I. General Remarks

The Sport Movement needs to be considered much more fully and explicitly than it currently is. Sport is the most popular form of physical activity, is a common feature of many physical education curricula and provides often the only context for being physically active.

Historically, sport has been treated with caution by physical activity specialists, and concerns about harmful practices in sport have been justifiably highlighted. However, this refers to only a minority of sports coaches and teachers, and excluding sport for the sins of the few seems unnecessary and unhelpful. Guidance from almost every sport organisation emphasises the importance of promoting positive, healthy participation. Physical Activity and Physical Education are their core areas of expertise, they relate to their members and to students, and they have the most experience in how market these topics. Bringing together sport, physical activity, and physical education will be for the benefit of all. This should include science, sport federations, as well as coaches and teachers. These parties will also be able to comment on what is realistic and do-able! In addition, a collaborative partnership between these areas of interest will strengthen the case against unhealthy and potential harmful practices in sport (and physical education).

Physical Education and Physical Activity in the early years needs to play a more important role, since the basis for an active life is set in the early years and since schools are the only setting where all children can be reached. Numerous organisations are seeking to strengthen the place of physical activity within the education. The WHO should be a central partner in these discussions. For example, many countries physical education curricula explicitly link to the WHO physical activity guidelines, and for associated concepts like active schools, they would benefit enormously from expert guidance and how to achieve targets. Other countries, moment, activity, its benefits, and practical strategies for increasing levels of activity in schools. Physical Literacy is mentioned as an important concept, but it is not explained, nor is it included in the Glossary. Since there are competing understandings of this term in the literature, it warrants further explanation.

In addition, since the term Physical Literacy is now very widespread, an expert discussion and position statement on it could prove to be highly valued by the physical activity community.

Based on existing evidence, frequency as well as quality/intensity of physical activity need to be addressed, i.e., is a woman who walks 10 km every day for water, sufficiently physically active? Or, is s.o., who is running three times a week, physically active enough, if she or he does not do anything else? Introductions to all components – physical activity, physical education and sport – is needed. What does each of them comprise?

Climate, environmental and cultural differences, urban and rural areas, ethnicities and their cultures need to be addressed.

Equal access should not only refer to different groups but also to regions.

The role of sport as a driver for social change is underestimated and should instead be emphasised in the document.

A reference to traditional sport and games which often provide a low-threshold access to physical activity is important.

There is a strong emphasis on active transportation which ignores that some communities provide accessible sport facilities but lack walking and cycling paths.
Safety and accessibility should be implied when designing environment and transportation as well as the inclusiveness of programme designs. It was argued that opportunities do not automatically imply access. Therefore, access or accessibility should be addressed in the vision of the plan.

Reference to pedestrians and cyclists (e.g. 91) should imply wheelchair-users.

II. Detailed Comments

P. 3
9. Reference to education is missing, although it is crucial for a lifelong physically active lifestyle.

P. 4
14. The global action plan aims to address, the response of health and other sectors for all resource settings. It envisions the provision of equitable access to supportive environments that enable appropriate and effective programs, events and services. By working together, these sectors can provide safe opportunities for participation in physical activity by people of all ages and abilities, appropriate to local context, through diverse and accessible ways of moving, including walking, cycling, active recreation, sports, dance and play for all.

Point 15 seems contradictory as 4 out of 5 adolescents (aged 11-17 years) do not have enough PA, yet in the next line it said inactivity increases with age...yet it is highest at the age of adolescence?

P. 5
Point 18 – later in the document it refers to ‘active leisure’ whereas here (iii) it only refers to ‘leisure’. Recreational activity including sport…. Sport is not only a recreational activity, although it is one in this context. You could call it instead recreational sport or sport for all.

P. 6
21. Policy actions to support safe and accessible walking and cycling as part of meeting daily needs and contributing to public life, from fetching water and food, to accessing the city opportunities of work and education, must be accompanied by measures to create and maintain a safe and healthy environment.

When introducing activities such as walking there needs to be a reflection on the quality of physical activity, i.e. frequency and intensity, as well as on the consequences of regular physical stress on selected parts of the body, e.g. women carrying water buckets over a long distance.

22. Sport remains universally popular and is an important contributor to health, social, cultural and economic development. If conducted carefully it can contribute to community building and value education. Whilst global data on overall sports participation are, to date, very limited, individual sports can attract global participation in very large numbers (e.g. 260 million registered football players) (mostly healthy boys (girls and women, and boys with a disability often excluded).

