



**UNESCO SEMINAR ON QUALITY OF PHYSICAL  
EDUCATION AND SPORT**

**FINAL REPORT**

**Porto Novo,  
Republic of Benin 16-19 May 2005**

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### **Remarks**

The present report represents the first step toward achieving the draft international quality standards/benchmarks in response to MINEPS IV outcomes implementation process. The organization of the Porto Novo Seminar in May 2005, which gathered international experts, heads of PES training and teaching structures, and government officials, served as a concrete platform to define and outline the portfolio proposed in the present report.

Further development is sought from this first endeavour. We wish to warmly thank all participants and in particular the local organizing committee which provided its best to make the seminar successful and fruitful in its outcomes. The Unit for Physical Education and Sport of UNESCO will continue to serve as Focal Point in monitoring and coordinating the overall strategy in accordance with the timeframe emphasized in this present report on page 7.

Yours Sincerely,

Unit for PES  
UNESCO, Education Sector

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## Introduction

Taking into consideration the results of the seminars in Bamako, Mali and Havana, Cuba in 2003 and MINEPS IV, Greece in December 2004, and the importance of the future international programme for Physical Education and Sport (PES), the UNESCO Seminar on Quality of Education and Sport at Porto-Novo, Benin aims to provide strategies for the achievement of the objectives raised by the above frameworks.

On the first day of the UNESCO seminar, the following activities took place:

1. Opening Ceremony: There were seven opening speeches
2. Keynote Presentations: There were eight keynote presentations
3. Plenary session: Issues raised during the keynote presentations were debated

Major issues raised and debated:

- It is very important for PES to be an integral part of education which enriches quality of life and enhances productivity.
- PES, integral part of education, should seek to develop the human personality, the enrichment of the mind and sensitivity.
- Quality PES promotes health and well-being.
- It is necessary to have a balance between education policy and Physical Education policy as a whole. E.g. Issues concerning social appreciation and achievement of Education For All (EFA).
- In addressing the issues related to EFA, Physical Education policy should be seen as an integrated part of the general education policy of any country and the reform of the national education system should incorporate PES policy.
- Consideration should be given to integrating traditions, cultures and values into PES activities through the promotion of traditional sports and games.
- While content knowledge is of core importance, of even more importance is the PES teachers' need to demonstrate knowledge and skill in the pedagogical process and methodology.
- It is important to emphasize the contribution of research in implementing quality PES.
- PES can contribute to the achievement of life skills, in particular respect for oneself, respect for others, good governance.
- There should be sensitization and partnerships amongst training institutions for capacity building and networking.
- PES must take into consideration the importance of protecting the environment, which is an essential aspect of sustainable development.

## DRAFT PROPOSED INTERNATIONAL PES QUALITY REFERENCE FRAMEWORK

QUALITY ISSUES IN PES	OPERATIONAL GUIDELINES/OUTCOMES	IMPLEMENTATION STRATEGIES	ACTION
1. Defining Quality PES and outcomes	<ul style="list-style-type: none"> <li>• Acquisition of skills and competences; physical, cognitive, affective and social</li> <li>• Development of values, culture as a foundation of life-long physical activity and sport participation</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitization of political responsibility of relevant education ministries in various countries</li> <li>• Policy development and harmonization</li> <li>• Develop broad and balanced range of activities in the curriculum</li> <li>• Weekly time table and time allocation</li> <li>• PES programmes adapted to health conditions</li> <li>• Enhance ratio of learners to teachers</li> <li>• Implement annual programme evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of national policies mandatory to governments at central level and decentralized levels</li> </ul>
2. PES qualification structure/System	<ul style="list-style-type: none"> <li>• Harmonization of qualification structure at regional and international levels; LMD (Bachelors, Master, PhD)</li> <li>• Develop a set of mandatory minimum references</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain requirements for qualification</li> <li>• Common understanding of minimum requirements for award of qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-governmental cooperation, partnerships and networks</li> </ul>

