

## QUALITY PHYSICAL EDUCATION AND THE PARTNERSHIP CONCEPT

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### ABSTRACT

*The latter part of the 20th century is strewn with examples of initiatives to address issues related to physical education (PE) and sport internationally. During this period dreams were dreamt, declarations were drafted, information was communicated to those in leadership positions and although scientific research on the significance of physical activity increased dramatically the findings of the Worldwide Audit indicate that PE is the missing commodity in the school curriculum of many countries. This paper attempts to address partnerships as an alternative concept to ensure that quality PE programmes are offered at schools. Literature on education, PE and partnership strategies was reviewed, which typifies the methodology applied as qualitative research within the interpretative science paradigm. Although domestic and global competitiveness challenges imply that government resources are fully committed to the immediate social, economic, education and health crises international concerns regarding PE opens doors for collaboration with intergovernmental organisations, international donor organisations, etc. Since 1994 a number of initiatives were attempted to reinstate PE and school sport. However, the Department of Education has no policy on PE and school sport and no personnel dealing with it specifically. Another area of concern is that the infrastructure in education departments and most schools is underdeveloped and does not favour policy implementation. On many occasions the South African government has stated that it cannot build a high quality education and training system alone. National key initiatives in education are managed by macro-structured organisations and provincial trusts that focus on education challenges faced by each province. However, government does not accord PE and sport the level of attention as other national policies that affect people at large. Partnership projects in the Western Cape clearly indicate a dire need for collaboration between different government departments to address social issues through PE and sport. Politicians cannot ignore a powerful national forum backed by an international forum comprising of PE and sports science related organisations and other powerful groups. In a collaborative effort government has to be convinced that physical well-being should be accorded the same national importance as literacy and numeracy.<sup>1</sup>*

**Key words:** Physical Education; Quality; Educational Challenges; Globalisation; Partnerships.

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## INTRODUCTION, PROBLEM AND METHODOLOGY

The latter part of the 20<sup>th</sup> century is indicative of many initiatives taken by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) to address issues related to physical education (PE) and sport internationally.

In 1959, opinions regarding sport and its place in education were expressed for the first time at an international conference, "Sport, Work and Health", organised by UNESCO, (ED-76/Conf. 205/col.4 in Telama, 2002:10). The First International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS I) held in 1976 on UNESCO's initiative "began a process of international work on a strategy for developing PE and sport..." (UNESCO, 1999b:1). Article 10 of the 1978 International Charter on Physical Education and Sport highlights the importance of "International co-operation as a prerequisite for the universal and well-balanced promotion of physical education and sport". MINEPS II, held in 1988 again "adopted a set of recommendations aimed at developing PE and sport..." (UNESCO, 1999b:1).

In 1998, the International Council for Sport Science and Physical Education (ICSSPE) initiated the Worldwide Audit on the state and status of PE. The process culminated in the World Summit on PE held in 1999 under the patronage of UNESCO and the International Olympic Committee (IOC) co-sponsored by the World Health Organisation (WHO). The Berlin Agenda adopted at the summit reinforced the importance of PE and served as a working document for MINEPS III held in 1999. The Declaration and Recommendations of MINEPS III invited the Director-General of UNESCO to urge and request heads of state to consider their proposals (ICSSPE, 1999a).

For 43 years dreams were dreamt, declarations made, information communicated to those in leadership positions and, although, scientific research on the significance of physical activity increased dramatically (Telama, 2002) the findings of the World Audit indicate that PE is the missing commodity in the school curriculum of many countries.

To avoid the consequences of this state of affairs, alternative ways to reinstate PE and grant it worthy curriculum status needs to be investigated. The research problem focuses on partnerships as a possible strategy to ensure quality PE programmes in schools. The research was conducted by means of a literature study of primary and secondary sources in the field of education, PE and partnership strategies. The methodology can thus be typified as qualitative research within the interpretative science paradigm.

## PHYSICAL EDUCATION

From the start it has to be stated in clear terms that PE and school sport are not the same. PE is part of the *formal education curriculum*, while school sport is seen as an *optional extra-curricular* activity. School sport is often seen as the extended curriculum in that it relies on the skills, knowledge, understanding and attitudes developed in PE (Gilliver, 1999).

