

Outdoor physical activities in physical education and sports at the Beni Mellal Provincial Directorate.

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Abstract

Through this study, we determine the interest allocated to physical outdoor activities on the part of teachers and students.

As a realization of this study, we registered in constructivism, and we used questionnaires and interviews. Questionnaires were sent to the students, while interviews were held with PES teachers of Beni Mellal provincial direction.

Physical Outdoor Activities (POA) can be qualified as physical and sports activities (PSA) that can promote self-construction of knowledge, skills development and education of individuals to the values of life, of citizenship and of the environment. Thanks to the pedagogical and socioeconomic interests of the OPAs, the teachers of the PES and their pupils express a great wish for their integration in the PES curriculum.

Sport in Moroccan schools can be found in two complementary forms: Physical Education and Sports (PES) and the School Sports Association (SSA). The PES is a teaching material, where the legislator has underlined a set of educational objectives and skills that are transmittable to the socio-professional life of learners, while the SSA represents a field of blossoming and sporting development.

Despite the sports orientation of the SSA, the two entities, PES and its subsidiary ASS, work in synergy to train a citizen fit to integrate into society. Optimization of the achievement of this goal can be achieved through the introduction of new forms of school sports practices.

Keywords: School sport tourism, POA, Interest, Nature, Environment.

1. Introduction

The Moroccan education system is based on a diverse panel of school education disciplines. These subjects are characterized by the particularity of the knowledge they transmit, the skills they build and the values they convey. For this, PASCO and DINNINGTON (2007, P. 88) believe that *“Not all school subjects are of the same nature. Some favor acquisitions related to motor skills, others mobilize mainly the abstraction abilities of students, others finally root in the speeches “.*

The Physical Sport Education (PSE) is one of these teaching disciplines, where it mobilizes social practices for educational reasons. The PSE is interested in the transmission of cultural knowledge related to physical sport activities (PSA), The PSE focuses on the transmission of cultural knowledge relating to physical sport activities (PSA), the human body, the construction of skills (Methodological, communicational, technical ...) and education to the universal values of life¹.

Indeed, this panoply of acquisitions favors the formation of a future citizen healthy and able to integrate society. In this sense, in parallel with the spirit of analysis and adaptation to different situations, the analytical reading of the curriculum specifies that the student, through the PES, will be educated in ecology, environment, fair competition and having a permanent physical practice.

Moreover, the PSA thanks to the situations they present and their specificities (individual or collective, wilderness, contact or non-contact ...), represent a means of transmission, construction and training for learners as well as 'with regard to PSE teachers.

On the side of the traditional PSA or often practiced within the schools, another category of PSA, belonging to the artistic PSA to be discovered (APSAD), can also carry out well the programming of the lessons, the mobilization of the competences and the education students with values that are extrapolated to social life.

Physical outdoor activities (OPA), of a touristic and environmental nature, allow individuals to practice physically in an open and natural environment, precursors to diverse and multidisciplinary learning.

The OPA, being PSA evolutions in nature, put the student in direct contact with his natural environment outside school, giving him a great opportunity to discover the structure of his environment and approach a tourist sport practice in full swing.

¹ Pedagogical guidelines of 2007

In a perspective of complementarity with the PSAs often programmed by the teachers of the PSE, The OPA are also carriers of values and mobilizing skills. According to FALAIX (2012), they represent, on the one hand, a means of education on the environment and the preservation of the natural environment and biodiversity, on the other hand, these nature-based sports practices provide an environment for strengthening and applying skills (meeting of methodological knowledge, cultural knowledge and values), built in schools, and guide students to specialize in tourism to outdoor sports.

As concluded by PRÉVITALI, COIGNET & MARCHISET (2015), PSA contributes to the training of future citizens (mobilization of skills and transmission of values) and to the establishment of permanent physical practice among individuals². Whereas the PSA cited in the pedagogical guidelines (PG) and adopted by the teachers of the PSE remain limited and practiced in a standard environment, where the social and environmental dimensions of learning are poorly perceived. As an enrichment of learning, skills enhancement and preparation of students for social life, the opening of the PSE on other PSA of a creative nature, tourism and environmental discovery, such as OPA, questions the Moroccan school and the teachers of the PSE.

The OPA is one of the sports families characterized by their ability to train citizens able to integrate into different societies (through contacts established with different communities at the time of practice), aware of the concept of environmental preservation (practice site), and initiated to sports tourism (Association between sport and the discovery of the local environment).

In this sense, the subject of this article is “outdoor physical activities in physical and sports education at the Nouaceur Provincial Directorate”. Moreover, the aim is to clarify the way in which PE teachers and pupils perceive the presence of APPNs among school PSAs, and to get closer to the ability of PE teachers to adopt them according to the natural heritage of each region. Accordingly, we will focus on the following questions:

Are PSE teachers able to program OPAs? How do PSE teachers perceive the educational, social and economic interest of OPA? Do students express a desire to OPAs?

In order to provide answers to these questions, our study is divided into two parts. The first is theoretical, dealing with the evolution of PSE in Morocco and the OPA as a vector of development with regard to students' interests. The second explains the results of the empirical

² One of the three aims of PES, PG 2007

study. The latter was based on questionnaires administered to a representative sample of pupils and on semi-directive interviews held with PSE teachers at the Béni Mellal Provincial Directorate.

2. The evolution of sports practices in physical education and socio-economic aspects of OPA

Sports practices in PES have evolved a lot, in terms of methods and sports adopted. In this section, we present the remarkable periods crossed by PES in France, and significant improvements experienced by this teaching in Morocco, and the socioeconomic interests of OPAs.

