

Making a Splash


Integrating Water Safety into the Curriculum



Riitta Vienola_Flyte_Norway_2024



Svenska
kulturfonden



Stand up if your answer is "yes"

- Did you learn to swim at school?
- Did you learn to use a rescue equipment for rescues at school?
- Did you learn to assess your own skill level, becoming aware of strengths and areas for development at school?
- Did you learn to identify risks in your living environment at school?

Content

- Why school education and National Curriculas are important “actors”
- Workshop in Perth
- Survey – preliminary results
- National curricula & water safety in Finland
- Sum up



- Water-related accidents, particularly drowning, continue to be a significant global concern, especially among children.
- The World Health Organization (WHO) recommends the inclusion of basic swimming skills and water training programs for children aged 6 years or older, regardless of their economic context.

A lack of fundamental knowledge, skills, and negative attitudes often lead to tragic drowning incidents.

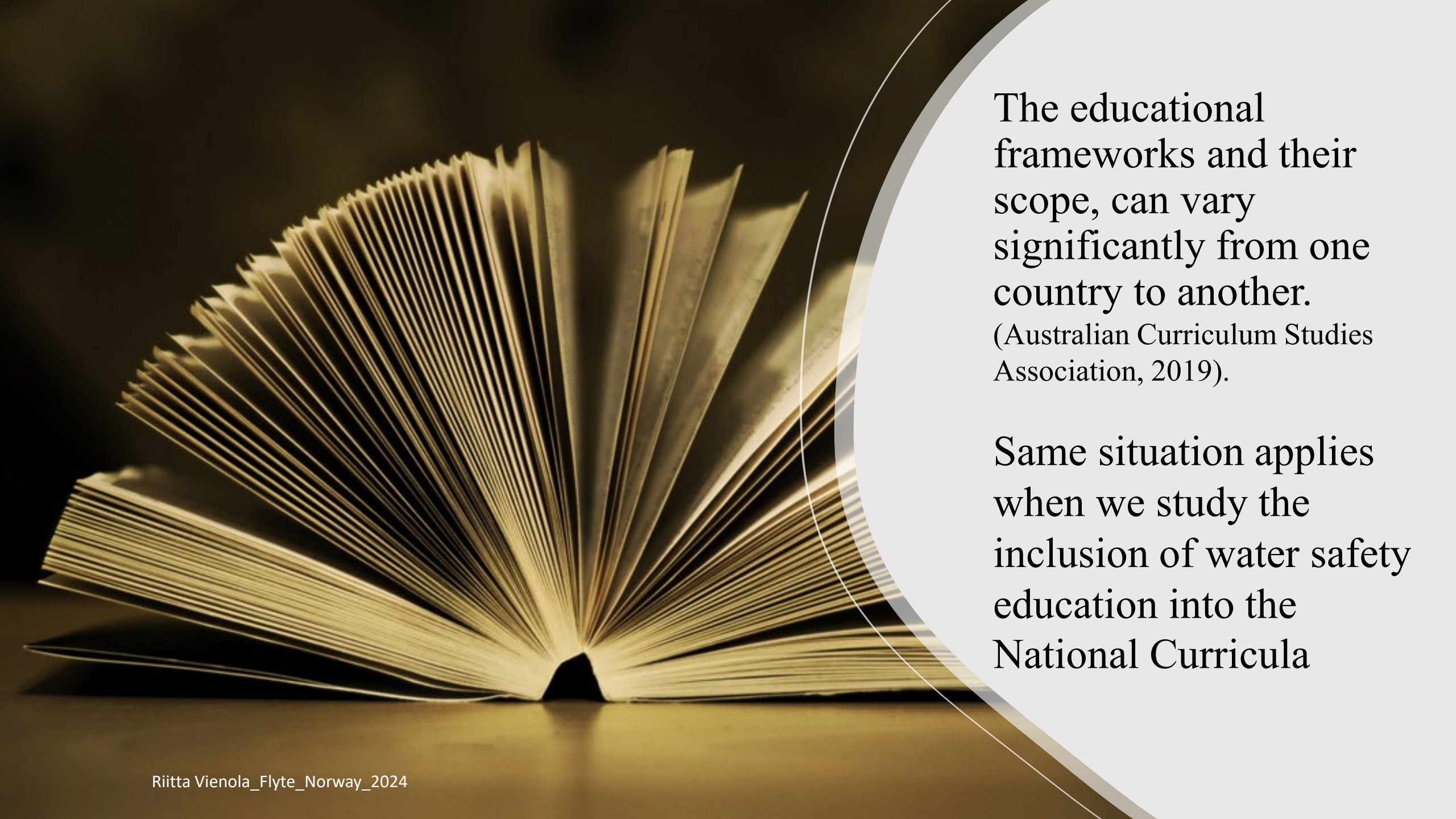
(WHO, 2021; Stallman et al., 2008)



- Currently, 91 percent of school-aged children attend primary school.
- Of these children and young adults, 72 percent complete their basic education, with approximately half also receiving secondary education.
- Two-thirds of the world's countries have achieved gender equity in primary school enrolment.

(Ministry for Foreign Affairs of Finland, 2022.)
(UNESCO; UNICEF).





The educational frameworks and their scope, can vary significantly from one country to another.

(Australian Curriculum Studies Association, 2019).