<p>3. Training:</p> <ul style="list-style-type: none"> <li>• Pre-service certification</li> <li>• In-Service training</li> <li>• Professionalization</li> </ul>	<ul style="list-style-type: none"> <li>• Theory and practice of PES with compulsory minimum standards as defined by each state (primary, secondary and tertiary).</li> <li>• Information Communication Technology (ICT) literacy.</li> <li>• Establishment of professional associations/organizations in each continent and state.</li> <li>• Dissemination of knowledge and information</li> </ul>	<ul style="list-style-type: none"> <li>• Highly qualified trainers (Benchmarked against minimum standards)</li> <li>• Strategies in disseminating expertise, e.g. exchange programmes within states and continents.</li> <li>• ICT - A minimum requirement for all teachers (At least word processing).</li> <li>• Establish code of conduct, ethics and standards.</li> <li>• ICT, journals, books and conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building through funding by Governments and Non-Governmental Organizations (NGOs).</li> <li>• Provision of computers and accessories by Governments /donor organizations</li> <li>• UNESCO to identify and facilitate the formation of professional organizations</li> </ul>
<p>4. Research:</p> <ul style="list-style-type: none"> <li>• Research on training</li> <li>• Research on practices</li> <li>• Collaboration in research</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers must be made aware of the importance of research, and competence in research methodology must constitute a necessary qualification in their profession</li> <li>• Opportunities must be offered for interdisciplinary collaboration and for international research</li> </ul>	<ul style="list-style-type: none"> <li>• Training must include the integration and pursuit of questions related to research in PES</li> <li>• Financing research collaboration, policymakers and private sector</li> </ul>	<ul style="list-style-type: none"> <li>• Actions taken refer to research content dealing with training programmes</li> <li>• Interns must carry out actions in research</li> <li>• Creation of national and international agencies for research collaboration</li> <li>• Exchange of opportunities and information for financing in cooperative research</li> </ul>
<p>5. Questions related to sustainability</p>	<ul style="list-style-type: none"> <li>• Creation of laboratories and research centres in PES</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of evaluation teams, development of directives in all education systems</li> </ul>	<ul style="list-style-type: none"> <li>• UNESCO must lead the creation and financing of these evaluation frameworks</li> <li>• Legal framework and formal</li> </ul>

		<ul style="list-style-type: none"> <li>• Networking of evaluators in each system</li> <li>• Interregional and international cooperation between institutions, ministries, NGO and private sector initiatives</li> <li>• Involvement of national political institutions, ministries, parliaments, civil society, leaders of opinion, etc.</li> <li>• Development of referential directives and technical information materials and tools</li> </ul>	<p>institutionalization</p> <ul style="list-style-type: none"> <li>• Cooperation agreement/memorandum of understanding and mechanism</li> <li>• Implementation of technical groups of reference</li> <li>• General status of PES</li> </ul>
<p>6. Environment</p>	<ul style="list-style-type: none"> <li>• Environment conducive for learning</li> <li>• Safe environment for all students</li> <li>• Learning environments are accessible to all students, irrespective of gender or ability, and cultural, political, or economic background</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of appropriate and designated facilities and equipment in all schools</li> <li>• Pre-service and in-service training in safe practice</li> <li>• Facilities are adaptable to include all students</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible ministries and institutions dedicate sufficient funds for establishment and maintenance of facilities and equipment</li> <li>• Inclusion, practice and evaluation of safe environments within all PES training</li> <li>• Governments, institutions and teachers implement a genuine PES for all policy;</li> <li>• All new facilities are designed and built with access in mind</li> </ul>

## **IMPLEMENTATION STRATEGIES FOR INTERNATIONAL PES REFERENCE QUALITY FRAMEWORK**

1. The need for UNESCO to establish a protocol of cooperation with the relevant international, regional and local organizations that could be efficient in implementing and advocating for the International PES Reference Quality Framework.
2. Initiate a legal and mandatory process to facilitate cooperation between UNESCO and the Member States, with the leadership of CIGEPS and in particular the relevant ministries in charge of the various areas of PES.
3. Member States should set up statutory inter-ministerial committees, comprising the ministries of education, health and sport to monitor and harmonize national PES plans and priorities in achieving quality EFA.
4. Member States should facilitate the establishment of official national congresses of PES professionals.
5. Member States should cooperate with those who already have national plans and reform strategies to share technical information and professional expertise with the other Member States.

## **AGENDA 2005- 2015 FOR INTERNATIONAL PES REFERENCE QUALITY ACTION PLAN**

1. 2006 – 2<sup>nd</sup> International Seminar on Quality PES in Education System.
2. 2006 - International Seminar on Capacity Building of PES teacher Training Structures of Arab, Asian and Eastern European States.
3. 2006/2007 - Establish regional network of PES experts.
4. 2006/2007 – Signing of memorandum of understanding (MoU) between UNESCO and other relevant regional and international organizations.
5. 2006/2008 – 1<sup>st</sup> Phase of Universitarization.
6. 2008/2015 – 2<sup>nd</sup> Phase of Worksites in PES.

