



GOING THE HEALTHY ROUTE

IN POSTSECONDARY
INSTITUTION



REFERENCE FRAMEWORK FOR HEALTHY EATING AND ACTIVE LIVING
- FOR PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES

Québec 



For public and private colleges and universities

ACKNOWLEDGMENTS

This document was developed with the assistance of several representatives from the postsecondary education sector.

Concerned with the well-being of students, these individuals devoted their time and energy over a period of several months to working with the reference framework development committee.

We would like to thank them for their invaluable assistance.

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TABLE OF CONTENTS

2	INTRODUCTION
3	CHAPTER 1: SPECIFIC FEATURES OF POSTSECONDARY INSTITUTIONS AND THEIR STUDENTS
3	1.1 Administrative autonomy of postsecondary institutions
3	1.2 The importance of promoting the development of student autonomy
3	1.3 The target group: young people aged 17 to 25
5	CHAPTER 2: CURRENT SITUATION
5	2.1 Lifestyles among young people
6	2.2 The benefits of a healthy lifestyle on academic performance
7	CHAPTER 3: CONCEPTUAL FRAMEWORK
8	CHAPTER 4: ORIENTATIONS FOR HEALTHY EATING AND ACTIVE LIVING IN POSTSECONDARY INSTITUTIONS
8	4.1 Student living environment > Orientations for healthy eating > Orientations concerning active living
10	4.2 Awareness, promotion and communications
10	4.3 Mobilization and partnerships
11	CHAPTER 5: CONDITIONS FAVOURABLE TO THE IMPLEMENTATION OF THE REFERENCE FRAMEWORK
11	5.1 Local policy on healthy eating and active living
11	5.2 Involving individuals and organizations with current expertise, and research organizations
12	5.3 Access to funding
13	CHAPTER 6: IMPLEMENTATION, FOLLOW-UP AND COMMITMENTS BY PARTNERS
14	6.1 Implementation of the reference framework 6.1.1 Actions taken by ministries and other partners 6.1.2 Special government fund for health prevention and promotion
14	6.2 Monitoring the implementation of the reference framework
14	6.3 Commitments by colleges and universities
14	6.4 MELS funding
15	ANNEXE 1: TABLE OF ORIENTATIONS
16	ANNEXE 2: SUMMARY OF ACTIONS TAKEN BY THE MELS AND ITS PARTNERS IN THE FRAMEWORK AGREEMENT
17	REFERENCES

INTRODUCTION

In October 2006, the Québec government released its *Plan d'action gouvernemental de promotion de saines habitudes de vie et de prévention des problèmes reliés au poids 2006-2012*,¹ entitled *Investir pour l'avenir* [Investing in the future]. In it, the government declared its commitment to improving the quality of life and well-being of Quebecers by enabling them to live in environments that promote the adoption and maintenance of healthy living habits, especially through the promotion of healthy eating and active living.²

To respond to this government action plan and to the measure concerning the elimination of junk food in the *Youth Action Strategy 2006-2009* published by the Secrétariat à la jeunesse,³ the Ministère de l'Éducation, du Loisir et du Sport (MELS), working with various organizations in the education system and in partnership with several other ministries, was given the responsibility of drawing up a framework policy for healthy eating and active living, specifically targeting students at the pre-school, elementary and secondary levels, the priority age group in the government action plan.

In an effort to ensure continuity for the orientations defined in the framework policy, the Secteur de l'enseignement supérieur at the MELS has undertaken to produce a reference framework to promote complementary orientations in the postsecondary education sector, taking into account the specific features of the sector and the initiatives adopted by the institutions involved. Although continuity is essential, the sector has its own specific issues: students take charge of their own eating habits during their studies with limited financial resources, and there is a marked drop in physical activity between secondary school and college, and again between college and university.