Same situation applies when we study the inclusion of water safety education into the National Curricula

UNESCO Strategy on Education for Health and Well-Being

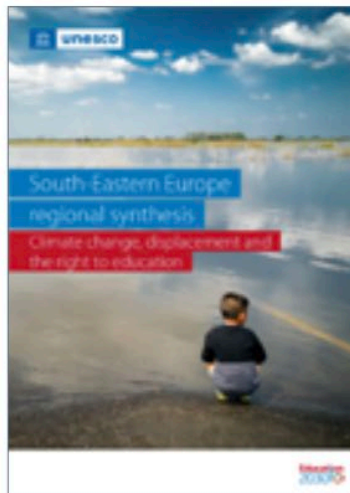
Global Education Monitoring Report Gender Report: Deepening the debate on the



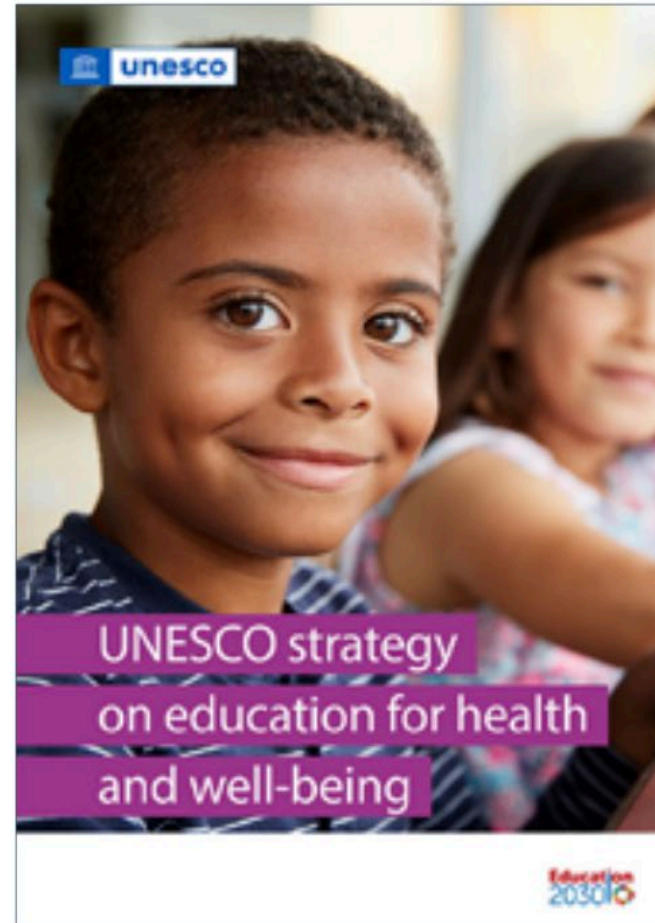
978-92-3-100100-1
978-92-3-200100-1
Also published in Arabic
70 pp, 21.5 x 29.7 cm
Publication
The 2022 Gender parity

Climate Change, Displacement and the Right to Education

These regional synthesis reports aim at identifying and divergent patterns of climate displacement barriers to education for climate displaced people in different countries. It also aims to guide policymakers in addressing these challenges.



South-Eastern Europe



978-92-3-100528-2 (English edition – 2022)

32 pp, 21 x 29.7 cm, PDF

Publication available on <http://unesdoc.unesco.org/>

Education has the power to transform the lives of children and young people, and the world around them. But inclusive and transformative education cannot be delivered if students are not safe, well-nourished and healthy, and free from violence and discrimination.

This strategy, revised and updated since its first iteration in 2016, presents UNESCO's vision for better health and education outcomes for all learners. It will guide UNESCO's work in collaboration with UN agencies, multi-lateral organizations and civil society to put health and well-being at the top of the education agenda.



Central America and the Caribbean



Asia-Pacific regional

<https://unesdoc.unesco.org/ark:/48223/pf0000387163>

Water Safety and National Curricula project goals:

- Understand challenges and opportunities to prevent drownings via school systems/ education
- Identify areas for improvement and enhancement
- Share ideas, methods, structures to advance water safety within the school system



WORLD CONFERENCE ON DROWNING PREVENTION - PERTH, AUSTRALIA DECEMBER 2023

SWIMMING AND WATER SAFETY IN CURRICULA WORKSHOP

Australia, Bangladesh, Belgium,
Canada, Denmark, France,
Germany, India, Indonesia, Ireland,
Japan, Malaysia, Maldives, Nepal,
New Zealand, Norway, Portugal,
South Africa, Sweden, Switzerland,
Taipei, Taiwan, Uganda, UK, USA,
Vietnam



WORLD CONFERENCE ON DROWNING PREVENTION PERTH, AUSTRALIA DECEMBER 2023 SWIMMING AND WATER SAFETY IN CURRICULA WORKSHOP

1. GOALS – WHAT ARE THE GOALS AND WHERE ARE WE HEADED (ISLAND)?
2. PEOPLE - WHO NEEDS TO BE ON THE BOAT?
3. RESOURCES - WHAT IS NEEDED TO SAIL TO THE ISLAND? (WIND)
4. CHALLENGES & BARRIERS – WHAT'S CAUSING THE BOAT NOT TO GET TO THE ISLAND? (ANCHOR)





WHAT ARE THE GOALS AND WHERE ARE WE HEADED

1. Universal Water Safety Education: **Every child should receive water safety skills relevant to their community.**
2. Teacher Training and Standardization
3. International Collaboration and Learning
4. Inclusive and **Fun Approaches: Child-centered**
5. Policy and Infrastructure Development
6. Community Awareness and Engagement

WHO NEEDS TO BE ON THE BOAT

1. Key Stakeholders and Decision-Makers
2. Expertise and Advocacy (**Media**)
3. Inclusive Representation → **non-political approach**
4. Educational Institutions and Curriculum Development
5. Organizational Collaboration

