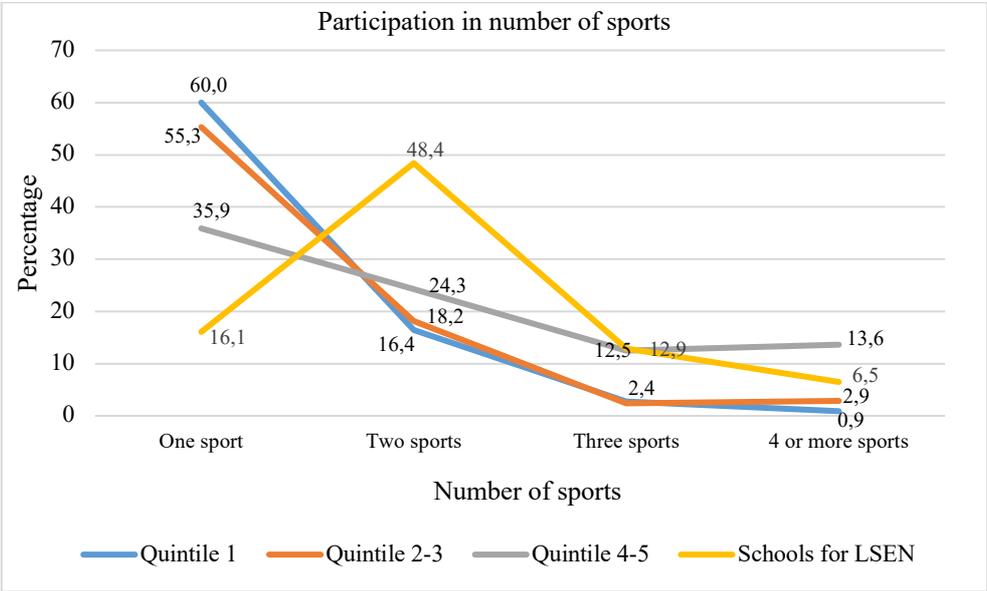


Figure 18: Participation in number of sports for school types

In grouping the different quintile primary and secondary schools, the differential participation across quintiles is visible with higher quintile schools having more multi-sport participants. Most LSEN take part in two sports for their resident learners who are often required to take part in a summer and a winter sport. One of the advantages of residential living is the opportunity to take part in different school sports and access more participation opportunities than their non-residential peers.

Without doing a comprehensive analysis of comparative gender-related participation, some meaningful observations are reported. Of the primary school boys and girls, 72.4% and 70.2% report playing sport at school respectively. These percentages are very close and a test of association between playing sport at school and gender, suggests there is no significant association ($\chi^2=0.680$, $df=1$, $p=0.409$). For the primary school learners, 56.3% report playing sport outside school compared a lower proportion of secondary school learners of whom 46.8% play sport outside school. Of the primary school boys and girls, 62.2% and 49.4% report playing sport outside school respectively. A test of association ($\chi^2=17.595$, $df=1$, $p=0.000$) shows the association is a significant higher proportion of primary boys who play sport outside school than primary school girls. The interpretation of this result based on effect size ranges of 0.01=small, 0.30=medium and 0.50=large, the Cramer’s V statistic=0.128 suggests a medium effect size.

For secondary school learners, 46.8% report playing sport outside school. Of the secondary school boys and girls, 61.1% and 35.0% report playing sport outside school respectively. These percentages are somewhat different and a test of the association between playing sport outside

school and gender suggests there is a significant association ($\chi^2=76.224$, $df=1$, $p=0.000$). Based on the percentages, the association is a significant higher proportion of secondary boys play sport outside school than secondary girls. The Cramer's V statistic of 0.264 suggests a medium effect size. The profiles of the learners underpin their attitudes, aptitudes and interpretation of expectations of PE in a similar way as for the educator-coaches.

The following section reports and briefly discuss the main findings based on the qualitative data substantiated by qualitative or narrative data selected from the nine provincial reports on the *State and Status of Physical education in South African Public schools*. The findings represent the different 'voices' of research respondents, such as Heads of Department (HODs), educators and primary and secondary school learners, in which case a critical reflection on integrated themes are offered in a separate discussion.

5.4.3 Physical education experiences

Not all schools implement regular Physical Education as indicated by 9.1% of primary schools and 13.2% recorded no regular implementation. An inter-quintile comparison shows non- or irregular implementation for primary schools as follows: Quintile 1=16.8%, Quintile 2-3=8.6%, Quintile 4-5=8.5% and LSEN=35%. They feature relatively less non-regular implementation compared to their secondary school counterparts that reported: Quintile 1=9.4%, Quintile 2-3=17.8%, Quintile 4-5=8.6% and LSEN=7.8%.

Respondents had to record their experiences regarding physical education (within Life Orientation in the CAPS curriculum) over a two-year period (2015 and 2016). In some cases, the respondents were in Grade 8 and because the research took place early in 2017, they had to reflect on their primary school participation (Grade 6 and Grade 7). The findings report on the items that represents a response rate of $\geq 20\%$ to show the most prevalent aspects relating to activities of participation and reasons for non-participation. The activities that took place during physical education lessons ('physical education space') represent two different clusters relating to: (i) active participation and (ii) non-participation.

Learners did not take part in Physical Education because they had theory only lessons, others did academic work (catch-up periods), homework or just played 'informally', often without supervision when educators give a class 'a ball and tell them to go and play outside' (focus group educators) (Figure 19). The latter activity may be considered as a form of 'self-learning' or even considered by a principal to be physical education 'because children are outside and they are active'.

Class educators (mostly without physical education training) often take physical education periods to 'catch up' with subjects like mathematics or English in primary schools, or allow learners to do homework, whilst they do marking or administration as many complained of the 'heavy workload of CAPS that allow little time for teaching' (focus group educators). Many non-specialist educators also prefer to do theory only and may take learners outside for prescribed assessments. However, the indication of these frequencies does not mean that no structured physical education takes place, but rather indicates that there are periods in which there is no 'physical activity' taking place as indicated by respondents.

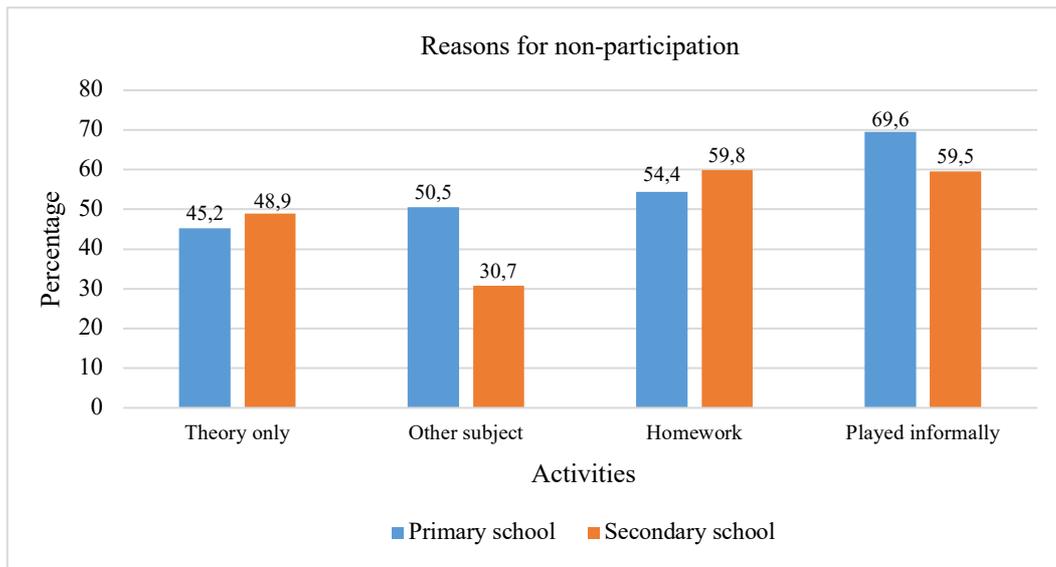


Figure 19: Activities relating to non-participation in structured PE

A drill-down in the non-active activities as per quintile school, provide a comparative overview between school types (Figure 20). Providing this picture on a yearly basis between the different school types contribute to meaningful insights as qualitative data mainly substantiate or explain trends and/or outliers. The following figure provides such a detailed picture of an inter-school type comparison within a year-to-year framing.

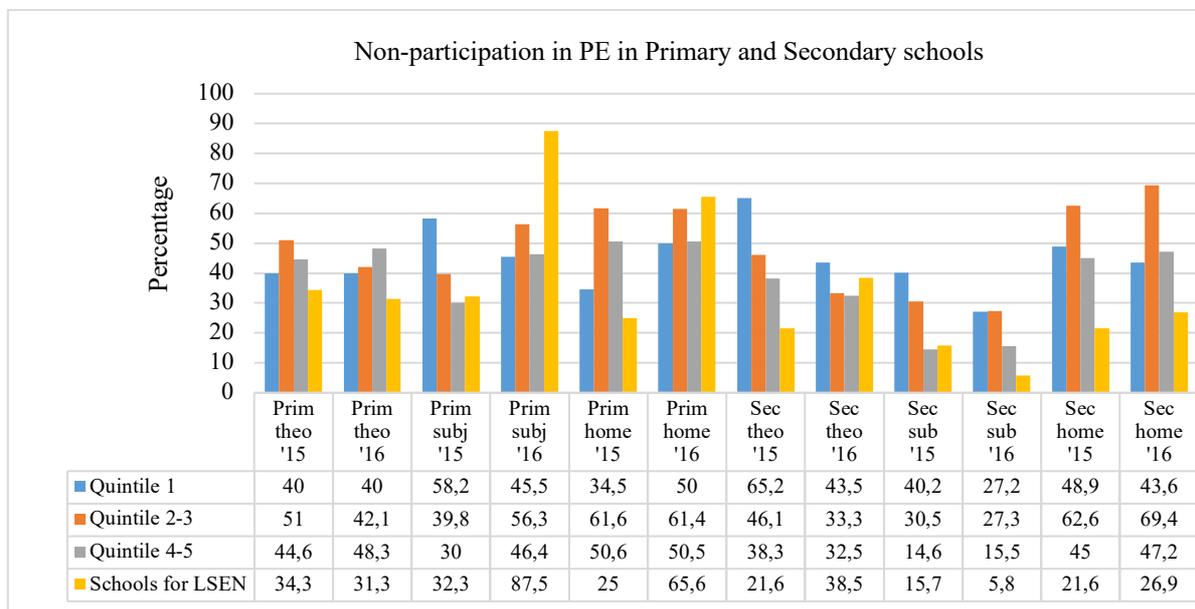


Figure 20: Non-active activities taking place during PE periods

Key: Prim=Primary school; Sec=Secondary school; theo=theory only; subj=another school subject; home=doing homework. [The response rate for both cohorts was $\geq 98\%$.]

For primary schools, inter-year comparisons (between 2015 and 2016) within a school type show fluctuations for doing theory only (Quintile 2-3 schools), having other subjects (all schools with schools LSEN as an outlier with 55.2% more responses) and doing homework (fluctuated responses across school types). For secondary schools, similar fluctuations are

evident in the lower quintile schools and stability in response-frequencies for Quintile 4-5 schools and schools for LSEN. Of concern is the non-implementation across all school types that is contrary to the belief that higher quintile schools fully and frequently implement physical education lessons. These values should be considered with responses indicating that no regular Physical Education takes place in primary schools (9.1%, n=116) and in secondary schools (13.2%, n=170).

5.4.4 Content of Physical Education

Active participation include different activities ranging from structured activities, sport, fitness, outdoor activities and informal play. The descriptive statistics do not refer to the frequency of these activities, but the number or percentages represent the frequency or numbers of respondents. The following two figures provide an overview of the types of physical activities reported by primary and secondary school learners for 2015 and 2016 (Figure 21).

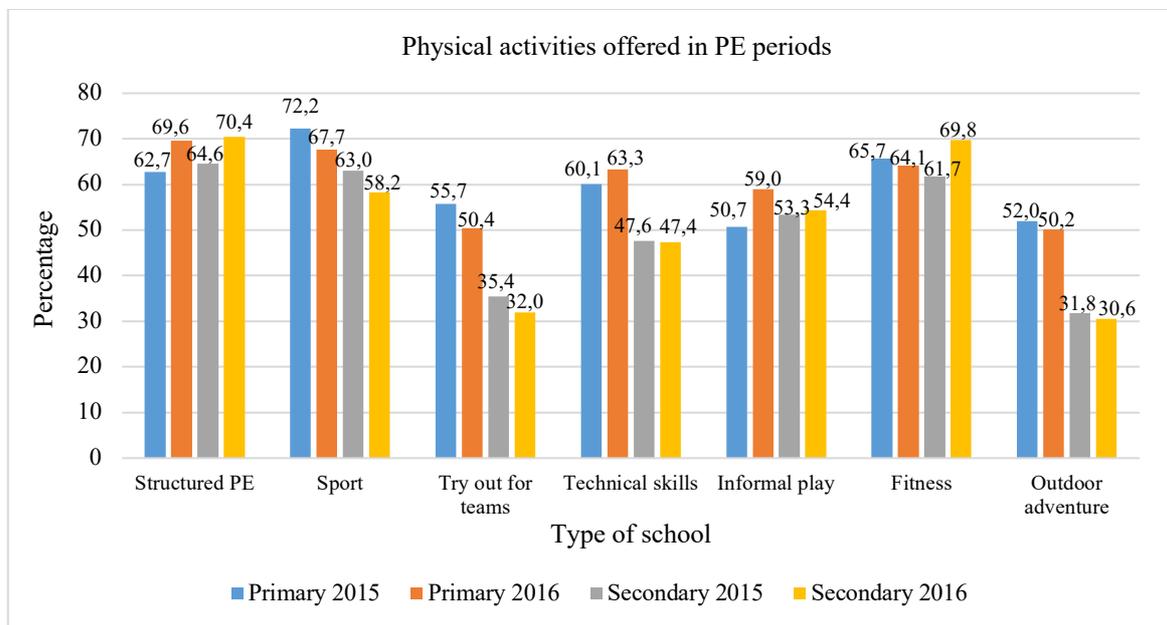


Figure 21: Physical activities taking place in PE periods

There is an inter-year consistency of the type of physical activities taking place in primary and secondary schools. Relatively more primary school learners indicated that they participate in sport-related activities, such as playing sport, learning (technical) skills or try-out for sport teams (team selection). Qualitative data from most Sport Masters (in lower quintile schools) or educator-coaches report that they use the class periods to select athletes for inter-house athletics or for team sports, such as netball, soccer or rugby. In this sense, it represents talent scouting but at the same time this practice excludes less talented learners and compromise the acquisition of motor proficiency across the board. In support, this is a more exclusionary practice inherent in competitive sports rather than facilitating motor learning and education for all.

An inter-quintile comparison of schools provide intra-school type trends across all nine provinces. In different primary schools, the profile of active physical participation represents a broad spectrum with relative more structured and variety of activities associated with higher quintile schools and schools for LSEN over the two years (2015 and 2016). Sport-related

activities dominated in physical education periods linked to playing sport, learning technical skills and/or try-out for sport teams. The outlier relating to sport participation occurs with schools for LSEN where 39.6% learners indicate an increase from 2015 to 2016 in structured Physical Education and 50% more recorded that they ‘play sport’ (Figure 22).

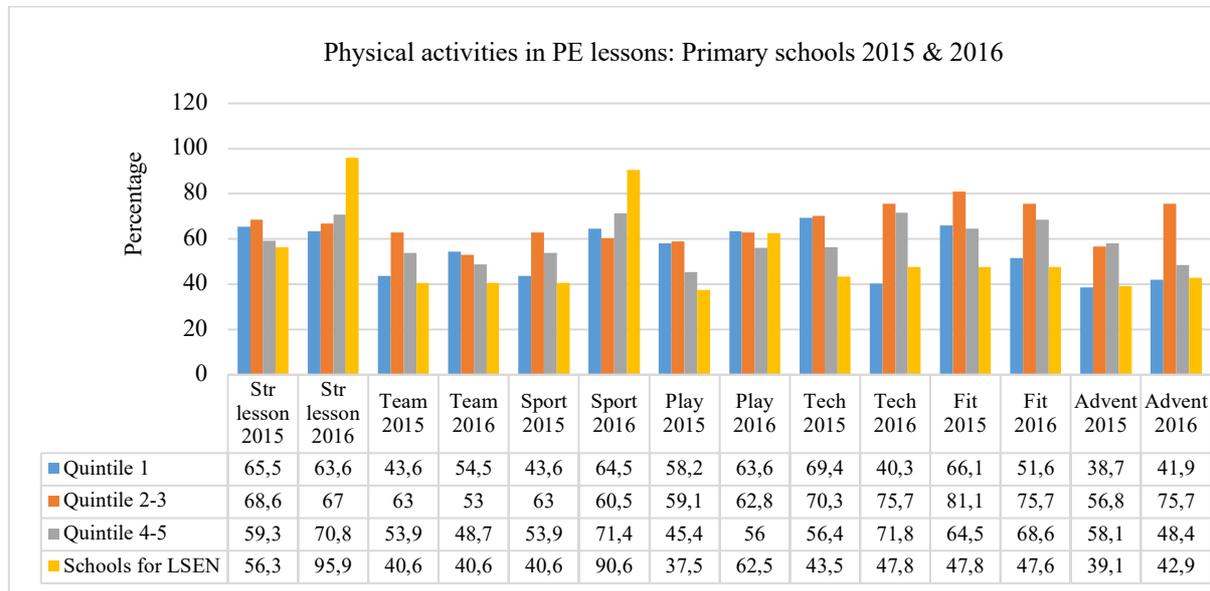


Figure 22: Physical activities during PE periods in different types of primary schools (2015 and 2016)

Key: Str=Structured; Team=Chose team sports; Sport=Played sport; Play=Informal play*; Techl=Learnt technical skills*; Fit=Fitness activities*; Advent=Outdoor adventure activities*.

* =Frequencies less than 25% of respondents (missing data) who opted not to answer these questions but the random occurrence only affected the effect size for these items. [All other items had a response rate of $\geq 99\%$.]

For Quintile 1 schools, there is a level of consistency of responses reporting on the type of activities across the two years, with the exception of more (29.1%) indicating that they learnt sport skills and less (20.9%) playing sport. For Quintile 2-3 schools the inter-year differences relate to more (18.9%) respondents indicating participation in outdoor adventure activities. For Quintile 4-5 schools, a similar pattern than that for Quintile 1 schools emerged where more mentioned that they learnt sport skills (15.4%) and less (17.5%). LSEN’ responses showed a high spike for structured physical education lessons (39.6%) and for having played sport (50%). Such fluctuations are associated with the implementation by individual educators, specialists and non-specialists. Qualitative data supports such observations as in several schools for LSEN, sport coaches took classes and therapists support learners during structured physical education lessons. The fluctuation between the learning of sport skills and playing sports may be rather subjective, as playing sport would inevitably come with the practising of skills and drills prior to in-game application.

Considering the perceptions of different learners, an inter-quintile school comparison in a particular year shows more fitness activities and ‘sport drills’ by Quintile 2-3 schools, compared to having more structured lessons as indicated by Quintile 4-5 and LSEN. There is no clear pattern except that more LSEN report well-structured and sport-related activities that corresponds with the availability of trained staff and availability of facilities. A similar

observation exists for higher quintile schools, whereas external service providers for lower quintile schools mostly focus on teaching sport skills and coaching.

Figure 23 shows inter-year physical activities offered in physical education periods for secondary schools.

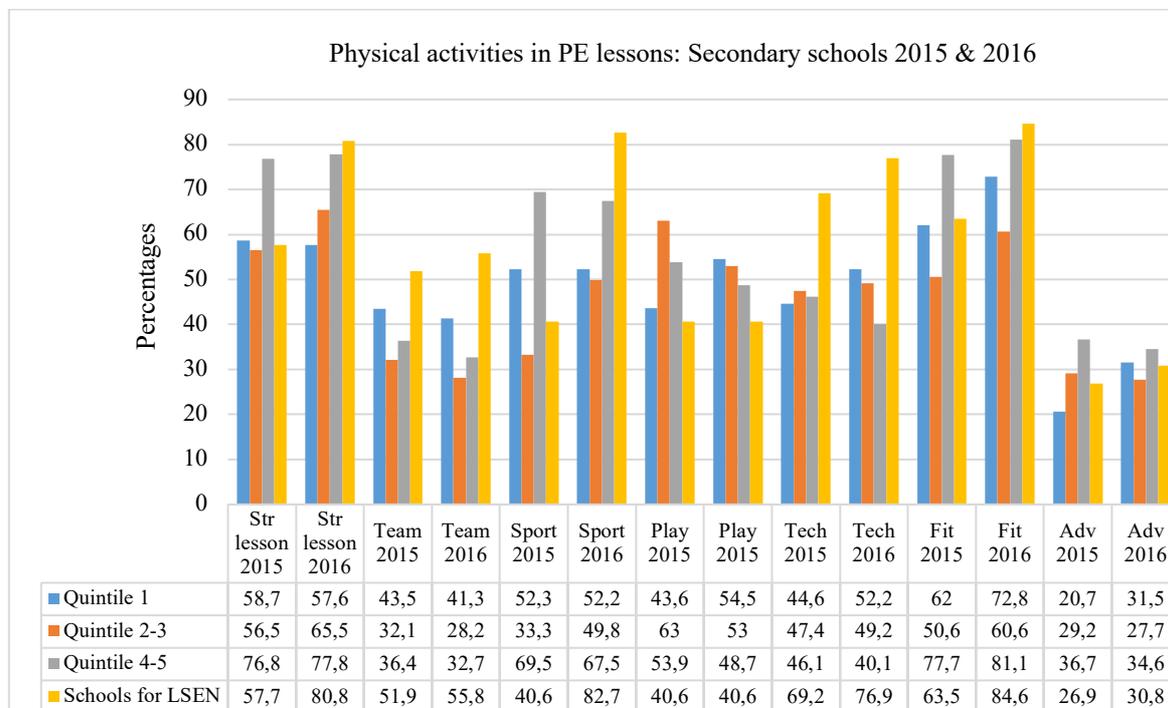


Figure 23: Physical activities done in PE periods in different types of secondary schools (2015 and 2016)

Key: Str=Structured; Team=Team sports; Sport=Played sport; Play=Informal play*; Techl=Learnt technical skills; Fit= fitness; Advent=Outdoor adventure activities.

[The item marked with an * has a frequency of n=749 or 55.6% of respondents (missing data) who opted not to answer this questions but the random occurrence only affected the effect size for these items. All the other items had a response rate of ≥95%]

Inter-year fluctuation of frequencies mainly affect schools for LSEN where the learners reported more structured physical education lessons (23.1%), sport participation (42.1%) and fitness (21.1%). Similar specialist staff implement and/or support LSEN in smaller classes contributing to more health-related and therapeutic content associated with structured lessons and sport activities.

Except for a high number of respondents from Quintile 1 schools indicating fitness as physical education content (72.8%), most Quintile 2-3 respondents reported informal play (63%) and fitness (60.6%) within a year. Most respondents within a year from Quintile 4-5 schools reported structured lessons (77.8%), sport participation (69.5%) and fitness (81.1%) as popular physical education content. From the findings it is clear that movement competency (structured lessons), sport and fitness (including physical activities) associated with a health paradigm, dominate physical education periods in secondary schools.

5.5 Attitude towards Physical Education

5.5.1 Attitude of HODs and Educators

The triangulation of self-identification of attitudes by teachers and HODs shows high levels of agreement and only three factors of slight differences regarding nine underlying components. These components refer to psychological orientations, judgement of competence and overall experience of implementation (Figure 24).

