

MINISTRY OF EDUCATION AND SPORTS

**GUIDELINES FOR IMPROVING THE CONDUCT OF
PHYSICAL EDUCATION AND SPORTS IN
EDUCATIONAL INSTITUTIONS**

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ACRONYMS

The following abbreviations have been used to refer as follows:

BTVET	Business, Technical, Vocation Education and Training
DES	Directorate of Education Standards
EI	Educational Institution
LG	Local Government
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoH	Ministry of Health
NCDC	National Curriculum Development Center
NGOs	Non-Governmental Organisations
NPESP	National Physical Education and Sports Policy
NSGB	National Sports Governing Bodies
NTC	National Teachers College
PE	Physical Education
PES	Physical Education and Sports
PESSWG	Physical Education and Sports Sub-sector Working Group
PTC	Primary Teachers College
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
UPPET	Universal Post Primary Education and Training
USE	Universal Secondary Education

DEFINITION OF THE TERMS

The operational terms used in this document have been defined as below:

1. **Basic Activities:** refers to common games and sports that are expected to be carried out in all educational institutions. They include netball, football, volleyball, handball, athletics and gymnastics.
2. **Educational Institution:** includes all licensed registered infrastructures where learners converge/convene to receive instructions from teachers.
3. **Games:** constitute movement activities, generally of low skill level, which use modified rules so as to suit a learner's ability, environment and purpose.
4. **Health:** refers to the state of physical, mental, social and spiritual well-being.
5. **Learner:** is any person, under the guidance of a teacher, taking on physical education and sports activities in either a formal or non formal or informal setting irrespective of the level of the skill, age, sex and level of institution.
6. **Motion:** a manner in which bodies move from one place to another. Based on the skill level and purpose, such movements can become play, recreation, game or sport.
7. **Movement:** is the changing of a body or its parts from one position or place to another. It involves use of gross muscles acting at a particular point of the body through a joint.
8. **Movement Exercises:** refers to physical activities that require use of gross body muscles. Understanding of movement exercises calls for knowledge of the structure and functioning of the body systems, and application of the scientific principles that govern movement.
9. **Personal Physical Education and Sports Kit:** refers to a complete set of users' effects for practicing movement exercises. It should include, but not limited to; practicing attire, respective safety guards, water bottle and changing attire; all in a bag.
10. **Physical Education:** is the formal and informal teaching of facts, skills and values through coordinated movement exercises.
11. **Physical Education and Sports Kit:** refers to a set of equipment and materials used in the conduct of movement exercise programmes. It contains: sports attire, footwear, respective safety guards, head bands, whistle, balls for the various games, non-metallic inflating kit for balls, skipping ropes, landing mats, tape measure of at least 5M length, painkillers, bandages, safety pins, spirit/iodine/gelatin purple/glycerine, cotton wool, any disinfectant, water bottle, writing pad, writing papers or note book, ruler, pencils, pens, box file,

reference materials, progressive report card, accident report forms and recovery report forms as a minimum.

12. **Physical Education Teacher:** refers to a person who has successfully completed a course of training that is approved by the ministry responsible for education and has been entered in the register of teachers or a person licensed by the ministry responsible for education to teach physical education and sports and has been entered on the roll of teachers as provided for by the Education Act.
13. **Play:** refers to organised physical activity intended for amusement and enjoyment using simple skills under flexible rules. Appropriate rules can be formulated for safety, security and fairness.
14. **Proper Physical Education and Sports Dress Code:** refers to attire that fits an athlete. The clothing should allow easy body movement as well as absorbing perspiration while footwear if any, should have a low heel and a flexible sole with a firm grip.
15. **Qualified Person:** refers to someone who has acquired specialised training in organising, controlling and delivering physical education and sports lessons to a learner.
16. **Recreation:** refers to organised physical activity intended to relax and revitalize one's mental, affective and physical faculties during the available time. One is free to do what amuses one-self without impinging on the rights of the others.
17. **Sports:** constitute vigorous movement activities carried out in a restricted area, and executed using tactical skills and fixed rules. The end result of a sport may depend on chance. Sports call for regular practice in order to maintain, improve and excel in performance.
18. **Stakeholders:** refers to all persons concerned with physical education and sports including the providers of services, skills and materials, and various categories of consumers.