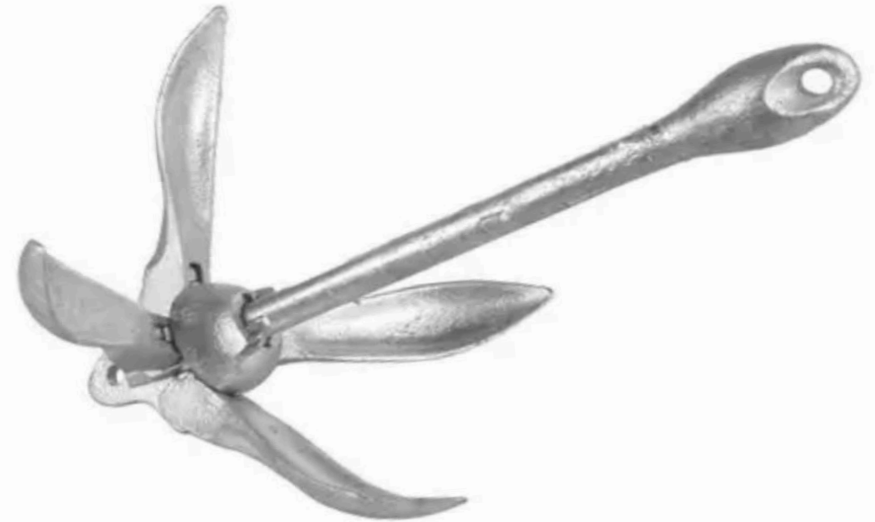


WHAT ELSE IS NEEDED?

1. **Financial Support and Commitment**
2. Advocacy and Collaboration
3. Educational Resources and Training
4. **Strategic Planning** and Awareness
5. Infrastructure and **Human Resources**
6. **Research**, Evaluation, and Policy Development

CHALLENGES AND BARRIERS

1. Recognition and Prioritization Challenges
2. Educational System Challenges
3. Teacher Training and Curriculum Issues
4. Infrastructure and Access Challenges
5. Collaboration and Priority Challenges
6. Social and Environmental Factors





Assessing the Role of Water Safety in the National Curriculum

Survey research

The primary goal of this research is to enhance understanding of the current state of water safety education in schools and to contribute to the development of water safety education worldwide, including its integration into national curricula.

We estimate that participating in this survey will take approximately 10 minutes of your time. Your participation is essential in helping us make a meaningful impact on water safety education. We look forward to receiving your responses.

This research is being conducted in collaboration with Arcada University of Applied Sciences, the Finnish Lifesaving and Swimming Teaching Federation, and the ILS Drowning Prevention Commission.

In line with research ethics, any published findings from this study will be presented in a way that safeguards the anonymity of various countries / respondents.

If you have any questions or concerns regarding the survey, please do not hesitate to contact our research team.

We sincerely thank you for your time and consideration regarding this important matter.

Riitta Vienola

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Kristiina Heinonen

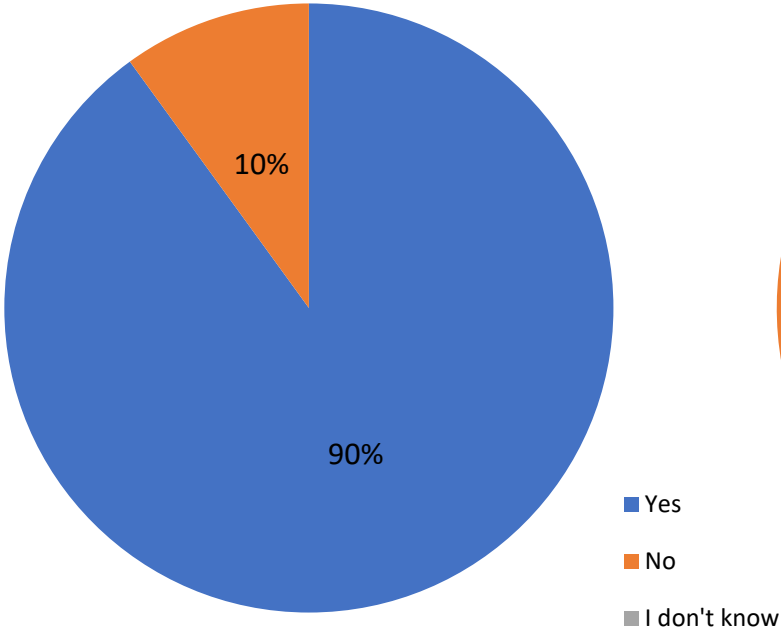
Executive Director at Finnish Swimming Teaching and Lifesaving Federation

kristiina.heinonen@suh.fi

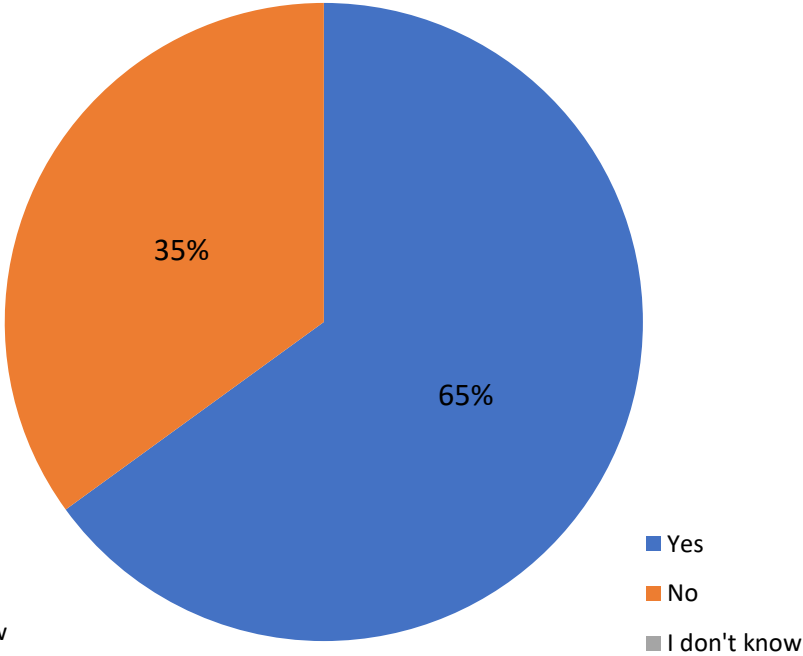
Countries that have answered by 19.1.2024