This reference framework, adapted for young people aged 17 to 25, targets public and private postsecondary institutions in Québec. Its implementation will depend on their initiative and leadership. The aim of the framework is to

- > guide postsecondary institutions in the establishment or continuation of measures to promote healthy eating and active living
- > support the development of local policies developed by individual postsecondary institutions

The reference framework is, in fact, a tool that can be used to strengthen the actions already taken by colleges and universities and to stimulate new actions. The first section of the reference framework describes the specific features of the postsecondary education sector, to bring the realities of the target group into focus. This is followed by a description of the eating habits and physical activities of postsecondary students. The third section reviews the conceptual framework underlying the ministerial framework policy for healthy eating and active living and this reference framework as well. The fourth section sets out the major orientations, and the final section addresses the implementation of the reference framework, the commitments made by institutions, and the monitoring of the implementation process.

CHAPTER 1

SPECIFIC FEATURES OF POSTSECONDARY INSTITUTIONS AND THEIR STUDENTS

The postsecondary education sector has characteristics that differ from those of preschool, elementary and secondary education. The actions of institutions reflect underlying principles that vary depending on whether they apply to colleges or universities. The main principles are as follows.

1.1 ADMINISTRATIVE AUTONOMY OF POSTSECONDARY INSTITUTIONS

Colleges are autonomous with respect to their day-to-day operations, their programs of study, and their academic and student support services. Universities are independent legal entities that enjoy even greater autonomy with respect to their teaching and research programs, among other things.

The MELS does not act in the same way toward colleges and universities, using the same methods and with the same responsibilities, as it does toward the preschool, elementary and secondary education sector. That is because the latter are governed by such statutes as the *Education Act*. It is therefore important to note that this reference framework is, above all, a guide.

1.2 THE IMPORTANCE OF PROMOTING THE DEVELOPMENT OF STUDENT AUTONOMY

At the elementary and secondary levels, the students are all minors. They must be, and are, supervised all day, a responsibility which is facilitated by the fact that students all follow the same timetable. At the college and university levels, the main focus is on the development of the students' autonomy and responsibility.

Since individual students have more freedom in the choices they make, they must be offered a different type of support, especially concerning healthy eating and physical activity.

The educational mission of postsecondary institutions is to guide individuals toward success by providing a well-rounded education. They promote personal development through responsibility and the acquisition of citizenship values.⁴

For example, an educational project may have the fundamental aim of developing all dimensions of the person by promoting

- > the acquisition of knowledge and intellectual abilities that provide a strong general culture and transferable skills
- > personal development and self-affirmation
- > the development of a healthy, balanced lifestyle
- > social involvement

1.3 THE TARGET GROUP: YOUNG PEOPLE AGED 17 TO 25

Because this reference framework is designed for young people aged 17 to 25, postsecondary institutions offer an ideal way to reach this target group. In 2004-2005, over 450 000 students⁵ were enrolled in a postsecondary institution. Roughly 149 000 students in this age group were enrolled in college (excepting mature students),⁶ 69% of whom were aged 19 or under, 25% were aged 20 to 24, and 3% were aged 25 to 29. Women accounted for 57% of these students.⁷ Although the data are less precise at the university level, according to the education indicators for 2003-2004,⁸ around 30% of all people aged 18 to 24 were students.

Postsecondary students have a characteristic lifestyle and level of autonomy. They enjoy freedom of movement and a flexible timetable, which means that their attendance is neither continuous nor regular. In many cases, they split their time between study, work and personal activities. Specific methods must therefore be used to reach this target group.

The years that young people spend in college are a time of physiological and psychological development and change, change that can affect individuals at the personal, academic and social levels.⁹ It is a period of transition towards adulthood and greater autonomy, one that is fraught with challenges and risks in terms of health, identity and balance.¹⁰ Students must take responsibility for several aspects of their lives and must make choices about what they eat, what they buy, with whom they live, etc. College students are at a vulnerable period in their lives: the quest for autonomy is accompanied by increased responsibilities, such as the need to balance their studies, love lives, friendships, recreational activities and part-time work.¹¹ According to J. Roy,¹² roughly 45% of CEGEP students work between 10 and 24 hours per week, and it is a real challenge for these students to find the time to eat properly and engage in physical activity.

The Greater Montréal region has another special characteristic: according to data from the Institut de la statistique du Québec, 85% of immigrants to Québec choose to settle there,¹³ and postsecondary institutions must therefore face a multiple, multicultural reality.