PREFACE

There has been some form of PES in all EIs in Uganda, albeit with insufficient coordination and follow up. PE has been timetabled in primary and some secondary schools; however very few institutions have conducted PE as a teaching and learning subject. While the government has made efforts in the teaching of science through policy and other interventions, PES, a science that trains the body, the mind and character, has been generally disregarded, by a majority of EIs. Many times it has been marginalized in EIs in favour of purely academic and examinable subjects; Hence PES has been mistaken to be simple play.

PES has for a long time been taught in primary schools, PTCs, NTCs and Universities. Teachers Training Colleges have been giving basic training in PES, although it has been missing in secondary schools curriculum. This created a gap in the continuity of the subject as well as the progressive development of knowledge, skills, values and attitudes among the learners. The general lack of specialization in skill related exercises, and lack of sustainable capacity building mechanisms and programmes to reinforce the learned basic PES skills, has bred incompetent and disinterested PES teachers, who have failed to properly practice and inculcate PES values into the learners. As a result, teachers and learners held a very low opinion about the subject thus disregarding its value in enhancing mental, social, spiritual and physical health, quality production skills, life skills and high academic performance.

The NPESP, put in place in 2004, provides for the establishment of PES department that oversees the implementation of PES policy, streamlining and hastening growth and development of PES in the country. To this effect, the PESSWG has developed these policy guidelines for purposes of improving the conduct of PES in all EIs in Uganda.

This booklet may not provide for PES in community. PES community specific guidelines will be developed and produced before 2010.

EXECUTIVE SUMMARY

These guidelines have been developed by the MoES, with the view to improve the provision, management and participation in PES in all EIs.

Each sub section has been written following a guiding principle. Key areas like programming, teaching of PES, time-tabling of co-curricular activities, staffing, teaching and learning materials, learning environment, safety, management and control, accountability, and community involvement have been captured. All institutional managers are required to have basic PES equipment and to enforce participation in PES activities.

All stakeholders constitute the target group since the nature of PES is that it spills over to the community. However, the main beneficiaries of these guidelines are the teachers and learners in EIs.

GUIDELINES FOR CONDUCT OF PHYSICAL EDUCATION AND SPORTS IN EDUCATIONAL INSTITUTIONS

A: PREAMBLE

The role and usefulness of PES to the individual, society and the nation at large has always been emphasised worldwide. In Uganda, however, PES has been underdeveloped both in scope and quality. The underlying principle is that PES is an integral part of the national development process and will therefore reinforce the overall development goals of Uganda. PES has the potential to increase enrollment and retention in EIs, as well as improving equity, access and quality of education. Quality PES programmes enhance skills for a strong and healthy individual, and build a peaceful, united and economically productive nation. To the individual, the end result of participating in PES is to enhance mental alertness, psycho-social interactions, organ development, character transformation and discipline for all round well-being.

B: MANDATE

To ensure that PES assumes its rightful position in the development of Uganda, the NPESP, put in place in 2004, mandates the MoES to:

1. Oversee, control, manage and expedite the effective implementation of PES programmes in all EIs in Uganda;
2. Develop and institute policy guidelines for the overall development of PES in the country (NPESP section 3.1.ii, p.10 and annexes 1 and 2, pp.17-18).

C: JUSTIFICATION

In view of the above mandate, these guidelines are produced mainly to:

- 3 Direct the implementation of the NPESP.