- | | |
|--------------|--------------------|
| 1. Australia | 11. Nepal |
| 2. Brazil | 12. Netherlands |
| 3. Bulgaria | 13. Norway |
| 4. Croatia | 14. Poland |
| 5. Denmark | 15. Saudi Arabia |
| 6. France | 16. South Africa |
| 7. Greece | 17. Sweden |
| 8. Indonesia | 18. Taiwan |
| 9. Ireland | 19. Uganda |
| 10. Japan | 20. United Kingdom |

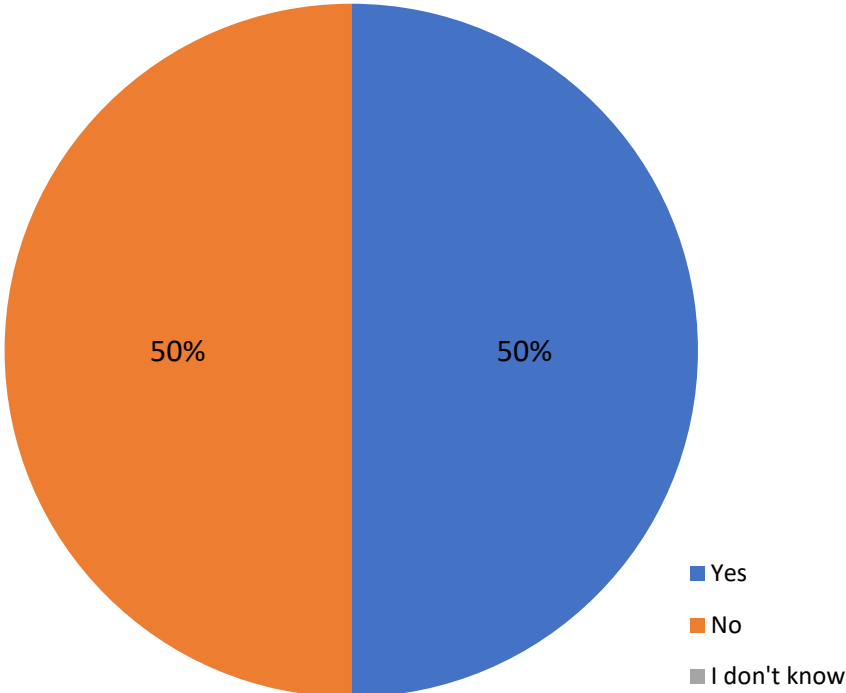
Do you have a general national curriculum in your country?



Is swimming education mentioned in your national curriculum?

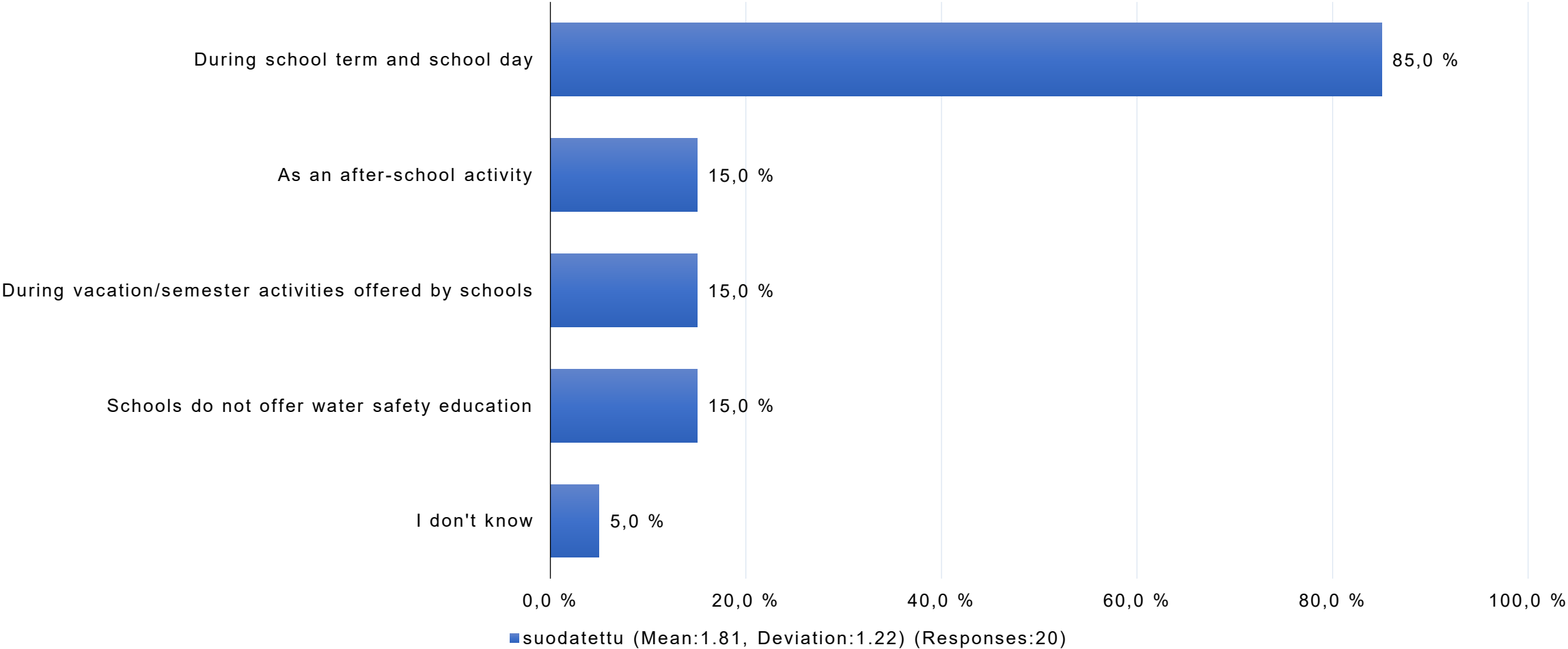


Is water safety education mentioned in your national curriculum?



