How Belgian youths can be physically active?

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Purpose of the presentation

- Describe the Belgian context for PA in youths
- Illustrate some fundamental principles that guide the approach recommended by our group
Created in 1817
>23,000 students
www.ulg.ac.be
Dpt of Sport & Rehabilitation Sciences

orbi.ulg.ac.be/
Belgium is a federal state

The federal government does not deal with sport nor physical activity

Exceptions:

- Security during national sports activities
- Fiscal regulations (professional athletes, social security, sports business ... )
<table>
<thead>
<tr>
<th>Public authorities Public services</th>
<th>Sports federations</th>
<th>Olympic movement</th>
<th>Free practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆Federal police</td>
<td>◆Unitary national sports federations</td>
<td>◆National Olympic Committee (COIB)</td>
<td>◆Sports events</td>
</tr>
<tr>
<td>◆Army</td>
<td>◆National committees of the split sport federations</td>
<td></td>
<td>◆(Inter)national companies</td>
</tr>
<tr>
<td>◆Social security</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Belgium is characterized by 3 national languages and 3 economical regions.

- Communities in charge of what deals with the people (language)
- Regions in charge of what deals with the goods (geography)
A complex country

- Communities (languages – people)
  - Teaching, Youth, Culture, Sports, Justice

Financial support to the sports federations (high level > sport for all)
Coach education
Anti-doping

PE curriculum
School facilities
PETE+inservice
Inspection????
A complex country

- Regions (geography – goods)
  - Roads & public buildings, Tourism, Economy & employment, Agriculture & environment, Health policy ...

Sports facilities

Greenways
## 'Regional' level

<table>
<thead>
<tr>
<th>Public authorities Public services</th>
<th>Sports federations</th>
<th>Olympic movement</th>
<th>Free practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministries of Sports/Education/Culture</td>
<td>Split sport federations (n=64)</td>
<td>/</td>
<td>Sport events</td>
</tr>
<tr>
<td>General Sport Administration (ADEPS)</td>
<td>Sports facilities association</td>
<td></td>
<td>Companies</td>
</tr>
<tr>
<td>Regional ministries and administrations</td>
<td>Sports federations association</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provinces (clustering of municipalities)
- 5 provinces in Wallonia: Walloon Brabant, Hainaut, Liege, Luxembourg, Namur
- 1,091 to 4440 km²
## 1st Local Level - Provinces

<table>
<thead>
<tr>
<th>Public authorities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Public services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport Permanent Deputation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial sport service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local ADEPS services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Prov. Centers of Sport Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Inspection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Sport centers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Provincial committees for each sport
- /
- Events
# 2nd Local Level - Municipalities

<table>
<thead>
<tr>
<th>Public authorities</th>
<th>Sports federations</th>
<th>Olympic movement</th>
<th>Free practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Deputy Mayor for Sports</td>
<td>- Sports clubs</td>
<td>/</td>
<td>- Alone</td>
</tr>
<tr>
<td>- Sports service</td>
<td></td>
<td></td>
<td>- Group of friends</td>
</tr>
<tr>
<td>- Schools</td>
<td></td>
<td></td>
<td>- Non-profit organizations</td>
</tr>
</tbody>
</table>

- PA & Sports at work
- Youth movements
- Sport companies
The actors?

- Federations + clubs
- Sports non profit organizations, neighborhood sports
- Youth movements
- Sports at work
- Sports associations

Education
- Physical education
- Extracurricular activities
- Sports studies

Public authorities
- Municipalities & provinces
- Communities & regions

Private sector
- Fitness centers
- Adventure sports companies
- Sports events sector
Impact of this diversity

- Lack of coordination
  - Programs
  - Goals and values
  - Target public

- Dispersion of the resources
  - Human
  - Financial
  - Facilities & equipment

Conclusion
Need of coordination
Vertical
Horizontal
What do data say about the current situation?

- PA at school
- PA in youths
Physical activity in Wallonian secondary 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

Snyers et al (2014)
Physical activity in Wallonian secondary schools

- Findings
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 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
### 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>
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Van Hoye et al. (2009)
The impact on youth’s PA?

