

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

MINISTRE DES SPORTS ET
DE L'EDUCATION PHYSIQUE



REPUBLIC OF CAMEROON
Peace-Work-Fatherland

MINISTRY OF SPORTS AND
PHYSICAL EDUCATION

Official instructions N° 028 governing the teaching and practice of sports and physical education in schools and Universities

PREAMBLE

The training of young Cameroonians is governed by Law No. 98/004 of 14 April 1998 to guide education in Cameroon which indicates the major guidelines aimed by various education initiatives and the type of citizen to be trained.

Within the context of the vision for an emerging Cameroon by 2035 contained in the Strategy Paper for Growth and Employment (SPGE), our country is working towards the development and bringing up of a Cameroonian child in good physical, mental and moral health, well-educated, fully enjoying his rights while respecting the social, cultural and spiritual values of his milieu and living in a healthy, fair and secure environment.

Sports and Physical Education is both an education subject and a practical intervention discipline. It contributes based on the movement of the body to acquire and foster motor behaviors that are essential for the development of each child. It promotes harmonious construction of the body and makes the individual fit to perform individual and collective responsibility. It is an effective vehicle of education.

As a subject in school, the teaching of Sports and Physical Education is justified by the implementation of educational content encompassed in the three taxonomic areas that the teacher should master. These include the cognitive, affective and psychomotor domains.

It should be noted that this field of education has recorded many changes in Cameroon before 1960; these evolutions were related both to different philosophical and socio-political context of the time. It therefore moved from a type of physical education made of traditional gymnastics known as "Swedish or natural gymnastics" to become a sports-based physical education in 1969.

This change will continue to move from a sports-based physical education to a sports and physical education that combines physical education and sports education.

The 1990 seminar organized in a bid to update programs and the 2000 Edition official program for the teaching of Physical Education and Sports reinforced this option. This vision was consolidated by the Resolutions adopted by the Estates-General of Sports and Physical Education held in November 2010.

Thus, the legislative and regulatory framework namely Law N°. 2011/018 of 15 July 2011 on the organization and promotion of sports and physical activity and Decree No. 127/CAB/PM of 10 September 2012 fixing the nature, hourly distribution and coefficient of sport and physical education in training and official examinations have accelerated this trend.

The present official instructions are intended to provide teachers of Physical Education and Sports, the major guidelines to be taken into account at the administrative, technical and pedagogical levels so as to optimize the teaching and practice of physical and sports education.

A- GENERAL GUIDELINE OF SPORTS AND PHYSICAL EDUCATION

The guideline of Physical Education and sports is based on the contents of the teaching programs of Physical Education and sports that revolve around 03 categories of body actions namely:

- a) Categories of body actions involving the learner in relation to himself;
- b) Categories of body actions involving the learner in relation to the physical environment;
- c) Categories of body actions involving the learner in relation to the social environment.

1-Fields of intervention

-Bodily actions involving the learner in relation to himself have as field of intervention:

- **Awareness and body control.**

- Bodily actions involving the learner in relation to the physical environment have as field of intervention: -

- **Awareness, adjustment and control of the body in movements and in the manipulation of objects.**

- The bodily actions involving the learner in relation to the social environment have as field of intervention:

- **Awareness, adjustment, control of body movements and the manipulation of objects and use of communication abilities.**

2- Themes of the subject

It is useful to indicate that each field brings out the following topics of study:

- a) Mobility;
- b) Physical Effort;
- c) Locomotion;
- d) Handling/manipulation;
- e) Cooperation;
- f) Opposition;
- g) Cooperation / opposition;
- h) Expression.

Various themes induce specific learning levels in line with the teaching. They must take into account the stage of development of the child and call for specific action resources. These will range from simple to complex.

3 – Guideline for Physical Education and sports in nursery and primary school cycles at nursery schools (level 1 and 2).

The course content will focus on a psychomotor education based on development:

- fundamental movements of locomotive, non-locomotive and manipulative types;
- perceptual capacity (the body scheme, laterality, spatial structure, temporal organization, kinesthetic, visual, auditory, tactile discrimination, coordination, graphics, etc.);
- movements of expression, interpretation, communication, body language (posture, gestures, facial expressions, simple choreography, etc.);

The different bodily actions will focus on:

- Exploring ways to move the body;
- The ability to act with or against its peers;
- Different ways to move and manipulate objects in a variety of conditions;
- The expression abilities of his body.

