

REPORT OF THE COMMITTEE

TO

REVIEW

THE ORGANISATION OF

“SPORT INTER-COLLEGES”

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EXECUTIVE SUMMARY

1. This review of the organization of school sports is not restricted to the “Championnats d’Athlétisme Inter-Collèges” but adopts a more comprehensive approach to the question of the role of sports in secondary schools.
2. In the introductory phase, the place that the sports culture ought to play in a country which holds world records in diabetes and cardio-vascular diseases is underlined.
3. The report makes a comparative study of the strengths and weaknesses of the style of organization of school sports in the late sixties and in the mid-nineties, with the creation of the M.S.S.S.A.
4. This Committee invited submissions of memoranda to give the opportunity to all stake holders to express themselves on the issue of schools sports. A summary of the criticisms and propositions made by them is included in the report.
5. The propositions made by this Committee aim at redefining the role of schools sports in the context of the educational reforms proposed by the Government so that the full value of sports as:-
 - a) a means to attain good health through physical fitness
 - b) a form of entertainment and relaxation

- c) an academic field of study
- d) a career in its own right
- e) a platform for unity and nation building and the development of Olympic values
- f) a way of reaching out to the external world

can be realised in the future.

This Committee has come to the conclusion that this new national sports policy for secondary schools will require:

- i. a reorganization of the M.S.S.S.A.
- ii. the enhancement of the status of physical education teachers.
- iii. the provision of sports infrastructure across the island, including Rodrigues.
- iv. and a program of 'sports-études' for the sports elites.

TERMS OF REFERENCE

- Make a situation analysis of the formula adopted in 1994; identifying its strengths and weaknesses.
- Invite written and/or oral submissions from Physical Education Teachers, Sports Federations and all those concerned in one way or another with the practice of school sports in Mauritius and Rodrigues; and
- Make proposals for a new organisational set up for sports at secondary level – keeping in view the proposed reforms in the education sector.

During a meeting with the Minister of Youth and Sports on 5 August 2002, the Committee was mandated to evaluate and review the organisation of “Sport Scolaire” and a press communiqué was issued accordingly.

METHODOLOGY

The methodology adopted in carrying out this study include:

- Experience-sharing reports from members of the committee .

- Critical study of reports from members of the committee.

- Constitution of task-focused sub-committees .

- Critical study of memoranda submitted by stakeholders and members of the public.

- Conduct of interviews with stakeholders.

- Desk research in the archives of the M.S.S.S.A.

(iv)

The past always looks better than it was because it isn't here.

~ [Finley Peter Dunne](#) ~

1. PREAMBLE

Mauritian health indicators have sounded the alarm that we are a sick nation and that we are probably getting sicker. Heart and cardio-vascular diseases have become the two leading causes of mortality (Appendix 2, Table 1). The prevalence of obesity and overweight among people aged thirty and above is appalling (Appendix 2, Table 3). The latest survey shows that 25 percent of all hospital and dispensary patients carry symptoms of psychiatric conditions. Physical inactivity or sedentary living has been associated with such conditions.

In the present context there are no research findings to assess the physical inactivity of our young at school. There could be reasons to worry if we look at an American survey carried out by The National Centre for Disease Control and Prevention in high schools. It reveals that half of the youth aged between 12 and 21 are not vigorously active. Physical activity declines strikingly with age or school grade and enrolment in P.E.S classes dropped by half between 1991 and 1995 (Source CDC, 1992, National Youth Interview Survey Youth Risk Behaviour Survey). The behavioural patterns of our students characterized heavily by sedentary class work and tuition often stretching over the seven days of the week could confirm an American tendency even among our students. The magnitude of our health problems and the behavioural tendencies of our young at school no doubt call for prompt action. There is an urgency to put in place a mechanism to change the existing mindset and inculcate a sense of Sport Culture in the population and primarily in the young at school.

It would therefore be no exaggeration to say that the future of the Mauritian nation depends on the place that we are willing to give to the practice of sports to our youngsters and adolescents. A Rationale for school sport to address present issues and meet future

challenges is now vital. Sport in its new configuration would ask for a three-pronged Action Plan, namely

- (a) to maintain the health and fitness of the young;
- (b) to teach the basic sport skills which are the prerequisites of ‘sport de haut niveau’;
- (c) To address the female gender issue with respect to the practice of sports (see Appendix 3).

It is imperative to revisit our school curriculum with regards to the role of physical sports and education and school sports in general and assign new dimensions to this subject in order to comprehend not only the health aspects but also pedagogical, civic and ethical considerations so that we can promote nation building and tolerance based on Olympic values. However, although the terms of reference of this committee to review the organization of inter-college sports confines us to the secondary education sector, we need make a loud plea for a thorough review of sports at the primary and post secondary level as we are aware that progression in physical education and sports takes place along a continuum.

2. INTER-COLLEGE SPORTS COMPETITION

To say that inter-college sports competition today is undergoing a crisis is not only an overstatement but also a failure to acknowledge the evolutionary track that the organization of college sports in Mauritius has taken to reach where it has. However, to say that everything is rosy and that college sports can rest on its laurels is to be not only short sighted but also oblivious of the challenges that are posed by a world in constant motion. In the present context of reforms in Education, there is an urgent need for stock taking but this exercise requires a balanced mindset, free from pre-conceived ideas. The fate of the future generation is at stake.

2.1 *Brief history*

2.1.1 *The late sixties*

Inter-college sports was born in the late sixties, from the voluntary efforts of a handful of highly dedicated and committed educationists. Few colleges participated and even fewer took the lead. The quality of the performances matched the quality of the organization and a few colleges attained prestigious heights, with athletes solicited by sports clubs performing at national and international levels. The spotlights were focused on inter-college sports as the nursery of sports champions.

A second division of inter-college competition was organized to accommodate the vast majority of colleges which were unable to compete with the elites. Suddenly, the organizers had to deal with large numbers, for which they were obviously ill-prepared. The poor level of performances of the athletes and the even poorer level of the organization contributed to give a bad name to the second division inter-college competition.

A number of malpractices, unworthy of the sporting spirit became common occurrence, be it among the elites, known as the first division or in the second

division: cut-throat competition in the first division gave rise to mercenary attitudes among athletes and teachers responsible for the competition. Olympic values were perverted in order to win, by hook or by crook the athletic championship. Besides, inter-college sports was reduced to athletics exclusively. All other sports disciplines were relegated to the distant background. Athletics became the yardstick by which the performances of P.E.S teachers, participants and administrators were reckoned. During that period that can be dubbed as “games by injunction”, decisions taken by judges on the sports field were challenged in court. Furthermore, athletes were poached from other colleges, admission tickets to stadiums were sold on the black market and funds were mismanaged. Self-interest was the only motivation that animated the organizers, especially when college athletes were invited to attend international competitions. Schools that could afford all the means invariably won every year. A few star colleges thrived at the expense of all the others. The second division could be qualified as the “division de la honte” as mediocrity characterized every level of activity – the organization, the preparation of athletes, the performance of the latter, the quality of the technical supervision, the coverage provided by the media. The blow to human rights and dignity was too much to bear and the need to get rid of this degrading system was urgently felt.

Such was the situation when the Mauritius Secondary Schools Sports Association was formed to handle inter-college sports in the early nineties.

