



Promotion of physical activity in Beninese secondary schools & level of physical activity of Beninese youth

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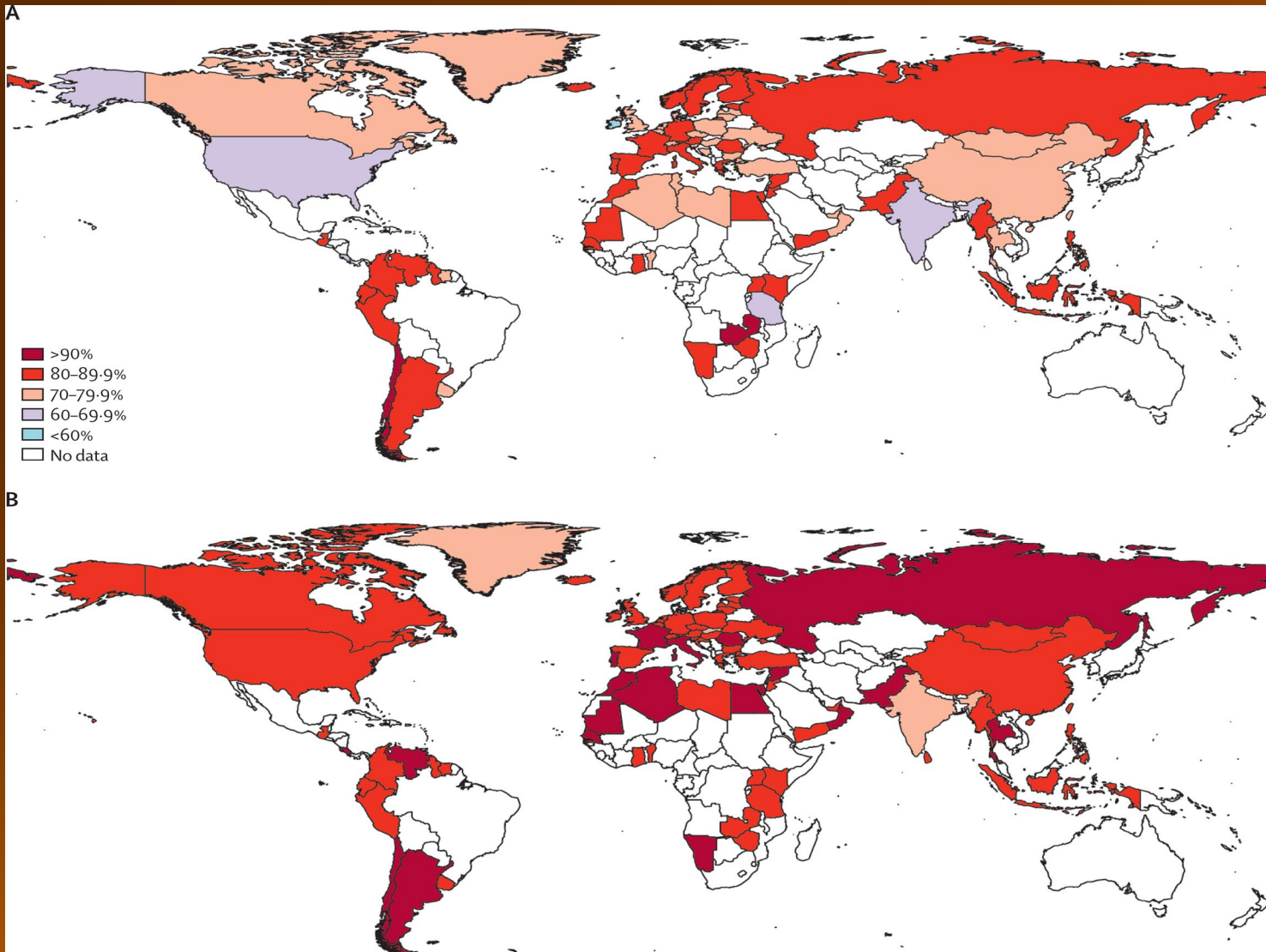


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Proportion of 13–15-year-old boys (A) and girls (B) not achieving 60 min per day of moderate to vigorous physical activity (Hallal et al. 2012)

THE FACTS :

- Sedentary lifestyle is a global burden: 77.6% of boys and 84.7% of girls aged 11 to 17 years old are physically inactive and the evidence also suggests that PA declines during adolescent years (Marques et al., 2020)
- Schools and physical education (PE) are the cornerstone of the education of physically educated citizens (Cloes, 2021)
- ➔ Lot of evidence available in developed countries BUT few in developing countries, such as African continent, and more specifically in Benin

- West Africa region
- 14 millions inhabitants
- Official language: french





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Benin's education system.