D: OBJECTIVES

These guidelines are intended to:

- 4 Ensure that minimum standards are adhered to when teaching and learning PES;
- 5 Ensure that PES is practically taught and continuously assessed in all EIs;
- 6 Ensure improved accessibility, equity and quality PES and education in general;
- 7 Sensitise the general public about the value of PES to an individual, and the role PES plays in national development;
- 8 Guide the systematic provision, management and participation in PES.

E: TARGET GROUPS

The continued development of PES activities in the country is a shared responsibility of various stakeholders. The guiding principle is that various forms of PES should be undertaken by

individuals or groups either formally or informally with the aim of achieving recreation, building physique, awakening the brain, achieving fitness and socialisation in order to promote health and skill development irrespective of age, sex, religion and race, place and time. The following stakeholders are expected to benefit from PES programmes:

- 9 Individuals;
- 10 Groups of learners in EIs;
- 11 Cultural groups;
- 12 Religious institutions;
- 13 Sports bodies and organisations;
- 14 Employees;
- 15 Employers;
- 16 Employing agencies;
- 17 Families;
- 18 Communities.

F: PROGRAMMING PES ACTIVITIES IN EDUCATIONAL INSTITUTIONS

The guidelines below are necessary for the conduct of PES in all EIs in Uganda. When PES is formally taught in class (Pre-primary, Primary and “O” level secondary), the minimum curriculum would include athletics and gymnastics. To ensure quality delivery of PES lessons, all institutional managers, teachers and learners are required to abide by the following:

- 19 Each educational institution is required to include PE as a subject on its formal class timetable, and out of class PE, games and sports on the routine co-curricular timetable. The requirement for various categories of institutions is as here below.

Early Childhood

- 20 Pre-primary classes should have 5 lessons of PE, one on each day, of at least 30 minutes each;
- 21 They should be allowed play activities of their appeal at convenient time for at least 30 minutes after formal classes each day.

Lower Primary

- 22 The classes (P1 – P3) of primary schools should be allocated 5 lessons of at least 30 minutes each per week, each lesson on a different day;
- 23 They should be allowed to engage in play activities of their choice for not less than 30 minutes each day after formal classes.

Upper Primary

- 24 The upper primary classes (P4 – P7) should be allocated at least 3 lessons of PE of 40 minutes, each lesson on a different day of the week;

25 The classes P4 –P7 should be allowed up to one hour of practice for at least three days per week.

Secondary School Classes

26 “O” level secondary school classes (S1 to S4) should be allocated two (02) double lessons of 80 minutes, each on a different day of the week;

27 They should be allowed at least two (02) hours of practice each on a different day of the week during the co-curricular time period;

28 “A” level secondary school classes (S5 and S6), should be allowed a total of three (03) hours of practice, each one hour on a different day of the week.

Primary Teacher’s Colleges

29 Each class should be allocated at least two hours of practical PE Lessons per week;

30 A total of not less than three (3) hours of practice in Games and Sports each on different days of the week should be allowed.

BTVET Institutions (schools, institutes, colleges, and poly technics)

31 Each individual learner should be allowed a minimum of three (03) hours of PES practice per week under general studies and co-curricular studies.

Universities, National Teachers Colleges and National Technical Colleges

32 Allow a minimum of three (03) hours of PES practice per week under general studies and co-curricular studies.

G: STAFFING OF EDUCATIONAL INSTITUTIONS WITH TEACHERS OF PHYSICAL EDUCATION AND SPORTS

The underlying principle is that PES at any level should be taught and managed by qualified teachers. Where unqualified persons are recruited or assigned to handle PES, appropriate capacity building mechanism should be put in place. Some activities, for example advanced gymnastics and swimming, require specialist qualifications. Every EI should adhere to the prevailing staffing establishment requirement. PES teachers should be deployed in EIs as follows:

33 In numbers sufficient to match the stipulated learner teacher ratios at various levels (50:1 for primary section and 40:1 for secondary section);

