



**Institute of
Social and Policy Sciences**
Informing Policies, Reforming Practices



Report SITUATION ANALYSIS

Sports in Public Sector
Schools in KP

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Section One

BACKGROUND AND OBJECTIVES

Background

Physical activities and sports are integral parts of quality education. Significant research today emphasises the positive impact of sports and physical activities on children's educational outcomes. According to one study, incorporating physical activities into the school curriculum by reducing time from regular subjects does not negatively impact students' academic achievement. However, reducing or eliminating physical activities can certainly be detrimental to health. Sports and physical activities not only benefit children academically and in terms of physical and mental health, but they also help students learn important skills such as leadership, decision-making, discipline, teamwork, and diversity, ensuring the holistic character building of a child.

In this context, the government of Khyber Pakhtunkhwa (KP) is taking measures to promote healthy recreational activities at the school level, ensuring quality education for the children of KP. These measures include constructing sports grounds and operationalising playing facilities in most schools at the district level, organising sporting activities, and ensuring the availability of Physical Educators (PE) at schools. The Provincial Government has taken extensive steps to reform school sports and implement measures to improve the current state of sports in the public schools across the province. The measures taken by the government are commendable. However, an analysis of the current situation highlights the quantum of the challenge faced by the public schools of the province. The sporting facilities are neither evenly distributed, nor the schools are fully equipped. Additionally, there is a serious

shortage of qualified Pa Es at schools. We understand that the availability of PEs at the school level, is one among many reasons, playing a vital role in strengthening and promoting sports culture in the public sector schools.

Presently, the total number of teachers in KP is 191,377 across 34,305 public schools, according to the data available with the Elementary and Secondary Education Department (E&SED) KP. Among these teachers, a mere 4.3% (8,011) are sanctioned PEs. Currently, 81% (6,778) of these sanctioned posts are occupied by PEs, leaving 1,233 posts vacant. Moreover, field evidence indicates a lack of specific in-service training in physical education for PEs, posing a significant challenge to ensuring the availability of quality physical education in schools. Another concern is the decline in the quality of candidates applying for PE positions, which among other factors can be attributed to the absence of a dedicated degree/certificate-awarding institute for physical education. Physical Education is treated as a general subject in universities, that lacks specialised courses and training for physical educators, resulting in a decline in the quality of educators.

In this backdrop, the Situation Analysis report is produced with clearly defined objectives to understand the current state of school sports in public schools of KP, map the school sports infrastructure in the province, assess the prevailing challenges and opportunities, and put forth context specific recommendations for improvement and development of sports culture at school level in KP.

Objectives of the Study

The key objectives of this study are to:

- ◆ ***Assess the Current State of Sports in Schools in KP:***
Provide a comprehensive overview of the existing condition of school sports in public schools across KP.
- ◆ ***Identify Challenges:***
Identify the obstacles and challenges that hinder the effective implementation and growth of sports culture in public schools of KP.
- ◆ ***Recommendations:***
Provide concrete and practical recommendations aimed at addressing the identified challenges and leveraging the opportunities to improve the overall state of school sports in public schools in KP.

The situation analysis report is aimed at examining the status of school sports in KP, providing recommendations for improvement, and advocating for positive change to enhance the overall educational experience and development of students through sports.

Scheme of Sections

The report is organised into three sections. The first section introduces the background and objectives of the situation analysis report, shedding light on the purpose and structure of the subsequent sections of the report. The second section presents the main substance of the report, encompassing key findings from the analysis of available data with the E&SED KP. The third section provides recommendations for the improvement of the overall state of school sports in public schools in KP.

Section Two

KEY FINDINGS

This section provides an analysis of the data collected through one-on-one meetings with the officials from the E&SED KP.

Sports Infrastructure and Sporting Facilities

a. Schools and Teachers

According to the current data available with E&SED (ASR 2021-22), there are a total of 34,305 government schools in KP, including schools situated in the Newly Merged Districts (NMDs) or erstwhile FATA. The chart below illustrates the level-wise distribution of schools based on the available data.