1.1. School PSA Improvement Process in France

Physical Education and Sports is a growing academic discipline. Thanks to the various changes, she has been able to strengthen herself and legitimize her place within schools. The PES has experienced eminent changes paraphrasing conceptions (according to naturalism and the French school), practices (PSA) and goals.

Using the French experience, we distinguish three remarkable periods of information on the diachronic events that influenced the EPS both internally and externally.

a. From the 19th century to the Second World War: The physical and sports activities adopted by the French school were based on the natural method of George Hébert. According to VILLARET & DELAPLACE (2004), the history of athletic activities dates back to human activity and the life system of ancient human beings. The Ancient Man faced many constraints to preserve his life, he was forced to run to escape danger, he had to throw to reach a game and he jumped to overcome the obstacles of nature. The natural aspect of the athletic activities and their inspiration from the daily activity of the human being as well as the Hebertist conception led the school to integrate the athletic activities in PE and to abandon the hebertism (take inspiration from Hébert's natural activities and introduce the competition).

b. Sportivization; the transition from physical education to PSE: After the abandonment of the natural method and the adoption of athletic activities (1941-1967). Between 1967-1980, we attended the explicit introduction of new PSA in physical education (PE), giving way to sport physical education. In this period, the PE opened the sphere to sports other than athletic activities promoting the diversity of sports in schools and the wealth of sporting cultural learning. what was supported by ROGER and BAVAZZANO (2011).

c. PES under the supervision of the national education: The location of the PSE, under the tutelage of the Ministry of Sports, has enriched it with a variety of sports. Despite the

promotion of school PSAs, we noticed that the PSE lacked legitimacy within the school. It was only after 1980 that this school discipline regained its natural position and reintegrated the Ministry of National Education in order to defend its educational role through PSA (Athletics, team sports, swimming, gymnastics ...).

PE in France has gone through several periods (the period between the wars, sporting 1967-1980, and the reintegration of the PE under the supervision of national education). The PE has also attended many debates in its social interest, its educational and training role as well as its mission of development of the individual. On the other hand, PES in Morocco has also witnessed permanent changes optimizing the consolidation of this subject. How has Morocco experienced the development of PES education?

1.2. Evolution of the PSE in Morocco

For BANCEL (1955), sport gained access to Moroccan school during the colonial period, where it was limited to schools dedicated to settlers. The official presence of PSE in Moroccan schools took place in 1964, after the delivery of the first official instructions on PSE³. The place of the PSE, within the Moroccan school, was reinforced over time, through the definition of its official instructions.

The official PSE and confusion of objectives: From 1964 to 1982, the Moroccan schools knew a PES ensuring the transmission of the knowledge, the development of the motor skills and the sporting development as well as the orientation to the competition. This plurality of attribution ensured the PES sessions and those of the school sports association (SSA) that represents a complementary derivative of the parent discipline (PSE).

Since 1991, the confusion between the objectives of the PSE and those of the SSA has been removed by specifying the field of intervention and the acquisitions relating to each of these two complementary entities. The PSE was concerned with the transmission of knowledge and the learning of sports, while the SSA was an extension of PSE where the teacher aims to develop and prepare his students for sporting competitions (local, provincial, regional, interregional ...).

Towards a new teaching approach: The PSE of teaching design will know a significant change with the completion of PG 2007 and PG 2009. At this level, we have recorded the valorization of the individual (refocusing on the student) within the teaching-learning process to the detriment of the sports discipline and the collective and individual techniques conveyed. The sports discipline has changed its place from a finality of the PES to a secondary means

³ Official instructions 1964

promoting the internalization of other learning and mobilizing the multidimensional investment of the student.

The Competence Approach (CA) was the roadmap and educational way likely to materialize the content and philosophy of the new PGs. The new era stipulates that different learning is done in a logic of building skills transferable to the daily life of students. For this, PGs, in other words, high school and college PSE programs define a set of skills to build, values to pass on and a citizen profile to produce.

PSA as a training and teaching tool: The magic of PES in the training of future citizens capable of integrating into society and social life lies in the use of a miraculous means, a carrier of values and a precursor of skills, known to the PES community as physical and sports activities (PSA).

In PE and thanks to the supporting PSA, students are exposed to a wide range of different situations, in which they must concentrate, receive information, process it and react accordingly, adjust their motor behavior, call on their prior knowledge, establish communication with their human and material environment, take the initiative and make decisions (sense of responsibility). All this process leads to the construction, production and development of a cross-disciplinary skill (applicable in any life situation, but adapted to the context). This whole process leads to the construction, production and development of a cross-disciplinary skill (applicable in any life situation, but adapted to the context). The training of future citizens also relies on education in the values of life. In addition, DUBOIS and AMANS-PASSAGA (2017) support the contribution of PSE, through PSAs presenting a fertile field of training, to education in health, autonomy, responsibility, acceptance of others and differences, cooperation, loyalty...and respect for the environment.

The process of training and teaching in PES relies heavily on PSAs that emit multidimensional values and learning. MARSAULT (2005) gives the example of France, where, alongside traditional PSAs, PES is opening up to the discovery of new PSAs, such as outdoor physical and sporting activities (APPN), which, thanks to the specific nature of the spaces in which they are practiced, ensure diversity of learning, the mobilization and construction of cross-disciplinary skills and education in the values of life (respect for the environment, preservation of nature and improvement of taste). Morocco's PES teaching program remains attached to traditional PSAs, denying learners the opportunity to discover new PSAs and acquire new skills through the adoption of APPNs. What do we mean by APPN? What are their benefits?

