Health and physical education from a European perspective

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Two questions
• How is PHE implemented in Europe?
• What is done in the French speaking part of Belgium on PHE?

Role of the school in health promotion

The school is recognized as a partner in health promotion
• In the 90’, WHO launched the European Health School Network
  Nutbeam (1992)
  OMS Europe (1993)
• Development of the ‘Active School’ concept ➔ Several models
  Cale (1997)
  Ontario Physical and Health Education Association (2006)
  Comprehensive schools (2013)

The school is a pillar of the society

Ecological model
(Sallis et al., 2006)

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Active Living Domain: Occupational activities

Behavior settings Access and Characteristics: School environment

Policy Environment: School policies (guidelines, budget …)
**What's the Impact?**

- **Half full?**
- **Half empty?**

**Half empty**

- Long term effect: from school to adulthood
  - A real doubt is highlighted against practitioners’ usual beliefs

Mission impossible? Reflecting upon the relationship between physical education, youth sport and lifelong participation

Ken Green
University of Chester, UK, Norwegian School of Sport Sciences, Norway

**Half full**

- Specific school interventions
  - Cale et Harris (2006, p. 415)

Conclusion

The evidence reviewed here has revealed that school-based physical activity interventions can be effective and achieve a range of positive outcomes, suggesting that teachers’ efforts to promote physical activity through PE programmes can indeed be worthwhile. Further, and despite limitations in the existing literature precluding definitive guidelines for schools to be made, consideration of the key trends and issues concerning the physical activity interventions clearly has implications for practice and has been used to inform a number of recommendations for the future direction of formal and informal physical activity programmes, initiatives and interventions. Until a stronger evidence base becomes available, schools and teachers should be encouraged to plan, implement and evaluate programmes and draw on such recommendations to inform their practice.

- Demetriou & Höner (2012)

Positive impact on:
- BMI - 28%
- Motor performance – 69.7%
- Physical activity – 56.8%
- Knowledge - 87.5%
- Self-esteem - 30%, Attitudes - 43.8%

**Half full**

- ECSS
- This paper summarises such evidence by using a lifespan approach with physical activity behaviour change for children and adolescents, adults and older adults
- What about the youth?

**Half full**

- Comprehensive school-based strategies encompassing PE, classroom activities, after-school sport and active transport can increase physical activity in young people

- Heath et al. (2012)
Physical and health education

- Physical education
  - Motor
  - Fitness
  - Social

- Health education
  - Motor
  - Fitness
  - Social

A reference

- Austria
- Belgium
- Bosnia and Herzegovina
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- England
- Finland
- France
- Germany
- Hungary
- Italy
- Luxembourg
- Poland
- Romania
- Serbia
- Slovakia
- Spain
- Sweden
- Switzerland
- The Netherlands
- Ukraine


PHE around the world

- 40 countries
- 23 from Europe


Physical literacy

Pursuits that promote health and fitness have marginal roles in many schools

PE programs generally do not focus on health in any systematic or specialized way
Nutrition Addictions

Human skills: Collaboration Stress control Communication
Focusing attention to others’ needs and emotions
Respecting others
Development of creativity

Safety

Knowledge

Inter-disciplinary

Partnerships

School teams: PE teachers, classroom teachers, assistant teachers for PA
Sports clubs
Sports for all organizations
Families
Consultation center for PE teachers to support implementation

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As many others, the Education competences are split according to the language.

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The Bible

Le 'Décret missions' {Decree Missions}

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Competences and aims

Nutrition, Sex, Risk beh. (driving), Medicine, Smoking, Hygiene, Alcohol, Doping, Sport care

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Competences and aims

Fitness, Motor skills, Social skills
51 secondary level schools out of 514
- Assessment of 6 dimensions related to PA promotion (PA school policy, PE, active transportation, life environment, sport at school, PA in the classroom)
- Several instruments
  - Interviews of the principal, 2 PE teachers, 1 class teacher
  - Focus group with ending students
  - Questionnaire fulfilled by all ending students
  - Analysis of the facilities used for PE courses

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Van Hoye, Motter & Cloes (2009)
- Analysis of 4 secondary level schools in Wallonia, 1 in England and 3 in the German speaking community of Belgium
- All schools were well reputed for their involvement in sport/physical activity
- Reference to the model of Cale (1997)
- 7 dimensions (school policy, school ethos, environment, care & support, community links, informal curriculum, curriculum)

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The impact on youth’s PA?

