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

11,000,000
30,000 km²

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'

Cloes (2012)
Bodson et Zintz (2006) 6 to 18 year old youth (%)

Girls: 62.3% 77.9% 59%
Boys: 82.3% 45% 6%

Girls and boys (%)

Girls: 61.7% 82.4%
Boys: 74.2% 61.4%

Bel et al. (2016) Children in sports clubs (%)

Belgium, no regional

Adolescents doing sports (%)

Belgium, no regional

Sport movement
- Sport federations
- Selections
- Sport clubs
- Youth groups
- 'Senior championships'

School
- Physical education
- Extra-curricular activities
- Organized by the school
- Organized by a school sport federation
- Organized by the sport administration

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

Youth sports contexts

+/- 21% of 6-18 year-old

Bodson et Zintz (2006)

+/- 10% of the youth

Adin (2007)

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

Bel et al. (2016) 13

Findings

Snyers et al (2014)

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)

Collaboration with local sports clubs

Sports days/week in specific sports centers

Sports events (joggings)

Fitness tests

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 hopeful/talent status

Fitness tests

Training and liaison diary
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

Higher education
• > 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

"La guerre des méthodes"

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

The evolution
- Between the 70's to the end of the 90's = 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

Take home message
- 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


Pictures and Illustrations:
- Slide #11 – Youth movement: http://www.guides.be/
- Slide #13 – Smiley: https://www.pinterest.com/sanner1959/smiley/
- Slide #14 – Finger: https://materi-villas.info/newsvg-pointing-finger-dclip-art.html
- Slide #22 – Donald: http://www.chroniquesdisney.fr/cartoon-donald-1942-parachutiste.htm
- Slide #23 – Policy: http://www.mischievenbooks.com/policies/
- Slide #27 – Loupe: https://medicalisle.fr/devenez-parachutiste/bonhomme-loupe-normal-aluminium
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

Social/Relational aspects

- Degradation when beginning higher education
- Few relationships with other TLAs/GSA
- Positive family environment familiar
- 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
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

Methods

<table>
<thead>
<tr>
<th>Subject</th>
<th>Variable</th>
<th>SM</th>
<th>SA</th>
<th>T</th>
<th>C</th>
<th>M</th>
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<tbody>
<tr>
<td>Number of interviews</td>
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<td>Interview method</td>
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<td>• The athletes can only find tutors in most of the universities</td>
<td>• The coaches were not allowed on the campus</td>
<td>• No coordinator was identified</td>
<td>• There are people who are appointed to specifically help SA to meet the standards determined by the academic and sport authorities</td>
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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