1.3. Outdoor physical activities: means of education and vector of development

According FALAIX (2012, p. 413), OPA represent PSA practiced in natural environments with or without specific equipment, *"Are physical and sport activities practiced in a natural, agricultural and forestry environment - terrestrial, aquatic or aerial - whether or not developed"*, where, the individual makes of his environment a space of evolution, practice and entertainment. These newly developed OPAs, in terms of innovation, growth in the number of practitioners and development of natural sites, were a lifestyle for the ancient human being and a means of self-confirmation for others. For many authors, such as MOUNET (2007), these sports were characterized by their natural appearance reflecting the intellectual skills of the practitioners of these "outdoor physical activities".

OPAs consist of a variety of PSAs operating in different natural environments, sometimes developed and with special equipment. FALAIX (2012, p. 419) states that the practice of these disciplines provides education for citizenship and root new tourism practices through natural discovery *"It is then a question of reinforcing the tourist frequentation by proposing the discovery of the natural environments by means of the sports of nature"*. What are the outdoor disciplines to practice? In what conditions? Do they have an interest?

a. Physical and outdoor sports activities

With regard to VOLLET et VIAL (2018, pp. 183-203), PSAs to practice in nature are many and varied depending on the natural and cultural territorial resources. The natural space of each region favors and gives a lot of luck for the practice of one activity compared to another. Natural conditions allow three large families of PSA of nature: nautical PSA, mountain PSA and desert PSA.

The mountainous regions, forest or with free land with large areas: they reserve a space to exercise mountain sports such as hiking (hiking, horse riding, cycling), hunting, orienteering, climbing ...etc. Among these PSA, there are sports less demanding than others (in terms of layout and equipment); this simplicity makes them accessible to schoolchildren in the context of physical education and sports.

Coastal regions or areas with wetlands: These regions give opportunity to practice water sports namely rafting, canoeing, kayaking, surfing ... etc. This sport genre stimulates new learning for students they did not have the opportunity to mobilize.

The desert regions: They can also accommodate hiking (hiking with quad or camel), orienteering ... etc.

b. Infrastructures and equipment of the OPA

Morocco, a country in northern Africa with a cultural and geographical diversity, affecting its offer in terms of tourism and OPA. We find at the same time the sea, the forest and the desert, as well as a historical heritage, artistic, natural, sports ... etc. This natural and cultural potential opens up a great opportunity in the face of social practices linking natural discovery and sports practice, this natural and cultural potential opens up a great opportunity in the face of social practices linking natural discovery and sports, in the context of sports tourism exercised on sports structures or natural sites (or naturally designed).

Furthermore, BASLÉ (1996) believes that infrastructures for outdoor sports differ from natural to urban. On the natural environment, the practice of OPA seems easily accessible thanks to the sites reserved by the Moroccan nature (Bin Lwidane lake, circuits of the hike in the medium and big Atlas, Akchour in the north, the desert of the south and the south-east, 1500 km of coast ...). These environments are predisposed to receive tourists and sportsmen without any preliminary preparations, except some security features such as upgrading circuits and the installation of signs on the sites.

Urban areas (example of Casablanca and Rabat) also allow sports tourism (Bouskoura forest, Maamoura forest, the littoral, Abouregrag river...), however, their offer in terms of OPA is limited. In a spirit of promoting OPA on such areas, States are working on the development and equipment of areas with high natural potential, as well as the creation of parks dedicated to nature sports (JEAN-MARIE BRETON 2010).

All of the OPA's require a certain level of equipment from the practitioners, ranging from simple equipment to professional equipment. Hiking, orienteering and some nature PSA do not require a high level of equipment for enthusiasts and those wishing for this sporting genre. In this sense, Moroccan schools, in EPS, can open up on new natural and cultural sporting practices (OPA), in order to offer their students new contexts of practice.

c. Environmental, economic, social and educational interest of OPA

The permanent confrontation of local and external citizens with the environment represents a great risk of loss and degradation of natural resources, as confirmed by Guy-ECABERT and ZEN-RUFFINEN (2000, pp. 41-68). Student access to these natural attractions multiplies the anxiety to preserve the environment and biodiversity. The PSE, thanks to its educational aspect and the presence of supervisors (teachers), transforms the risk situation into an education opportunity with a constant respect for the environment and the preservation of biodiversity.

According to VOLLET & VIAL (2018, pp. 183-203), school orientation to OPAs based on local geographic and cultural resources, contributes to strengthening the attachment of students to their home environment, and the development of sports tourism and regional identity. Thus, for EHRENBURG (1991), VIARD (2002) & KAUFMANN (2004), sporting leisure now plays a privileged role in the identity construction of individuals insofar as they promote self-experimentation.

Along with their social role and their environmental impact negatively perceived by the nature conservation structures, the OPA are also an opportunity for territorial development and local, regional and national tourism promotion, as well as a source of economic spin-offs on the territories. The economic value of PSA is illustrated by the creation of direct and indirect jobs for local citizens, by improving infrastructure and building local notoriety.

OPAs offer athletes and sedentary a space of hedonism and maintenance of their physical integrity "These are associated with recreation, competition, heritage discovery and healthy living". Moreover, the diversity of OPA, the instability of spaces of evolution (non-standardized spaces) and their nature reserve a fertile field of learning with regard to students. By exercising these PSA by nature, the student discovers his environment, ensures its preservation, explores new PSA, develops his skills ..., and comes to self-confirmation through the different natural situations encountered.