- Physical Activity
- Active Play
- Active Transportation
- Sedentary Behaviors
- woodedness

Wijtzes et al. (2016)

What kind of actions are envisaged?

- Plans: WALAP + Brussels
  - Physical (in)activity among the priorities besides of nutrition
  - Involvement of school as a priority

Education

Pact for Excellence in Education (2017)

Active school’ model

6 dimensions

Role of PE teacher (Snyers et al., 2014)

20 elements of content (Turcotte et al., 2011)

Consortium Activités physiques, bien-être et santé (2017)

An approach respecting the process of a collaborative didactic engineering

Goigoux (2012)
Sénéchal (2016)

State of the Art

Contact with practitioners

Physical activity, wellness, and health

- A matrix with two axes

Consortium Activités physiques, bien-être et santé (2017)

‘Active school’ model

6 dimensions

Role of PE teacher (Snyers et al., 2014)

4 major educational orientations

20 elements of content (Turcotte et al., 2011)
Dimensions of PA at school
- School policy
- Quality physical education
- Extra curricular sports and physical activity
- Active transportation
- Life environment (recesses, spaces)
- Physical activity in the classroom

Categories of elements
- Self-esteem
- Social competence (respect of others, ethics ...)
- Life habits (PA, nutrition, hygiene, addictions, stress)
- Healthy and safe behaviors (warm up, stretching, ergonomic principles, basic life support ...)

What's PE(HE) brings to students that they will be able to use in their daily lives, throughout their lives
- PE(HE) 'added value' in the short-, mid-, and long-term
  - Physical literacy
  - Accountability
  - Quality PE
- 5th level within the Personal and Social Responsibility model (Hellison, 1995)
- 'Didactic transposition’ (Amade-Escot, 2006)

To do list:
- Complete the resources with teachers’ ones
- Test selected approaches
- Share the resources through an online tool
- Support the collaborative process

The concept of societal transfer
- Knowledge of the body
- Social aspects
- Psychological aspects
- Health and safe behaviors
- Transversal aspects
- Autonomous practice
- Physical and sport culture
8 seminars (63 PE teachers + 15 PE students)

- representations about societal transfer
- collect of good practices and inductive classification
- feedback and take home message

Case study: a badminton unit

Cloes & Pire (...)

PE teachers do not know the concept
- They already propose actions linked to health education
- They react rather than systematically plan

Nice approach
- Not so difficult
- Would be positive for PE

Four pedagogical gaps in health/PA in PE (Haerens, 2012)
- Lack of pedagogical intervention studies with regard to HBPE (focus on motor competence or MVPA; emphasis on sport rather than leisure activities)
- ‘Pedagogy of obesity’ (very limited studies)
- Issue of the transfer (lack of interaction between PE and community/home)
- Sedentary behavior (considered as an independent health risk behavior)

Development of a Pedagogical Model for Health-Based Physical Education (Haerens et al., 2011)
- Requires that teachers’ beliefs about teaching and learning in PE are oriented toward self-actualization and social reconstruction
- Needs the prominence of the affective domain (valuing physical active) in planning for learning

Goal: getting youngsters to value and enjoy physical activity for life so that they are (autonomously) motivated to become/remain active outside PE

In Europe, HE is now part of the curriculum in a growing number of countries
- PE teachers are regularly in charge of that topic, mainly at secondary school level
- Most of the time, it is ‘limited’ to PA promotion

In the French speaking part of Belgium, HE is becoming more consistent
- Tools are developed in order to prepare PE teachers (as well as other actors) to implement projects aiming to educate youths for lifelong healthy lifestyle (not only PA)


Cloes, M. & Pire, C. (…). Analyse de l'ancrage societal du cours d'education physique, Université de Liège.


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