

**REPUBLIC OF RWANDA**



**MINISTRY OF EDUCATION**

# **SCHOOL SPORTS POLICY**

**July 2020**

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## **FOREWORD**

Sports and physical activities by their impact, contribute to the overall development of the child; both physically and intellectually. Sports must be an integral part of the educational system students should benefit from, not only to ensure their physical fitness at school but also mental health, discipline, social cohesion and build their future healthy lifestyle. Developing this School Sports Policy is therefore a logical step to provide useful guidance to school sports development.

This School Sports Policy lies within the scope of international and national strategies; it refers to recommendations from international institutions but also refers to sector strategies in Rwanda, to national laws and policies especially to the Rwanda Sports Development Policy.

For effective implementation of this policy, I call upon different stakeholders to work hand in hand; heads of schools, teachers and other school staff must play a role model and demonstrate willingness to promote sports and its values. Specifically, heads of schools are urged to create a conducive environment to practice sports activities, ensure School Sports Policy is implemented at school level, incite a spirit of physical exercises to young generation and develop solid partnerships with local authorities and other stakeholders to help in the development of sports activities.

Additionally, parents have an irrevocable responsibility to contribute to their children's education and their wellbeing in general. Parental support for children sports activities is paramount. Provision of financial resources, sports equipment and moral support are highly expected from parents.

Ultimately, I urge all stakeholders to play their respective roles so that this policy is effectively implemented to the benefit of our school children and the country at large.

**Dr. Valentine UWAMARIYA**

**Minister of Education**

## **ABBREVIATIONS AND ACRONYMS**

12YBE	: Twelve Years of Basic Education
7YGP	: Seven Year Government Program
9YBE	: Nine Years of Basic Education
ESSP	: Education Sector Strategic Plan
FGD	: Focused Group Discussion
GoR	: Government of Rwanda
HIV/AIDS	: Human Immuno-Deficiency Virus / Acquired Immune Deficiency Syndrome
HLLs	: Higher Learning Institutions
ICT	: Information and Communication Technology
IPRC	: Integrated Polytechnic Regional Centres
LwD	: Learners with Disability
M&E	: Monitoring and Evaluation
MIGEPROF	: Ministry of Gender and Family Promotion
MINALOC	: Ministry of Local Government
MINECOFIN	: Ministry of Finance and Economic Planning
MINEDUC	: Ministry of Education
MININFRA	: Ministry of Infrastructure
MINEPRISEC	: Ministère de l'Enseignement Primaire et Secondaire
MINISPORTS	: Ministry of Sports
MoH	: Ministry of Health

NGOs	: Non-Government Organizations
NST1	: National Strategy for Transformation 1
PES	: Physical Education and Sports
REB	: Rwanda Education Board
RP	: Rwanda Polytechnic
RSSF	: Rwanda School Sports Federation
SDGs	: Sustainable Development Goals
SGA	: School General Assembly
SGAC	: School General Assembly Committee
TTC	: Teacher Training College
TVET	: Technical and Vocational Education and Training
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UNICEF	: United Nations Children’s Fund
UR-CE	: University of Rwanda-College of Education
U20	: Under 20 years
WDA	: Workforce Development Authority

## **EXECUTIVE SUMMARY**

There is a wide consensus on the importance of sports activities on the physical, mental, psychological, and social development of school children. It was however noticed that school sport is currently not given more attention. In most schools, there is a problem of sports and recreational facilities, lack of competent technical staff to support sports development, and thus negatively impacts on school children's learning and retention capacities and their overall development.

In order to overcome the above mentioned challenges, the Government of Rwanda (GoR), through the Ministry of Education, developed a School Sports Policy and a School Sports Strategic Plan and came up with recommended policy actions in the following areas: Physical Education and Sports lesson, competent technical staff to support sports development in schools, sports for all (mass sports), school sports competitions management, talent detection and development, sports facilities, sports equipment and materials, gender in school sports and sports for learners with disability.

The implementation of the School Sports Policy will require joint efforts, financial, technical and human resources from different institutions. A successful implementation will depend on partnerships between education and sports sector, teachers, schools, learners, parents, community, and people responsible for school sports programs. To effectively implement the policy, it has been necessary to put in place a coordinating structure at the national and decentralized levels and to define roles and responsibilities of different stakeholders.

Monitoring and Evaluation (M&E) of the School Sports Policy implementation must be integrated within the existing education information system and should focus on: impact of School Sports on the health of learner, access to schooling, retention and completion rates of learners, sustainability of school sports activities in all districts and the M&E framework will propose a set of national indicators and timeframe that will be used to monitor the School Sports Policy.

The School Sports Policy has the potential to contribute substantially to improving health of learners and capabilities for school children; advocacy sessions, sensitization and mobilization



campaigns at national and local levels, resources availability and capacity building are important factors to effectively implement this policy.

## **1. INTRODUCTION**

The Government of Rwanda is actively committed to providing a holistic education that aims to transform the Rwandan citizen into a human capital with the capacity to actively contribute to the socio-economic development of the country.

To achieve this, it is an utmost necessity to ensure that all children have equitable access to quality education, focusing on the fight against illiteracy and ignorance, the promotion of science and technology, critical thinking and the promotion of moral values.

The Government recognizes the role and importance of school sports to develop critical thinking and to promote the above-mentioned values. The Education Sector Strategic Plan (ESSP 2018/19-2023/24) recommends that all school improvement plans, and evaluation programs have to include provision sports in schools because sports and physical activities contribute to the overall development of the child.

However, it was noticed that school sport is currently given little attention in schools. In most schools, there is a problem of sports and recreational facilities, lack of competent technical staff to support sports development, and thus negatively impacts on school children's learning and retention capacities and their overall development.

In order to overcome the above mentioned and other school sports related challenges, the Government of Rwanda (GoR), through the Ministry of Education, developed a School Sports Policy and a School Sports Strategic Plan and came up with recommended policy actions in the following areas: Physical Education and Sports lesson, competent technical staff to support sports development in schools, sports for all (mass sports), school sports competitions management, talent detection and development, sports facilities, sports equipment and materials, gender in school sports and sports for learners with disability.

The major beneficiaries of the School Sports Policy are the school children in Pre-Primary, Primary, Secondary and students in Institutions of Higher Education, and to some extent, their families and the community. The primary target group includes school children, and the secondary target group includes teachers, managers, parents, and community members.