34 Teachers for early childhood and lower primary classes should have basic knowledge and skills pertinent to PES;

35 The early childhood section should have a qualified movement specialist to organise and supervise their free play pursuits;

36 Each PES lesson on the time-table should be assigned to a specific PES teacher appropriate for that class level.

H: INSTRUCTIONAL MATERIALS AND ENVIRONMENT

The underlying principle is that PES learners at any level must be provided with appropriate, adequate, safe and secure learning and teaching materials and environment to guide and enhance skill acquisition. As instructional materials are provided according to the published policies for UPE, UPPET, tertiary institutions and universities, each EI must put a system in place to enable each learner to have access to the PES written support materials, equipment and facilities. Each EI should provide teaching and learning materials as per category here below:

Reference Materials

- 37 Teaching syllabus for the different class levels;
- 38 PES teachers guides, modules, manuals and at least two different text books for respective educational levels;
- 39 Appropriate teaching aids for each level; For example practicing manuals, guides, rule books and task cards for different PES formal and co-curricular activities.

Equipment

- 40 Basic equipment for all PES units in the syllabus for the respective levels (e.g. balls for netball, football, handball and volleyball; javelins, shot putts, disci, uprights, bars and landing mattresses for athletics; and ropes, mats and horses for gymnastics). At least two items for each of the ball games and for each of the athletics category. Institutions are encouraged to improvise where applicable to add on the available numbers of the imported items to meet the required learner item ratio;
- 41 Equipment for learners with special learning needs;
- 42 Well equipped first aid kit for emergency injuries that occur during PES activities.

Facilities and Learning Environment

- 43 Allocate secure and safe clearly labelled classroom (s) and well demarcated space (s) where applicable for the different PES classes provided for on the time-table to effect learning, discipline and management of unfriendly weather conditions;
- 44 Well marked play areas for the units provided for in the syllabus for that particular level;
- 45 Basic facilities for learners with special needs;
- 46 Adequate space where a variety of games and sports courts/pitches can be marked for PES activities.

I: PES DRESS CODE

The underlying principle is that dress influences safety of the learners and teachers ease of performing an activity during PES programmes. Thus, appropriate attire is required for different types of physical activities. Therefore:

- 47 PES teachers should wear appropriate attire while conducting PES lessons, and should ensure that learners are appropriately dressed for the activity;
- 48 Parents should make effort to provide learners with appropriate PES kit.

J: SAFETY

The underlying principle is that EIs must account for all PES injuries and losses sustained during PES activities. Such injuries are due to negligence; either by omission or commission of the safety precautions that safeguard learners, teachers, all other users, equipment and environment. Therefore, each PES teacher or caretaker must ensure that:

- 49 Clear instructions are given to the learners and are understood, on the use of PES equipment and environment;
- 50 Learners are well prepared before they are allowed to participate in any PES activity;
- 51 Equipment, facilities and learners are inspected for safety before proceeding into a practical session;
- 52 Equipment and facilities are safe for use by learners and teachers;
- 53 Safety rules for various physical activities are displayed in all accessible areas;
- 54 Each class has easy access to a first aid kit and knows how to use it.
- 55 Learners are in good health to participate;
- 56 There is a safe, clean and a secure changing place;
- 57 There is soap, sufficient water and appropriate disinfectant at learners' disposal for washing up after physical activity. However, the sole responsibility of installing water sources rests on the institution;
- 58 Learners are transported in safe and legally acceptable vehicles;
- 59 Learners and other vulnerable groups are protected from sexual (verbal, physical or body language etc.) and other forms of harassment.

