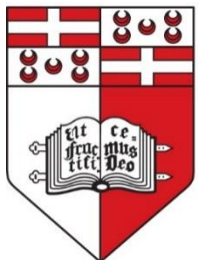


Physical activity, obesity and associated factors in Maltese 10-11 year olds



IPES Conference
24 April, 2015
Excelsior Hotel, Floriana



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Andrew Decelis
Institute for PE and Sport



University of
BRISTOL

1.1.16 A second set of attributes, referred to as sport or skill-related physical fitness, includes power, speed, agility, balance, and reaction time. Although these are not essential for maintaining health, they are important for physically demanding activities.



Performance Audit

Physical Education and Sport in State Primary and Secondary Schools

Children and adolescents

When a person puts on weight to dangers health. Some persons might gain for genetic reasons, if obesity is consuming more in daily life. Most evidence for the rising prevalence is a styles and changes in eating (assumption of fat and sugar).

relatively easy to define and considered to be a body mass index (BMI) of greater than 30kg/m^2 . This simple definition cannot, however, be applied to children, as the ratio of weight to height changes during children's normal growth. Therefore, the figure must be adjusted for age and gender when using BMI for children. In general, a BMI greater than the 95th percentile for age is an indicator of obesity while a BMI between the 85th – 95th percentiles is considered overweight and at risk of developing obesity.

1.1.19 There is no complete set of data to measure the situation on child obesity in Malta, although it has been acknowledged that as a nation this is a public health problem of alarming dimensions. The emerging data is showing that the problem of obesity in Malta, besides being widespread, is also differentially distributed with education and lower income being major contributing factors. Enhancing efforts to promote participation in daily physical activity and sport among children and adolescents is therefore a critical national priority.

BMI. In the case of Malta, the indicators for young persons who reported to be obese and overweight were as follows:

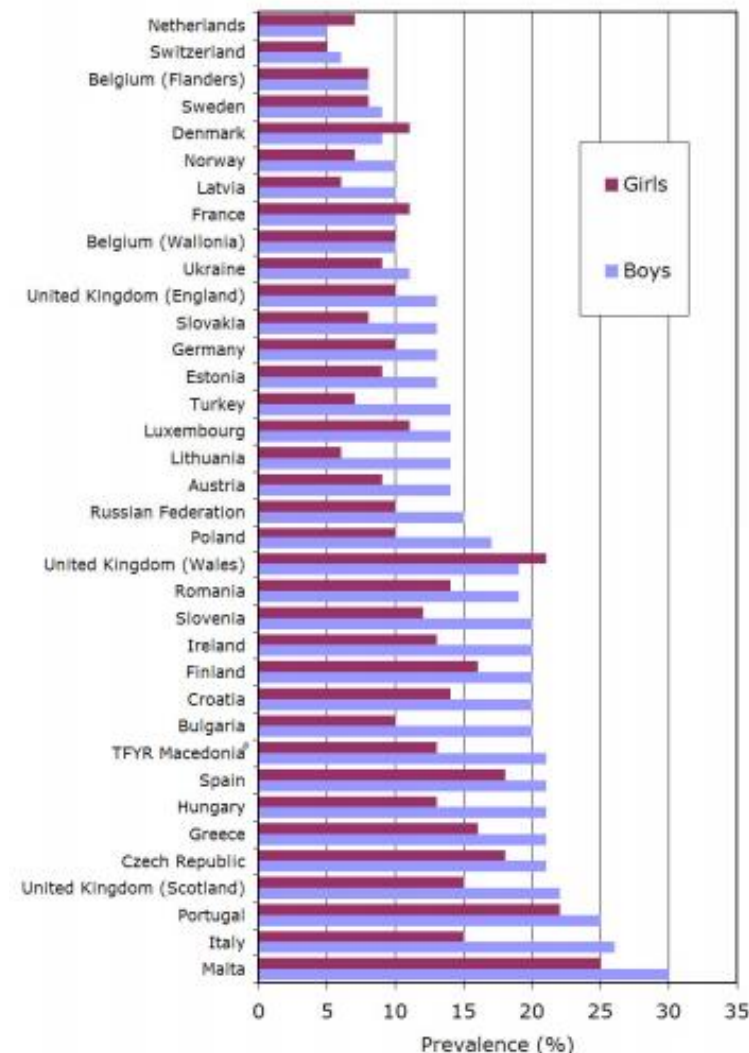
- (a) 25 per cent (girls) and 30 per cent (boys) of 11-year-olds.
- (b) 31 per cent of 13-year-olds (both girls and boys).
- (c) 28 per cent (girls) and 32 per cent (boys) of 15-year-olds.