2004 : initiation of a competency-based education curriculum.
Socioconstructivist and cognitivist approach.

Progression in the consideration about PE:

- PE is mandatory in the curriculum
- Only PE specialist can teach PE
- Teaching materials and assesement tools are supposed well documented and adviced

But issues are observed in applying this new curriculum :

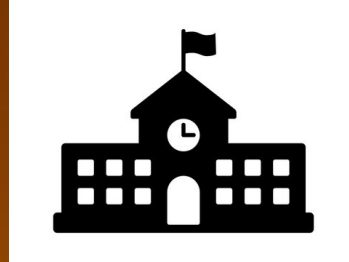
- Insufficient material // unchanged working conditions.
- Difference between rural and urban areas: 30% of kids quit school before 12 years old, another 20% right after primary school!
- Demographic increase + free primary education = large classrooms BUT no increase in the number of teachers

"The Teaching structure of physical education in Benin based on a new curriculum : the issue of a change and the change an issue" (Odjousou, 2010)

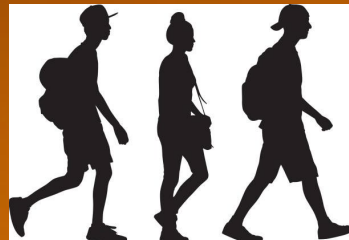
Research question specific to the local context exploration:



1) How PA promotion is developed in secondary schools?



2) What are the physical activity (PA) practices among young people ?





1) How PA promotion is developed in secondary schools?

- Several models for physical and health promotion at school co-exist
 - ▶ Active school models
 - ▶ Comprehensive school models (for a review, see Webster et al., 2020)



L'école bouge
Uwer & Stettler (2015)



Finnish Schools on the Move
Aira & Kämppe (2017)



Healthy School! BC
DASH (2013)



Comp. school
SHAPE America



WS, WC, WC - CDC
Lewallen et al. (2015)

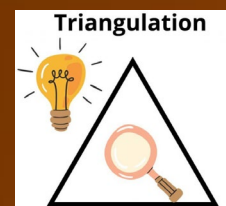
- They are mainly focused on the macro level (school and community) and identify context of actions (Cloes, 2021)



1) How PA promotion is developed in secondary schools?

Semi-structured interview (qualitative exploration) with :

- The school principal
- A PE teacher
- A classroom teacher



PA school policy

Quality physical education

Extracurricular physical activity

Active transportation

Life environment (recesses, spaces)

Physical activity in the classroom



2) What are the physical activity (PA) practices among young people ?



Questionnaires :

- IPAQ-S for physical activity and sedentary behaviors (Craig et al., 2003)
- ONAPS-PAQ for active travel behaviors (Charles et al. 2021)

→ Classroom completion with a teacher and the researcher

PARTIE B : DÉPLACEMENTS À BUT UTILITAIRE « Aller d'un point A à un point B »

Les questions suivantes concernent la façon habituelle de vous déplacer d'un endroit à l'autre, par exemple pour aller au travail, faire des courses, aller au marché, aller chez un ami, se rendre sur un lieu de visite ou de balade...

	À pied ? ① trajet(s) à pied durant au moins 10 minutes	À vélo ou VAE ? ① VAE = vélo à assistance électrique	Autre mode de déplacement ACTIF ? ① Ex : roller, trottinette, requérant une propulsion par vos mouvements
Q5 Lors d'une semaine habituelle (week-end inclus), effectuez-vous des déplacements :	<input type="checkbox"/> NON <input type="checkbox"/> OUI	<input type="checkbox"/> NON <input type="checkbox"/> OUI	<input type="checkbox"/> NON <input type="checkbox"/> OUI
① si « NON » pour les trois types de déplacement, passez directement à la question Q8.			
Q6 Habituellement, combien de jours par semaine en moyenne effectuez-vous ces trajets ?	À pied : Nombre de jours : <input type="text"/> (par semaine, 7 max)	À vélo ou VAE : Nombre de jours : <input type="text"/> (par semaine, 7 max)	Autre mode de déplacement actif : Nombre de jours : <input type="text"/> (par semaine, 7 max)
Q7 Lors d'une journée durant laquelle vous effectuez ces trajets, combien de temps en moyenne y consacrez-vous ?	heures : <input type="text"/> minutes : <input type="text"/> (par jour)	heures : <input type="text"/> minutes : <input type="text"/> (par jour)	heures : <input type="text"/> minutes : <input type="text"/> (par jour)

Flowchart of the study



N=43

- Requests for participation sent to schools

N=35

- Selection of schools available during the researcher's exchange

N=27

- Withdrawals during the stay

N=24

- Final number of schools included

- 1 boy-1 girl at each secondary school level (6) in each school

N= 312
156 ♀ &
156 ♂





1) How PA promotion is developed in secondary schools?