## DECLARATION OF UNESCO SEMINAR Porto-Novo – Benin Republic, 16-19 May 2005

We, delegates at the UNESCO Seminar on Quality of PES in Benin, having deliberated on various issues impacting the quality of PES, declare as follows that:

- 1 – All Member States should include PES curricula in their education systems and be committed towards its implementation while taking into consideration the environment.
- 2 – In order to achieve quality PES, the curricula and training of teachers should be standardized.
- 3 – PES should be universitarized.
- 4 – PES should be made a compulsory part of the education curriculum and be examinable by education authorities in each Member State, if possible, or a body should be established for that purpose.
- 5 – PES programmes must be qualitatively assessed and accredited.
- 6 – Building and implementation of capacity of directors of PES institutions is necessary.
- 7 – Development of qualitative structures for PES in the education system is a critical necessity.
- 8 – Strategies should be put in place to facilitate regional and international cooperation between PES specialists, institutions and countries.
- 9 – It is necessary to establish an African network of PES professionals at the university level with scientific publications, including reviews, magazines, bulletins, newsletters and information databases, etc. Other regional networks should also be established.
- 10 – It is necessary to develop structures for team research on PES thematics.
- 11 – The establishment of a Technical Working Group is necessary to monitor standards for quality PES and ensure sustainability of regional initiatives.



## **PROPOSALS ON HARMONIZATION FROM REGIONAL GROUPS**

### **ANNEX 1 - REGIONAL CONTRIBUTIONS ON HARMONISATION OF QUALITY PES**

#### **GROUP 1 – FRENCH-SPEAKING REGION**

Improvement of the quality of PES needs mainly:

- Creation of network of African institutes with clear objective of universitarization of PES structures
- Research to harmonize the programmes and training curriculum of teachers as defined by CAMES
- Research on cooperation between institutes teachers in different regional areas and students to improve their qualifications and skills
- Development of research with PES thematic
- Implementation of a university level training program (Research and Professional Masters)
- Creation of research database and review on PES.

ANNEX 2

GROUP 2 – ENGLISH-SPEAKING REGION

**The Harmonization of the Qualitative Teaching of PES**

<b>Level to be taught</b>	<b>Quality of training programme</b>	<b>Curriculum</b>	<b>Standards</b>	<b>Financial Implication</b>
1. Primary School	All teachers to be trained in Physical Education and Sports	Broad based: for example, locomotor movement education	1. Accreditation of the programme by a team of qualified experts appointed by Universities, the African Union and assisted by UNESCO	It is necessary to embark on an audit of the benefits and analysis of PES on, e.g. Crime prevention, health promotion, family values, etc. These surveys and audits have financial implications.
2. Secondary <u>Junior</u>  <u>Senior</u>	Advanced teachers College Qualification  University teachers Qualification Degree	Curriculum based on refinement of skills  Curriculum based on enrichment of skills that includes choice of lifetime skills and movements.	2. Teacher accreditation is important and implies the necessary inclusion of theory and practice in training curriculum; Assessment of competences of teachers.	

<p>3. Tertiary</p>	<p>Masters Degree PhD Degree</p>	<p>Specialization and the need to balance theory with practice in different specialities is important</p>	<p>Accreditation of teacher education curricula by a team of external examiners.</p> <p>3. Standards of curricula should ultimately be endorsed by ICHPER-SD and adopted by UNESCO</p>	
<p>4. Train the Trainer</p>	<p>Masters / PhDs Professors</p>	<p>Academic specialization should include teaching and sport coaching</p>		

## **ANNEX 3**

### **GROUP 3 - DIRECTORS OF PES TRAINING STRUCTURES**

On this day, the 19th of May 2005, the Directors of the training structures gathered to examine the ways in which they will implement an African Network of Training Structures in Physical Education and Sport. During the course of this seminar, they developed:

- A protocol agreement related to the training structures of PES professionals and of youth in Africa
- A temporary board of three members made up of an Institute Director, a Researcher, and a Trainer in charge of leading the network.