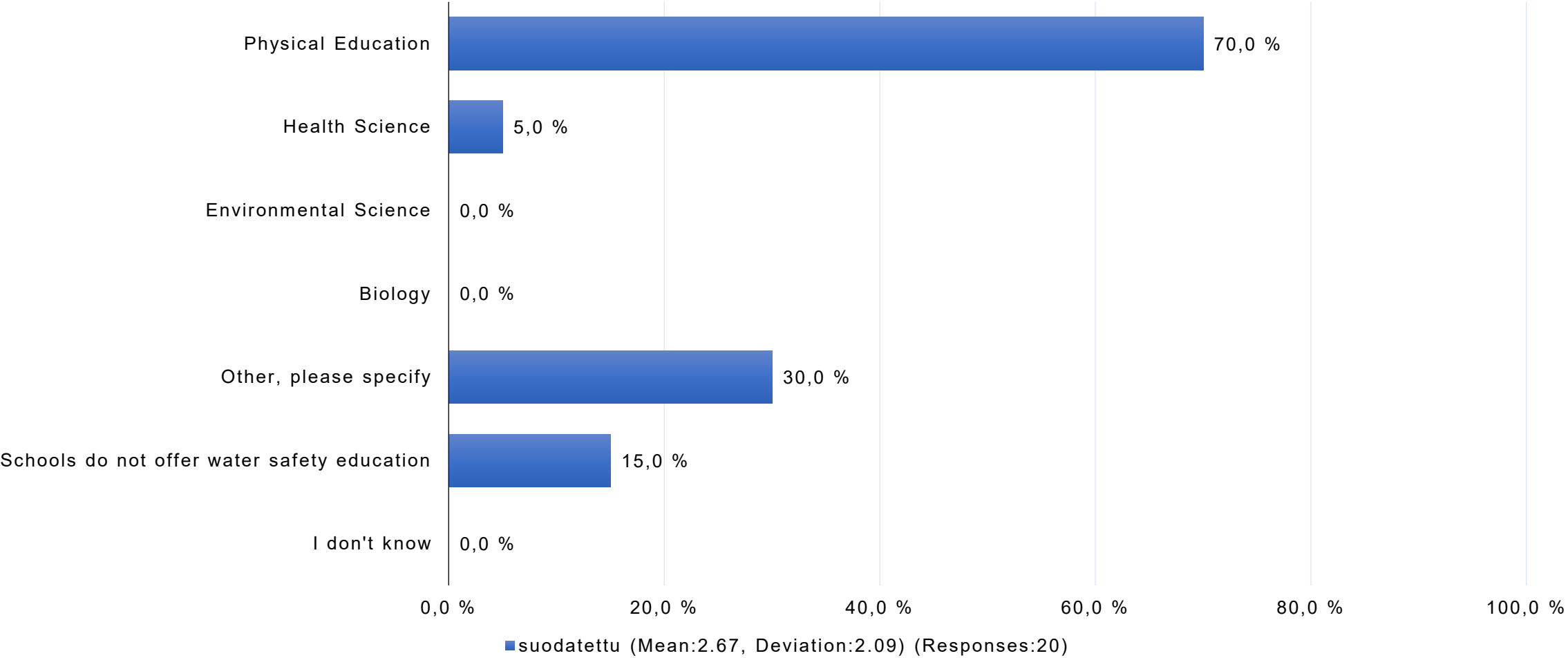
Water Safety at Schools

If schools offer water safety education, when does this occur?



