

EPAS CONSULTATIVE COMMITTEE VIRTUAL WEBINAR

“Physical education (PE) and school sports: a creative approach to human rights and democracy”

21th February 2022, 15.00-17.00

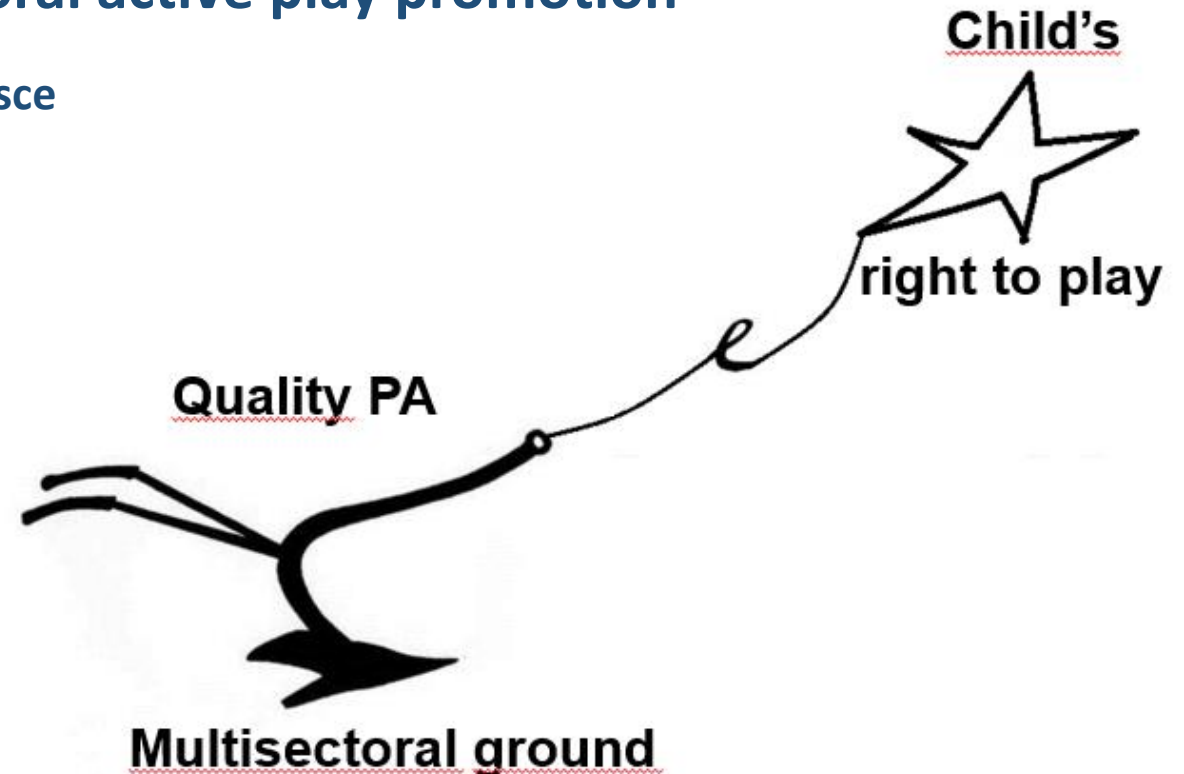


Moving is a must, and the right to do sport/play is crucial for holistic child development: From neuroscience to multisectoral active play promotion

Caterina Pesce

“We should hitch our plough to a star” (Swahili proverb)

The child’s right to play can enlighten our efforts to
promote quality physical activity, transitioning
evidence into (multisectoral) policy
and policy into evidence



United Nations Sustainable Development Goals (SDG)

- 3. Ensure healthy lives and promote wellbeing
- 4. Ensure inclusive and equitable quality education

The Lancet Commissions

GLOBAL ACTION PLAN ON PHYSICAL ACTIVITY 2018-2030

**MORE ACTIVE
PEOPLE FOR
A HEALTHIER
WORLD**



LET'S
Be active
Everyday



A future for the world's children? A WHO-UNICEF-Lancet Commission



2018 Placing children at the centre of SDG policies

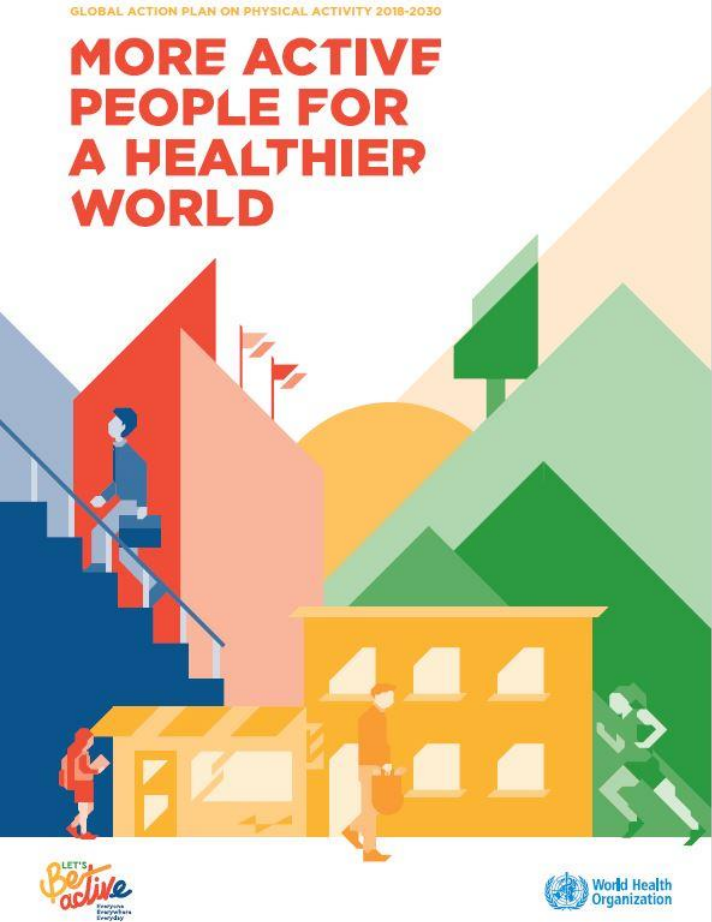
Rights of the Child (CRC): "...their realization is the only pathway for countries to achieve the SDGs for children's health and wellbeing"



United Nations Sustainable Development Goals (SDG)

- 3. Ensure healthy lives and promote wellbeing
- 4. Ensure inclusive and equitable quality education

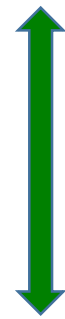
The Lancet Commissions



A future for the world's children? A WHO-UNICEF-Lancet Commission



2018 Placing children at the centre of SDG policies



Right to play (CRC): “The idea of playability as a stimulus to exercise is receiving interest. Children have a right to play”



2018 Global Action Plan on Physical Activity 2018–2030

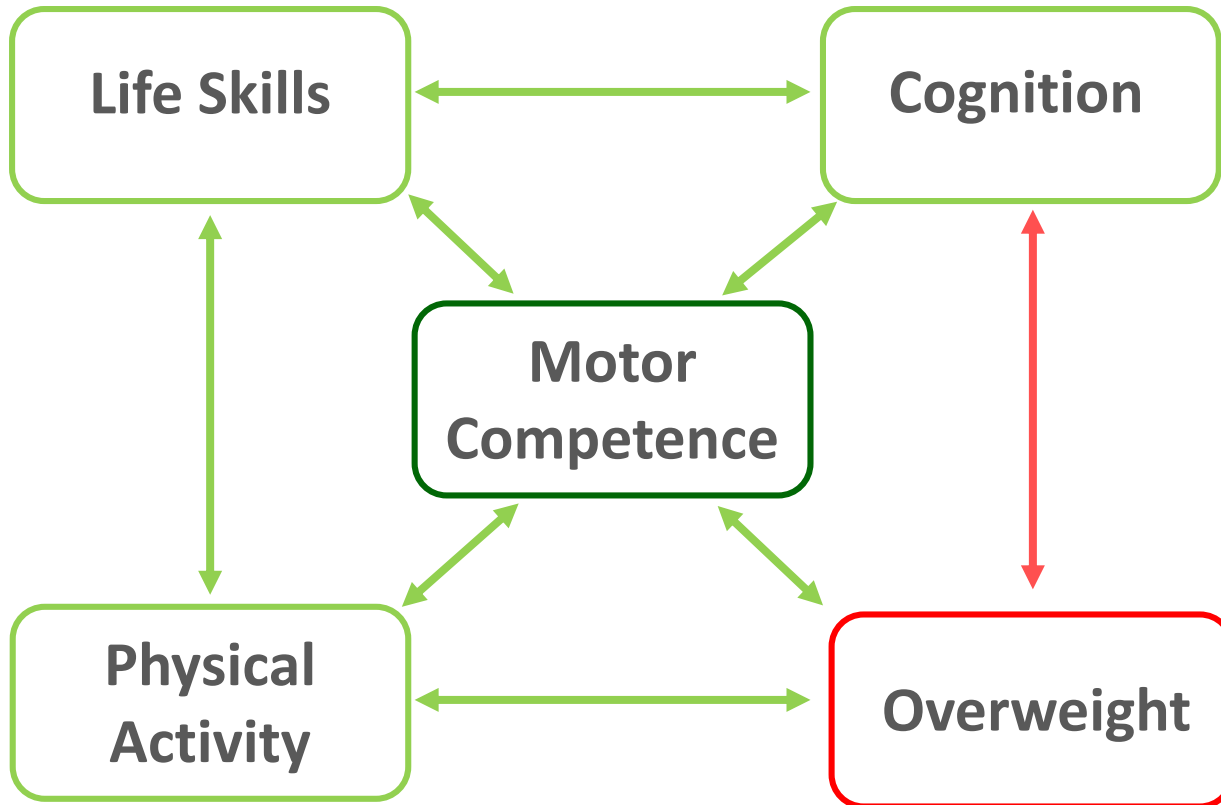
Emancipation of physical activity promotion: from ‘junior partner’ to nutrition to complementary, yet stand-alone topic



JOURNAL OF
Physical Activity & Health
Official Journal of ISPAH
www.JPAH-Journal.com
SPECIAL REPORT

Physical Activity: An Underestimated Investment in Human Capital?