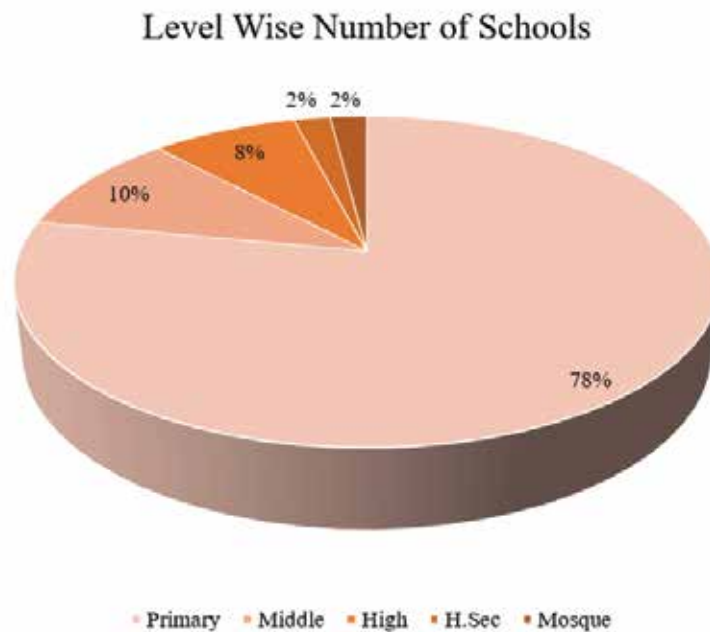


Figure 1: Level Wise Number of Public Schools in KP

Out of the total number of schools, 78 percent (26,409) are primary level, 10 percent (3,467) are middle, 8 percent (2,702) are high schools, and 2 percent each are higher secondary and mosque schools.

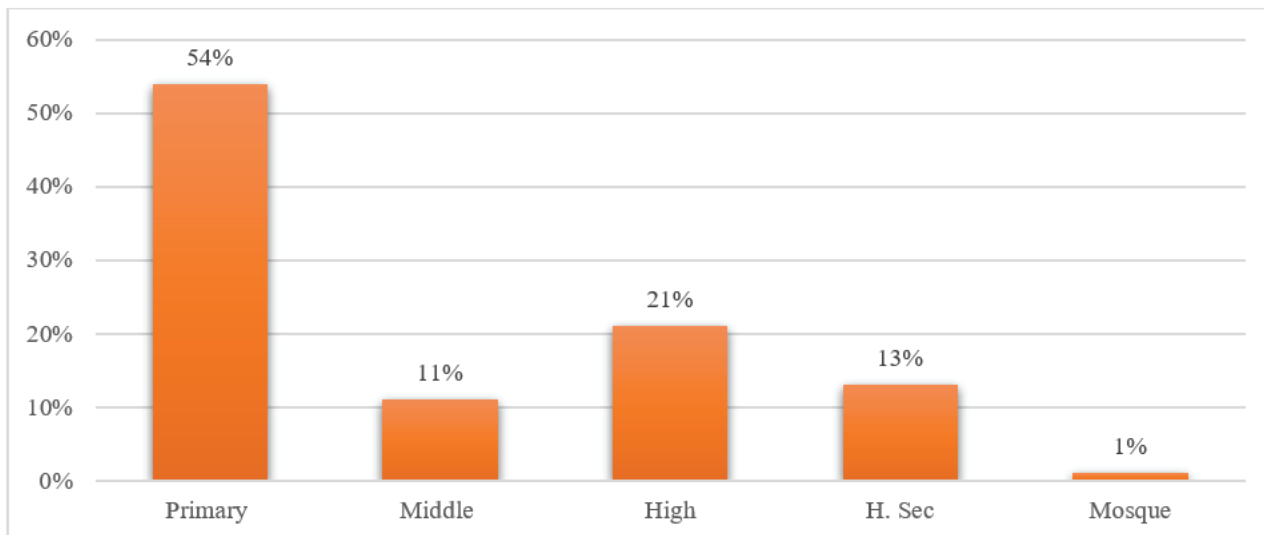


Figure 2: Level Wise Percentage of Teachers

There are 191,377 teachers in all the public schools of KP (ASR 2021-22). 54 percent of these teachers are primary school teachers followed by high school teachers (21 percent), higher secondary school teachers (13%), and middle school teachers (11 per cent). Out of the total number of teachers in schools, merely 4.1% (7,971) are sanctioned as PEs, highlighting a major shortage .