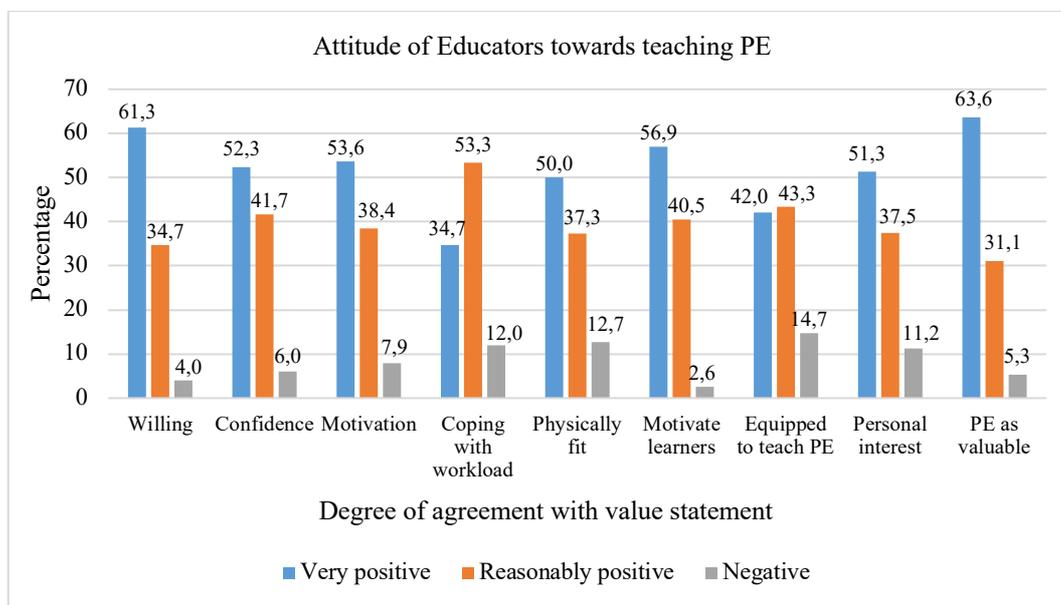


Figure 24: Attitudes of Educators towards teaching Physical Education

Most educators (n=96, 63.6%) are positive that physical education is a valuable subject and a (61.3%, n=92) expressed their willingness to teach the learning area, are confident (52.3%, n=79), interested (51.3%, n=78) and motivated (53.3%, n=81) to do so and can motivate learners (56.9, n=87). However, less (42%, n=63) are very positive that they are equipped to do so as only 50% feel positive about their fitness to demonstrate and implement physical activities. This corresponds with an observation of the reluctance of more senior and less physical fit educators. Some are less positive (53.3%, n=80) or negative (12%, n=18) due to a heavy workload and ‘too frequent assessment and lots of administration’ which leaves them ‘little time to teach’ (abstracted from several focus groups with teachers).

HODs are in agreement with relatively more of them being negative about teachers being able to cope with the workload (24%), equipped to teach PE (27.5%) or in physical shape to do so (23.5%). At the time of the research, only 32 (65.3%) of HODs taught Physical Education which may pose a challenge in being optimally informed of teacher performances, or being able to provide adequate leadership and mentorship for inexperienced and inadequately trained educators. Although as educators, both cohorts are positive about the educational value and possible benefits of Physical Education.

This section on the results follows a strategic approach from contextual information, to the discussion of challenges and good practices, followed by recommendations.

5.5.2 Attitude of learners

Respondents had to indicate to what extent certain experiences were relevant (applicable or not applicable), and to what extent did they ‘like’ them as per a three-point Likert scale (‘like very much’, ‘like it’, ‘do not like it’ (Figure 25).

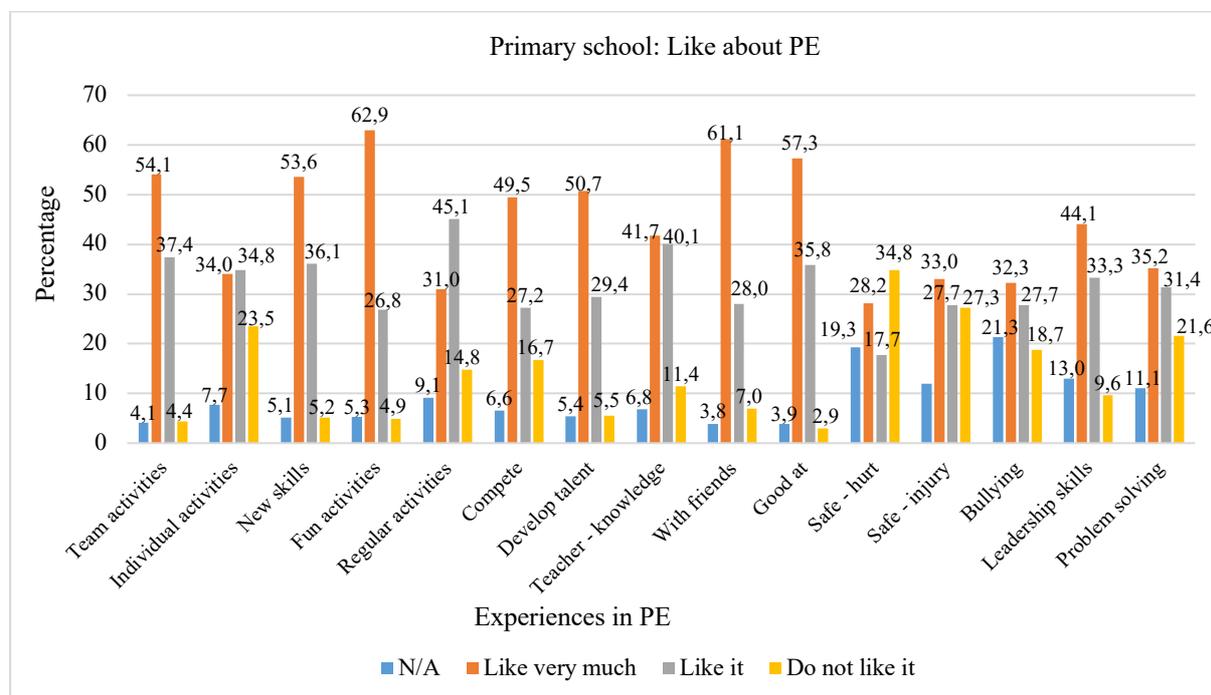


Figure 25: Degree to which primary school learners ‘like’ aspects of PE

Only responses representing $\geq 15\%$ of cases are discussed relating to the most prevalent types of experiences that elicited various degrees of positive or negative associations. Most primary school respondents highly appreciated (‘like very much’) interesting or fun activities (62.9%), taking part with friends (61.1%), team activities (54.1%) and activities in which they excel (57.3%). Other popular components entail the learning of new sport skills (53.6%) and talent development or improved movement competency (50.7%). A high percentage of respondents appreciated fair competition (49.5%) and educators demonstrating knowledge (41.7%).

Areas of concern mainly relate to the choice of ‘individual activities’ (23.5%) presented to primary school learners often include ‘running around the field’ or activities for assessment without having been exposed to them. Such activities were implemented as an end in itself without leading to skills applicable in games, sport or other types of movement forms. Excessive or uncontrolled competition (16.7%) elicited negative experiences of exclusion (sometimes humiliation) and, in many cases, lead to bullying (18.7%) or injury (34.8%). Unsafe play areas and physical unpreparedness (not warming up) significantly contribute to physical injuries. For some, problem-solving meant ‘improvising with little equipment’, which may have contributed to 21.6% respondents ‘not liking’ this aspect.

Figure 26 indicates perceptions of secondary school learners and the degree to which they note their experiences of different types of activities.

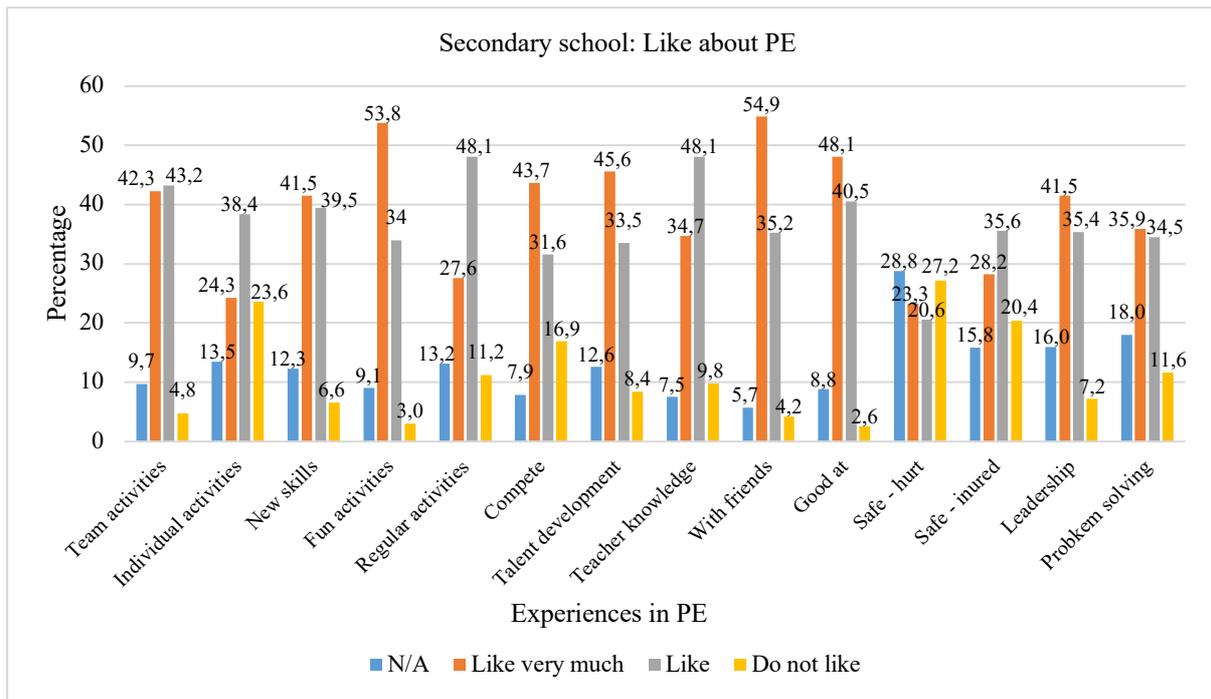


Figure 26: Degree to which secondary school learners ‘like’ aspects of PE

Only responses representing $\geq 15\%$ of frequencies discussed regarding the most positive experiences (‘like very much’) and negative aspects (‘do not like’) recorded by secondary school respondents. Most liked aspects relate to ‘fun’ (53.8%), ‘participate with friends’ (54.9%) and being good at activities (48.1%). Most appreciate social aspects, such as acceptance and success associated with self-worth that complement positive associations with team play (43.2%), taking leadership (41.5%) and learning new sport skills (41.5%). Similar concerns exist for ‘not liking individual activities’ (23.6%), competition (16.9%) and safety issues, like being hurt by others (27.2%) or injured (20.4%). A new aspect (different from the primary school learners’ questionnaire) having regular physical activity was ‘very much liked’ by 27.6% respondents and ‘liked’ by 48.1%. A concern is that 13.2% respondents indicate ‘non-applicability’, which links non-participation and non-compliance with CAPS.

In previous figures, reporting on what respondents ‘like about physical education’ had a relatively high level of consistency between primary and secondary schools. A more detailed analysis of similar data across school types relating to what primary school respondents did ‘not like’ (value ≥ 20) or ‘liked very much’ ($\geq 60\%$) illuminate other factors. The following figure presents 13 values with frequencies that qualify for discussion of which most (seven discriminatory values) are from LSEN as the respondents.

Most respondents from different school types, indicate that they very much like ‘fun activities’ and ‘taking part with friends’, compared to Quintile 1 school learners indicating ‘team activities’ (Figure 27). For Quintile 2-3 schools sport-related experiences, such as being good (60.2%) and talent development (62.9%) are prioritised.

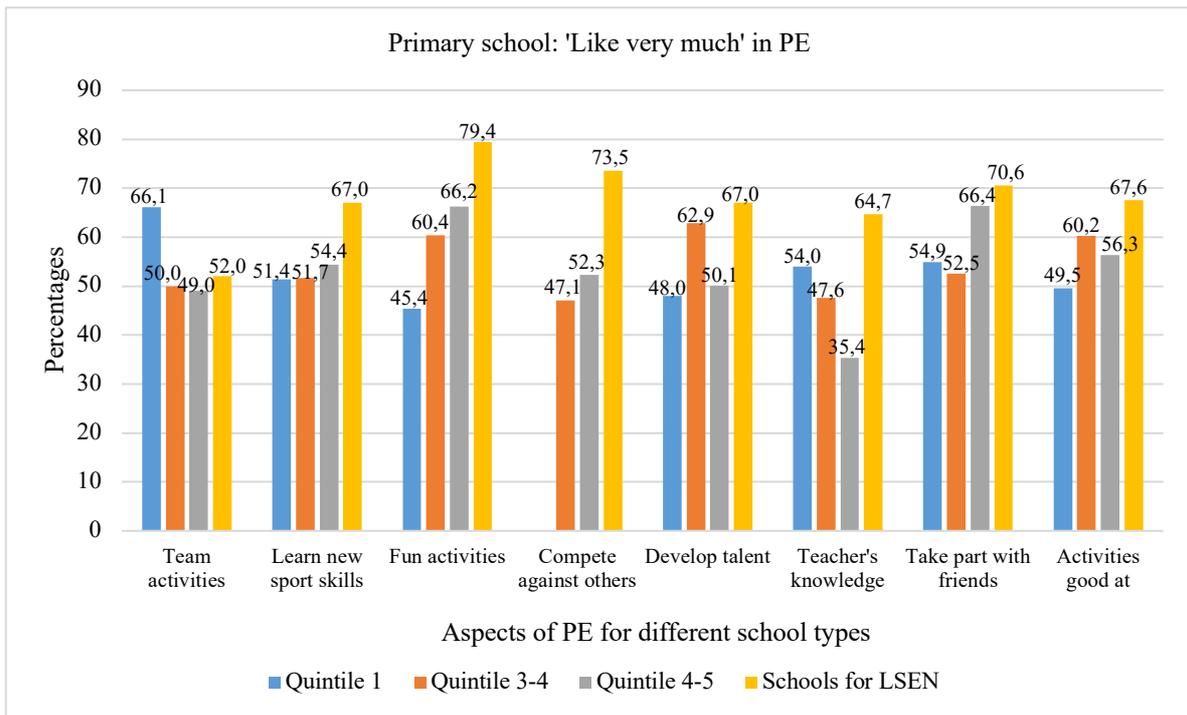


Figure 27: PE aspects most liked by $\geq 60\%$ primary school learners as per school type

Secondary school respondents indicate eleven items to have proportional representation of $\geq 60\%$, namely six from LSEN and three from Quintile 1 schools. The latter aspects show coherence for competitive team activities among friends, where game situations reflect sport competitions or informal play. Secondary school learners from Quintile 4-5 and LSEN indicated 'taking part with friends'. Most ($\geq 60\%$) LSEN secondary school respondents show a preference for team sport and exposure to multiple skill development (social and cognitive) that include 'leadership' and 'problem-solving' activities (Figure 28).

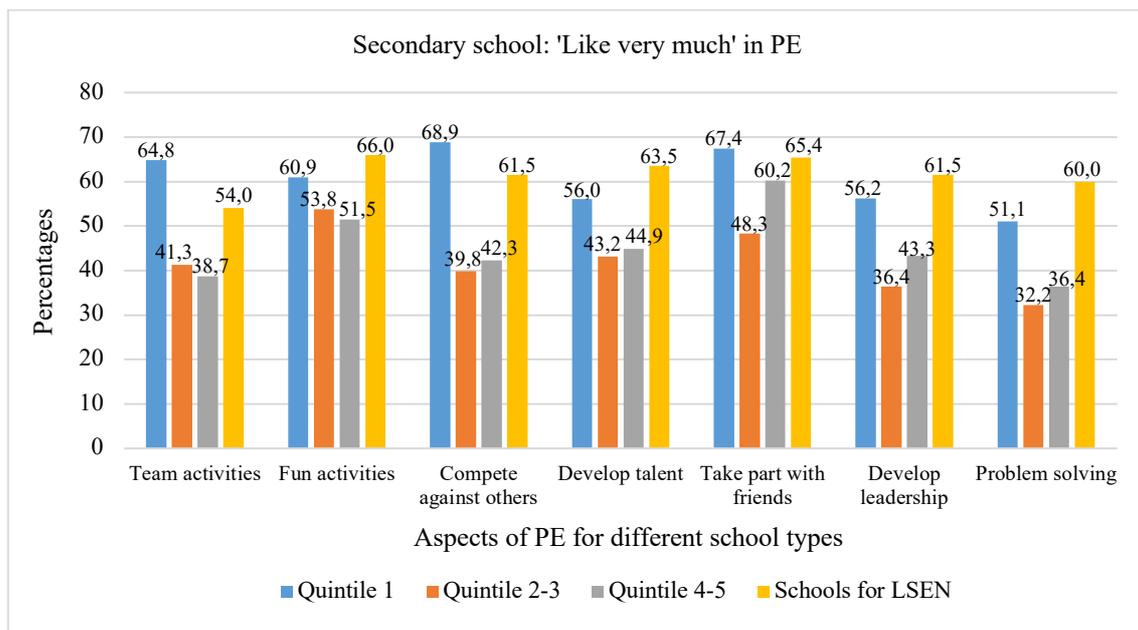


Figure 28: PE aspects most liked by $\geq 60\%$ of secondary school learners per school type

Aspects ‘most liked’ by secondary school respondents from different school types, show that LSEN ‘very much like’ six of the seven items, demonstrating a high level of positive overall physical education experiences. Quintile 4-5 secondary school respondents appreciated ‘playing with friends’ (60.2%), compared to Quintile 2-3 schools. For Quintile 1 learners, social aspects (team play, competition, playing with friends and having fun) elicited a high percentage of positive responses.

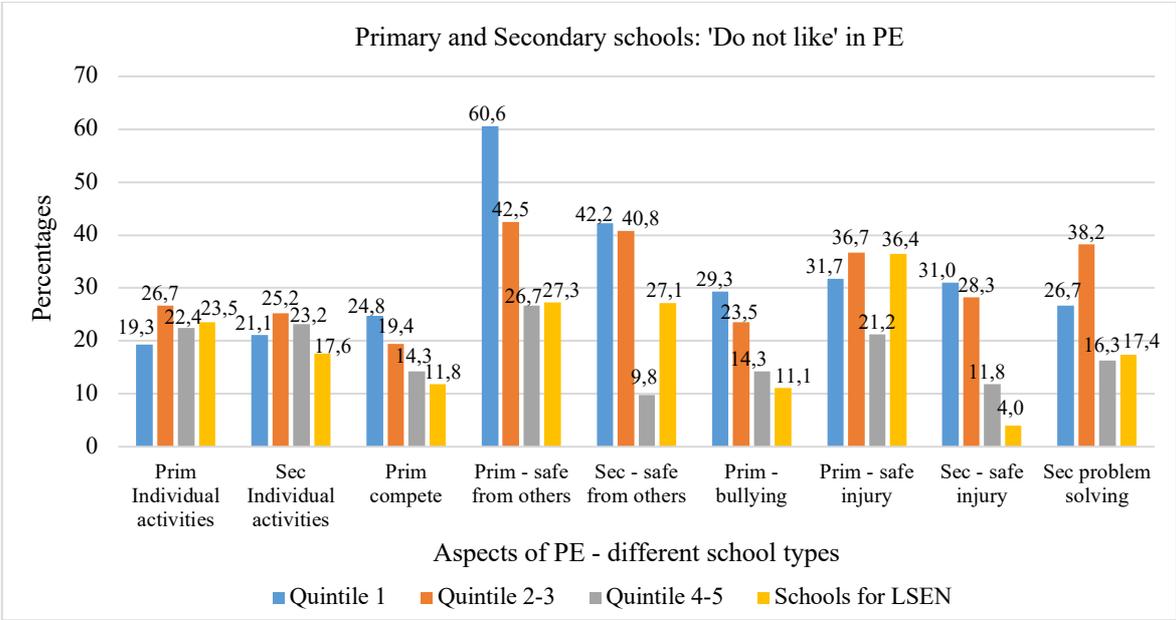


Figure 29: PE aspects not liked by ≥20% of primary and secondary school learners per school type

[The items that refers to ‘bullying’ and ‘problem solving’ for primary school learners have respective response rates of less than 55% compared to the response rate of all other items of ≥ 90%.]

On the rather negative side, activities or aspects of Physical Education, which primary and secondary school learners ‘do not like’ in ≥20% of cases, raise concerns around matters of implementation and contextual realities. Figure 29 shows that primary and secondary school learners are concerned about safety issues associated with negative experiences, like ‘being hurt by others’ (all) or bullying in lower quintile primary schools. Another widespread issue relates to ‘not linking individual activities’ (primary and secondary school respondents) and ‘not liking problem-solving’ (lower quintile school respondents), or competition (Quintile 1 school respondents).

Respondents from lower quintile schools (≥60%) and schools for LSEN, 66.7% for primary school and 50.0% for secondary school learners, negative experiences concern individual and group conflict or strained inter-personal relations. This is also a challenge in Quintile 4-5 schools, where 56.5% respondents indicated that ‘children have lots of anger’, although the response rate is comparatively lower than for other items. Negative experiences were reported by 68.8% (n=917) primary school learners and for 50.4% (n=749) secondary school learners.

Of the proportion respondents who do ‘not like’ some activities offered in physical education classes, levels of satisfaction between boys and girls differ. Values of ≥10% difference between

the proportion boys compared to girls not liking activities are reported when there is a <10% proportional difference between the cohorts (Figure 30).

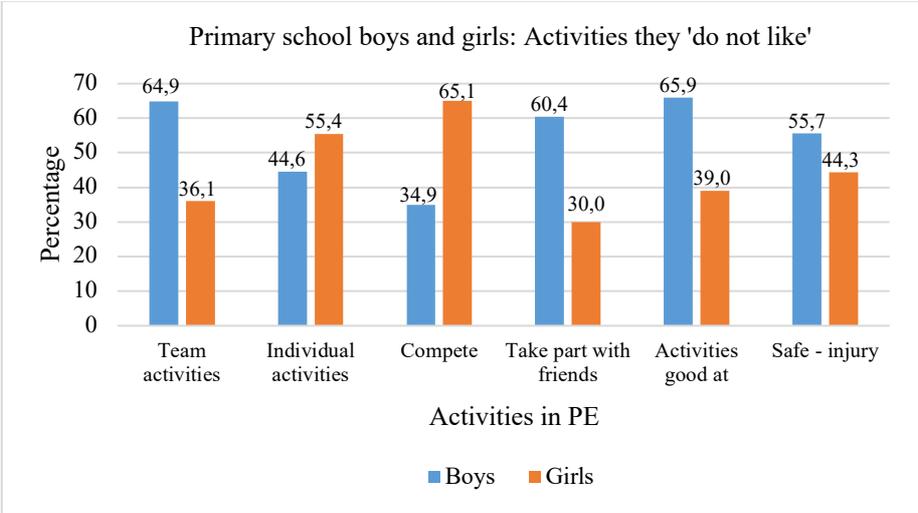


Figure 30: Primary school boys and girls and activities they ‘do not like’

The relative dissatisfaction of primary school boys relate to ‘competitive team activities’ and ‘taking part with friends’. Large classes in lower quintile schools do not allow learners inclusive participation and favour the more competent players and creating negative experiences for many boys who are less ‘physically inclined’ or not ‘part of the soccer team’. Rough play occurring during unsupervised play and uneven or unsafe play surfaces, contribute to more boys fearing injury compared to girls. A girl from a school in the Western Cape said ‘only the tough girls play with the boys’ which is also the case in many other schools contributing to many girls ‘bringing sick notes or just sitting out.’ Figure 31 shows a gender-comparative analysis for secondary school learners.

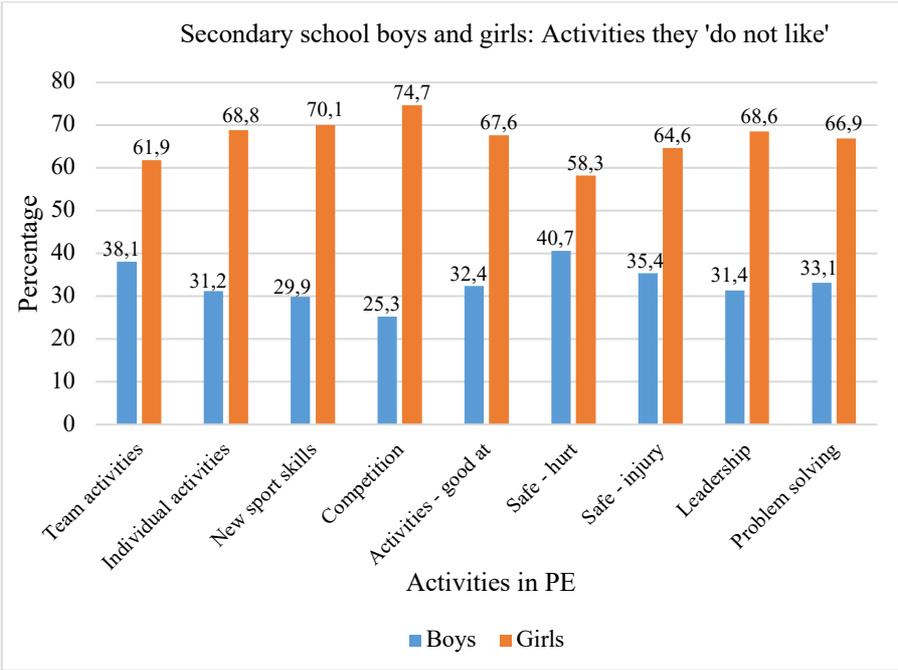


Figure 31: Secondary school boys and girls and activities they ‘do not like’

The relative high proportion of secondary school girls having negative perceptions entail nine listed activities associated with physical education. During focus group discussions, it became evident that many do not like to take part with boys in competitive team or individual activities as ‘boys can hurt you’ or ‘they laugh at you if you are not good in sport’. Safe participation is a concern and the lack of engagement extend to ‘leadership’ and ‘problem solving’ which is considered as being in the male domain. The content and mix-gender participation disadvantage girls disproportionately and demonstrate a gender insensitivity and bias within the current implementation of physical education.