## **1.1 Definition of concepts**

### **1.1.1 School Sports**

School sports mean physical activity carried out at school in the context of play, the loyal fighting and competition, practice of which is based on a methodical training, the respect of rules and discipline<sup>1</sup>.

### **1.1.2 Physical Education**

Physical Education is a form of education which, by the human body and through the plays, seeks to develop the physical value of the individual (physiological and morphological) and contributes to the development of other dimensions of the personality such as the willingness, self-determination and honesty<sup>2</sup>.

### **1.1.3 Mass sports<sup>3</sup>**

Contrary to **high performance sport** or **elite sport** which is sport at the highest level of competition, where the emphasis is on winning prestigious competitions, "**mass sport**" or "**recreational sport**", is where the emphasis is on attracting the maximum number of participants.

### **1.1.4 Sports for all<sup>4</sup>**

It engages everyone to move, play, and compete together with people of a panoply of backgrounds, ages, and abilities. "**Sport for all**" inspires powerful creativity, passion, and commitment and helps foster a thriving community that derives benefits from sport and physical activity both on and off the field.

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1 Giraudoux, Le Petit Robert, p.2481

2 MIJESCAFOP-UNICEF-MINEDUC, Guide pour animateur pédagogique en éducation physique et sports à l'école primaire, Kigali, Avril 1999

3 <https://www.collinsdictionary.com/dictionary/english/elite-sport>

4 <https://dictionary.reverso.net/english-definition/sports+for+all>

## **1.2 Importance of school sports**

School sports aims at helping the learner to acquire life skills and knowledge motivating him/her to take care of his/her health; it teaches the school children to respect their own bodies and that of others and it supports the good functioning of the body (heart, lungs, and kidneys, liver) and influences the growth of bones and tonicity of muscles. Sports have proven to be a trusted prevention on non-communicable diseases.

Participating in school sports is a way to ensure quality education centred on a holistic approach in the child global development (body, social aspect and spirit) and improves school children retention capacity; school sports is a privileged instrument of peace building, national unity and reconciliation; it is also an excellent tool for transmission of important messages and contributes to the promotion of the external image of the school and that of the entire country.

School sports help school children to acquire several fundamental values such as discipline, self-esteem, fighting against selfishness, patriotism, respect (of laws and rules, authority, other people and their properties, human rights, environmental protection, opinions and convictions of others), mutual tolerance, professionalism at the workplace, communication, loyal competition and cooperation, commitment through practice of sports and team spirit. There is a wide consensus on the importance of physical activity on the physical, mental, psychological and social development of children and adolescents. Through participation in physical education, a child can simultaneously improve his/her health status and his/her performance in school and sports practice can contribute to conflict prevention and peace building. Since school children are linked to their communities, these values can provide spill-over effects to surrounding areas of the schools, affecting the broader community.

## **1.3 School Sports principles**

The school sport is part of education and will focus on the principle of achievement of educational outcomes such as discipline, communication, creativity, etc. The School Sports Policy should be implemented within a child's rights approach; children must be empowered to play a role in their development and the development of their communities.

During sport activities, the current School Sports Policy should take into account the following principles:

- **Gender equality and equity principle**

The School Sports Policy should be guided by equality and equity between girls and boys students and staff in school sports to ensure their equal contribution to the socio-economic development.

- **Principle of interdisciplinary**

The school sport is indisputably linked to other disciplines. It provides relaxation, increases self-confidence, builds up concentration, etc., like other necessary elements needed for school success in general.

- **Principle of inclusion (integration of all children)**

Every learner must take advantages from their participation in games and sport programmes without distinction of performance, sex, age, etc. All forms of discrimination must be avoided. A particular attention has to be paid to learners living with handicap; either physical or mental: those learners have right to games and sports, be it in a special or ordinary school.

- **Principle of adaptation to the age and to the stage of learner development**

Age of learners must be taken into consideration while making choice of recreational and sport activities. Note that success in games constitutes a source of motivation for learners.

- **Principle of physical and emotional security**

Recreational and sports activities have some risks. Teachers/educators have to adopt strategies to protect children, for instance by watching over their physical and emotional security.

- **Principle of participation and fair-play**

All children, even those less performing, must participate in games and not watching. The bottom-line in educational programme and sport is to participate, not to win. Fair play

incorporates the concepts of friendship, respect for others and always playing within the right spirit.

#### **1.4 Target groups**

The target beneficiaries are from Pre-Primary, Primary, Secondary and University / Institutions of Higher Education. The School Sports Policy aims at facilitating the optimum development of learners from pre-primary to Institutions of Higher Education, by developing schools as supportive environments for sports and by addressing barriers to learning that will hinder the learner's maximum benefit from education.

## **2. CONTEXT**

This School Sports Policy lies within the scope of international and national strategies, it refers to recommendations from international institutions, but also refers to sector strategies in Rwanda, national laws and policies, especially to the Rwanda Sports Development Policy.

### **2.1 International Context**

#### ***Sustainable Development Goals (SDGs)***

Physical Education and Sports aim at helping the learners acquire necessary life skills that will help them to achieve the following goals:

#### **a. Provide Quality Education**

School sport programs motivate learners, boys and girls, to enrol in and attend school and can help to improve completion rates at all levels of education.

#### **b. Enforce Gender Equality**

School sport contributes to eliminating disparities between boys and girls at all levels of teaching and learning.

#### **c. Establish Good Health and Well-Being**

School sport is used for public awareness programs in order to make health information and health services accessible, school sport is used for resources mobilization campaigns as well as for behavioural change communication campaign.

#### **d. Ensure environmental sustainability**

School Sport-based public education campaigns can raise awareness of importance of environmental protection and sustainability.

#### ***International Charter of Physical Education and Sports***<sup>5</sup>

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at its twentieth session, on the twenty-first day of November 1978, adopted the following:

- a. Physical Education and Sports form an essential element of lifelong education in the overall education system,
- b. Teaching, coaching and administration of physical education and sports should be performed by qualified personnel.

#### ***United Nations and its agencies***

The UN recognizes participation in school sports and recreation as a fundamental human right, which all governments should make available to their people. All persons (men and women) have the right to “rest and leisure and a standard of living adequate to their health and well-being”<sup>6</sup>.