Le bulletin 2016 "Active Healthy Kids Belgium" est la première version proposée au niveau belge. Ce bulletin apporte une évaluation systématique, critique et actuelle du niveau d’activité physique, des comportements de santé associés et de l’état de santé des enfants et des adolescents belges.

Ce bulletin devrait être utilisé comme un outil de sensibilisation, de plaidoyer pour un débat public et politique, ou encore comme support au développement de recherches futures.
**The impact on youth’s PA?**

**RESULTS**

- 9 core indicators.
- 2 additional indicators (i.e. dietary behaviors and weight status).
- Poor grades for overall physical activity, sedentary behaviors, and weight status.
- Moderately positive scores for specific physical activity behaviors.
- Moderately positive scores for influences on physical activity (behaviors).
- 3 incomplete grades due to a lack of representative data for Belgium (i.e. dietary behaviors, family and peers, and community and the built environment).

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Physical Activity</td>
<td>F+</td>
</tr>
<tr>
<td>Organized Sport Participation</td>
<td>C-</td>
</tr>
<tr>
<td>Active Play</td>
<td>C+</td>
</tr>
<tr>
<td>Active Transportation</td>
<td>C-</td>
</tr>
<tr>
<td>Sedentary Behaviors</td>
<td>D-</td>
</tr>
<tr>
<td>Family and Peers</td>
<td>INC</td>
</tr>
<tr>
<td>School</td>
<td>B-</td>
</tr>
<tr>
<td>Community and the Built Environment</td>
<td>INC</td>
</tr>
<tr>
<td>Government Strategies and Investments</td>
<td>C+</td>
</tr>
<tr>
<td>Dietary Behaviors</td>
<td>INC</td>
</tr>
<tr>
<td>Weight Status</td>
<td>D</td>
</tr>
</tbody>
</table>

*The grade for each indicator is based on the percentage of children and youth meeting a defined benchmark: A is 81% to 100%; B is 61% to 80%; C is 41% to 60%; D is 21% to 40%; F is 0% to 20%; INC is incomplete data (Active Healthy Kids Canada)*

Wijtzes et al. (2016)
What kind of coordination is needed?

- **Vertical coordination**
  - Synchronized general policies elaborated at the community/regional levels (decrees)
  - Missions, structures, resources

- **Horizontal coordination**
  - Involvement at the local level (the most determining)
  - Direct contact with the citizens
  - Collaboration between schools, families, and all local structures available in the municipalities
What kind of actions are envisaged?

- Inter-ministries contacts ✓
  - Apparent willingness to collaborate
  - Recent political instability ✗

- WALAP + Brussels’ Plan
  - Physical activity among the priorities of the future plans for health

WALAP – Document de travail
Plan alimentation et activité physique APES-ULG
Références GI n°5 « Enseignement maternel-primaire-secondaire»
Liste arrêtée en novembre 2016
What kind of actions are envisaged?

- Major change of the education approach
  - By 2019: Physical activity, wellness, and health
  - Central role of PE
Conclusions

- In Wallonia, research underlined that reality is far to reach requirements recommended by European health policies
- (In)formal data emphasized that schools as well as communities are not well aware about the needs of these collaborations (lack of tradition)
- More and more initiatives are implemented under the umbrella of various actors (public and private sectors) = mosaic!
- PE teachers could be more involved in these collaborations
TIME FOR ACTION
Introducing a project aiming to promote PA at school through PAMIA principles
The PAMIA principles

• **P** - Foster play/pleasure: *give meaningfulness and increase pleasure*

• **A** - Foster achievement and learning: 70-80% («delicious uncertainty») through individualizing (levels +1 et -1; individual goals)

• **M** - Foster movement: *propose activities situations that lead students to move, to expand energy*

• **I** - Foster interactions: *increase contact with others and with the environment*

• **A** - Foster autonomy: *give students opportunities to make decisions*
Introducing a project aiming to promote PA at school through PAMIA principles

Creating a network within the community in order to ensure the long-term sustainability of the project
Ensuring sustainability

1. Topic prioritization
2. Risk management
3. Stakeholder identification
4. Stakeholder prioritization
5. Engagement
6. Capacity management
7. Feedback & communication of outcomes

- List of activities
- Potential partnerships
- Perform the collaboration
- Collect and share data

- Youths’ expectations
- Selection of partners
- Promotion of the activities

HEROES we need you!
grazie
Références