5.6 Perceived benefits of Physical Education

5.6.1 Educators and community members: Perceived benefits of PE

In the focus groups, the perceived benefits for learners, school and community were identified although the descriptive statistics only related to such benefits from the perspectives of educators (including HODs) and learners. Figure 32 and Figure33 indicate the perceived benefits, followed by discussing the discrepancies between educators and learners of $\geq 20\%$ proportional difference in values.

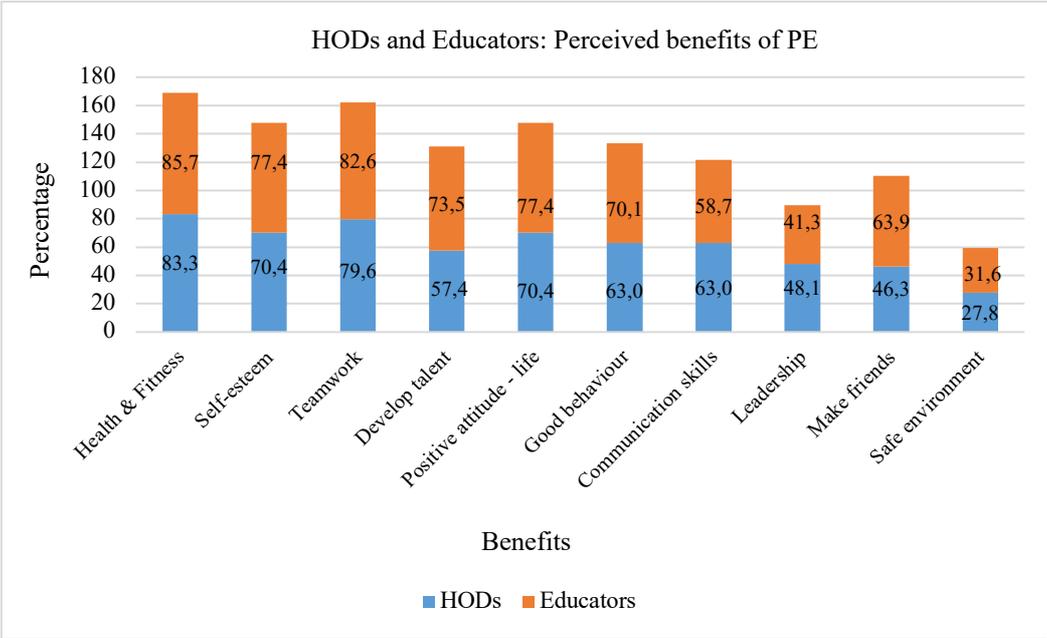


Figure 32: Perceived benefits of PE for learners identified by HODs and Educators

Heads of Department and educators share similar views on the main benefits of Physical Education. Only two perceived benefits show differences of $>10\%$ as relatively more educators indicate ‘development of sporting talent’ (16.1%) and learners ‘making friends’ (19.6%) as perceived benefits.

5.6.2 Learners: Perceived benefits of PE

The perceived benefits related to planned and unplanned outcomes for participation in physical education. The overall benefits listed as categorical options for respondents, include health, sport-related aspects, social and psychosocial or psychological benefits. Some aspects or items are interrelated and carry meanings when interpreted in association with others (forming a mini-

index). In Figure 33 the health, sport-related and social aspects are comparatively displayed for primary and secondary schools, and Figure 34 presents psychosocial and psychological aspects.

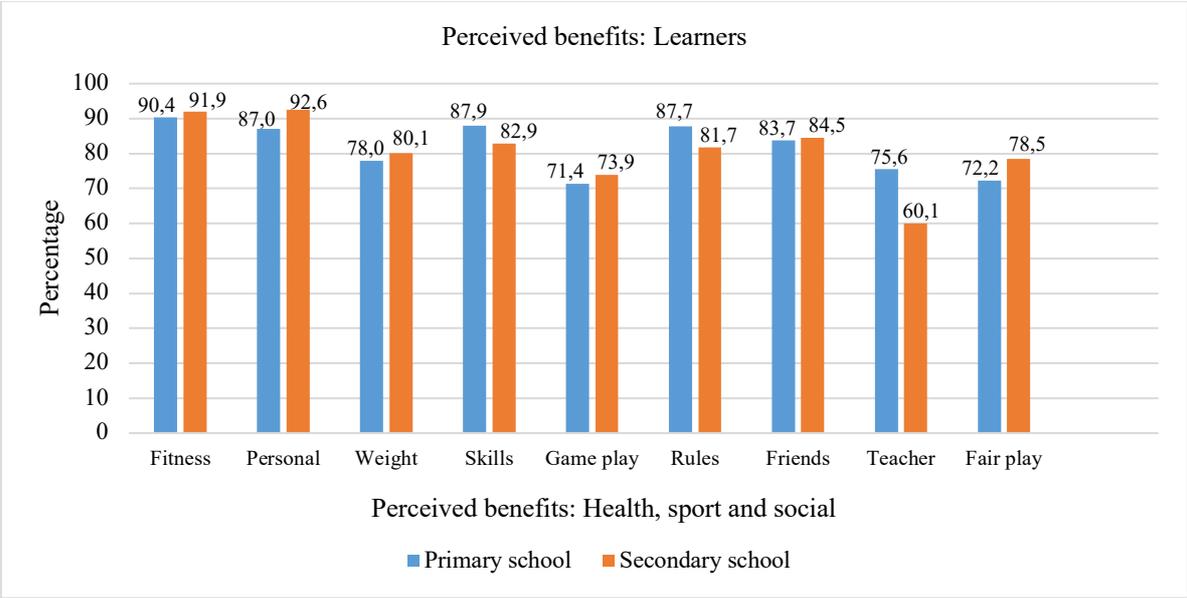


Figure 33: Perceived general benefits of PE for primary and secondary school learners

Most respondents (>78%) rate the gaining of fitness and improvement of personal health as a benefit, whilst another health-related aspect includes ‘weight control’ as indicated by 80.1% of secondary school learners. The challenge posed to such perceived benefits relate to the intensity and duration of health-inducing physical activity which is in most cases not possible due to large numbers in classes (lower quintile schools), time allocation, frequency (CAPS prescriptions) and the availability of resources, including trained human resources. Within a game-sport participation approach, the cognitive component (learning of sport skills and rules) is considered an important benefit (>81%), followed by making strategic decisions in game situations (game play, >71%).

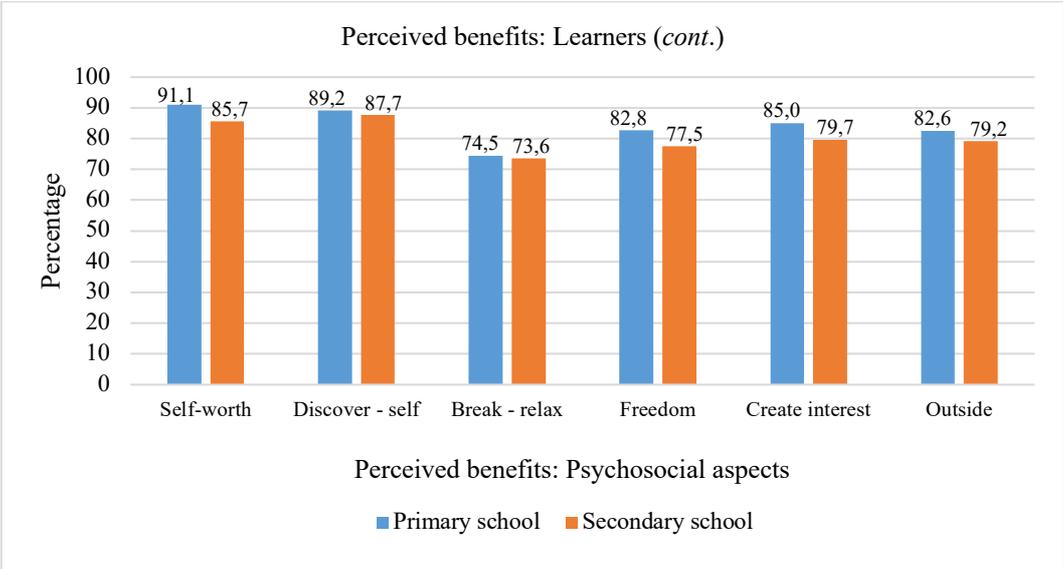


Figure 34: Perceived psychosocial benefits of PE for primary and secondary school learners

Perceived social benefits correspond with priorities stated about what respondents mostly like about physical education and include being able to play with friends (>83%), play fairly indicated by 6.3% more secondary school learners. Relatively more primary school learners (15.5%) find building a relationship with educators beneficial. Benefits relating to the affective domain and psychological development of learners render equally positive perceptions for both primary and secondary school learners. A vast majority of both cohorts are of the view that their participation contributes to self-discovery (>87%), self-worth (>85%), being outside the classroom and bringing a sense of freedom (>82%), creating an interest in active participation (>79%) and providing relaxation from academic stress (>73%).

Differential frequencies of $\geq 20\%$ variance between respondents of different types of schools regarding the perceived benefits of Physical Education include health-related aspects, psychosocial aspects and knowledge acquisition (learning the rules of games and sports. For learners from lower quintile schools, weight control is a common benefit, whilst other aspects are related to specific school type cohorts (Figure 35).

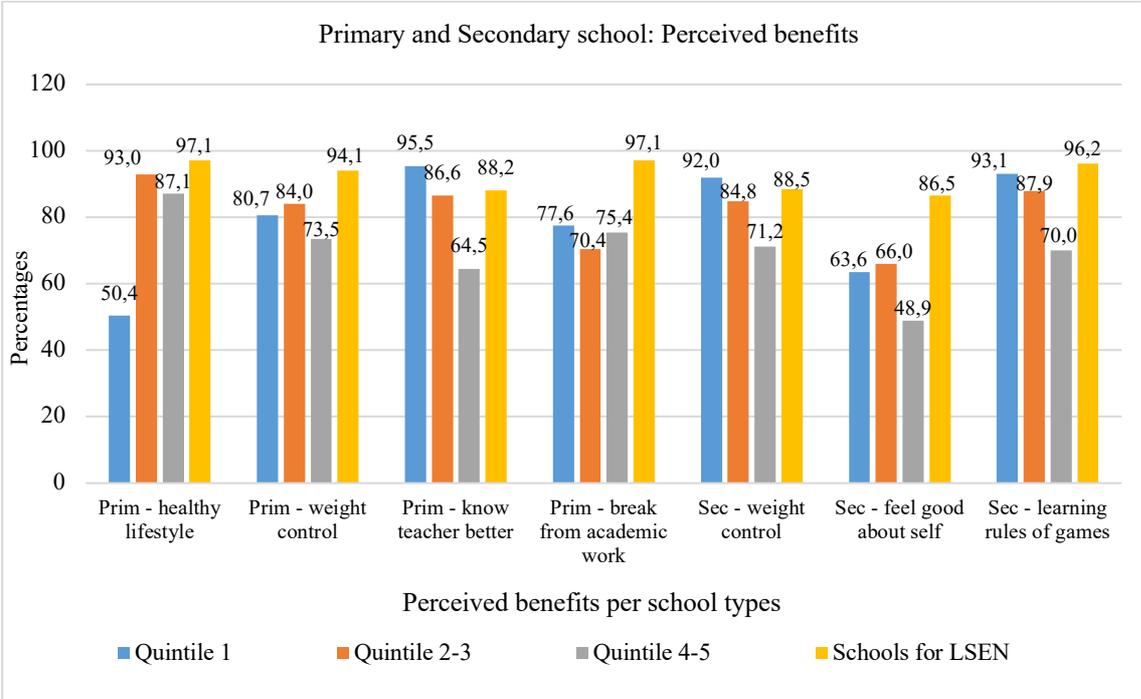


Figure 35: Perceived benefits $\geq 20\%$ variance between primary and secondary school learners from different school types

The largest variance between learners from different school types, relate to a relatively low percentage of Quintile 1 learners see that Physical Education contributes to a healthy lifestyle, whilst more lower quintile school learners regard ‘weight control’ as an important benefit. A high proportion of primary and secondary LSEN regard Physical Education as highly beneficial for health (and being physically active as a time-out from academic work). Comparatively less learners from Quintile 4-5 schools hold similar views, including building a relationship with educators for primary school learners, as well as self-validation or learning rules of games and sport. This has particular relevance with an existing frame of reference and exposure to sports and the social distance between learners and educators (as figures of authority). This has

relevance for existing power relations where educators seldom allow input from learners and exert strict disciplinary measures.

In schools where there are often strained relations between learners who are not ‘academically inclined, taking part in sport (Physical Education) makes them shine and teachers are less hard on them’ (focus group from a lower quintile school). For learners from higher quintile schools, bonding are more evident with educator-coaches in team settings.

6. CHALLENGES

6.1 Challenges: HODs and Educators

Ten of the 15 items listed in the questionnaire show differences between HODs and other educators presented as Likert scale choice options. Table 3 indicates the magnitude of main problems identified by a proportion of HOD respondents, while Table 4 provides the responses of educators on the same items.

Table 3: Main challenges reported by HODs regarding the teaching of PE

Aspects affecting PE teaching		Big problem	It's a problem	No problem	Total
Training of teachers	Count	26	18	7	51
	%	51.0%	35.3%	13.7%	100.0%
Motivation of teachers	Count	14	21	16	51
	%	27.5%	41.2%	31.4%	100.0%
Lack of mentoring teachers in school	Count	12	23	15	50
	%	24.0%	46.0%	30.0%	100.0%
Allocation of time to implement programme	Count	11	17	21	49
	%	22.4%	34.7%	42.9%	100.0%
Workload of LO/LS teachers	Count	14	15	23	52
	%	26.9%	28.8%	44.2%	100.0%
Attitude of school Management Team (SMT) towards PE	Count	6	6	38	50
	%	12.0%	12.0%	76.0%	100.0%
Availability of learning materials	Count	12	19	21	52
	%	23.1%	36.5%	40.4%	100.0%
Quality of learning materials	Count	9	19	19	47
	%	19.1%	40.4%	40.4%	100.0%
Adequate budget	Count	22	18	8	48
	%	45.8%	37.5%	16.7%	100.0%
Support from parents	Count	23	15	13	51
	%	45.1%	29.4%	25.5%	100.0%

In Table 3, issues relate to the availability and quality of human resources (quality and training of teachers), financial and material resources, as well as support from the school management and parents. Educators identify training (51% and 47.8%), budget constraints and parental support (>40%) as ‘big’ or major problems. The lack of training further translates in low motivation and inadequate mentoring that is exacerbated by ‘limited time’, a ‘heavy workload’ (multiple assessments), the number of diverse learning areas within Life Orientation and large classes in lower quintile schools. It also includes the lack of diverse and meaningful learning materials.

Table 4: Main challenges reported by Educators regarding the teaching of PE

Aspects affecting PE teaching		Big problem	It's a problem	No problem	Total
Training of teachers	Count	77	52	32	161
	%	47.8%	32.3%	19.9%	100.0%
Motivation of teachers	Count	49	68	41	158
	%	31.0%	43.0%	25.9%	100.0%
Lack of mentoring teachers in the school	Count	58	60	40	158
	%	36.7%	38.0%	25.3%	100.0%
Allocation of dedicated time to implement programme	Count	44	57	53	154
	%	28.6%	37.0%	34.4%	100.0%
Workload of LO/LS teachers	Count	59	44	51	154
	%	38.3%	28.6%	33.1%	100.0%
Attitude of school Management Team (SMT) towards PE	Count	29	40	88	157
	%	18.5%	25.5%	56.1%	100.0%
Availability of learning materials	Count	53	47	58	158
	%	33.5%	29.7%	36.7%	100.0%
Quality of learning materials	Count	51	50	56	157
	%	32.5%	31.8%	35.7%	100.0%
Adequate budget	Count	67	54	36	157
	%	42.7%	34.4%	22.9%	100.0%
Support from parents	Count	63	53	41	157
	%	40.1%	33.8%	26.1%	100.0%

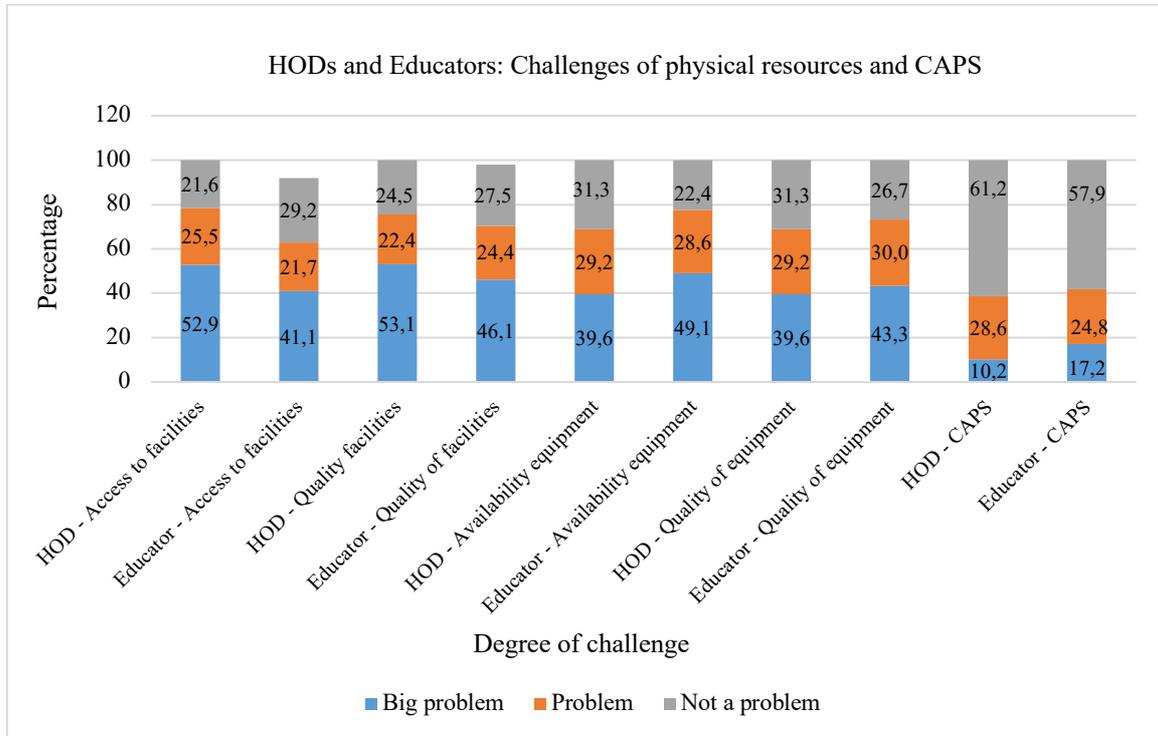


Figure 36: Degree of challenges of physical resources and CAPS for HODs and Educators

It seems that HODs have a different estimation of the magnitude of concerns which may render the educators’ meanings more reliable as only 63.5% HODs teach PE, of which only 40% are qualified to do so. However, they have an overview of concerns within grades for which they take responsibility. Inter-cohort comparisons, reveal some differential findings regarding the access to physical resources and the curriculum (CAPS) that stood out as major concerns for educators (Figure 36).

Proportionally, more educators (than HODs) find access to and the quality of facilities, the number and the quality of equipment as a ‘big problem’ and stumbling block in being able to implement Physical Education. Relatively more educators (7%) find CAPS to be problematic and mostly affect untrained educators as they do not know. Specialist or trained educators report curricular limitations, such as the focus on physical activities rather than on meaningful education and the theory-practice divide. The latter situation has been described by many educators as problematic compared to a possible stand-alone status of Physical Education, supported by adequate resources and trained educators.

6.2 Challenges: Learners

Learners share similar opinions about the challenges indicated by the educators, but from their perspective other challenges emerged. Figure 37 and Figure 38 provide information on what learners perceive as problematic. Thematically clustered items portray concerns about infrastructure and curricular elements (Figure 39), whereas the second cluster consists of elements relating to the implementation of Physical Education (Figure 40).

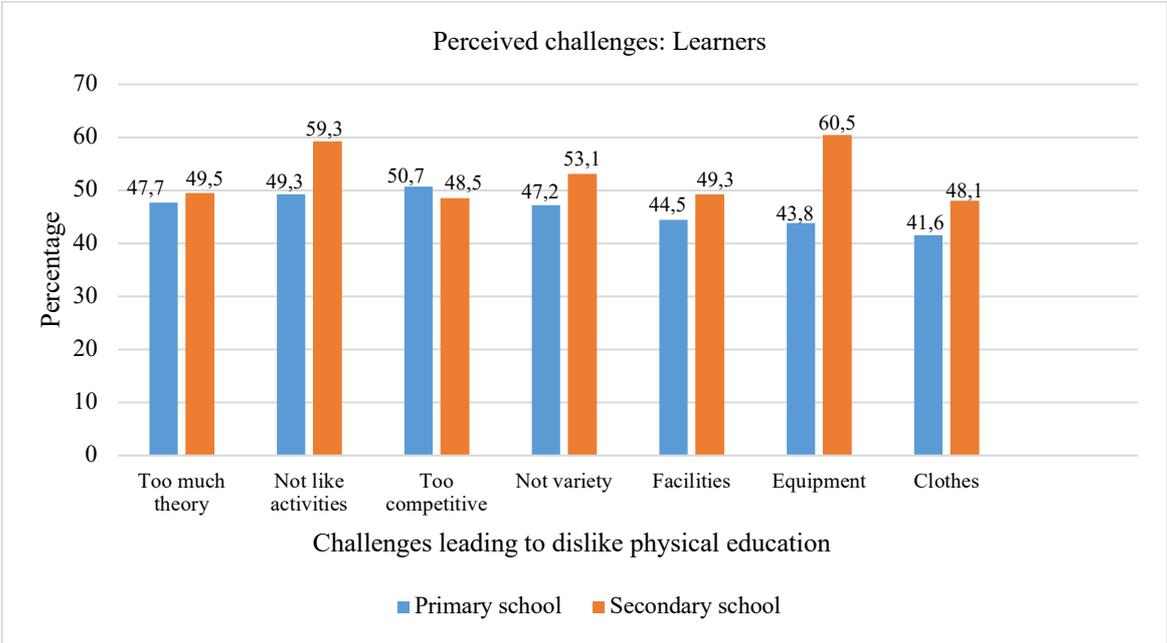


Figure 37: Perceived challenges for learners regarding participation in PE

Contrary to Likert scale providing scaled options for educators and HODs, the identification of problems in the learners’ questionnaires posed a categorical ‘yes’ or ‘no’ response. A larger proportion of secondary school respondents are more negative than their primary school counterparts in ‘not liking’ the curriculum content (59.3%) due to a lack of variety (53.1%),

and/or too much emphasis on theory (49.5%). Slightly more primary school learners (50.7%) experience competitive sport activities negatively. The lack and quality of facilities and not having suitable clothing are concerns for both cohorts, but it is the lack of equipment that for secondary (60.5%) and primary school learners (43.8%) show causality with the monotony and narrow repertoire of activities (lack of variety), as well as some educators prefer to teach mainly theory.