2.1.2 The mid nineties and the present day formula

A cleansing of the prevailing state of affairs was imperative and to put an end to the malpractices, the rectors upon whom the responsibility to manage college sports was placed, decided to do away with the system of two divisions and gave equal chances to all colleges. The current system was born.

The first step was the setting up of various committees to

- a. amend the constitution of the M.S.S.S.A.;
- b. propose a new regional set up;
- c. re-structure the administration of the M.S.S.S.A.;
- d. review the organization of the various competitions, namely athletics.

A 'Livre Blanc pour la Promotion de l'Action Sportive en Milieu Scolaire' was prepared in 1992 by a group of Rectors to spell out the new orientation to be given to school sports.

Furthermore, the MSSSA set itself new objectives to, inter alia:-

- i. encourage the practice of sports by all schools,
- ii. structure as far as possible the competitions so as to preserve the interest of the child and the rhythm of the athlete,
- iii. practise equality of opportunity,
- iv. reduce the pressure of competitions,
- v. uphold principles of equality and justice, dignity and human rights.

These measures had the immediate effect of giving a new impetus to the activities of the M.S.S.S.A. at various levels (rectors, officials, athletes, etc.) For the athletes and supporters, it meant

- a. the democratization of the competitions and access to stadia;
- b. a fair and just system to reward athletes;
- c. upholding human rights and dignity.

The results speak for themselves if we take an objective look at Appendix 4 which compare the figures of the ancient formula with those of the present.

It should be also borne in mind that the present formula has allowed a much greater participation at the level of spectators with eight regional finals and one national event as compared to the ancient formula with one final at national level for each of the two divisions. In fact, it can be said without exaggeration that the total number of spectators attending the finals of the seven regions has always, even in the worst years, far exceeded the crowd that used to attend the inter-college sports before the M.S.S.S.A. took over in the early nineties.

This new vision has brought about a new culture of sharing and co-operation among colleges and all stakeholders at all levels and in all regions (rectors, P.E.S teachers, pupils, athletes, etc.). The M.S.S.S.A. has found its vocation and has turned out to become the appropriate forum to unite our youth. This is why it is unthinkable today to revert back to any previous system as the present formula has been unanimously voted, thus constituting a plebiscite.

A major setback which has always plagued the present formula has been the shortage of funds. Because there was no notable increase in the budgetary allowances of the M.S.S.S.A. in spite of the fact that the expenses had increased by more than ten fold over the years, the organization had to rely too heavily on sponsorship every year. It is no wonder that in the course of time, the dwindling zeal of the M.S.S.S.A. officials to solicit for assistance met with the reluctance of exhausted partners who had been milked all too often. School sports cannot continue to rely on hypothetical sources of income and live from hand to mouth. We should be ready to pay the price for quality in school sports.

3. THE MEMORANDUM STRATEGY

With the dual aim of enlarging our think tank and democratising our consultation, the memorandum strategy consisted in inviting, through press communiqués and personal letters, all those interested to express themselves on the subject of school sports to do so in writing. Face-to-face interviews were also organized whenever further clarifications were required. What follows results from this strategy.

3.1 General Remarks

1. The number of submissions that we received following the publication of our communiqué was much below our expectations.
2. We had to publish the communiqué a second time and extend the date limit for submission in a bid to give additional opportunities to all those concerned with sports to express themselves. Personal letters were addressed to sports organizations and colleges.
3. The propositions contained in some submissions were unrealistic, devoid of sense and logic. Gratuitous criticism was preferred to constructive suggestions.
4. Issues of major importance such as the gender divide, career prospects of athletes, educational reforms and its implications for college sports and other socio-cultural questions were not given due consideration in the various memoirs.

5. Sports chroniclers who have always been critical of the organization of school sports competitions, particularly athletics competitions, have, by their silence, shown that they have no concrete propositions to make for the improvement of sports.
6. The marked absence of memoirs from sports federations, with the exception of the M.A.A.A, the Mauritius Handball Association and the Association Mauricienne de Judo, has also been noted with surprise and concern. The silence of women's organizations has also been noted with equal concern.
7. Where propositions have been constructive and innovative, explanations and justifications have been sadly lacking.

3.2 Summary of propositions from memoranda

What follows is a summary of the salient points derived from memoranda and interviews of persons invited to depose in front of the Committee.

- A. There is a strong feeling that sports education should be assigned a more important place in the school curriculum because of its instrumental role in the general education of the child. It has even been proposed that it should become a compulsory and an examinable discipline, culminating in a special state scholarship at terminal level.
- B. Keeping in view the multiple roles that the physical education teacher is presently called upon to play as teacher, coach, organizer, discipline master and to accompany students, there is a need to revisit his/her duties and responsibilities and improve the opportunities for further education and training with a view to enhancing their status and career

- prospects. The technical nature of the duties demarcates the physical education teacher from the education officer. It is recommended that a separate inspectorate should be set up for sports and physical education.
- C. There is a need to achieve parity between public and private sector through the uniformisation of
- i. school entitlement of P.E.S officers
 - ii. time table of P.E.S officers
 - iii. participation and performance grant for sports
- D. To ensure stability and development, the financial burden for the management of schools sports must be borne by the Ministry of Education and the Ministry of Youth and Sports. School sports cannot be viable if it should continue to depend, for its financing, on precarious and unpredictable sources such as sponsoring.
- E. In the wake of educational reforms, it is recommended that the organization of sports competitions be held category-wise and exclude overall winners to face the transitional period. It is also suggested that sports activities should prioritise pedagogical considerations over competitive ones, and that the sports calendar should be prepared in close consultation with all partners in the sports field. We cannot help feeling that by stressing on high-level competitive sports instead of the educational charge of school sports, the M.A.A.A has grossly underestimated the importance of the academic journey of the child with respect to a successful future career.

F. Several propositions have been made to the effect that competitions in certain sports disciplines should be held during school holidays, on weekends and after school hours. The following reasons were given as justification:

- i. to reduce the work load of P.E.S officers during school time;
- ii. to remain faithful to the established calendar of activities;
- iii. to avoid the constraints of a lengthy sports calendar;
- iv. to respect the rhythm of the child;
- v. to harmonise the 'timing' of the sports activities with academic pursuits.

G. The optimal utilization of sports infrastructures belonging to colleges, national sports federations, local authorities, district councils and other organizations and institutions will greatly serve the cause of the development of a sports culture and the improvement of performances. However, the prohibitive costs of renting sports equipment and infrastructures has been underlined.

H. The lack of technical supervision is a major handicap in the promotion of school sports. The collaboration of the national sports federations within the appropriate structures of the M.S.S.S.A would help to palliate this lacuna and qualitatively help to improve the organization of competitions.

I. The training of P.E.S officers is an essential step in meeting the challenges of the future with regards to education in general and sports in particular. To meet rising demands, the training of students for technical supervision and to act as referee should be contemplated.

J. An efficient communication network must be set up to facilitate and better coordinate the organization of sports activities.

K. Concern has been raised about the behaviour of students-spectators on their way to and on the stadium as well as the issue of security on the stadium. Everything should be done so that the values inherent in the practice of sports are highlighted.

L. The organizational structure of the M.S.S.S.A should be revisited with a view to increasing its efficiency and effectiveness.

M. The prevailing formula of regionalisation has been viewed as the best option although certain modifications might be necessary to fit into the official 4-region policy of the Ministry of Education.