The rationale for any subject to be included in the curriculum relates to the values associated with unique content and aims (What), learning programmes (How), and the actuality and merit of the outcomes (Why). In PE, *what* should be taught relates to the motor and physical domains that are unique to PE, while the cognitive, affective and social domains are essential to ensure an educational and holistic approach to learning.

The word "physical" implies *active participation*. The goals are:

- to discover, master and refine performance of *fundamental* (natural/maturation) *movements* and a wide variety of *specific movement skills* and *movement forms* [learn TO move] and
- to stimulate growth and develop the body through participation in physical activities.

The word "education" implies *guiding* learners through a formative process. The goals are:

- to gain knowledge and understanding (*cognitive*) of the body and physical activity [learn ABOUT movement];
- to develop positive behaviour by gaining personal meaning (*affective*) and
- to develop social meaning (*social*) based on sound social and cultural values [learn THROUGH participation].

*How* PE should be taught, concerns effective and formative learning programmes. Programmes should be:

- child-centred (general needs, abilities, interests, aspirations);
- learner paced;
- outcome based, domain specific and process orientated.

Teaching-learning strategies with a *holistic approach* and an emphasis on skills, knowledge and attitudes are required to achieve these programme goals. The teaching-learning experience should take place within the existing and developing *context of the movement culture* as it exists outside the school (DNE, 1993; Crum, 1998; ICSSPE, 1999a).

*Why* PE should be taught, relates to the specific objectives which are based on the various domains (DNE, 1993; ICSSPE, 1999b).

## QUALITY REQUIREMENTS

"Quality" signifies "high status" and a "high grade of excellence". The "status" of a subject is often based on the what, how and why. "Excellence" depends on trained specialists, adequate time and frequency and the availability of facilities (Who? When? Where?). The findings of the Audit revealed that neither "status" nor "excellence" is a feature of PE programmes.

Quality PE would, it seems, depend very much on what, how, why, who, when and where. However, what is being taught, how, why, when and by whom, will contribute more to the quality than where. Quality PE is dependent on qualified PE specialists, rather than on

equipment and facilities (Burnett, 2000; Solomons, 2001; Talbot, 2001). In order to provide quality PE we need (ICSSPE, 1997; ICSSPE, 1999a):

- well trained and qualified specialists;
- sufficient time in the curriculum;
- equipment and space;
- support for schools and teachers to deliver quality PE;
- support for extra-curricular sport and dance;
- well-structured programmes aimed at learning TO move, learning ABOUT movement and learning THROUGH participation.

## EDUCATIONAL CHALLENGES

Educational reform in SA is faced by the reconciliation of two challenges – the *domestic* and the *global competitiveness challenge*. *Domestic challenges* are largely framed by political, economic and social challenges (DoE, 2000a).

In most rural areas, approximately half of all schools have no sports facilities (Chisholm, 2000; DoE, 2000b). In the Western Cape there are 60-70 learners per class in township schools. Most never experienced PE and participation in extra-mural sport activities is minimal due to transport and financial problems (Jenne, 1997; Burnett, 2000; Coetzee *et al.*, 2000). In more than 80% of schools, PE is not part of the curriculum and 95% of the teachers in schools are not trained to teach it (George, 1995). In Black schools PE has been neglected, misunderstood, regarded as being of little importance and inferior when compared to other school subjects (Walter, 1994). This barrier to PE is compounded by the fact that White schools have more and better facilities than schools of other racial groups (Van Deventer, 1999).

The present state and status of PE can be ascribed to the disparities of the past, as well as transformation within education. Rationalisation compelled school governing bodies (SGBs) to eliminate non-examination subjects (Lion-Cachet, 1997; Keim & Zinn, 1998) and new teacher-learner ratios lead to many teachers becoming redundant with the result that PE at secondary school level disappeared all together or was limited to Grades 8 and 9 (CEPD/EPU, 1999).

