High School Sport in Belgium (Wallonia)

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Three questions

• Place of sport in Wallonian schools ?
• School sport and PE ?
• Specific research topics ?
Competitive sports at school

Belgium

11,000,000
30,000 km²
Dutch, French, Ger.
As many other competences, sports and education are split according to the language.

Wallonia (French speaking community)

- Sport federations
- Selections
- Sport clubs
- Youth groups
- ‘Senior championships’

Youth sports contexts

Cloes (2012)
29-07-17

**Wallonia (as French speaking community)**

**6 to 18 year-old youth (%)**

- **Girls**
  - Do sports: 62.3%
  - In an organized context: 45%

- **Boys**
  - Do sports: 77.9%
  - In an organized context: 59%

Bodson et Zintz (2006)

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**Wallonia (as French speaking community)**

**Girls and boys (%)**

- **6-9**
  - Do sports: 61.7%
  - In an organized context: 50%
- **10-12**
  - Do sports: 82.4%
  - In an organized context: 62%
- **13-15**
  - Do sports: 74.2%
  - In an organized context: 54%
- **16-18**
  - Do sports: 61.4%
  - In an organized context: 42%

Bodson et Zintz (2006)
Bel et al. (2016)

Children in sports clubs (%) (Belgium, no regional ≠)
Adolescents doing sports (%) (Belgium, no regional ≠)

Bel et al. (2016) 9

Youth sports contexts

Sport movement
- Sport federations
- Selections
- Sport clubs
- Youth groups
- ‘Senior championships’

Others
- Family/Friends
- Non-profit organizations
- Youth movements
- Public services

Cloes (2012) 10
Youth movements

• +/- 21% of 6-18 year-old
  Bodson et Zintz (2006)

• +/- 10% of the youth
  Adin (2007)

Youth sports contexts

<table>
<thead>
<tr>
<th>Sport movement</th>
<th>School</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport federations</td>
<td>• Physical education</td>
<td>• Family/Friends</td>
</tr>
<tr>
<td>• Selections</td>
<td>• Extra-curricular activities</td>
<td>• Non-profit organizations</td>
</tr>
<tr>
<td>• Sport clubs</td>
<td>• Organized by the school</td>
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<td>• ‘Senior championships’</td>
<td>federation</td>
<td></td>
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<td></td>
<td>administration</td>
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</tbody>
</table>

Cloes (2012)
Youth declaring to have opportunities to attend extracurricular sports at school (%)

Belgium

- Flanders: 68.1%
- Wallonia: 35.8%

Findings

Physical activity in Wallonian secondary schools

- Findings

Note (20 pts)
The sport at school in Wallonia

Primary school

- 6 grades: 6 to 12 year-old
- PE: 2 x 50'/week
- Extracurricular sports activities
  - PE teacher's initiatives (swimming lessons ...)
  - Partnership with non-profit organizations (sports events)

- Sports days/week in specific sports centers
- Collaboration with local sports clubs
- Sports events (joggings)
- Fitness tests

- Partnership with the sport administration
The sport at school in Wallonia

Secondary school

- 6 grades: 12 to 18 year-old
- PE: 2-3 x 50’/week (! specific sports programs)
- Extracurricular sports activities
  - PE teacher’s initiatives (intramural tournaments …)
  - Partnership with non-profit organizations (sports events)
  - Partnership with the sport administration

Sports events
(Rheto trophy)

Sports days/week in specific sports centers

Fitness tests

Sports hopeful/talent status

Training and liaison diary

2016 - 2017

Carnet d'entraînement et de liaison

Projet sportif + Projet académique - Projet de vie
• Collaboration between the sports administration, a sports federation, a school, the parents, and the athlete

• Boarding sport centers or not
• Beginning at 14 year-old (! gymnastics, tennis)
• Priority to the school performance
The sport at school in Wallonia

- >18 year-old
- Bachelor (3 grades – colleges/universities)
- Master (2-3 grades – colleges/universities)
- Extracurricular sports activities
  - Staff/students’ initiatives (intramural tournaments, events)
  - Inter-institutions tournaments (punctual activities)
  - Partnership with the sport administration

Sports hopeful/talent status

PE and school sports relationship
What are you talking about?

Historical background
- At the end of the 19th century
- Sports against physical education
- de Coubertin against Hébert

The legacy
- Education Vs Sports ministries and administrations
- Relative lack of cooperation
- Huge differences between the contexts of ‘teaching’
The PE teachers’ involvement

• PE teachers
  ◦ Sports background
  ◦ PE students ‘love’ sports
  ◦ PE teachers change their educational objectives/behaviors according to the context

• The evolution
  ◦ Between the 70’ to the end of the 90’ = involvement in ‘unpaid’ extracurricular sports activities for the students
  ◦ Since that time = decrease of the participation to such activities
  ◦ Less high skilled PE students in the programs => ???
  ◦ Some groundwork of ‘Sports’ to enter into the School=> !!!
Research topics and gaps

- Few studies
- ULiege
- 3 axes
School sport is not a priority in Wallonia
PE teachers are not currently involved and they have excuses
Collaboration Vs defiance about sports development in schools
Lack of scientific data and practice grounded studies
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http://hdl.handle.net/2268/213240

Thank you

Références


Pictures and illustrations:

- Slide #11 – Youth movement: http://www.guides.be/
- Slide #13 - Smiley: https://www.pinterest.com/sanner1959/smiley/
- Slide #23 – Policy: http://www.missbhavenbooks.com/policies/
- Slide #27 – Loupe: https://medicalisle.fr/devenez-franchise/bonhomme-loupe/
• Aims of the study
  ◦ What proportion of TLAs enter higher education?
  ◦ What is the success rate of TLAs?
  ◦ What are their perceptions of the support offered?
  ◦ What are the gaps?
  ◦ What difficulties did they encounter during this school transition?
  ◦ What changes would they suggest to improve the system?