3. The willingness of PE teachers and the student needs to OPA

The integration of OPA into PSE is an opportunity for diversification of learning, development of the personality of individuals and regional promotion, however the Moroccan school seems reluctant to the adoption of these activities of nature by the PES. The absence of OPA among PSA adopted in PSE is due to cognitive, material and administrative obstacles. In this part, we will bring elements of answers to the questions raised in the introduction.

In the process of finding answers to various questions, we borrowed a scientific research process, where we are located in constructivism and we used a semi-directive interview guide and questionnaires.

In the elaboration of the semi-directive interview guide, we adapted the questions raised by COMBAZ and HOIBIAN in their work *"Teaching contents and gender inequalities: The case of outdoor physical activities in physical education and sports"* & *"The practice of physical activities and sports: are the inequalities between girls and boys reduced in the school?"*

The semi-structured interviews were conducted with 14 PSE teachers at the Provincial Directorate of Beni Mellal.

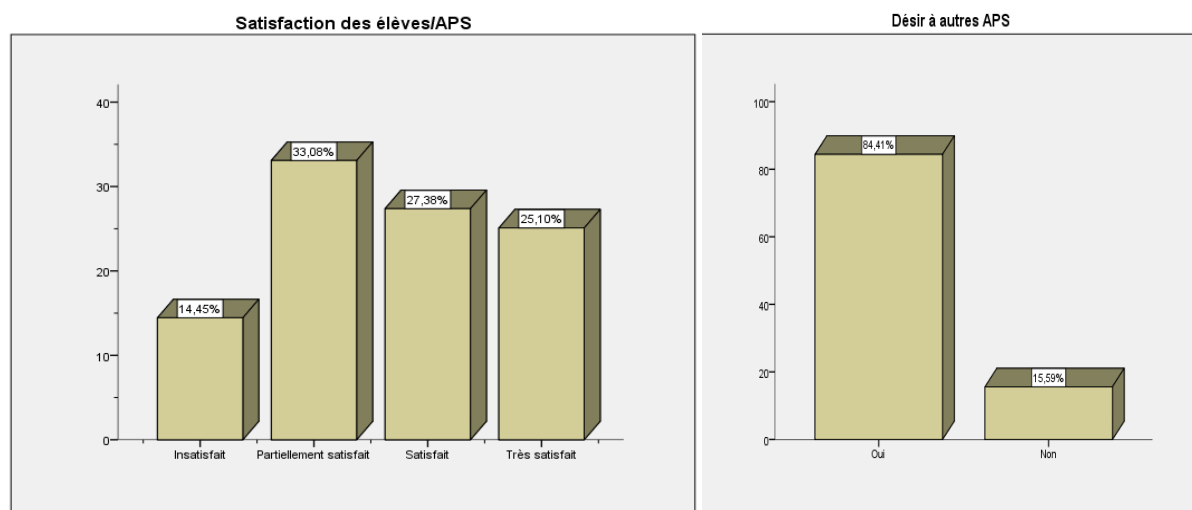
The construction of the questionnaire was based on the speeches of the teachers interviewed, and we validated it with eight PSE teachers. The questionnaire was administered to 650 students and we returned 526 completed questionnaires.

Processing and analysis of the collected data was done using SPSS statistical software and Nvivo content analysis and processing software.

3.1. Need students to new PSA and their predisposition to practice OPA

Traditional PSA, often adopted by PSE teachers, has created a greater need for students to open up to new PSA, practiced in various places. In this sense, we are dealing here with the desire of the students of the Beni Mellal region to practice OPA, taking advantage of the natural potential of their region.

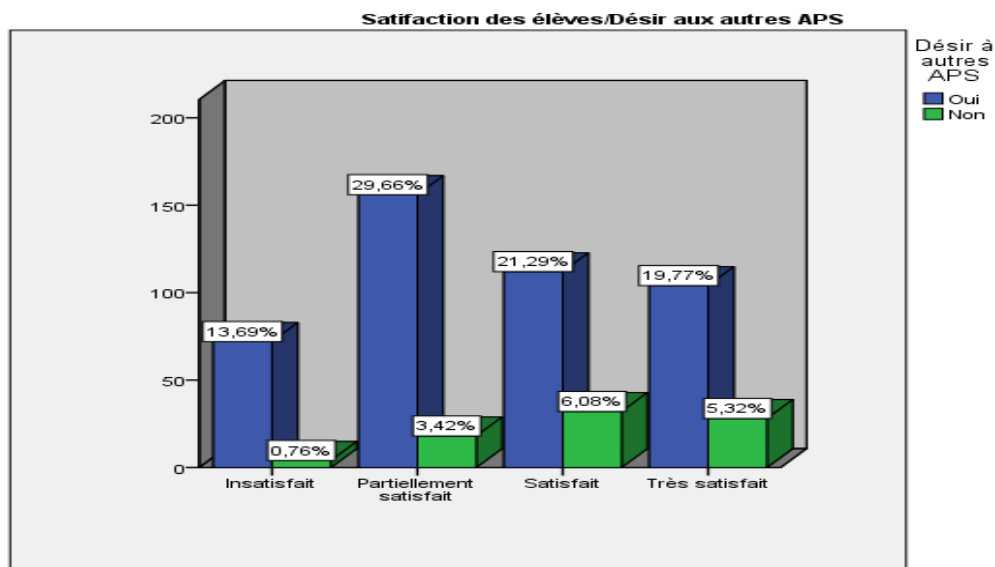
Figure 1: Student Satisfaction and Desire to Practice New PSA in PSE



Source: Processed data in SPSS

The two graphs show students' satisfaction with the PSA programmed in PSE and the volume of students wishing to have PSA other than those adopted in PES. 52% of students express their satisfaction with PSA practiced in PES, compared to 48% of unsatisfied pupils of these PSA. 84.41% of the students surveyed want to abandon the PSA frequently used in PSE and adopt other new PSA (OPA, Martial Arts, Nautical and snowshoeing).