The introduction of Curriculum 2005 (C2005) in 1997 reduced the status of PE as a school subject to a focus, *physical development and movement*, along with four other foci within the learning area Life Orientation. C2005 stipulates that teachers are responsible for developing learning programmes (DoE, 2001b) which holds the danger that the "PE" focus can be ignored altogether (CEPD/EPU, 1999). The result, PE specialists are no longer being appointed, although generalist teachers, who have neither knowledge nor understanding of PE, might be required to teach it (Hardman & Marshall, 2001). Time allocated for Life Orientation in the General Education and Training Band (GET [Grades R to 9]), shows a decrease with an increase in learner's age (Pote, 2001). Currently nothing is on the table regarding the Further Education and Training (FET) band (Grades 10-12). Although Life Orientation is compulsory, no implementation and monitoring strategies are in place to ensure delivery due

to the low priority attached to PE. Since the lack of qualified teachers and facilities are not addressed it is becoming more and more difficult to practise PE in historically disadvantaged schools (CEPD/EPU, 1999).

Developed countries experience the *global competitiveness challenge* as a positive process. Developing countries, however, experience it as a new type of *apartheid*, a new kind of *corporate colonialism*, characterised by an almost irrevocable division between the rich and the poor, both within their societies and between themselves and the wealthy industrialised countries (Gourley, 1998; DoE, 2000b; Darlison, 2001; Lopez, 2001). The dilemma for these countries in funding and delivering PE and school sport is found within the parameters of limited resources, high expectations, diverse objectives and political priorities to compete for global recognition (Burnett & Hollander, 1999).

Governments will have to be convinced that PE can add value to broader, global strategies designed to advance human rights and general health, can combat HIV/AIDS, reduce violence and anti-social behaviour, enhance gender equality, education, personal and social empowerment as well as cohesion (Darlison, 2001). Fortunately, globalisation is characterised by global, regional and national interdependence between state and non-state actors, which opens the gap for countries on the margin to be connected to one another and the rest of the world (Shehu, 2001).

## POST 1994 INITIATIVES

In 1995, a National Conference, *Sport and Physical Education: The future as partners in developing the youth of South Africa*, was hosted by the National Sports Council (NSC). The NSC realised that there was a distinct need for a partnership between sport and PE and that each would assist the other within appropriate parameters without compromising their respective objectives. Discussions with both the Ministries of Sport and Education were to be initiated and an in-depth analysis had to be done to develop a progressive programme for the provision of facilities, for enhancing the status of PE and to development syllabi. It was decided that PE should be a compulsory subject for all grades with equal status to other subjects to provide, amongst others, a foundation for sport development (NSC, 1995).

A number of initiatives followed which eventually lead to a collaborative effort in 2000 to develop a policy for PE and school sport for which the Department of Education (DoE) was responsible. Both Ministers of Education and Sport confirmed the importance of PE and sport and identified the school as the place where the foundation for healthy lifestyles should be laid and announced that specific teaching time would be allocated to PE in every grade (IDTT, 2000). A model (Table 1) was developed for the organisation and placement of responsibility for PE and school sport, which reflected the ideal which, in itself, differs substantially from the present situation.

**TABLE 1 MODEL OF LEVELS OF RESPONSIBILITY AND TARGET GROUPS**

<b>LEVEL</b>	<b>CORE RESPONSIBILITY</b>	<b>ACTIVITY</b>	<b>TARGET GROUP</b>
1	DoE & PDoE	Intra-curricular activities	All learners
2	DoE & PDoE	Intra-school, extra-curricular, extra-mural and co-curricular activities	All learners
3	PDoE	Inter-school programmes	Selected learners
4	PDoE or PDoSR	Inter-regional/intra-provincial programmes	Selected learners
5	DoE, DoSR/Sports Commission	Inter-provincial/National Programmes	Selected learners
6	DoSR/Sports Commission	International programmes	Selected learners

*Note:* DoE=Department of Education; PDoE=Provincial Department of Education; DoSR=Department of Sport and Recreation; PDoSR=Provincial Department of Sport and Recreation (DoE, 2000a)

The final draft of the policy was completed on 3 May 2000. However, in the mean time the DoE had initiated the Review Committee on C2005. Their report, published on 31 May 2000, had far-reaching implications for the above-mentioned draft, since it proposed major changes. Due to the curriculum review issue an impasse, on the policy process, was reached.