The case of Rodrigues as the eighth region of the M.S.S.S.A must be re-examined in the light of the recent political developments which have taken place in the island.

4. PROPOSALS

4.1 Backdrop to proposals

Any attempt to propose changes in the practice of school sports by making abstraction of the reforms in education, which are being implemented as from January 2003, is doomed to fail. Consequently, a two-tiered approach is the wisest path to deal with the period of transition first and to cater for a more stable situation in the longer term.

In January 2003, the student population distribution in the various colleges in Mauritius will be as follows:

Classes Catered for	Corresponding Categories
Form I	Benjamin only
Form 1 to V	Benjamin, Minim, Cadet
Form 1 to VI	Benjamin, Minim, Cadet, Junior/Senior
Form VI	Junior/Senior only

These schools will be situated in four regions in Mauritius and one region in Rodrigues (see Appendix 5).

It is important, in the educational context, to differentiate between competitive sports whose primary object is to breed sportsmen of a national stature and school sports aimed at promoting healthy living for all, which is everyone's due. To this end, schools have the mission and the duty to provide equal opportunities to all its students to practise sports.

However, school sports and competitive sports need not be mutually exclusive. A number of sportsmen who can be qualified as elites because they belong to a national sports school must be given the chance to express their talents while pursuing their academic studies. To this end, provision must be made for a joint programme of 'sports-études' that should be ready to function at the end of the transition period.

As educationists, our proposals keep in focus what we consider to be the three major preoccupations of any sports policy for students, namely:

- i. The right balance between academic studies and the practice of sports for healthy living;
- ii. The practice of sports as leisure and a socialization agency;
- iii. The identification and tapping of potentials for the pursuance of sports as a career.

4.1.1 Reorganisation of the M.S.S.S.A.

To meet the challenges of school sports now being placed in a broader national and regional context with a new vision, it is imperative that the M.S.S.S.A. must be thoroughly revisited with a view to enhancing its effectiveness. The very name of the organization must be changed to mark a symbolic break from the present and a renewal of its vocation. The new organization may bear the appellation “National Commission for School Sports “ (N.C.S.S.) .

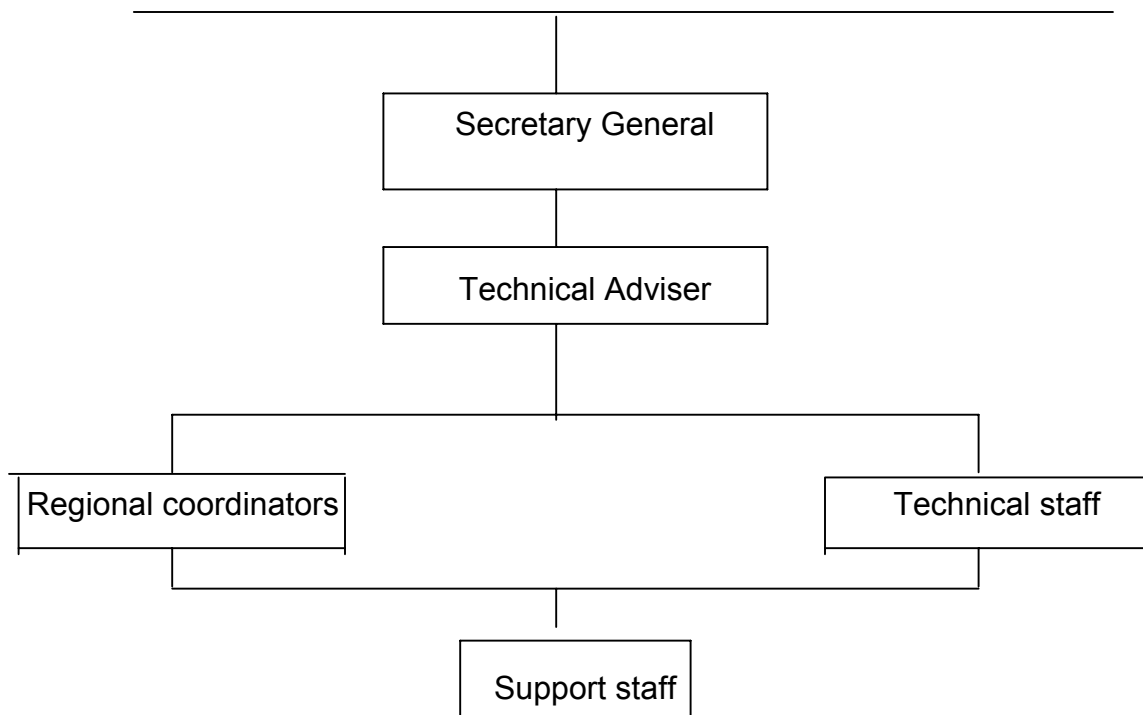
We also propose below a new organizational structure for the N.C.S.S.

NATIONAL COMMISSION FOR SCHOOL SPORTS

BOARD

Representatives from:

Ministry of Youth and Sports
Ministry of Education
Ministry of Arts and Culture
Ministry of Health
Ministry of Women`s Rights
Ministry of Rodrigues
P.S.S.A
M.I.E.
Unions of Managers/Principals/Rectors
P.E.S. Teachers



The Board of Directors would include all the major stakeholders. While the various Ministries, the P.S.S.A and the M.I.E would be represented, the secondary schools would be represented by Union of Managers/Principals/Rectors, which includes the Roman Catholic Secondary Schools Union, the Union of Managers of Private 'A' Secondary Schools, the Association of Confessional Secondary Schools, the Managers of Private Secondary Schools Union, and the State Schools Rectors' Union. Physical Education teachers would be represented by members from the private and the state schools. The Board of Directors would be responsible for all policy decisions.

The Board would be chaired by a member who would have been elected at the General Assembly of the Unions of Managers/Principals/Rectors. He/she would thus represent the totality of the affiliated secondary schools in Mauritius and Rodrigues.

The Secretary General would act as Chief Executive of the Council and would be answerable to the Board.

The Technical Adviser would be responsible for the mounting and monitoring of all sports activities. He/she would be supported by a technical staff who would have expertise in all the sports disciplines that are practiced at school level. The Technical Adviser may also be called upon to replace the Secretary General in the latter's absence.

Regional co-ordinators would be assigned responsibilities for each of the five regions that constitute the secondary school landscape. Their thorough knowledge of the realities and needs of their respective regions will allow them to act as interface between the council and the users of its services. They will, all the time, dispose of an updated audit of resources, both human and

infrastructural in their regions in order to coordinate the planning and execution of activities.

The support staff would be responsible for the secretarial operations.

4.1.2 *Inter-college competition*

A transition period of four years (2003 – 2007) must be allowed for the reforms in education to find their completion. During that period, there will be no uniformity in terms of the four categories of athletes constituting the student populations of the various colleges in Mauritius. It would therefore be futile to organize, on a national basis, inter-college competitions requiring athletes of all four categories to constitute the school team, with overall winners, as it is done presently.

It is recommended that during the transition phase, inter-college athletics competitions be organized only on a regional basis for each category of athletes, without designating overall winners. Thus, colleges will enter for the category/ies corresponding to their student population each year. Elites will be allowed to form part of the college team.