Figure 2: The profile obtained through the crossover of student satisfaction with their desire to new



Source: Processed data in SPSS

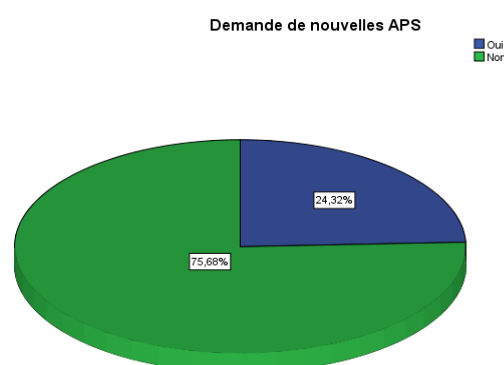
From this graph, we determine four student profiles. We have 52.46% of students who are satisfied with PSA practiced in PSE, this percentage is divided between two categories of students. Those who do not express a desire to change the PSA (11.40% of students), and others wishing to change PSA adopted in PES (41.06% of students). We also find students dissatisfied with PSA programmed in PSE (47.53%), this group allows the identification of two other profiles, dissatisfied students demanding the necessity of PSA change (43.35%) and dissatisfied students, but they do not express a need to change (4.18%).

Through these results, we notice the dominance of two profiles. Unsatisfied students, followers of change and satisfied students

Figure 3: The demand for new APS

who want change. From this observation, we specify the fierce need of students to change the PSA programmed in PSE, because these PSAs often exercised in PES do not meet the needs of students who live in a society in continuous change and growing.

The success of the teaching, training and skills building operation begins with the identification of needs and the adoption (and adaptation) of the content that can respond to

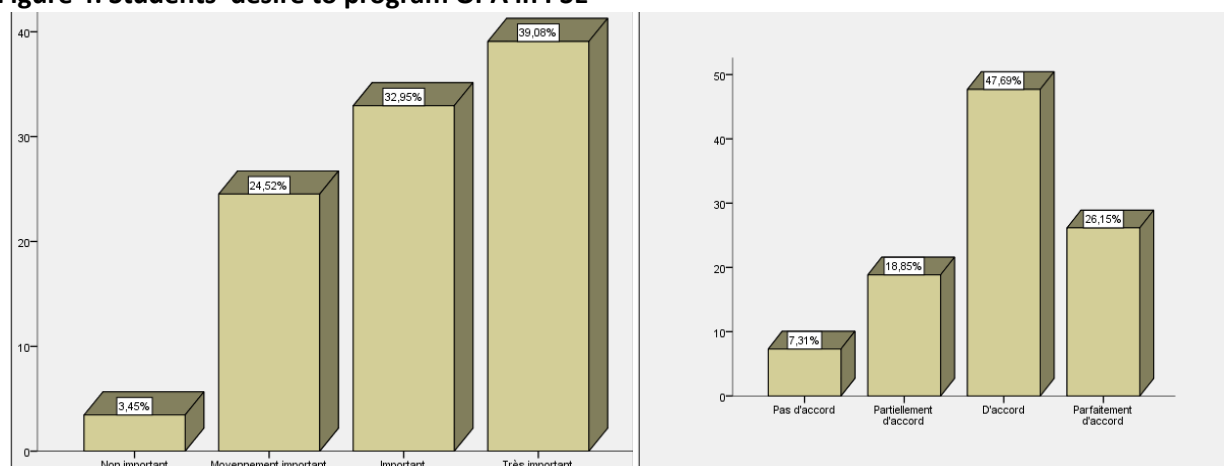


Source: Processed data in SPSS

it. The same logic is favored in PS by giving more interest to the pupil and his needs expressed or noted (the pupil is an actor of his knowledge "Copernican revolution").

Unfortunately, the size of the student profiles in no way reflects the respect of students' needs and interests on the part of their teachers, here, a big question mark arises, why teachers do not know the need of the students to the change of the PSA exerted in PSE? One answer to this question lies in the inability of students to express their wish to practice new PSA, to get out of the routine and to have a sporting diversity. This chart confirms students' inability to express their wishes in front of their teachers, as only 24.32% of students dare to ask for new PSA practice.

Figure 4: Students' desire to program OPA in PSE



Source: Processed data in SPSS

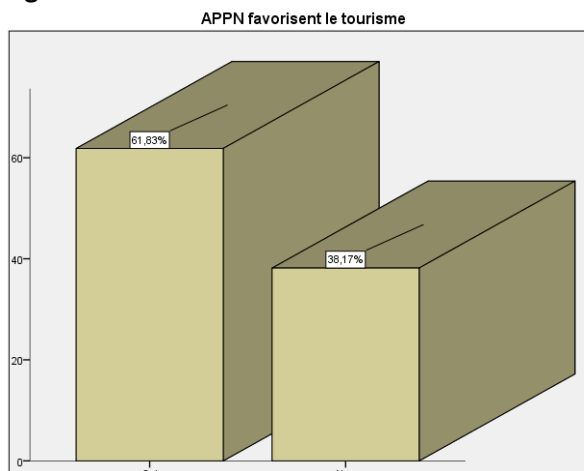
OPAs are one of the sports families that students want to practice in PSE. 72.03% of students have a strong desire to practice OPA and 73.84% of students hope to practice OPA in PSE.

