Involvement of the Community in Physical Activity Promotion

Analysis of the Wallonian Context

Marc CLOES
Department of Sport Sciences
University of Liege (Belgium)

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Introduction
Physical activity in Europe

% of active people (5×30 minutes of moderate PA or 3×20 minutes of vigorous PA)
Introduction

Physical activity in Belgium

- % of active people 15+ (sport $\geq 4$h or intensive training)
Introduction
Improving health/physical activity

- Multisectorial approaches (WHO, 2001)
  - Health sector
  - Sport sector
  - Education/Culture sector
  - Media sector
  - Town planning sector
  - Transportation sector
  - Public services sector
  - Private sector
  + Family

Introduction
Improving health in Europe

- European policy (WHO, EU White paper, 2007)
- « Healthy School » Declaration = influence of the school’s physical environment on health promotion (Young & William, 1989)
- Schools for Health in Europe (WHO Europe, 1993)
  - Network of schools emphasizing health
  - Action on school environment
  - Collaboration between ministers of education
  - Involvement of local communities and students
Introduction

Improving health in Europe/Belgium

- Implementation across Europe
- Great differences according to the national policies
  - High emphasis in some countries (UK, Finland, Germany)
  - Less attention in other (Belgium ???)

Introduction

Improving health in Belgium

  - Decision at the federal level ➔ implementation at the regional level
  - Priority on environmental actions, development of collaborations and data collecting
  - Strategic axis #2: Development of healthy nutrition habits and physical activity in Belgian citizens, particularly in youth and adolescents
  - Emphasis: Nutrition and physical activity at school
Introduction
Improving health in Wallonia

- Policy focused on the promotion of healthy attitudes in nutrition and physical activity for children and adolescents
  - Kindergardens
  - School
  - Communities
- Decree dealing with health promotion at school
- Specificity of the Wallonian context
  - Schools must have a health policy but do not have the control
  - School health promotion is « coordinated » by specific services outside of schools (medical supervision)
  - No specific health education course at school
  - Even if health is one of the finalities of PE

Introduction
Improving health in Wallonia

- Implementation process
  - Involvement of 3 ministries

Health
Education
Sport

Nutrition
Physical activity
Elite sport!
Policy for physical activity in Wallonia

- Administration of Sport
- PA promotion outside of school
  - Evaluation of physical fitness
  - Analysis of youth's lifestyle
  - Specific actions for clubs, sport camps ...
- PA promotion in school context
  - Research on effect of doubling PE hours in primary school
  - Partnership between Administration of Sport and schools
Questions

- What are the real links developed in schools towards communities in order to promote PA?
- What is the real place of school in the PA/sport policy of some communities?

1) Involvement in physical activity of Wallonian secondary level schools

- 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

Cloes, Halkin & Snyers (in preparation)
1) Involvement in physical activity of Wallonian secondary level schools

- Findings

![Bar chart showing dimensions of involvement in physical activity]

- D1: Projet d'établissement
- D2: Cours d'éducation physique
- D3: Activités de transport
- D4: Activités parascolaires
- D5: Promotion de l'AP et interdisciplinarité
- D6: Infrastructures sportives

Note finale: Dimensions (20 pts)

2) Role of the school in the promotion of an active lifestyle

- Model of Cale (1997)
  - Involvement of the whole school partners
  - 7 dimensions (school policy, school ethos, environment, care & support, community links, informal curriculum, curriculum)

- Van Hoeye, 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
2) Role of the school in the promotion of an active lifestyle

<table>
<thead>
<tr>
<th>School</th>
<th>Policy</th>
<th>Ethos</th>
<th>Environment</th>
<th>Support</th>
<th>Hidden curriculum</th>
<th>Curriculum</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None</td>
<td>PE regarded</td>
<td>Poor facilities</td>
<td>Direction's consent</td>
<td>Out of school competitions</td>
<td>Fun</td>
<td>1 link</td>
</tr>
<tr>
<td>2</td>
<td>None</td>
<td>PE low regarded</td>
<td>Good facilities</td>
<td>Direction's consent</td>
<td>Extracurricular activities</td>
<td>Fun</td>
<td>No link</td>
</tr>
<tr>
<td>3</td>
<td>None</td>
<td>PE low regarded</td>
<td>Good facilities</td>
<td>Direction's consent</td>
<td>Out of school competitions</td>
<td>Fun</td>
<td>No link</td>
</tr>
<tr>
<td>4</td>
<td>Written policy</td>
<td>PE Regarded</td>
<td>Good facilities</td>
<td>Direction's consent</td>
<td>Out of school competitions</td>
<td>Fun</td>
<td>1 link</td>
</tr>
<tr>
<td>5</td>
<td>Written policy</td>
<td>PE highly regarded</td>
<td>Excellent facilities</td>
<td>School's investment</td>
<td>Both</td>
<td>Health</td>
<td>More than 3 links</td>
</tr>
<tr>
<td>6</td>
<td>None</td>
<td>PE regarded</td>
<td>Good facilities</td>
<td>Direction's consent</td>
<td>Out of school competitions</td>
<td>Health</td>
<td>2 links</td>
</tr>
<tr>
<td>7</td>
<td>None</td>
<td>PE low regarded</td>
<td>Good facilities</td>
<td>PE teachers' independence</td>
<td>Out of school competitions</td>
<td>Fun</td>
<td>2 links</td>
</tr>
<tr>
<td>8</td>
<td>None</td>
<td>PE regarded</td>
<td>Good facilities</td>
<td>PE teachers' independence</td>
<td>Out of school competitions</td>
<td>Health</td>
<td>2 links</td>
</tr>
</tbody>
</table>