School principals (n=24)

PA school policy : declared but not written

"The school has a definite role to play in promoting physical activity, and we are trying to raise the quality of PE lessons."

Quality physical education

3 hours PE/week in theory... Not all classes have PE lessons due to local adjustments

No swimming lessons

Extracurricular physical activity

Mentioned by 11/23 (soccer, track and field, handball tournaments)

Some after-school lessons (3/23)

Active transportation

No active travel projects

Life environment (recesses, spaces)

Balls available during recess (8/23)

Budget limitations (15/23)

Physical activity in the classroom

No classroom PA



1) How PA promotion is developed in secondary schools?

PE teachers (n=24)

PA school policy

"There are differences between what is written in the school projects and what actually happens on the field"

Quality physical education

13/23 schools have only one PE teacher for the whole school

No contact with primary teachers

Weekly meetings between regional PE teachers

Extracurricular physical activity

Mentioned by 5/23 (soccer, track and field, handball tournaments)

15/23 provide tools for out-of-school PE training (physical tests)

Active transportation

No active travel projects

Life environment (recesses, spaces)

Own material of the PE teacher used during lessons and supervised recess

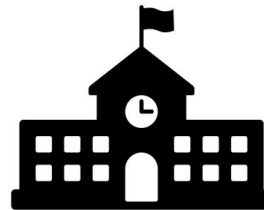
Physical activity in the classroom

No classroom PA or interdisciplinary projects









1) How PA promotion is developed in secondary schools?

Classroom teachers

PA school policy

Quality physical education

Extracurricular physical activity

Active transportation

Life environment (recesses, spaces)

Physical activity in the classroom

Participation of 3 classroom teachers in PE lessons

Rare promotion of PA

No active travel projects

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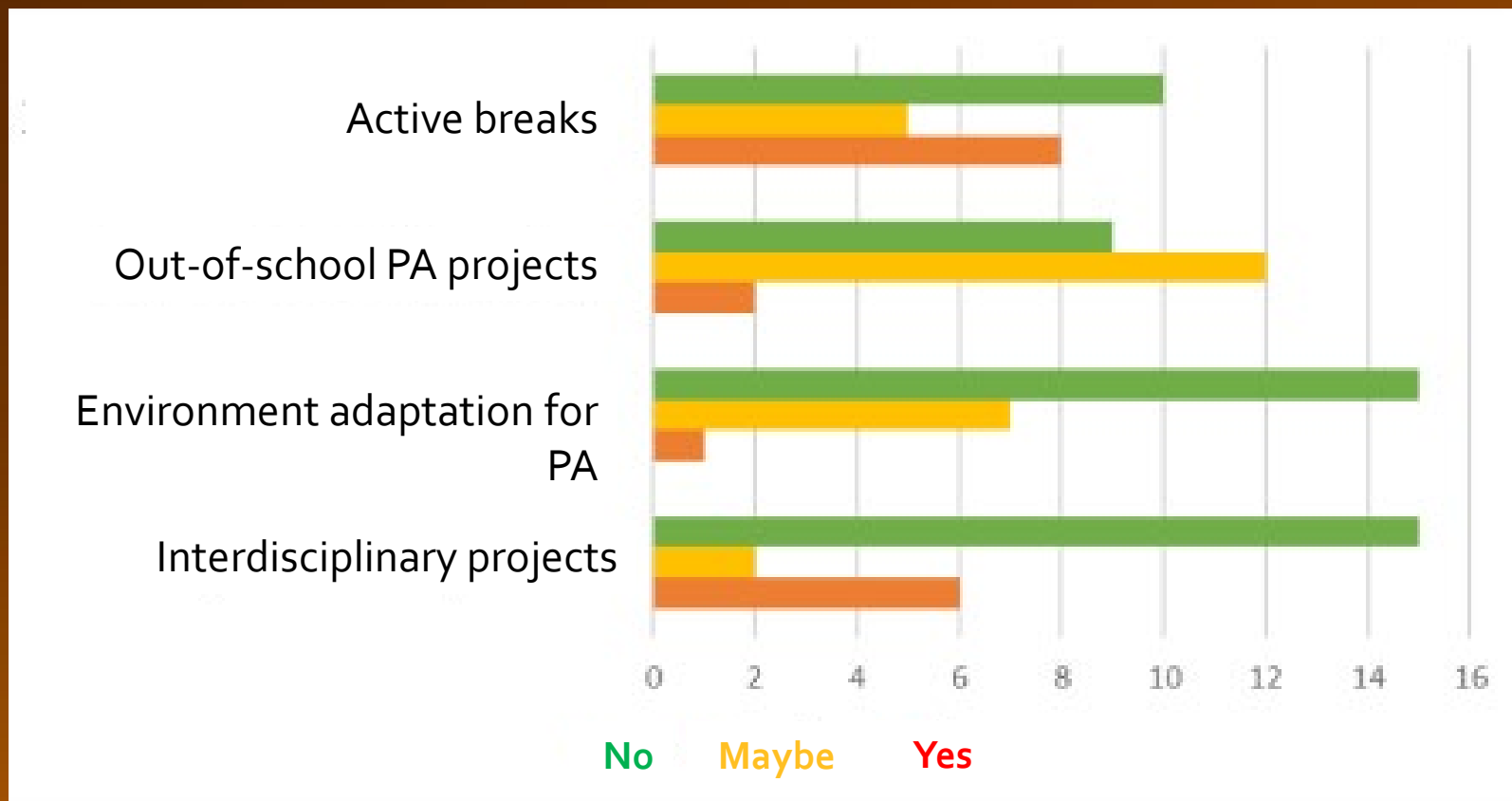
No interdisciplinary projects: lack of time, resources, availability and knowledge