Various international conventions have affirmed and expanded on these rights as follows:

- ***Convention on the rights of the child (1989)***

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<sup>5</sup> UNESCO, International Charter of Physical Education and Sports, Paris, 21<sup>st</sup> November 1978

<sup>6</sup>United Nations, Universal Declaration of Human Rights, Paris, 10<sup>th</sup> December 1948

Rwanda is signatory of this convention and is therefore committed to improving rights of Rwandan children; this School Sports Policy contributes to achieving article 31 of the Convention on the rights of the child, referring to the right of the child to engage in play and recreational activities appropriate to the age of the child<sup>7</sup>.

- ***Convention on the rights of persons with disabilities (2008)***

Rwanda is signatory of this convention, the School Sports Policy contributes to achieving its article 30, concerning enabling of children with disabilities to participate on an equal basis with others in sports activities<sup>8</sup>.

- ***Convention on the elimination of all forms of discrimination against women on 18<sup>th</sup> December 1979***

This School Sports Policy encourages participation on an equal basis of girls and boys, men and women to sports activities and therefore contributes to achieving article 10 of this convention, referring to similar opportunities for both men and women to participate in School Sports activities.

## **2.2 National Context**

### ***Education Sector Strategic Plan (2018/19-2023/24)***

ESSP (2018/19-2023/24) supports the role of school sports in order to promote healthy bodies, development of life skills and peace education are important aspects of personal development and are integrated into the teachings of different subjects. It also emphasizes on the importance of understanding the connections and coherence between HIV/AIDS, life skills and sports, thus it calls schools and learning institutions to increase adequate playgrounds and facilities to positively engage children and youth as part of their co-curriculum learning programs.

### ***Rwanda Sports Development Policy***

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7 United Nations, Convention on the rights of the child, New York, 20<sup>th</sup> November 1989

8 United Nations, Convention on the rights of persons with disabilities, New York and Geneva, 17<sup>th</sup> July 2008



This School Sports Policy is perfectly in line with the Rwanda Sports Development Policy especially policy orientation N° 4 recommending playing sports in schools, Army and Police institutions pivotal to the long-term success and sustainability of sports development in Rwanda<sup>9</sup>.

***The 7 Year Government Program/National Strategy for Transformation 1 (2017-2024)***

This policy supports the 7 Year Government Program, priority area n° 5, programme n° 73 as it is stated that the: “*Government will continue to promote recreational activities and sports for all to increase the socioeconomic impact of sports facilities to the citizens*”.

***Key sector policies related to school sports policy***

1. Education sector policy, 2003 (Currently under revision)
2. Health Sector Policy, 2005
3. Gender Policy, 2010
4. Rwanda Sports Development Policy, April 2013
5. National School Health Policy, 2014

### **3. SCHOOL SPORTS VISION, MISSION AND OBJECTIVES**

#### **3.1 Vision**

All school children shall acquire a culture of practicing physical education and sports activities of their choice and shall live a balanced life integrating physical, intellectual, social and mental well-being.

#### **3.2 Mission**

To contribute to the development of School Sports and use it as a tool to enhance the quality of education in Rwanda.

#### **3.3 Objectives**

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<sup>9</sup> MINISPOC, Rwanda Sports Development Policy, Kigali, April 2013, p.30

### **3.3.1 General Objective**

To promote quality of education while developing the learner's development and care of the body ranging from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics, and the performance and management of athletic games, which instill in the learner an autonomy of thought, patriotism, and eventually a feeling of national pride and the love of a work well done.

### **3.3.2 Specific objectives**

- To improve physical, moral and mental health of school children and contribute to their socio-economic development,
- To contribute to the development of “elite sports” by giving children an opportunity to early detection and development of their talents in different sports disciplines,
- To promote mass sports (sports for all) and make it a tool for efficient and quick communication helping school children to change their behaviours based on sports values.

## **4. SITUATION ANALYSIS**

### **4.1 Background of sports in Rwanda**

In Rwanda, Sport has always been an important part of community life and development for a long time. Sport in Rwanda is supported by the Rwandan government's Sports Development Policy of October 2012. This argues that sport has a number of benefits, including bringing people together, improving national pride and unity, and improving health.

The Country has also embarked on a goal to provide equitable access to sports for all unbiased to gender, age, or physical capacity in a style similar to the Country's 2003 Constitution. The Rwandan Government has adopted a national policy of dedicating Friday afternoons to sports in all public institutions. This national policy has also been widely adopted by the private sector.

Since 2003, overall participation in all sports increased, with greater exposure to international sports in most disciplines, such as football, volleyball, cycling, basketball, sitball, athletics, rugby, cricket and rally.

In 2010, Rwanda's Umurenge Kagame Cup tournament was initiated to promote unity and reconciliation among Rwandans.

In schools, sports are practiced through Physical Education and Sports lesson mass sport and competitions, though there is lack of enough and appropriate school materials, facilities and equipment and competent technical staff.

The word "School Sports" came along with the education of missionaries where sports were practiced at school.

In 70's, it is when the schools owned by Catholic Church started a kind of competition among students of those schools, they used to be grouped at one school and compete for 2 days (week end) and the competition end. In 80's the school sports competitions started to become somehow formal through the so called "Arrondissement Scolaire" under the Ministry of Education (MINEPRISEC in the time).

In 1995, after Genocide perpetrated against Tutsi in 1994, the school sports competition started with only four disciplines in both sex namely: Football, Basketball, Volleyball and Athletics, the management was based in the Ministry of Youth and Sports.

In 2002, the Province and District school leaders gathered together and establish an organization to daily manage the school sports competition called "Federation Rwandaise du Sport Scolaire/Rwanda School Sports Federation". In 2005, the division of school sports was shifted to the Ministry of Education.

Since then, the management of school sports competition was entrusted to Rwanda School Sports Federation (RSSF).

For PES lesson, instructions N° 411/1200/2011 of 18<sup>th</sup> February 2011, highlight the importance of sports activities and provide guidelines on how to improve the teaching of PES as a lesson in all schools.

In High Learning Institutions, Sports, like other extracurricular activities, plays an important role in academics and has an impact on students' performance, according to experts.

However, many students complain that their institutions have in recent years dumped sports which affect their performance. Some students complain that they do training but do not participate in any friendly or competitive games due to UR management's reluctance.