1.1.22 Furthermore, a study was carried out in 2007 by Grech and Farrugia Sant'Angelo (2008) with 3,461 children entering the first year of Primary School (that is, aged between five and six). The study revealed that, based on the International Obesity Task Force criteria, over a quarter of Maltese school-entry children were overweight or obese. Stricter criteria of the Centre for Diseases Control classified one third as overweight or obese.

1.1.23 These high levels of children of different ages who are obese or overweight is undoubtedly a major cause of concern due to the existing link between childhood and adult obesity, and the significant co-morbidities associated with obesity, particularly chronic diseases (such as heart disease, stroke, colon cancer, diabetes and osteoporosis). Malta already has a high ten per cent prevalence of diabetes amongst adults of which ninety per cent is type II diabetes. It is also worth noting that eighty-four per cent of the diabetic population in Malta is overweight or obese. Diabetes in Malta accounts for nearly one out of every four deaths occurring prematurely before the age of sixty-five years. In addition, Type II diabetes is being diagnosed at increasingly younger ages and these diagnoses are inextricably linked to obesity in adolescents.

1.1.24 Obesity also has serious financial consequences for the national health system and for the economy. It is estimated by the Health Information and Research

Prevalence of overweight (including obesity) among 11-year-olds in 36 countries and areas of the WHO European Region, 2005/2006



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NAO, May, 2010

Has physical activity in Maltese changed in the last ten years?

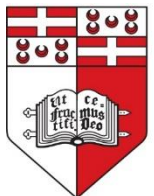
PERCENTAGE PARTICIPATING IN
60 MINUTES OF MODERATE TO
VIGOROUS PHYSICAL ACTIVITY DAILY

	Age					
	11		13		15	
	Boy	Girl	Boy	Girl	Boy	Girl
2006	27.0%	18.0%	20.0%	14.0%	19.0%	13.0%
2010	42.6%	24.6%	36.2%	14.6%	26.3%	13.6%
HSBC international average 2010	28%	19.0%	24%	13.0%	19.0%	10.0%

Table 5: Percentage of Maltese children (aged 11-15 years) participating in 60 minutes of moderate to vigorous physical activity daily (HBSC surveys 2006 and 2010, HPDPD, 2012).

Children over 8 years over-estimate physical activity, while children 7 years and under, under-estimate it (NHS, 2008)