➤ **At the primary level (level 1, 2 and 3)**

Psycho-motor education initiated in nursery school will be strengthened. The training process will be enhanced by the development of motor skills and physical abilities (endurance, strength, flexibility, agility).

Different bodily actions will focus on:

- The use of previous experiences of nursery school;
- The activation of the body through sports and physical activities wherein the intensity and duration of exercise vary;
- Operation of motor skills and the ability to cooperate and to oppose in a variety of situations more organized;
- Operation of expression by symbols in the realities of the universe.

4- Guideline for Physical Education and sports at secondary school

➤ **At the level of secondary school**

Course content will be presented in the form of continuum in the secondary. Motor skills to be acquired will range from simple to complex and include all activities derived from locomotive, non-locomotive and manipulative movements practiced in sports, dance and physical activities and sports.

- First cycle observation (level 1 and 2)

Different bodily actions will focus on:

- the consolidation of the prerequisites taught in primary school;
- the application of movement operations targeting sporting and expression skills;
- Understanding of the problems of adaptation of the body in its movements and control objects;
- the acquisition of a good list of actions;
- the acquisition of a body language which gestural forms conform to standards of aesthetic or symbolic representations;
- Understanding of better organization of individual and collective actions.

- Secondly cycle orientation (level 3)

Different bodily actions will be directed towards:

- Control of global and segmental actions related to the practice of physical and sporting activities;
- The use of a physical condition adapted to the physical environment based on the type of effort to be made;
- Preparation and implementation with their peers of strategies and tactics adapted to game situations;
- The presentation of a sequence of movement from a body language in various forms.

5 - Guideline of Physical Education and Sports and for the practice of physical and sports activities at the level of higher education

➤ **At the level of Higher Education**

Course content in professional schools, will be directed toward the refinement of individual and collective capacities of learners.

In schools of Physical Education and Sports will be oriented toward physical education for all and promote the emergence of the practice of diverse sporting activities (sports for fitness, sport for all, sporting activities as leisure, high level sport, Sport and Health) that actually fit with the diversity of the student population in universities.

For this, programs of Physical Education and Sport offer general objectives and competency frameworks that should be made operational.

B-PEDAGOGICAL INTERVENTION

1 - Planning lessons.

Planning teaching activities in Physical Education and Sports consist in organizing the pedagogical intervention based on the goals and general objectives of the program.

It requires choosing activities to be conducted and intervention strategies to be used in connection with the learning environment. These choices will be guided by the level of learners, the targeted pedagogical objectives, climatic factors, infrastructure and material and technical and teaching skills of teachers.

Planning will be long-term (goals, specific targets, objectives of the program), medium term (teaching units, learning or training sessions or cycles) and short term (lessons).

It takes the form of a continuum both in content and in teaching progressions. The teacher will observe the bases embodied in a rational programming developed by the teaching staff during pedagogic meetings.

2 - The competence based pedagogic approach (CPA)

Pedagogical objectives in Physical Education and sports follows one or more of the three areas below: the cognitive domain, the affective domain and the psychomotor domain.

To define the educational objectives, the teacher should isolate the aspect that interests the most to be better study and evaluate it. In formulating its objectives, it must identify and clarify its main educational value in terms of behaviors or skills expected of the learner.

To make objectives operational, the teacher will determine the category of behavior by an action verb and include the evaluation situation by specifying the observable and measurable desired performance criteria.

The teacher should emphasize on the competence-based approach to promote the mobilization of knowledge, know-how and proper conduct in the resolution of complex situations (ie know how to act).

A particular skill is equivalent to a "can do" (knowledge and methods) in a field of use or application. This is what the student needs to end the learning cycle.

This skill is specific to the teaching activity and cross cutting (transversal) by learning level, ranging from simple to complex in the continuum of learning in sport and physical education.