#### **4.2 Current situation and achievement of school sports**

School sports is composed by four components:

- **Physical Education and Sports:** The ministerial instructions of February 2011 clearly indicate that, this is a compulsory subject in Basic Education. It is one of the taught lessons in the new School Competency Based Curriculum (CBC); whereby one period (40 minutes) per week is allocated in primary and O' level, and two periods (80 minutes) in upper secondary. In TTCs (Teacher Training Colleges), the trainees get the teaching methodology of Physical Education and Sports in Primary schools, but the analysis showed that the school leaders are not sensitive on this matter; PES is not taught as per instructions.

In Higher Learning Institutions, Physical Education and Sport is studied at UR CE since 2002 as a stand-alone department; in 2010 it was mixed by Biology from there PES started having problems whereby some modules were removed. Several years ago, the College of Education was shifted from Kigali to Eastern Province and it went with all faculties including PES department from there the PES became uncomfortable due to lack of infrastructures (playgrounds) for practice.

- **Sports for all:** This allows all learners to participate in sporting activities, whereby all schools are involved in the sports for all twice a month at sector level and once a week in boarding schools. In HLIs, there are no guidelines regarding sports for all within respective institutions.

**Area of Improvement:** strong monitoring mechanism

- **School Sports Competitions:** Sports competitions for boys and girls, plus learners with disabilities are conducted every year, in different categories (U20, U17, U15, U13). Competitions cover different sports disciplines namely: **Football, Basketball, Volleyball, Handball, Rugby, Athletics, Karate, Table Tennis, Lawn Tennis, Badminton, Netball, Swimming, and sitball**, when, sports competition for U20 category have been named “Amashuri Kagame Cup” since 2017. The competitions start from school level with inter-class competitions, sector, district, provincial, national and to the regional level (FEASSSA). However, due to the financial constraints, learners don’t participate in continental and global competitions.
- **Talents identification and development:** in primary and secondary schools, it started in 2018 and it is done every year. It targets P6 leavers (U13) and Senior 3 leavers (U17). The identified talented students are oriented in Sports Talent Development Centers. As of today, there are 18 Sports Talent Development Centers for 5 sports disciplines for both boys and girls: Football (FB), Volleyball (VB), Basketball (BB), Handball (HB) and Athletics. For HLIs, there is no guidance related to talent detection countrywide.

### 4.3 SWOT analysis

<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none"> <li>▶ Big number of school children</li> <li>▶ Political will</li> <li>▶ Good governance system (the existence of decentralized structures for efficient administration)</li> <li>▶ In Teacher Training Colleges, PES methodology is taught</li> <li>▶ Availability of College of Education at the University of Rwanda</li> </ul>	<ul style="list-style-type: none"> <li>▶ Debilitated talent detection and development</li> <li>▶ Inadequate follow up of detected young talents from schools to develop them into professional sports men and women</li> <li>▶ Limited school sports facilities</li> <li>▶ PES is not taught in some schools</li> <li>▶ Insufficient training of sports teachers</li> <li>▶ Limited technical staff (referees, coaches, sports administrators, etc) to manage school</li> </ul>

<ul style="list-style-type: none"> <li>▶ School children committed to sports activities.</li> </ul>	<p>sports activities</p> <ul style="list-style-type: none"> <li>▶ Sports for all is not adequately practiced in schools</li> <li>▶ Low participation of girls in school sports activities</li> <li>▶ Sports for learners with disability is not promoted</li> <li>▶ Lack of sufficient sports development centres (academies) to support talent detection and development</li> <li>▶ Insufficiency of funds provided for sports in schools</li> <li>▶ Poor working relations between some school sports associations and their respective districts</li> <li>▶ Lack of coordination between institutions</li> <li>▶ In some Universities and Institutions of Higher Education, mass sport is almost inexistent</li> <li>▶ There are no competitions between Universities and Institutions of Higher Education</li> </ul>
<p><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>▶ Geography and climate favourable for</li> </ul>	<p><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>▶ Parents and heads of school who do not understand the importance of sports for their</li> </ul>

<p>school sports activities</p> <ul style="list-style-type: none"> <li>▶ Safe/Stable country.</li> <li>▶ Decentralized governance system that facilitates grassroots development of school sports</li> <li>▶ Growing private sector with foreign investors entering the market.</li> <li>▶ Community involvement</li> </ul>	<p>children</p> <ul style="list-style-type: none"> <li>▶ Doping practices and abusing of drugs.</li> </ul>
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Basing on the SWOT analysis above and the importance that School Sports deserves, the thematic areas were identified:

**4.3.1 Physical Education and Sports lesson is not taught in some schools**

In some schools, PES lesson is given little attention in favour of other lessons which are subject to national examinations and some schools try to teach Physical Education and Sports; however, it is not taught on a weekly basis despite circular N° 411/1200/2011 of 18<sup>th</sup> February 2011 from Ministry of Education instructing schools to do so.

**4.3.2 Lack of competent technical staff to support sports development in schools**

There is serious lack of professionals qualified to teach physical education and sports in schools; in primary schools, teachers are not sufficiently trained for sports development and in most secondary schools, there is a shortage of teachers qualified in PES.

**4.3.3 Sports for all is not adequately practiced**

Sports development is hindered by the fact that there are derisory facilities, instructions regarding mass sports are not followed in some schools because some heads of schools focus on their key performance indicators and little attention is given to sports. Institutions in charge of implementation should work hand-in-hand by organizing trainings, awareness and role of sports

for all in schools because this a key element to raise up talent detection which is the basic of sport development

Children in pre-primary need to engage in physical activities adapted to their age and facilities. In addition, there is lack of trainers specialized in kids sports activities. Pre-primary children have neither adequate facilities nor sufficient equipment and materials, in addition, educators looking after them are not trained for that, traditional games are not practiced despite their flexibility as far as equipment are concerned. In some Universities and HLIs, mass sports are almost inexistent.

#### **4.3.4 School sports competition management needs to be improved**

In some Districts, working relations between District Administrations and the school sports associations need to be strengthened to allow them to achieve their objectives. Lack of support from local administration impact negatively school sports outcomes.

In some Districts, few schools are involved in competitions and proper statistical data on school sports competitions are inexistent. There are no competitions between Universities and Institutions of Higher Education.

