

Belgian Physical Education Country Card: More similarities than differences between linguistic communities

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Content of this presentation

What will we talk about?

- Presentation of the Belgian educational context
- Comparison of the main indicators of the PE card
- Suggestions of further developments

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The Belgian educational context



A complex country

- Belgium is a federal state characterized by
3 national languages and 3 economical regions



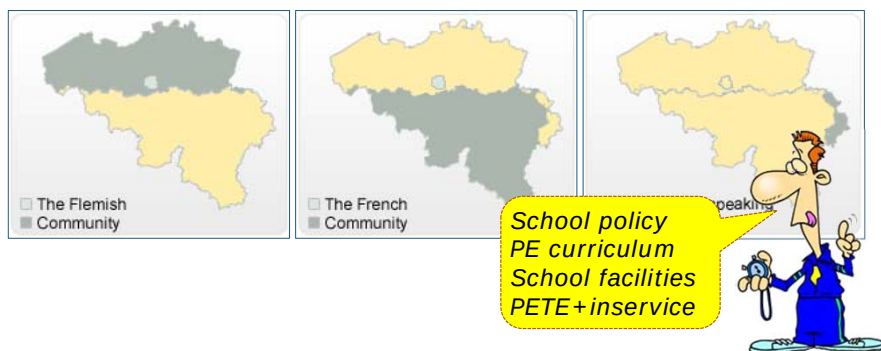
Communities in charge of
what deals with the
people (language)



Regions in charge of what
deals with the goods
(geography)

A complex country

- Communities (languages – people)
 - ❖ Teaching, Youth, Culture, Sports, Justice



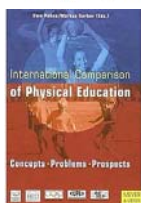
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Previous analyses of PE in Belgium

2005

THE STATE OF SCHOOL PHYSICAL EDUCATION IN BELGIUM

De Knop, P. *, Theeboom, M. *, Huts, K. *, De Martelaer, K. *, & Cloes, M. **
 Vrije Universiteit Brussel (VUB)*
 Université de Liège (ULg)**



2014

Physical Education Stimulating a Healthy Lifestyle and Critical Sports Consumption in Belgium

De Martelaer Kristine
 Vrije Universiteit Brussel
 Seghers Jan
 Katholieke Universiteit Leuven
 Cardon Greet
 Haerens Leen
 Ghent University
 De Boever Eric
 Bond voor Lichamelijke Opvoeding
 Cloes, Marc
 University of Liege



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Comparison of the Belgian indicators

<https://www.globalphysicaleducationobservatory.com/card/?country=BE>



National and official PE curriculum

Not-so-easy

Only at a subnational level



- ✓ Educational Goals: **Physical Education** Final Terms (2024)
- ✓ Charter on **Physical Education** (2024)

Physical
education



- ✓ **Physical Education** and Health Reference Framework - Common Core (2022)
- ✓ Terminal Competences and Knowledge Required in **Physical Education** (2000)

Common focus on competences
and society requirements



- ✓ Frame Plan of the Academic Subject: **Sport** (2008)
- ✓ Framework Plan: **Sports** (2015)

Sport

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National policy requiring mandatory PE

Not-so-clear

Only at a subnational level



- ✓ Educational Goals: Physical Education Final Terms (2024)
- ✓ Charter on Physical Education (2024)



- ✓ Physical Education and Health Reference Framework - Common Core (2022)
- ✓ Terminal Competences and Knowledge Required in Physical Education (2000)



- ✓ Decree for Primary Education (1998)
- ✓ Ordinary Basic Education Order (1999)

No specific reference to the mandatory status of PE
The subject is listed among the school activities

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National policy requiring minimum PE time

Not-so-uniform

Only at a subnational level



- ✓ Standard curriculum containing an overview of the minimum time per subject, which is normally 2 lesson hours (50 minutes) per week



- ✓ Specific timetables according to each educational network (state, catholic, cities and provinces) as well as specific projects, with at least 2 lesson hours (50 minutes) per week



- ✓ No directive applies to regulate the number of weekly hours devoted to PE but, generally, 2 hours (50 minutes) are proposed

In practice, PE hours are generally those that are made up for other activities

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PE surveillance

Not-so-applied

Only at a subnational level



- ✓ Specific to PE in primary and secondary
- ✓ Compliance with the education regulations
- ✓ Quality assurance and development
- ✓ Verification of the administrative requirements



- ✓ Specific to PE in primary and secondary
- ✓ Mainly verification of the administrative requirements
- ✓ Lack of recruitment