• Methods
  ◦ Collaboration between ULiège and the General Administration of Sports (GAS) (in charge of the TLAs)
  ◦ List of TLAs graduated from 2d school (2010 to 2012)
  ◦ Phone contact in January-March 2014 (verification of details and proposing an online questionnaire - Lime Survey)
  ◦ 79 closed/open questions about 6 dimensions of the transition from secondary school to higher education (academic, sports, social, relational, medical, organizational)
  ◦ 103 usable answers out of 352 TLAs who were freshmen in 2012-2013 (34%)
  ◦ From 55 secondary schools
  ◦ 15 higher education institutions
  ◦ Mean age = 20 years (born in 1994)
  ◦ 68% of males
Findings

- **Academic aspects**
  - 61% achieved their first year
  - 9% dropped out
  - 84% considered that combining school and sport was ‘easier’ at the secondary school level

- **Sports aspects**
  - 11% dropped out
  - 27% lost their TLA’s statute
  - 43% mentioned that did not received information about the available supports

- **Health aspects**
  - Two main difficulties (fatigue and nutrition)
  - Best health perception in secondary school level

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Findings

- **Social/Relational aspects**
  - Degradation when beginning higher education
  - Few relationships with other TLAs/GSA
  - Positive family environment familial
  - Too few relationships between academic and sport structures
  - Effective supports when proposed

- **Various**
  - 26% of the TLAs considered that participation to competitions is easier in higher education
  - 24% of them underlined that time management is more difficult in higher education
Suggestions

- Implementation of a training in time management for TLAs
- Continuous multidisciplinary monitoring (administrative, guidance, support ...), through the setting up of a single support structure for all levels, including at least one person linking the various actors concerned, whatever the level of education and the institution
- Centralization of information using a website dedicated to the TLAs to which sports and academic structures would have an access

Aims of the study

- To highlight the working conditions of the Walloon student-athletes in higher education

Methods

- Using a qualitative approach, we conducted a survey across a number of sites interviewing University Sport Managers (SM), Student-Athletes (SA), Tutors (T), Coordinators (C), Members of Sport Federation (M) and Professional Athletes (PA)
- Each subject was interviewed face to face (excluding French subjects who were interviewed by phone), between 2003/11 and 2004/12

Findings
Findings

In Wallonia:
- The athletes can only find tutors in most of universities
- The coaches were not allowed being on the campus
- No coordinator was identified

Other universities
- There are people who are appointed to specifically help SA to meet the standards determined by the academic and sport authorities

Findings

In Wallonia:
- A decree allows to S-A to stagger their academic programme as well in universities as in colleges
- Not all institutions help the athletes to postpone exams and to excuse some absences
- The situation is more difficult in the colleges even if the study requirements are lower than in the universities
Findings

In Wallonia:
- A decree allows to S-A to stagger their academic programme as well in universities as in colleges
- Not all institutions help the athletes to postpone exams and to excuse some absences
- S-A can never participate to training session on the campus even if they are allowed to use sometimes sport facilities for individual preparation (fitness training, for example)
- The interest toward university championships is low

Other universities
- An effort is carried out in to provide the best training conditions to the elite athletes.

Findings

<table>
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<tr>
<th>1) Specific structure to help student-athletes</th>
<th>Wallonia Universities</th>
<th>Flemish university</th>
<th>French university</th>
<th>English university</th>
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<tbody>
<tr>
<td>Coordinator</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
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<td>Tutor</td>
<td>Yes/No</td>
<td>No</td>
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<td>Coaches on the campus</td>
<td>No</td>
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2) Studies adjustments

3) Studies of the academic campus

In Wallonia:
- Any medical nor paramedical support are provided to the S-A

Other universities
- Medical support everywhere
- A specific support of sport sciences specialists in two universities

Supervision by sports specialist

Interest for university competitions

4) Medical or paramedical advantages

5) Logistic advantages

6) Specific structure to help student-athletes

7) Studies adjustments

8) Studies of the academic campus

9) Specific structure to help student-athletes

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99) Specific structure to help student-athletes

100) Studies adjustments

101) Studies of the academic campus
Findings

In Wallonia:
• Nothing

Other universities
• In the English university, they have a priority to get a parking place on the campus allowing them to increase their mobility

Follow up

• Report sent to the General Sport Administration = Project ‘Ariane’
• After 7 years (and 3 sports ministers) = creation of the ‘Service Projet de vie’ aiming to follow the TLAs
• At the ULiege = creation of the official statute in 2010