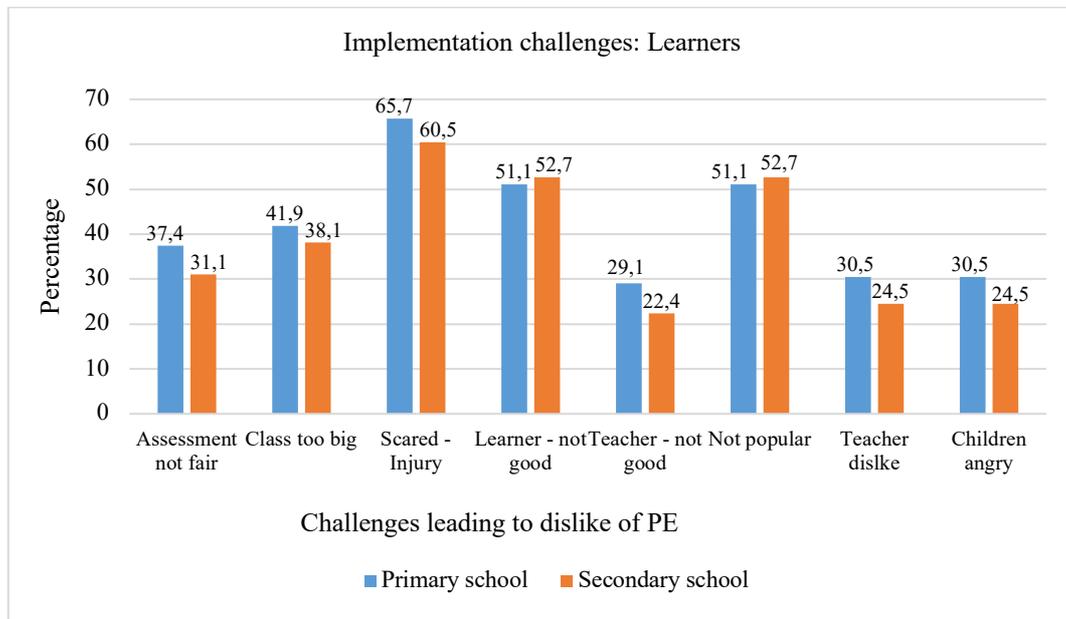


Figure 38: Perceived challenges of learners regarding implementation of PE

Figure 38 presents a comparative profile on implementation challenges with the interrelated components, such as the problem of big classes that may have a ripple effect on unsafe participation. Similar inter-relatedness exists for relationship issues with significant others (educators and peers), whilst the third main theme concerns the judgement of the quality of teaching, assessment and educator conduct.

Most primary and secondary school learners (>60%) are scared of injury, whilst relationships (peer-to-peer=>51%; educator-learners=>24%) and big classes (>38%) contribute to negative experiences. Most learners (>51%) feel that they are not good or successful, which has a bearing on assessments seen as not fair (>31%). The latter may reflect negative perceptions of educator conduct, such as viewing them as ‘not good’ (>22%).

Respondents from different types of schools experienced the reported challenges to different degrees as reported by primary and secondary school learners across the school types. The following two figures shows the difference according to a $\geq 20\%$ variance according to primary and secondary school learners respectively (Figure 39 and Figure 40).

Quintile one respondents report a high rate of negative experiences across six items with ‘not enough equipment’ the only item listed as a mutually negative experience. On the other hand, LSEN responded comparatively more positive indicating that they have access to relatively more and better quality resources, including attention from educators and positive learning experiences.

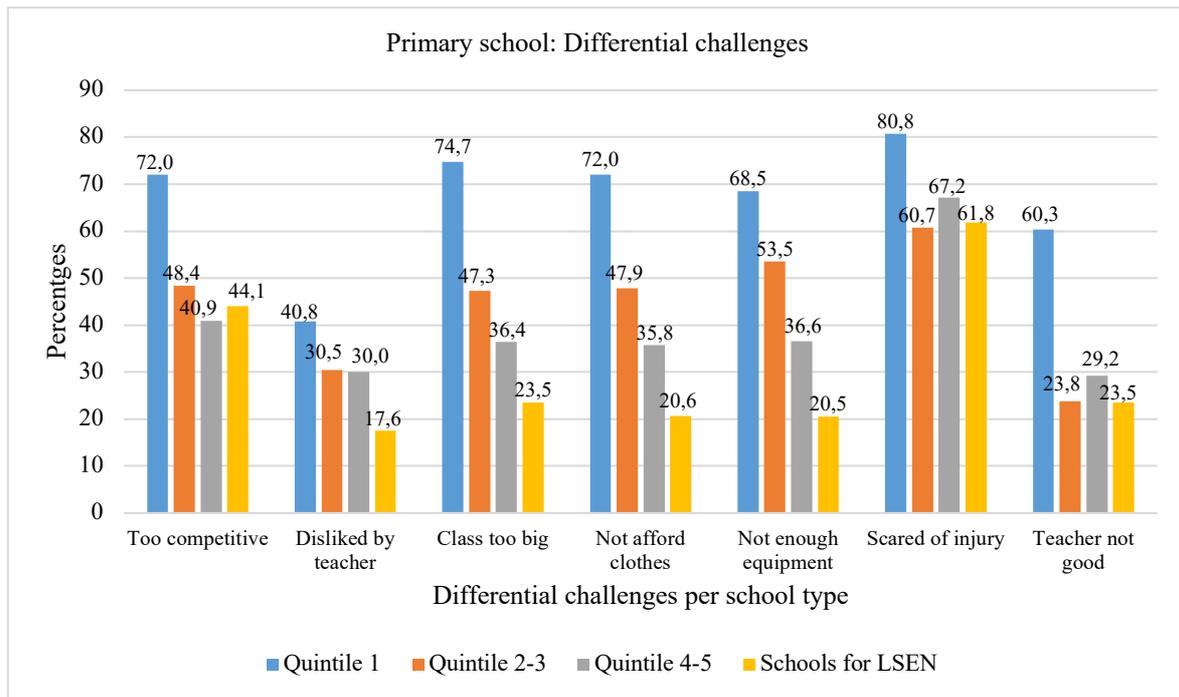


Figure 39: Differential challenges ($\geq 20\%$ variance) for primary school learners from different school types

Shared negative experiences cut across all quintile ranked schools and show the relative lack of provision and dissatisfaction with curricular content and its implementation. It counters commonly held assumptions that learners in higher quintile schools are well resourced and satisfied with the state of affairs. The changing learner profiles within these schools and possible inappropriate ranking may contribute to relatively high levels of learner frustration among primary school learners. The Figure 40 provides a similar overview of differential experiences and identification or challenges by secondary school learners.

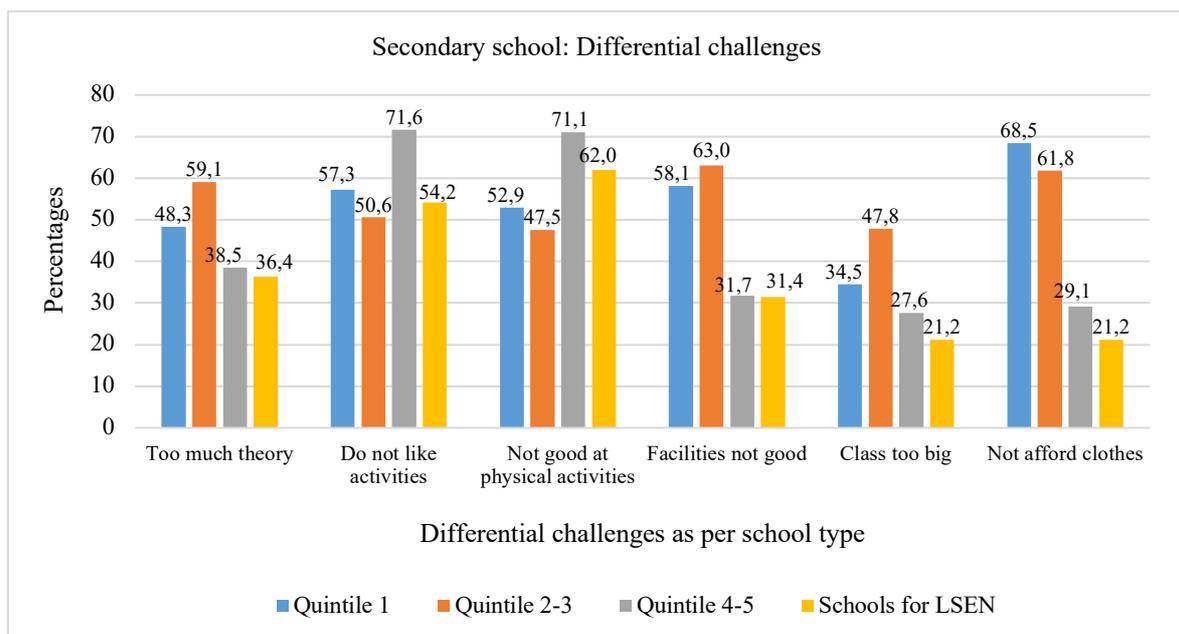


Figure 40: Differential challenges ($\geq 20\%$ variance) for secondary school learners from different school types

Relatively less secondary school respondents from LSEN schools report challenges, although a comparative high proportion share the dissatisfaction with the emphasis on theory and curricular content ('do not like the activities'). A rather unexpected result refers to the higher quintile secondary school learners reporting an aversion to the types of activities (71.6%) in which they are not successful or 'not good at' (71.1%) which inevitably result in negative perceptions and affect motivation levels. Quintile 2-3 secondary school participants share implementation challenges of having to participate in large numbers (47.8%) and, as in Quintile 1 schools, lack access to material and physical resources (58.1% and 63% respectively) or not being able to afford appropriate clothing (68.5% and 61.8% respectively).

6.3 Main challenges per school type

In this section, main challenges refer to the coded responses reported by HODs and educators and substantiated by narrative data obtained from the provincial reports. Firstly, the report states the most significant challenges communicated by respondents from all schools, followed by differential perspectives based on schools for LSEN and for lower quintile schools that disproportionately face resource constraints. Learners further indicated who they regard as the responsible stakeholder, which may have been somewhat influenced by the mandate (and thus associated involvement) of DBE and universities (represented by the researchers).

6.3.1 Challenges for all schools

- The absence of QPE relevant to a stand-alone subject and specialised professionals as per specific employment provision;
- The lack of recognition and resource provision from the National Department of Basic Education and Sport and Recreation South Africa as per Memorandum of Understanding to deliver on education and school sport policies and strategic thrusts;
- Curricular constraints with minimal time allocated to "practical participation" with Life Orientation/Life Skills theoretical content that has little theory-practical articulation;
- Curricular emphasis on assessments and (mere) physical activities rather than having an educationally sound (and holistic) model for implementation;
- A crowded "space" in need of a coherent (holistic) educational model and directives of a subject matter and clear realistic educational outcomes.

6.3.2 Quintile 1-3 schools

- The lack of monitoring and evaluation from subject advisors who often demonstrate a lack of understanding of Physical Education as subject and contextual realities for implementation;
- Not having a supportive sport culture and supportive resources available for PE regarding value perceptions (low status), management and parental support to create an enabling environment;
- The lack of basic physical resources, especially indoor-facilities and a variety of adequately safe and maintained outdoor facilities, as well as adequate quantity of durable equipment;
- The lack of trained, experienced and enthusiastic educators who could facilitate learning and skill acquisition prior to assessments;

- The lack of good quality training opportunities, as workshops are not (always) delivered by knowledgeable presenters or do not address the real needs and competency levels of educators;
- Large and gender-mix classes disadvantage girls and less physically developed boys, as well as pose the risk of injury and conflict among learners;
- Educators not delivering meaningful content and lack didactical flexibility that results in repetitive, boring activities and a high level of disinterest from children;
- The relative lack of access to regular meaningful PE, due to schools outsourcing Physical Education to external service providers (NGOs) are relatively better off in terms of implementation and human resource availability;
- Over-dependence on curriculum-only content that is not clearly understood and no, or little, other learning resources;
- Having no budget (from DBE) and the inability to raise funds or engage sponsors;
- The lack of interest or knowledge of the potential benefits of Physical Education from parents ‘eagerly write absenteeism notes’ and do not or cannot provide practical clothes.

6.3.3 LSEN schools

- Inadequate curriculum content and lack of clear guidelines for implementation;
- The lack of adequately trained educators to deliver adapted activities according to the physical and/or mental abilities of learners;
- Lack of opportunities to participate with able-bodied learners (mainstreaming) in appropriate activities.

One educator from a school in the Eastern Cape expressed her dismay by saying: "the challenges are beyond solutions". Systemic challenges falls within the domain of the relevant government departments with DBE held accountable and responsible for ensuring that Physical Education would benefit children, the school and society in a sustainable way.

In addressing these challenges, different stakeholders (including the school and school governing body, other service providers and partners) may find a synergy of addressing real needs that are pivotal for meaningful educational practices. The training of specialised PE educators at universities will only be possible if such posts are created and advertised by schools. This contributed to an aging qualified educator population and younger educators being trained in other subjects, coaching, sport management or sport science which contribute to highly diverse foci and practices.

7. GOOD PRACTICES

From the results, it is very clear that ‘one size does not fit all’ and research respondents mediated and give meaning to their experiences according to their expectations, which in turn reflect their lived-realities and real life circumstances. This is also the case for identifying good practices and show practices for sharing among similar contexts and school. Focus group participants and interviewees identified the following good practices.

7.1 Policies and practices

- Schools have policies and supportive governance structures for school sport that provide direction, mentorship and show articulation with Physical Education (e.g. dress codes, facility and equipment management and stakeholder engagement).
- Schools feature an active sport (mass) participation and (sporting) excellence as ethos of the school in support of an academic-sport balance that is supported by the Sport Governing Body.
- Sport and Physical Education are promoted (advocacy) by the principal and HODs ‘lead from the front’.
- A well-managed school with regular (subject and sport code) meetings and communication to the parents to ensure they understand the value of Physical Education and provide support.

7.2 Implementation

- Maximising participation by aligning it with seasonal sport activities.
- Scheduling the one practical lesson on one particular day within a 6-day cycle (North-West Province).
- Male and female specialists providing separate physical education lessons depending on content.
- Offering reciprocal mentorship – from educators to external service providers or from external coaches offering mentorship to educators.
- Utilising trained mentors for non-trained educators and ensure younger (and male) educators to take multiple classes according to the strengths, level of motivation and interest.
- Utilising educator-coaches and external service providers to ensure quality implementation practices, role modelling and countering the current “age-effect” (as mostly older educators are qualified PE specialists).
- Providing access for LSEN to take part in mainstream sports and activities.
- Accommodating large groups by setting activity-stations and allow for same-skill level participation to ensure a challenging environment and successful participation for all.
- Integrate value-based education and accommodate differential needs of learners (gender).

7.3 Curriculum and content

- Overcome the limitations set by the assessment-focused curriculum by providing a wide variety of activities whilst focused on skill development, enjoyment and values such as team spirit, discipline, respect and fairness.
- Integrate assessments with teaching and focus on formative outcomes.
- Set standards and challenges to extend active participation beyond school hours.
- Provide meaningful and supportive physical education sources, such as using additional aids (videos) and internet-based learning materials.
- Offering incentives such as preparing inter-grade, in-house and external competitions outside of regular competitive sport leagues, such as that of Ironman/Ironwoman competitions in KZN schools.

- Select and offer meaningful content featuring adequate variety that meet the interest of learners and ensure full participation and differential success (such as dancing or outdoor adventure).

7.4 Resources

- Sharing the school sport budget, facilities and equipment with Physical Education, as well as involving educator-coaches in offering Physical Education.
- For lower quintile schools successfully applying for National Lotto and Sport Trust Funding provided for the upgrade and maintenance of facilities and purchasing of equipment.
- Negotiating access to community facilities or NGO-driven centre-based implementation that would provide safe participation and access.
- Maintain facilities and allow for safe participation.
- Providing more opportunities for sport participation in cases where universities do student-placements at schools or NGOs provide services.
- Fundraising, attracting donors and linking with external stakeholders (e.g. sport federations) for access to competitive participation that affect the status and practices of Physical Education, particularly in LSEN schools.
- Continued training of educators, clear guidelines and active monitoring focused on quality practices.

The identified good practices also address the existing challenges as experienced by different types of schools as the leadership and educators work within the confines of CAPS whilst aiming for delivering quality (physical) education.

8. RECOMMENDATIONS

8.1 Recommendations: Educators

There are multiple levels of recommendations offered by different research participant cohorts.

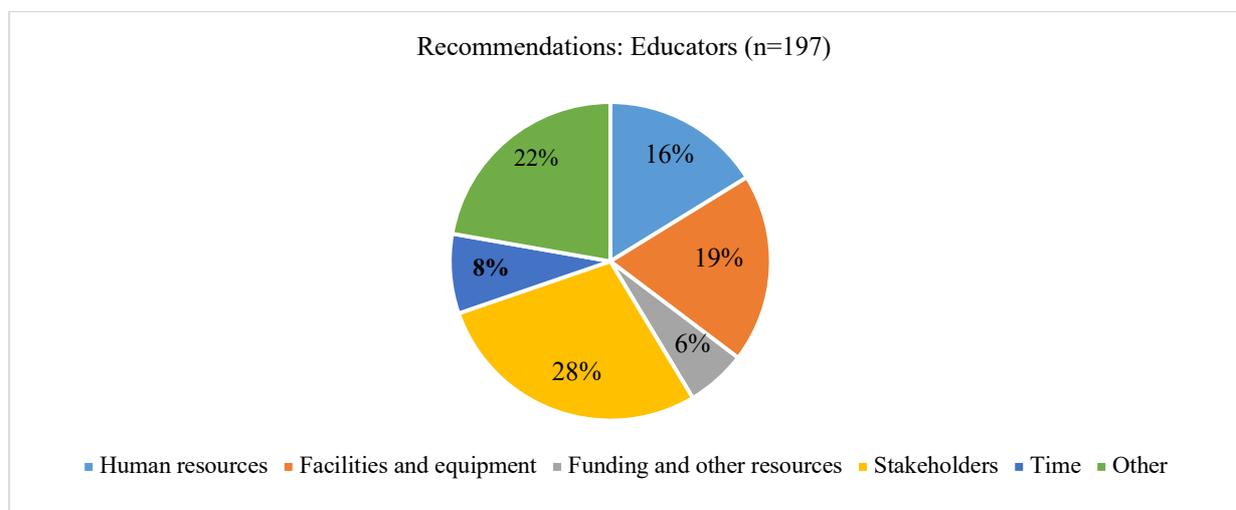


Figure 41: Recommendations from Educators in sample schools

In the first instance, HODs and educators were concerned with the offering of quality education, including Quality Physical Education. The programme level recommendations have direct bearing on the identified challenges as indicated in Figure 41.

Open categories on the questionnaires provide space for educators to ‘freely report’ their key recommendations without undue probing or external influence. The coded responses correspond with those mentioned in the provincial reports of which ‘*stakeholder involvement*’ are most frequently listed (28% of respondents) in association with the revision of CAPS and assistance with implementation. These include:

- Revision and adaptation of CAPS to clarify content, as well as reduce adapted assessments and ensure that there are clear theory-practical articulation;
- Consider developing Physical Education to become a stand-alone subject implemented by trained educators;
- Consider the updating of quintile ranking of schools where demographics changed and former Model-C schools are no longer in a position to collect school fees;
- Address the gender issue, particularly in the secondary school where girls and boys, who are less talented, experience sport exclusion, bullying and feel intimidated in mix gender settings.
- Attend to big classes as to provide didactical training and enough resources (equipment and educators or coaches), as well as formats (stations) to ensure optimal participation by learners.
- Adapt CAPS to address the particular needs of Learners with Special Educational Needs.
- Provide curricular content to ensure that it meets the needs and is of interest to the majority of learners, whilst offering activities that may lead to post-school participation.
- Ensuring that DBE and other levels of government education sectors promote the value of Physical Education through:
 - Employ and engage competent and informed staff for monitoring and evaluation, as well as for offering workshops to upskill educators;
 - Provide material and opportunities to address the case for Physical Education at all levels, including the school management and SGB sectors;
 - Disseminate information to address issues concerning the meaningfulness of educational outcomes, including dispelling the perception that active participation would negatively affect academic performances of learners.
- Promote the culture of active living and competitive sport participation at circuit, cluster and school levels, and provide incentives or recognition for ‘active schools’.
- Negotiate memorandums of agreement that would ensure access to community facilities for schools;
- Assist in Lotto applications for facility development and the purchase of equipment for schools in need;
- Consider the development of norms and standards, as well as ensuring a standardised curriculum and delivery model for NGOs to service lower quintile schools for Physical Education and school sport, whilst capacitating educators over time to take ownership of the delivery of Physical Education and coaching.

- Investigate and incentivise a twinning system between more affluent and less resourced schools.

For 8% of educators not having *adequate time* to present Physical Education outside the classroom remains an issue. Their recommendation in this regard, include:

- Having a double period or at least 40 minutes to change clothing and have enough time for physical activities;
- Have enough equipment and be able to have knowledge on how to manage bigger groups, offer progressive training and offer different class formats as to optimise physical activity;
- Revise the assessments as to ensure meaningful content and fair evaluations;
- Attend to the scheduling of Physical Education classes because placing it towards the end of the school day is not always conducive for learning.

For 16% of the educators, the upskilling or appointment of *qualified staff* is key to the delivery of quality or functional Physical Education within the public school system. Other matters of education and training relate to:

- Offering timely and follow-up workshops by qualified service providers who will also ensure that educators engage in practical activities;
- Offering accredited training and allow for recognition of prior learning (RPL);
- Ensuring that educators who offer Physical Education also obtain coaching qualifications to provide technical training for motor competence of learners and ensure articulation between the Physical Education and the school sport programme;
- Addressing the aging factor and ensure that younger educators are qualified and are assimilated in the public school system;
- Offering special occupational positions for qualified physical educators to ensure that tertiary education institutions can deliver qualified staff;
- Providing accredited courses for school and NGO staff to deliver quality or functional Physical Education to lower quintile schools.

Physical resources (facilities and equipment) for a variety of sports are the focus of 19% of educators' responses. Research participants offer the following recommendations:

- Build new or upgrade facilities, such as multi-purpose and specific sport facilities to ensure optimal and safe participation during physical education classes;
- Address the challenge of facilities within the school quad or situated in-between classrooms as the noise-levels disturb learners having lessons in the classrooms;
- Schools should take responsibility and be funded to upgrade facilities and/or apply for Lotto funding;
- Safeguard the fencing of facilities to ensure safe participation;
- Attend to the provision of poles for netball courts and goal posts for soccer fields;
- Provide training for the maintenance and optimal utilisation (over and under-utilisation) of facilities and address the issue in a school policy;

- Ensure the provision of enough quality equipment to last in harsh conditions and for high frequency usage.

For lower quintile schools that have no external sponsors or a budget for Physical Education or school sport, the lack of dedicated *funding* is essential (as proposed by 4% of educators in the sample schools). Additional recommendations include:

- Providing a central budget for school sport to support Physical Education;
- Provide training for fundraising and assist in attracting external donors to offer essential funds for purchasing equipment, repair of equipment and smaller items, such as cones or markers and bibs;
- Ensure that funds are available for equipping a storeroom or facility and containers for equipment.

As previously suggested, the main stakeholder, who is considered to be accountable by 41% of educators, refers to the *Department of Basic Education* to ensure the much needed resources (physical, financial, information and training of human resources), as well as curriculum design and implementation requirements. The school management and structures are other important stakeholders (indicated by 45% of the educators in sample schools). They particularly refer to the principal, Heads of Department, School Governing Bodies to ensure that Physical Education is valued, and that all educators (class educators, specialists, dedicated educators) and/or external service providers, take the practical classes and not use them for ‘catch-up’ work or for theory only.

The presence of researchers from different universities possibly triggered the mentioning of *higher education institutions* to assist with research, offering of accessible education and training and provide students to deliver physical education classes or assist in the teaching of Physical Education. For 45% of educators, strategic change lies within the school and recommendations should come from the school and be implemented at school level. For 41%, change lies with DBE that should take the lead for resource provision, curriculum change and educator education, whilst 14% stated that higher education institutions should play a role in research, support and educator training.

Research participants did not mention Sport and Recreation South Africa as a responsible party, possibly as they did not make the connection between the school sport programme and Physical Education. However, DBE and SRSA as national custodians of Physical Education and school sport are instrumental in ensuring that *the subject deliver meaningful and lasting educational outcomes in an unequal socio-economic dispensation* (DBE & SRSA, 2011). In collaboration with other stakeholders, such as universities, may open pathways for teacher training and physical education reform.

8.2 Recommendations: Learners

Questionnaire data reports on learners’ perspectives, which mainly entails first-hand experiences associated with the availability of resources and implementation.