Although educational institutions are an appropriate position to reach the target group, it is clear that the older young people are, the less likely they are to remain in the education system. While the school attendance rate at age 16 is 97.7%, it drops to 86.7% at age 17, and then to 78.7% at age 18, 69.3% at age 19 and 43.5% at age 20 to 24. Men aged 20 to 24 are the least likely to be in the education system, with an enrollment rate of 39.5%, compared to 47.4% for women in the same age group.¹⁴

CHAPTER 2

CURRENT SITUATION

2.1 LIFESTYLES AMONG YOUNG PEOPLE

In recent years, the percentage of overweight people within the general population has increased in many countries, to the point where the WHO has described the situation as an epidemic.¹⁵ The tendency to be overweight or obese is increasing. Québec is part of this trend, and all age groups are affected, including the target group for this reference framework.

The overweight rate among 18- to 24-year-olds climbed from 15.5% in 1990 to 25.7% in 2004, and the obesity rate from 3.4% in 1990 to 6.9% in 2004.¹⁶

The situation is a cause for concern, for both individuals and society, because of the clear risk it constitutes for certain illnesses such as high blood pressure, diabetes and cardiovascular disease.¹⁷ For young people, the psychosocial problems associated with being overweight must also be taken into consideration, such as lower self-esteem and reduced psychological well-being.

It is interesting to note that, according to certain studies, the overweight rate drops as educational attainment rises. In 2003, the obesity rate in Québec for people aged 18 and over without a secondary school diploma was 16.4%, compared to 12% for college graduates and 8.3% for university graduates.¹⁸

Among the factors explaining the increase in the number of overweight people observed in recent years are genetic profile, inadequate diet and sedentary lifestyle, all acting in combination. In addition, it is recognized that environmental factors play a predominant role and that "behaviour patterns linked to eating and physical activity, as well as people's attitudes towards their own body, do not result from free choice, but are rather a response to environments where powerful economic, cultural and political forces intertwine."¹⁹

The food industry has undergone many changes in recent decades, and reliance on pre-prepared foods has increased. In addition, young people eat more meals outside the home, and portions have become larger. Although the eating habits of the target group have not been extensively surveyed, the 2005 Canadian Community Health Survey 2005²⁰ indicates that 39.9% of young Quebecers aged 15 to 19 eat fewer than five servings of fruit and vegetables per day, while 46% of those aged 20 to 24 (56.4% for men and 36.8% for women) do so. In other words, almost half of all young people aged 20 to 24 eat fewer than the 7 to 8 daily servings of fruits and vegetables recommended by *Canada's Food Guide*.²¹ This is in spite of the fact that a diet rich in fruit and vegetable significantly reduces the risk of obesity and certain illnesses.²²

Changes in society also have repercussions on the physical effort individuals expend on everyday tasks. The shift to a tertiary or service-oriented economy, the development of means of transportation and their increased accessibility have all significantly reduced the amount of energy we expend every day. For example, over 50% of young people aged 15 to 24 travel by car, compared to 11% who travel on foot.²³ Passive recreational activities involving computers, television and video games are another possible cause for weight gain.

Whether students live with their parents or on their own can also influence their eating habits. The results of a questionnaire distributed by the Service régional d'admission du Montréal métropolitain (SRAM) in 2006²⁴ show that while 84% of students attending a public college lived with their parents, 12% lived on their own in an apartment, boarding house or student residence. This percentage may be even higher for university students. This means that many students are responsible for buying their own food and cooking their own meals.

At the same time, recreation and sport have developed considerably in recent years and the number of young Quebecers who are active in some way during their leisure time has tended to increase. For the 20 to 24 age group, the percentage of active individuals grew from 19.9% in 2000-2001 to 29.4% in 2003 and 30.8% in 2005.²⁵

Despite this increase in recreational physical activities, a significant proportion of young people remain sedentary in their leisure time. In 2003, 14% of men aged 18 to 24 were sedentary, compared to 6% of those aged 12 to 17 and 27% of those aged 25 to 34. Almost one in five women aged 20 to 24 (19%), were sedentary, compared to 8% aged 12 to 17 and 21% aged 25 to 34.²⁶

Last, evidence shows that physical activity declines dramatically in adulthood. While 76% of young people aged 12 to 17 are physically active (in other words meet the recommended level of physical activity) only 59% of those aged 18 to 24, and 41% of those aged 25 to 24, reach the required standard.²⁷