3 - Cycles or teaching units

The teaching staff has the regulatory duty to develop a teaching project of Sports and Physical Education and a draft of the sports association (SA). The pedagogical project should be scalable. It may be referred to as benchmark in case of difficulties in its implementation.

The development of teaching units requires that the pedagogical animator in each institution makes a programming based on classes corresponding to the areas of intervention.

During the development of cycles, the teaching staff must ensure the intra-cycle **consistency**, that is between lessons within the same cycle and inter-cycle consistency which deals with the possibility to have links to supplement and complete cycles.

The project of teaching units and its regulation from one lesson to another enable the achievement of the desired consistency. The project cycle specifies a target area for the cycle adapted to the level and objectives identified. After a first lesson serving as a diagnosis, the following lessons shall be articulated around these objectives which are supplemented by knowledge, know-how, proper behavior and skills to be acquired.

4 - The Sports and Physical Education Lesson

The term 'lesson' unlike the 'session' refocuses teaching on the act of learning and contents to be instilled in students. It seems to better involve the idea of education and learning than the word session which refers more to animation.

In this perspective the teacher of Sports and Physical Education should develop the physical and human environment, in order to generate the desired changes.

The lesson of Sport and Physical Education is divided into four (4) parts, namely: the grip, the start-up, the body of the lesson, the return to calm.

During these phases, the teacher must prepare students to make sense of the lesson by clarifying the relationship between these parts for the learner to understand the point and purpose of the tasks he will perform.

5 - The formation of working groups

The formation of groups, sub-groups or workshops will depend on:

- The size of the class;
- The distribution and dosage of exercises;
- The increase of time of the productive engagement stroke;
- The best learning opportunities;
- The quality of feedback (formative evaluation).

Working groups may be homogeneous or heterogeneous. Their constitution shall consider:

- The kind of learners;
- The size of the class;
- Skills and level of learners;
- Equipment and sports facilities.

All learners should be involved in learning and teaching tasks – except in case of special dispensation duly justified. Disabled or incapacitated students pending an Adapted Physical Education practice shall receive a common theoretical lesson with other students in the class.

C- TEACHING CONTENT

Course contents are a list of sports as part of the intervention in Sport and Physical Education. These are means of action that the teacher uses to enable learners gradually acquire, functional educational and sporting skills.

These sport activities focus on the following exercises:

Continuing education

I / - Athletic Activities

A) - Races

- Sprint
- Speed endurance race

B) – Shot put

- Weight throwing

C) - Jumping

- High jump

II / - Expression Activities

- Floor gymnastics

III / - Activities of international collective confrontation

- Basketball
- Football
- Handball
- Volleyball

NB: the activities of inter-group opposition shall be scheduled according to the available sports facilities in schools

Official exams:

Three (03) activities to be chosen out of four (04) proposed as follows:

I / - Athletic Activities

A) - Races

- Sprint
- Speed endurance race

B) – Shot put

- Shot Put

C)-Jumping

- High jump

II / - Expression activities

- Floor Gymnastics

D-EVALUATION IN SPORT AND PHYSICAL EDUCATION

The objective of evaluation is to determine whether the learner has achieved or not the skills expected at the end of a given period of learning.

The following principles provide a benchmark framework for the planning of student assessment:

- Evaluation should be a planned and continuous activity to be closely related to both the content of the program, the acquisition of skills by the learner and teaching units;
- Evaluation must be fair and equitable. It gives opportunity to learners to showcase their knowledge, abilities and skills;
- Evaluation should enable the teacher to assess the quality of his work and help students by providing them with a positive feedback and encouragement for a further active participation in their own learning.
- Assessment can be done by the teacher, and possibly by learners (peer review).

1-The purpose of evaluation

Parameters to be evaluated are of several kinds. There are:

- Tasks of general management (punctuality, attendance, dress ...)
- Motor skills (technical, expression, tactics, and coordination, technical and tactical);
- Physical abilities (organic qualities, muscle qualities, perceptual-kinetic qualities ...);
- Theoretical knowledge (history or rules and regulation of a sport ...)
- The socio-affective aspect (measurement of needs, motivations of learners ...).

2 - The time of the evaluation

The assessment shall be carried out:

- Early in the process (initial diagnostic or evaluation);

- During the period of learning (formative assessment, continuous assessment);
- At the end of learning (summative assessment).