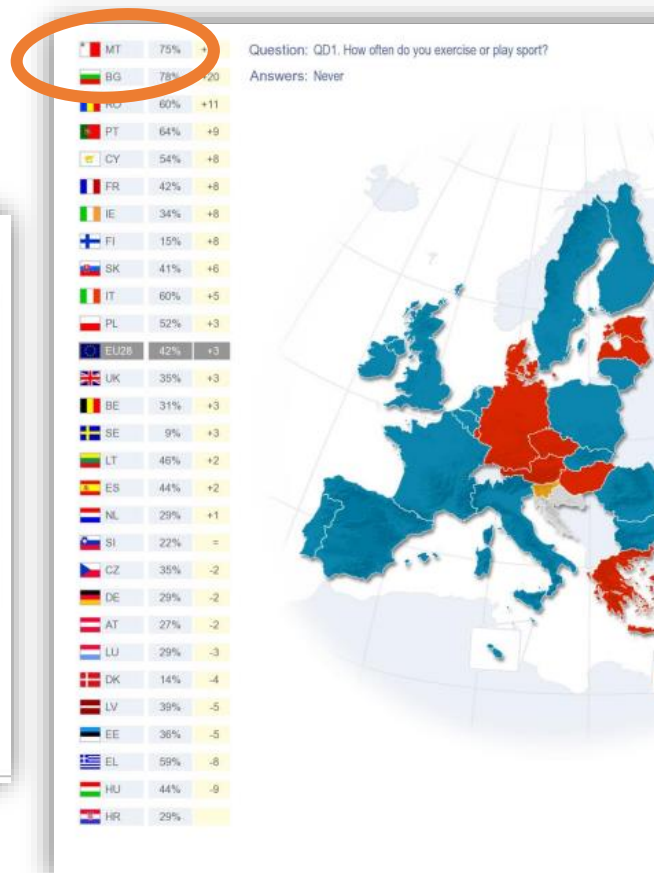
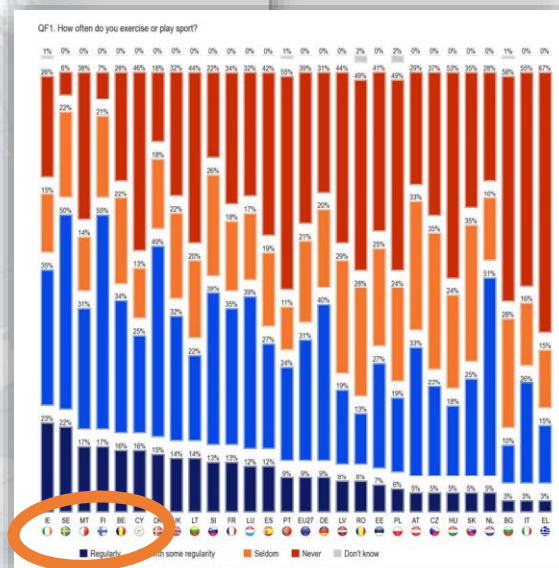
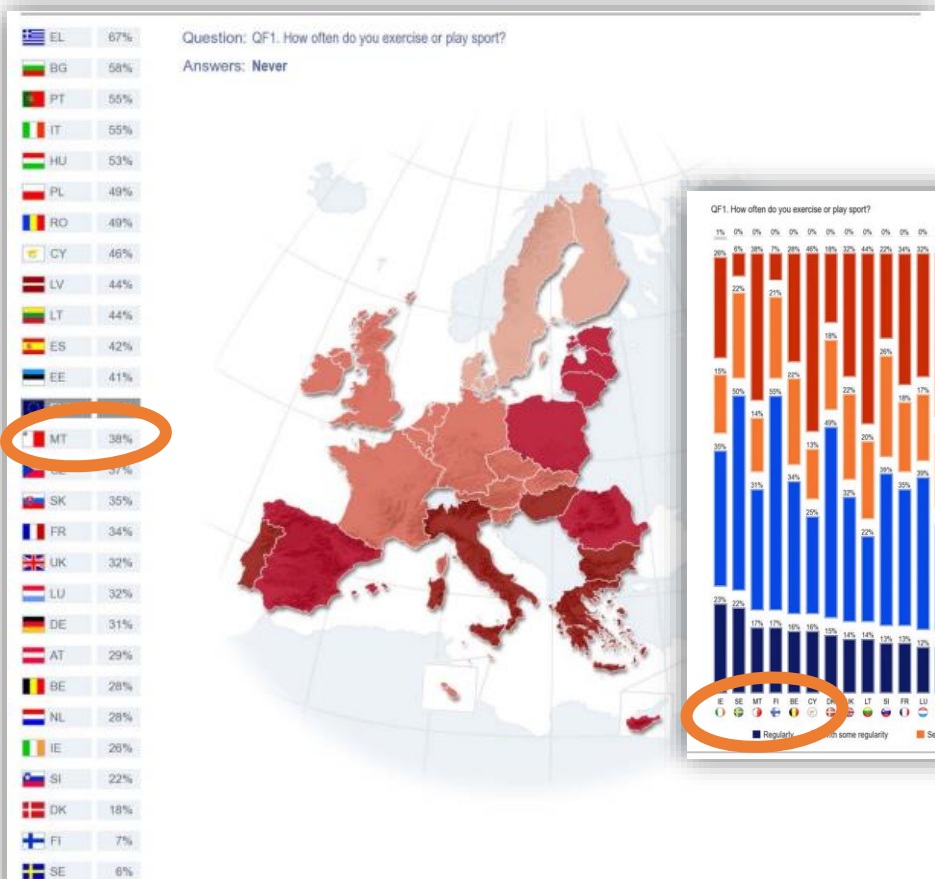
Weight data is normally under-reported, particularly by overweight and obese children. Exclusive reliance on adolescents' self-reports can lead to erroneous prevalence estimates of weight problems.(Elgar et al., 2005)



