

## **Reforming the educational system: An opportunity to promote good practices focusing on physical activity, well-being, and health**

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Hello, I am Marc Cloes, Professor at the University of Liege, Belgium, retired since October 19, 2019, current president of the AIESEP (the International Association for Physical Education in Higher Education).

First of all, I would like to thank the organizers of the ICPESS Jakarta for their invitation and to my good friend, the Prof. Dr. Mingkai Chin.

My presentation is about the reform of the educational system in the French speaking part of Belgium and its implications for the implementation of good practices focusing on physical activity, wellbeing and health in the school context.

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To begin, I'll propose the content of this presentation ... that will start by a short description of the Belgian educational context.

I'll continue with the description of the reform launched in the Federation Wallonia-Brussels and will finish by illustrating two examples of projects that have been implemented with some success.

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OK, let's see what you need to know about Belgium as a complex federal state characterized by 3 national languages / translated into 3 communities / and 3 economical regions in charge of what deals with the goods/

The communities are in charge of teaching, youth, culture, and justice / In the educational domain, they decide for school policy, curriculum as well as teachers' competences.

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As explained earlier, the French speaking community called Federation Wallonia-Brussels / launched an important reform of its educational system. It is named Pact for Excellence in Education.

One of the axes of that project deals with a deep modification of the core curriculum that will emphasize eight domains. Among those, one directly involves physical education as it focuses on ... Physical activity, wellbeing, and health.

As a consequence, PE teachers became physical and health education teachers. They are invited to adapt their priorities in a way to become real promoters of a physically and healthy lifestyle within the schools.

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Such important modification means that new content and didactical knowledge is needed.

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Such decision seems simple but request support from sport pedagogy experts.

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In 2017, the Ministry of Education mandated a group of teacher educators to prepare resources that will help teachers to implement the reform's priorities.

I was happy to gather in this project representatives of each of the 12 institutions involved in physical Education Teacher Education in Federation Wallonia-Brussels.

It was the first time that such network was created.

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Our mission was to identify, design ... by the Pact of Excellence in Education.

The approach laid on the collaboration...

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Two main axes were planned / the identification and description of good practices / and the validation of projects implemented in our specific educational context.

The final goal was to provide resources that would be available for teachers on a web platform called e-classe.

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This figure illustrates the distribution of the good practices that were analyzed. A half of the almost 150 projects that were analyzed came from local actors and very few from non-francophone countries.

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Six projects were implemented by the partners. For more information about them, do not hesitate to download the presentation we did during the AIESEP Conference held in Garden City in 2019.

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The description of almost 100 good practices were posted on the e-classe website. That website is available for all members of the educational community. Right now, it is unfortunately open only to the FWB's teachers.

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In the third part of this presentation, I'll detail the following two good practices that were implemented by my former staff at the University of Liege / ... / Selecting these good practice was not easy but it seemed to me that choosing projects in which I have been involved was more relevant. Both projects developed an original approach and were analyzed.

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Moreover, I wanted to link these activities to the model I propose to explain how PE teachers can become concrete agents of the promotion of an active and healthy lifestyle. That model has been presented in detail in previous conferences like the CEREPS+ Summit and the AIESEP Virtual Conference, last week.

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That model considers four levels of action...

The first one is at the school level with connections to the community.

The second level focuses on the inclusive quality physical education.

The third level is about the PAMIA principles that contribute to the motivation of the learners.

The last deals with the 3 questions to which the learners should be able to answer when doing a task.

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To chose the two good practices, it was interesting to focus on two concepts that I worked on in the last years of my career at the University of Liege / the societal transfer and the PAMIA principles.

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Societal transfer is an approach of teaching physical and health education ensuring that what is learned in the gym can be practically used by students in their everyday life. It can be summarized as 'giving meaningfulness' / We identified 7 dimensions and the project describe in this presentation belongs to / the health and safety dimension.

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The second good practice will depend on the application of the PAMIA principles. These principles respect the selfdetermination theory and underline that motivating learners requires to adapt ones teaching in a way to feel / pleasure, achievement, movement, interactions and autonomy.

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To illustrate the health and safety dimension of the societal transfer, I will explain / the 'School saves lives' project and, for the PAMIA principles, it will be / the 'Oblomov: Move, play, create project'.

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'School save lives' is a project initiated in a collaboration between the University of Liege and the Rescue League / that has been bradly implemented with the support of several partners.