3 - Evaluation instruments

While evaluating, the teacher shall use as appropriate the following means in continuing training and official examinations.

- Rating scales of athletic events;
- Taxonomy of gymnastics elements.

E - PROGRAMMING ACTIVITIES.

Programming activities in Sport and Physical Education shall depend on the specificities of each institution, the following major aspects shall be consider:

- programs;
- goals, the general and specific objectives;
- characteristics of learners and their maturation;
- the number of teachers and their profile;
- the number of students by institution and level or by class;
- the time slots allocated to the teaching of Physical Education and Sports;
- existing sports facilities and teaching materials.

Objectives play a prominent role in the programming of pedagogical activities.

F-DISTRIBUTION OF WORK IN THE TEACHING OF SPORT AND PHYSICAL EDUCATION

1 - Stakeholders in charge of sport and physical education and their missions.

- Teachers in nursery and primary schools:

- lessons of Physical Education and Sports;
- sports activities.

- Grade I and II Sports and Physical Education instructors in the first cycle of secondary school

- teaching of Physical Education and Sports;
- animating, supervising sport activities and coaching (SA)

-Grade I teachers and senior teachers of Physical Education and Sports in the 1st and 2nd cycles of secondary education and teachers training colleges:

- teaching of Physical Education and Sports;
- theoretical and practical training of student teachers;
- animating sport activities and coaching (SA).

2 - Weekly working hour quotas

Weekly working hours of teachers of Sports and Physical Education shall be organized as follows:

➤ In the nursery and primary schools:

- Grade III teachers: 03 hours, that is 1hour(30 min x 2), 1 hour of academic counseling and 1 hour of sports activities (SA).

➤ At the secondary school level:

- assistant sports and physical education instructors and senior sports and physical instructors, 25 hours, including 18 hours of instruction, 07 hours of sports animation and coaching;
- assistant teachers: 20 hours, including 14 hours of instruction, 06 hours of sport animation and coaching;

- Senior teachers 18 hours, including 12 hours of instruction and 06 hours of animation and coaching.

➤ **In teachers' training colleges**

- Assistant teachers: 16 hours, including 12 hours of theoretical and practical training and 04 hours of sport animation and coaching;

- Senior teachers: 13 hours, including 10 hours of theoretical and practical training and 03 hours of sport animation and coaching.

Teaching period for Sports and Physical Education classes shall be placed between 7:30 am and 11:30 am, while coaching and sports activities shall held every Wednesday from 2:00 p.m.

Weekly lesson of sport and physical education shall be spaced out by at least 48 hours.

3 - Pedagogical Organization

PRIMARY SCHOOL CYCLE

Classes	SIL & CP Class 1 & 2	CE1 & CE2 Class 3,4	CM1 & CM2 Class 5 & 6
Learning level	I	II	III
Weekly number of hours	01h	01h	01h
Duration per cycle	03h	03h	03h
Lesson duration	30min	30min	30min
Number of cycles	06	06	06
Number of hours per year	18h	21h	25h
Coefficient	01	01	01
Status	compulsory	compulsory	compulsory

SECONDARY SCHOOL

Classes	6 ^{ème} & 5 ^{ème} Form 1 & 2	4 ^{ème} & 3 ^{ème} Form 3, 4,5	2 ^{nde} /1 ^{ère} /Tle Lower &Upper Sixth
Learning level	I	II	III
Weekly number of hours	02h	02h	02h
Duration per cycle	06h	06h	06h
Lesson duration	01h	01h	01h
Number of cycles	06	06	06
Number of hours per year	50h	50h	50h
Coefficient	02	02	02
Status	compulsory	compulsory	compulsory

The academic year is organized in six (06) sequences:

In primary school: 25 weeks that is 25 hours of instruction divided as follows:

- 06 teaching cycles that is 18 weeks of instruction, 18 hours including 07 weeks, 07 hours of activities overhaul (cooperation and opposition activities).