However, certain disciplines may lend themselves to regional and national competitions as schools may enter single category teams. Appendix 6 presents a complete list of sports disciplines that are practiced at school level, showing whether competitions should be organized at regional level only or at regional and national levels.

At the end of the transition period, it is recommended that competitions should be organized for non-elite students category-wise, on a regional basis as well as on a national basis. Champions for each category would be designated but we would have done away completely with overall winners.

The sports elites would, by then, have been grouped in specialized schools under the 'sports-etudes' programme. It is recommended that they should be made to participate in individual national championships organized jointly by the national sports federations and the N.C.S.S.

4.1.3 'Sports-Etudes'

It is a sadly undeniable fact that young sportsmen today are called upon to choose between sports and studies, two domains which, in the present set up are mutually exclusive. It is imperative to establish a programme of 'Sports-Etudes' that can reconcile these two, for the benefit of both sports and sportsmen.

Suggestions with regards to the necessary mechanism for 'sports-etudes' programme are found in a report entitled "Propositions de mise en oeuvre de sections sports-études dans les établissements secondaire à l'île Maurice" For ease of reference a copy of report is annexed (see Appendix 7).

4.1.4 Sports as a compulsory and examinable subject

In the same breath, it is high time to refocus the role of sports education which, so far has been directed exclusively on sports competitions and introduce a proper curriculum with clear teaching and learning objectives, prescribed textbooks and assessment scheme (see Appendix 8 for a proposed programme). We also propose that teacher training programmes be mounted to upgrade P.E.S officers for the purpose and that special section of the inspectorate be created to monitor the progress of the curriculum and assist with teaching methodologies. Since one of the finalities of sports education as a subject would be to identify exceptional talents coupled with academic excellence, we propose that a special state scholarship be attributed to the discipline.

4.1.5 Enhancement of the P.E.S officer's status

It is a fact that there exists today much confusion with regards to the role of the P.E.S officer as he/she is called upon to act in several capacities, teacher, coach, organizer, discipline master, accompanist, first aid officer, etc. It is imperative to revisit and rationalize the duties and responsibilities of the P.E.S officers and create more motivation in their ranks. On the one hand, opportunities should be created for them to improve their qualifications through further education and training with a view to enhancing their status and career prospects. Regular in-service courses should be organized to upgrade their competencies, thus allowing also for an improvement in the quality of technical supervision provided by them during competitions. On the other hand, their load of work should also be reviewed. We suggest that the P.E.S officer: pupils ratio should be 1:350 to allow for a closer and more efficient monitoring of pupils' progress. In line with the spirit of the educational reforms proposed by the Government, this ratio should be applied uniformly to the private and the public sectors, thus correcting the absurd dichotomy that prevails presently.

It is also strongly recommended that P.E.S teachers whose services are required for the planning and execution of activities must be remunerated.

4.1.6 Sports grants

The participation and performance grants presently paid to private colleges only, must be reviewed. A new grant formula must evolve on the principle of parity whereby both public and private schools could equally benefit so that the development of sports education does not take place at different speeds.

4.1.7 Sports infrastructure

The regionalization policy contained in the educational reforms implies parity of facilities in the various regions. To this end, an audit must be carried out to assess the lacunas that exist in terms of sports infrastructure in the four regions of Mauritius and Rodrigues. These must be palliated in the medium term. Access to sports infrastructures belonging to national sports federations, local authorities and other organizations for educational purposes must be facilitated and the financial charges reduced to the minimum. A system of compensation must be worked out for the use of sports infrastructure of approved standard belonging to colleges, whether public or private. Just like other departments requiring specialist rooms, the sports department must also dispose of an attendant who would be responsible for sports infrastructure and equipment, both during school hours and after.

4.1.8 Rodrigues

In line with government policy to provide autonomy to Rodrigues, the island should be allowed to function like a region of its own. However, a joint committee may be set up to examine the special needs of Rodrigues and a programme of assistance may be set up in order to bring the situation at par with the other four regions.

4.1.9 Behaviour of students

Much criticism has been leveled against student misbehaviour both within and outside the stadiums during sports meets. A holistic approach must be adopted to face this problem. To begin with, since sports education is to be treated as an examinable subject falling with the normal school curriculum, all activities related to the subject, including the organization of competitions, must be contained within school hours. Schools must be made to pledge a strong commitment to

the activities of the National Commission for School Sports (N.C.S.S). P.T.A's must be called upon to shoulder part of the responsibilities of accompanying students on stadiums. The participation of the Ministry of Arts and Culture to bring a qualitative improvement to such aspects as presentation and entertainment would certainly help to focus the attention of spectators on sports events while adding glamour to the show. Security must be left to professionals who will flank teachers and parents and thus ensure greater supervision of spectators' behaviour.

4.1.10 Nation building through school sports

The N.C.S.S should not confine itself to the organization of sports events but should tap the exceptional dynamism generated by school sports to consolidate Olympic values around themes like sharing, fair play, justice and equity, unity, mutual respect, etc. A number of non-sportive activities like talks, conferences, seminars and discussions can also be imagined to galvanise the school-going youth to reflect upon republican values so that the N.C.S.S. can become an excellent platform for nation building.

4.1.11 Link with the external world

In this age of globalization, the NCSS must not lag behind but develop close ties with the external world where similar organizations cater for college sports. Our athletes must be given the opportunity to participate in international sports meet like the Olympiads organized by the International Schools Sports Federation (I.S.F). This will be an opportunity for our youngsters and our sports officers to have international exposure and to enrich their own experience through exchange.

ACKNOWLEDGEMENTS

We wish to acknowledge with sincere thanks persons and organisations from Mauritius and Rodrigues who submitted memorandas and deponed in front of the Committee.

We also thank the Director of the Mauritius Institute of Education for putting at our disposal the council room for our regular meetings.

LIST OF ACRONYMS AND ABBREVIATIONS

M.S.S.S.A	-	Mauritius Secondary School Sports Associations
M.A.A.A	-	Mauritius Amateur Athletic Association
P.S.S.A	-	Private Secondary Schools Authority
M.I.E	-	Mauritius Institute of Education
N.C.S.S	-	National Commission for School Sports
I.S.F	-	International Schools Sports Federation

Abbreviation

P.E.S	-	Physical Education Sports
P.T.A	-	Parent Teachers Association
C.D.C	-	Centers for Disease Care and Prevention – U.S. Department of Health & Human Services

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Composition of Committee

COMMITTEE TO REGIONS ORGANISATION OF “SPORT INTER-COLLEGES”

Chairperson:

Mrs. Savitree **OOGARAH**

Head Mistress, Queen Elizabeth
College

Members

- | | | |
|---|---|---|
| 1 | <u>REPRESENTATIVES OF CATHOLIC SECONDARY SCHOOLS UNION (RCSSU)</u> | |
| | i. Mrs Floryse LAMY VENCATASAMY | Rector, Loretto College Mahebourg |
| | ii. Mr. Jacques MALIE | Rector, St. Esprit College |
| 2 | <u>UNION OF MANAGERS OF PRIVATE SECONDARY SCHOOLS (UMPASS)</u> | |
| | i. Mr. Rajiv ROY | Rector, Mauritius College |
| | ii. Mr. Mahendranath RAKHAL | Rector, New Eton College |
| 3 | <u>MANAGERS OF PRIVATE SECONDARY SCHOOLS UNION (MPSSU)</u> | |
| | i. Mr Dinesh SADDUL | Rector, Saddul College |
| | ii. Mrs Hen In SIAO HIM FA | Rector, Keats College |
| 4 | <u>REPRESENTATIVE OF STATE COLLEGES</u> | |
| | i. Mrs Pramila MOHABEER | Rector, Droopnath Ramphul SSS |
| | ii. Mr Boodishwar RAMPADARUTH | Rector, Dr. Regis Chaperon SSS |
| 5 | <u>ASSOCIATION OF CONFESSIONAL SECONDARY SCHOOLS (ACSS)</u> | |
| | i. Mr Philippe ZOILE | Rector, Adventist College |
| | ii. Mr Bashir TALEB | Rector, Islamic Cultural College
Port Louis |
| 6 | <u>REPRESENTATIVE OF RODRIGUES</u> | |
| | Mr. Menon MUNIEN | Acting Rector, Rodrigues College |
| 7 | <u>MEMBERS APPOINTED BY THE MINISTER</u> | |
| | i. Mr Serge NG TAT CHUNG | Rector, St. Joseph College |
| | ii. Dr. Anand AWOTAR | Representatives of Sports Research
Unit |
| | iii. Mr Maubarak BOODHUN | Principal Assistant Secretary,
Ministry of Youth and Sports |
| | iv. Mr Johnny CHUNG WING CHONG | Principal Physical Education
Organiser, Ministry of Education
and Scientific Research |
| 8 | Two representatives of the Ministry of Education and
Scientific Research | |
| 9 | <u>Secretary of the Committee</u>
Mr Lewis LOUISON | Administrative
Secretary, MSSSA |

MORTALITY PATTERN 1999

Condition	% of total death
Cardio Vascular	45.20
Cancer	8.00
Diabetes	4.70
Respiratory disease	4.10

Table 1

Trend of Non Communicable disease from 1987 - 1998

Percentage(%)			
	1987	1992	1998
Hypertension	30.2	26.2	29.6
Obesity	6.3	10.2	11.5
Overweight	24.2	29.8	29.1

Table 2

Source: Central Statistical Office, Mauritius

Age Group	Prevalence of moderate-heavy leisure Physical activity
Men 20-29	50.2
Women 20-29	12.9
30-39	9.7
40-49	6.9
50-59	4.3
60+	2.2

Table 3

Percentage(%)			
	1987	1992	1998
Women			
Obesity	9.2	14.5	15.4
Overweight	26.5	31.4	28.8

Table 4

PHYSICAL ACTIVITY - A FEMALE GENDER ISSUE

Local surveys show that physical activity is more common among males than females.

The 1987 - 1988 (table 1) carried out by the Ministry of Health, gives evidence of the increased level of activity among men and women across all age groups. Although the increase looks striking in women, it should be underlined that women of age 20 - 29 were 37.3% behind men in exercise during leisure time. Besides this level of inactivity increased with age at an alarming rate.

The prevalence of obesity and overweight also increased among women in the period between 1987 - 1992 (Table 1). The problem across for ethnic groups namely Hindu, Muslim, Creole and Chinese, was also evaluated (Table 2) and the figures should impact decisions on physical education for girls at school.

The specificity of female physical education programme has been assessed by researchers. Girls between the age of eleven and eighteen undergo physical and physiological change that affect their psychology. With hormonal development, there is a great probability of mood changes, anxiety, anguish and, in extreme cases, nervous depression setting in. Girls start giving up physical activity round puberty, a time when it is most important for them to make adjustments to those new situations.

Researchers have underlined the health of the girl as determinant for the healthy development of the foetus. Commenting on the high prevalence of diabetes in Mauritius, Dr. Pierot Chitson, a specialist in internal medicine, said that "prevention (of the disease) should start very early even before the baby is born. A healthy mother is very important....." For example small underweight foetus have a high risk of diabetes.

This is indeed a stunning revelation for Mauritius which by the way, was classified second among the countries with the highest prevalence of diabetes in the adult population, in a survey carried out by the International Diabetes Federation for the year 2000.

There is no doubt the call, now, is for a serious campaign to sensitise girls of all ages on the importance of sustained physical activity throughout their life. There is an urgency to review the physical education programme of our girls at school and give our PE educators a proper training.

MAURITIUS SECONDARY SCHOOL SPORTS ASSOCIATION
FOONDUN BUILDING, ROYAL ROAD, ROSE HILL. TEL/FAX - 464-5344

1. **PROGRESSION OF AFFILIATED COLLEGES**

1994	120	1997	125
1995	120	1998	126
1996	120	1999	126

2. **LICENSEES**

1994	12,000	1997	11,000
1995	12,000	1998	11,500
1996	11,000	1999	12,500

3. **ATHLETICS (INTRODUCTION OF REGIONILISATION**
PARTICIPATION OF ATHLETES - HEATS AND FINALS 1994 TO 1999
HEATS

YEAR	GIRLS	BOYS	TOTAL
1994	1879	2206	4085
1995	2347	3496	5843
1996	2458	3592	6050
1997	2719	3382	6101
1998	2807	3354	6161
1999	2925	3424	6349

FINALS

YEAR	GIRLS	BOYS	TOTAL
1994	583	619	1202
1995	635	676	1311
1996	1058	1199	2257
1997	1212	1518	2730
1998	1268	1718	2986
1999	1194	1302	2496

NUMBER OF COLLEGES HAVING WON MEDALS AT NATIONAL LEVEL 1994 TO 1999

YEAR	BOYS	GIRLS	TOTAL
1994	34	26	60
1995	36	29	65
1996	36	29	65
1997	38	28	66
1998	39	28	67
1999	33	35	68

INTER COLLEGES RECORDS 1994 TO 1999

YEAR	BOYS	GIRLS	TOTAL
1994	8	3	11
1995	7	5	12
1996	15	7	22
1997	8	8	16
1998	9	3	12
1999	4	5	9

1991

BILAN TECHNIQUE

	GARCONS					FILLES						
	Benj	Min.	Cad	Jun	Total	Benj.	Min	Cad	Jun	Total	G + F TOTAL	
ATHLETISME DIV 2 INTER-COLLEGES												
Collèges engagés	49	52	52	40	54	41	46	35	19	48	67	
Collèges qualifiés	29	34	32	25	45	31	32	26	13	41	56	
Collèges classés	20	26	23	18	39	28	23	21	10	35	46	
Athlètes engagés	383	497	476	281	1637	327	374	246	108	1055	2692	
Athlètes participants	285	360	332	205	1182	243	277	190	86	796	1978	
Athlètes finalistes	90	125	115	110	440	96	110	79	52	337	777	
Participations à l'engagement aux éliminatoires	772	1051	1087	702	3612	642	778	546	259	2225	5837	
	576	763	757	513	2609	474	575	424	208	1681	4290	
Nombre de Records	0	0	0	0	0	0	1	0	0	1	1	