According to the National Education Policy Act (1996), the Minister is responsible for the well-being of the education system, while the Constitution of SA states that the DoE is responsible for co-ordinating education and for formulating policy and monitoring the implementation thereof at national level (DoE, 1996c; DoE, 2000b). Notwithstanding the legislative and constitutional framework for education and the efforts of the past, the DoE has no policy on the planning, provision, financing, co-ordination, management or quality assurance of PE and school sport and no personnel dealing with it specifically.

Educational milestones in SA are mainly found in terms of policy development (Chisholm, 2000), not implementation, since the infrastructure in education departments and most schools is underdeveloped and does not favour policy implementation. The current slowdown in economic growth further adversely affects the situation in the education sector (DoE, 2000a). What SA urgently needs is a clear-cut policy on PE and school sport, the provision of much needed infrastructure, an effective and efficient delivery system and qualified PE specialists (Burnett, 1997). Recommendations to reinstatement quality PE and school sport cannot be made in isolation. The SA political and economic contexts make it highly unlikely that education departments will have the financial means to meet the challenges of PE and school sport, or that these disciplines will receive a larger state allocation in the near future (Darlison, 2001).

To ensure the survival of PE and school sport in these difficult times, partnerships between government departments and between these departments and the private sector are needed to pool available resources. International concerns regarding PE themselves open doors for forming partnerships at all levels with intergovernmental organisations such as the United Nations (UN), WHO, UNESCO, IOC, international donor organisations, etc. (Darlison, 2001).

## **PARTNERSHIPS**

The Worldwide Audit on PE clearly indicates an international problem, which can be partly resolved by international action. Partnerships between truly global bodies such as ICSSPE, UNESCO, the IOC and the WHO are positive signs that such collaboration is currently taking place. However, partnerships that are as, if not more, important are those at national, provincial and community level (Hardman & Marshall, 2001; Hardman, 2002a; Telama, 2002).

In the sections that follow, an attempt will be made to identify relevant partners at these different levels who could become crucial partners in the restoration of quality PE and school sport programmes.

### **International level**

As an intergovernmental organisation, UNESCO and its structures have been identified by MINEPS III as the leading international advocacy agent. The Declaration of MINEPS III states:

...that UNESCO should play a leading role in the 21<sup>st</sup> Century as a catalyst organisation to reinforce global co-operation... They urge UNESCO, in conjunction with other United Nations specialised agencies and the IOC, to prepare a comprehensive programme for financial and technical assistance to the developing countries (UNESCO, 1999a:2).

Two mechanisms within UNESCO, the Intergovernmental Committee on Physical Education and Sport (CIGEPS) and the International Fund for the Development of Physical Education and Sport (FIDEPS), could have been utilised to strengthen international and national co-operation to assist developing countries to develop and implement policies on PE and school sport (UNESCO, 1999b).

Unfortunate radical internal restructuring of UNESCO's Secretariat seems to make the implementation of the MINEPS III Declaration and Recommendations impossible (Hardman, 2002b). To finance the reform process within UNESCO, funding for programme activities in all sectors have been reduced by 20%. Although UNESCO is the focal point of the UN system for matters related to sport, it seems that PE and sport will play a minor role in future UNESCO programmes (Mailliet, 2002).

Despite the restructuring of UNESCO, the partnership between them, the IOC and the WHO, might yet hold some intangible or indirect influence in the field of PE and sport (Hardman,

2002b). Furthermore, non-governmental organisations (NGOs) such as ICSSPE, which have formal relationships with the IOC and the WHO, can play a major role in solving the international problems regarding PE and serve as an international pole to co-ordinate a coherent international network. Governments should be challenged to accord PE and school sport the same level of attention given to other national policies that affect populations at large (Hardman, 2002a; Telama, 2002).

Hardman (2002a:48) states that:

Perhaps these organisations could join with other relevant international single sport and multi-sport federations, professional and academic agencies to lobby governments to ensure the rightful place for physical education and sport in school curricula and thereby, promote the mutual interest of sporting activity from foundation through to the development of excellence in sport.

Politicians cannot ignore a powerful forum comprising of international and national PE and sports science related organisations and other powerful groups (Hardman, 1999). Internationally, education, sport and health have come together in support of active lifestyles for children. In Europe, America, Australia and Canada international and/or national professional associations for PE play a major role in these partnerships (Emmel, 2001; Feingold, 2001; Fisher, 2001; Higgs, 2001; P.E.4Life, 2001).