The intersection of these two variables (desire to OPA & OPA programming in PSE) shows us 57.07% of students expressing an eminent desire to OPA and wishing to practice in PES. This considerable percentage embodies the students' thirst for nature's PSA, favoring the discovery of the environment and the appropriation of the local nature.

Currently, the training of students / citizens of tomorrow is based on the multiplication of the didactic-pedagogical offer, on the diversification of learning situations and on the change of environments. In this sense, the opening of the school on the OPA, reserves an unprecedented training opportunity.

Using OPAs, students are faced with many situations that reflect everyday life, and make contact with a varied environment that requires learning and skills. The natural potential of the Béni Mellal region allows, according to the teachers and the pupils interviewed, the implantation of several OPAs such as hiking, climbing, orienteering and rafting. Thanks to the natural peculiarity of the region, the study

Figure 5: OPA and tourism



Source: Processed data in SPSS

shows a large number of students practicing hiking and climbing (74.1% of students practiced at least hiking).

From a student's point of view, OPA practice also allows for tourism. This statement is its essence to 61.83% of students who strongly believe in the tourist interest of the OPA.

The particularity of the OPA makes both sports and tourism activities. The practice of OPA gives practitioners the opportunity to preserve their physical integrity, to discover and appropriate nature and to know the local culture and traditions.

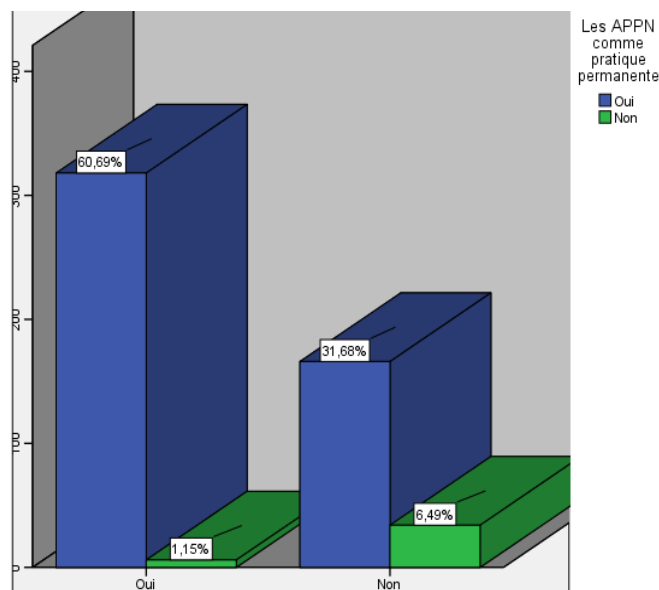
The OPA represent a socioeconomic locomotive mobilizing various markets, which we quote: transport to ensure the travel to the practice sites, food products (preparation of meals and consumption of local products), the recruitment of guides, marketing local handicrafts (purchase of local products made by hand) and improvement of infrastructure.

Practitioners OPA, create a local dynamic through the consumption of products and services and through the creation of employment for the local population. The promoter role of the OPA emanates from their tourist character assuring the sport practice for visitors and the entertainment as well as the discovery (to join the useful with the pleasant one).

According to their tourist aspect, practitioners and enthusiasts of OPA consider themselves as potential tourists likely to consume the products encountered. The lucky students to have practiced the OPA, also build a base of seasonal local tourists, according to the programming periods of the OPA by the educational teams.

The opportunity for students to practice OPA in the context of PSE, increases the chances of gaining future tourists passionate about the nature of PSA and able to promote tourism and contribute to local, regional and national development. The students interviewed support the above-mentioned deduction by announcing the tourist aspect of the OPA and their predisposition to make it a permanent practice

Figure 6: The adoption of OPAs as a permanent practice



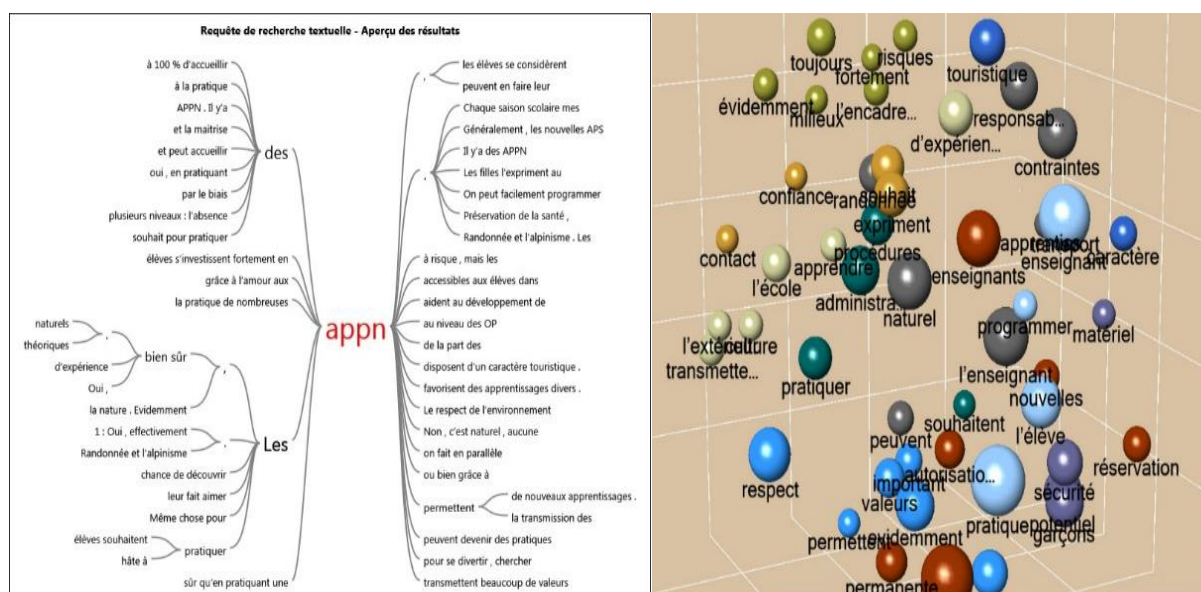
Source: Processed data in SPSS

(60.69% represents the profile of students expressing the tourist aspect of OPA and predisposed to make it their permanent practice for the future).