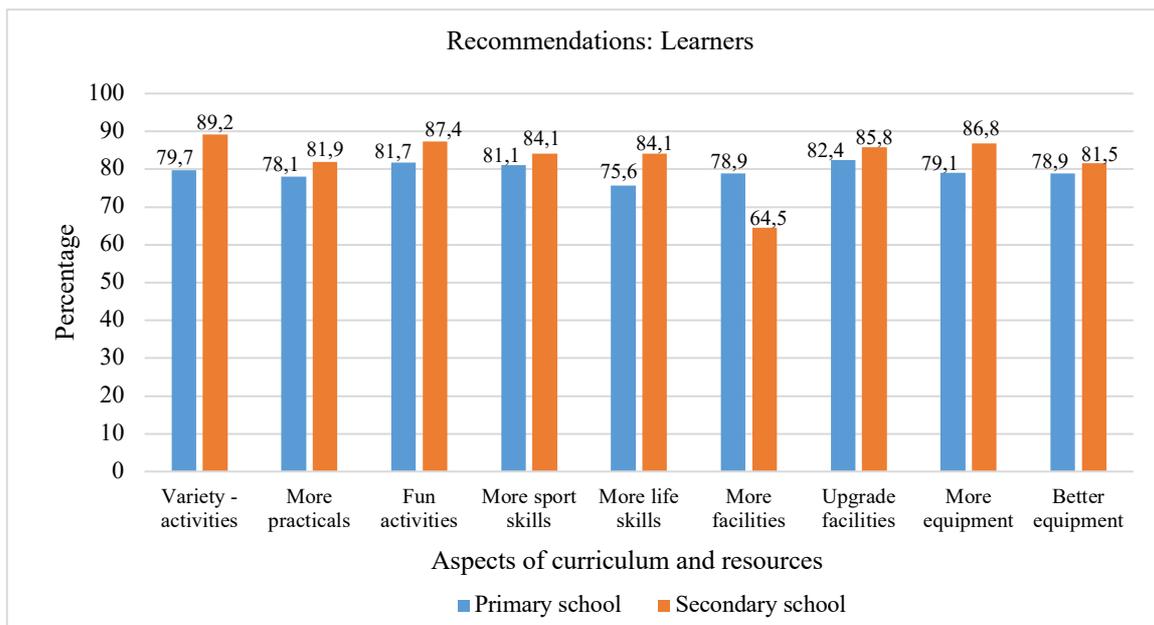


Figure 42: Recommendations of learners relating to curriculum and resources

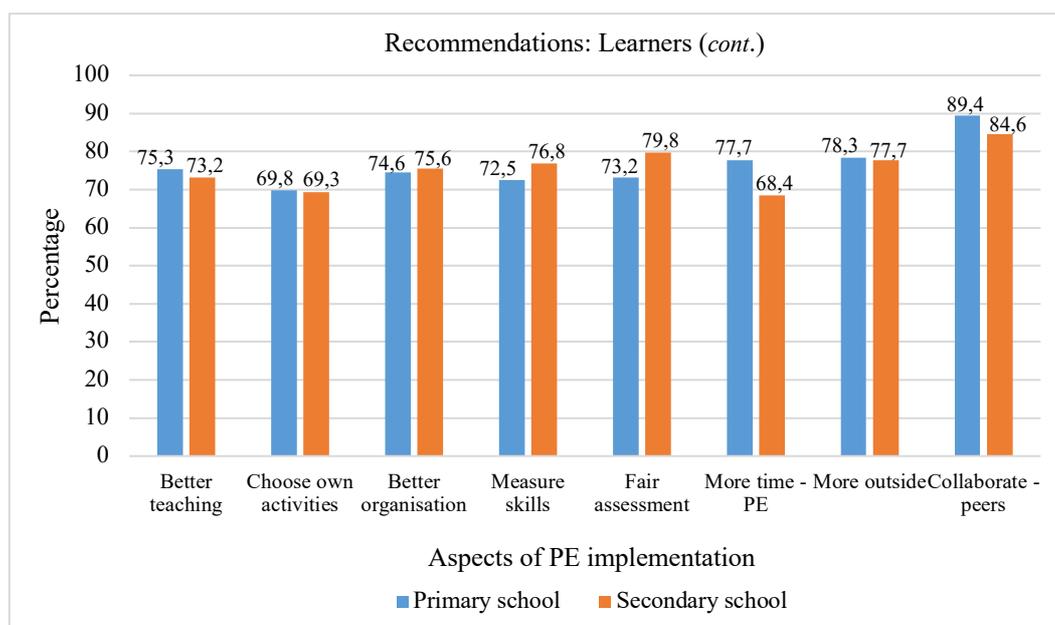


Figure 43: Recommendations of learners relating to PE implementation

Different experiences and interpretations according to gender, socio-economic status and other variables exist. The following figures report such recommendations with remarkable coherence among primary and secondary school learners, and between different quintile schools (Figures 42, 43 and 44).

For most learners, curricular content is much in need of change especially as it relates to enhancing the enjoyment and satisfaction of participation with relevance to including a variety of activities that would inevitably address different interests and ensure more success in learning and achievement. It also includes teaching more diverse and age-appropriate sport and movement skills integrated with appropriate life skill teaching that should happen through

regular practical sessions. The preference for teamwork and improved teaching, touch on issues of adapting and applying fair assessment measures, improved organisation and allow for enough time (a double period) for PE practical classes outside the classroom. Inter-quintile comparison show diverse recommendations indicated by primary school learners (Figure 44) compared to their secondary school counterparts.

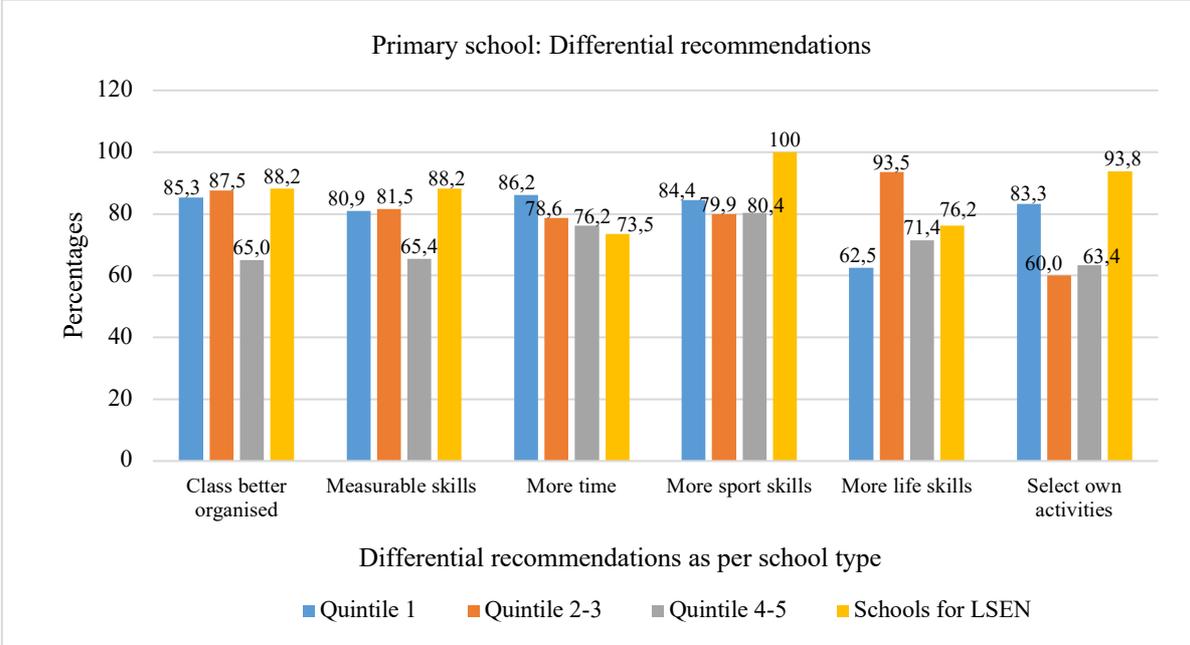


Figure 44: Differential recommendations (≥20% variance) for primary school learners from different school types

[The response rate for the items ‘more sport skills’ and ‘select own activities’ have response rates of 74.3% (n=990) and 18.2% (n=242) respectively compared to all others having a response rate of ≥95%.]

Respondents from schools for LSEN and lower quintile schools recommended that physical education content and curricular changes relating to the learning of more sport and movement skills, more time, measurable skills for fair assessment and for Quintile 1 primary school participants the selection of activities within their interest is a priority. This has relevance for the interest levels of learners as most indicated they need more time, whilst primary school learners from Quintile 4-5 schools and schools for LSEN would like more ‘life skills’. Another recommendation includes improved class organisation associated with the management of large numbers (lower quintile schools) and addressing specific physical ability levels (LSEN). The only differential recommendation for secondary school learners that shows a variance of ≥20% relates to ‘the assessment should be fair’ with frequencies across school types being: Quintile 1 school=83.1%; Quintile 2-3 schools=87.3%; Quintile 4-5 schools=71.4%; Schools for LSEN=60.0%.

Most of the recommendations offered in this section speak to the implementation, whereas some address more strategic matters. It is obvious that different stakeholders at different levels of responsibility would need to scrutinise the findings thoroughly to be able to address them according to their mandates, strategic objectives and the availability of resources. These

findings would inevitably feed into evidence-based decision-making by entities and people in decision-making positions.

9. CONCLUSION

The current state and status of Physical Education in the South African public school system show the absence of educational accountability and holistic approach inherent in the multi-activity approach inherent in CAPS. It is exacerbated by the theory-practice divide and disconnect compromising existing health- and value-based approaches, despite innovative good practices to ensure some level of Quality Physical Education (QPE). Without meaningful policy and curricular reform or revision, the delivery of quality physical education will remain unachievable. However, there are ample matters to address for the delivery of at least impactful or functional Physical Education, particularly for a feasible model and articulation with school sport and health practices. The focus should be on the development of movement competencies and a model, rather than an ad hoc activity approach anchored in physical skill assessments only. The consideration of gender-based and competency-level differences necessitate didactical flexibility and attention to safety concerns.

Educators are most pivotal for good practices, but lower quintile schools are severely restricted by the lack of resources and an often hostile or unsupportive environment in lower quintile schools that foster an academic-biased ideology and culture focusing on the avoidance of ‘social ills’ rather than on positive and holistic development. However, there are ample examples that well-trained and motivated educators are effective and most valuable in ensuring meaningful physical education practices and, as such, can convincingly overcome multiple challenges. For many schools a hybrid approach between a sport-centred and value-based approach might be most effective, whereas relatively well-resourced schools would exponentially benefit from curricular reform and content that would primarily address the needs and interests of learners, within and outside the school context.

Quality Physical Education, within the UNESCO conceptualisation thereof, is only possible where Physical Education is an independent (stand-alone) subject with meaningful educational content taught by adequately qualified educators within an enabling and resource-supportive environment. The latter should represent school settings where its status is valued and integrated in the sport- and health-related cultures, supportive of life-long learning and holistic educational outcomes. Currently, this is not the case in South African public schools. However, good practices exist that resemble key elements of quality practices in relatively better resourced schools, or where educators or outside agencies provide professional, innovative and value-based content for learning.

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Annexure A:

DBE letter of permission



basic education

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REPUBLIC OF SOUTH AFRICA

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Mr Brian Schreuder
Superintendent-General: Education
Western Cape Province
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CAPE TOWN
8000

By fax: 021 461 3694

Dear Mr Schreuder

NATIONAL RESEARCH PROJECT ON PHYSICAL EDUCATION (AND SCHOOL SPORT) CONDUCTED IN PARTNERSHIP WITH UNICEF AND SOUTH AFRICA UNIVERSITY PHYSICAL EDUCATION ASSOCIATION (SAUPEA)

Further to my letter dated 26 October 2016 that introduced the National Research Project on Physical Education asking for support to the researchers, some research has already been conducted in the field in targeted schools as specified.

I wish to express gratitude for the support and co-operation that you have already given to the field researchers when they conducted research in some of your schools.

There was also a research component that required online responses, combining Physical Education and School Sport. Some schools that had received an SMS alerting them to their availability on the Department of Basic Education website have already responded. However, the disadvantage of this method is that not all schools have access to the internet. It is for this reason that a Circular is hereby enclosed for schools to directly access the research instruments and voluntarily fill them in (Annexure A).

You are therefore requested to send the Circular to School principals making them aware of the survey forms so that they can make the research instruments available to the Heads of Department, Life Orientation teachers and Sport Directors/organisers in schools to respond accordingly.

Your co-operation in this initiative is appreciated.

Yours sincerely


MR HM MWELI
DIRECTOR-GENERAL
DATE: 19/09/2017

Basic Education • Basiese Onderwys • Imfundo Lesisekelo • Ilundosisekelo • Imfundo Eyisisekelo • Imfundo esiSiseko • Dyondzo ya le Hlasi
Phezantsi-yaMthetho • Thuto ya Motheo • Thuto ya Molheo • Thulo e Pottana



basic education

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**TO: HEADS OF EDUCATION DEPARTMENT
DEPUTY DIRECTOR-GENERAL: CURRICULUM
SCHOOL PRINCIPALS**

**PHYSICAL EDUCATION AND SCHOOL SPORT RESEARCH PROJECT 01 OF
2017**

**LETTER OF ENDORSEMENT FOR SOUTH AFRICAN UNIVERSITIES PHYSICAL
EDUCATION ASSOCIATION (SAUPEA) NATIONAL RESEARCH PROJECT
2016/2017: A SITUATION ANALYSIS OF PHYSICAL EDUCATION AND SCHOOL
SPORT IN SOUTH AFRICAN PUBLIC SCHOOLS.**

1. In my capacity as designated authority for the Department of Basic Education (DBE), I confirm that this research project, currently being undertaken by SAUPEA is in accordance with the ethical norms and standards proposed by the DBE, United Nations Children's Fund (UNICEF) and Academic institutions.
2. Accordingly, I am pleased to endorse the above research project which aims to establish the current state of Physical Education and Sport within our public schools of South Africa, as being of strategic importance to the DBE. It is a voluntary study; however, the DBE would appreciate your participation.
3. Although some schools have already been visited by the field workers and others have responded online, following an SMS that has been received by some School principals, not all schools have had access to the research instruments, attached herein. The same research instruments can be accessed on the DBE website following this link: <http://www.education.gov.za/PEResearch.aspx>.
4. You are therefore kindly requested to avail the research instruments to the Heads of Department, Life Orientation teachers and Sport Directors (organisers) according to the corresponding instrument. Once filled in, they should promptly be sent to the following contact details:

Ms Y Oosthysen
University of Johannesburg Olympic Studies Centre
Department of Sport and Movement Studies
Office 5306a
Doomfontein
47 Corner Beit and Nind Street

5. Should you wish to have more specific information about this research project information, have any questions, concerns about this research study, its procedures, risks and benefits, you should communicate directly with the Ms Yente Oosthysen at telephone number 011 559 6960/6291 or email address, yenteo@uj.ac.za.
6. The research instruments are annexed to this Circular, as Annexure A.

Yours sincerely



MR H.M. MWELI
DIRECTOR GENERAL
DATE 20/09/2017

Annexure B:
Ethical clearance



UNIVERSITY
OF
JOHANNESBURG

FACULTY OF HEALTH SCIENCES

RESEARCH ETHICS COMMITTEE

NHREC Registration no: REC-241112-035

REC-01-131-2016

15 September 2016

TO WHOM IT MAY CONCERN:

STUDENT: **BURNETT, C; ROUX, C**
STUDENT NUMBER: .

TITLE OF RESEARCH PROJECT: A Situation Analysis on the Status of Physical Education in the South African Public Schools

DEPARTMENT OR PROGRAMME: **NON-DEGREE PURPOSE**

SUPERVISOR: CO-SUPERVISOR:

The Faculty Academic Ethics Committee has scrutinised your research proposal and confirm that it complies with the approved ethical standards of the Faculty of Health Sciences; University of Johannesburg.

The REC would like to extend their best wishes to you with your postgraduate studies.

Yours sincerely,



Prof M Poggenpoel

Chair : Faculty of Health Sciences REC

Tel: 011 559 6689

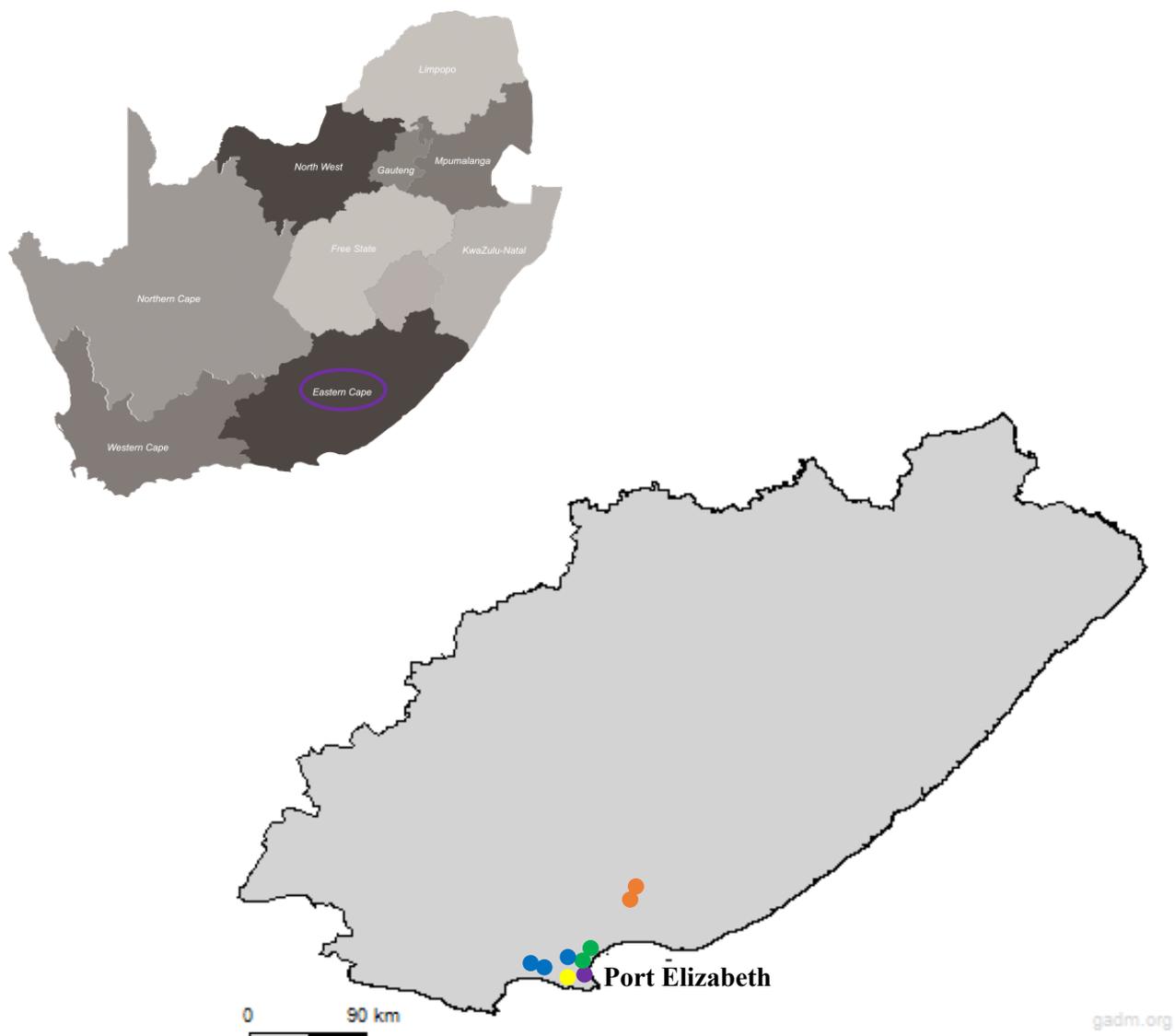
Email: mariep@uj.ac.za

Annexure C:

Maps of schools in sample per province

EASTERN CAPE PROVINCE (EC)

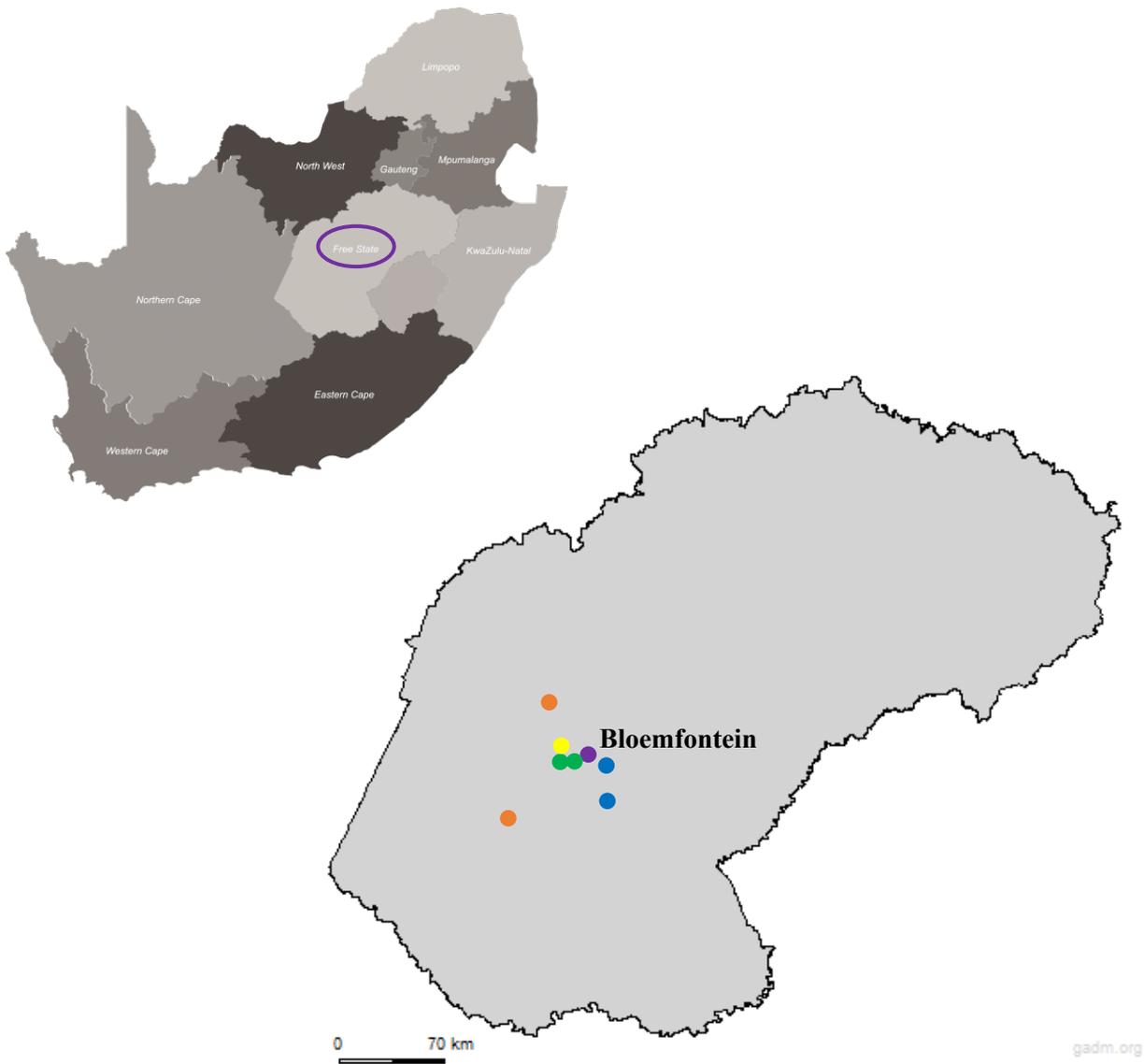
Location of SAMPLE schools



Key:

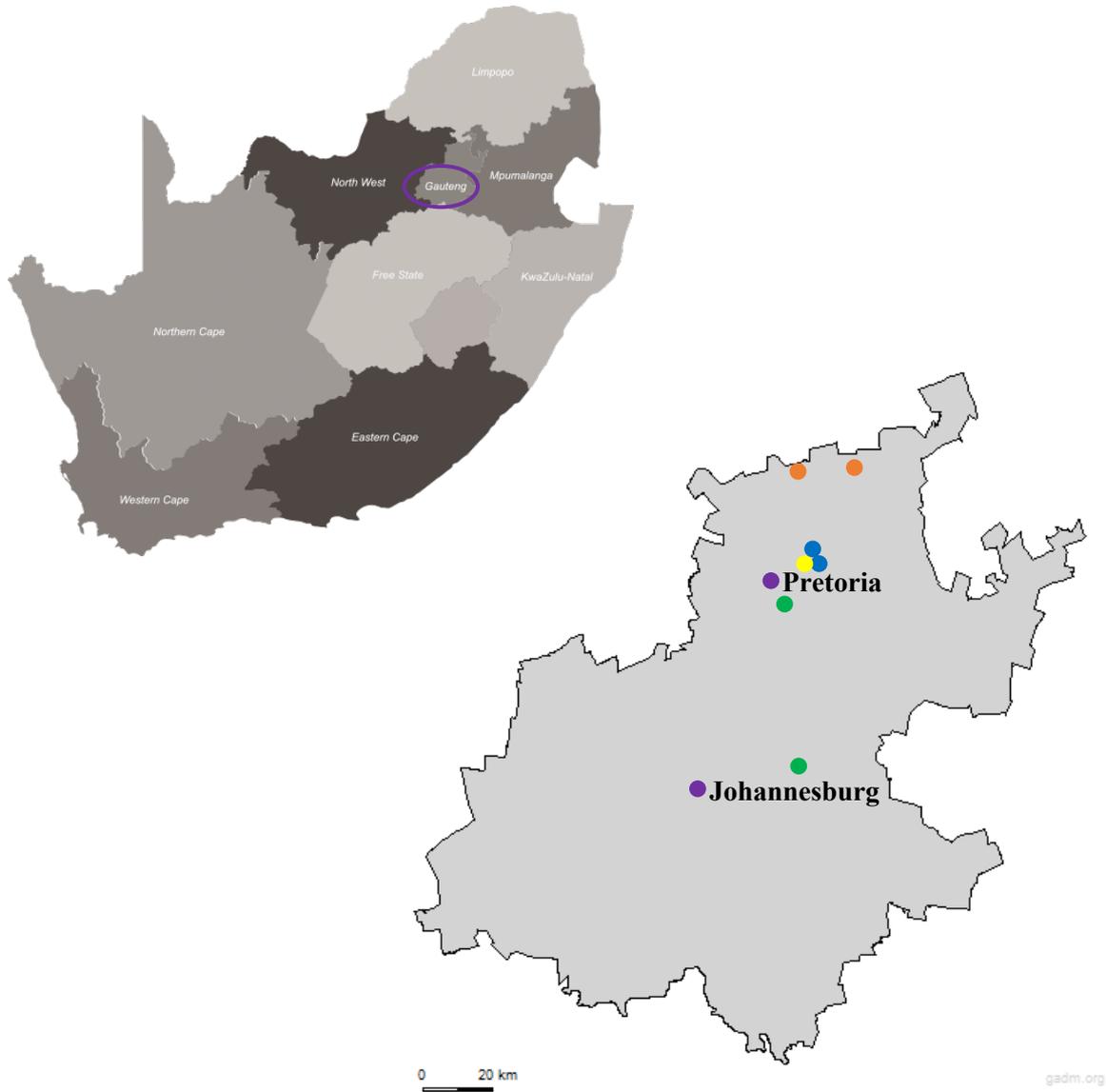
- | | |
|----------|----------------------|
| ● Green | Former Model C |
| ● Orange | Rural schools |
| ● Blue | Township schools |
| ● Yellow | Special Needs School |

FREE STATE PROVINCE (FS)
Location of SAMPLE schools



- Key:**
- Green Former Model C
 - Orange Rural schools
 - Blue Township schools
 - Yellow Special Needs School

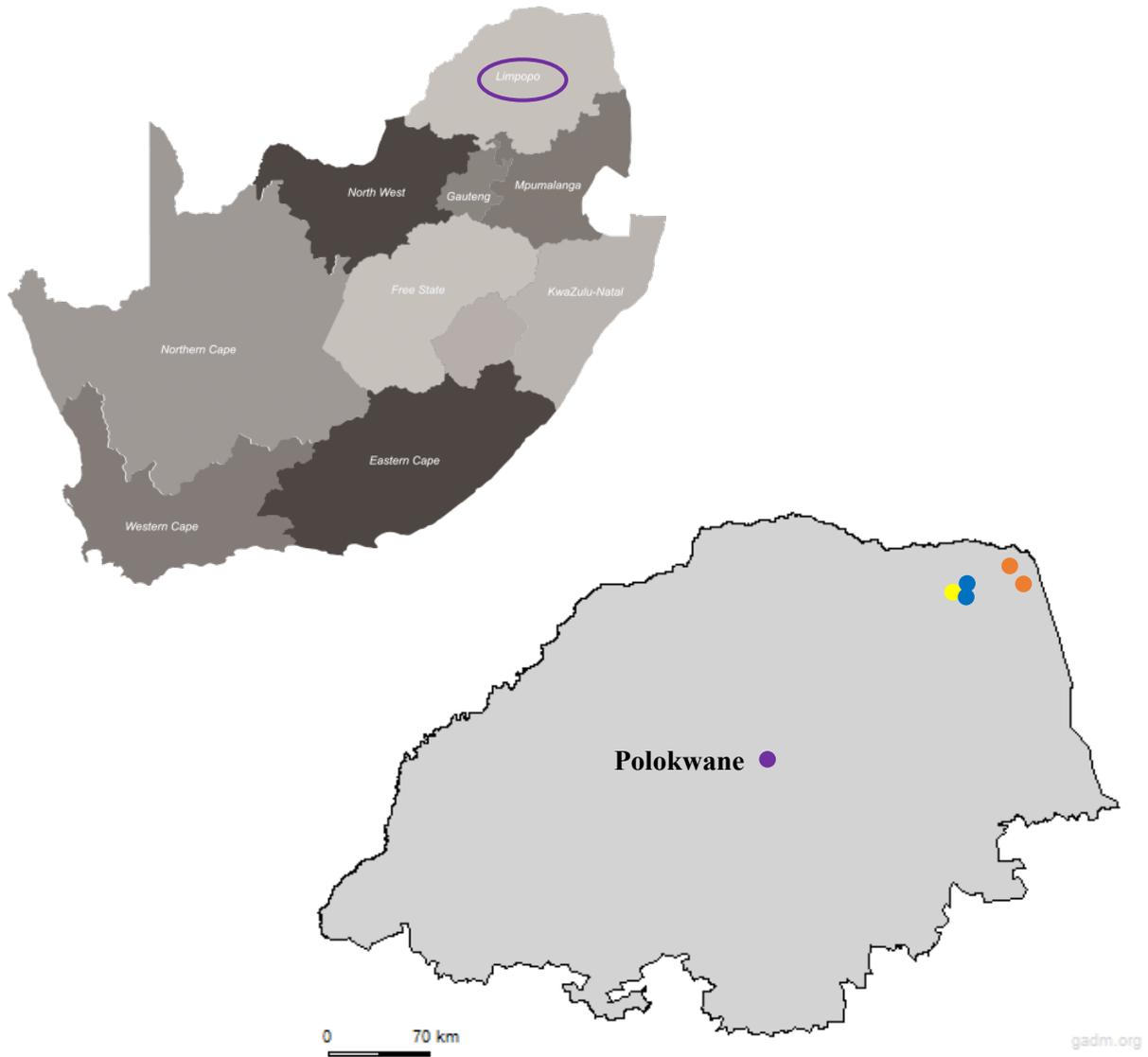
GAUTENG PROVINCE (GP)
Location of SAMPLE schools



- Key:**
- Green Former Model C
 - Orange Rural schools
 - Blue Township schools
 - Yellow Special Needs School

LIMPOPO PROVINCE (LP)

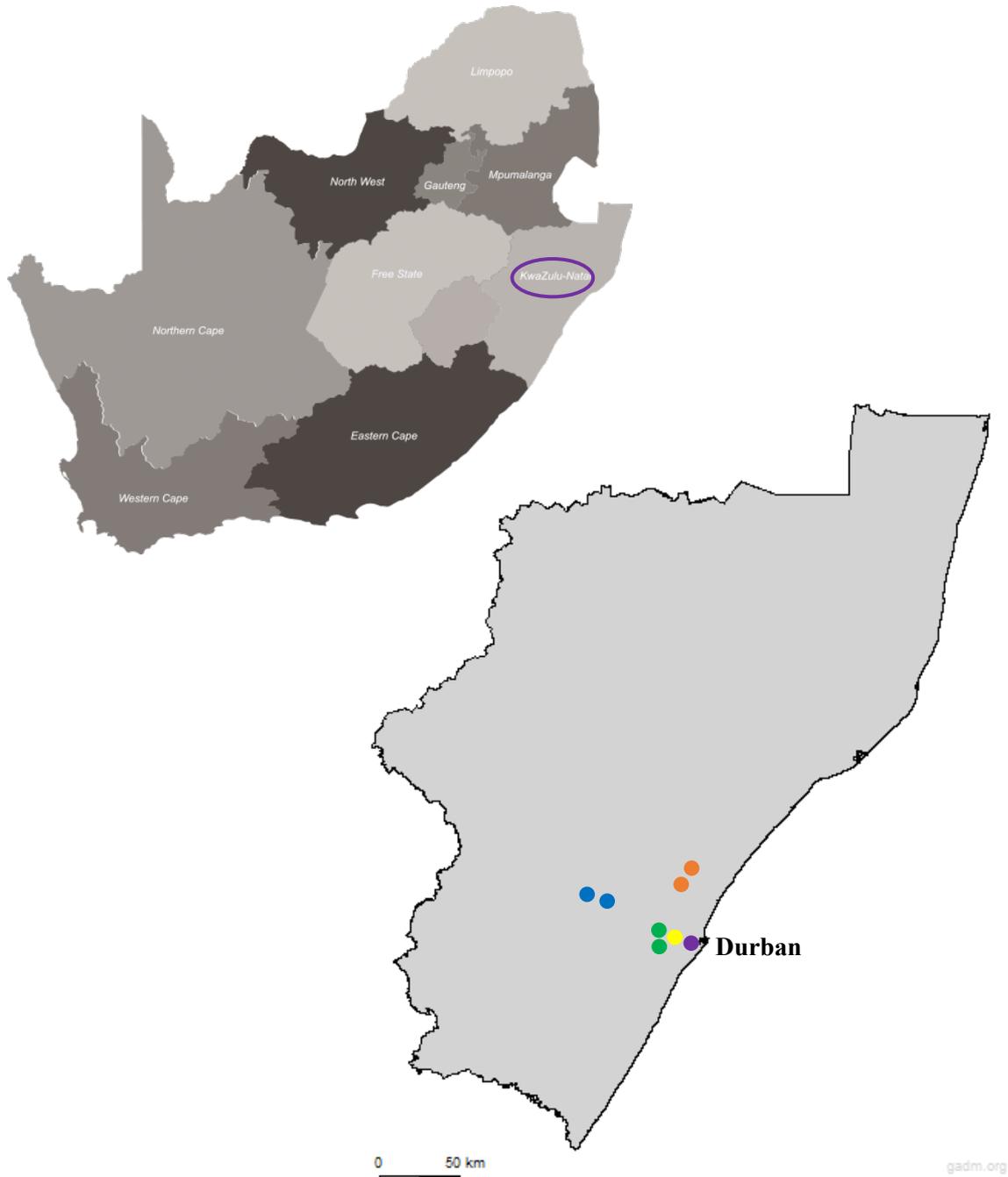
Location of SAMPLE schools



- Key:**
- Orange Rural schools
 - Blue Township schools
 - Yellow Special Needs School

KWAZULU-NATAL PROVINCE (KZN)

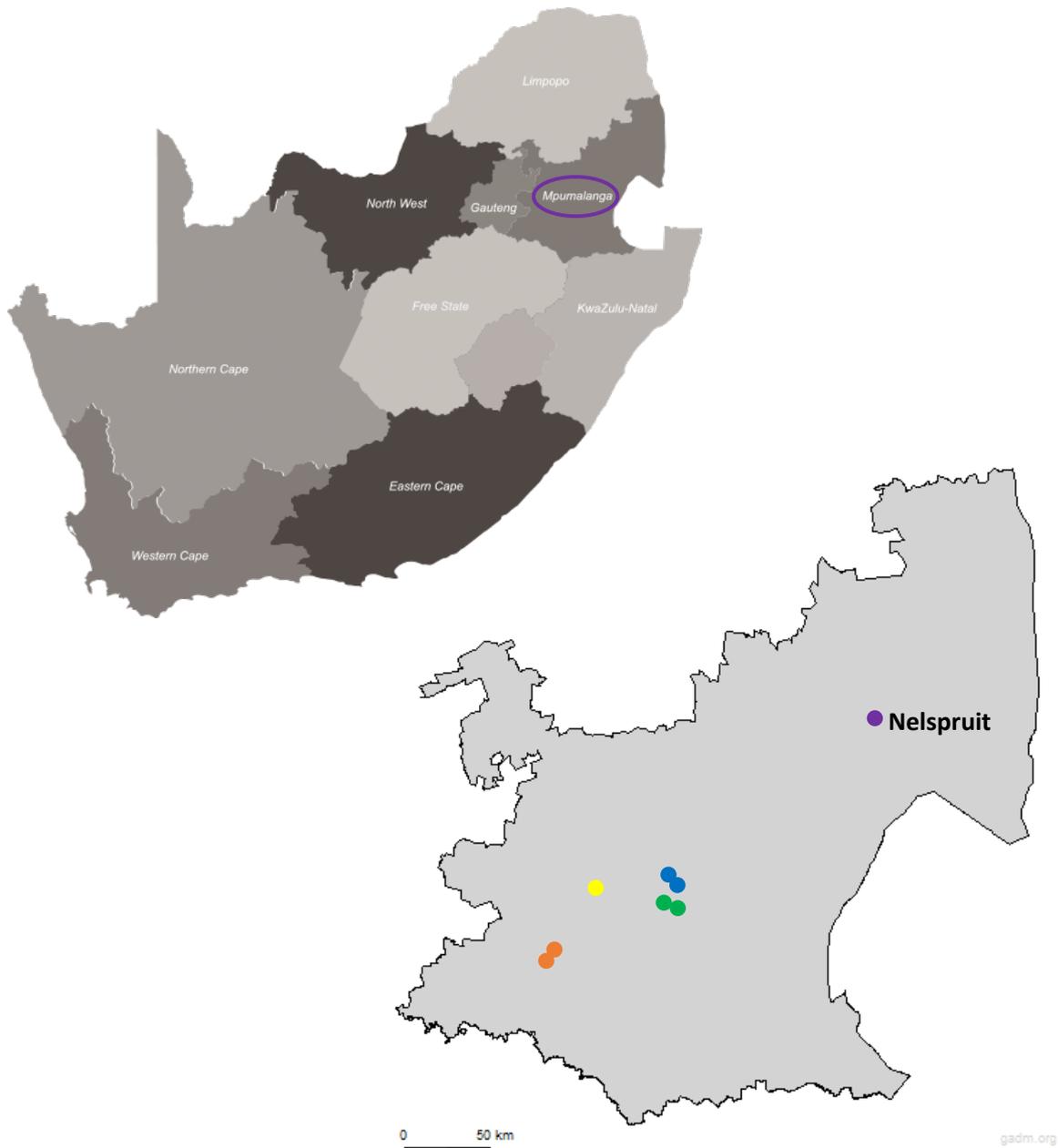
Location of SAMPLE schools



Key:

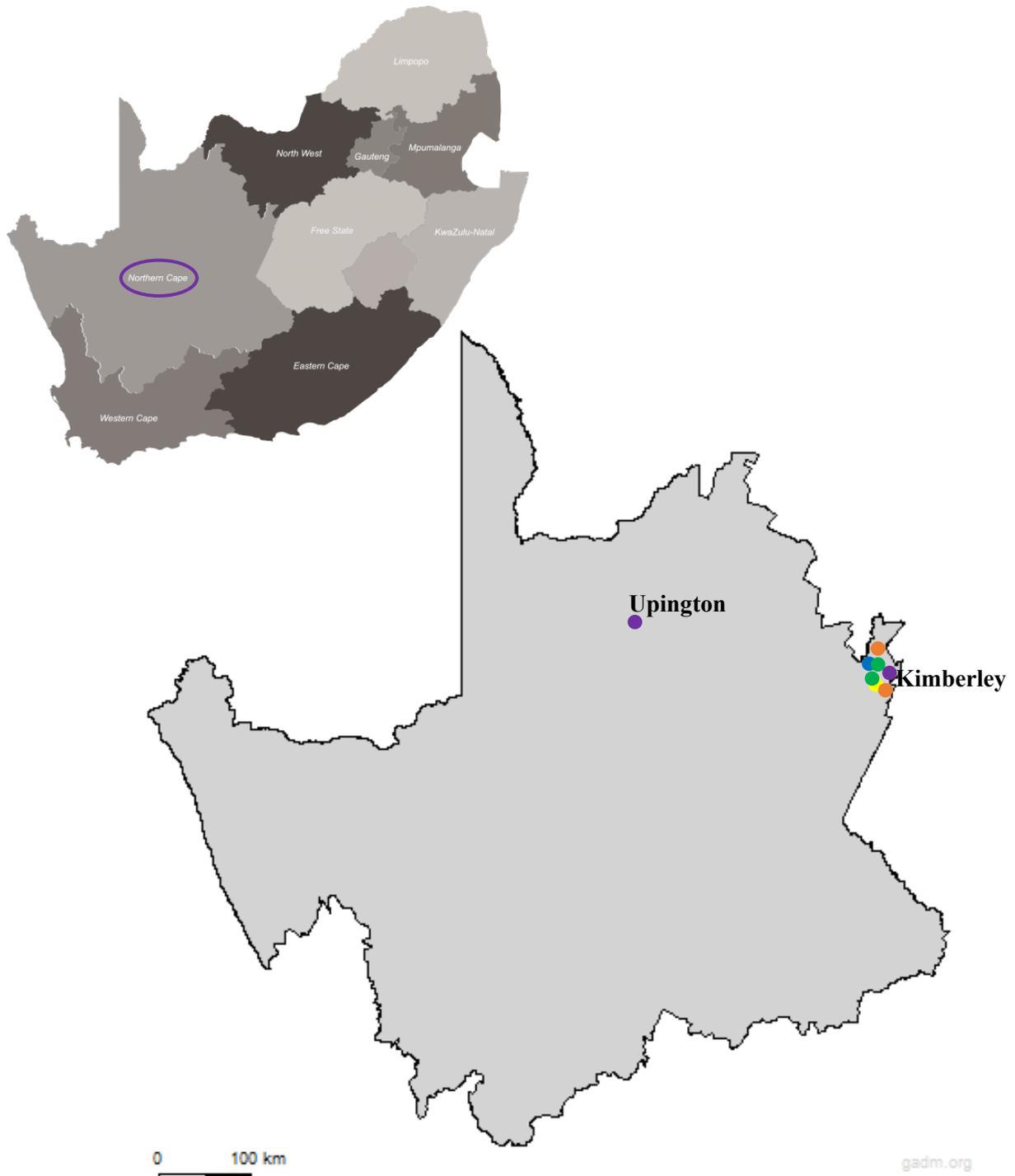
- | | |
|----------|----------------------|
| ● Green | Former Model C |
| ● Orange | Rural schools |
| ● Blue | Township schools |
| ● Yellow | Special Needs School |

MPUMALANGA PROVINCE (MP)
Location of SAMPLE schools



- Key:**
- Green Former Model C
 - Orange Rural schools
 - Blue Township schools
 - Yellow Special Needs School

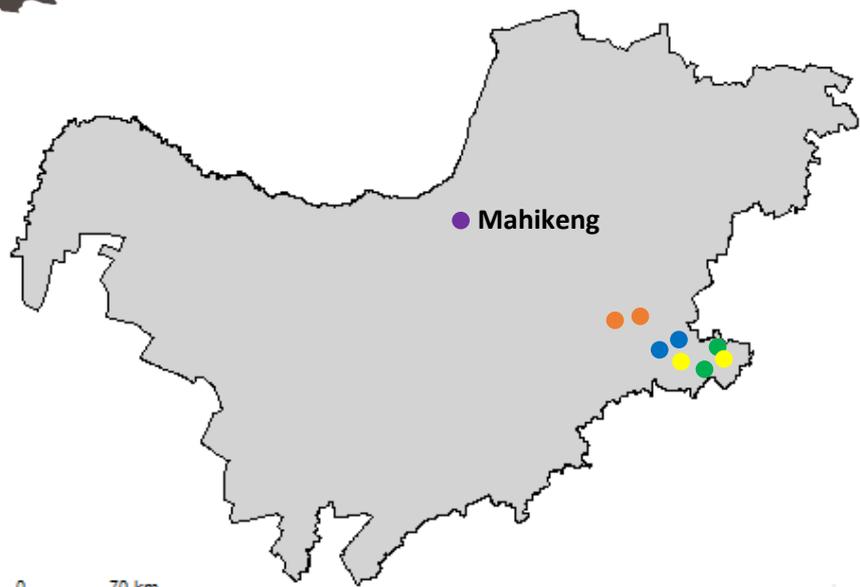
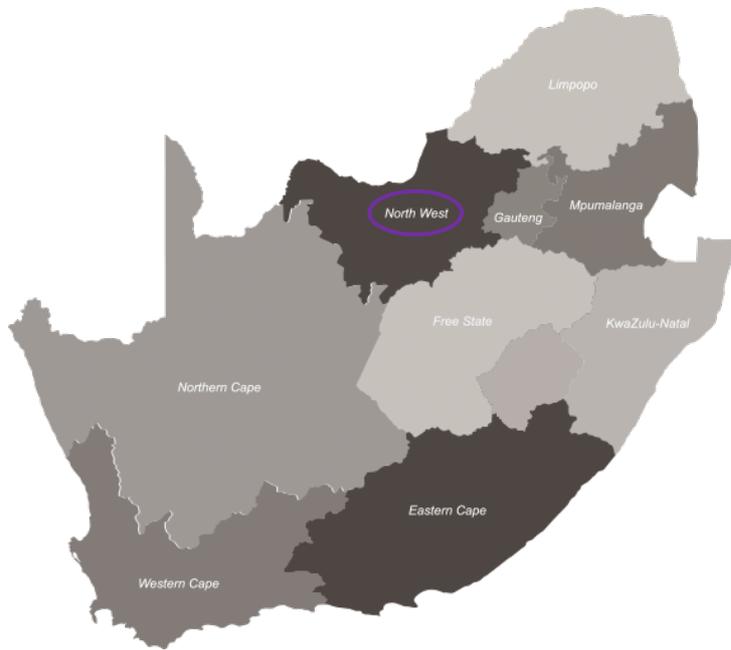
NORTHERN CAPE PROVINCE (NC)
Location of SAMPLE schools



- Key:**
- Green Former Model C
 - Orange Rural schools
 - Blue Township schools
 - Yellow Special Needs School

NORTH-WEST PROVINCE (NW)

Location of SAMPLE schools

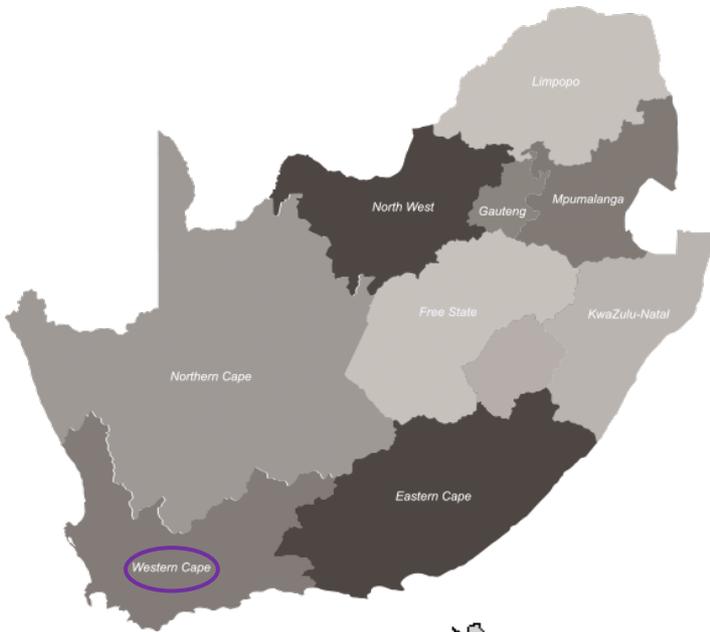


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gadm.org

- Key:**
- Green Former Model C
 - Orange Rural schools
 - Blue Township schools
 - Yellow Special Needs School

WESTERN CAPE PROVINCE (WC)
Location of SAMPLE schools



- Key:**
- Green Former Model C
 - Orange Rural schools
 - Blue Township schools
 - Yellow Special Needs School