No movement break



1) How PA promotion is developed in secondary schools?

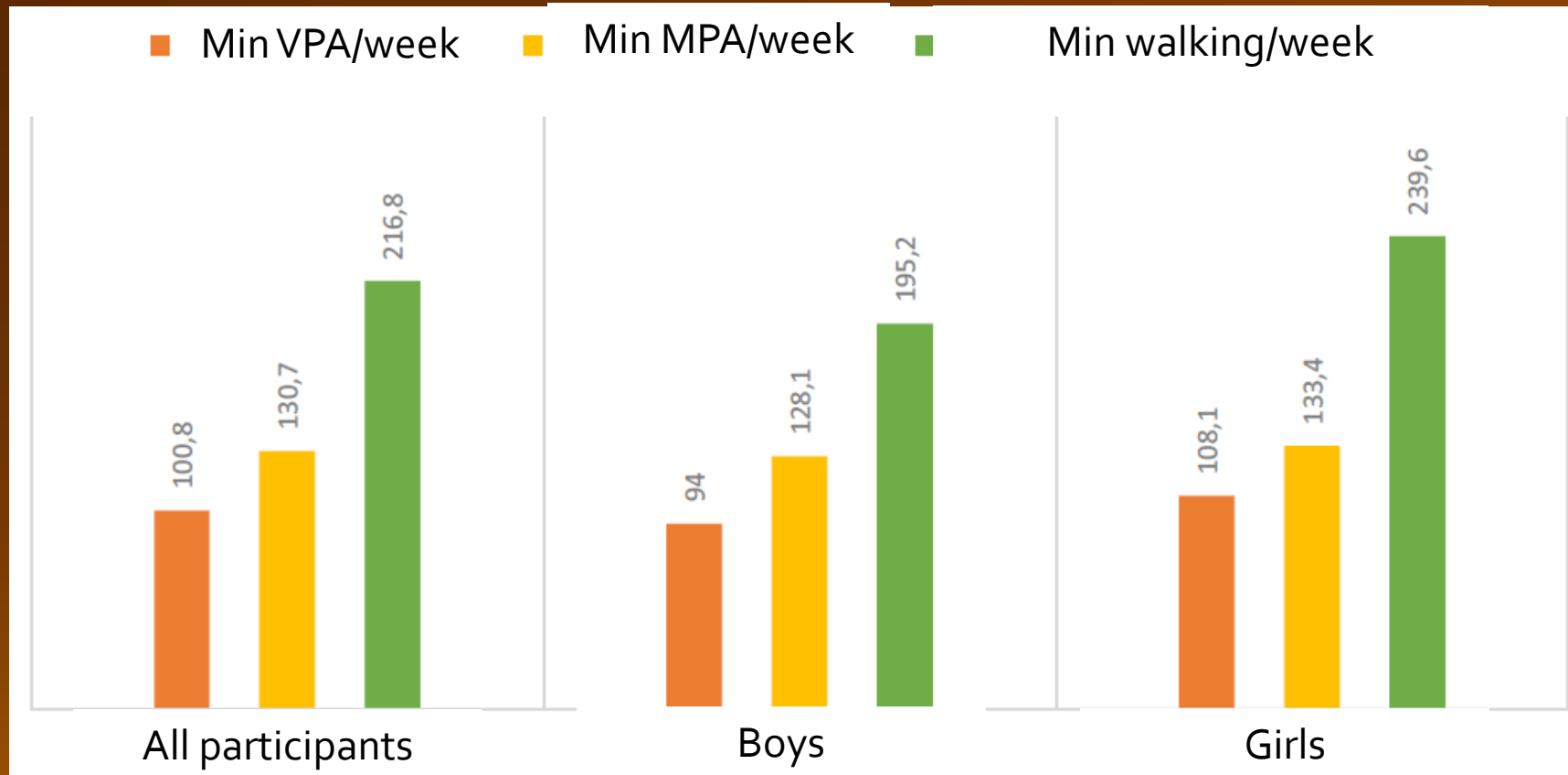
Classroom teachers (n=24)
Willingness to implement...