b. Physical Educators

The data provided by E&SED KP (ASR 2021-22) shows that there are only 8,011 sanctioned posts for PEs in the province, out of which 84 percent are occupied by PEs, whereas 16 percent (1,233) posts remain vacant. The data further reveals that 61 percent of these sanctioned posts are for male PEs, whereas 39 percent are sanctioned for females. The post of “Director Physical Education & Sports” at the Directorate level is gender neutral. The table below provides the details of the sanctioned posts.

Designation	BPS	Total Posts Sanctioned	Total Posts Filled
Principal	20	01	-
Director (PE & Sports)	19	2	2
Chief Instructor Physical Education (CIPE)	19	100	75
Senior Instructor Physical Education (SIPE)	18	229	179
Instructor Physical Education (SIPE)	17	520	351
Senior Physical Education Teacher	16	2,289	1880
Physical Education Teacher	15	4,870	4,291
Grand Total		8,011	6,778

Table 1: Details of the filled PE posts against Sanctioned Posts

The table above indicates that currently, more than 1200 of the sanctioned posts remain vacant. Additionally, out of the total filled posts, 8 CIPes are stationed at one Regional Professional Development Centre (RPDC) in Karak district, and one CIPE is located at DCTE Abbottabad. Moreover, one PBS-19 post of Director Physical Education & Sports is assigned to the Directorate of E&SE. Furthermore, 376 primary schools in the province have playgrounds, but there is no PE or physical education instructor available to utilize the playground or manage sports at the school level. It is crucial to provide PEs to the primary schools with playgrounds so that the children studying in these schools can make use of the available facilities.

c. Playgrounds and Playing Areas/Facilities

The availability of playgrounds and playing areas or facilities at the school level is a fundamental requirement for revitalizing the sports culture in public schools. Unfortunately, in KP, most schools lack playgrounds or playing facilities suitable for organising school sports events. According to available data (ASR 2021-22), only 2,315 schools out of the total 34,305 have playgrounds. Additionally, only 13,961 schools have playing areas or facilities. Out of these 13,961 schools with playing areas, 1,731 schools have non-functional playing areas or facilities.