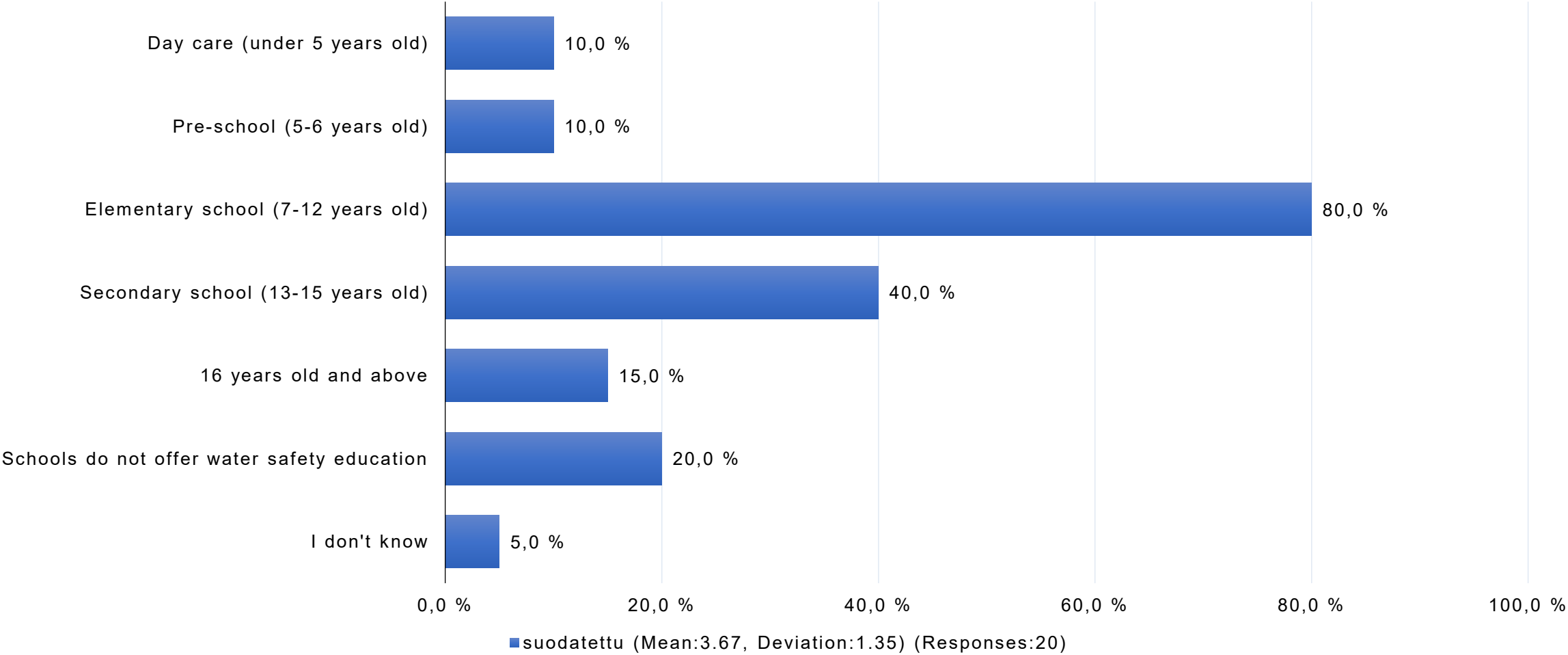
Water Safety at Schools

If water safety is taught during school term and school days, under which school subject is it taught?



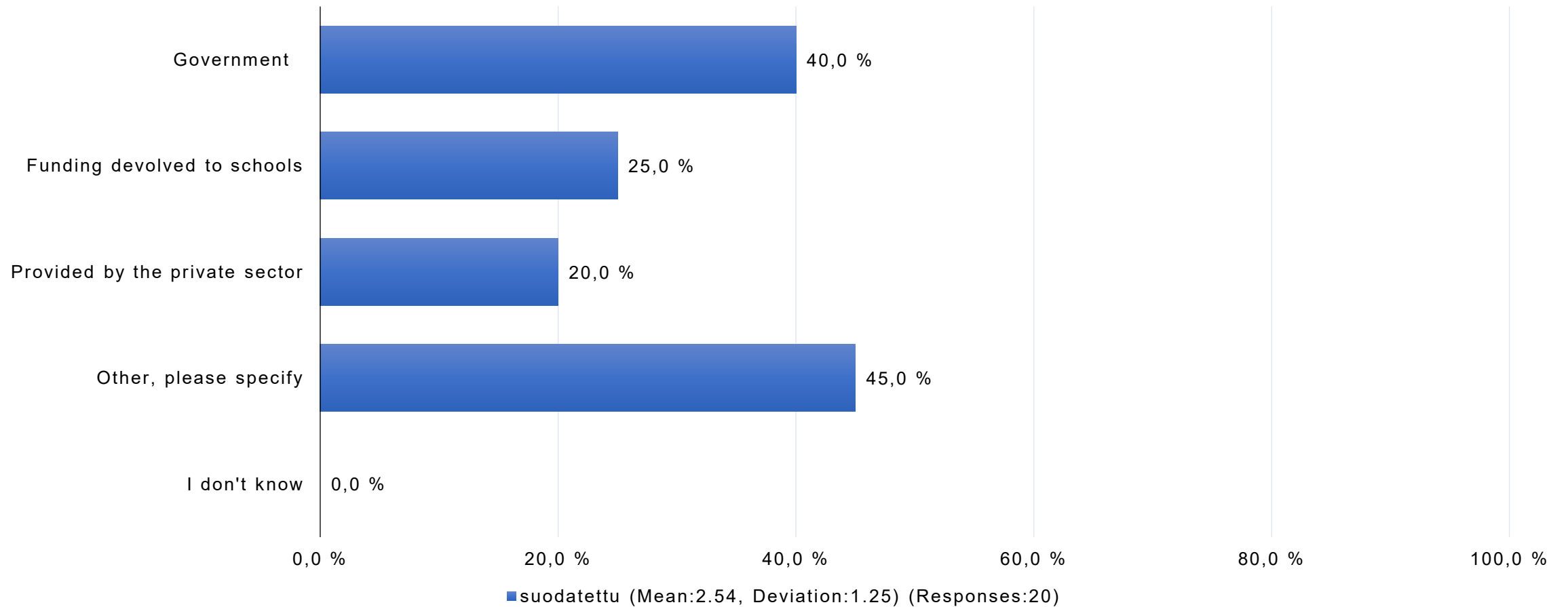
Water Safety at Schools

In which class/age groups is water safety education provided?