In 1992, Katzenellenbogen suggested that an International Resource Centre for PE and Sport (IRCPES) should be established and since 1994 Hardman (1999) has been advocating for a co-ordinated international lobby for the cause of PE and sport. An IRCPES could play a major role in establishing global networks for collaboration between international partners and between international and national partners. Such a powerful international forum should launch a massive global marketing strategy to make their intentions clear to the rest of the world. International partners will only become a powerful forum if their actions become more concrete by globally voicing their intentions.

### **National level**

The South African government has stated on many occasions that it cannot build a high quality education sector alone (DoE, 1996a, DoE, 1997; Chisholm, 2000; DoE, 2000b). In 1999, the Minister of Education outlined a plan to build an education and training system for the 21<sup>st</sup> century. The operational plan known as *Tirisano*, a Sotho word meaning *working together*, "calls for a massive mobilisation of parents, learners, educators, community leaders, NGOs and the private sector, motivated by a shared vision" (DoE, 2000b:23).

The DoE believes that key national initiatives for education will largely rely on partnerships between the private sector and NGOs. The Business Trust Initiative manages and mobilises an estimated R1 billion through three national NGOs over a five-year period to support educational projects. The National Business Initiative, the Joint Education Trust and the READ project are three important NGOs geared towards school development in general (DoE, 2000b). These macro-structured projects link strongly to government policy and facilitate the interactive development and implementation of policy. Collaboration takes



place at the highest level and capacity building is done within the understanding of the underdeveloped nature of the educational infrastructure (Hardman & Pienaar, 2000). Another manifestation of macro-structured organisations is their links to either regional or international partners (DoE, 2001a). A partnership with a macro-structured organisation to assist with policy development regarding quality PE and school sport, and capacity building to facilitate implementation, could become a reality through a powerful national forum backed by a strong international network of collaboration.

Partnership projects in the Western Cape, as will be discussed later, clearly indicate that collaboration between education, sport, health and welfare and safety and security is urgently needed (Keim & Zinn, 1998; Mokgwathi, 1999; Frantz *et al.*, 2000; Campbell, 2001). In collaboration with a powerful international forum these government departments can become a powerful national forum to lobby government to proclaim PE and school sport a national key initiative.

A major shortcoming in the infrastructure at national level is the absence of an effective and efficient learning area advisory service for PE and school sport. To facilitate an effective policy delivery system a strong monitoring system at national and provincial level is a necessity. An effective advisory service could also play a major role in co-ordinating the collaboration between various partners at international, national and provincial level.

The international partnerships mentioned earlier indicate the need for a national professional association to uphold the interests of PE and school sport. A national association will automatically strengthen the partnership at national level and function as a powerful tool to ensure the future of PE and school sport. By establishing provincial committees, the power and influence of the national association can be enhanced, while regional discussion forums can provide a service to teachers at grassroots level.

### **Provincial level**

Provincial departments of education have to facilitate a delivery system within the specific communities that reside in their respective regions (DoE, 2000b; Hardman & Pienaar, 2000).

Similar to the case at national level, provincial learning area advisors are generally not fully utilised nor are they deployed in all the provinces (CEPD/EPU, 1999). Their energy should be directed towards providing an infrastructure to implement a national policy, provide schools with a service and support, co-ordinate all provincial activities regarding PE and school sport and establish provincial partnerships to alleviate specific needs (DoE, 2000a). The Billiton Company has established a set of provincial trusts to locate forums for private sector/departmental partnerships that focus on the education challenges faced by each province (Hardman & Pienaar, 2000). These opportunities should be investigated to determine how PE and school sport could benefit from these provincial trusts.

Provincial advisors could play an important role to educate school governing bodies (SGBs), school principals, teachers and communities about the value of PE and school sport. The educational value of PE and school sport can also be effectively promoted through the media (Baker, 2001; Shehu, 2001). This is evident with the very successful partnership between the

DoE and the South African Broadcasting Corporation (SABC) which relies on public-private partnerships (DoE, 2000b). The media can also be a powerful tool to mobilise the private sector to become partners for much needed resources (Hardman, 2002a).

