



SCHOOL- AND COMMUNITY-BASED PE & HEPA NETWORKS FOR DAILY PHYSICAL ACTIVITIES

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INTRODUCTION

Since the EC commissioned research report on “Young people’s lifestyle and sedentariness” (Brettschneider & Naul, (2005) the idea to extend physical education (PE) at school through community-based partnerships with sport clubs or/and local Public Health stakeholders have been spread by different policy recommendations of PE associations (e.g. AIESEP, EUPEA), international education and sport bodies (e.g. EC, UNESCO, ICSSPE) and HEPA Europe (cf. (Kriemler et al., 2011). In this context of the last 10 years, also many international reviews about the effectiveness of PE related and school-based intervention studies documented an evidence-based empirical outcome to better reduce overweight and achieve an active lifestyle pattern for young people if daily PE/PA programmes are linked with a nutrition component of teaching and the school sector has been linked with other community-based settings (cf. Sluijs et.al, 2007; Oude Luttikhuis et al., 2009; Waters, et al., 2011; Pate et al., 2011; Dobbins et al., 2013; Bemelmans et al., 2014; Wang et al., 2015).

METHOD

A selected collection of international and European based reviews and reviews of reviews on PE and on school based PA intervention studies (focused on Cochrane Systematic Reviews between 2007 and 2015) will be analyzed according their design of intervention components (single PE /PA component vs. multiple-components) and sector interventions (single school-based vs. cross-sectoral setting approach).

RESULTS AND DISCUSSION

Reviews and meta-analysis show effectiveness of different factors, however with ambiguity, if minutes of PE at school and/or for extra-curricular time of PA are extended. Weight losses of obese children can be achieved, increase of their motor abilities including aerobic endurance capacity is given and psycho-social benefits of physical self concept and group climate occurred when a multi-component intervention design has been applied and a cross-sectoral approach of intervention has been implemented (cf. Wang, 2015; Brown & Summerbell, 2008; Kropski et al., 2008; Harris et al., 2009, Naul, 2012; Bemelmans et al., 2014).

CONCLUSIONS

The linkage of PE with other components of an active life-style and the extension of the school setting with other stakeholder moves on the Public Health Agenda and can achieve an evidence-based outcome of health-related benefits of PE at school.

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