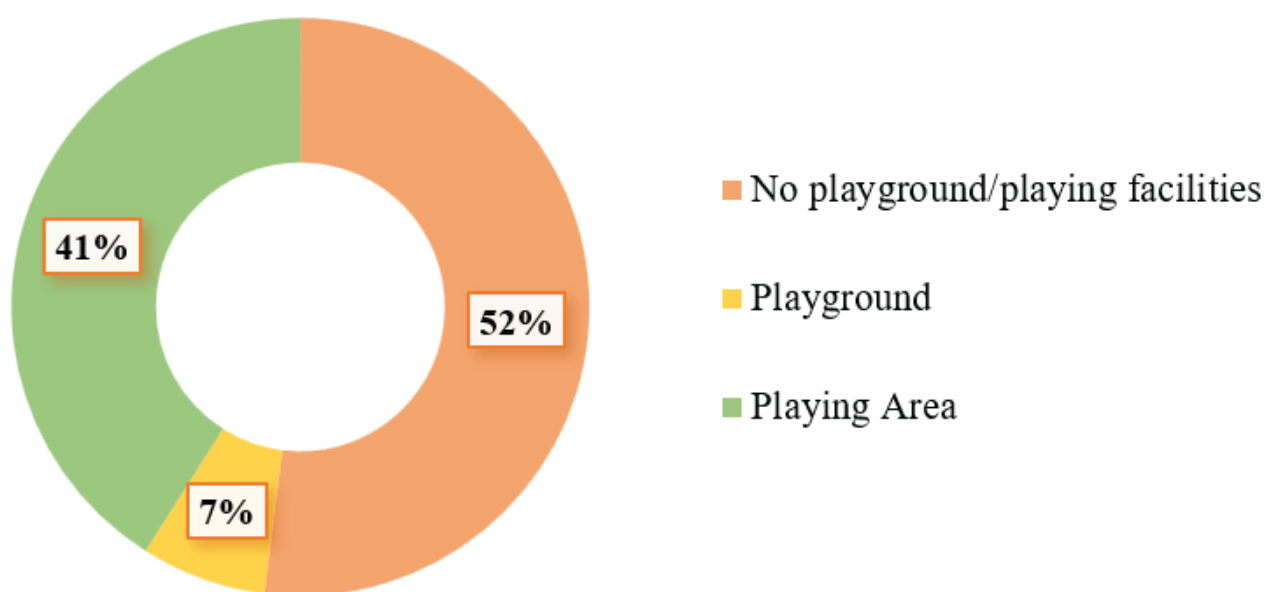


Figure 3: Percentage of Schools with/without playground or playing Area/Facility

The chart above illustrates that more than half (52 percent) of the schools in the province lack any playground or playing facility. It is disheartening to note that only 7 percent of the schools have dedicated playgrounds, and 41 percent of the schools have some form of playing area or facility. Unfortunately, the playing areas available in 1,731 schools are not utilised due to various reasons, hence these are non-functional.

The availability of grounds and courts for playing different sports is also very limited as a result. The graph below presents the total number of schools in the province with functional grounds and courts for various sports, including Cricket, Hockey, Football, Badminton, Volleyball, Table Tennis, and Basketball.

