

Reinforcing Links Between School and Community: Examples from Federation Wallonia-Brussels

Prof. em. Marc CLOES

Department of Physical Activity and Rehabilitation Sciences, University of Liege



*Active & Sustainable Community Living:
Global Partnerships through Physical Activity, Exercise, and Health Science*

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Introduction



On 25/09/15, the United Nations adopted a set of sustainable development goals aimed at eradicating poverty, protecting the planet and ensuring prosperity every day through a new sustainable development agenda. Each specific objective to reach in the next 15 years => mission of society, mission of the school !!!
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

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KAZAN ACTION PLAN

I.3 Foster quality physical education and active schools

Active schools, in which physical activity is placed at the heart of the school, support the establishment of healthy lifestyles, behaviour and learning. In addition, quality physical education is a necessary component of primary and secondary education. It supports the building of physical skills and fitness, life skills, cognitive, social and emotional skills, and values and attitudes that frame socially responsible citizens. This is most attainable when it is fully resourced, respected and valued for its holistic merits. Fostering quality physical education and active schools needs provision that is varied, frequent, challenging, meaningful and inclusive. Learning experiences in physical education are most effective when they are positive, challenging and developmentally appropriate, to help children and young people acquire the knowledge, skills, attitudes and values necessary to lead a physically active life, now and in the future.

... in sustainable cities and communities

UNESCO (2017). Kazan Action Plan - MINEPS VI. SHS/2017/PI/H/14 REV (pp.7-8).
 Available on : <https://unesdoc.unesco.org/ark:/48223/pf0000252725>

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To achieve such mission ...

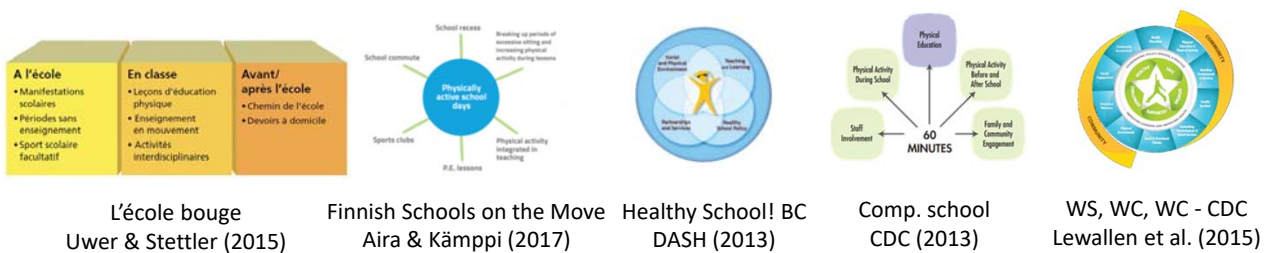
Physical & Health Education

- A scientific support (Cale & Harris, 2006; Corbin, 2002; Erwin et al., 2013; Harris & Cale, 2018)
- Guidelines for practitioners (Harris & Cale, 2018)
- Support to implementation on the field (Healthy School! BC, nd; Turcotte et al., 2021)
- Proposals for PETE (Flemons et al., 2018; Kwon et al. 2019)