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As underlined here on the website promoting that programme, the goal is to reach as many students as possible / ... / For the scientific validation, we recruited PE teachers at three levels of education:

- Two last years of primary school
  - First grade of the secondary school, and
  - Two last grades of secondary school
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PE teachers attended to a specific inservice teacher education to upgrade their knowledge and competences in CPR and early defibrillation / ... /

At level 1, the goal is to be able to call help and do compressions;

At level 2, it corresponds to be able to call help, do compressions and defibrillate;

At level 3, the goal is the same plus being able to insufflate and track CPR to the relatives.

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This table summarizes the scores for the students' knowledge test at three moments: before and after the 'Save a life' unit as well as after three months retention period.

It appears that the three groups improve significantly their knowledge and maintain it over the time.

About the assessment of the practical skills of the students, we have only the scores immediately and three months after the 'Save a life' unit.

The results are very good for the youngest and oldest students / and encouraging for those who were beginning the secondary school.

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Previous findings are interesting but we consider that the most important thing when considering first aid is that people are ready to act rather than do not dare to do something. / The current question is then determining: 'Today, you feel able to provide first aid to a cardiac arrest person ...

For 10 to 12 years-old children / positive answers increased a lot after the unit and remained after three months.

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The same positive evolutions were found in the 12-13 years-old group, and / in the 16-18 years-old students.

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These findings underline the effectiveness of the programme ... / but we surprisingly underlined a lack of interest of some PE teachers.

Some opportunities are envisaged and should be achieved with the educational reform.

One threat could be the lost of the support from the Ministry of Education as financial constraints can always modify the rules of the game / ... / I will speak now about the second example.

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The Oblomov project is an Erasmus+ project involving 7 partners. It deals with the development and implementation of a pedagogical methodology aiming to tackle the inactivity among 11-13 years-old children.

In Liege, we intitled that project 'Oblomov: move, play and create'.

It combines open scenario, high intensity interval training (HITT), health messages, and video production by the pupils / the last two aspects being specific to the Belgian implementation of the Oblomov principles.

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Open scenario lays on theatre principles / It means that the pupils are acting and doing physical activity following a story told by the teacher and lived by all actors.

The HITT principles correspond to alternate short intervals of high intensity exercises and recovery periods. Such kind of activity is well accepted by children with lower fitness level.

It is known as less boring than traditional endurance training.

Combining immersion in stories and physical activities has been considered as a promising approach respecting the PAMIA principles.

It gathers what sport and theatre can bring to the participants.

Theatre is used as a motivation to do sport.

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In Liege, we proposed / a programme of 10 lessons of 60 minutes

The first eight proposed / scenarios based on popular TV programmes combined with a progressive planning of HIIT activities integrated into the stories / while health messages were proposed during the activities and followed across the unit / the last two lessons were dedicated to the creation by the pupils of their own scenario and the production of short videos.

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Let's me talk about the SWOT analysis of that project.

About the Strengths, I would like to underline the children's behaviour and interest, the overall interest about the health topics, and the enthusiasm and creativity of the pupils for the videos.

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The main Weakness is the decrease of the motivation of some PE teachers for the dramatization of their lessons, mainly when teaching to oldest pupils.

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One interesting Opportunity would be to create a video data bank of scenarios similar to the Brain Breaks proposed by the Foundation for Global Community Health.

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The first Threat deals with a lack of support of the teachers that could limit the sustainability of the approach. In fact, all PE teachers who were involved in that project explained that they will continue to use it but more as a part of a lesson than as a 10 lessons unit.

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What did the Oblomov project let to the community?

First of all, several videos are available / as well as the booklets that PE educators can download from the Obomov website.

Our greatest satisfaction is that, after a dissemination phase, some teachers applied the approach to their context and created their own scenarios.

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What do we have to remember from this presentation and its translation into implications?

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I'll focus on what PE teacher educators should take into account and propose the following key messages.

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It is necessary to identify good practices that emphasize the meaning of the teaching

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New teaching designs need to be validated by communities of practitioners

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Resources have to be developed to increase the opportunity to share the interesting projects

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Translating the description of all good practices in several languages would increase their implantation by the practitioners all around the world

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Never forget that the best teacher / is the one who change the life of his/her students...

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The .PDF of the slideshow is available by following that link...

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Thank you!