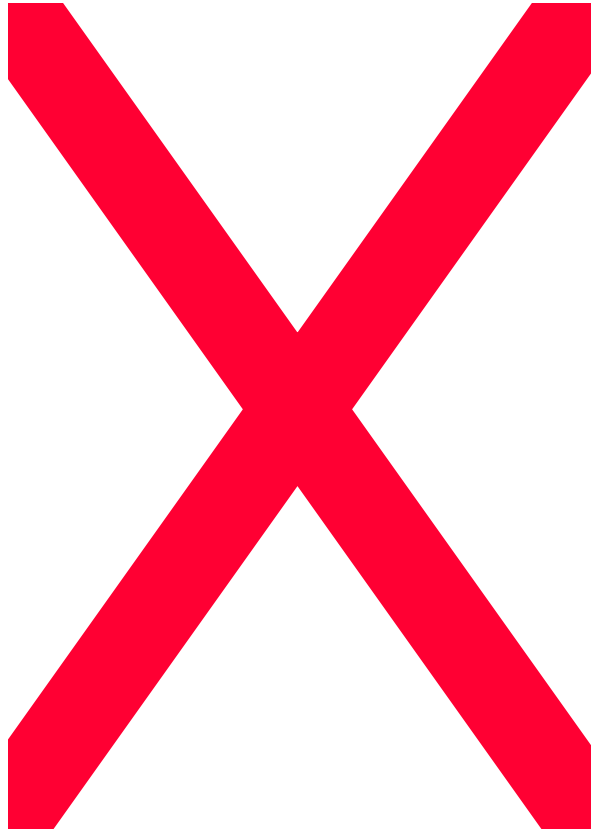
Note: les colonnes "Total" pour l'item Collèges prennent en compte les collèges mixtes.

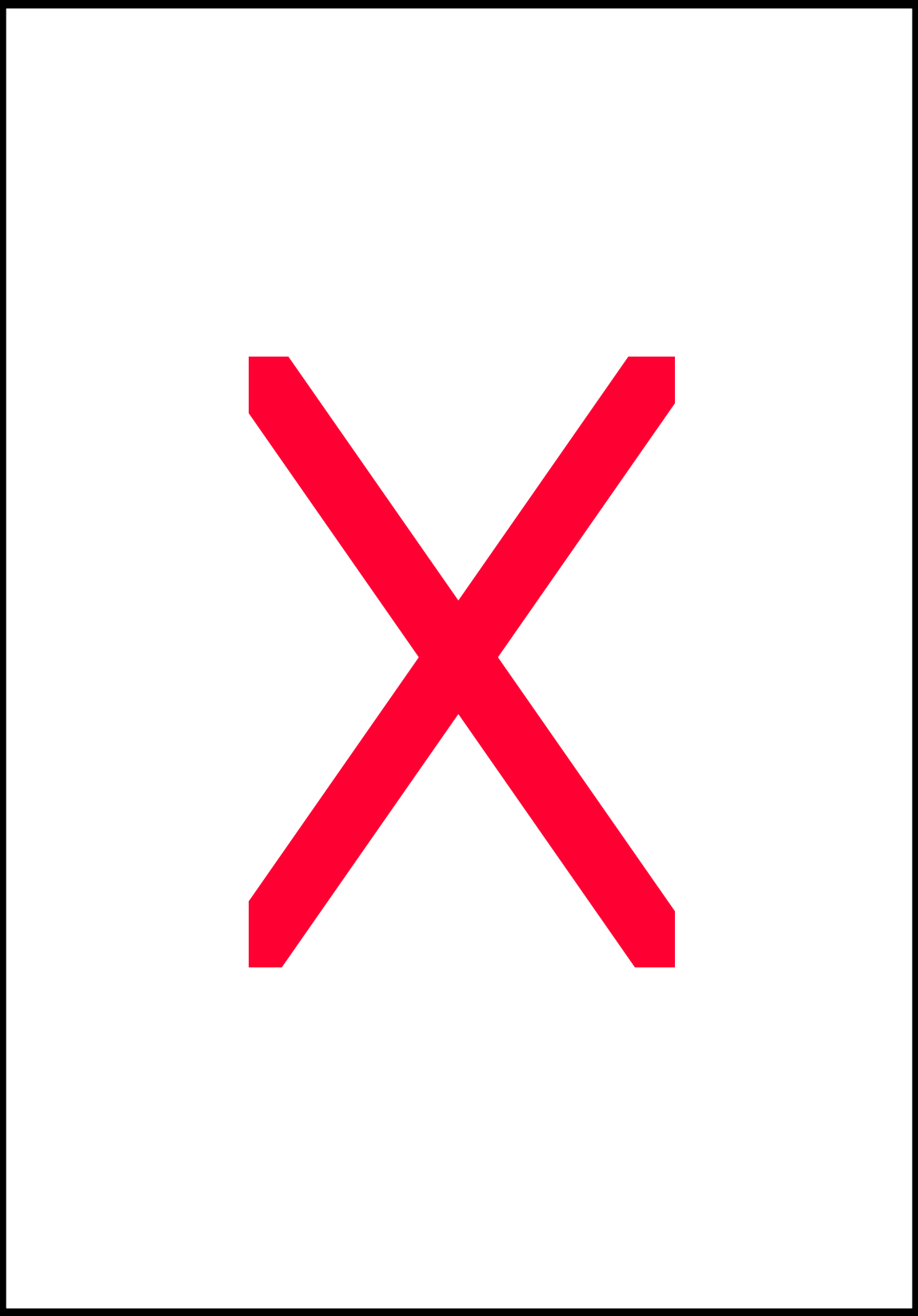
1991

BILAN TECHNIQUE

	GARCONS					FILLES					
	Benj	Min.	Cad	Jun	Total	Benj.	Min	Cad	Jun	Total	G + F TOTAL
ATHLETISME DIV 1 INTER-COLLEGES											
Collèges engagés	12	12	12	12	12	12	12	12	12	12	24
Collèges qualifiés	11	11	12	11	12	12	12	12	8	12	24
Athlètes engagés	160	203	218	170	751	166	179	164	124	633	1384
Athlètes participants	136	161	154	119	570	146	144	126	97	513	1083
Athlètes finalistes	68	82	101	87	338	60	66	68	54	248	586
Nbre Participations à l'engagement aux éliminatoires	292	414	464	424	1594	295	374	318	271	1258	2852
	248	331	330	296	1205	259	300	246	213	1018	2223
Nombre de Records	4	3	5	3	15	1	3	1	2	7	22

Note: les colonnes "Total" pour l'item Collèges prennent en compte les colleges mixtes.





Appendix 6

NATIONAL COMMISSION FOR SCHOOL SPORTS YEARLY ACTIVITIES – REGIONAL AND NATIONAL

DISCIPLINE	SEX	CATEGORIES			
		BENJAMIN	MINIM	CADET	JUNIOR
Basketball (1)	M & F	Benjamin	Minim	Cadet	Junior
Badminton (1)	M & F	Benjamin	Minim	Cadet	Junior
Cross-Country (1)	M & F	Benjamin	Minim	Cadet	Junior
Handball (1)	M & F	Benjamin	Minim	Cadet	Junior
Football (1)	Male Only	Benjamin	Minim	Cadet	Junior
Volleyball (1)	M & F	Benjamin	Minim	Cadet	Junior
Table-Tennis (1)	M & F	Benjamin	Minim	Cadet	Junior
Athletic (2)	M & F	Benjamin	Minim	Cadet	Junior
Swimming Beginners (3)	M & F	Benjamin	Minim	Cadet	Junior
Swimming National (4)	M & F	Benjamin	Minim	Cadet	Junior

NOTES:

1. Regional Championships to be followed by National Championships. No overall championships will be held.
2. Athletic Championships to be organised at Regional Level per category only. No overall championships will be held.
3. Swimming Championships for Beginners to be organised at Regional Level per category only. No overall championships will be held.
4. Swimming Championships will be organised at national Level per category only. No overall championships will be held.