Richard Bailey, Charles Hillman, Shawn Arent, and Albert Petitpas



Playing for health:
not only a negatively framed
“battle” and “fight” against
obesity but also an investment
in **human capital** for children
to achieve their full potential

Health Promotion International, Vol. 29 No. 1
doi:10.1093/heapro/das042
Advance Access published 20 August, 2012

**Playing for health? Revisiting health promotion to
examine the emerging public health position on
children’s play**

**STEPHANIE A. ALEXANDER^{1*}, KATHERINE L. FROHLICH¹ and
CAROLINE FUSCO²**

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

VALUES

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

ATTITUDES

COMPETENCE

SKILLS

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

KNOWLEDGE AND CRITICAL UNDERSTANDING

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Health Promotion International, Vol. 29 No. 1

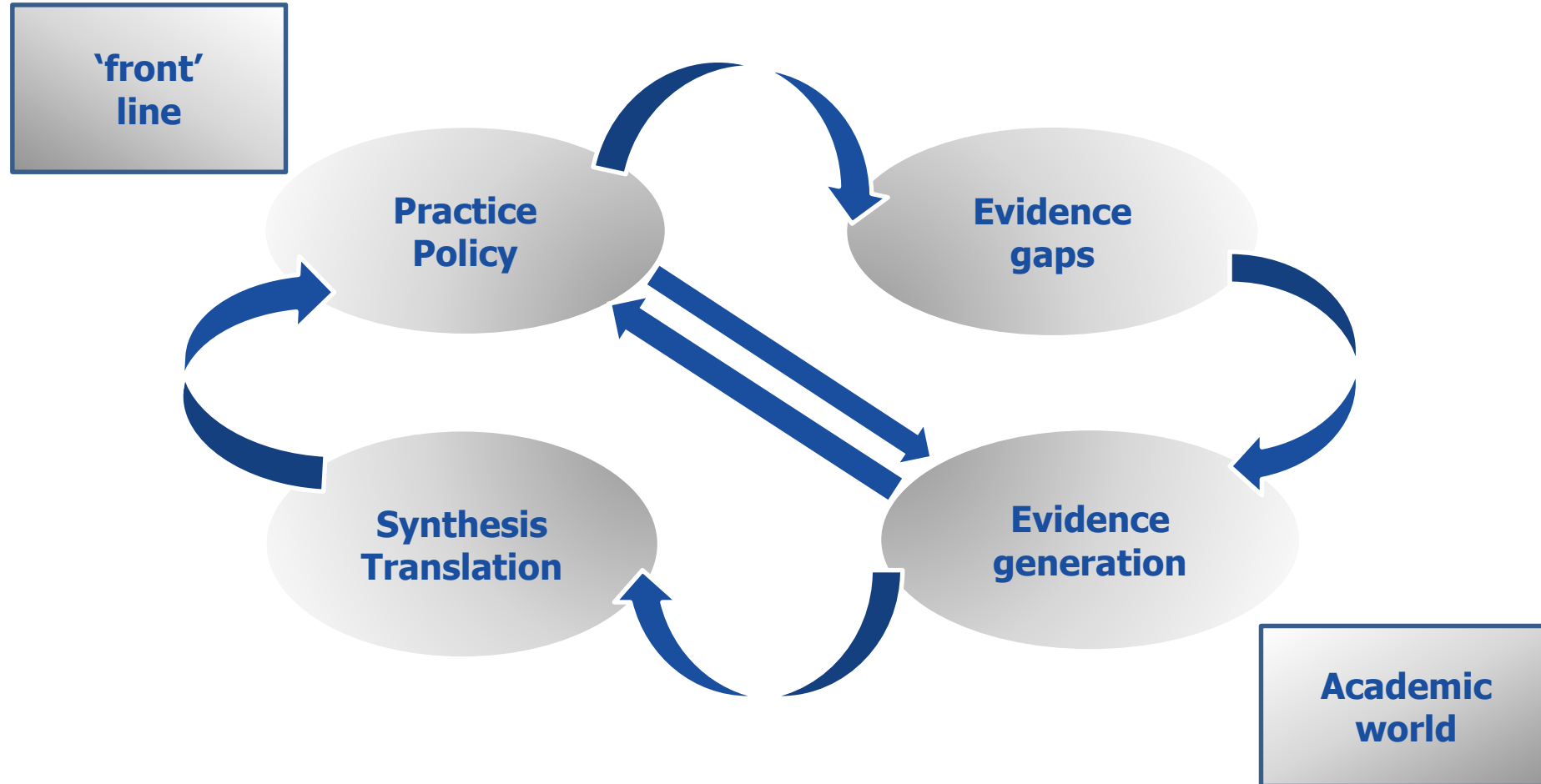
INCLUSIVE AND INNOVATIVE APPROACHES TO PHYSICAL EDUCATION AND SPORTS TRAINING

Good practice handbook
for the sports movement

Ana Žnidarec Čučković

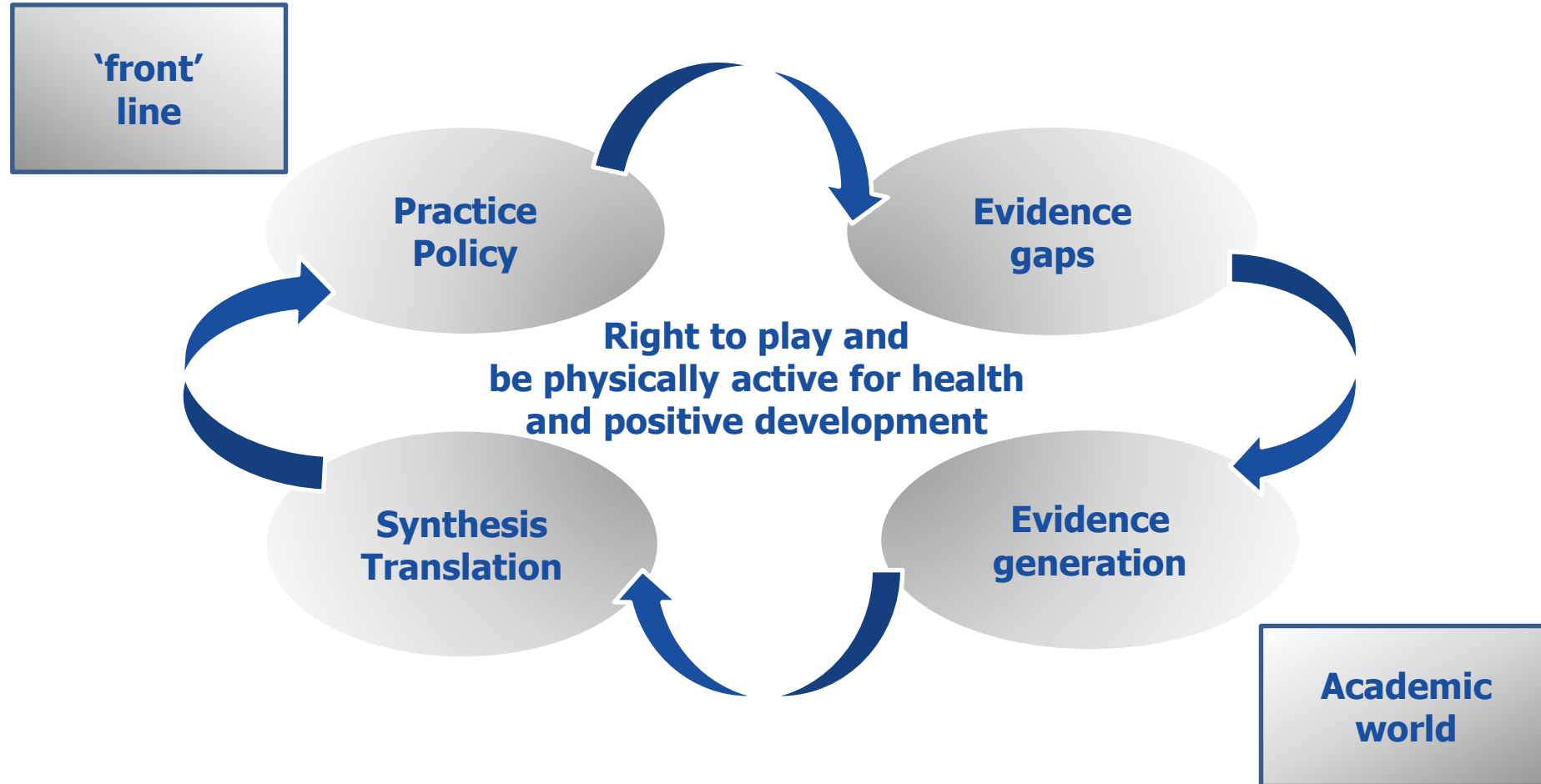
Evidence into policy or Policy into evidence?