2.2 THE BENEFITS OF A HEALTHY LIFESTYLE ON ACADEMIC PERFORMANCE

Many different studies have shown that regular physical activity provides physical, psychological and social benefits; it is now recognized that it also facilitates academic learning.²⁸ In terms of physical benefits, regular physical activity reduces the risk of certain diseases in adulthood, including cardiac problems, diabetes and high blood pressure. In terms of psychological benefits, it improves concentration, creativity and memory, increases the ability to complete tasks and solve problems, and improves mood. In the long term, exercise helps increase self-esteem, self-confidence, competency and a feeling of well-being. Regular physical activity can also help prevent depression and suicide. In terms of social benefits, involvement in sports helps young people improve self-discipline, break their isolation, acquire greater respect for authority, and learn to cooperate with team members. It teaches them to express themselves, interact with others, and deal with both failure and success.

In Québec, the MELS conducted a survey of secondary-school students about their participation in extracurricular activities in 2005.³⁰ It showed that extracurricular activities contribute to educational success. Similarly, a 2006 survey by Suzanne Laberge, a kinesiology professor at Université de Montréal, demonstrated a strong positive correlation between participation in a physical activity program and the level of concentration measured before and after exercise, especially among boys.³¹ The researcher stated that if teenagers did more exercise at school, they would be more attentive; and if attentiveness has an effect on academic performance, then obviously exercise can only help.

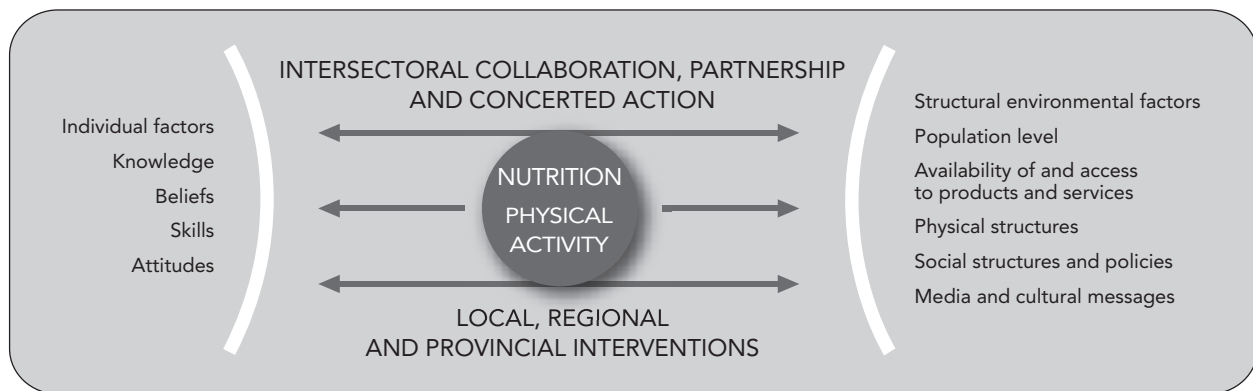
According to Gilles Tremblay et al. (2006),³² boys who participate in extracurricular activities develop a feeling of belonging to their school, which has a clear impact on their academic integration.

Similarly, Degrandpré and Paquet³³ mention a study of the physical training habits of university students. It shows a relation between physical training habits and such variables as academic performance. According to the findings, the most physically-active students achieved better academic results.

Thus, an environment that supports healthy eating and an active lifestyle not only has a significant impact on overall health, but may also have a positive effect on academic success.

CHAPTER 3

CONCEPTUAL FRAMEWORK



The conceptual basis used to develop this reference framework is similar to one used for the government action plan *Investir pour l'avenir* and the Framework Policy on Health Eating and Active Living.

According to this conceptual framework, adapted from D.A. Cohen,³⁴ to effectively promote a healthy lifestyle, actions must target both individuals and their environment.

Lifestyle choices are clearly dependent on personal choices, but they are also influenced by factors in the physical, social and economic environment. Current knowledge about the factors that favour the acquisition of a healthy lifestyle, especially in terms of health eating and physical activity, highlight the importance of the environment as a determining factor in behavioural change.