2) What are the physical activity (PA) practices among young people ?

- IPAQ-S (n= 352; 11-18 years old)

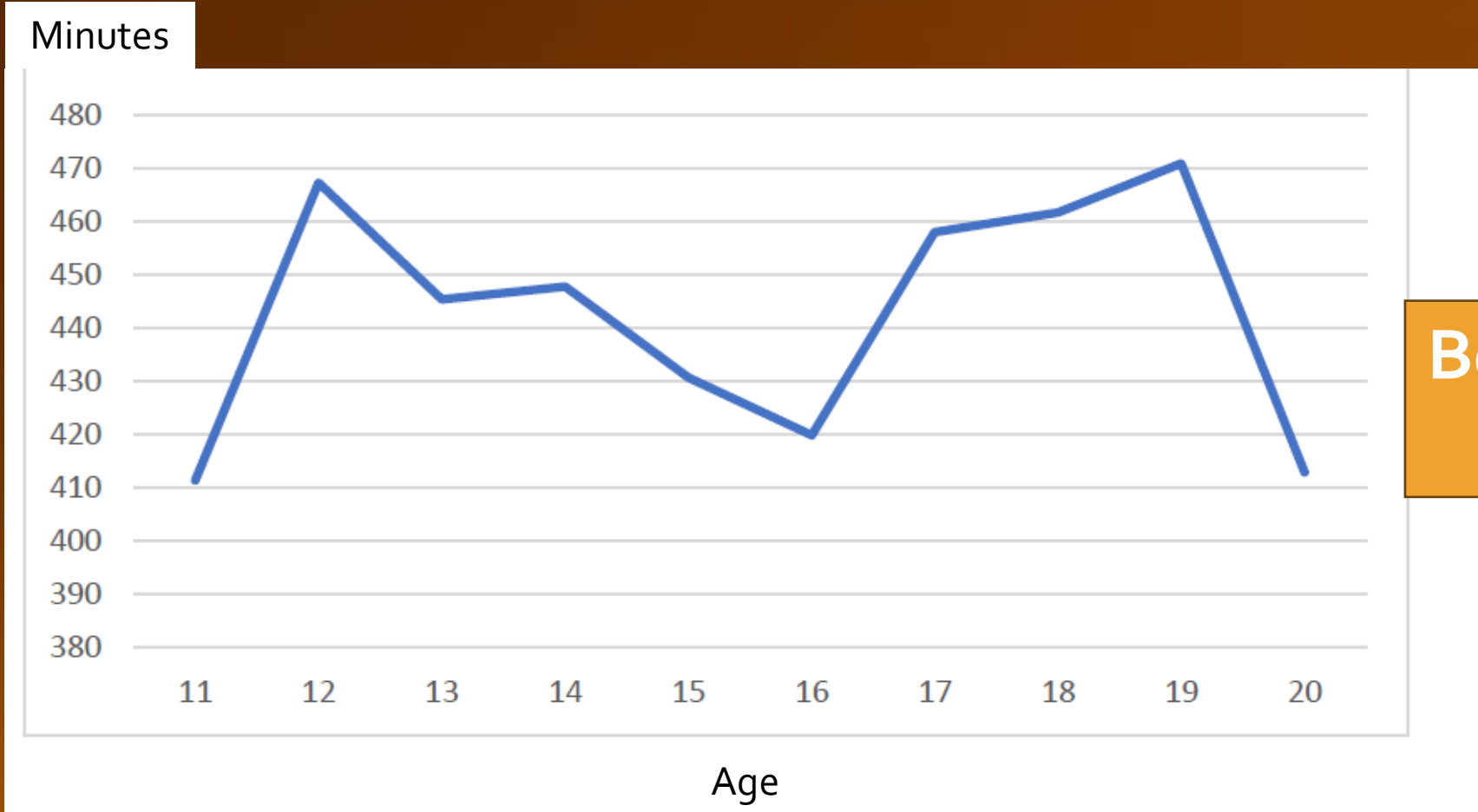


- No significant age differences
- Above recommended levels (OMS, 2020)



2) What are the physical activity (PA) practices among young people ?