- ✓ Not specific to PE in primary and secondary
- ✓ Mainly verification of the administrative requirements
- ✓ Curriculum implementation

PE inspection is officially organized but not really focused on pedagogical aspects

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PE and school-based physical activity research

Not-so-Balanced

Only at a subnational level



- ✓ Majority of the research projects
- ✓ Ghent University and KU Leuven
- ✓ Limited number of research grants



- ✓ Few studies
- ✓ ULiege
- ✓ No research grants



- ✓ No research

4th

Position in the ranking (n=56)



3.58%

Contribution to research worldwide



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Further developments

Challenges

- Limited potential subnational impact of the card
 - ❖ Promotion of a national card
 - ❖ Originality of the data for stakeholders who could consider that 'We are good enough'
 - ❖ Usefulness for each stakeholder (e.g., policymakers, researchers, educators, school boards, PE teachers themselves, students, parents...)
 - ❖ Request for more information on the 'What's going on in gym?'



What's Going on in Gym: Descriptive Studies of Physical Education Classes. Monograph 1. Motor Skills: Theory into Practice.

W. Anderson, G. Barrette • Published 1978 • Education

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Possible developments

- How to deal with the complexity of the organization of each country?
- Why to not propose 'grades' like for GoPA! cards?
- How to overcome the administrative theory to reach the field reality?

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Possible developments

- What about other indicators?
 - ❖ Compulsory specialist PE teachers at primary and secondary school levels
 - ❖ Presence of evaluations in PE and their weight in the pupils/students' achievement
 - ❖ Status of the subject compared to the other school disciplines
 - ❖ Quality of the facilities and equipment
 - ❖ PE teachers' participation to inservice education
 - ❖ Existence of a PE teachers network or professional organization
 - ❖ Existence of a PE journal or specific resources for PE teachers

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References

- De Knop, P., Theeboom, M., Huts, K., De Martelaer, K., & Cloes, M. (2005). The state of school physical education in Belgium. In, U. Pühse & M. Gerber (Eds.), *International comparison of Physical Education. Concepts. Problems. Prospects* (pp. 104-131). Oxford: Meyer & Meyer Sport. Available on Internet : <http://hdl.handle.net/2268/13513>
- De Martelaer, K., Seghers, J., Cardon, G., Haerens, L., De Boever, E., & Cloes, M. (2014). Physical Education Stimulating a Healthy Lifestyle and Critical Sports Consumption in Belgium. In, M.-K. Chin & C.R. Edginton (Eds.), *Physical Education and Health Global Perspectives and Best Practice* (pp. 43-56). Urbana, IL: Sagamore. Disponible sur Internet: <http://hdl.handle.net/2268/167069>

- ✓ Educational Goals: Physical Education Final Terms (2024) FL
- ✓ Charter on Physical Education (2024) FL
- ✓ Physical Education and Health Reference Framework - Common Core (2022) FWB
- ✓ Terminal Competences and Knowledge Required in Physical Education (2000) FWB
- ✓ Frame Plan of the Academic Subject: Sport (2008) DG
- ✓ Framework Plan: Sports (2015) DG
- ✓ Decree for Primary Education (1998) DG
- ✓ Ordinary Basic Education Order (1999) DG

- ✓ Other documents????

Images

- S2 - <https://themyp.com/fr/faq.html>
- S4 - https://european-union.europa.eu/principles-countries-history/eu-countries/belgium_fr
- S5 - <https://www.guidesulyse.com/fr/fiche-contenu.aspx?id=124814>
- S7 - <https://www.egts-gect.eu/fr/download/lexique-la-planification-en-flandre-et-en-france-2017>
- S7 - <https://www.dermenschlaeuft.de/zeitmessung-beim-strassenlauf/>
- S9 - <https://www.globalphysicaleducationobservatory.com/card/?country=BES5>
- S11-15 - https://www.vlm.be/nl/themas/over_VLM/logo/logos/Paginas/default.aspx
- S11-15 - <https://mlett.brussels/la-federation-wallonie-bruxelles-62>
- S11-15 - https://ostbelgienlive.be/desktopdefault.aspx/tabid-72/186_read-448/
- S11 - <https://www.eeme.co/>
- S16 - <https://www.ankota.com/blog/home-care-software/3-tips-for-getting-referrals-from-social-workers>
- S17 - <https://www.civilsociety.co.uk/news/charitable-funders-urged-to-start-measuring-wellbeing-to-assess-impact.html>
- S19 - <https://travel.tribunnews.com/2018/07/10/dari-arab-hingga-hawaii-inilah-cara-ucapkan-terima-kasih-dalam-14-bahasa-di-seluruh-dunia>