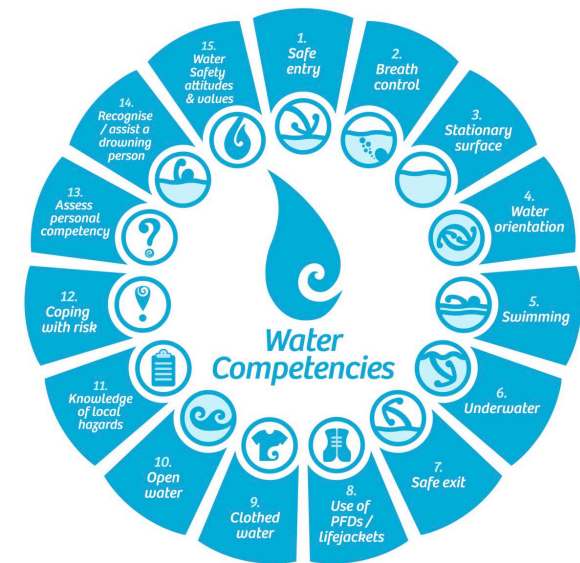
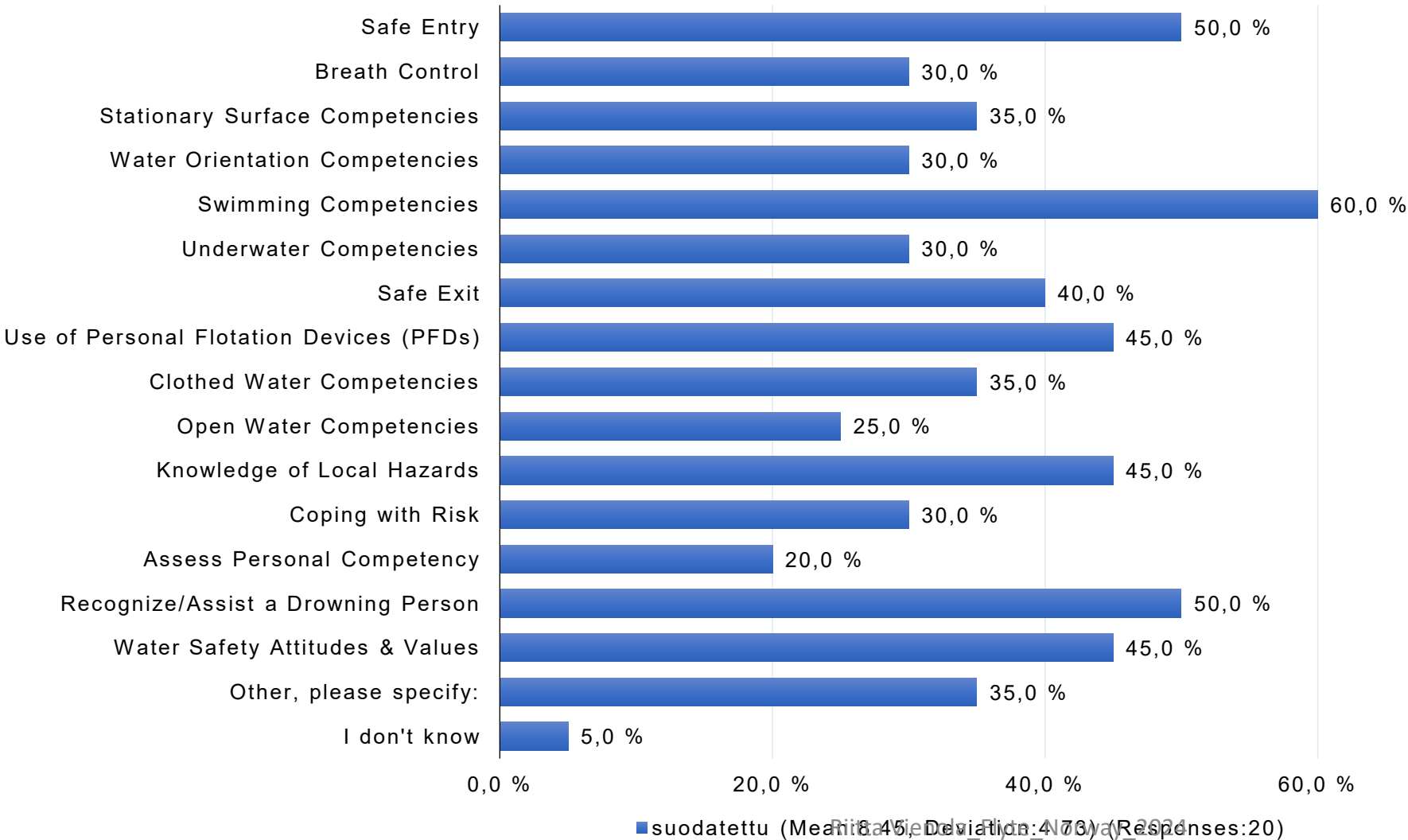
Funding

Who is responsible for the costs of water safety education?



Content of the Water Safety education

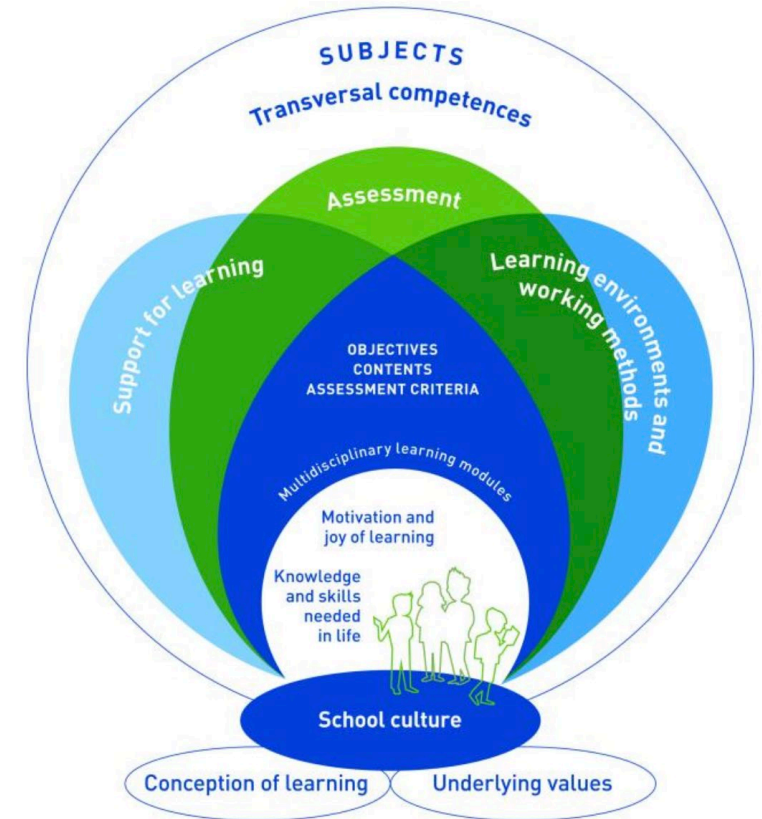
What is the content for water safety in your national school curricula? (Water competence list)