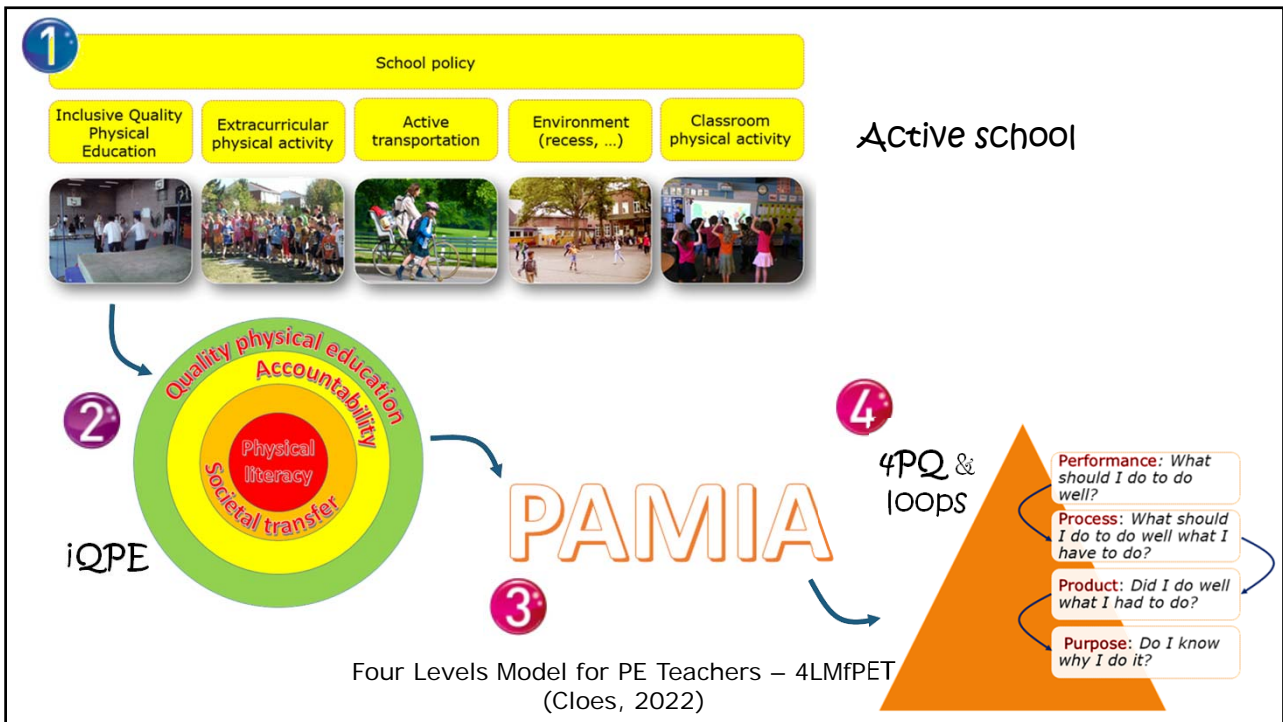
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Physical activity and health promotion: several models



- Comprehensive school models (for a review, see Webster et al., 2020)
- Mainly focused on the macro level (school and community)
- Need to consider also micro level (Cloes, 2022)

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To achieve such mission ...

Physical & Health Education

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PE & Sustainable Dev.

- A theoretical support : doughnut's model (Raworth, 2017)
- New focus for PHE (Gottzman & Hugedet, 2024; Royet et al., 2023)
- Few research (Baena-Morales & Ferriz-Valero, 2023; Bucht et al., 2022)
- Little support for practitioners (UNSS, 2020a,b)





The Wallonia-Brussels Federation

The Wallonia-Brussels Federation

WBF's context





Current reform of PE curriculum

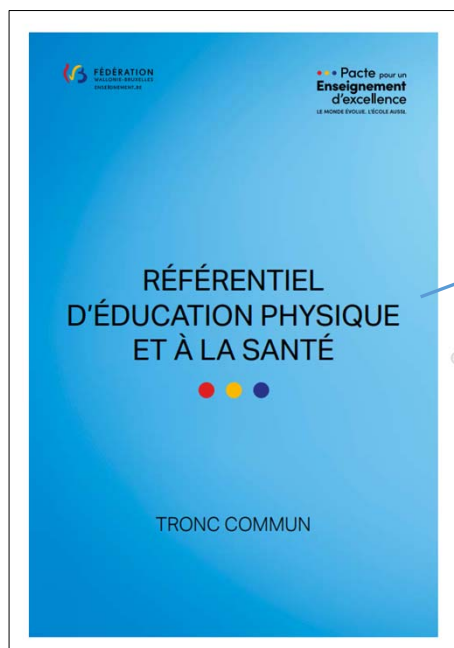
- Pact for Excellence in Education (PEE)
- Major modification in the Federation of Wallonia-Brussels
 - ⇒ Growing importance of physical activity, wellness, and health
 - ⇒ Central role of PE for that theme

Since 2015



Pacte pour un enseignement d'excellence (2017)

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PHYSICAL AND HEALTH
EDUCATION STANDARDS