K: MANAGEMENT AND ADMINISTRATION OF PES IN EDUCATIONAL INSTITUTIONS

The underlying principle is that PES contributes to general health, physical fitness, practical and academic performance of all learners. Therefore, PES activities have to be mainstreamed in the programmes of all EIs. Hence each:

- 60 EI must have a file or folder for keeping PES circulars, memos and any other official communication;
- 61 PES teacher must have a copy of NPESP, the policy guidelines for conducting PES, PES syllabus and syllabus guide for the appropriate level;
- 62 PES teacher must prepare and produce schemes of work and lesson plans with drills and movement exercises appropriate to learners' skill, age, and ability level;
- 63 PES teacher must keep and produce teacher learners' attendance record;
- 64 Class's PES work record must be endorsed by the immediate supervisor and kept by the PES class teacher;

- 65 PES teacher must document and keep each learner's PES progress card and make progress reports on the learner's attainment;
- 66 EI must keep a maintenance record for the available PES equipment and facilities;
- 67 PES activity for learners with special needs should be modified to suit their abilities;
- 68 EI must provide a safe and secure room for storage, control and maintenance of sports equipment and materials;
- 69 PES teacher must keep a record of accidents and recovery progress reports for each injured learner;
- 70 Sports ground must be demarcated and where possible fenced to prevent unauthorized use and trespass.

L: ACCOUNTABILITY OF PES FUNDS

The guiding principle is that EIs must put the provided funds to proper use. For transparency, the expenditure of funds (capitation grants or any other funds) must be done as per financial guidelines. Therefore:

- 71 Each EI should expend PES funds on PES activities as per budget;
- 72 EIs must keep up to date accountability documents for PES expenditure, and must readily avail them on request;
- 73 The funds must be used properly on respective PES activities.

M: EDUCATIONAL INSTITUTIONS PARTICIPATION IN SPORTS COMPETITIONS

The guiding principle is that sports competitions give an opportunity to the learners to display the tactics and skills learnt during PES lessons. The sports competitions are a continuation of what is learned in PES classes. Therefore each:

- 74 EI must prepare its learners to participate in various competitions such as; inter-house, inter-hall, inter-colour, interclass, inter-course, inter-department etc, before zonal and district sports competitions. The EIs intra sports competitions should culminate into that EI's annual sports day;
- 75 PES activity must be modified and provided for, for learners with special learning needs;
- 76 EI must prepare a team for each of the basic games and sports activities (netball, football, volleyball, handball and athletics) to compete at inter-institutional levels;
- 77 EI must prepare and sponsor teams to participate in district, regional and national competitions. The PES teacher must keep a record of performance achievements earned by each learner as well as the school, at such competitions;
- 78 Learner, when required, must contribute the stipulated sports fee to support an institution's participation in PES programmes;
- 79 EI should have PES clubs that help to maintain regular PES practices.

N: COMMUNITY INVOLVEMENT

The underlying principle is that EIs provide basic foundation for sports services in the community where the institution is located. EIs and PES teachers should therefore:

- 80 Participate in organising sports meets and training courses for the community;
- 81 Identify and recommend excellent sports students to community sports clubs and also to train for capacity building in sports;
- 82 Provide technical advice in matters concerning community sports;
- 83 Liaise with community leaders in developing sports, and invite them to attend and support the institutions' sports activities;
- 84 Encourage line ministries, religious and cultural institutions and industry to:
 - i) Have sports teams for at least three basic sports activities;
 - ii Identify EIs to affiliate to and to collaborate with in promoting PES;
 - iii Provide material, financial and capacity building support for the sports activities they promote in the EI affiliated to;
 - iv Attend and support those EIs' sports functions.
- 85 Provide technical support in form of coaching, officiating, facilities and equipment and publicity whenever possible;

O: ROLES OF STAKE HOLDERS

The underlying principle is that PES cuts across society and can be used as a service to improve health, psychomotor skills and production skills. It involves participation of different individuals at different levels; some provide services, others support production and development processes and others consume. In that respect the MoES and other line ministries and agencies have a great role to play in promoting and development of PES in the direction desired by these guidelines. Various stakeholders and their roles are identified here below.