The learning area advisory service in the Western Cape is very active in the province. Their commitment is evident in the number of partnership projects run by different public and private institutions. The following are examples of these partnership projects:

*Safe Schools* is a cross-directorate partnership in the Western Cape Education Department (WCED). This after-school programme, aimed at boys and girls 12 years and older from all race groups, use physical activity and sport to teach learners how to deal with personal energy in a constructive way and how to relate to one another. *Stepping Stones* is a similar project undertaken by the WCED and the Directorate, Western Cape Sport and Recreation (WCSR). They focus on PE and sport as a means to counter violence in areas where crime and gangsterism are major problems. *Health Nuts* is a project focused on fitness, diet and nutrition in schools, offered in conjunction with the Sport Science Institute of the University of Cape Town (UCT). *Health Promoting Schools* aim at improving the conditions at schools to ensure that real learning take place. The partnership is between the WCED, the Provincial Department of Health and Welfare, the Sport Science Institute of UCT, the Cancer Association of SA and other local authorities involved in health (Alexander, 2001).

The *Sports Coaches' OutReach* (SCORE) is an NGO in partnership with the European Union. The project, run by local and volunteers from abroad, aim to develop PE and sport in schools and to use it as a vehicle to address HIV/AIDS and children's rights. They collaborate with national and international sports federations and co-operate with other national and provincial sport structures, including government departments, the National Olympic Committee of SA and the South African Sports Commission (Alexander, 2001).

These projects serve a very important cause and make an important contribution to the development and upliftment of communities. However, do these projects serve the purpose of quality school based PE and mass participation in school sport? With these projects, we run the risk of the one not knowing what the other is doing (Bressan, 1995; García, 1998; Hardman, 1999). The needs and interests of children can be better served by a partnership between the provincial departments of education and other relevant partners investing in PE as an independent learning area with sufficient time in the curriculum and school sport as an extra-mural activity. On the other hand, every effort needs to be made to offer physical activity to all school children.

The immediate shortage of PE teachers can be relieved by partnerships with tertiary institutions to provide in-service education and training (INSET) (DoE, 2000a). A partnership existed between the WCED, the WCSR, the NSC, the United School Sport Associations of South Africa, the South African Democratic Teachers Union, the Institute for Democracy in South Africa and the University of the Western Cape to alleviate the lack of PE teachers in former Black schools (Keim & Zinn, 1998; Alexander, 2001), but it was unfortunately terminated (Kloppers, 2001). Pre-service education and training (PRESET) should also be negotiated with tertiary institutions to ensure that well-qualified PE teachers are appointed at schools in the near future.

Tertiary institutions could also establish PE Teacher Institutes in the different regions through which a lifeline for schools can be provided by offering sustained, innovative and resource-rich programmes for staff development. Schools, in turn, offer tertiary institutions hands-on experiences in education (Tirozzi, 1998; Warren, 1998). These partnerships could alleviate the pressure on provincial departments of education to initiate research and tertiary institutions could in turn benefit through publications. Research projects can be conducted at schools to improve the quality of PE programmes, or to improve sports management or team and individual sport performance. Tertiary institutions could also provide guidance on careers in respect of academic qualifications or skills training (Marsden, 2001). These projects can be funded by tertiary institutions, schools, corporate partners, sports federations, foundations and individuals (Warren, 1998).

The lack of facilities and equipment could be addressed by a partnership with the private sector (DoE, 2000a). Sports equipment providers could be approached to sponsor or supply equipment at a lower cost. Sports federations and business could play a vital role in the construction and/or maintenance of facilities by negotiating sponsorships between the private sector/sports equipment providers and the sports federations (Marsden, 2001). The government can encourage participation by providing these corporations with incentives such as tax reduction (DoE, 2000a).

### **Community level**

Schools are central to a community. Real action takes place in schools and here a real difference can be made. The needs of schools may be similar, but each school is unique with distinctive needs that can only be resolved at local level. In this sense Bressan (1994:104) believes that:

There will be a successful programme of physical education in Soweto only if the people in Soweto decide to make it a relevant subject.