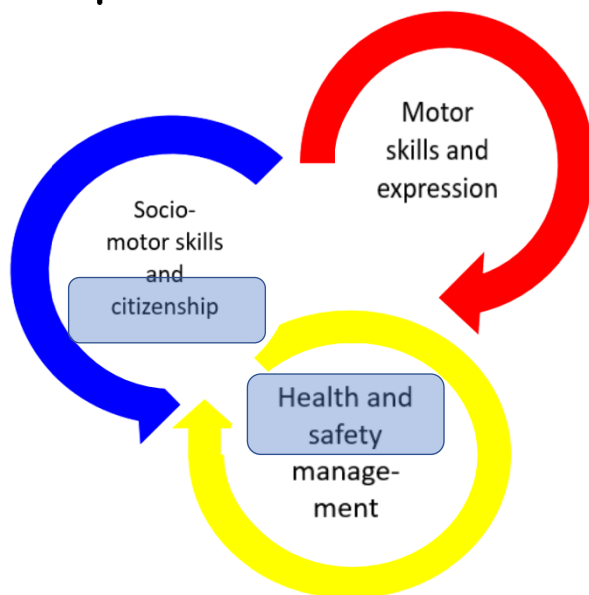


2022

<http://enseignement.be/index.php?page=28597&navi=4920#documents>

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Three series of competences



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In this presentation

Four examples

- Cyclist's certificate delivered in a primary school
- Collaboration with the 'Foundation against cancer'

- Inter
- Colla



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Four examples

- Cyclist's certificate delivered in a primary school
- Collaboration with the 'Foundation against cancer'
- Intergenerational sessions
- Collaboration with extra school associations in CPD-PE



**Research and
community services**

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Fondation contre le Cancer

RelaisPourLaVie@school : stimulate students to get active for a good cause

Frédérique Bernard, Program Lead Physical Activities
Fondation Contre le Cancer

- Fundraising for the fight against cancer
- Organization sport activity in a school allows to:
 - ⇒ Bring the school together around a common goal
 - ⇒ Give pride of place to those who are fighting or have fought
 - ⇒ Educate students about a healthy lifestyle in a fun and active way
- Four elements
 - ⇒ Physical activity (jogging), healthy choices, fundraising, citizenship



https://events.uliege.be/sepaps2020/wp-content/uploads/sites/40/2020/03/aris_2020_praticiens_poster_65_bernard_relais_pour_la_vie.pdf

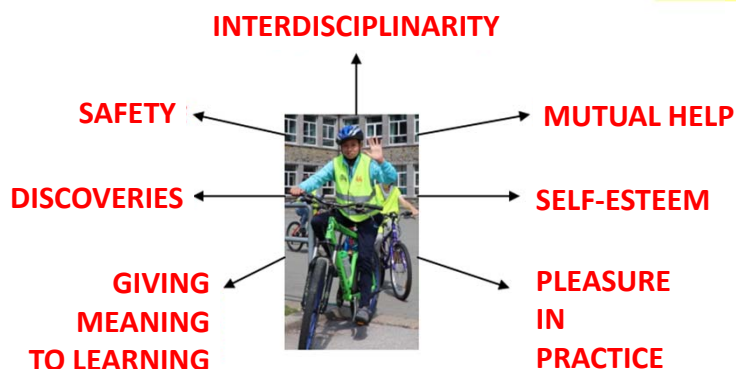
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On two wheels to flourish

- Country side primary school, 5th grade (10 yo)
- Since 2008 (300 certificates)
- Classroom and PE teachers, parents

Laurence De Fays
Yannick Fagneray



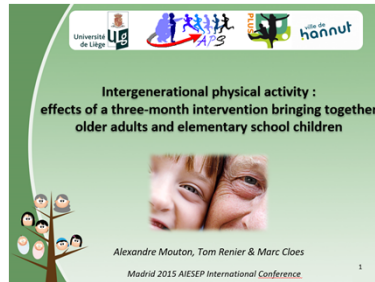
https://events.uliege.be/sepaps2020/wp-content/uploads/sites/40/2020/03/aris_2020_praticiens_poster_10_defays_fagneray_brevet_cycliste.pdf

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Intergenerational physical activity



Mouton et al. (2014)



Mouton et al. (2015)



Mouton et al. (2016)



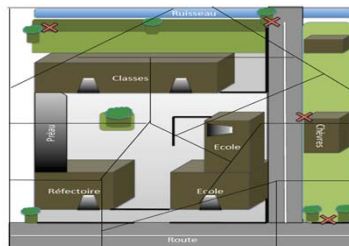
- Few specific studies (Flora & Faulkner, 2007)
- Social and physical improvements
- Connected with active play (Tran et al., 2022; Zhou et al., 2024)
- Family context (Brown et al., 2014; Knight et al., 2024) Vs school/community context (Minghetti et al., 2021)