. Although various high income countries report around half the adult population participating in at least one sport (e.g. U.K. and Australia), in LMIC reported participation in any physical exercise, recreation or sport can be very low. In India, for example, less than 10% of adults reported participation in any sports or recreation with lowest levels in rural areas and in women compared with men even lower level for persons with a disability.  

23. Given the popularity of sports, there is considerable potential to increase participation in physical activity through quality physical education programmes and stronger policy actions on the promotion and provision of recreation and sports. In the UNESCO Charter: Physical education, physical activity and sport are the key words. Here the scope of
activities is uncomplete as it doesn’t encompass Education programmes aimed at reaching those not currently participating.

P. 7
25. Participation in regular recreation, exercise and sport is influenced in childhood and adolescence, at least in part, by positive experiences provided through quality physical education (PE) taught by qualified educational professionals in keeping with formal curricula. Despite the existence in many countries of regulation for the inclusion of PE in primary and secondary schools, the evidence suggests that compliance with this mandate is poor. There is a significant need to secure and improve both the provision and the delivery quality of inclusive PE in primary and secondary schools, particularly in LMIC.

P. 9
Recife

31. on physical inactivity
32. There is concern that the figures are correct.

P. 10
34. Efforts to increase walking and cycling, both for recreation and transportation, requires safer and accessible roads.

35. Reference to accessible sporting facilities (e.g. Medellin).

P. 11
36. Improvements in the walking and cycling environment have the potential to increase the economic value and activity in local areas, as reflected in the sale price of residential properties and the rental price of retail properties. Creating a more walking and cycling friendly and accessible environment.

P. 12.
Health is a universal right, an essential resource for everyday living, a shared social goal and a political priority for all countries. The UN Sustainable Development Goals (SDGs) establish a duty to invest in health, ensure universal health coverage and reduce health inequities for people of all ages and abilities. The SDGs also recognise that people’s health can no longer be separated from the health of the planet and that environmental sustainability is critical to health improvement.

P. 13
44. physical education to be added to safe opportunities.
Approaches – it is not clear how the ‘guiding principles’ are linked to the concept of ‘approaches’ as some of them may be interlinked conceptually such as Equity and the Human Rights-based approach.
47c. Empowerment of policy makers and educators within the education system.

P. 14
f. education and active classroom pedagogy to be added.

P. 15
I. Creating an active and educated society
... valuing the body, health and an active, independent lifestyle

P.16
53. School curricula have been revised and promote a pedagogy that fosters a physically active classroom as well as quality physical education.
55. Conduct campaigns to increase community wide knowledge of the multiple benefits of physical activity for health, environment, sustainable development and society, optimizing the links and synergies and resourcing with new and existing related campaigns such as Breathe Free, Vision Zero2, New Urban Agenda3, UFIT programme, Designed to move, V@si

P.17.
Mass participation initiatives of high frequency rather than a day of physical activity in the calendar year.

P. 18
67. Add educators in kindergarten, on primary and secondary level
69. Strengthen the integration and joint programming to include the promotion of physical Activity, physical education and sport in policy areas across WHO
70. Promote prescription for physical activity through medical doctors, covered by health insurance.

P.19
2.1 Add multifunctional gymnasiums, sport fields and playgrounds. Roofs of shopping malls, schools and public buildings can be consequently shaped to be used for multi-functional sport activities. Class-rooms need to be formed and furnished in order to promote moving.
84. Rephrasing: Don’t limit parking options for private vehicles but provide more space for being physically active and park bycicles.

P. 22
The objective indicators for success and means of verification may be a challenge — also on page 22 – III – refers to physical education being taught by a physical education teacher (she/he may be one without any specialist qualification). This is a main issue in Africa, so specialisation in terms of qualification should be determined — e.g. at least one year full specialisation, or whatever seems relevant at the global level. Also V is difficult to verify ‘whole of community physical activity programmes’. These need to be clarified and quantified for verification.
107. Add on primary and secondary level.

P.23
116 Reference to quality physical education guidelines for policy makers, developed by UNESCO

P. 24
124. Reference to adapted physical activity

P. 27
The concept in point 145 ‘Champion of change’ — is it meant to be case studies of good practices? One should avoid such terms coming from popular marketing and commercial material. Why not address the issue of sustainable social transformation?

P.28
4.2 and the application of new technologies, research findings in brain research and pedagogy
4.5 Promote academic achievements through physical activity

4.6 Add education

Glossary
Add Adapted Physical Activity, physical literacy and Inclusive society