The conceptual framework also shows that actions must be taken at both the local and provincial level. All stakeholders must rally around a concerted plan if the school environment is to become more conducive to healthy eating and active living. This will require changes to the physical and social environment, as well as changes to social standards and the continuation of educational and promotional activities.

A document published in 1994 by the Ministère de la Santé et des Services sociaux (MSSS) and the Ministère de l'Éducation du Québec (MEQ) states that "students [...], although mostly independent in legal terms, still need support if they are to adopt a responsible attitude towards their health and lifestyle" and "preventive and promotional activities are especially appropriate to meet the needs of college students".³⁵

The orientations set out in the next section take all these determining factors into account in order to create conditions that will help students adopt and maintain healthy lifestyles.

CHAPTER 4

ORIENTATIONS FOR HEALTHY EATING AND ACTIVE LIVING IN POSTSECONDARY INSTITUTIONS

This section contains orientations and measures concerning students' living environment. Some target awareness, promotion and communication, while others focus on mobilization and partnerships.

To draw up the orientations, the committee consulted various bodies, firstly to establish a number of orientations that meet with general approval and are based on a summary evaluation of activities that have already been organized and, secondly, to confirm the willingness of institutions to establish a reference framework. The proposals below have been validated by public and private colleges and universities, and the nine main orientations have been selected by the college and university network. Individual colleges and universities will implement actions under the nine orientations according to their own situation.

4.1 STUDENT LIVING ENVIRONMENT

For students, postsecondary institutions are living environments that offer not only academic activities, but also extracurricular and social activities. This environment must be considered as a whole when establishing actions to encourage a healthy lifestyle. Students come into contact with several services at their institution during various activities, whether in class, at the cafeteria, or during extracurricular, social or promotional activities.

> Orientations for healthy eating

Each postsecondary institution has its own model for managing food services. These services may be provided by a private company under contract, by a student association, or by the institution itself.

The most effective initiatives observed at certain colleges and universities include offering healthy menus at the same price as other menus, developing food co-ops that promote healthy eating, producing recipe books, organizing cooking workshops with a free meal, etc.

However, some problems have been mentioned: a lack of information about the nutritional value of the food sold, and misuse of the "healthy menu" concept, based on a lack of precision about what a healthy menu should contain.

Another problem concerns the time allocated for meals. To optimize the use of building space, schedules must be adjusted to fit in as many meal periods as possible. As a result, lunch breaks can be short, staggered or sometimes nonexistent, a situation that does nothing to encourage healthy eating.

Another problem involves the lack of reception and follow-up services for students living away from home for the first time. Left to themselves, these students can find it difficult to balance their food intake.

Four orientations concerning healthy eating habits:

Orientation 1

Establish a local policy on healthy eating (e.g. increase the number of healthy choices).

Orientation 2

Develop a menu classification system based on the new version of *Canada's Food Guide* and distribute it to all students and staff members..

Orientation 3

Continue or improve the provision of healthy menus that cost the same as or less than other menus.

Orientation 4

Promote a timetable that allows students to eat healthy lunches, or offer quick healthy meals.

> Orientations concerning active living

The survey conducted among postsecondary institutions revealed several initiatives concerning student use of active transportation.ⁱ These include the installation of bicycle racks, access to showers and changing rooms for cyclists, the construction of bicycle paths and footpaths leading to the campus, the availability of bicycles for trips to other parts of the campus, the construction of side-walks and pedestrian crossings, and improvements to signage close to and on campus.

Two orientations concerning active living:

Orientation 5

Encourage active transportation by:

- > increasing the number of covered, secure bicycle racks
- > increasing access to changing rooms and informing target groups

Concerning extracurricular activities, it is important to note that a wide range of competitive and recreational initiatives have already been implemented in postsecondary institutions. Some are offered at special rates, some are free of charge for students; and some give students priority access to facilities.

However, these activities target and tend to interest current users. In addition, some institutions make their sports facilities available to third parties (municipalities, other schools, private organizations). This helps fund the facilities but reduces access for students, especially in terms of the time slots available.