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NHS, 2008
HBSC, 2008
HPDPD, 2012
Elgar et al., J.Adolesc. Health, 2005



QD1 How often do you exercise or play sport?

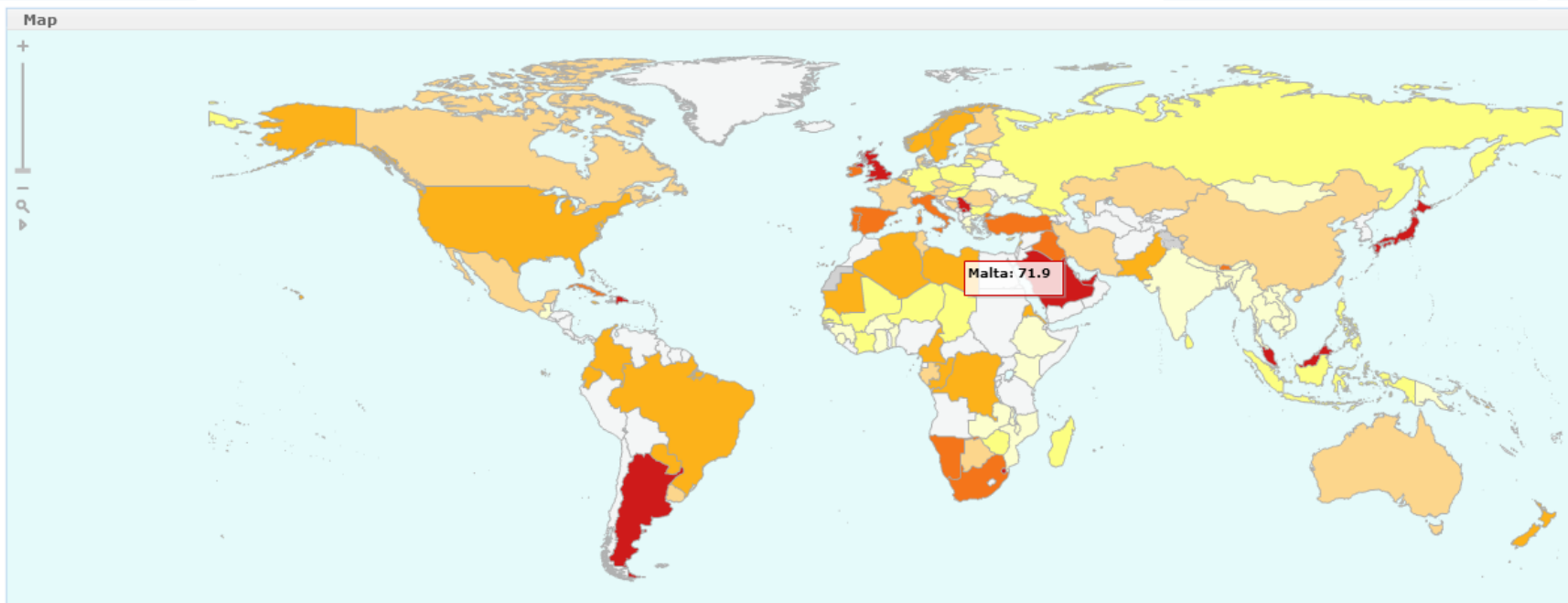
	Regularly	With some regularity	Seldom	Never	Don't know					
	EB90.2 Nov - Dec 2013	Diff. 2013-2009	EB90.2 Nov - Dec 2013	Diff. 2013-2009	EB90.2 Nov - Dec 2013	Diff. 2013-2009	EB90.2 Nov - Dec 2013	Diff. 2013-2009		
EU28	8%	-1	33%	+2	17%	-4	42%	+3	0%	=
HU	15%	+10	23%	+5	18%	-6	44%	-9	0%	=
EL	7%	+4	24%	+9	10%	-5	59%	-8	0%	=
ES	15%	+3	31%	+4	10%	-9	44%	+2	0%	=
NL	8%	+3	50%	-1	13%	-3	29%	+1	0%	=
SI	15%	+2	36%	-3	27%	+1	22%	=	0%	=
LT	15%	+1	22%	=	17%	-3	46%	+2	0%	=
SK	6%	+1	28%	+3	25%	-10	41%	+6	0%	=
CZ	5%	=	31%	+8	29%	-6	35%	-2	0%	=
EE	7%	=	32%	+5	24%	-1	36%	-5	1%	+1
IT	3%	=	27%	+1	10%	-6	60%	+5	0%	=
LU	12%	=	42%	+3	17%	=	29%	-3	0%	=
AT	5%	=	40%	+7	28%	-5	27%	-2	0%	=
BG	2%	-1	9%	-1	9%	-19	78%	+20	2%	+1
DK	14%	-1	54%	+5	18%	=	14%	-4	0%	=
PL	5%	-1	23%	+4	18%	-6	52%	+3	2%	=
PT	8%	-1	20%	-4	8%	-3	64%	+9	0%	-1
DE	7%	-2	41%	+1	23%	+3	29%	-2	0%	=
LV	6%	-2	25%	+6	30%	+1	39%	-5	0%	=
RO	6%	-2	15%	+2	18%	-10	60%	+11	1%	-1
FI	13%	-4	53%	-2	19%	-2	15%	+8	0%	=
UK	10%	-4	36%	+4	19%	-3	35%	+3	0%	=
FR	8%	-5	35%	=	15%	-3	42%	+8	0%	=
CY	11%	-5	25%	=	10%	-3	54%	+8	0%	=
BE	10%	-6	37%	+3	22%	=	31%	+3	0%	=
IE	16%	-7	36%	+1	14%	-1	34%	+8	0%	-1
SE	15%	-7	55%	+5	21%	-1	9%	+3	0%	=
MT	5%	-12	14%	-17	6%	-8	75%	+37	0%	=
HR	9%	*	26%	*	36%	*	29%	*	0%	*