Moving between evidence generation and policymaking

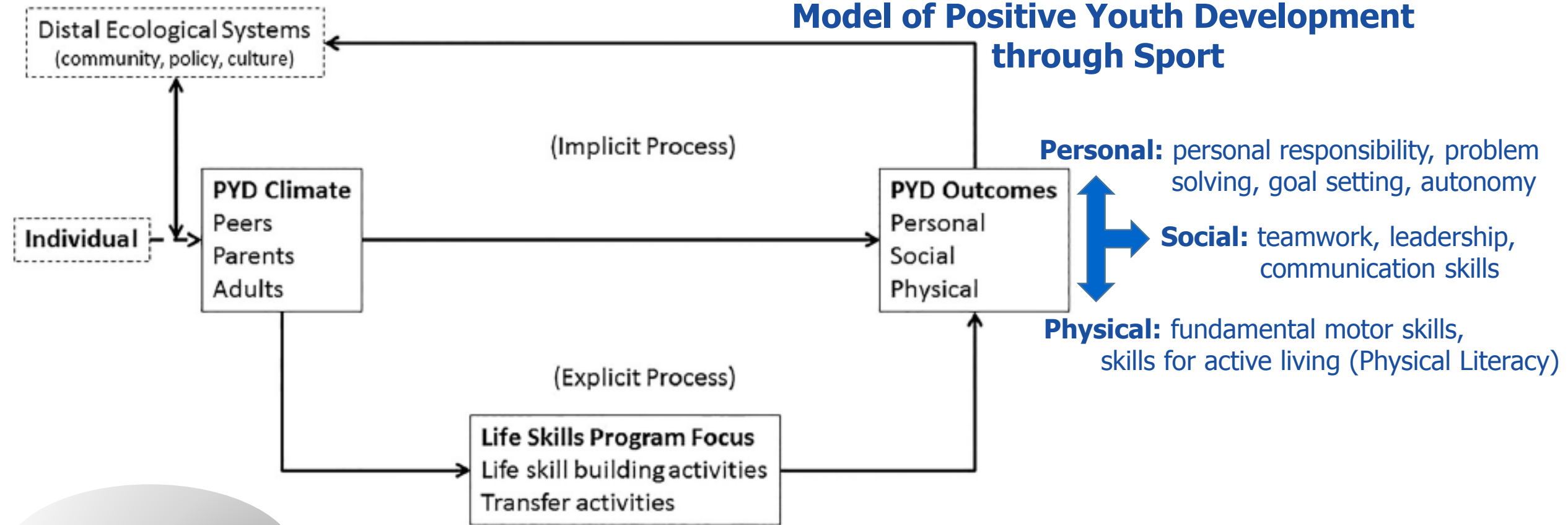


Evidence into policy or Policy into evidence?

Moving between evidence generation and policymaking



Model of Positive Youth Development through Sport



Practice Policy

Evidence into policy

Evidence generation

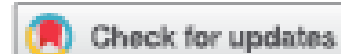
INTERNATIONAL REVIEW OF SPORT AND EXERCISE PSYCHOLOGY, 2016
 VOL. 10, NO. 1, 1–49
<http://dx.doi.org/10.1080/1750984X.2016.1180704>

 **Routledge**
 Taylor & Francis Group

 OPEN ACCESS

A grounded theory of positive youth development through sport based on results from a qualitative meta-study

Nicholas L. Holt^a, Kacey C. Neely^a, Linda G. Slater^a, Martin Camiré^b, Jean Côté^c, Jessica Fraser-Thomas^d, Dany MacDonald^e, Leisha Strachan^f and Katherine A. Tamminen^g



The Implicit/Explicit Continuum of Life Skills Development and Transfer

Corliss Bean ^a, Sara Kramers^b, Tanya Forneris^a, and Martin Camiré^b



INTERNATIONAL REVIEW OF SPORT AND EXERCISE PSYCHOLOGY

<https://doi.org/10.1080/1750984X.2021.1910977>



REVIEW

Coaching the development and transfer of life skills: a scoping review of facilitative coaching practices in youth sports

Tarkington Newman ^a, Sandra Black^a, Fernando Santos ^{b,c}, Benjamin Jefka^a and Nicholas Brennan^a

Personal and social development in physical education and sports: A review study

Katrijn Opstoel 

European Physical Education Review
2020, Vol. 26(4) 797–813

© The Author(s) 2019

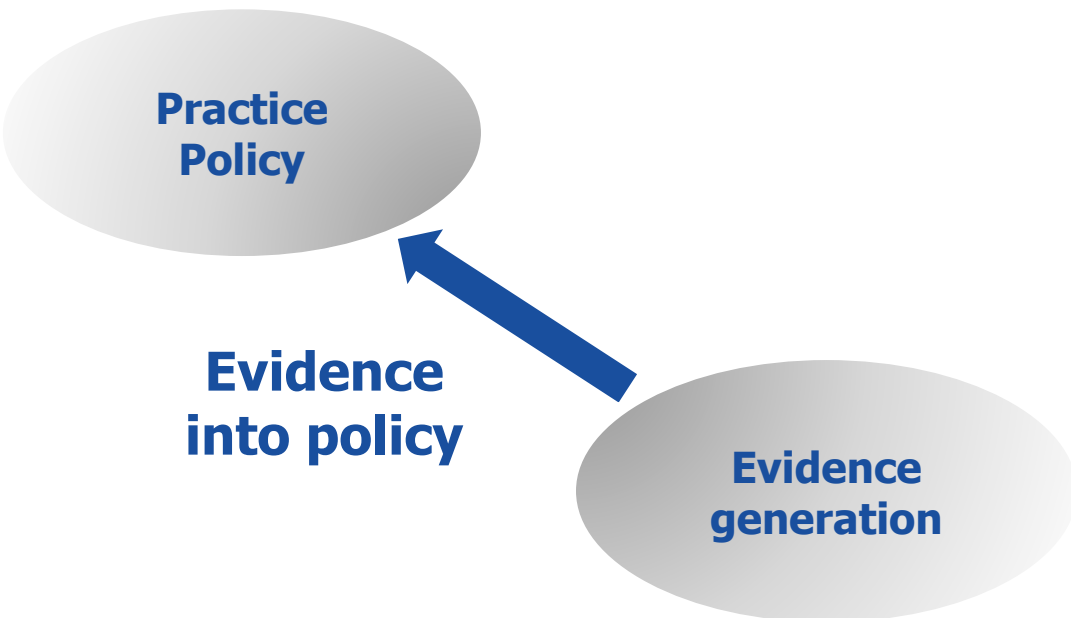


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DOI: [10.1177/1356336X19882054](https://doi.org/10.1177/1356336X19882054)

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1. Limited evidence

A Systematic Review of Life Skill Development Through Sports Programs Serving Socially Vulnerable Youth

Niels Hermens, Sabina Super , Kirsten T. Verkooijen, and Maria A. Koelen

INTERNATIONAL REVIEW OF SPORT AND EXERCISE PSYCHOLOGY
<https://doi.org/10.1080/1750984X.2021.1875496>

The effect of sport-based interventions on positive youth development: a systematic review and meta-analysis

Mark W. Bruner ^a, Colin D. McLaren ^a, Jordan T. Sutcliffe^b, Lauren A. Gardner^c, David R. Lubans ^d, Jordan J. Smith^d and Stewart A. Vella ^b