Orientation 6

Improve the organization of recreational physical activities that meet the needs of all students by:

- > increasing the range of services offered
- > promoting participation among sedentary students
- > offering special rates for students taking part in extracurricular activities
- > maintaining and improving priority access for students, in collaboration with student associations
- > optimizing the use of sports facilities in the area by establishing partnership agreements

i This includes all forms of human-powered transportation (e.g. walking, cycling).

4.2 AWARENESS, PROMOTION AND COMMUNICATIONS

Postsecondary institutions are clearly concerned about and committed to the promotion of healthy eating and active living. However, they must find new ways to encourage students to think about their health in a sustainable way. Changes in behaviour patterns must be supported by awareness-raising and promotional measures.

The survey revealed various measures or actions taken to promote health eating: health workshops given by nurses, support for group kitchens, healthy eating weeks, articles in student newspapers, information stands and brochures, etc. However, there were far fewer promotional and awareness-raising activities for active living, especially among students who do not participate, or participate very little, in physical activities.

Orientation 7

Establish a range of awareness-raising and promotional activities for healthy eating and active living, in particular by:

- > improving informational, promotional and awareness-raising activities for healthy eating (e.g. cooking classes, workshops on healthy choices, community kitchen workshops for students in residence, theme-based weeks, presentations)
- > designing promotional activities for active transportation (e.g. emphasizing the benefits of walking and cycling as a means of transportation, using the stairs instead of the elevator or escalator, organizing a theme-week on physical activity)
- > designing promotional tools to target sedentary students
- > doing more to promote existing physical activity services

4.3 MOBILIZATION AND PARTNERSHIPS

To maximize interventions in students' living environment, **two orientations promote mobilization and partnerships:**

Orientation 8

Encourage student associations and staff members to organize joint activities to promote healthy eating and active living.

Orientation 9

Develop partnerships with Québec sports associations, including the Fédération québécoise du sport étudiant (FQSE), to promote the participation of as many students as possible.

CHAPTER 5

CONDITIONS FAVOURABLE TO THE IMPLEMENTATION OF THE REFERENCE FRAMEWORK

The implementation of this reference framework requires the establishment of certain basic conditions presented in this chapter: a local policy at each postsecondary institution, collaboration with various partners, and adequate funding.

5.1 LOCAL POLICY ON HEALTHY EATING AND ACTIVE LIVING

This reference framework highlights the concerns of colleges and universities, but also the types of activities that allow students to develop all facets of their personalities. Despite the many different activities currently organized by postsecondary institutions, it appears hard for individual institutions to define a comprehensive vision that conveys a clear and coherent message. The preparation of a local policy offers an ideal opportunity to present all activities as part of a coherent drive towards a shared objective.

5.2 INVOLVING INDIVIDUALS AND ORGANIZATIONS WITH CURRENT EXPERTISE, AND RESEARCH ORGANIZATIONS

A partnership with the Fédération québécoise du sport étudiant (FQSE) will make it easier to draw up measures under the reference framework. The federation provides support services that can also facilitate the establishment of a local policy.

The FQSE is a nonprofit organization that brings together educational institutions in Québec at all levels: universities, colleges, and secondary and elementary schools, whether in the private or public, or the French or English sectors. It focuses on joint action, development, direct services to individual institutions, and promotion.

Through its ISO-ACTIVE program, the FQSE can suggest changes that take into account the specific features of college and university institutions. The program centres on the promotion, intervention and enhancement of healthy living habits, namely regular physical activity, a healthy diet and tobacco-free living. It enhances the actions taken by individual institutions, working at several levels at the same time: working directly with students, changing their environment to make it more conducive to the adoption of healthy living habits, and creating links with the community to optimize their actions.

As they pursue their orientations and actions to promote healthy lifestyles, postsecondary institutions can also initiate research projects to gain more insight into the issues and take action more effectively. Some recent or ongoing research projects have demonstrated a link between the concept of lifestyle and educational success, a feeling of belonging and self-esteem. However, the links between these elements could be explored in greater depth using research funding under various programs, such as the *Programme d'aide à la recherche sur l'enseignement et l'apprentissage* (PAREA) for colleges, managed by the MELS.