- IPAQ-S (n= 352; 11-18 years old) – minutes of sedentarity per day



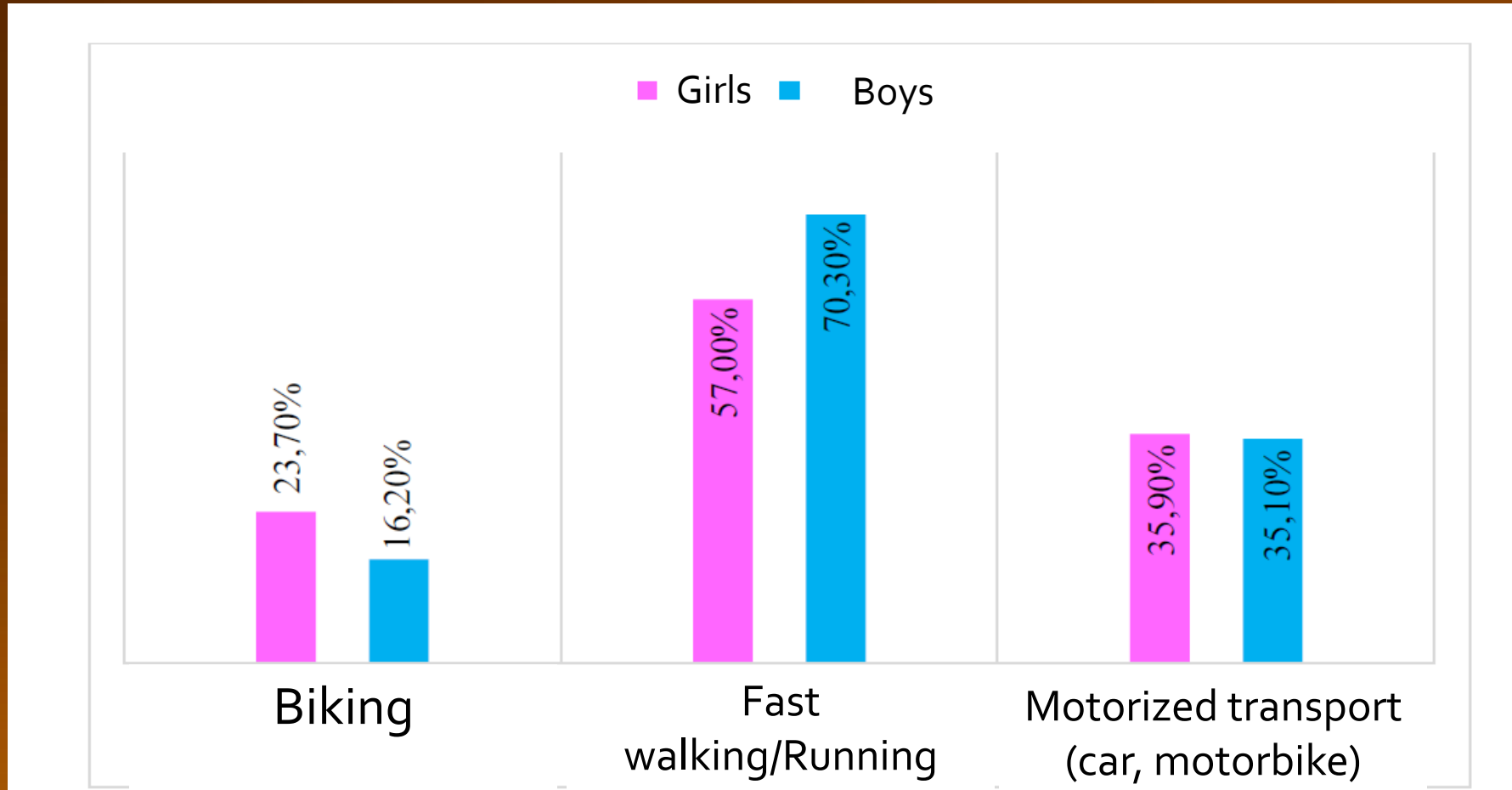
Between 6 and 8 hours/day

➤ Participation in an extracurricular sporting activity : 34% of girls and 56% of boys



2) What are the physical activity (PA) practices among young people ?