MoES should

- 86 Develop and disseminate PES policy guidelines to all EIs;
- 87 Advocate for inclusion of PES in other sectors;
- 88 Advocate for sufficient funding of PES activities in all EIs;
- 89 Liaise with other line ministries to offer support and capacity building in PES related areas;
- 90 Enforce teaching of PES in all EIs and ensure that qualified personnel are deployed to manage PES programmes in EIs;
- 91 Institute proper monitoring and evaluation processes to ensure implementation of these guidelines;
- 92 Take necessary measures to discipline EIs which do not adhere to the rules and regulations for PES;
- 93 Provide teaching and learning instructional materials for PES;
- 94 Provide capacity building programmes for PES teachers and managers.

MoFPED should

- 95 Enforce a budget for PES;

- 96 Integrate PES in poverty alleviation programmes;
- 97 Establish systems through which PES can solicit funds.

MoH should

- 98 Offer awareness programmes on preventive and health promoting physical activities;
- 99 Offer technical guidance and support on PES health promoting activities;
- 100 Carry out public health surveys;
- 101 In conjunction with the MoES recommend nutritional requirements for all persons and learners participating in PES activities.

LGs should

- 102 Ensure adequate organisation of PES activities at district, sub county and community levels, and EIs;
- 103 Offer capacity building programmes;
- 104 Ensure that qualified persons are deployed to manage PES programmes in EIs

NCDC should

- 105 Develop, design and disseminate PES teaching syllabi and reference materials for the various PES levels;
- 106 Carry out periodic review of the PES teaching syllabi;
- 107 Develop text books appropriate for each class level.

NSGB should

- 108 Offer technical guidance in skill development, talent identification and capacity building courses in areas of their competence;

UNEB should

- 105 Design, develop and disseminate continuous assessment forms/cards for PES;
- 106 Set and examine theoretical and practical PES candidate examinations;
- 107 Carry out regular national assessment for skill development in PES.

Private Sector, Related Agencies and NGOs should

- 108 Offer material and financial support to PES activities;
- 109 Advocate for practice of PES activities within and outside their organisation;

Cultural and Religious Institutions should

- 110 Organise PES programmes where EIs can attend;
- 111 Advocate for practice of PES;
- 112 Offer material, financial and facilities support to EIs PES activities.

The Community should

- 113 Contribute physically, financially, materially, morally or otherwise towards maintenance and construction of PES facilities;

- 114 Advocate for teaching and practice of PES in EIs;
- 115 Attend EIs PES functions;
- 116 Volunteer to carry out PES activities when required by the EIs;

Parents and Guardians should

- 117 Provide for basic needs required in EIs for PES. For example personal PES Kit.
- 118 Provide the necessary writing and reading materials as required by learners they are responsible for;
- 119 Encourage learners to fully participate in PES activities.

Learners should

- 120 Effectively participate in all PES activities in order to acquire skills, values and attitudes required to develop positive living habits for a better nation;
- 121 Apply the learned PES skills to real life situations.

P: ASSESSMENT OF PES PROGRAMMES

Achieved objectives of PES have to be assessed especially amongst the learners. Therefore:

- 122 Each EI must respond, on annual basis, to the national assessment guidelines designed by MoES, UNEB, DES or any other relevant body;
- 123 Measurements of performance of EIs should consist of both PES physical competencies and academic achievements;
- 124 Participation in sports competitions' activities will be taken into account when evaluating performance of districts, EIs, heads of EIs, teachers, movement exercise specialists, individual learners and other organisations;
- 125 PES, like other subjects, should be reported on in the learners' report cards/forms;
- 126 PES achievements will constitute a percentage to the final assessment of the learner;
- 127 Talented PES learners should be compensated for the time they spend in special PES programmes when other learners are studying.

Q: CONCLUSION

These guidelines are mainly to improve teaching and learning of PES in EIs. Each stakeholder is called upon to support the effective implementation of these guidelines for a better nation.