Similarly, the Conseil de la science et de la technologie du Québec has defined seven major socioeconomic issues for Québec in its report on research perspectives.³⁶ The first concerns lifestyles, and specifies that, to be effective, prevention must be based on research. Research projects using an intersectoral approach would be most likely to improve understanding of lifestyle-related problems and define possible solutions.

To better define the main issues, the Conseil presents research themes to be explored, such as mechanisms used by individuals to adapt and maintain living habits, the impact of collective decisions on lifestyles, indicators for lifestyles and their impact on health.³⁷

The Conseil has also defined orientations for more effective actions, including the design and implementation of actions to facilitate the adoption of a healthy lifestyle, the assessment of such actions, and the appropriation of knowledge.³⁸

5.3 ACCESS TO FUNDING

Access to adequate funding remains a key incentive to support postsecondary institutions in implementing measures that promote healthy lifestyles. Institutions should be able to submit proposals for projects to the special government fund for health prevention and promotion.

CHAPTER 6

IMPLEMENTATION, FOLLOW-UP AND COMMITMENTS BY PARTNERS

6.1 IMPLEMENTATION OF THE REFERENCE FRAMEWORK

Following the publication of the framework policy and the MELS reference framework, schools, colleges and universities will have to report on their situation and the progress of their projects. At the preschool, elementary and secondary level, precise targets have been set. For colleges and universities, each institution will be monitored to assess how the measures associated with the framework's orientations are being implemented.

6.1.1 Actions taken by ministries and other partners

In the *Plan d'action gouvernemental de promotion des saines habitudes de vie et de prévention des problèmes reliés au poids* and the *MELS Framework Policy on Health Eating and Active Living*, various ministries have defined the actions they plan to take in coming years. It seems appropriate here to list all the actions that will facilitate the implementation of the reference framework, as reported in the *MELS Framework Policy*:

- > In addition to playing an active role in various government initiatives in matters of health prevention and healthy lifestyle promotion, the **Ministère de la Santé et des Services sociaux (MSSS)**, in collaboration with the **Ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec (MAPAQ)**, will provide support for healthcare establishments and workplaces that wish to implement a food policy for their cafeterias. They will also set up programs for the general public on food preparation and the development of basic cooking skills.
- > The **MAPAQ** will raise awareness among food producers, processors and distributors to encourage them to meet nutritional objectives and, with the MSSS, will design a basic training program in nutrition for food services staff who prepare menus.
- > The **Ministère des Affaires municipales et des Régions (MAMR)** will work with the MELS to publicize agreements between schools and municipalities concerning the sharing of sports facilities.
- > Under the *Programme d'aide gouvernementale aux modes de transports alternatifs à l'automobile*, the **Ministère des Transports du Québec (MTQ)** is currently establishing measures to promote walking and cycling as modes of transportation.³⁹
- > The **Secrétariat à la jeunesse (SAJ)**, like other ministries, will publish accurate, up-to-date information on nutrition and physical activity on its Web site "Espace J."
- > The **Fédération québécoise du sport étudiant (FQSE)** will make available implementation methods, developed in collaboration with the education community, to institutions that request them. The ISO-ACTIVE program can be adapted to the college and university levels to reflect their situation and needs.

The MSSS and MAPAQ will

- > carry out various prevention and monitoring activities in hygiene and food safety in order to prevent health risks throughout the biofood chain⁴⁰
- > produce awareness-raising and information tools and materials on hygiene and food safety⁴¹
- > include awareness-raising and education messages about healthy eating in information tools intended for consumers⁴²
- > develop a basic nutrition training program for food service workers who prepare menus and meals and choose condiments⁴³
- > offer training to food service managers and workers (food safety)⁴⁴
- > together with Pêche et Aquaculture Québec, raise awareness among food processors to help them create products that are suited to the student population as well as cafeterias and vending machines in postsecondary institutions

The MELS undertakes to:

- > ensure that government campaigns promoting healthy living habits are also aimed at college and university students⁴⁵
- > provide financial support to postsecondary institutions for projects focusing on education, promotion and communication in matters of healthy eating and active living, specifically projects targeting the acquisition of the skills required to prepare healthy menus (one example being support for the development of a community kitchen concept)
- > with the FQSE and the ministries concerned, support the development of a healthy menu classification system and make it available to students at all postsecondary institutions
- > with the FQSE and the ministries concerned, support postsecondary institutions in their efforts to implement the orientations and assess the reference framework for healthy eating and active living
- > with the FQSE and the ministries concerned, support the development of tools to apply and, if necessary, assess and follow up on the reference framework
- > support the preparation of local policies on healthy eating
- > work with the MTQ under the *Better Choices for Citizens - Québec Policy Respecting Public Transit* to encourage active transportation