Football festival for girls will be organised at National Level only in mixed categories. No Overall Championships will be held.

Triathlon, Judo and Boxing competitions will be organised by National Federations concerned in collaboration with the M.S.S.A.

PROPOSITIONS DE MISE EN OEUVRE
DE
SECTIONS SPORTS-ETUDES
DANS
LES ETABLISSEMENTS SECONDAIRES
A
L'ILE MAURICE

OBJET: ORGANISATION DU SPORT DE HAUT NIVEAU EN MILIEU SCOLAIRE

REMARQUES PRELIMINAIRES

Pour accéder à la compétitivité internationale la formation de notre élite sportive ne peut se soustraire à une préparation de haut niveau.

L'effort de préparation demandé aux jeunes athlètes de haut niveau, lorsqu'ils sont d'âge scolaire ne peut, valeur du jour, ne pas avoir des répercussions sur leur études.

Le 'Blue Print' sur le sport scolaire présenté par le gouvernement en juin 1993 prend acte, à la lumière de cette difficulté, de la nécessité de mettre en oeuvre une section Sports/Etudes dans les établissements secondaires.

L'objet de ces recommandations fait suite à une initiative du Ministère de la Jeunesse et des Sports en vue d'arriver à des propositions d'application pratiques et concrètes.

PROPOSITIONS D'APPLICATION: SPORTS/ETUDES

Il est recommandé la mise en place d'une "Commission Nationale Sports/Etudes" (CNSE) pour concilier chez nos élèves sportifs de haut niveau la pratique de compétition et la poursuite de leurs études.

Il y a en effet nécessité d'aménager au bénéfice des sportifs de haut niveau le travail scolaire et la pratique sportive intensive pour tenir compte des besoins de l'entraînement sportif et ceux de la formation scolaire.

1. PRINCIPE, STRUCTURE ET ORGANISATION DE SPORT DE HAUT NIVEAU EN MILIEU SCOLAIRE

Il appartient au Ministre chargé de la Jeunesse et de Sports et celui de l'Education et des Sciences de définir les dispositions générales de fonctionnement de la section sports-études dans les collèges.

C'est en conséquence sous leur double autorité que sont mis à la disposition de sportifs de haut niveau l'encadrement pédagogique et sportif et d'autres moyens nécessaires à une pratique sportive intensive.

Il importe qu'une convention conjointe soit officiellement arrêtée par les deux ministères pour la mise en oeuvre d'une structure Sports-Etudes dans les collèges secondaires.

En vertu de cette convention les collèges secondaires placés sous l'autorité du Ministère de l'Education et de la PSSA accueillent les sportifs qui poursuivent leurs études secondaires. Cet accueil est spécialement adapté grâce à un régime spécifique de scolarité destiné à permettre à ces athlètes de préparer simultanément les compétitions sportives et leur avenir social et professionnel. Ces adaptations procèdent d'un engagement du chef d'établissement.

En vertu de son engagement, il appartient au chef d'établissement

- i. De considérer les possibilités d'accueil des jeunes athlètes en fonction des options en cours dans son établissement soit dans une filière
 - (i) S.C, G.C.E Ordinary levelSoit en
 - (ii) H.S.C ou G.C.E Advanced level
- ii. De considérer pour l'élève athlète de haut niveau un aménagement horaire conforme aux besoins de sa préparation sportive.
- iii. De considérer pour l'élève de haut niveau un régime et un calendrier d'examen conforme aux impératifs de son entraînement sportif et son engagement dans les compétitions sportives nationales et internationales.

2. STRUCTURES D'ACCUEIL

En fonction des principes énoncés ci-dessus le nouveau dispositif concernant la formation des jeunes athlètes se présente ainsi:

Un rôle est dévolu pour la fondation, l'harmonisation et le contrôle de la section Sport/Etude à une "Commission Nationale Sports-Etudes" comprenant

- 1 représentant du Ministère de l'Education et des Sciences
- 1 représentant du Ministère de la Jeunesse et de Sports
- 1 représentant d'élèves sportifs de haut niveau
- 4 personnalités privées nommées par les deux ministères

pour ensuite dans une deuxième étape de croissance être équipée d'un conseil d'administration composé de personnalités associées directement ou indirectement à la politique sportive nationale.

La "Commission Nationale Sports/Etudes" doit pour son fonctionnement être équipée de locaux fixes et d'un personnel de secrétariat minimal.

La “Commission Nationale Sports/Etudes” harmonise la politique tant sur le plan sportif et sur le plan pédagogique des centres nationaux de formation déjà en place et arrête celle des disciplines non encore pourvue d’un centre de formation officiel.

D’une manière générale la “Commission Nationale de Sports/Etudes” assure la répartition de sportifs de haut niveau dans les établissements autant que possible selon les possibilités suivantes –

Trois possibilités de répartition de sportifs de haut niveau sont envisageables.

- i. Une répartition des athlètes dans les établissements situés à proximité du centre d’entraînement et des facilités sportives.
- ii. Une répartition par discipline sportive pratiquée par établissement. L’établissement se spécialisant dans une discipline.
- iii. Une répartition des athlètes de différentes disciplines dans un établissement donné.

Ces possibilités feront l’objet d’une convention entre le Ministère de l’Education et des Sciences, Le Ministère de la Jeunesse et de Sports et les Chefs d’établissements concernés. Les conditions d’organisation de leur scolarité sont spécialement adaptées pour tenir compte d’un entraînement intensif. L’emploi du temps scolaire de l’établissement est communiqué à la “Commission Nationale Sports/Etudes” en début d’année de manière à ce qu’une continuité d’enseignement soit assurée par la commission pour compenser les heures de travail scolaire consacrées à l’entraînement.

Il est recommandé qu’à la “Commission Nationale de Sports/Etudes” soient attachés

- i. Un “pool” d’enseignants par groupes de matières à savoir:

Les langues
Les disciplines scientifiques
L’Economie/Comptabilité
Le Dessin et les Arts Métiers

dont le nombre sera déterminé selon les situations.

- ii. Deux coordonateurs d’études chargés de liaison entre l’établissement scolaire et la Commission Nationale Sports/Etudes. Ces coordonateurs harmonisent les relations entre équipes pédagogiques, parents d’élèves, élèves, entraîneurs médecins. Ils sont invités aux conseils de classe dans les établissements où sont scolarisés les sportifs de haut niveau. Ils sont aussi assujettis au suivi médical des sportifs, leur bulletin “santé”, nutritionnel, de la liaison avec le centre mdeico-sportif et de l’aptitude physique à la pratique du sport de haut niveau.

“L’Entitlement” des enseignants dans tout établissement partie prenante du projet Sports/Etudes doit être revu et adapté en fonction de l’engagement de l’établissement et selon les besoins exprimés par le responsable d’établissement.

Priorité doit être accordée aux enseignants de service dans l’établissement pour aider à enrayer le phénomène des leçons particulières.

Priorité à être accordée aux enseignants sportifs pratiquants et convaincus.