#### **4.3.5 Talents detection and development to be improved**

Talents are detected but this is done during competitions which are carried out seasonally and they do not involve all schools, but specific participants and physical fitness tests are not carried out. Although some schools (school sports training centres) were identified to cater for football, volleyball, basketball, handball and athletics, school children are not yet effectively organized in training camps/centres to practice different types of sports. It is evident that some young talents are missed out.

#### **4.3.6 Sports facilities**

Schools face limited sports facilities due to the limited financial capacity and space; even the few existing do not comply with security standards and regulations for a good practice of sports.



Some games that take place indoor can have a positive impact on improving the learners' capacity to concentrate and succeed. Indoor facilities are necessary especially when it is not possible to play outside.

#### **4.3.7 Insufficient equipment and materials**

Schools lack sufficient sports equipment and materials. Capitation grants are provided to cater for schools' daily operations; however, schools tend to focus on other items apart from sports materials.

#### **4.3.8 Issue of gender in school sports**

In schools, boys and girls participate in sports activities but the level of participation of girls' remains low compared to that of boys. There is a need to put measures that are friendly to girls to ensure their full participation in physical and sports activities.

#### **4.3.9 Issue of sports for Learners with Disability and special needs**

Besides lack of facilities, equipment and materials, the schools don't have competent technical staff to cater for special sports needs of children with disability and special needs. Moreover, there is low enthusiasm among the communities about watching sports competitions for people with disability, consequently the latter do not feel supported hence get discouraged.

### **5. RECOMMENDED POLICY ACTIONS**

#### **5.1 Physical Education and Sports lesson**

As it is stipulated in instructions N<sup>o</sup> 411/1200/2011 of 18<sup>th</sup> February 2011, it is mandatory to all schools to teach PES as a lesson; it was however observed that these instructions have not been followed in some schools.

For PES to be taught and examined in all schools, it is recommended:

1. To carry out regular inspections to enforce the instruction given,
2. To review the weekly timetable by allocating the PES period at a convenient time and taking other measures to ease the practicability of PES.

## **5.2 Competent technical staff to support sports development in schools**

To have competent technical staff, the following is recommended:

1. Reinforce PES in the College of Education in the University of Rwanda and in Teacher Training Colleges (TTCs),
2. On job trainings should be organized for PES teachers,
3. Encourage students, both girls and boys from secondary schools to join PES section,
4. Encourage Universities and HLIs to launch a PES section.

## **5.3 Sports for All**

For mass sports to take place in all schools in line with Ministerial instructions, it is recommended to carry out a strong sensitization campaign to remind District Administration, parents and schools the importance of mass sports.

It is also recommended:

1. To carry out regular inspections to make sure that instructions concerning mass sports are followed,
2. To have facilities, equipment and materials appropriate to the age of the children at all levels using the existing capitation grants,
3. To encourage traditional games since they do not require a big budget.
4. Schools should be innovative and create diverse opportunities for children to get involved in various sports activities including games,

5. With regard to HLIs, Sports competitions for sports development should be set up.

#### **5.4 School sports competition management**

It is paramount to establish a clear and gender sensitive structure for the management and organization of school sports competition involving the Ministry of Education, Ministry of Sports, Ministry of Local Government, Districts, the School Sports Federation and National Sports Federations.

It is recommended to sensitize districts administrations on proper management of school sports competitions and to ensure that the staff in charge of education is part of the school sport association.

#### **5.5 Talent detection and development**

It is recommended:

1. To systematically detect talents in schools, using appropriate technical methods for each type of sports instead of detecting talents only basing on competitions
2. To develop identified potential athletes and follow their performance and development through appropriate established programs by the School Sports Federation, the National Federations and both Ministry of Sports and Ministry of Education.

As recommended under the 7YGP/NST1, children with special skills in sports and physical abilities should be oriented in selected schools equipped with sports facilities to nurture their skills. There is a need to strengthen RSSF to enable it to efficiently promote talent detection and development, and competitions in schools. Instructions on talent detection and development to be signed between MINISPORTS and MINEDUC should be followed. These instructions should recommend involvement of respective sports federations in talent detection and development. It is urged to systematically carry out physical fitness test in all schools.

#### **5.6 Adequate and sufficient sports facilities**

1. New schools seeking authorization to open, will strictly follow instructions requiring all schools to have enough space reserved for standardized sports facilities (playgrounds)

before requesting for accreditation while existing schools must repair and/or create playgrounds for children,

2. To solve the sensitive problem of sports facilities, it is recommended to carry out a sensitization campaign of Districts Administrations to encourage them to prepare and create some playgrounds using community works (Umuganda). Schools, parents, local administration, and other partners need to work hand in hand to develop adequate and sufficient sports facilities in schools.
3. Also, it is recommended to have common playgrounds at the level of each sector in the short and medium term and in the long term, common grounds should be available at the level of each cell; these grounds should be used for football, volleyball, basketball, netball, handball & track and field. Existing schools that have a problem of space/small land to be allowed to use nearby facilities or open spaces,
4. It is mandatory for all schools especially new ones to have grounds for recreational activities and a gymnasium when possible.

### **5.7 Sports equipment and materials**

1. It is recommended that district should have an annual budget line allocated to sports in schools; this budget should be used for sports facilities as well as for equipment and materials in schools. Heads of schools can also plan to gradually purchase sports materials using their quarterly capitation grants, both MINISPORTS and MINEDUC will agree on this approach to facilitate the purchase of sports equipment in schools. Districts will be responsible for making sure that all schools have the appropriate equipment and follow on implementation of sports programs.
2. It is recommended to encourage TVET schools and IPRCs to make sports equipment (balls, nets), local Districts Administrations are expected to play an important role in encouraging students to make sports equipment and materials.

### **5.8 Gender in school sports**

It is recommended to carry out a strong sensitization campaign and to use incentives for a higher participation of girls in school sports activities. Provision of appropriate sports equipment and materials, conducting girls' competitions to mention a few, can be one of strategies to encourage gender responsive sports.

### **5.9 Sports for Learners with Disability and special needs**

Learners with disability and special needs have special specifications when it comes to sports facilities and equipment. These are also part of the skills needed for competent staff to mentor, train and coach them; it is therefore recommended to develop appropriate inclusive facilities, to supply appropriate equipment and materials and to avail competent technical staff to help schools to develop school sports for disabled children.

