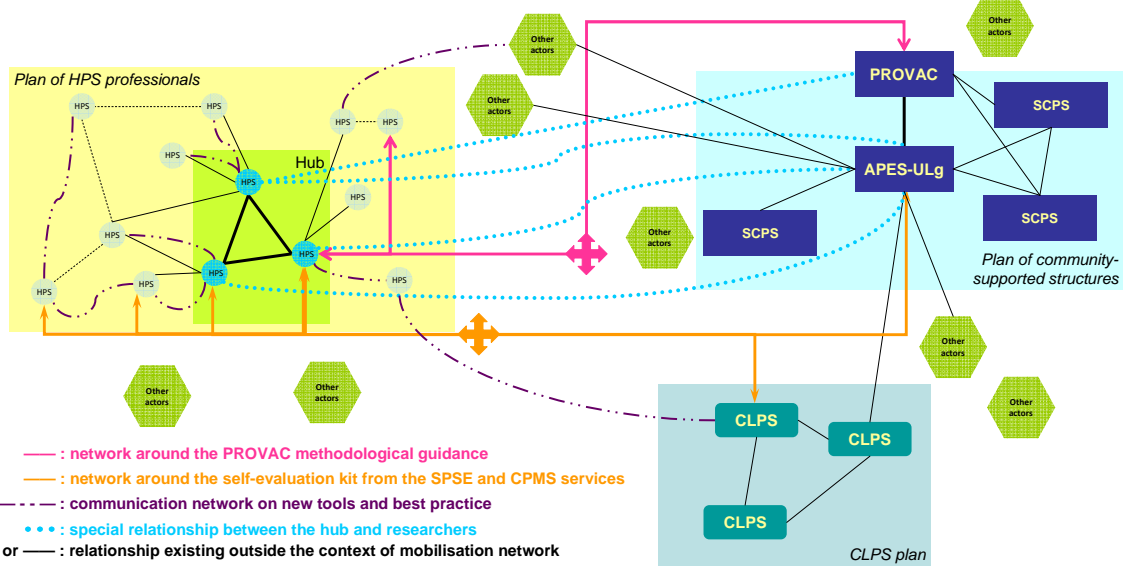


1. Context

Within the context of the plans and programmes to promote health and preventive medicine planned by Belgium's French-speaking community, university teams and practitioners have joined together in a mobilisation network. The aim of this network is to create the tools and best practices required to meet public health priorities, health promotion goals and legal requirements, and communicate them to school health professionals.

This presentation is based on two projects which have given rise to the creation of mobilisation networks: the creation of methodological guidance within the PROVAC programme and the creation of a self-evaluation kit for the SPSE and CPMS services.



2. Process of creating a network

Recruitment

Researchers are **proactive** in terms of mobilising and recruiting resource people. Establishment of the network is supported by:

- ❖ Their **knowledge of the expectations** and wishes of professionals wanting to translate their interest in the theme into reality;
- ❖ Their **relationship with professionals in the hub** who also **recommend** other network members;
- ❖ Wide-ranging invitations which may be issued, depending on the goal to be achieved.

Conditions for success

- ❖ The networks are created by the researchers, around a **defined task or theme** and for a **time-limited period**.
- ❖ Organisation of the network must be **flexible** (frequency and timing of meetings, composition and choice of members), to encourage the support of its members.
- ❖ Members should have a certain **legitimacy** in relation to the task – they should demonstrate an **interest in the theme** in question and relevant **experience** for the the work.

Reactivating a network:

Once the task has been completed, the network **dissolves**; nevertheless, **informal relationships between members of the network may remain**. The next network will be that much easier to build, if earlier networks have had positive outcomes.

3. The role of different actors

Researchers are responsible for **organising and supporting the network**: they promote group work by co-ordinating and contributing to reflection where required. They encourage progress on the tasks by structuring and clarifying HPS professionals' contributions.

They ensure **cohesion** between the network's defined task and the wider context within which this takes place. They bring a **scientific and technical perspective** to the reference framework within which the network's work takes place.

HPS professionals who are recruited into the network **jointly carry out**, alongside the researchers, the network's task. They lend the task legitimacy as a result of their detailed knowledge of the front-line, as well as knowledge of the target audience. They enrich **reflection and progress** through the specific contributions they make adapted to their professional context.

Members of the hub also bring **institutional legitimacy**, as a result of their positions within representative and decision-making bodies.

4. The added value of this approach

If the network has succeeded in its task, participants will have a clearer understanding of the value of the work that has been carried out. Having been involved from the beginning to the end of the process, no-one will feel disengaged from the work. This will maintain the dynamics of the network and will **strengthen the feeling of professional identity**, and group members' interest and motivation, notably if the results of the network remain in circulation (tools, approaches...). Moreover, some members in the HPS professional plan may **move closer to, or even involve the hub** in different networks.

The impact of this approach is linked to **matching the network's output with expectations and needs** of the beneficiaries of the end product. Finally, **communicating** the work of the network to other HPS professionals is facilitated by:

- ❖ **External professional support** (CLPS, members of the French-speaking community administration or Cabinet Ministers, ...) during publicity campaigns, which will have the effect of stressing the value of this approach and of reducing the distance between actors who are potentially closely linked.
- ❖ A **clear publicity and promotion campaign** around the work of the network, including an explanation of how the end products were created
- ❖ **Communication of the results of the evaluation** of the process, both to those who participated in the network and those who did not.
- ❖ The **involvement** of professionals from the hub, who are members of the network, to integrate **the end products of the network** into organisation, institutional or training operations.
- ❖ Relaying and **promoting** the work which has been carried out by the network **to their peers**.

Concepts

Plan: "a system of social actors who, in order to organise their external environments, restrict communication of resources to structures with few connections" (Adapted from the definition of 'equipment' cited by Lemieux V. *Les réseaux d'acteurs sociaux*, p. 11).

Hub: professionals engaged in the development of health promotion in schools and aiming at mainstreaming this across the board. These professionals participate in organisational or structural decision-making and play a mobilising role for their teams. They benefit from institutional recognition. They are the first point of contact for the researchers when a network is established.

Mobilisation network: a time-limited network comprising:
❖ Either professionals whose managers enable them to get involved in the network;
❖ Or the manager of a Service or Centre themselves.

These professionals are involved in the development of health promotion in schools or have a health promotion perspective in some of their work. They are open to sharing experiences and are interesting in exchanging information. They wish to acquire new tools or examples of best practice for their Service or Centre.

Researchers: Members of the SCPS APES-ULg (health promotion plan) and from PROVAC (long-term vaccination promotion programme)

CLPS: *Centre Locaux de Promotion de la Santé*. There are ten CLPS's in French-speaking Belgium.

Other actors: other professionals with an interest in health promotion in schools.