Annexure D: Profiles of sample schools

EASTERN CAPE PROVINCE

Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER (T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES & HR – PE/SPORT
Eastern Cape Province (Port Elizabeth)	Primary 930 (1:28)	Ex-model-C	5	Urban	English	QPE	Regular leagues & events	F: Good
	Secondary 1204 (1:30)	Ex-model-C	5	Urban	English	QPE	Regular leagues & events	F: Good HR: Educators, External coaches & Tennis Academy
	Primary 281 (1:39)	Township	2 (No-fee)	Urban	isiXhosa/English	PE/PA	Leagues & events	F: Poor HR: Educators & German students
	Secondary 940 (1:34)	Township	2 (No-fee)	Urban	Co-ed English/isiXhosa	PE/PA	League & events	F: Good, but under- utilised
	Primary 506 (1:32)	Rural	1 (No-fee)	Rural	isiXhosa/English	PE/PA	Ad hoc events	F: Poor
	Primary 660 (1:55)	Rural	1 (No-fee)	Rural	isiXhosa/English	PE/PA	Ad hoc events	F: Poor
	GR R – 12 1112 (1:33)	LSEN	5	Urban	English	QPE -Adapted PE	Leagues & events	F: Good

FREE STATE PROVINCE
Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER (T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES (F) & HR PE/SPORT
Free State Province (Bloemfontein)	Primary 614 (1:35)	Ex-model-C	5	Urban	Co-ed Afrikaans/English	QPE	Regular leagues & events	F: Good
	Secondary 865 (1:29)	Ex-model-C	5	Urban	Co-ed Afrikaans/English	QPE: Different scheduling	Regular leagues & events	F: Good HR: Educators & External coaches
	Primary 819 (1:40)	Township	3 (No-fee)	Urban	Tswana/English	PE/PA	Leagues & events	F: Poor HR: Educators not qualified
	Secondary 1080 (1:45)	Township	2 (No-fee)	Urban	Co-ed English (isiSotho & isiXhosa)	PE/PA	Leagues & events	F: Poor HR: Educators not qualified
	Primary 102 (1:40)	Rural Farm school	1 (No-fee)	Rural	English/Sesotho	PE/PA	Ad hoc events	F: Poor HR: Educators not qualified
	Secondary 907 (1:45)	Rural	3	Rural (hostel)	English	PE/PA	Ad hoc events	F: Poor HR: Educators not qualified
	Gr R – 12 492 (1:15)	LSEN	–	Urban	English/Afrikaans	Adapted PE	Leagues & events	F: Good HR: Educators assisted by therapists

GAUTENG PROVINCE
Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER (T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE – FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES & HR – PE / SPORT
Gauteng Province (Pretoria)	Primary	Ex-model-C	5	Urban	Co-ed Afrikaans	QPE	Regular leagues	F: Good HR: Educators & External coaches
	Secondary 1245 (1:32)	Ex-model-C	5	Urban	Co-ed Afrikaans	QPE	Regular leagues & events	F: Excellent HR: Educators & External coaches
	Primary 560 (1:45)	Township	4	Urban	Co-Ed Zulu	QPE	Events only organised by NGOs	F: Below standard HR: Educators & NGO youth leaders
	Secondary 1140 (1:36)	Township	3 (No-fee)	Urban	Co-ed English & Zulu		None	F: Below standard HR: Educators & NGO youth leaders
	Primary 1350 (1:52)	Rural	1 (No-fee)	Rural	Co-ed Setswana	QPE	Events only organised by NGOs	F: Below standard HR: Educators & NGO youth leaders
	Secondary 1280 (1:40)	Rural	1	Rural (hostel)	Co-ed English & Setswana	No PE	None	F: Below standard HR: Educators
	GR R – 12 320 (1:15)	LSEN	–	Urban	Double medium English & Zulu		Events only organised by NGOs	F: Below standard HR: Educators & NGO youth leaders

LIMPOPO PROVINCE
Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER (T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE – FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES & HR – PE / SPORT
Limpopo (Thohoyandou)	Lufule Primary 523 (1:26)	Rural	3 (No-fee)	Urban	Co-ed English/Tshivenda	PE CAPS	Interschool district	F: HR: Some qualified in LS nobody qualified in PE
	Tshiluvi Primary 356 (1:29)	Rural	2 (No-fee)	Rural	Co-ed English/Tshivenda	PE CAPS	Interschool	F: HR: Some qualified in LS nobody qualified in PE
	Azwifarwi Secondary 11 42 (1:30)	Deep rural	1	Rural	Co-ed English (Tshivenda & Sepedi)	PE mainly playing netball and soccer?	Provincial School sport events	F: HR: Some qualified in LS nobody qualified in PE
	Marude Secondary 1765 (1:60)	Rural	4	Rural	Co-ed English & Tshivenda	No P.E just Element of L.O	Interschool district	F: HR: Some qualified in LS nobody qualified in PE
	Tshilizini Special School GR R – 12 782 (1:22)	LSEN	4	Urban	Co-ed English (Tshivenda & Sepedi)	PE (rehabilitation) Try to follow CAPS	National	F: Very good HR: Qualified

KWAZULU-NATAL PROVINCE
Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER(T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE – FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES & HR – PE / SPORT
KwaZulu-Natal (Durban)	Primary 450 (1:25)	Ex-model-C	5	Urban	Co-ed English	QPE	Regular leagues & events	F: Good HR: Trained educators/coaches
	Secondary 1065 (1:28)	Ex-model-C	5	Urban	Co-ed English	QPE	Regular leagues & events	F: Good HR: Trained educators/coaches
	Primary 575 (1:40)	Mpophomeni Township	3	Peri- Urban	Co-ed isiZulu	PE/Assessment	Ad hoc events	F: Poor HR: Untrained educators
	Secondary 480 (1:60)	Mpophomeni Township	4	Peri- Urban	Co-ed isiZulu	PE/Assessment	Ad hoc events	F: Poor HR: Untrained educators
	Primary 278 (1:35)	Rural	2	Rural	Co-ed English (isiZulu & isiXhosa)	PE/Assessment	Ad hoc events	F: Poor HR: Untrained educators
	Secondary 1432 (1:60)	Rural	2	Rural	Co-ed English (isiZulu & isiXhosa)	PE/Assessment	Ad hoc events	F: Poor HR: Untrained educators
	Grade 3 to 12 65 (1:11)	LSEN	–		Co-ed English	Adapted PE	Regular leagues & events	F: Good HR: Educators assisted

MPUMALANGA PROVINCE
Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER (T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE – FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES & HR – PE / SPORT
Mpumalanga Province (Johannesburg)	Primary 1044 (1:27)	Ex-model-C	5	Urban	Co-ed Afrikaans	QPE: Different scheduling	Regular leagues & events	F: Good HR: Educators and external coaches
	Secondary 650 (1:30)	Ex-model-C	5	Urban	Co-ed Afrikaans/English	QPE: Different scheduling	Regular leagues & events	F: Excellent HR: Educators & External coaches
	Primary 254 (1:45)	Township	2 (No-fee)	Urban	Co-ed English/IsiZulu	PE/PA	Regular leagues & ad hoc events	F: Poor HR: Untrained educators
	Secondary 800 (1:40)	Township	1 (No-fee)	Urban	Co-ed English/IsiZulu	PE/PA	Ad hoc events	F: Below standard/ utilises comm. grounds (poor) HR: Untrained educators
	Primary 135 (1:20)	Rural Farm school	2 (No-fee)	Rural	Co-ed English/Afrikaans/ IsiZulu	PE/Assessment	League & ad hoc events	F: Poor HR: Educators & external coaches
	Secondary 1402 (1:27)	Rural	3	Rural (hostel)	Co-ed English/IsiZulu/Siswati	No PE	Ad hoc events	F: Below standard/ utilises comm. grounds (poor) HR: Untrained educators
	GR R – 12 550 (1:24)	LSEN	5	Urban	Co-ed Afrikaans/English	Adapted PE	League & ad hoc events	F: Excellent HR: Educators & external coaches

NORTHERN CAPE PROVINCE
Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER (T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE – FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES & HR – PE/SPORT
Northern Cape Province (Kimberley)	Primary 854 (1:40)	Ex-model-C	5	Urban	English/Afrikaans	PE	Inter- school leagues	F: Good HR: Educators trained
	Secondary 790 (1:20)	Ex-model-C	5	Urban	English/Afrikaans	QPE	Inter- school leagues	F: Good HR: Educators trained
	Primary 684 (1:38)	Township	3 (No-fee)	Urban	Tswana/English	PE/Assessment	Ad hoc events	F: HR: NGOs (LoveLife & GRS)
	Primary 1130 (1:33)	Rural	1-3	Rural	English/Afrikaans	PE/Assessment	Ad hoc events	F: Poor HR: Educators trained
	GR R – 12 405 (1:11)	LSEN	–	Urban	Double medium English/Afrikaans	Adapted PE	League & ad hoc	F: Good HR: Educators assisted

NORTH-WEST PROVINCE
Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER (T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE – FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES & HR – PE / SPORT
North-West Province (Potchefstroom)	Primary 895 (1:27)	Ex-model-C	4	Urban	English/Afrikaans	QPE	Regular leagues & events	F: Very good HR: Sports Organiser
	Secondary 539 (1:22)	Ex-model-C	4	Urban	English/Afrikaans	QPE (One PE day)	Regular leagues & events	F: Very good HR: Sports Organiser
	Primary 1805 (1:34)	Township	3	Urban	English/Afrikaans	PE	Regular leagues & events	F: Good comm. sport facilities
	Secondary 1179 (1:33)	Township	3	Urban	English	PE	Leagues & events:	F: Poor comm. facilities
	Primary 1003 (1: 31)	Rural	3	Rural	English/Setswana	PE	Leagues & events	F: Poor (one outdoor court) comm. facilities
	Secondary 1119 (1:33)	Rural	3	Rural (hostel)	English	PE	Regular leagues & events	F: Very poor comm. facilities
	GR R – 12 375 (1:10)	LSEN 1	LSEN	Urban	English	Adapted PE & Sport	Regular leagues & events	F: Good comm. facilities HR: Sports organiser
	GR R – 12 321 (1:13)	LSEN 2	LSEN	Urban/Township	English/Setswana	Adapted PE & Sport	Regular leagues & events	F: Poor comm. facilities

WESTERN CAPE PROVINCE
Profile of sample schools

PROVINCE (CENTRAL POINT)	PRIMARY/ SECONDARY NUMBER (T-L ratio)	SCHOOL TYPE	QUINTILE RANKING	PLACE	LANGUAGE (MEDIUM)	QPE/PE – FOCUS & DELIVERY MODEL	SPORTS (N) & EVENTS	FACILITIES & HR – PE / SPORT
Western Cape Province (Stellenbosch)	Primary 670 (1:22)	Ex-model-C	5	Urban	Co-ed Afrikaans/English	QPE	Regular – leagues & events	F: Good
	Secondary	Ex-model-C	5	Urban	Co-ed Afrikaans/English	QPE	Regular leagues & events	F: Excellent HR: Educators & external coaches
	Primary 1658 (1:33)	Township	5	Urban	Co-ed Afrikaans/English	PE/PA	Regular leagues & events	F: Average HR: ext. instructors & trained educators
	Secondary 1200 (1:45)	Township	5	Urban	Co-ed English/Afrikaans	PE/PA	Regular leagues & events:	F: Average HR: Untrained educators
	Primary 423 (1:38)	Rural	2 (No-fee)	Rural	Co-ed Afrikaans/English	PE/PA	Regular leagues & events	F: Average HR: Educators & NGOs
	Primary 942 (1:38)	Rural	2 (No-fee)	Rural	Co-ed Afrikaans/English	PE/PA	Regular leagues & events	F: Average HR: External coaches
	Secondary 799 (1:27)	Rural	2 (No-fee)	Rural	English/Afrikaans	PE/PA	Regular leagues & events	F: Average HR: External coaches
	GR R – 12 220 (1:10)	LSEN	–	Urban	Double medium English/Afrikaans	Adapted PE	Regular leagues & events	F: Good HR: Educators assisted

Annexure E:

Data-gathering Instruments

QUESTIONNAIRE: PRIMARY SCHOOL LEARNERS

School: _____ Grade: _____ Date: _____

Please read each question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

A ABOUT YOU

1. Are you a boy or a girl? Tick in appropriate box.

Boy (1)	<input type="checkbox"/>	Girl (2)	<input type="checkbox"/>
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2. How old are you? Write down your age in the box.

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 Years

3. Do you have any disabilities?

Yes (1)	<input type="checkbox"/>	No (2)	<input type="checkbox"/>
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4. What are your disabilities?

5. Please provide your classification if you participate in sport.

6. Do you take part in sport at the school and/or at a club outside the school?
Tick in appropriate boxes below.

6.1 Take part at school		6.2 Take part outside school	
Yes (1)	No (2)	Yes (1)	No (2)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If 'Yes' to questions 6.1 and/or 6.2, go to question 7. If 'No' to both, tick N/A in question 7.

7. If you take part in sport, in how many different sports do you participate? Tick in appropriate boxes.

N/A (1)	<input type="checkbox"/>	1 sport only (2)	<input type="checkbox"/>	2 sports (3)	<input type="checkbox"/>	3 sports (4)	<input type="checkbox"/>	4 or more sports (5)	<input type="checkbox"/>
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B PHYSICAL EDUCATION: PARTICIPATION AND EXPERIENCES

8. What did you do in the Physical Education (PE) component of Life Orientation/Life Skills during the last year (2015), and this year (2016)? Please tick in blocks provided.

Content and activities		2015	2016
8.1	Were taught about PE in theory without any practical activities		
8.2	Other subjects (e.g. English, maths, etc.) take the place of PE		
8.3	Had structured PE lessons outside		
8.4	Played informally outside the class		
8.5	Played sport		
8.6	Tried out for sport teams		
8.7	Did homework		
8.8	Other? Specify.		

9. How do you feel about the following aspects of Physical Education? Tick in the boxes of your choice.

Aspects of the programme		Do not have this (1)	Like it very much (2)	Like it (3)	Do not like it (4)
9.1	Team activities (e.g. games)				
9.2	Individual activities (e.g. athletics)				
9.3	Learn new sport skills				
9.4	Interesting (fun) activities				
9.5	Regular practical activities				
9.6	Compete against others				
9.7	Develop my talent in sport				
9.8	The teacher's knowledge of PE				
9.9	I can take part with my friends				
9.10	I learn what activities I am good at				
9.11	Other? Specify				

10. Which of the following do you consider to be the main benefits of Physical Education? Tick in the boxes of your choice.

Aspects of the programme		Yes (1)	No (2)
10.1	Improvement of my fitness levels		
10.2	Promotion of a healthy life style		
10.3	Weight control		
10.4	Improvement of sporting skills		
10.5	Participation with friends		
10.6	Getting to know the teacher better		
10.7	Feeling better about myself		
10.8	Discovering what my talents/strengths are		
10.9	Having a break from academic work		
10.10	A feeling of freedom		
10.11	Planning tactics and making decisions in games		
10.12	Learning the rules of games		
10.13	Developing an interest to participate in sports		
10.14	Other? Specify		

11. Which of the following aspects of Physical Education are perhaps reasons for children disliking Physical Education?

Reasons		Agree - a reason (1)	Do not agree – not a reason (2)
11.1	Too much theory		
11.2	They do not like the activities		
11.3	They are not good at physical activities		
11.4	The activities are too competitive		
11.5	There is not enough variety in the activities		
11.6	The assessment is not fair		
11.7	Other participants/players do not like them		
11.8	The teacher does not like them		
11.9	The facilities are not in good condition		
11.10	The class is too big (too many children).		
11.11	They cannot afford sport clothes		
11.12	There is not enough equipment (e.g. balls)		
11.13	They are scared of injury		
11.14	The teacher is not 'good' (knowledgeable)		
11.15	Other? Specify		

C RECOMMENDATIONS

12. What should be done to improve Physical Education in the school? Read through the following list of possibilities and tick ‘Yes’ if you think an aspect needs improvement and ‘No’ if the aspect is not a problem.

Aspects to improve the programme		Yes (1)	No (2)
12.1	The teaching should be better/more knowledgeable		
12.2	There should be more facilities		
12.3	The facilities should be upgraded (improved)		
12.4	There should be more equipment		
12.5	The equipment should be of a better quality		
12.6	There should be a variety of activities		
12.7	There should be more practical lessons		
12.8	The class should be better organised		
12.9	The activities should be (more) fun		
12.10	An improvement of individual’s skills should be measured (Better assessed)		
12.11	The assessment should be more fair		
12.12	Time allocation for PE lessons should be longer		
12.13	More lessons should take place outside the classroom		
12.14	Other? Specify		

Thank you kindly for your participation!

QUESTIONNAIRE:
SECONDARY SCHOOL LEARNERS

School: _____ Grade: _____ Date: _____

Please read each question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

A ABOUT YOU

1. Are you a boy or a girl? Tick in appropriate box.

Boy (1)		Girl (2)	
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2. How old are you? Write down your age in the box.

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 Years

3. Do you have any disabilities?

Yes (1)		No (2)	
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4. What are your disabilities?

5. Please provide your classification if you participate in sport.

6. Do you take part in sport at the school and/or at a club outside the school?
Tick in appropriate boxes below.

6.1 Take part at school		6.2 Take part outside school	
Yes (1)	No (2)	Yes (1)	No (2)

If 'Yes' to questions 6.1 and/or 6.2, go to question 7 if 'No' to both, tick N/A in question 7.

7. If you take part in sport, in how many different sports do you participate? Tick in appropriate boxes.

N/A (1)		1 sport only (2)		2 sports (3)		3 sports (4)		4 or more sports (5)	
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B PHYSICAL EDUCATION: PARTICIPATION AND EXPERIENCES

8. What did you do in the Physical Education (PE) component of Life Orientation/Life Skills during the last year (2015), and this year (2016)? Please tick in blocks provided.

Content and activities		2015	2016
8.1	Were taught about PE in theory without any practical activities		
8.2	Other subjects (e.g. English, maths, etc.) take the place of PE		
8.3	Had structured PE lessons outside		
8.4	Played informally outside the class		
8.5	Played sport		
8.6	Tried out for sport teams		
8.7	Did homework		
8.8	Other? Specify.		

9. How do you feel about the following aspects of Physical Education? Tick in the boxes of your choice.

Aspects of the programme		Do not have this (1)	Like it very much (2)	Like it (3)	Do not like it (4)
9.1	Team activities (e.g. games)				
9.2	Individual activities (e.g. athletics)				
9.3	Learn new sport skills				
9.4	Interesting (fun) activities				
9.5	Regular practical activities				
9.6	Compete against others				
9.7	Develop my talent in sport				
9.8	The teacher's knowledge of PE				
9.9	I can take part with my friends				
9.10	I learn what activities I am good at				
9.11	Other? Specify				

10. Which of the following do you consider to be the main benefits of Physical Education? Tick in the boxes of your choice.

Aspects of the programme		Yes (1)	No (2)
10.1	Improvement of my fitness levels		
10.2	Promotion of a healthy life style		
10.3	Weight control		
10.4	Improvement of sporting skills		
10.5	Participation with friends		
10.6	Getting to know the teacher better		
10.7	Feeling better about myself		
10.8	Discovering what my talents/strengths are		
10.9	Having a break from academic work		
10.10	A feeling of freedom		
10.11	Planning tactics and making decisions in games		
10.12	Learning the rules of games		
10.13	Developing an interest to participate in sports		
10.14	Other? Specify		

11. Which of the following aspects of Physical Education are perhaps reasons for children disliking Physical Education?

Reasons		Agree - a reason (1)	Do not agree – not a reason (2)
11.1	Too much theory		
11.2	They do not like the activities		
11.3	They are not good at physical activities		
11.4	The activities are too competitive		
11.5	There is not enough variety in the activities		
11.6	The assessment is not fair		
11.7	Other participants/players do not like them		
11.8	The teacher does not like them		
11.9	The facilities are not in good condition		
11.10	The class is too big (too many children).		
11.11	They cannot afford sport clothes		
11.12	There is not enough equipment (e.g. balls)		
11.13	They are scared of injury		
11.14	The teacher is not 'good' (knowledgeable)		
11.15	Other? Specify		

C RECOMMENDATIONS

12. What should be done to improve Physical Education in the school? Read through the following list of possibilities and tick ‘Yes’ if you think an aspect needs improvement and ‘No’ if the aspect is not a problem.

Aspects to improve the programme		Yes (1)	No (2)
12.1	The teaching should be better/more knowledgeable		
12.2	There should be more facilities		
12.3	The facilities should be upgraded (improved)		
12.4	There should be more equipment		
12.5	The equipment should be of a better quality		
12.6	There should be a variety of activities		
12.7	There should be more practical lessons		
12.8	The class should be better organised		
12.9	The activities should be (more) fun		
12.10	An improvement of individual’s skills should be measured (Better assessed)		
12.11	The assessment should be more fair		
12.12	Time allocation for PE lessons should be longer		
12.13	More lessons should take place outside the classroom		
12.14	Other? Specify		

Thank you kindly for your participation!

QUESTIONNAIRE: TEACHERS

LIFE ORIENTATION (LO)/ LIFE SKILLS (LS)/ PHYSICAL EDUCATION (PE)

Name of School: _____

Quintile ranking: _____

Date: _____

Please read each question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

A ABOUT YOU

1. Please indicate whether you are a man or woman? Tick

Man (1)		Woman (2)	
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 in the appropriate box.

2. How old are you in years? Write age in box.

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 Years

3. What current model does your school follow in implementing PE? Tick the appropriate boxes.

Model		Yes (1)	No (2)
3.1	A specialist teacher takes all classes		
3.2	Each teacher takes his/her own class		
3.3	External people assist with classes		
3.4	Other? Please explain		

4. Do you have any LO/LS/PE teaching experience?

Yes (1)		No (2)	
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5. If so (Yes), how many years of LO/LS/PE teaching experience do you have

Less than 1 year (1)		1-3 years (2)		4-5 years (3)		More than 5 years (4)	
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6. In what phase(s) are you currently teaching LO/LS/PE? Tick in the appropriate block.

Foundation Phase			Intermediate Phase			Senior Phase			FET Phase		
One (1)	Two (2)	Three (3)	Four (4)	Five (5)	Six (6)	Seven (7)	Eight (8)	Nine (9)	Ten (10)	Eleven (11)	Twelve (12)

7. Are you currently teaching any Physical Education (including practical activities) in your Life Orientation classes? Tick in the appropriate box.

Yes (1)		No (2)	
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8. Have you received any education and training in Physical Education in any of the following ways? If so (Yes), tick the appropriate boxes.

Education & Training programmes		Tick
8.1	Formal qualification (Diploma, Degree)	
8.2	Short course/s	
8.3	Informal training	
8.4	Non-formal training (Experience)	

9. Have you taken part in sport during and/or after school your school years? Tick in appropriate boxes.

9.1 Took part in sport during my school years		9.2 Took part in sport after having left school	
Yes (1)	No (2)	Yes (1)	No (2)

10. Are you currently involved in coaching sports at the school? Tick in appropriate box.

Yes (1)		No (2)	
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B IMPLEMENTATION OF LIFE ORIENTATION IN SOWETO ACTIVE SCHOOLS PROGRAMME

11. Have you received any education and training in sports coaching in any of the following ways? Tick in appropriate box.

Education & Training programmes		Yes	No
11.1	Formal qualification (Diploma, Degree)		
11.2	Level 1 from a sport federation		
11.3	Level 2 from a sport federation		
11.4	Level 3 from a sport federation		
11.5	Short course/s		
11.6	Informal training		
11.7	Non-formal training (Experience)		

12. How confident are you as a LO/LS teacher in teaching the following aspects of PE? Tick (1), or (2) or (3) in each case.

Aspects		Very confident (1)	Reasonably confident (2)	Not confident (3)
12.1	Preparing PE lessons/classes			
12.2	Selecting appropriate activities for PE lessons			
12.3	Selecting appropriate equipment for PE activities			
12.4	Knowing how to use equipment for PE			
12.5	Demonstrating physical skills			
12.6	Teaching in different ways			
12.7	Having knowledge of PE content			
12.8	Knowing how to teach for progression			
12.9	Assessing learners in PE			
12.10	Understanding risks in teaching PE			
12.11	Maintaining discipline during PE			
12.12	Allocating time appropriately for teaching PE during allocated periods			
12.13	Other? Please specify.			

13. How would you rate your attitude to the following aspects related to teaching PE?
Tick (1), or (2) or (3) of every aspect listed.

Aspects		Very positive (1)	Reasonably positive (2)	Negative (3)
13.1	Willingness to implement PE			
13.2	Confidence to teach PE			
13.3	Motivation to teach PE			
13.4	Coping with my teaching workload (preparation)			
13.5	Physical fitness for teaching practical activities			
13.6	Being able to motivate learners to enjoy PE			
13.7	Feeling equipped to teach PE			
13.8	Having a personal interest in teaching PE			
13.9	Regarding PE as a valuable subject			
13.10	Other? Please specify.			