**Practice
Policy**

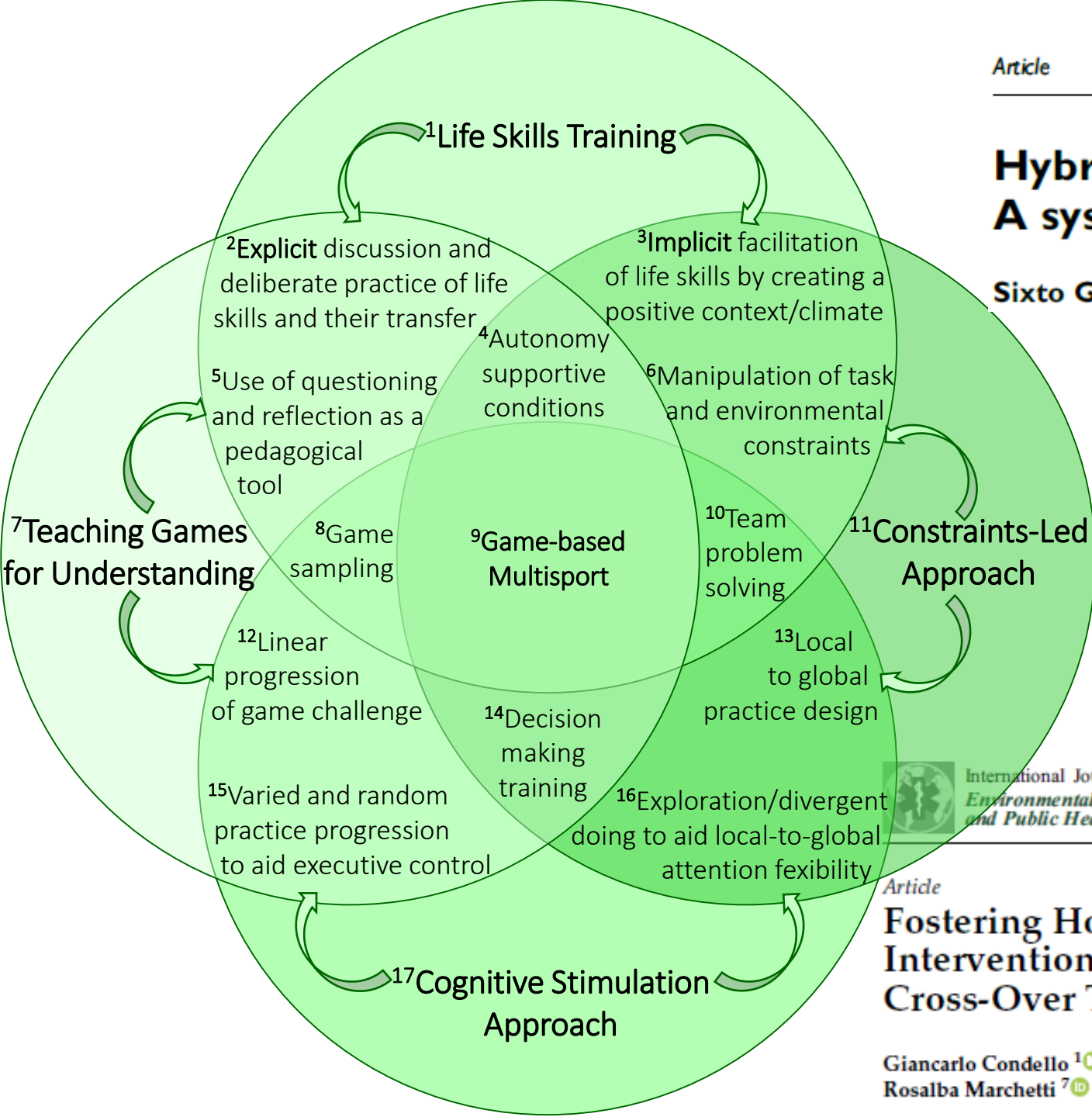
**Evidence
into policy**

**Evidence
generation**

1. Limited evidence
2. Inconsistent results – role of moderators (e.g., type of sport)
3. Call for more interventional research on PYD through sport/PE

Hybridizing pedagogical models: A systematic review

Sixto González-Villora



Article

Fostering Holistic Development with a Designed Multisport Intervention in Physical Education: A Class-Randomized Cross-Over Trial

Giancarlo Condello ¹, Emiliano Mazzoli ², Ilaria Masci ³, Antonio De Fano ⁴, Tal Dotan Ben-Soussan ^{5,6}, Rosalba Marchetti ⁷ and Caterina Pesce ^{3,*}

Why ‘What Works’ Still Won’t Work: From Evidence-Based Education to Value-Based Education

Gert J. J. Biesta

Putting more policy into evidence

The two fields of **human rights** and **public health ethics** can jointly contribute to:

- strengthen global health actions (Nixon & Forman, 2008);
- ensure the provision of the child’s right to play and be physically active as a health determinant (Pesce et al., 2018).

Nixon, .S, & Forman, L. (2008). Exploring synergies between human rights and public health ethics: a whole greater than the sum of its parts. *BMC International Health and Human Rights*, 8, 2.

Pesce, C., Faigenbaum, A.D., Goudas, M., & Tomporowski, P.D. (2018). Coupling our plough of thoughtful moving to the star of children’s right to play: from neuroscience to multisectoral promotion. In: R. Bailey, R. Meeusen, S. Kubesch, & P. Tomporowski (eds.), *Physical Activity and Educational Achievement: Insights from exercise neuroscience*. Routledge.

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graph TD; A([Practice Policy]) --> B([Evidence generation]);
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**Practice
Policy**

**Policy into
evidence**

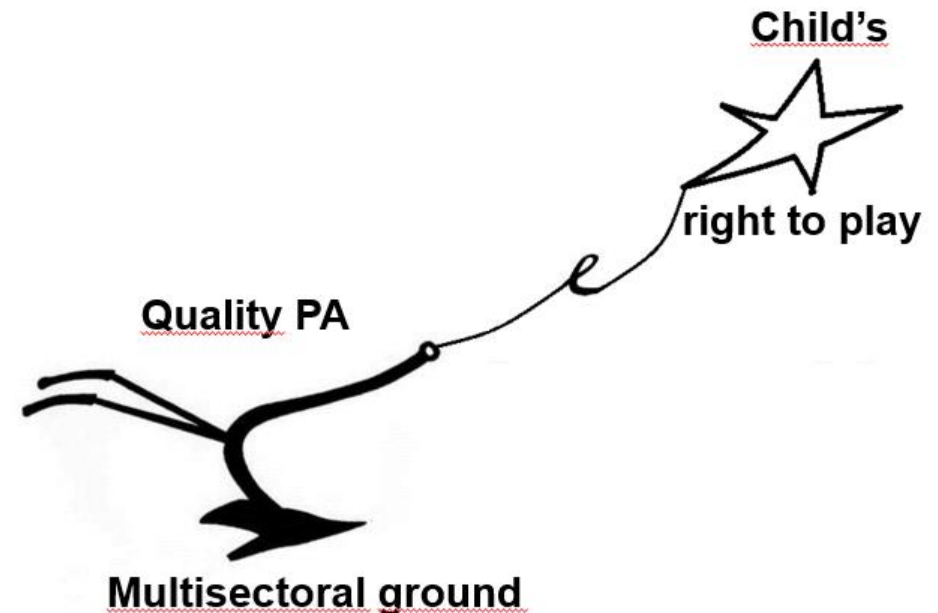
**Evidence
generation**

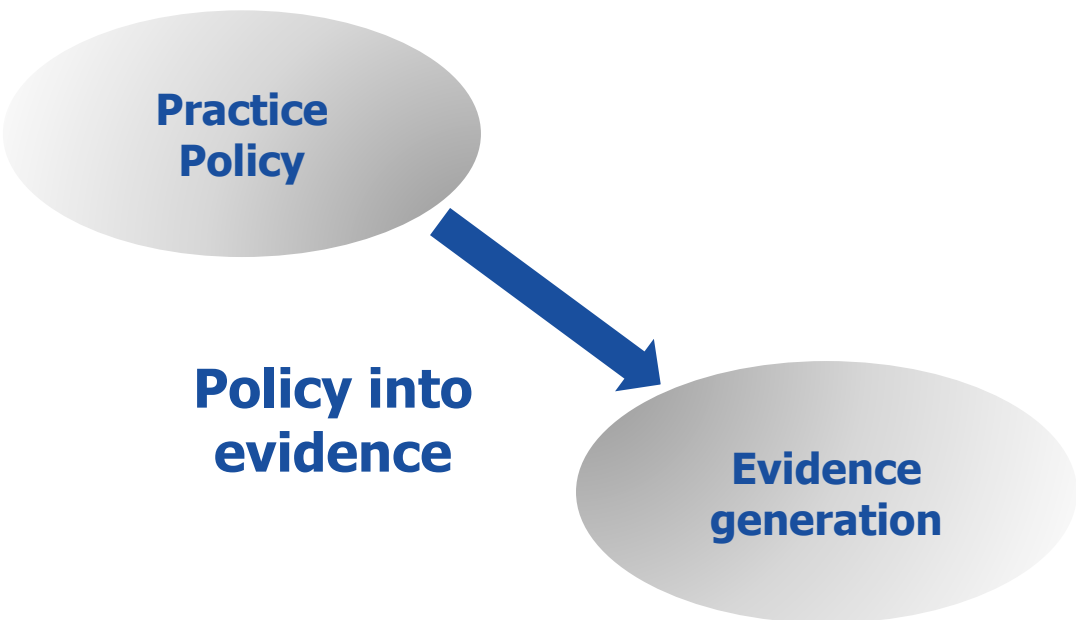
Why ‘What Works’ Still Won’t Work: From Evidence-Based Education to Value-Based Education

Gert J. J. Biesta

Putting more policy into evidence

If research is not driven by a north star—the child’s right to play—but narrowly informed (and granted) by unisectoral needs—as that of the health system to limit the costs of obesity—researchers can only draw straight and maybe effective but conventional and **non-creative** furrows (Pesce et al., 2018).