- ONAPS-PAQ for active travel behaviors (Charles et al. 2021)

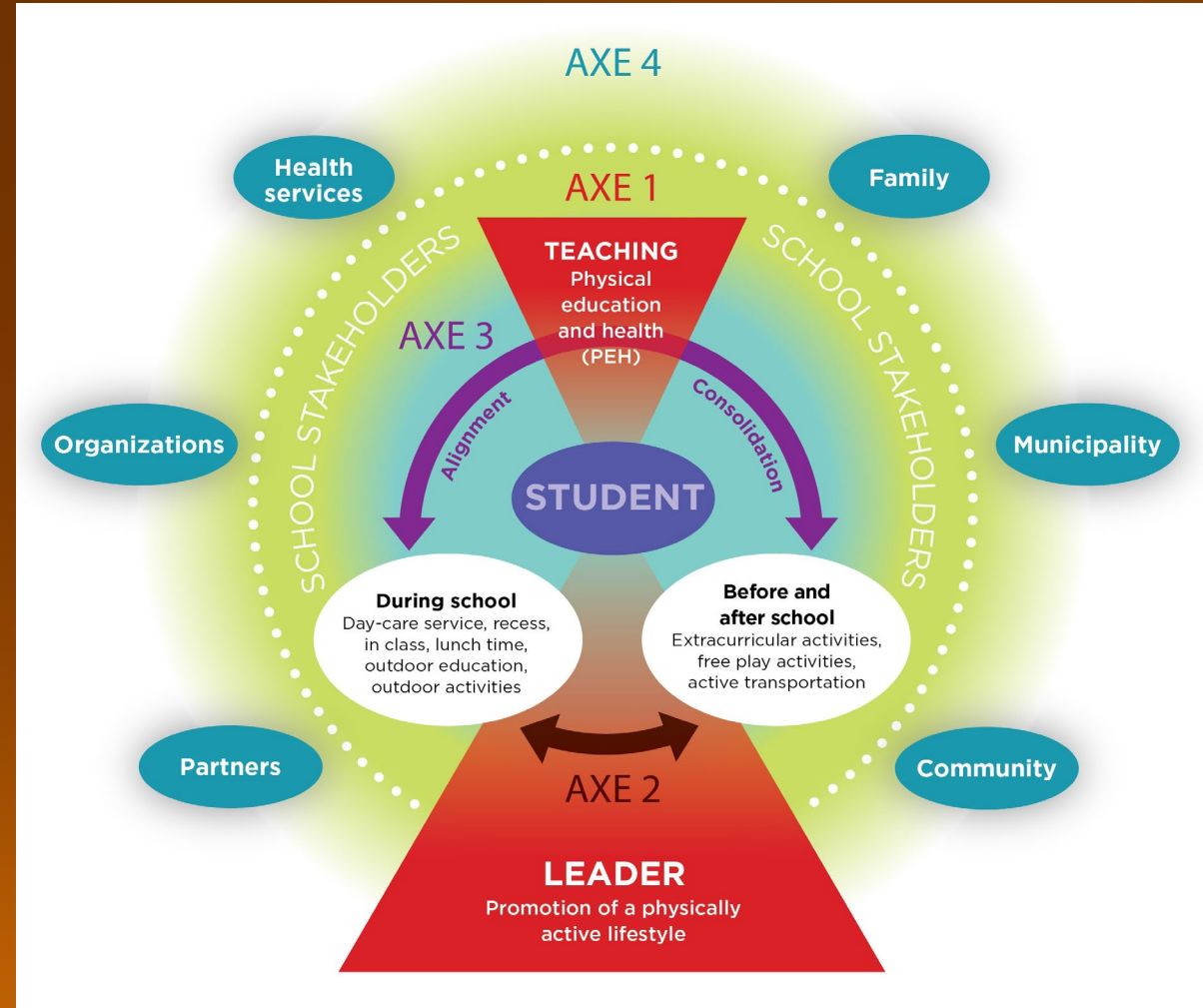


Discussion

- Students are mostly physically active (active transportation), but sedentary behaviors are also observed
- Principals, PE teachers and classrooms teachers mostly agree on the shortcomings in the application of the domains of PA promotion within their environment
- Some observations are related to the school context in general (lack of equipment, teachers), and also to the local major issues (poverty, early pregnancies, respect of childrens' rights, SDTs)
- ➔ **Provides guideline for future curriculum, CSPAP and meaningful PA development suited for the local context (Fernandez-Rio & Ferriz, 2023)**
- ➔ **Development and cultural adaptation of a guide for PE teachers to elaborate school PA promotion projects (Turcotte et al., 2021)**