C BENEFITS OF PHYSICAL EDUCATION (PE)

14. What do you think would be the main benefits of PE and physical activity for the learners?
Read the list below and tick what you consider to be the 6 most important benefits.

	Benefits for the learners (Tick any 6)	Tick
14.1	Increasing good behaviour	
14.2	Gaining a positive attitude to life	
14.3	Making more friends (popularity)	
14.4	Developing communication skills	
14.5	Building teamwork	
14.6	Developing leadership qualities	
14.7	Increasing health/fitness	
14.8	Providing a safe environment for children after school	
14.9	Developing their sporting talent	
14.10	Improving self-esteem	
14.11	Other? Please specify	

D MAIN CHALLENGES AND RECOMMENDATIONS

15. What do you believe are the main challenges for teaching PE at school?
Tick (1), or (2), or (3) for all items.

Challenges		Big problem (1)	It's a problem (2)	No problem (3)
15.1	Training of teachers			
15.2	Motivation of teachers			
15.3	Lack of mentoring teachers in the school			
15.4	Access to facilities			
15.5	Quality of facilities			
15.6	Availability of equipment			
15.7	Quality of equipment			
15.8	Allocation of dedicated time to implement programme			
15.9	Workload of LO/LS teachers			
15.10	Attitude of school Management Team (SMT) towards PE			
15.11	Availability of learning materials			
15.12	Quality of learning materials			
15.13	Adequate budget			
15.14	Support from parents			
15.15	CAPs curriculum			
15.16	Other? Please specify.			

16. What three main recommendations would you make as a teacher with regard to the possible improvement of offering PE in your school? Also indicate who (e.g. Principal, HOD, DBE, Universities, etc.) should act on these particular recommendations. Please write your answer in English.

Recommendations	Responsible organisation/person(s)
16.1a	16.1b
16.2a	16.2b
16.3a	16.3b

Thank you kindly for your participation!

QUESTIONNAIRE: HEAD OF DEPARTMENT (HOD)

LIFE ORIENTATION (LO)/ LIFE SKILLS (LS)/ PHYSICAL EDUCATION (PE)

Name of School: _____ **Quintile ranking:** _____
Date: _____

Please read each question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

A ABOUT YOU

1. Please indicate whether you are a man or woman? Tick in the appropriate box.

Man (1)		Woman (2)	
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2. How old are you in years? Write age in box. Years

3. What current model does your school follow in implementing PE? Tick the appropriate boxes.

Model		Yes (1)	No (2)
3.1	A specialist teacher takes all classes		
3.2	Each teacher takes his/her own class		
3.3	External people assist with classes		
3.4	Other? Please explain		

4. Do you have any LO/LS/PE teaching experience?

Yes (1)		No (2)	
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5. If so (Yes), how many years of LO/LS/PE teaching experience do you have

Less than 1 year (1)		1-3 years (2)		4-5 years (3)		More than 5 years (4)	
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6. In what phase(s) are you currently teaching LO/LS/PE? Tick in the appropriate block.

Foundation Phase			Intermediate Phase			Senior Phase			FET Phase		
One (1)	Two (2)	Three (3)	Four (4)	Five (5)	Six (6)	Seven (7)	Eight (8)	Nine (9)	Ten (10)	Eleven (11)	Twelve (12)

7. Are you currently teaching any Physical Education (including practical activities) in your Life Orientation classes?

Yes (1)		No (2)	
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8. What number and percentage of teachers in your Department (phase) teach physical activities related to Physical Education on a regular basis as prescribed by the CAPs curriculum? Do some teachers possibly teach more or perhaps less than what is prescribed?

<u>Total</u> number of teachers in your Department (1)	Number teaching physical activities <u>as prescribed</u> (2)	Number teaching <u>more</u> periods of physical activities than prescribed (3)	Number teaching <u>less</u> periods of physical activities than prescribed (4)

9. How many of teachers in your department have received training in Physical Education in any of the following ways? Write down numbers in appropriate box.

Education & Training programmes		Tick
9.1	Formal qualification (Diploma, Degree)	
9.2	Short course/s	
9.3	Informal training	
9.4	Non-formal training (Experience)	

10. How many of the teachers in your Department are involved in sport coaching at the school? Write down numbers in appropriate box.

Total number of teachers		Number involved in sport coaching at school	
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11. How many of the teachers in your Department have any formal qualifications in sports coaching (Level 1, 2 or 3 from a sport federation)? Write down number in box.

Number of teachers having formal qualifications in sports coaching	
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B IMPLEMENTATION OF LIFE ORIENTATION IN SOWETO ACTIVE SCHOOLS PROGRAMME

12. To what extent do you think that LO/LS teachers in your department are more than 50% confident to teach Physical Education (PE) with regard to the following aspects? Tick (1), or (2), or (3) of every aspect.

Aspects		Very confident (1)	Reasonably confident (2)	Not confident (3)
12.1	Preparing PE lessons/ classes			
12.2	Selecting appropriate activities for PE lessons			
12.3	Selecting appropriate equipment for PE activities			
12.4	Knowing how to use equipment for PE			
12.5	Demonstrating physical skills			
12.6	Teaching in different ways			
12.7	Having knowledge of PE content			
12.8	Knowing how to teach for progression			
12.9	Assessing learners in PE			
12.10	Understanding risks in teaching PE			
12.11	Maintaining discipline during PE			
12.12	Allocating time appropriately for teaching PE during allocated periods			
12.13	Other? Please specify.			

13. How would you rate the attitude of the majority of the teachers in your Department teaching Physical Education, with regard to the following aspects? Tick (1), or (2), or (3) of every aspect listed.

Aspects		Very positive (1)	Reasonably positive (2)	Negative (3)
13.1	Willingness to implement PE			
13.2	Confidence to teach PE			
13.3	Motivation to teach PE			
13.4	Coping with their teaching workload (preparation)			
13.5	Physical fitness for teaching practical activities			
13.6	Being able to motivate learners to enjoy PE			
13.7	Feeling equipped to teach PE			
13.8	Having a personal interest in teaching PE			
13.9	Regarding PE as available subject			
13.10	Other? Please specify.			

C BENEFITS OF PHYSICAL EDUCATION (PE)

14. What do you think would be the main benefits of PE and physical activity be for the learners? Read the list below and tick what you consider to be the 6 most important benefits.

	Benefits for the learners (Tick any 6)	Tick
14.1	Increasing good behaviour	
14.2	Gaining a positive attitude to life	
14.3	Children making more friends (popularity)	
14.4	Developing communication skills	
14.5	Developing teamwork	
14.6	Developing leadership qualities	
14.7	Increasing health/fitness	
14.8	Providing a safe environment for children after school	
14.9	Developing their sporting talent	
14.10	Improving their self-esteem	
14.11	Other: Please specify	

D MAIN CHALLENGES AND RECOMMENDATIONS

15. What do you believe are the main challenges for teaching PE at school? Tick (1), or (2), or (3) for all items.

Challenges		Big problem (1)	It's a problem (2)	No problem (3)
15.1	Training of teachers			
15.2	Motivation of teachers			
15.3	Lack of mentoring teachers in the school			
15.4	Access to facilities			
15.5	Quality of facilities			
15.6	Availability of equipment			
15.7	Quality of equipment			
15.8	Allocation of dedicated time to implement programme			
15.9	Workload of LO/LS teachers			
15.10	Attitude of the school Management Team (SMT) towards PE			
15.11	Availability of learning materials			
15.12	Quality of learning materials			
15.13	Adequate budget			
15.14	Support from parents			
15.15	CAPs curriculum			
15.16	Other? Please specify.			

16. What three main recommendations would you make as an HOD with regard to the possible improvement of offering PE in your school? Also indicate who (e.g. Principal, DBE, Universities, etc.) should act on these particular recommendations. Please write your answer in English.

Recommendations	Responsible organisation/person(s)
16.1a	16.1b
16.2a	16.2b
16.3a	16.3b

Thank you kindly for your participation!

FOCUS GROUP: HODs/LO-PE EDUCATORS

BASELINE: NATIONAL PE RESEARCH

Province: _____	Circuit: _____		
Quintile: _____	School Context: Rural/Peri-urban/Urban or specify other _____		
Number of research participants: Total= _____ Men/Boys= _____ Women/Girls= _____			
HODs Number: _____			
Foundation phase: _____	Intermediate phase: _____	Senior phase: _____	FET Phase: _____
Current positions/roles: _____			
Contact number(s) for follow-up: _____			
Researcher(s): _____	Date: _____	Duration: _____ min	

Introduce yourself and the study. Explain method, role and valued contribution of participants. Manage ethical issues and participation, sign attendance register and consent form. Ask research participants to introduce themselves in terms of their background and current position.

1. What is your understanding of quality Physical Education? Please explain.
2. How does PE link to what you teach in Life Orientation or Life Skills? Please explain.
3. How do you implement PE (see question 2) in your school in terms of a policy (CAPS) and delivery. Please explain as per phase in which you teach.
4. How would you rate the value or importance assigned to LO/LS and more specifically PE as a school subject? Give a rating out of 10, with 1 indicating no importance and 10 indicating great importance. How does LO/LS/PE compare in terms of value/importance compared to other subjects in the school curriculum? Please explain.
- 4.1 What positive support is available for facilitating PE? (Probe about availability – number and quality of resources, physical – facilities and equipment; human resources – training and quality/orientation; financial resources, information resources – current curriculum and assistance (outside agencies, internal support, etc.)
- 4.2 What is needed to support a quality PE programme as part of LO/LS? (Probe as in 4.1)
5. How does the community environment influence the implementation of PE specifically? Please explain.
6. How does the school environment influence the implementation of PE? Please explain. (Probe how PE links to other school subjects, as well as to school sport.)
7. What do you consider to be the possible main benefits to be for implementing PE for the:
7.1 School? 7.2 Educator/teacher? 7.3 Learners?
8. What would you consider as the 3 to 5 main good practices or strengths in your implementation of PE? Answer per school phase and reflect on consensus overall.
9. What would you consider to be the 3 to 5 main challenges or weaknesses in your implementation of PE? Answer per school phase and reflect on consensus overall.
10. What would your recommendations be for improving the status and role of LO/LS as a subject and more specifically PE? Identify what you think needs to be done and who should do it.
11. Is there anything else you would like to mention or discuss?

Thank all the participants for their valued contribution

FOCUS GROUP:
SCHOOL GOVERNING BODY/SPORT COMMITTEE MEMBERS

BASELINE: NATIONAL PE RESEARCH

Province: _____	Circuit: _____
Quintile: _____ School Context: Rural/Peri-urban/Urban or specify other _____	
Number of research participants: Total= _____ Men/Boys= _____ Women/Girls= _____	
HODs Number: _____	
Foundation phase: _____ Intermediate phase: _____ Senior phase: _____ FET Phase: _____	
Current positions/roles: _____	
Contact number(s) for follow-up: _____	
Researcher(s): _____	Date: _____ Duration: _____ min

Introduce yourself and the study. Explain method, role and valued contribution of participants. Manage ethical issues and participation – sign attendance register and consent form. Ask research participants to introduce themselves in terms of their background and current position.

1. What is your understanding of Quality Physical Education? Please explain.
2. To what extent do you think PE is taking place in the school? Please explain.
3. Compared to other learning areas, how would you rate that of PE/LO/LS? Give a rating out of 10 and compare to other more or less valued learning areas. Please explain.
4. How does the community environment influence the implementation of PE/LO/LS? Please explain.
5. How does the school environment influence the implementation of PE/LO/LS? Please explain. (Probe how PE/LO/LS link to school other learning areas and school sport)
6. What do you consider the main benefits to be for implementing PE/LO/LS for the:
6.1 Community at large? 6.2 School? 6.3 Educator/teachers 6.4 Learners?
7. What would you consider as the main strengths of the school for being able to implement PE/LO/LS?
8. What would you consider as the main weaknesses of the school for being able to implement PE/LO/LS?
9. What would your main recommendations be for improving the quality of the learning area (PE/LO/LS) and value? Identify the recommendation, strategy and stakeholder to act on it.
10. Are there any other matters you would like to mention or discuss?

Thank all the participants for their valued contribution

FOCUS GROUP: LEARNERS

BASELINE: NATIONAL PE RESEARCH

Province: _____	Circuit: _____
Quintile: _____	School Context: Rural/Peri-urban/Urban or specify other _____
Number of research participants: Total= _____ Men/Boys= _____ Women/Girls= _____	
HODs Number: _____	
Foundation phase: _____	Intermediate phase: _____ Senior phase: _____ FET Phase: _____
Current positions/roles: _____	
Contact number(s) for follow-up: _____	
Researcher(s): _____	Date: _____ Duration: _____ min

Introduce yourself and the study. Explain method, role and valued contribution of participants. Manage ethical issues and participation – sign attendance register and indemnity form. Ask research participants to introduce themselves in terms of where they live (community and distance from school) and sport participation – in which sports do they participate, at what level and where do they participate?

1. What do you like most about your school? Please explain.
2. What do you not like so much about your school? Please explain.
3. How popular is the learning area/subject Physical Education in the school? Give a rating out of 10 and compare to other more or less valued learning areas. Please explain your rating.
4. What do you do in PE? Please explain what activities you do and how it worked for this year, and the last three years the school?
 - 4.1 What did you like most (positive aspects/good practices) about PE?
(PROBE: about availability, number and quality of resources; physical facilities and equipment; educator conduct, interest in activities; value and enjoyment)
 - 4.2 What do you like the least or find challenging about PE as a subject? (PROBE: as in 4.1)
5. What do you consider the main benefits of PE for:
 - 5.1 Yourself? 5.2 Other learners? 5.3 School as a whole? 5.4 Community?
6. In what ways, if any, do you think PE contributes to the improvement in sport for the individual learner and for the school? (Follow-up from 5 if it was mentioned, or introduce it as a new topic). Please explain.
7. What would be your recommendations for improving the status and role of LO/LS, and more specifically PE, in your school?
(PROBE: curriculum/activities; content; time available; teaching; facilities; equipment; being successful/good at it; taking part as a class; assessment; theory and practice).
8. Is there anything else you would like to mention or discuss?

Thank all the participants for their valued contribution

INTERVIEW PROTOCOLS

Broad questions for research participant cohorts

INTERVIEWS: GOVERNMENT SECTOR (DBE) DECISION-MAKERS

at national, provincial, circuit and district levels in

Questions	National	Provincial	Circuit	District
1. What is your vision concerning QPE/school sport?	x	x	x	x
2. What legal and policy frameworks do you draw from regarding QPE/school sport?	x	x	x	-
3. What are your main strategies for implementing QPE/school sport – curricula, models of delivery for Quantile 1-3, 4-5, Special needs, etc.	x	x	x	x
4. Who do you consider as the main stakeholders/partners and structures for matters regarding QPE/school sport at school levels? Mention stakeholder and role , as well as relationship with your institution. (Intra- and inter-institutional – strategic and implementing partners, formal and informal agreements)	x	x	x	x
5. How are resources allocated to the implementation of QPE/school sport at all levels – from national to school? Physical resources Financial resources (budgets) Information resources Human resources	x	x	x	x
6. How do you access information for QPE/school sport – M & E, assessments? Explain the processes and effects.	x	x	x	x
7. What other programmes exist that may impact on the delivery of QPE/school sport? (ESSP, etc.)	x	x	x	x
8. What are your plans for improved delivery of QPE/school sport in different types of schools?	x	x	x	x
9. What good practices exist for implementing QPE that you are aware of at different levels?	x	x	x	x
10. What do you consider as the main challenges for implementing QPE at all levels of government? (From national to school levels)	x	x	x	x
11. What recommendations do you have to improve the current state of affairs concerning QPE/school sport?	x	x	x	x
12. What role can SAUPEA /universities play to address some challenges or implement recommendations concerning QPE/school sport?	x	x	-	-

INTERVIEWS: SPORT SECTOR DECISION-MAKERS AT DIFFERENT LEVELS

Questions	SASCOC	NSF	Regional	District
1. What is your vision concerning QPE/school sport?	x	x	x	x
2. What legal and policy framework exist for your organisation to engage in QPE/school sport at all levels?	x	x	x	x
3. What are your main strategies concerning QPE/school sport curricula or programmes and initiatives, models of delivery for Quintile 1-3, 4-5, Special needs, etc.	x	x	x	x
4. Who do you consider as the main stakeholders and structures for matters regarding QPE/school sport and related programmes at all levels? Mention stakeholder and role , as well as relationship with your institution. (Intra- and inter-institutional strategic and implementing partners, formal and informal agreements).	x	x	x	x
5. How are resources allocated to your involvement concerning QPE/school sport, programmes and athletes at all levels? Physical resources Financial resources (budget allocations) Information resources Human resources	x	x	x	x
6. How do you access information for QPE/school sport (events, activities) – M & E, assessments, feedback % communication? Explain the processes and effects.	x	x	x	x
7. What other programmes exist in your domain regarding QPE/school sport?	x	x	x	x
8. What are your plans for improved delivery on your mandate, regarding QPE/school sport in different types of schools?	x	x	x	x
9. What good practices exist for implementing QPE that you are aware of?	x	x	x	x
10. What do you consider as the main challenges for implementing QPE/school sport within your domain?	x	x	x	x
11. What recommendations do you have to improve the current state of affairs concerning QPE/school sport?	x	x	x	x
12. What role can SAUPEA/universities play to address some challenges or implement recommendations concerning QPE/school sport?	x	x	x	x

INTERVIEWS: CIVIC SOCIETY (NGOs) DECISION-MAKERS
AT DIFFERENT LEVELS

Questions	SSCN (National)	LoveLife	NGO- regional networks	Local NGO/ NPOs
1. What is your vision of your organisation in service of SA society/communities regarding sport and QPE?	x	x	x	x
2. What policy framework exists for your organisation to engage in QPE/school sport at all levels?	x	x	x	x
3. What are your main strategies concerning QPE/school sport – curricula or programmes and initiatives, models of delivery for Quantile 1-3, 4-5, Special needs, etc.	x	x	x	x
4. Who do you consider as the main stakeholders and structures for matters regarding QPE/school sport and related programmes at all levels? Mention stakeholder and role , as well as relationship with your institution.	x	x	x	x
5. How are resources allocated to support your involvement concerning QPE/school sport, programmes and athletes at all levels? Physical resources Financial resources (budget) Information resources Human resources	x	x	x	x
6. How do you access information for QPE/school sport (events, activities) – M & E, assessments, feedback and communication?	x	x	x	x
7. What other programmes exist in your domain regarding QPE/school sport?	x	x	x	x
8. What are your plans for improved delivery on your mandate, regarding QPE/school sport in different types of schools? Also reflect on sustainability/exit strategy.	x	x	x	x
9. What good practices exist for implementing QPE that you are aware of? Lessons learnt?	x	x	x	x
10. What do you consider as the main challenges for implementing QPE/school sport within your domain?	x	x	x	x
11. What recommendations do you have to improve the current state of affairs concerning QPE/school sport?	x	x	x	x
12. What role can SAUPEA/universities play to address some challenges or implement recommendations concerning QPE/school sport?	x	x	x	x

INTERVIEWS: COMPANIES/PRIVATE SECTOR DECISION-MAKERS AT NATIONAL AND OTHER LEVELS

Questions	Data/ Information
1. What is your vision concerning your company's involvement in QPE/school sport?	
2. What legal and policy frameworks do you draw from regarding QPE/school sport?	
3. What are your main strategies for delivering to QPE/school sport (curricula, models of delivery for Quantiles, Special needs, etc.)?	
4. Who do you consider as the main stakeholders and partners for matters regarding QPE/school sport at school levels? Mention stakeholder and role , as well as relationship with your company.	
5. How are resources allocated to the implementation of QPE/school sport at all levels – from national to school? Input: Physical resources Financial resources (budgets) Information resources Human resources	
6. How do you access information for QPE/school sport – M & E, assessments? Explain the processes and effects.	
7. What other programmes exist that may impact on the delivery of QPE/school sport? (ESSP, etc.)	
8. What are your plans for improved delivery of QPE/school sport or related programmes in schools? Also reflect on sustainability/exit strategy. Lessons learnt?	
9. What good practices exist for implementing QPE that you are aware of at different levels?	
10. What do you consider as the main challenges for implementing QPE at all levels of government? (From national to school levels)	
11. What recommendations do you have to improve the current state of affairs concerning QPE/school sport?	
12. What role can universities (SAUPEA) play to address some challenges or implement recommendations concerning QPE/school sport?	

INTERVIEWS: PRINCIPALS OF PRIMARY AND SECONDARY SCHOOLS

Questions	Data/Information
1. Context of school within the community	Context – school within profile of community? Type of school, where does the learners come from? Issues faced from the community – school’s response?
2. School’s profile and demographics	Number of learners, teachers per grade Number of learners Strengths of school – positive aspects, partners, programmes, recruitment/marketing Challenges faced by school/principal/teachers/learners – reasons (dropout rate, social issues, etc.)
3. Mission, vision and strategies 3.1 Key subject areas 3.2 Extra-mural activities sports/art/culture	Explain mission and vision – integrated with strategies to make them operational 3.1 Priority subject areas – why and how are they supported? 3.2 Priorities – why and how are they supported?
4. In your understanding, what would you consider QPE?	Explain with reference to current curriculum (LO/Life Skills) and own frame of reference.
5. Role and status of QPE? Motivation in context of community & school	Describe status and substantiate practices. (Examples: community support, criteria for determining status comparatively.)
6. Role and status of QPE in support of school sport	Explain expectations and substantiate by providing examples. Implementing model/practices.
7. Role and status of school sport	Explain expectations and substantiate by providing examples. Implementing model/practices.
8. What resources do you have for implementing QPE and school sport? Physical resources Financial resources Human resources Information resources Partnerships/stakeholders	Explain – refer to evidence: (*could refer to sport master and HODs for detail) Facilities and equipment – indoor and outdoor* Budgets and fundraising, stakeholders, etc. Teachers, coaches – internal and external. Curricula, documentation, training/learning material Collaboration – roles and responsibilities
9. What would you consider as ‘good practices’ with QPE/LO in the school?	Explain – expectations and examples
10. What would you consider as main ‘challenges’ for implementing QPE & school sport?	QPE – list and explain challenges School sport – list and explain challenges
11. Who are main stakeholders and how do you see them collaborate?	List main stakeholders and describe roles, responsibilities and ways of collaboration. (Probe about different stakeholders – government, sport, corporate, civic society, lottery/sponsors, etc.)
12. Strategies and plans to improve quality of PE/LO?	Explain and place in order of overall priorities.

INTERVIEWS: SCHOOL SPORT MASTER
(if school sport is included)

Questions	Data/Information
1. Context school in community	Context – environment and culture/traditions in community and school (legacy and institutional culture).
2. In your understanding, what would you consider as the main roles of school sport	What is the main role of school sport? How does it meet the expectations of others? (e.g. government, community, learners)
3. Mission, vision, policy, strategy, structures, systems and models for implementation.	Explain and refer to formal documentation if possible. Provide examples or practices and explain possible outliers.
4. School’s profile: Sports, leagues and events.	Type of sports – levels and numbers of participants at all levels. Regularity of training, leagues/competitions at all levels – gender, age and levels as per sport and season (competitive and off-season). Highest level of competition and support of priority sports/athletes and other codes.
5. Role and status of school sport within school	Explain – status/importance of school sport compared to other activities. Substantiate and provide examples.
6. How do your school compare to that of other schools of your stature?	Identify criteria for comparison. Get a possible estimate of positioning and explanation what make other ‘better’ or ‘less successful’?
7. What resources do you have for implementing school sport? Physical resources Financial resources Human resources Information resources Partnerships/stakeholders	Explain – refer to evidence: <ul style="list-style-type: none"> • Physical/infrastructure – quantity and quality • Financial sources: budget and fundraising, allocation • Human – teachers/coaches and external people – quantity/quality – roles & responsibilities, M & E and feedback/communication to management • Information – recruitment, training material, marketing, etc. • Stakeholder and partner collaboration
8. What would you consider as ‘good practices regarding school sport in your school?	Explain – expectations and examples
9. What would you consider as main ‘challenges’ for implementing school sport?	QPE – list and explain challenges School sport – list and explain challenges
10. What main recommendations do you have for: 10.1 the school 10.2 other stakeholders?	Motivate– address needs and build on strengths. List main stakeholders and describe roles, responsibilities and ways of collaboration. Probe about different stakeholders – government, sport, corporate, civic society, lottery/sponsors at all levels (from national to local).