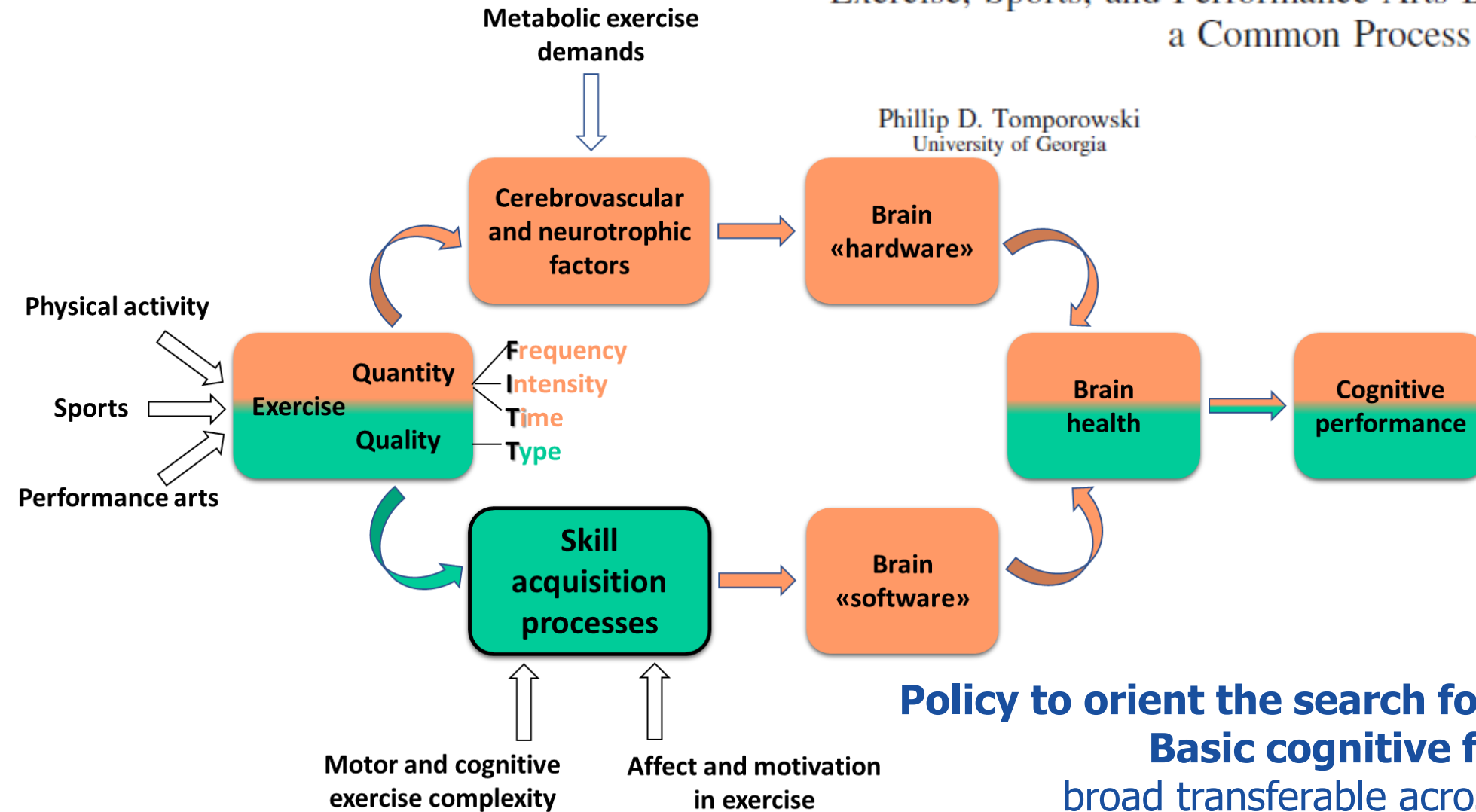
Policy to orient the search for empirical evidence:

Basic cognitive functions
broad transferable across life domains
relevant to positive youth development

Exercise, Sports, and Performance Arts Benefit Cognition Via a Common Process

Phillip D. Tomporowski
University of Georgia

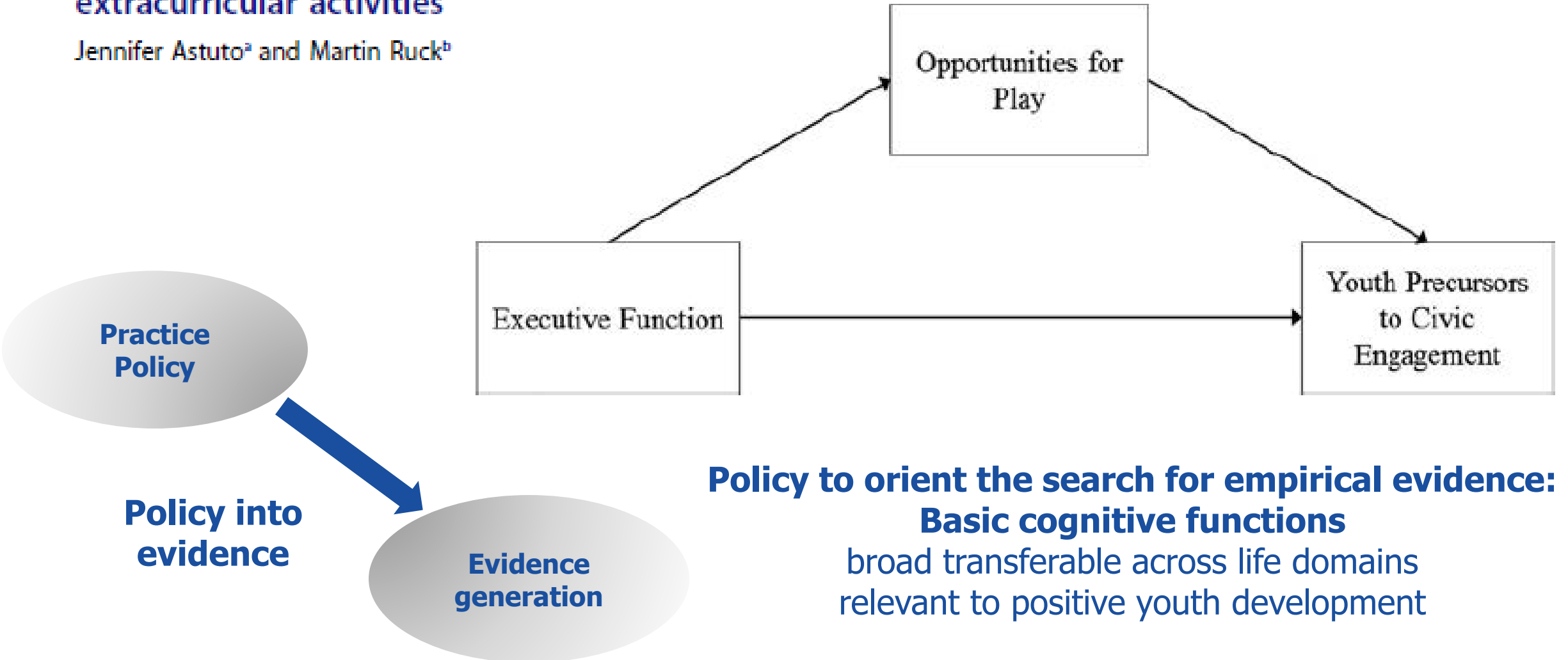
Caterina Pesce
University of Rome "Foro Italico"



Policy to orient the search for empirical evidence:
Basic cognitive functions
broad transferable across life domains
relevant to positive youth development

Growing up in poverty and civic engagement: The role of kindergarten executive function and play predicting participation in 8th grade extracurricular activities