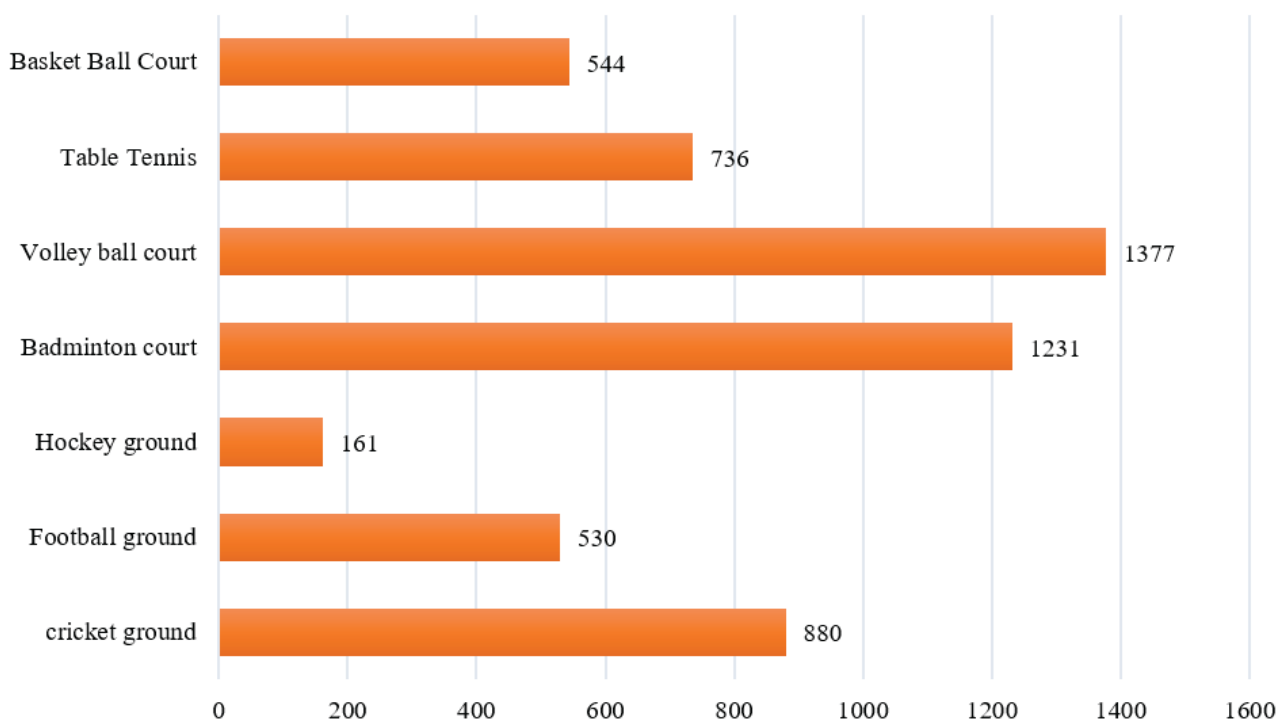


Figure 4: Number of Schools with different Playgrounds and Playing Courts

The figure above indicates that only 161 schools out of the total number of schools in the province have dedicated hockey grounds, while 530 schools have designated football grounds, and a mere 880 schools have cricket grounds. This situation highlights a concerning lack of availability of playgrounds and playing facilities in schools.

Capacity Building of Physical Educators

Modern-day sports are highly sophisticated and specialized and are informed by various sub-disciplines, including sports medicine, psychology, nutrition, biomechanics, and exercise physiology. Therefore, it is crucial to engage and employ professionally qualified candidates in the physical education area in the schools. Additionally, it is essential to provide these PEs with training and refresher courses to ensure they stay abreast of evolving developments and international standards. However, data and information provided by E&SED indicates that, despite having set criteria and job descriptions for the selection of PEs at the school level, there is minimal focus on their capacity building. According to E&SED, there are no designated pre-service training programmes and refresher courses for physical educators. There is a nine-month induction program conducted by the Director of Professional Development (DPD) for all new teachers, including any physical education teachers, but the programme has no focus on physical education.

Evidence from the field reveals that PEs receive no specific training in physical education, whether pre or in-service. This presents a significant challenge in ensuring the availability of quality PEs in schools. Moreover, there has been a substantial decline in the quality of candidates applying for PE positions. A primary reason for this decline may have to do with the absence of a dedicated institute that awards degrees or certificates specifically for physical education. Physical Education is now treated as a general subject in universities, lacking specialized courses and training for PEs, which may have led to a decline in the pursuance of physical education as a career, and the overall quality of the physical education programme.

Allotted Time for Sports in Academic Calendar

As per information provided by the E&SED, the academic year in all schools consists of 210 working days, with 40 designated academic periods each week. The allocated periods for sports/physical education vary for different grades. The graph below provides a detailed breakdown of the assigned sports periods per week for different grades.