## **6. STAKEHOLDERS' VIEWS**

The Ministry of Education recognizes the important roles of different stakeholders in school sports activities, and continues to assume its responsibilities of providing policy directions, allocation of necessary financial, material and human resources, quality assurance, capacity development, and monitoring of policy strategy outcomes.

For developing this policy, field visits, information collection, interviews and workshops were organized to consult with different stakeholders, including:

- **Governmental Institutions:** Ministry of Education (REB, WDA, HEC, UR, District Education Unit, Heads of Schools, School General Assembly (SGA) led by School General Assembly Committee (SGAC), Ministries in charge of Sports, Finance, Health, Gender, Youth, Local Government and Infrastructure.
- **Sports Federations:** Rwanda School Sports Federation (RSSF), Football Federation, Volleyball Federation, Basketball Federation, Handball Federation, Cycling Federation, Athletics federation, Rwanda University Sports Federation (RUSF), National Paralympic

Committee (NPC) National Associations and Rwanda National Olympic and Sports Committee (RNOSC).

- **UN agencies and Civil Society Organizations:** UNICEF, Right to Play and VSO.

The draft Policy and Strategic Plan were widely distributed to stakeholders for comments and inputs which were incorporated to get the final documents.

In order to develop and harmonize this School Sports Policy, the Ministry of Education organized consultations and a workshop with key stakeholders and relevant comments and observations were considered and integrated.

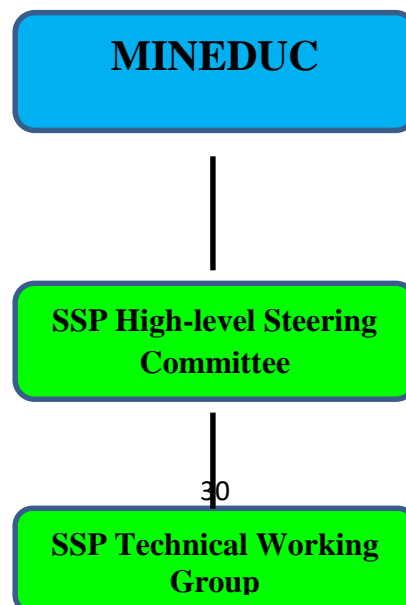
## **7. IMPLEMENTATION FRAMEWORK**

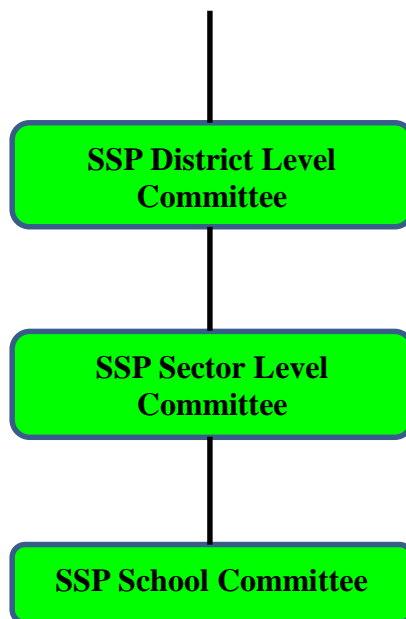
The School Sports Policy implementation will require efforts from different organizations; financial and technical/human resources will be required to support the implementation. It is therefore important to put in place a coordinating structure.

### **7.1 Institutional Framework**

A successful implementation will depend on partnerships between education and sports sector, teachers, schools, learners, community and people responsible of school sports programs.

### **SCHOOL SPORTS COORDINATION CHART**





### **7.1.1 National level**

#### ***School sports steering committee***

A steering committee composed of decision makers in different Ministries and partners will provide overall leadership and guidance for implementation of the policy. School sports is the responsibility of the Ministry of Education with support of other Ministries, different national and international NGOs, United Nations agencies and private sector.

#### ***School sports technical working group***

A technical committee will be set up to support the steering committee and will be composed of technical staff from key Ministries/institutions, United Nations agencies and NGOs. Members of this committee will agree on specific actions to take and will report to the steering committee on progress made.

### **7.1.2 Decentralized levels**

#### ***District level***

School sports activities will be coordinated by the school sports committee composed of a representative from District Administration, a representative from School Sports Association and other people involved in education at the district level; the responsibilities of this committee will include:

1. Mobilizing resources from parents, community, development partners operating in the district for school sports activities,
2. M&E all School Sports Policy
3. Report on the progress of the implementation plan at the national level.

Specific output related to school sports should be made part of district performance contracts.

#### ***Sector level***

The district committee will delegate some of its responsibilities to the sector level; the coordinator of activities in the sector will be a representative from the Sector Administration and this committee will be comprised of a representative from the school sports association and other people involved in education at sector level.

The responsibilities of this level will be:

- Sensitizing and mobilizing community about school sports
- Assist in M&E of sports activities.

Specific output related to school sports should be made part of sector performance contracts.

#### ***School level***

At the school level, there will be a committee responsible for school sports activities. The school sports committee will be composed of the head teacher, the teacher in charge of PES, 2 representatives from students (1 boy and 1 girl) and parents' representative.



School sports activities will be integrated in the school action plan.

## **7.2 Roles and responsibilities**

### **7.2.1 Ministry of Education**

MINEDUC is in charge of several activities, including the following:

- Provide School Sports policy for schools
- Ensure overall coordination, M&E of implementation of this policy
- To advocate and develop a partnership with all the actors dealing with education for implementation of School Sports Policy
- Mobilize resources required for implementation of this policy.

### **7.2.2 Ministry of Sports (MINISPORTS)**

As a Ministry which is responsible for the development of Sports and the overall coordination of sports activities, MINISPORTS will:

- Collaborate with MINEDUC and provide technical support for implementation of the School Sports Policy and monitor its implementation
- Support collaboration between MINEDUC and other bodies intervening in school sports (National Sports Federations, National Olympic and Sports committee)
- Establish Talent Detection and Development guidelines with National Sports Federations,
- support sports curricula development and infrastructure facilities,
- Provide technical support to schools in implementation of the Talent Detection and Development in collaboration with National Sports Federations, and avail subsequent financial support for these programs.

### **7.2.3 Rwanda Education Board (REB), Workforce Development Authority (WDA) and Rwanda Polytechnic (RP)**

- Review curricula, standards and norms of school sports facilities taking into account sports special needs,
- Build capacity for school sports personnel and avail it to schools
- Get involved in organization of school sports competitions, talents detection and development at all levels.