(Stallman, Moran, Quan, & Langendorfer, 2017)

In Finland

- Swimming has been taught in schools even before the National curricula (the first national curriculum came in the 1970s)
- National core curriculum for primary and lower secondary (basic) education (2014)
 - During grades 1-2: introduce the pupil to water sports and ensure elementary swimming skills
 - During grades 3-6: teach swimming skills (basic swimming skills) so that the pupil can move in the water and rescue themselves from the water
 - By the ninth grade, students are taught to swim according to the Nordic definition and water rescue skills.



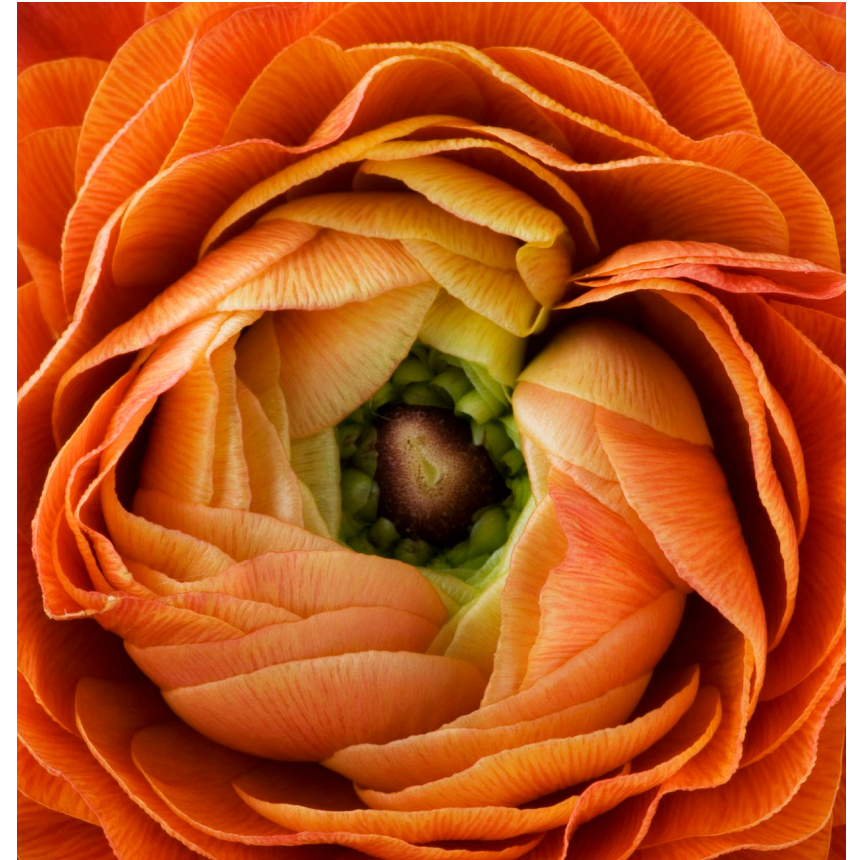
Water safety education in Finnish school system

- Great variation in execution; both in the number of hours and content
- Water competencies (15 areas) became a part of the swimming instructor course (by FSL) in year 2020
- Same year the online course was offered to the "old swimming teachers" and to physical education teachers
- There is currently an ongoing project that focuses on the development of swimming lessons (including water competencies) in schools – creating goals for different classes, ready-made lesson plans, webinars, etc



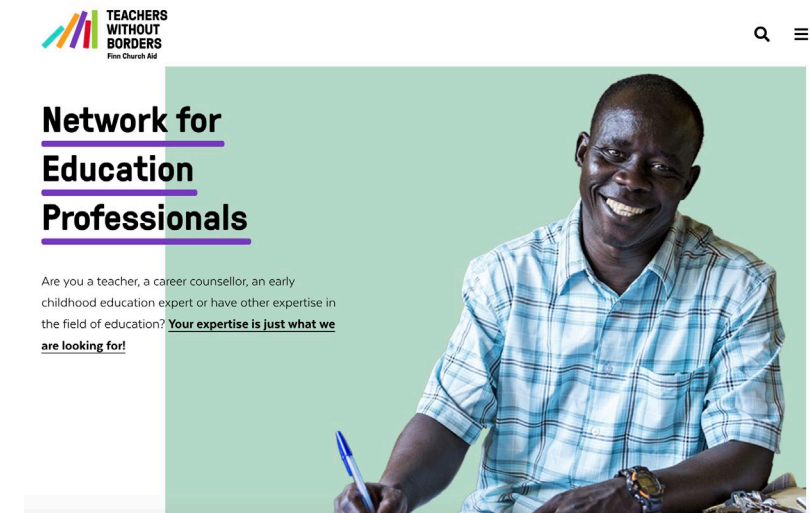
Sum up

- Study and understand your National curricula (not just P.E.)
 - See the good that already exists
 - Collaborate and share
- Through school system we can change the world – even a small change can open up new pathways
 - Attitudes matter!
 - Water competencies are life competencies in many ways
 - Your input is important
- Teachers need easy solutions (materials) – they have plenty to do



Norway has a lot of expertise and knowledge

- network and share what you have



<https://www.opettajatilmanrajoja.fi/en/>



THANK YOU



ARCADA



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- Riitta Vienola (Finland)