The South African Schools Act (SASA) (1996) regards SGBs as valuable educational partners. Certain decision-taking abilities that previously resided with the DoE now reside with them. An SGB is a partner in its own right, but it can also be viewed as a composition of other partners. Individual members who are in business and organisations that do business near the school can render services, provide products or financial assistance (Kleynscheldt, 2002).

The functions of SGBs, as listed by the SASA, are to promote the best interest of the school, to strive for the provision of quality education and to support the principal, teachers and other staff in the execution of their professional functions. Furthermore, a SGB "must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the *school* to all *learners* at the school" (DoE, 1996b:24).

In the interim phase, provincial departments of education should assist and support SGBs of previously disadvantaged schools to establish partnerships to alleviate the immediate needs regarding PE and school sport (Kleynscheldt, 2002).

NGOs are increasingly able and required to deliver a service to schools. They are close to their partners and therefore are able to target community needs (Hardman & Pienaar, 2000). To alleviate the dire need for qualified PE specialists, NGOs could offer INSET programmes (WCSR, n.d.). Although the *Certificate for Youth Trainers* offered by the Alliance Franchise in partnership with the WCED is not the same as INSET programmes they do empower people with the necessary skills to work with youth (Alexander, 2001). Another example of an NGO offering a service to schools is the *Extra-mural Education Project* (EMEP). This project is not only geared towards school sport, but how schools use post-school time. The partnership is in collaboration with the WCED and funded by the Canadian government (Alexander, 2001; Bock, 2002).

Sports clubs, recreation centres and sports academies too could assist schools with INSET programmes for PE and could train teachers in sports management and coaching (Berg-Sørensen, 2001; Marsden, 2001). A partnership for the use of club facilities, with mutual benefits for schools and sports clubs could be negotiated. Schools would benefit from the use of the facilities, while clubs would benefit in the long-term by investing in future members. Local authorities, on the other hand, should be responsible for providing and maintaining local sport facilities (WCSR, n.d.).

Schools within a specific town, suburb, or district could form partnerships among themselves by appointing one or two specialists to offer PE, to assist with coaching and share facilities at the different schools. *Green Patches*, a rural project in the Free State, is based on this principle. A farm school is earmarked in a specific district for its central location. The provincial department of education supplies the school with the necessary infrastructure, while the local community helps to establish playing fields. On a well-structured timetable, the surrounding schools make use of the facilities and resources available at the school. The DoE refers to these examples as multipurpose cluster facilities (DoE, 2000a).

A priority of the DSR is to create multipurpose sports facilities in disadvantaged communities (DSR, 2000). To prevent duplication, these facilities can be built at schools that do not have any sports facilities. These facilities could act as motivation for teachers, learners and the community to become involved in physical activities, thus benefiting all levels of society as well as PE and sport in general (Hardman, 1999). Opening schools for community activities could yield enormous goodwill (Baker, 2001).

The "adopt-a-school system" of the United States of America (USA) can be applied by South African businesses to provide in the specific needs of disadvantaged schools. The former President of SA, Mr Nelson Mandela, convinced businesses to become involved in education by building schools in the rural areas although they only provide the physical buildings. Most sports clubs in disadvantaged areas "adopt" schools from which they draw their top players. The success of most Black and Coloured (far too few) sportsmen and women can be ascribed to clubs. Business involvement in sports development at community level is reflected in the involvement of Bakers in mini-cricket, Shoprite-Checkers in mini-netball and Transnet in secondary school netball (Bock, 2002).

University-community collaboration is sadly lacking although tertiary institutions can play a major role in this respect (Walsh, 2002). The Department of Sport Science at Stellenbosch

University is currently involved in a partnership with a farming community. The community initiated the partnership in order to address the prevalence of crime in the area. A local church in Stellenbosch is also negotiating a partnership with the Department of Sport Science to present physical activities to youth in a densely populated, low socio-economic area.

The following partnerships could enhance the status of PE as a school subject, which eventually would strengthen partnerships with parents who are our primary partners in education.

PE teachers should share the intentions, content and objectives of their programmes with other staff members to determine whether there are related themes between PE and other learning areas that can be presented in collaboration. Collaboration increases communication and may enhance awareness of and respect for PE (Baker, 2001). Although these "other" teachers cannot provide resources, they can contribute to the quality and value of PE programmes.