### **7.2.4 Ministry of Infrastructure (MININFRA)**

Provide advice and guidance on construction of sports infrastructure in schools.

### **7.2.5 Ministry of Gender and Family Promotion (MIGEPROF)**

This Ministry will support School Sports Policy implementation ensuring that all aspects related to gender is taken into account (inclusion of young girls and female teachers in sports clubs and decision-making organs). MIGEPROF will play a key role in sensitization of girls for a wider participation in sports activities, including families (parents) sensitization on sports promotion in schools.

### **7.2.6 Ministry of Finance and Economic Planning (MINECOFIN)**

This Ministry will consider this policy during planning and will ensure that sufficient budget is allocated to MINEDUC for implementation of this policy.

### **7.2.7 Ministry of Health (MoH)**

The Ministry of Health will educate school children about the importance of sports for human health. MoH will support the organization of sports activities to promote school health, hygiene in schools and quick transmission of health promotion related messages.

### **7.2.9 Ministry of Youth and Culture (MYCULTURE)**

Youth take a big part of the school population. Activities planned at the Ministry of Youth and Culture can better be implemented in schools. MYCULTURE will sensitize youth in schools about importance of sports, deliver different messages concerning youth development during sports activities, support in implementation of sports activities in schools.

#### **7.2.10 Local Government Authorities**

The decentralized structures will be encouraged:

- To implement School Sports Policy in their respective areas
- To monitor establishment of sport dedicated spaces in schools
- To avail community spaces dedicated to the development of sports

#### **7.2.11 Rwanda School Sports Federation (RSSF)**

RSSF is expected to:

- Develop sports for all, elite programs in primary and secondary schools,
- Develop adequate skills development programs for sports technicians and officers at all levels,
- In collaboration with MINISPORTS and National Sports Federations, organize sport competitions, talent detection and development programs

#### **7.2.12 Rwanda University Sports Federation**

To be fully operational, this federation needs to gather all public and private Higher Learning Institutions and to organize regular sports competitions.

#### **7.2.13 National Sports Federations and Associations, Rwanda National Olympic Committee and NGOs**

These institutions will:

- Collaborate with MINEDUC and RSSF in the implementation of this policy,
- Provide support in training technicians (coaches, referees, and first aiders), detection and development of talents and organization of sports competitions at all levels.

#### **7.2.14 Actors at school level (Headmasters and Parents)**

##### **✓ Schools**

Schools have to play a role model and demonstrate willingness to promote sports and its values. Heads of schools should:

- Create a conducive environment to practice of sports activities,
- Ensure School Sports Policy is implemented at school level,
- Develop solid partnership with local authorities and other stakeholders to help in education programs in general and sports activities in particular,
- Put in place a plan of action in collaboration with existing school sports steering committees,
- Ensure that sports programs, school sports competitions are properly conducted.

##### **✓ Parents**

Parents have the responsibility to contribute in the education given to their children; parental support for children sports activities is very important: provision of financial resources, sports equipment and moral support. Specifically, parents should:

- Incite and encourage children to practice physical exercises and sports,
- Participate in the programming and financing of sports and physical activities at school.

Parents committees should include a member in charge of school sports to help school administration with regard to sports promotion.

### **7.3 Monitoring and Evaluation (M&E)**

Mechanisms for M&E of the School Sports Policy will be established by the school sports technical working group. M&E of the School Sports Policy will be integrated within the existing education information system. M&E focus on:

- Impact of School Sports on the health of learner, access to schooling, retention and completion rates of learners,
- Sustainability of school sports activities in all districts,
- The M&E framework will propose a set of national indicators and timeframe that will be used to monitor the school sports policy.

## **8. IMPLEMENTATION SCHEDULE**

**See appendix 1**

## **9. FINANCIAL IMPLICATIONS**

MINEDUC will lead in the implementation of the School Sports Policy and will subsequently plan for its related budget. It is understood that all concerned stakeholders including government institutions will also budget for activities and programs falling under their respective direct oversight.

### **9.1 Financial plan**

Government will support this policy by expanding current budgets in all relevant institutions for integrated initiatives on comprehensive school sports components outlined in the School Sports Policy and Strategic Plan.

### **9.2 Human resources**

The school sports education and promotion component should be delivered by trained personnel in sports. Complementary sports education and promotion activities may also be provided by other people and by non-government or community-based organizations.

Where districts assess that current staff, capacity is not sufficient to deliver the school sports strategic plan, districts should have to employ additional staff. District and national budgets must take this possible requirement into account and support these districts by giving priority to school sports budgets.

Training is required for all people who will be implementing the school sports policy.

Categories of people that will require trainings:

- MINEDUC Officials and Managers,
- SSP High-level Steering Committee, SSP Technical Working Group, SSP District Level Committee, SSP Sector Level Committee and SSP School Committee,
- Physical Education and Sports teachers,

## **10. LEGAL IMPLICATIONS**

This policy will require no new legal commitment; it provides direction to the GoR and stakeholders on how to fulfil already existing legal obligations such as Law no 32/2017 of 02/8/2017 governing organization of sport, games and leisure

Although there is no new legal commitment needed to implement this policy, it is recommended that a “school sports law” be adopted to make sure that this program will be sustainable.

## **11. IMPACT ON BUSINESS**

This policy will result in healthier and better educated workforce that will benefit the economy as a whole as they will have entrepreneurial skills and equipped with critical thinking.

Additionally, by implementing the school sports policy, opportunities of creating jobs exist and if properly managed, return on investments in school sports facilities are possible.

If this policy is implemented, it will result in better retention and completion rates, drop out and abandonment rates will drop and access to education will increase.

## **12. IMPACT ON EQUALITY, UNITY AND RECONCILIATION**

School Sports helps learners to acquire fundamental values such as discipline, patriotism, respects of laws and rules, respect of authority, other people and their goods, respect of rights of others, mutual tolerance, cooperation, team work; these values are critical for unity and reconciliation among Rwandans.

School Sports create a sense of justice through values like “fair play” and hence impact on equality. Since the school is linked to the broader community, these values will be transferred to surrounding communities and the whole country at large and will favour equality, unity and reconciliation of Rwandans.