3.2. PES teachers and feasibility of integrating OPA into PSE

In this section, we present the results of the interviews held with 14 PSE teachers at the Beni Mellal Provincial Command, as well as those from the questionnaires assigned to the students. To this end, we analyze and discuss the vision given to OPA in PSE from teachers and their students.

Figure 7: Teacher discourse analysis related to OPA



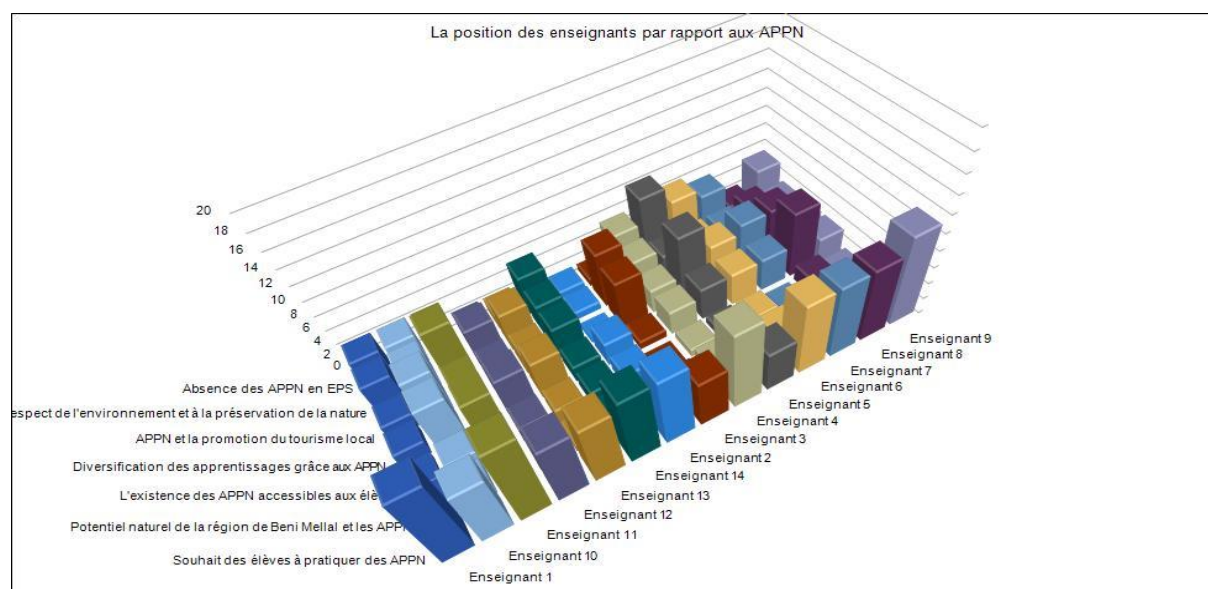
Source: Processed data in NVIVO

The analytical reading of these two independent and complementary graphs allowed us to determine the iterative expressions in teachers' speeches. From the analysis of their speeches we were able to construct seven items (affirmations) reflecting their position of the adoption of OPA in PSE.

This graph establishes a matrix cross between the items (Nodes) defined from the statements of the interviewed teachers (Sources). The link between the teachers and what they think of the OPA in PSE, leads us to identify the degree of importance given to each item by each teacher. The level of importance of the affirmation (item), for each teacher, results in the volume of the stick (the greater the volume of the stick, the more the teacher advances this statement).

In the sense of the teachers interviewed, OPAs represent unsuitable PSA in the school environment for the teaching and transmission of values in PSE. While, these OPAs are a prominent means of learning, development and local promotion. The situation of OPA to schools in the Beni Mellal region is summarized in the following seven declarations (items):

Figure 8: Items built from the analysis of teachers' speeches



Source: Processed data in NVIVO

a. Absence of OPA in PSE

Currently teachers recorded a total lack of OPA among PSA adopted in PSE. Even the teachers who programmed the OPA, have also stopped doing so, this situation is due to multiple constraints that we quote:

- **Legislative constraint:** following the analysis of high school and college PES programs (PG 2007, PG 2009), we note that the legislator did not introduce the OPA among the

PSA allowed to program in PES. As a result, teachers find that PGs deprive them of the freedom to make OPAs a means of teaching and training.

- **Administrative constraint:** *with the lack of facilities in schools, the practice of OPA requires teachers to move with their students outside school. The displacement of the team of teachers / pupils requires the authorization of the competent administration (authorization of the head of the school), which often refuses its grant or grants it under the condition that the teacher is the first person responsible for all unexpected event. With regard to the flight of the administration from its responsibility and its perpetual stopping of the initiatives, the teachers choose the total adoption of the classical PSA and abandon the new and creative PSA.*
- **Safety Constraint:** *Teachers and their students are exposed to the risk of aggression at OPA practice sites. At this level, teachers question the role of the authorities in reserving the conditions of their safety and that of their students.*

The other safety dimension is that of the insurance coverage of students and teachers during the practice of OPA outside schools. Moreover, the insurance covers trips made within the framework of extracurricular activities recognized by the administration (school championships, notes, annual activities programmed by the ministry, activities highlighted in the PGs ...). The solution to the problem of insurance coverage lies in the integration of OPAs with the PGs of the PSE.