ENCOURAGING YOUTH TO BE PHYSICALLY ACTIVE

COURSE OF ACTION FOR SCHOOLS



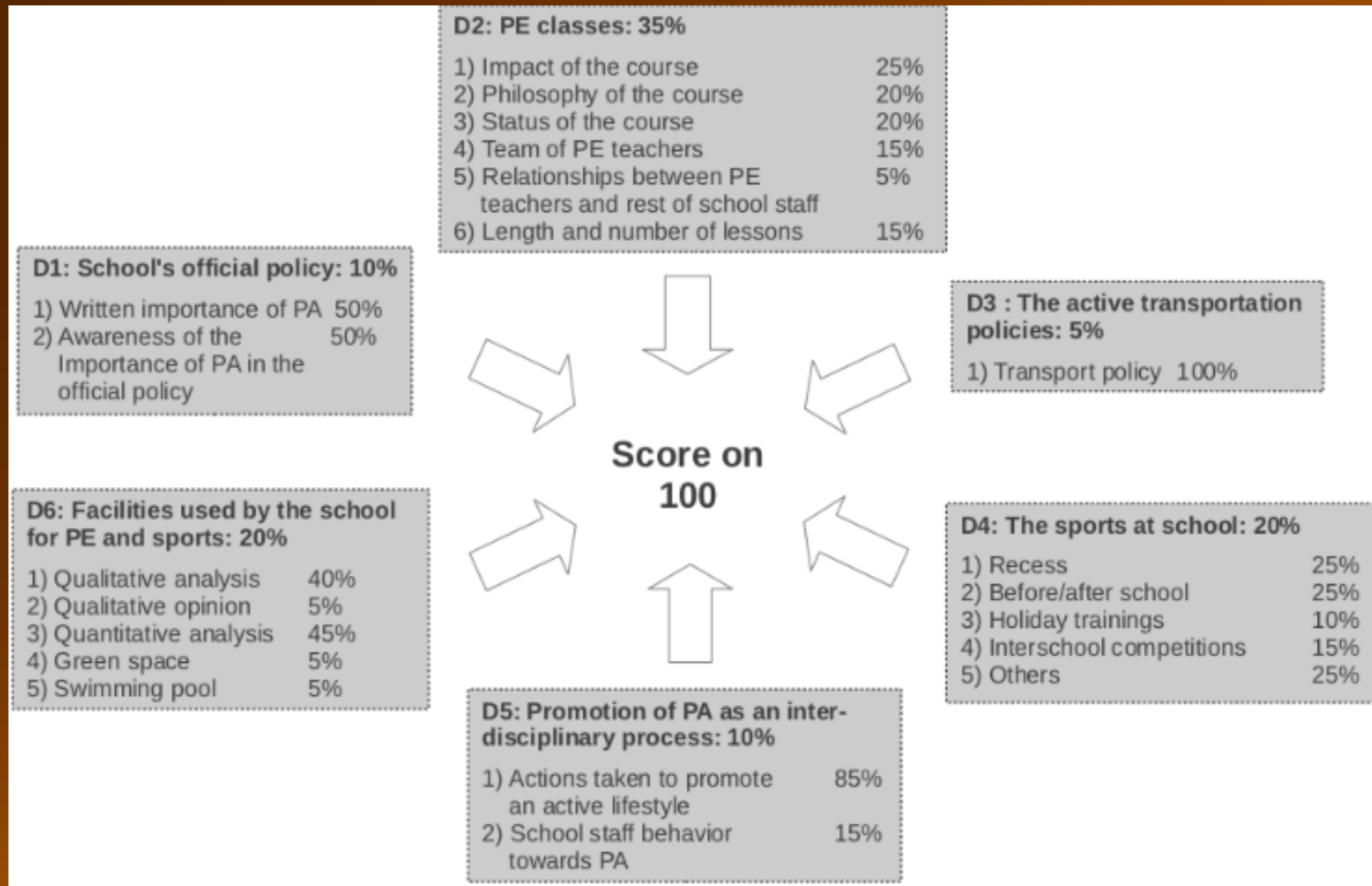
Model for an active school environment

Turcotte et al. (2019, 2021)



Thank you for your attention !





Snyers et al. (2014); Mouton, Boone & Cloes (2015)