### **13. HANDLING PLAN / COMMUNICATION STRATEGY**

It is important to carry out sensitization and mobilization campaigns while implementing this policy; media will be used to make sure that learners, parents, community are sensitized on the importance of school sports and roles that should be played by different stakeholders so that this policy is efficiently and effectively implemented.

## **CONCLUSION**

The School Sports Policy has the potential to contribute substantially to improving health of learners and capabilities for school children; a successful implementation of this policy will depend on the following factors:

### ***Coordination***

Joint steering by MINEDUC, MINISPORTS and providers of sports services at the local level is of paramount importance.

### ***Advocacy, sensitization and mobilization***

To effectively implement this policy, there will be various interventions and advocacy sessions; sensitization, mobilization should be carried out at the national and local levels; especially, the district administration should mobilize different partners at district level to involve them in school sports development.

### ***Resources availability***

Implementation of this policy requires resources (human, financial); this policy will be efficiently implemented if these resources are availed at the national and local levels.

### ***Capacity building***

Capacity building will be effective if:

- Key ministries, schools, sports institutions/federations, parents are involved,
- Training of sports teachers is carried out; this will help them to effectively support delivery of the school sports service within the school sports policy,
- School communities can take responsibility for school sports needs by interacting with MINEDUC, MINISPORTS, and local levels.

### ***Monitoring and Evaluation***

For M&E to be effective, the following should be available:



- Learner coverage and quality; identification of gaps and barriers implementation;
- Active monitoring and reporting;
- Exhaustive M&E framework.

Research in school sports is necessary and would assist in policy review.

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### Appendix 1: Implementation Schedule

Task						Responsibility
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Policy Orientation 1: Physical education and sports lesson taught and examined in all schools</b>						
1.1. Regular inspection in all schools to make sure that Physical education and sports lesson is taught and examined						MINEDUC, WDA, Districts
1.2. Weekly timetable by allocating the PES period at a convenient time and taking other measures to ease the practicability of PES reviewed						REB, RP
<b>Policy orientation 2: Competent technical staff to support sports development in schools availed</b>						
2.1. PES lesson reinforced in faculty of PES in College of Education and in Teacher Training Colleges (TTCs)						MINEDUC, MINISPORTS, REB, UR-CE
2.2. On job trainings organized for PES teachers in schools						MINEDUC, REB, WDA, RP, MINISPORTS, Sports Federation, Olympic Committee, Districts

2.3. Students from secondary schools are encouraged to choose PES Faculty in Higher Education						MINEDUC, RP, WDA, REB, UR, HEC, Districts
2.4. PES reinforced in the College of Education of the University of Rwanda and other Universities and Institutions of Higher Education are encouraged to launch a PES Faculty						MINEDUC, MINISPORTS, HEC, UR-CE, RP,
<b>Policy orientation 3: Sports for all (traditionally known as mass sports) practiced in all</b>						
3.1. Instructions given on sports for all enforced						MINEDUC, REB, RP, MINALOC, MINISPORTS, MYICULTURE, RSSF, Sports Federations, Districts, Schools
3.2. Regular inspections to make sure that instructions concerning sports for all are followed carried out						MINEDUC, WDA, Districts
3.3. Facilities, equipment, and materials appropriate to the age of the children at all levels availed						MINISPOTS, Districts, Schools
3.4. HLIs Sports competitions for sports development set up						HEC, UR, RP, MINISPORTS, Sports Federations
<b>Policy orientation 4: School Sports competitions management improved</b>						

4.1. Districts administrations are sensitized on proper management of school sports competitions						MINEDUC, MINISPORTS, RSSF, Olympic Committee MYICULTURE
4.2. Staff respectively in charge of education are part of the school sports association						MINEDUC, MINALOC, REB, Districts
<b>Policy orientation 5: School children' talents detected and developed</b>						
5.1. Talents of school children are systematically detected and developed using appropriate technical methods for each sports discipline						MINEDUC , MINISPORTS, REB, RP, RSSF, Sports Federations, Districts
5.2. RSSF is strengthened in order to enable it to efficiently promote games and talents detection and development in schools						MINEDUC, MINISPORTS, Sports Federation
<b>Policy orientation 6: Adequate and sufficient sport facilities for both boys and girls developed</b>						
6.1. Instructions requiring all schools to have enough space reserved for sports activities strictly followed by all schools including new schools						MINEDUC, HEC, REB, WDA, RP, MININFRA
6.2. Sensitization to create new playgrounds using community works (Umuganda) carried out						MINEDUC, MINALOC, MINISPORTS, MYICULTURE, Districts

6.3. Common playgrounds at the level of each sector developed						MINEDUC, MINISPORTS, Districts	MINALOC, MYICULTURE,
6.4. Grounds for recreational activities for all schools availed and a gymnasium constructed where possible						MINEDUC, REB, RP, MINISPORTS, MINALOC, Districts	
<b>Policy orientation 7: Sport equipment and materials obtained</b>							
7.1. Sports equipment and materials increased in all schools						MINEDUC, MINECOFIN, District	
7.2. TVET schools and IPRCs are encouraged to manufacture sports equipment						MINEDUC, RP, WDA, REB	
<b>Policy orientation 8: Participation of girls in school sports activities is enhanced</b>							
8.1. Sensitization campaign to improve the level of participation of girls in school sports activities carried out						MINEDUC, MINISPORTS, MYICULTURE Districts, Paralympic Committee and RSSF and Sports Federations	REB, WDA, MINALOC,
8.2. Role modelling and mentorship programmes for mostly young women and girls in sports related disciplines in schools promoted						MINEDUC, MINISPORTS, MINALOC, Committee, RSSF and Sports	REB, WDA, MYICULTURE Districts, Paralympic

						Federations
8.3. The number of female coaching educators at all levels increased						MINEDUC, REB, WDA, UR, RP, MIGEPROF, MINISPORTS, MYICULTURE
<b>Policy orientation 9: Sports for children with disabilities and special needs promoted</b>						
9.1. Appropriate sports facilities for children with disabilities and special needs developed						MINEDUC, REB, WDA, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations
9.2. Appropriate and sufficient equipment and materials for children with disabilities and special needs availed						MINEDUC, REB, WDA, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations
9.3. Coaching educators of children with disabilities and special needs trained in school sports						MINEDUC, REB, WDA, MINISPORTS, MINALOC, Districts, Paralympic Committee, RSSF and Sports Federations