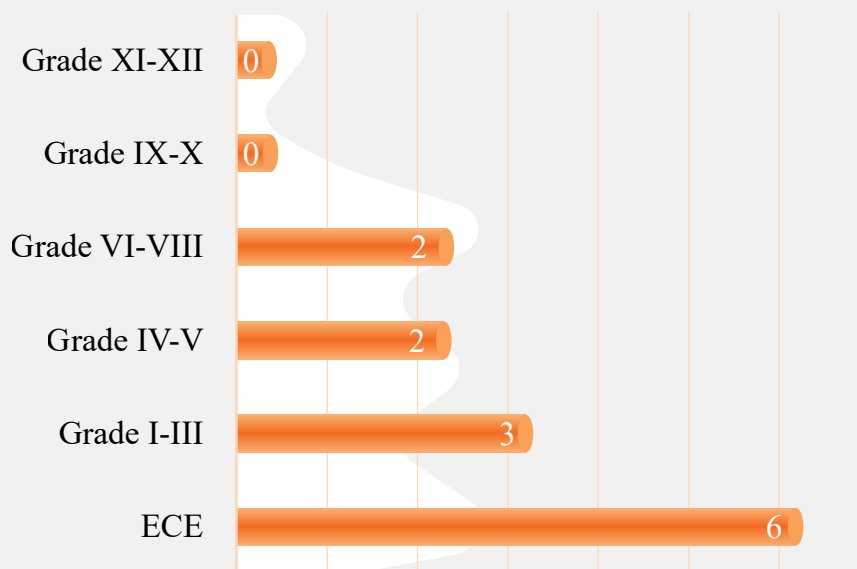


Figure 5: Number of Sports/PE Periods in a Week

The graph illustrates a decrease in the number of periods allocated for sports or physical activities as students progress to senior grades. Early Childhood Education (ECE) has 6 sports/physical activity periods per week, Grade I-III has 3, Grade IV-V and Grade VI-VIII have 2 periods each for sports weekly. However, for grade IX, X, XI and XII, Health and Physical Education is optional for students of Arts and Humanities group whereas students of Sciences group of the same grades, do not have any designated sports period in their schedule. It is noteworthy that the senior-most grades are crucial for identifying sporting talent for district, provincial, and national-level competitions. The reduction of dedicated time for playing sports at schools not only impacts the identification of sporting talent but also significantly affects students' overall development, including their mental health, academic performance, and social skills.

The E&SED also has a Rule Book for sports, notified in 2010-11, which ensures that all schools should have a sports calendar for each year. According to the sports calendar, the fixtures at different levels are to be organised as follows:

<i>S. No</i>	<i>Tournament</i>	<i>Specified Dates of Organising</i>
1.	District Tournament	15 Oct – 15 Nov including final day (Every Year)
2.	Regional Tournament	22 Nov – 30 Nov (Every Year)
3.	Provincial Tournament	02 Dec – 10 Dec including final day (Every Year)

Table 2: Sports Calendar-Tournaments to be held in the province

The fixtures at the district level are prepared by the Assistant District Education Officer (ADEO) along with the collaboration of District Education Officer (DEO) and the sports committee in each district. At the provincial level, the fixtures are organised by the Director of Physical Education in Sports (Directorate of E&SE). Moreover, the E&SED has made it mandatory for all schools to organise sports competitions/galas at the school, tehsil, district and divisional levels at least once every year. There is no "talent hunt" programmes conducted in the province across all levels to identify talented students. This is a serious issue and might be the reason that most of the sporting talent remains unidentified at the school level.

Financial Resources for School Sports

The lack of a dedicated budget line for sports at the school level poses a significant challenge to the promotion of school sports. Currently, there is no provision in the budget for direct expenditure on sports.

Students' Sports Fund:

The government does not allocate a specific budget for sports at the school level. Instead, a nominal sports fund is generated by schools through the collection of Pupil Funds from students at school level on an annual basis. This practice is in line with the government directive⁹. However, such a practice places an undue financial burden on students families. It also discourages the equitable participation of all students in sports activities, particularly those from lower socio-economic backgrounds. This practice undermines the objective of promoting student well-being and inclusivity, limiting access to the benefits of physical activity and teamwork for all students. The details of the funds collected are as follows:

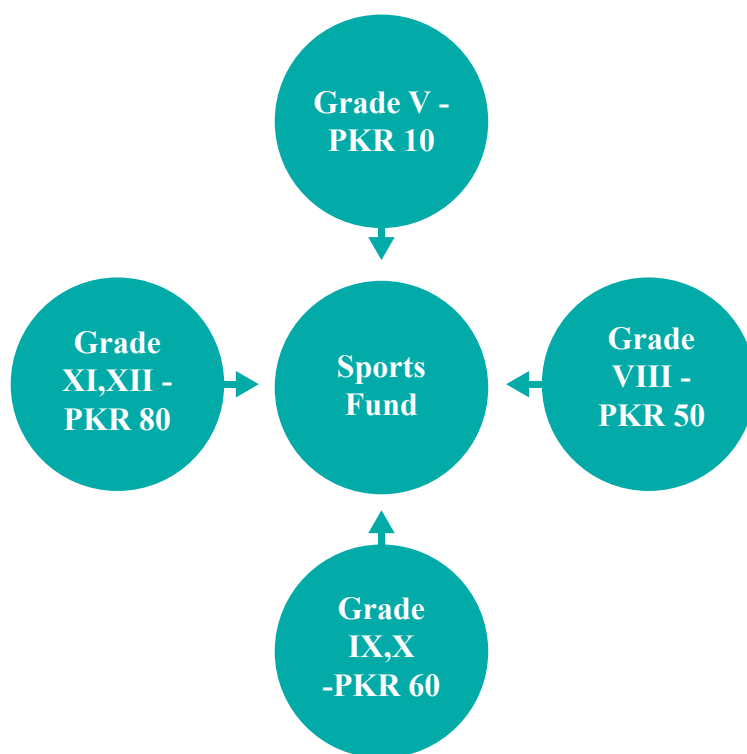


Figure 6: Sports Fund Collected from Students of Different Grades Annually

The sports fund collected from students in Grade V to Grade XII are the sole financial resources utilized by schools for maintaining sporting facilities and organising sporting events.

⁹ This was notified under notification Endst: No.9104-80/A-25/Pupil Funds Revised Rates; Dated 15-03-2023

Autonomy to Higher Secondary Schools Fund:

The higher secondary schools in the province receive PKR 9.0 lac annually under this fund. One lac rupees out of this fund are exclusively for the maintenance of sports facilities and organising sports events at the school level. The principal of the school has the discretionary power for spending this one lac rupees. However, according to Director Sports this was a one-time initiative and the amount has not been received since 2017.

Public Private Partnerships (PPPs):

The role of the private sector cannot be ruled out in strengthening the school sports system. PPPs for the development and maintenance of fully equipped sports facilities, procurement of equipment, and engaging experienced coaches such as former players, to run these facilities can go a long way in the promotion of sports at the school level. However, in KP, the schools are not authorised to have PPPs with private entities for the maintenance of sports facilities or organising sports events.

Section Three

Conclusion and Recommendations

The Situation Analysis report has been developed with a focus on the existing state of school sports in public schools of KP. Considering available data, the following gaps have been identified that need to be bridged to promote a sports culture at the school level.

I. There is a serious shortage of PEs to manage sporting activities at the school level. The shortage of PEs can be addressed by introducing a periodic induction process. All the sanctioned posts of PEs in schools need to be filled through fresh inductions.

II. The data suggests a dire need for refresher courses and training for PEs and sports teachers at the school level. According to the available data, no in-service training or refresher courses are offered to the physical educators. The data indicates that PEs only receive training at the time of induction, which is of a generic nature and lacks specificity on physical education. Therefore, it is recommended that capacity-building training be incorporated into government rules. Mandatory refresher courses should be introduced for all PE and sports teachers. Additionally, it is highly recommended to conduct a training needs assessment of PEs to identify gaps in their knowledge and understanding of sports and sporting activities.

III. A comprehensive capacity-building plan for PEs, sports teachers, and sports managers should be developed, addressing all the identified capacity requirements mentioned above. This plan should aim not only to enhance the capacity of PEs but also to increase student participation in sports at the school level.

IV. The absence of a dedicated budget line for school sports within the Non-Salary Budget (NSB) presents a significant challenge to promoting sports at the school level. Currently, there is no specific allocation in the NSB for direct sports-related expenditures. Instead, funds are generated annually from students for the maintenance and organisation of sporting activities at the school level. To address this, it is recommended that each school allocate a minimum of 5% of the NSB for sports and related expenses, ensuring a designated budget for sports activities.

V. The involvement of the private sector is crucial for strengthening the school sports system. Schools should be allowed to accept donations and funds to facilitate sports activities or engage in joint ventures with the private sector, under the guidance of DEO. To attract investment in the sports sector, collaboration with the Chamber of Commerce and Industry should be pursued.

VI. There is a need to promote a culture of sports at the provincial level. The provincial government and E&SED should organise annual sports galas and other events, identify and reward participants, open dedicated physical education programmes in existing universities, and allocate more funds for adding and enhancing sports facilities in schools at all levels.