Alongside the constraints strongly evoked by teachers, we specify other shyly asked constraints such as funding constraints, transport and equipment.

b. Education to respect the environment and the preservation of nature

The OPA in PSE allow the contact of students with their environment, this can be a threat to nature because of the irresponsible behavior of a few students. While, thanks to the sensitization and support of teachers, the threat is transformed into an opportunity to educate and transmit the values of respect for the environment and the preservation of nature (learning by doing).

c. Diversification of learning

The practice of OPA ensures new learning for students, through the discovery of new sports practices, the acquisition of new techniques and the appropriation of original cultural knowledge.

The exercise of OPA also promotes parallel learning, where students discover biodiversity by knowing the plains, bird species, and types of plants ... etc. Consciousness to the diversity of learning appreciates the collaboration between the teachers of PSE and those of the sciences of

the life and the earth during the exits dedicated to the practice of the OPA. Collaboration between teachers will undoubtedly have a positive impact on the wealth of learning as well as on the number and quality of supervision.

d. OPA; locomotive of local tourism

In addition to their sporting aspect, the OPA also have a tourist character, because, they favor the entertainment and the discovery of the local natural environments. The interviewees also support the tourism dimension of the OPA in PSE, which, according to them, is embodied in the activities mobilized by the OPA educative. Among the activities or markets mobilized, teachers cite: transportation, catering, purchase and rental of equipment, consumption of local products and requests from local guides.

e. Wish to practice OPA

Despite the risk of a few OPAs, the PSE teachers interviewed proclaim the great desire of students (girls and boys) to practice them. The frequent demand of students for OPA comes from its aspect of entertainment, the curiosity of students to explore, the need to change the routine and the lack of boundaries for the practice space.

For the interviewees, the fierce demand on the OPA forms a source of unprecedented motivation for the students, and ensures their physical and mental investment during the exercise of the OPA.

f. Natural potential of the Beni Mellal region

The region of Beni Mellal has a natural fertile potential, it brings together rivers, mountains and forests. The natural wealth of the region provides the opportunity to receive OPA such as hiking, climbing, paragliding, camping and rafting.

PSE teachers announce the need to seize the opportunity, and implement OPA easily accessible to students.

g. Accessibility to hiking

The PSE teachers interviewed confirm the ability of the regional nature to receive multiple educational OPAs. Among the OPAs listed by teachers, we specify their consensus on the possibility of hiking with students without the need for equipment, financing or site development.

4. Recommendations

The programming of OPAs or their practice in SSA does not only depend on the will of the teachers and the desire expressed by the students, but it relies on the creation of a healthy and supportive environment, protecting the student and encouraging the teacher.

The integration of OPAs into the teaching and training of pupils, questions the desired improvements at various levels.

- **Legislative level:** the OPA in PSE draw the legitimacy of their appearance among the PSA mentioned in the teaching programs (PG 2007, PG 2009). To this end, the legislator has to introduce the OPAs to PGs and to review the flexibility of the teaching program of the PSE, offering more freedom to the teachers in their didactic-pedagogical choices (PSA support, means, methods and evaluation).
- **Administrative level:** administrative procedures and ambiguity of responsibilities inhibit the motivation of teachers to program OPA for their students. In order to overcome these obstacles, both psychological and material, school heads are forced to assume responsibility and to simplify the procedures for granting authorizations, or indeed, they have to put themselves in the position of teachers instead of taking full responsibility for them (traveling outside the school and the occurrence of an unexpected event).
- **Security level:** student safety requires their protection outside and inside the school. In fact, the practice of OPAs outside the school requires the taking of all the measures likely to protect the students, during the displacement as well as on the sites of the practice.

From a security perspective, the provincial directorates of education communicate with the local authorities, in order to secure the reception sites to receive the teachers / students team. Concerning the insurance coverage of students and teachers, we stress that it will be automatically active thanks to the introduction of OPAs to PGs of PSE.

5. Conclusion

OPA represent PSA exercised in nature or in developed areas, and have an educational, tourism and training. Nature PSAs place practitioners in unusual and extrapolable situations in everyday life, as they provide new knowledge, develop skills, and strengthen the personality of individuals.

In addition to playing sports, contact with the natural environment favors the reconciliation between sport and natural and visual tourism, for which, the OPAs practitioner (student or passionate sportsman) becomes a potential consumer of local tourism. In addition, the opening of the Moroccan school on the OPA, within the framework of the PSE, will allow students to discover PSA, natural environments and local nature tourism.

Despite the constraints of adoption of OPA, teachers confirm their role of diversification of learning and training of future citizens, and also testify to their attractiveness and the predisposition of students to take them for permanent practices in the future. The predisposition of the students leads to the gain of future local tourists passionate since their young age.

On their part, the students also expressed the great wish to practice OPAs, while, exploration of these OPA requires the reservation of favorable and healthy conditions for the students as well as for the teachers. The desired improvements are administrative, legislative, security, material, financial and development of the hosting sites of educational OPAs.

In this perspective, other stakeholders are also involved such as, local authorities, the provincial direction, the regional academy and the curricula department. Therefore, we find it important to address the following questions:

What does the administration think about the integration of OPA into PSE? What measures are being taken to facilitate student access to OPA? Do the academies collaborate with the local authorities to support the adoption of the OPA in PSE? Do local authorities prepare natural environments that can accommodate students? Are territorial authorities ready to ensure the safety of students and teachers?

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