Van Hoye et al. (2009)

3) Role of PE in the promotion of an active lifestyle

- **Questionnaire:** 1,954 students in 2006
- **People who encouraged them to play sports**

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>70.2</td>
</tr>
<tr>
<td>Father</td>
<td>63.1</td>
</tr>
<tr>
<td>Friends, relatives</td>
<td>34.1</td>
</tr>
<tr>
<td>Brother(s), sister(s) ...</td>
<td>28.6</td>
</tr>
<tr>
<td>Sport coach</td>
<td>26.0</td>
</tr>
<tr>
<td>Doctor</td>
<td>16.9</td>
</tr>
<tr>
<td>PE teacher</td>
<td>14.1</td>
</tr>
<tr>
<td>Sport instructor</td>
<td>6.8</td>
</tr>
<tr>
<td>Dietician</td>
<td>2.6</td>
</tr>
</tbody>
</table>
4) Role of PE in the promotion of an active lifestyle

- Examples of actions proposed by PE teachers to promote PA
- 206 teachers out of 238 answered!

<table>
<thead>
<tr>
<th>Categories</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endurance’s activities</td>
<td>Justification</td>
</tr>
<tr>
<td>Diversified activities</td>
<td>Initiation into unusual sports</td>
</tr>
<tr>
<td>Objective « fun »</td>
<td>Questionnaire on students’ interests</td>
</tr>
<tr>
<td>Student’s enhancing</td>
<td>Respect of good manners</td>
</tr>
<tr>
<td>Heath benefits of physical activity</td>
<td>Students’ notebook/portfolio</td>
</tr>
<tr>
<td>Out of school’s sport activities</td>
<td>Teacher behaviour</td>
</tr>
</tbody>
</table>

Clos, Del Zotto & Motter (2009)

5) Role of PE in the promotion of an active lifestyle

- How to respect literacy (pre-service PE teachers)
  - Information about physical activity/inactivity
  - Water safety
  - Warming up and cool down
  - Specific knowledge (anatomy, physiology, biomechanics ...)
  - Ergonomic principles
  - Respiratory control
  - Relaxation
  - Choice of an adapted working intensity (effort-recovery)
  - Improvement of motor skills (balance, manipulative skills, work in high situation ...)
  - How to improve physical fitness at home
  - Lifesaving
  - ... 
  - And – of course – learning of sport activities!
6) Sport policies in communities

- 25 out of 72 communities recognized by the Administration of Sport

- Working orientations mentioned in sport policies (n)

<table>
<thead>
<tr>
<th>Orientation</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment in facilities</td>
<td>10</td>
</tr>
<tr>
<td>Support to clubs and collaboration</td>
<td>8</td>
</tr>
<tr>
<td>Organisation of activities</td>
<td>7</td>
</tr>
<tr>
<td>Sport’s accessibility</td>
<td>6</td>
</tr>
<tr>
<td>Promotion of sport</td>
<td>6</td>
</tr>
<tr>
<td>Activities’ diversification</td>
<td>6</td>
</tr>
<tr>
<td>Facilities’ management</td>
<td>6</td>
</tr>
<tr>
<td>Health promotion</td>
<td>6</td>
</tr>
<tr>
<td>Sport for all</td>
<td>6</td>
</tr>
<tr>
<td>Support</td>
<td>5</td>
</tr>
<tr>
<td>Qualified instruction</td>
<td>5</td>
</tr>
<tr>
<td>Sport organization</td>
<td>5</td>
</tr>
<tr>
<td>Youth</td>
<td>5</td>
</tr>
<tr>
<td>School sport</td>
<td>4</td>
</tr>
</tbody>
</table>

(School sport is circled with an exclamation mark)
6) Sport policies in communities

- Topic of actions described by the managers (% - n=347)

- Partners for these actions (% - n=347)
Conclusions

- European health policy recommends collaboration between school and community
- Countries apply differently these recommendations
- In Wallonia, research underlined that reality is far to reach requirements
- (In)formal data emphasized that schools as well as communities are not well aware about the needs of these collaborations (lack of tradition)

Conclusion

- PE teachers should be the first line actors to implement these collaborations
  - Action in their school to develop policies
  - Development of a local network
  - Proposing a repertoire of the available activities
  - Need of consultants (as for nutrition)
- PE teachers’ educators have to develop original activities that can help practitioners to develop their own actions on the field
Thank you for your attention

Références


Été Jeunesse

Été Jeunesse : un outil d’insertion culturelle et sociale destiné à favoriser l’intégration des jeunes dans un tissu de relations sociales nouvelles par la (re)découverte de la pratique sportive et de ses valeurs intrinsèques.

Objectif

- Renforcer les notions de sport et d’activité physique au sein des jeunes.
- Faire découvrir de nouvelles activités sportives.
- Favoriser l’expression de soi et l’estime de soi.
- Promouvoir un mode de vie sain.
- Encourager le respect et l’éthique dans les sports.

Principe

En partenariat avec l’Association Jeunesse Fraternelle du Pays de Liége.

- Programme en août 2011.
A social issue

Medals, it's nice ...

... health for everyone, it is better!