At the secondary level: 25 weeks or 50 hours of instruction divided as follows:

- 06 teaching cycles that is 18 weeks of instruction cycles, 36 hours that is 07 weeks, with 14 hours of activities overhaul (in Cycle 1 Level I cooperation and opposition activities, in Level II and III athletic and expression activities). The learning cycle consists of six (06) sports and physical education lessons five (05) practical lessons and (01) theoretical lesson.

Adapted Physical Education shall be preferred for unfit, disable and incapacitate students in schools that have qualified personnel and proper equipment.

G-COORDINATION OF SPORTS AND PHYSICAL ACTIVITIES

1 - At nursery and primary education institutions

Sport and Physical Education staff will be appointed at the subdivision level to play the role of coordinator of Physical and Sports Activities in schools. They shall be responsible among other tasks:

- Convene monthly educational councils bringing together all stakeholders posted in these schools;
- Supervise and follow the teaching of Physical Education and Sports;
- Harmonize class period for Physical Education with school heads.

The coordinator of school groups shall be the advisor of the subdivision inspector of primary and nursery education in issues relating to physical education and sports.

He is the pedagogical animator of teachers in his area of jurisdiction.

2 – In general and technical secondary education institutions

Coordination shall be ensured by the Chief of service / Coordinator in charge of sports and physical education or a pedagogic animator for Sports and Physical Education. He organizes and supervises all sport and physical activities within the school.

His missions within the school are as follows:

- Organize teaching activities of Physical Education and Sports;
- Monitor the implementation of teaching programs;
- Keep the file of Sports and Physical Education staff of the institution;
- Harmonize the teaching hours allocated to physical education and Sports in the school;
- Promote sport and physical activity;
- Organize school competitions;
- Support the organization of school games and monitoring of athletes;
- Ensure relations with the specialized agencies and decentralized structures of the Ministry of Sports and Physical Education;
- Collaborate with the National and Regional pedagogic inspectors;
- Ensure the in-service training of staff.

2-1 - Relations within the institution

The chief of service of the sports and physical education or the pedagogic animator shall ensure the liaison between his colleagues and the school administration.

a) With the principal

The Chief of service in charge of the physical and sport education or pedagogic animator shall be the principal adviser of the head of the institutions in all issues relating to physical education and sports. He shall discuss with him all aspects of sport and physical activity.

b) With the Vice principal

The Chief of service in charge of the physical and sport education or pedagogic animator shall be involved in the smooth preparation of timetables in sports and Physical Education.

c) With the bursar

The chief of service in charge of the physical and sport education or pedagogic animator shall participate in collaboration with the bursar in monitoring the execution of the budget for Sports and Physical Education allocated by the principal.

d) With the staff of the Physical Education and Sport

The chief of service in charge of the physical and sport education or pedagogic animator shall hold teaching councils with his colleagues in accordance with the rules in this area, allocates administrative, technical and educational tasks. He plans at the beginning of the school year, the

activities of his department.

2.2 Animation of sporting activities in the school

Teachers shall ensure the up keeping of the school through the organization of sports activities. For this purpose, they can earmark three types of activities:

- Intra-school competitions;
- Inter institutions competitions;
- The participation of school teams in FENASSCO or FENASU competitions.

a) At the level of primary education

Teacher of Sports and Physical Education posted at subdivision inspections of primary and nursery education shall coordinate and supervise the organization of sports activities in the various schools in collaboration with the head teachers and teachers. These activities are:

- Intra-school tournaments;
- Inter-institution competitions;
- FENASSCO competitions.

The teacher of Physical Education and Sports shall set up teams in each school and oversees them in collaboration with the host teachers for their participation in the FENASSCO games.

b) At the level of secondary education

Teachers of Sport and Physical Education serving in secondary schools shall be responsible for the following physical and sports activities:

- Organize intra-school competitions;
- Promote competitions among institutions;
- Engaging school teams to participate in FENASSCO competitions.

The service in charge of Sports shall organize training sessions for technical officials intended to students.

3 - At the level of higher education

The Head of Division of Sports and Associative Activities (DASA) shall be responsible for:

- The promotion and development of sport within the university;
- the overseeing and monitoring associations and clubs of the university;
- the management of sports and cultural infrastructures and equipments.

The Minister of Sports and Physical Education

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