Intergenerational physical activity

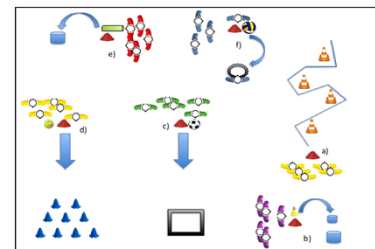
- Collaboration schools-municipalities Mouton et al. (2014)
- Pre-school/Primary school children, 50+ adults Mouton et al. (2015)
- 2-3 month intervention, 1 hour, 1x/week, 1 older to 1-1.5 child Mouton et al. (2016)
- Various activities



S1 : Mime games



S5 : Orienteering (treasure hunt)



S6 : Relay and skill games

Intergenerational physical activity

- High level of satisfaction in both groups of actors
- Wish for continuation
- Participants appreciated the social relationship
- Few participants have reported practicing games and activities of the program in their family environment
- Low effects on senior fitness tests, child well-being, ageism, physical activity

Mouton et al. (2014)

Mouton et al. (2015)

Mouton et al. (2016)



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From PE to PHE : implementation of an-service training activity

Cloes et al. (2024)



2019 – Designing CPD - SIGAPS-ULiege and Local Health Promotion Centre of Liege

2020 – 1st cancellation of the in-service session (Covid)

2022 – 2d cancellation of the in-service session (Covid)

2023 – Implementation of the in-service module (26 participants/11 staffs)

2023 – Analysis of the data

2024 – Presentation of the findings



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Design

	Tuesday	Thursday	Friday
9am	Designing PEH lessons <ul style="list-style-type: none"> • Introduction • 6 groups of 4-5 PE teachers • Co-construction with health promotion experts 	Fun learning of martial arts <ul style="list-style-type: none"> • Practical • Experimented PE teacher 	Designing PEH lessons <ul style="list-style-type: none"> • Finalization of the projects • Presentation of the projects • Sharing and exchanges
12pm	<ul style="list-style-type: none"> • Unit of 6 lessons 		
1pm	Correct postures, breathing, and relaxation <ul style="list-style-type: none"> • Practical • Field expert 	Designing PEH lessons <ul style="list-style-type: none"> • Addictions • Education in relational, emotional, and sexual life • Environmental life • Mental health • Nutrition • Life hygiene 	Urban training/Street workout <ul style="list-style-type: none"> • Practical • Experimented PE teacher
4pm			

Cloes et al. (2024)

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Involved people

Cloes et al. (2024)

Teachers (26)		Women	Men
	Lower secondary	10	9
	Upper secondary	6	1
Experts (14)	Non-profit Liege	Addictions	2
	Non-profit Seraing	EVRAS*	1
	Non-profit Liege	Environmental health	1
	Non-profit Liege	Mental health	1
	Non-profit Brussels	Nutrition	1
	Health insurance fund	Life hygiene	2
	Province of Liege	Transversal	2
	Schools	Sports instructors	3
ULiege	Coordination	1	

*Education in relational, emotional and sexual life

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Swot analysis

Cloes et al. (2024)

Strengths	Weaknesses	Opportunities	Threats
Improvement of PE teachers' awareness	Available time to develop the projects	Creation of a community of practice	Decrease of CPD budgets
Participants positive opinions about the process	Light description of the lessons' plans	Replication of the inservice session	Availability of the experts
Participants positive opinions about the follow-up	Each teacher focused only on one health topic	Support of the education services	Resistance to change of some teachers
Collaboration between experts and practitioners	Main focus on endurance activities	Participation of additional experts	Available time for CPD
Resources developed by the participants	Availability of the experts' resources	Extension of the training period	
Resources proposed by the experts	Involvement of some teachers		
Motivation of the experts			



**Take home message*

How's it going?

Five key messages



School, family, and community are the fundamental pillars of youth's life

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Five key messages



Through PHE, a myriad of actions' opportunities can be considered with families and the community

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Five key messages



A growing number of projects are implemented by the practitioners or co-constructed with researchers

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Five key messages



The priority is awareness of the interest of these projects for the future of young generations

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Five key messages for PETE

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PHE teachers should understand that they have a fundamental role to play at this level

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In that perspective...

Priority #1

Priority #2

Priority #3

Highlight that
it is possible

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<https://hdl.handle.net/2268/317487>

谢谢
Thanks

Marc.Cloes@uliege.be

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