Schools know the needs of the community and the authority vested in them through the SASA allows them to address these needs through programmes presented at and through the schools (Kleynscheldt, 2002). Specific community projects could be addressed with a teacher-learner partnership. These projects could have a tremendous impact on the community's view regarding the value of PE as a school subject. In a sense, children can become lifestyle advisors in communities.

Education officials or people involved in public relations in government departments and the private sector could be approached to improve the quality of PE programmes. The publicity such activities will generate in the local media will again act as a spur to these advisors and such services, if rendered on a regular basis, could foster a sense of partnership with the PE teacher. This is an added benefit, because it can never hurt to have partners in an elected office (Baker, 2001).

The personal computer can become a valuable partner in adding quality to any PE programme. Web sites could contain curricular content or serve as databases of sports, fitness and physical activity which creates a positive image of a programme that is up-to-date and on the cutting edge of technology (Baker, 2001; Kleynscheldt, 2002). Learning material on CD-ROM can also add to the quality to PE. However, technology in itself will not transform the structures and the quality of PE, and although the world is interconnected, access is limited and in many cases non-existent in developing countries (Lopez, 2001).

The state and status of PE are very much dependent on parents' impression of the educational merit thereof (Baker, 2001). With the above-mentioned partnerships and other initiatives parents can come to understand the value of PE and appreciate the quality and relevance of the programmes presented. Parents who realise the educational merit of quality PE programmes will become valuable *outside* sources and resources or volunteers.

## CONCLUDING COMMENTS

Since 1959, much has been said and written regarding strategies to develop PE and Sport, but nothing constructive has been done to alleviate the crisis facing the profession. In 1979, Bressan wrote an article titled *2001: The profession is dead - was it murder or suicide?* We have to ask ourselves if she was correct?

The Minister of Education made the following statement in his budget speech on 14 March 2000:

Government blames teachers, the teachers blame the parents, the parents blame the students, the students blame government and in the end, instead of working it out, everyone gives up and goes off to a shebeen and drink themselves into oblivion (Asmal, 2000:7).

The minister stated that they do not drink because they are evil, or bad, or stupid, but because they give up hope. One goal that should bond and unite educational partners is to give children hope (Asmal, 2000). How many more Coloured and Black sports people such as Bronwyn Bock (netball), Marvin Jonathan (baseball) and Carlo Scott (soccer), who were lucky to attain their sports skills at clubs, are out there without hope because PE and organised school sport are practically non-existent in most disadvantaged schools (Bock, 2002)?

The time has come for all involved in PE and sport to get into the doing of things. The DoE has to decide whether education will be solely an intellectual matter with the physical development left to chance. If this is the case, the government needs to realise that it will lose a valuable partner that could contribute to broader social and economic issues that plague our communities. PE is an indispensable partner in youth development and a fundamental vehicle for educating the youth for participation in sport, recreation and health activities (Katzenellenbogen, 1995). Participation in physical activity is also an indispensable partner in building a democratic society devoid of social ailments such as crime. The Secretary General of the UN, Mr Koffi Annan, spoke true words when he said that technology alone could not solve the problems of the world. Physical well-being must be accorded the same national importance as literacy and numeracy, since it underpins every other field of human endeavour (DoE, 2000a).

Changes in our education system place great strain on resources, however, a government that openly promotes the importance of PE and school sport as it does in the case of mathematics, science and technology will find international, national and community support. But, then government policy has to be more than mere statements of ideological rhetoric - government should reflect the will to promote PE and school sport (Hardman, 2002a).

It will not be an easy task to reinstate and develop PE and school sport, especially in countries that do not have the necessary infrastructure, but it is an effort

...which may determine the ultimate success or failure [of] physical education and sport in Africa [SA] (Bressan, 1994:107).

However, nothing is impossible. Something may just seem impossible because we do not try to make it possible (Horn, 2001). With a network of partnerships at national, provincial and community level, backed up by a well co-ordinated international network of collaboration, SA can only move forward to redress the inequalities of the past regarding PE and sports participation. The former President of SA, Mr Nelson Mandela, made the following statement some time ago:

At the end of the day, the yardstick that we should all be judged by is: are we creating the basis to better the lives of all?

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