Jennifer Astuto^a and Martin Ruck^b



Practice
Policy

Executive Function

Opportunities for
Play

Youth Precursors
to Civic
Engagement

Policy into
evidence

Evidence
generation

**Policy to orient the search for empirical evidence:
Basic cognitive functions**

broad transferable across life domains
relevant to positive youth development



Exploration: an overarching focus for holistic development

DAVID STODDEN¹ | KIMBERLEY D. LAKES² | JEAN CÔTÉ³ | EIVIND AADLAND⁴ | VALENTIN BENZING⁵ | ALI BRIAN¹ | CATHERINE E. DRAPER⁶ | PANTELEIMON EKKEKAKIS⁷ | GUIDO FUMAGALLI⁸ | ARTO LAUKKANEN⁹ | MYRTO F. MAVILIDI¹⁰ | EMILIANO MAZZOLI¹¹ | ROSS D. NEVILLE¹² | DONNA NIEMISTÖ⁹ | JAMES RUDD¹³ | ARJA SÄÄKSLAHTI⁹ | MIRKO SCHMIDT⁵ | PHILLIP D. TOMPOROWSKI¹⁴ | PATRIZIA TORTELLA¹⁵ | SPYRIDOULA VAZOU⁷ | CATERINA PESCE¹⁶



**Practice
Policy**

**Policy into
evidence**

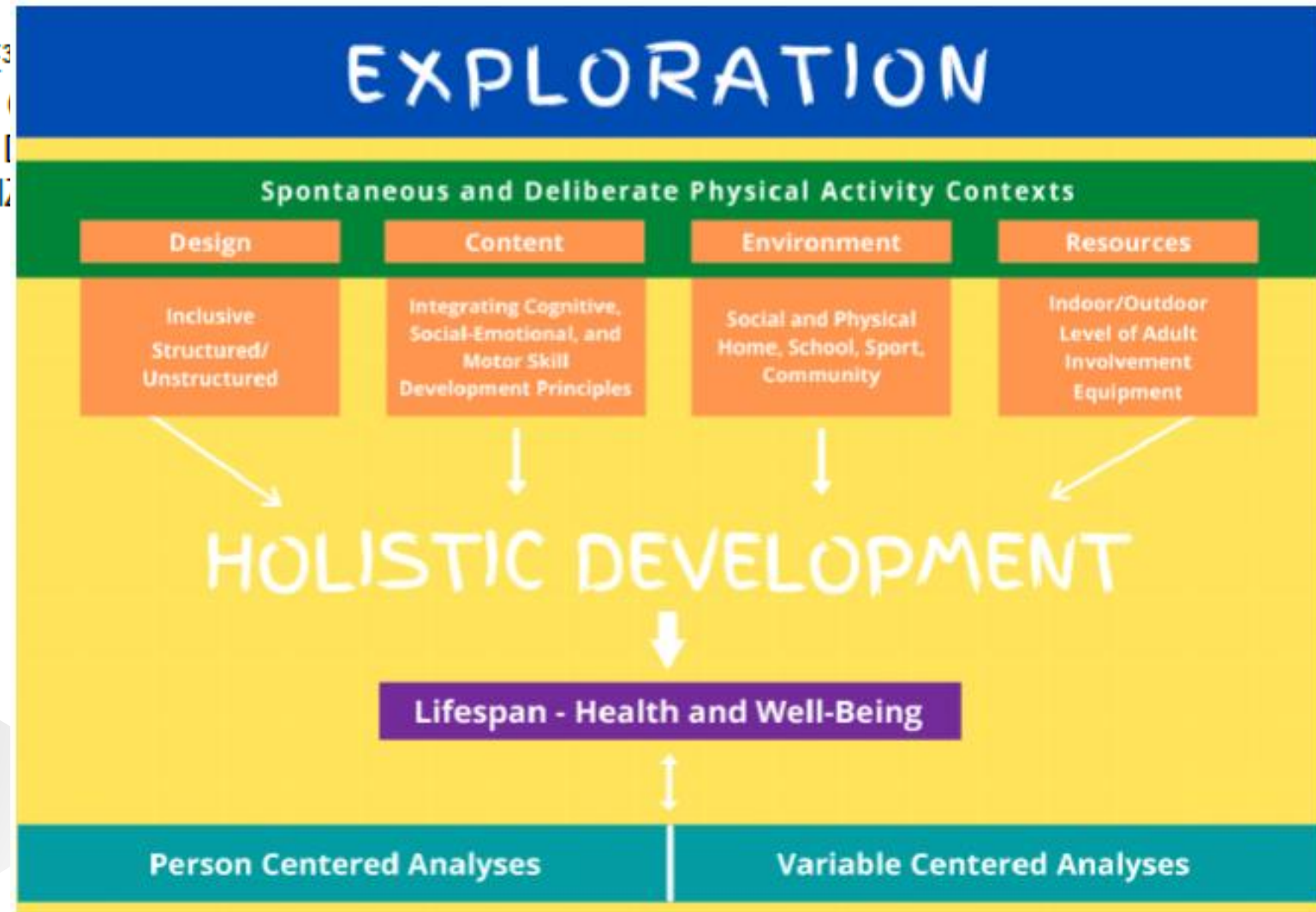
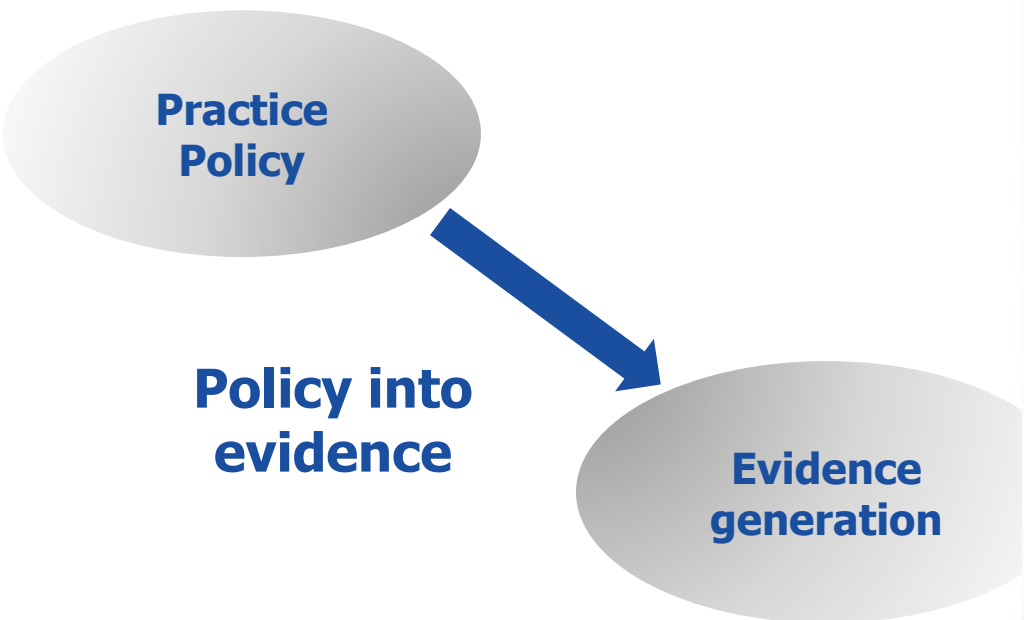
**Evidence
generation**

**Policy to orient the search for empirical evidence:
Basic cognitive functions**

broad transferable across life domains
relevant to positive youth development

Exploration: an overarching focus for holistic development

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 MAVILIDI¹⁰ | EMILIANO MAZZOLI¹¹ | ROSS D. NEVILLE¹² |
 MIRKO SCHMIDT⁵ | PHILLIP D. TOMPOROWSKI¹⁴ | PATRICK
 PESCE¹⁶



The diagram consists of two grey ovals. The top-left oval contains the text 'Practice Policy'. A blue arrow points from this oval to a second oval at the bottom-right, which contains the text 'Evidence generation'. To the left of the arrow, the text 'Policy into evidence' is written in blue. To the right of the diagram, there is a blue heading 'Policy to orient the search for empirical evidence:' followed by a blue sub-heading 'Specific competence' and a blue paragraph 'relevant to democratic culture and positive youth development'.

**Practice
Policy**

**Policy into
evidence**

**Evidence
generation**

Policy to orient the search for empirical evidence:

Specific competence
relevant to democratic culture
and positive youth development



Contents lists available at ScienceDirect

Sport Management Review

journal homepage: www.elsevier.com/locate/smr



Multi-level Sport for Development models

Review

Sport-for-development: A comprehensive analysis of theoretical and conceptual advancements

Jon Welty Peachey^{a,*}, Nico Schulenkorf^b, Patrick Hill^a

-Ripple-effect model
(Sudgen, 2010)

-**Sport for Development** theory
(Lyras and Welty Peachey, 2011)

-Programme theory
(Coalter, 2013)