6.1.2 Special government fund for health prevention and promotion

To support the implementation of measures and actions intended to promote the adoption and maintenance of healthy living habits, colleges and universities can obtain assistance from a special fund for health prevention and promotion, established by the government under the *Plan d'action gouvernemental de promotion des saines habitudes de vie et de prévention des problèmes liés au poids*.

6.2 MONITORING THE IMPLEMENTATION OF THE REFERENCE FRAMEWORK

The current reference framework development committee will monitor its application by colleges and universities.

Before the fall of 2009, a progress report will be drafted with input from colleges and universities, listing the new measures implemented.

Monitoring the initiatives taken by colleges and universities could also make it possible to recognize outstanding achievements, in order to support the expansion and improvement of the measures already in place.

6.3 COMMITMENTS BY COLLEGES AND UNIVERSITIES

The successful implementation of this reference framework will depend above all on the support and commitment of individual institutions.

Each institution must undertake actions to implement the nine orientations set out above, taking its own situation into account.

To meet their commitment, institutions can use concrete methods and tools to facilitate the implementation of various aspects of measures to promote healthy eating and active living.

6.4 MELS FUNDING

The MELS will make funding available for colleges and universities that wish to organize local activities to implement the nine orientations, taking their own situation into account.

ANNEXE 1

TABLE OF ORIENTATIONS

ORIENTATIONS	
Student living environment Healthy eating	> Establish a local policy on healthy eating habits. > Develop a menu classification system based on the new version of <i>Canada's Food Guide</i> and distribute it to all students and staff members. > Continue or improve the provision of healthy menus that cost the same as or less than other menus. > Promote a timetable that allows students to eat healthy lunches, or offer quick healthy meals.
Active living	> Encourage active transportation by increasing the number of covered, secure bicycle racks, increasing access to changing rooms and informing target groups. > Improve the organization of recreational physical activities that meet the needs of all students.
Awareness, promotion and communications	> Establish a range of awareness-raising and promotional activities for healthy eating and active living.
Mobilization and partnerships	> Encourage student associations and staff members to organize joint activities to promote healthy eating and active living. > Develop partnerships with Québec sports associations, including the Fédération québécoise du sport étudiant (FQSE), to promote the participation of as many students as possible.

ANNEXE 2 SUMMARY OF ACTIONS TAKEN BY THE MELS AND ITS PARTNERS IN THE FRAMEWORK AGREEMENT

ACTIONS TAKEN BY THE MELS AND ITS PARTNERS

Actions by the MELS	> Ensure that government campaigns promoting healthy living habits are also aimed at college and university students. > Provide financial support to postsecondary institutions for projects focusing on education, promotion and communication in matters of healthy eating and active living, specifically projects targeting the acquisition of the skills required to prepare healthy menus. > With the FQSE and the ministries concerned, support the development of a healthy menu classification system and make it available to students at all postsecondary institutions. > With the FQSE and the ministries concerned, support postsecondary institutions in their efforts to implement the orientations and assess the reference framework for healthy eating and active living. > With the FQSE and the ministries concerned, support the development of tools to apply and, if necessary, assess and follow up on the reference framework. > Support the preparation of local policies on healthy eating.
Actions by the MSSS and the MAPAQ	> Carry out various prevention and monitoring activities in hygiene and food safety in order to prevent health risks throughout the biofood chain. > Produce awareness-raising and information tools and materials on hygiene and food safety. > Include awareness-raising and education messages about healthy eating in information tools intended for consumers. > Develop a basic nutrition training program for food service workers who prepare menus and meals and choose condiments. > Offer training to food service managers and workers (food safety). > Together with Pêche et Aquaculture Québec, raise awareness among food processors to help them create products that are suited to the student population as well as cafeterias and vending machines in postsecondary institutions.

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