Les dépenses entraînées pour l’organisation pédagogique de la “Commission Nationale Sports/Etudes” sont supportées par le Ministère de l’Education et des Sciences.

Les moyens en personnel de liaison médicale, sportive administrative sont d’une manière générale à la charge du Ministère de la jeunesse et des Sports.

Le contenu des programmes d’études tel qu’il est défini par les “syllabus officiels” doit être intégralement respecté, afin de maintenir la parité de formation du jeune sportif par rapport aux autres élèves sous le contrôle et à la satisfaction du chef d’établissement. La démarche pédagogique peut de son côté être modulée pour personnaliser l’apprentissage de l’élève et lui garantir davantage d’autonomie.

Aux enseignants affectés à la Commission doivent être assurés un “package” d’incitation financière pour attirer les meilleurs.

Ce package d’incitation doit tenir compte des:

- i. Horaires de travail souple
- ii. Une “allocation transport”
- iii. Un barème de salaire d’enseignant de Grade A dans tous les cas de figure.

Lorsque dans certaines zones géographiques et pour certaines disciplines, il n’existe encore aucun centre de formation sportive, un établissement scolaire peut être agréé pour constituer une section Sports/Etudes de haut niveau. Cet établissement remplit donc simultanément les fonctions de centre d’entraînement et de structure scolaire d’accueil. Etant entendu qu’un “special grant” soit assuré à l’établissement pour les structures scolaires d’accueil et les facilités sportives de l’établissement mises à contribution dans le cadre du fonctionnement de la section Sports/Etudes. Par ailleurs tout établissement qui accueillerait un groupe d’élèves athlètes de haut niveau doit être doté d’un “disturbance grant”.

Copies des dossiers scolaires de tous les élèves sportifs de haut niveau déjà en place dans les établissements doivent être communiquées à la Commission Nationale Sports/Etudes (CNSE) pour un suivi. La Commission Nationale Sports/Etudes (CNSE) est appelé à terme à encadrer et soutenir de manière constante l'effort pédagogique de l'élève athlète de haut niveau, et à opérer comme une structure scolaire de soutien.

Il appartient aux Ministères de l'Education et des Sciences et de la Jeunesse et de Sports d'obtenir de Cambridge Syndicate à travers le Mauritius Examination Syndicate (MES) la mise en place à très court terme d'un module d'examen G.C.E Ordinary level/Advanced level à dominante sport. En conséquence la Commission Nationale Sports/Etudes sera appelée de concert avec les chefs d'établissement à déterminer les options d'un certain nombre d'élèves sportifs de haut niveau par rapport à ces nouveaux modules. Ceci permettant de résoudre le problème aigu de manque de moniteurs d'éducation physique qualifiés dans les établissements.

De plus dans l'optique de la création d'une section Sports/Etudes dans les établissements il est impératif que la pratique sportive ait une place à part entière dans le bulletin scolaire des élèves de Form 1 à 111 dans un premier temps et Form IV à V dès qu'un module d'examen à dominante sport aura été arrêté.

La vocation de la Commission Nationale Sports/Etudes est de vitaliser la pratique de sport de Haut Niveau, d'encadrer ses modalités de fonctionnement, et d'assurer un maximum de garanties scolaires, professionnelles et sociales aux élèves sportifs de haut niveau.

Dans cette optique et en vue de donner à la Commission Nationale Sports/Etudes tous les moyens de son action il est recommandé de

- i. Faire transiter avec droit de regard du Ministère de la Jeunesse et de Sports, par la Commission Nationale Sports/Etudes (CNSE), les bourses Sports/Etudes, et stages à l'étranger d'élèves athlètes de haut niveau pour une répartition dans la transparence et en vertu du mérite des dossiers de chacun.
- ii. Faire transiter par la Commission Nationale Sports/Etudes les dossiers administratifs de tous les D.T.N pour un suivi du travail effectué par eux, un suivi de leurs programmes d'entraînement, leur calendrier de compétitions nationales et internationales, les bulletins établis sur chaque élève sportif de haut niveau afin que la Commission soit mieux à même d'assurer l'insertion scolaire.
- iii. Arrêter un `protocole d'embauche` avec
 - i. La M.E.F
 - ii. La M.S.P.A
 - iii. Les Banques privées et la State Bank
 - iv. Les entreprises de services et manufacturiers

Pour faciliter l'insertion professionnelle de certains élèves sportifs de haut niveau tout en assurant la pratique de leur entraînement sportif.

CONCLUSIONS

La viabilité du projet Sports-Etudes tient à la création immédiate d'une Commission Nationale Sports-Etudes et de la signature de protocoles d'engagement ferme avec toutes les parties associées à la pratique du sport de Haut Niveau à l'Ile Maurice.

PHYSICAL EDUCATION IN SCHOOLS SYLLABUS AND ASSESSMENT

1. It is clear that, in present times, for P.E.S. to be recognized as a subject which contributes positively in the physical, mental, cognitive, moral and social development of the child there need to be:
 - i. a well defined syllabus with clear attainment targets for various age groups
 - ii. an assessment scheme for the monitoring and recording of the child's progress
 - iii. an evaluation mechanism for regular reviewing and updating of the syllabus.
2. The medium aim of the above approach is to prepare the child for the GCSE "O" level examinations in P.E.S and the medium/long term aim is to prepare the child for the GCSE "A" level examinations in P.E.S
3. The benefits of such an approach are multifold.
 - (i) The subject's current low status will get a boost.
 - (ii) An "O" level ("A" level in the medium/long term) in P.E.S can be used as one of the criteria for selection of P.E.S teachers.
 - (iii) P.E.S teachers with "O" or "A" level in P.E.S will be better equipped for teaching the subject.
 - (iv) Students with "O" or "A" level in P.E.S will have better job prospects in the private sector, thus contributing in the fight against unemployment.
4. The following scheme has already been initiated in Form I and II in State Secondary Schools as from, January 2000.
 - (a) **Syllabus**
 - (i) **Underlying principles**
 - (ii) All activities can be grouped in "core families" and "optional families", depending on available facilities and according to the type of skills they develop.

- * Example 1: "core family" - all ball games can be grouped in the same "family" as they all promote team work and spirit.
 - * Example 2: "optional family" - swimming, gymnastics and orientation.
- (iii) As opposed to current practice, more time is to be devoted to each selected activity so as to provide sufficient time for real learning and assessment to take place. It is, thus, proposed to allocate 6 to 10 weeks to an activity. This means that two activities can be taught in the second term. Athletics can be seen as three activities, i.e running, throwing and jumping.
- (iv) One activity per family is to be chosen per term and choosing another activity from the same family in the same year should be avoided.

(b) **Assessment**

- (i) Each student is to be assessed in the following areas:
- * Practical involvement/attitude in class/attendance (15%)
 - * Acquisition and improvement of skills (45%)
 - * Acquisition of knowledge (basic rules, underlying principles and concepts..) (15%)
 - * Performance (25%)
- (ii) The marks scored in P.E.S during each term are added to the total marks scored by the child in all the other subjects.

5. It is suggested that:

- (a) the above scheme be adapted to meet also the needs private secondary schools wishing to join the project.
- (b) experienced resource persons, from private secondary schools, with technical know how in specific fields, be roped in the team responsible for the preparation of relevant technical guidelines and reference documents.