-Equal status participation

-Intergroup cooperation

- Common goals

- Support from authority

- Cultural relevance

SPORT MANAGEMENT REVIEW

2021, VOL. 24, NO. 2, 250–270

<https://doi.org/10.1016/j.smr.2020.08.004>

Applying intergroup contact theory to sport-for-development

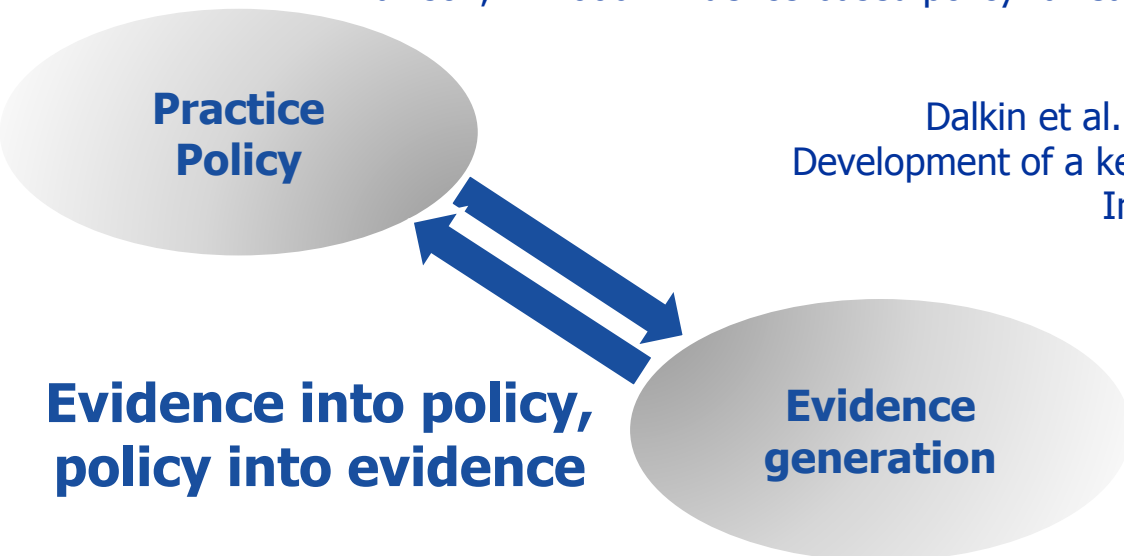
Nico Schulenkorf, Emma Sherry

Realist evidence synthesis for policy development

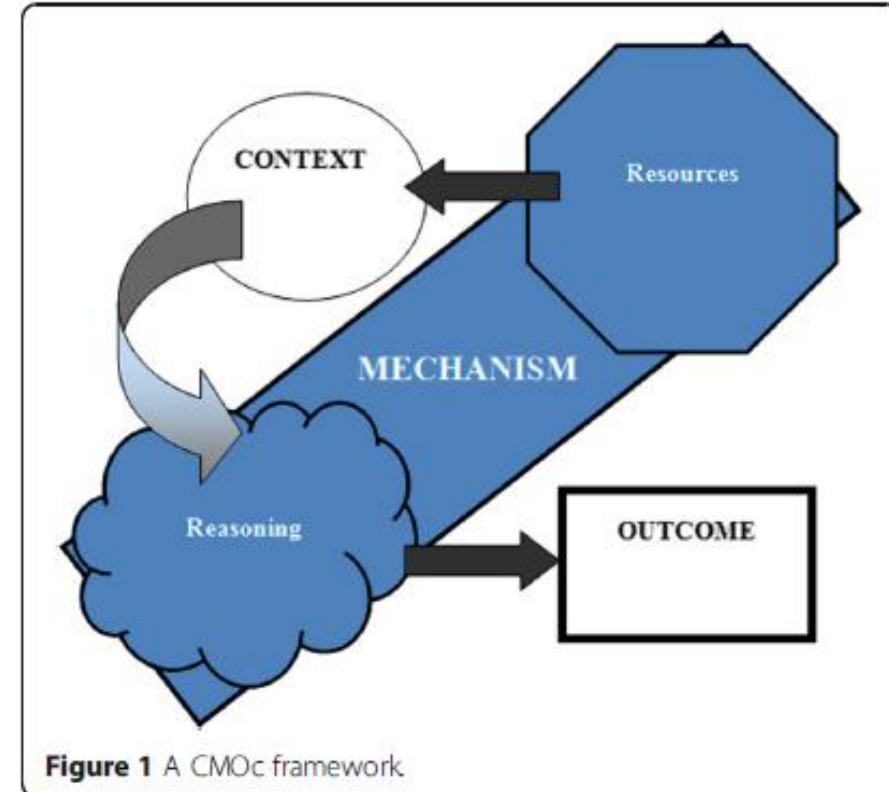
- **Philosophical roots:** Realist philosophy of science bridges *empiricist and constructivist* accounts of scientific explanation
- **Suitability:** Understanding *causation* in complex interventions, by considering *under which circumstances* they are implemented and addressing the *complexity* of their implementation chains
- **Context-Mechanism-Outcome** configurations: *How causal mechanisms are shaped and constrained by the PA context (i.e., contextualized mechanisms)*



Pawson, R. 2006. Evidence-based policy: a realist perspective. Sage.



Dalkin et al. 2015. What's in a mechanism?
Development of a key concept in realist evaluation.
Implementation Science, 10, 49.



International Review of Sport and Exercise Psychology

June 2021

ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/rirs20>

Effects of chronic physical activity on cognition across the lifespan: a systematic meta-review of randomized controlled trials and realist synthesis of contextualized mechanisms

Caterina Pesce, Spyridoula Vazou, Valentin Benzing, Celia Álvarez-Bueno, Sofia Anzeneder, Myrto Foteini Mavilidi, Liliana Leone & Mirko Schmidt

