



GoPE! Country Cards: What's going on in Belgium?

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What will we talk about?

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

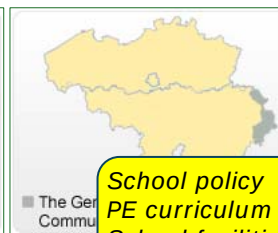


The Belgian educational context

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

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

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



School policy
PE curriculum
School facilities
PETE+inservice



National and official PE curriculum

Only at a subnational level

Not-so-easy



- ✓ 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)



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

Physical
education

Common focus on competences
and society requirements

Sport

National policy requiring mandatory PE

Not-so-clear

Only at a subnational level



Vlaamse
overheid

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



FÉDÉRATION
WALLONIE-BRUXELLES

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



Ostbelgien

- ✓ 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

National policy requiring minimum PE time

Not-so-uniform

Only at a subnational level



Vlaamse
overheid

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



FÉDÉRATION
WALLONIE-BRUXELLES

- ✓ 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



Ostbelgien

- ✓ 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

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

PE and school-based PA research

Not-so-Balanced

Only at a subnational level



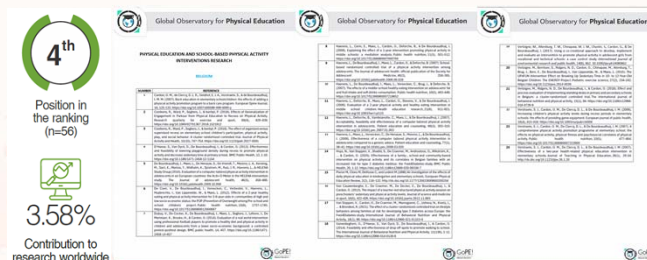
- ✓ Majority of the research projects
- ✓ Ghent University and KU Leuven
- ✓ Limited number of research grants



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



- ✓ No research





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



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?

The biggest room in the world is the room for improvement.





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



Here are some seeds of thought to cultivate.



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<https://hdl.handle.net/2268/349585>

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Images

- S3 - https://european-union.europa.eu/principles-countries-history/eu-countries/belgium_fr
- S3 - <https://www.egts-gect.eu/fr/download/lexique-la-planification-en-flandre-et-en-france-2017>
- S3 - <https://www.dermenschlaeuft.de/zeitmessung-beim-strassenlauf/>
- S4-8 - https://www.vlm.be/nl/themas/over_VLM/logo/logos/Paginas/default.aspx
- S4-8 - <https://mlett.brussels/la-federation-wallonie-bruxelles-62>
- S4-8 - https://ostbelgienlive.be/desktopdefault.aspx/tabid-72/186_read-448/
- S4 - <https://www.eeme.co/>
- S9 - <https://www.civilsociety.co.uk/news/charitable-funders-urged-to-start-measuring-wellbeing-to-assess-impact.html>
- S10 - <https://www.penguinrandomhouse.com/books/106634/what-do-we-do-now-by-keith-and-the-girl/>
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- S12 - <https://travel.tribunnews.com/2018/07/10/dari-arab-hingga-hawaii-inilah-cara-ucapkan-terima-kasih-dalam-14-bahasa-di-seluruh-dunia>