#### **Preamble**

Recalling conclusion number three of the Bamako Seminar 2003, dealing with the urgency of the creation of an African area of University PES Training and the modus opérandi for the follow-up of the principal conclusions retained from the Bamako Seminar in 2003 through the implementation of a high-level negotiations group for political mobilization and awareness and of a consultative group in order to accompany the primary effects;

Recalling recommendation number three of MINEPS IV held in Athens during 6-8 December 2004, related to the implementation of an international mechanism for the follow-up of recommendations allowing for adjustment proposals that take into account local and national situations;

Taking into consideration the necessity of the implementation of a referential framework on the quality of PES at the International Seminar on Quality PES in Educational Systems from the 16<sup>th</sup> to the 19<sup>th</sup> of May 2005 at Porto-Novo (Bénin);

Taking into consideration the urgency and necessity to mutualize, share and regroup resources with a concern for regional and below regional integration in the aim of facilitating the circulation of knowledge, technology, students and teachers through the implementation of a doctoral school and research laboratory in Physical Education and Sport;

We, the training structures for PES professionals, express our will and resolve to create an AFRICAN NETWORK OF TRAINING FOR PES PROFESSIONALS AND YOUTH.

#### **Objectives of Network**

- Participate in the creation of an African and worldwide University network.
- Favour better reciprocal knowledge and promote the synergy of teams and people.

- Promote and develop PES and contribute to its international expansion by strengthening solidarity and the sharing of knowledge within the African and worldwide scientific areas.
- Promote female access to the practice of PES.
- Create and strengthen ties with other partner networks.
- Support the universitarization of training structures and PES practitioners.

The network brings its technical and professional support to UNESCO, AUF (University Agency of the French-speaking world), CONFESJES (Conference of Youth and Sport Ministers sharing the use of French), ICHPER-SD (the International Council of Health, Physical Education, Recreation, Sports and Dance), ICSSPE (International Council of Sports Science and Physical Education), ARIS (Association for Research on Intervention in Sport), UPA (European Association for physical education), etc... who work towards the improvement of PES quality.

The realization of these aforementioned objectives will be the subject of a pluri-annual programme decided by the network and placed under the auspices of UNESCO. The programme includes:

- Programme for the development of guidelines for quality PES
- Programme related to the universitarization of structures in charge of the PES teacher training
- Implementation of the LMD (Bachelor, Master, PhD) system on African soil
- Strengthening of measures and strategies favouring access of women in the practice of physical and sports activities
- Cooperation with CAMES for the implementation of a Specialized Technical Commission on the Science and Technique of Physical and Sports Activities (CTS-STAPS)

Moreover, a Pilot Committee was established consisting of the following three (3) members:

1 – Institute Director	Dramane Coulibaly (Mali)
2 – Research Professor	Pierre Dansou (Bénin)
3 – Trainer	Justin Moussouanga (Congo)

Pierre Dansou was designated as the spokesperson for the network.

Compiled at Porto – Novo, 19 May 2005.

Present:

Pierre H : Dansou (Bénin) ; Souaïbou Gouga (Bénin) ; Libérat Tanimomo (Bénin) ; Mohama Ouedraogo (Burkina Faso) ; Kafalo Daouda Sekongo (Côte d'Ivoire) ; Dramane Coulibaly ( Mali) ; Soumana Boureima (Niger) ; Djibril Seck (Sénégal) ; Taitovin Djon Dandi (Tchad) ; Lentamé Djani Gbati (Togo) ; Aloyes Nahayo (Burundi) ; Richard Oniangue (Congo) ; Sid'Ahmed Ould El Huceine ( Mauritanie) ; Justin Mossouanga (Congo) ; Mohamed Ibouroi (Comores).

## **ANNEX 4**

### **GROUP 4 – LATIN AMERICAN AND CARRIBEAN REGION**

#### **Proposals by Latin America and Caribbean**

- Set up a panel of experts in order to guide and assist the curricula and Physical Education and Sport Programmes' harmonization process in Latin America and Caribbean and follow up its implementation with the support of UNESCO
- Broaden the field of action of the Standing Commission for the harmonization of curricula in the training institutes of PES teachers with the contribution of UNESCO in Latin America and in the Caribbean while developing the universitarization process in the sub-regions and regions.
- Create an international curriculum and a Committee for programme harmonization with minimum standards integrated by UNESCO, CIGEPS and ICHPER-SD by appointing a regional supervisor and a panel of specialists in order to share experience in research and the specific considerations that could arise in the course of the implementation process.
- Create a network of institutes and PES coordinators for each country as well as a regional database with some indicators.
- Adopt PE standards for PES Teacher Training as proposed by ICHPER-SD, taking into account the specific characteristics of each region and country.