 OPEN ACCESS



Realist review

Rebecca Hunter ^a, Trish Gorely ^a, Michelle Beattie ^a and Kevin Harris ^b

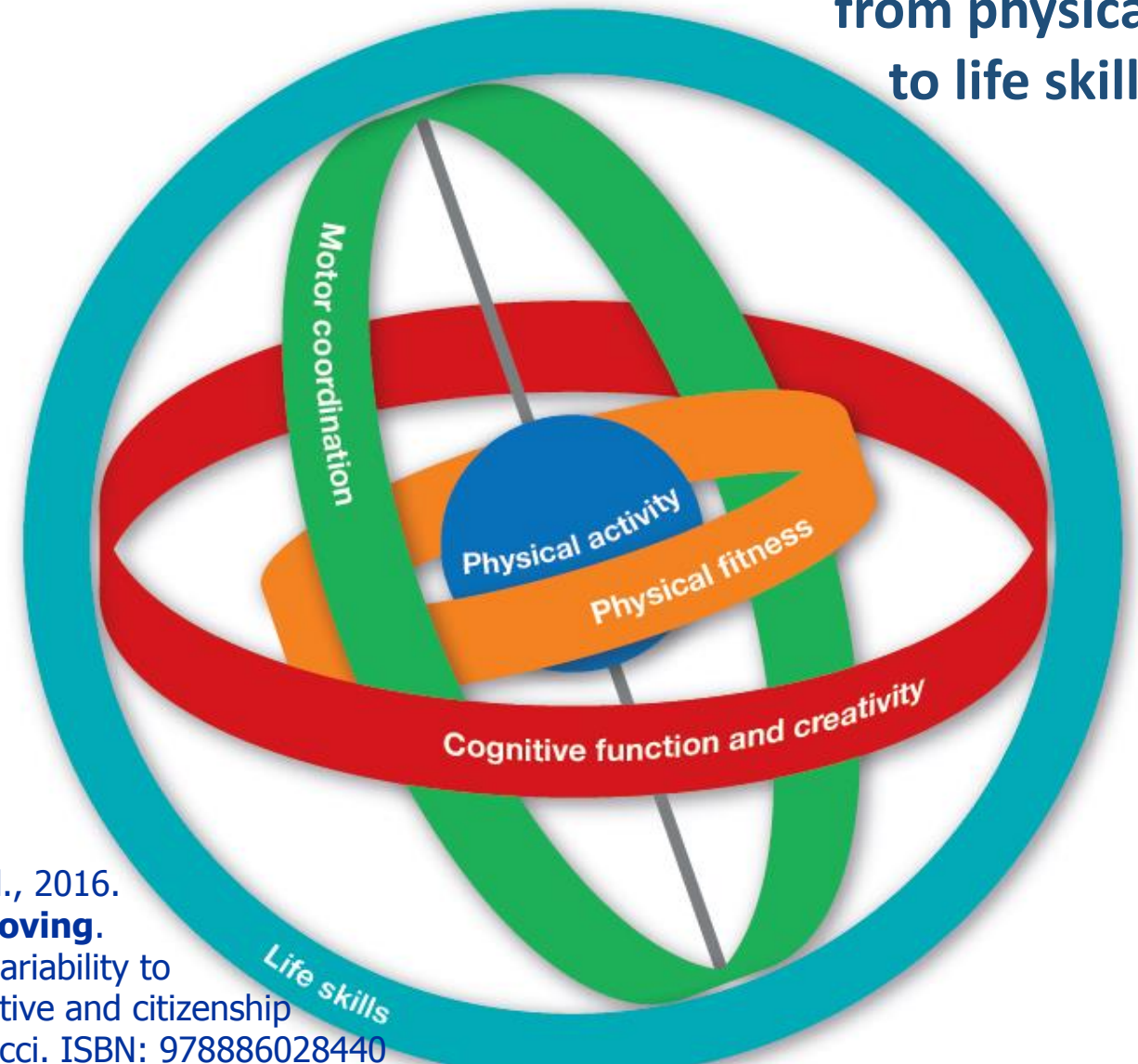
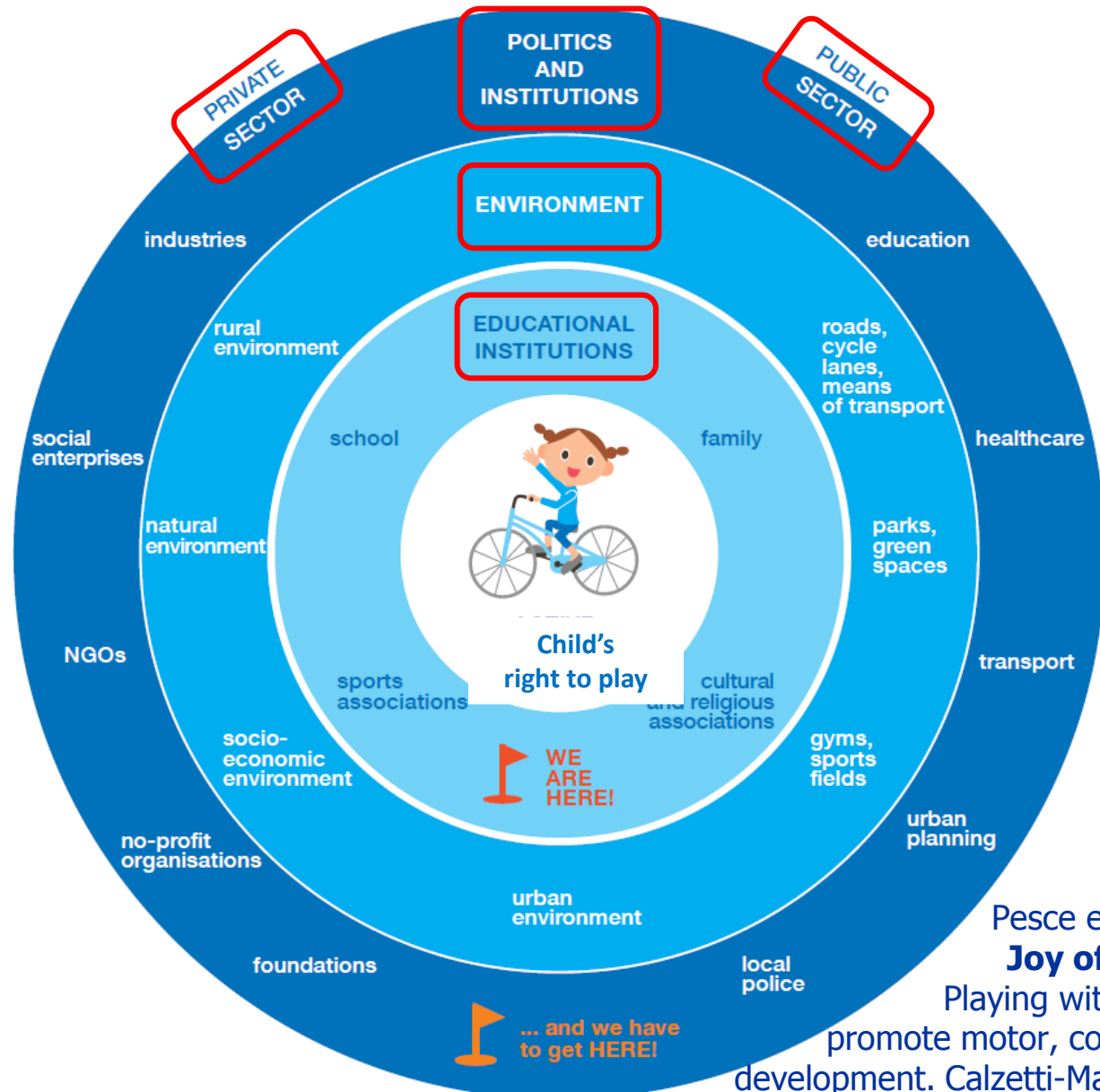


Complex interventions

Geoff Bates

An example of PPP - Corporate Social Responsibility initiative of **multisectoral** childhood physical activity promotion as an investment in the **multifaceted** human capital

from physical to life skills

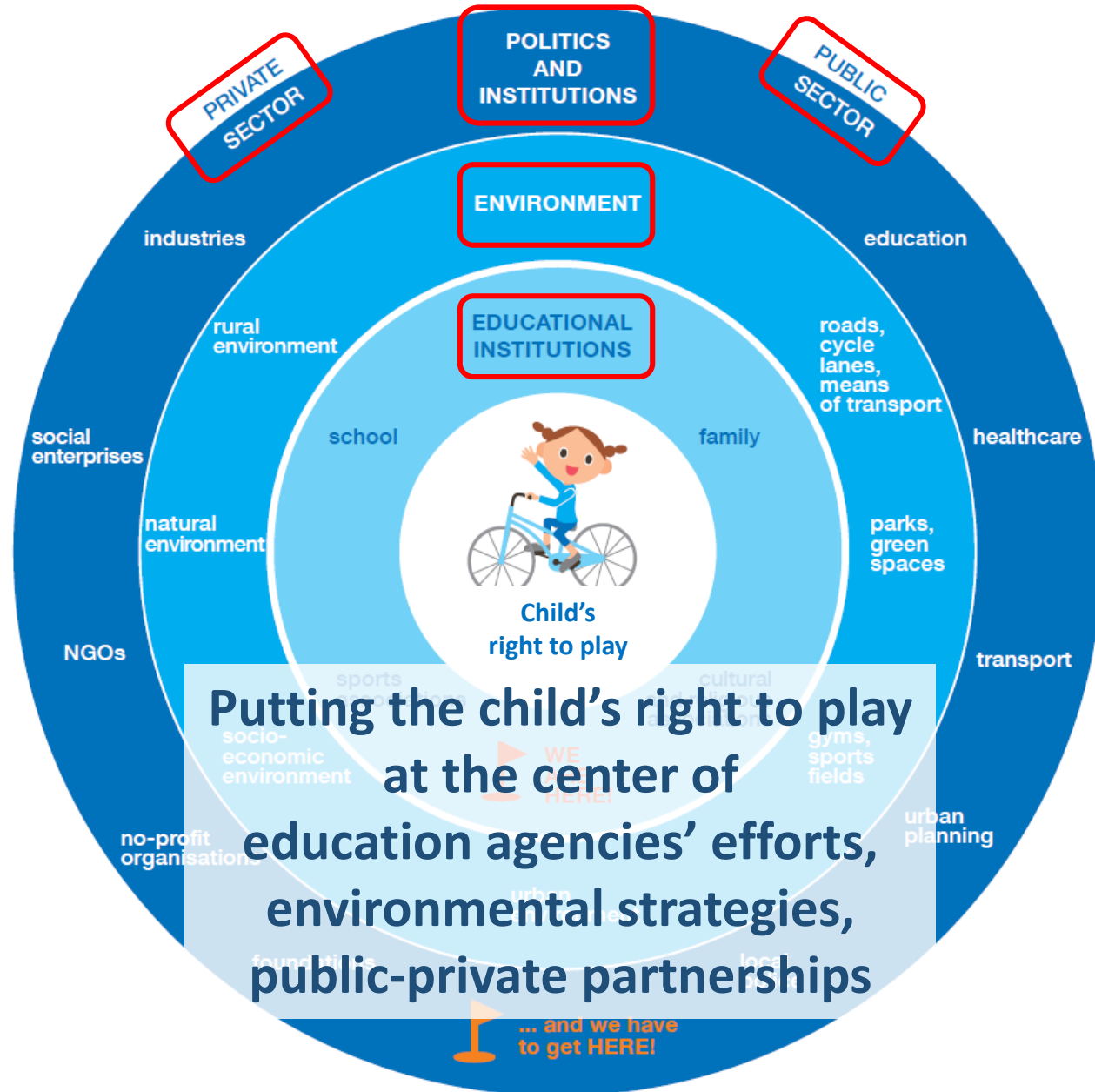


Pesce et al., 2016.
Joy of Moving.

Playing with variability to promote motor, cognitive and citizenship development. Calzetti-Mariucci. ISBN: 978886028440

Joy of Moving: an example of PPP - Corporate Social Responsibility initiative of **multisectoral** childhood physical activity promotion as an investment in the **multifaceted** human capital

from physical
to life skills



“Physical education (PE) and school sports: a creative approach to human rights and democracy”



Beyond ‘silo’ thinking, embracing the paradigm of complexity

that “stands as a bold challenge to (...) holism, which seeks explanation at the level of the totality, in opposition to the reductionist paradigm that seeks explanation at the level of elementary components (but) arises from the same simplifying principle as the reductionism to which it is opposed (that is, a reduction to the whole)” (Edgar Morin)



UNIVERSITÀ DEGLI STUDI DI ROMA “FORO ITALICO”

***Thank you
for your attention
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