[View more indicators](#)

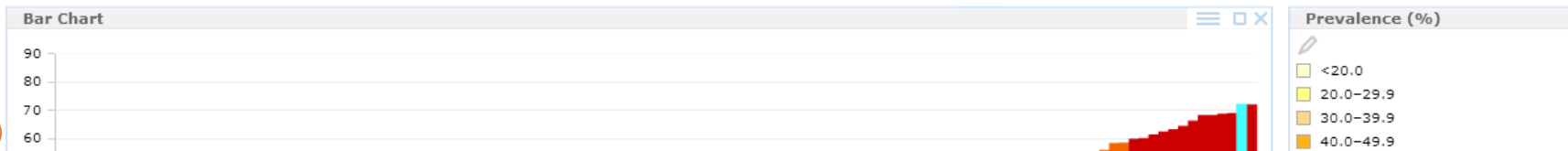
[Filter by WHO region](#)

[View static maps](#)

Table	Country	Data
	Indonesia	29.8
	Iran (Islamic Republic of)	37
	Iraq	58.4
	Ireland	53.2
	Israel	No data
	Italy	54.7
	Jamaica	47.8
	Japan	60.2
	Jordan	No data
	Kazakhstan	31.5
	Kenya	16.5
	Kiribati	46.7
	Kuwait	64.5
	Kyrgyzstan	No data
	Lao People's Democratic Republic	18.8
	Latvia	32
	Lebanon	46.8
	Lesotho	No data
	Liberia	No data
	Libyan Arab Jamahiriya	45.8
	Lithuania	22.6
	Luxembourg	47.7
	Madagascar	23.3
	Malawi	10.2
	Malaysia	61.4
	Maldives	39
	Mali	20.9
	Malta	71.9



* Less than 5 times 30 minutes of moderate activity per week, or less than 3 times 20 minutes of vigorous activity per week, or equivalent

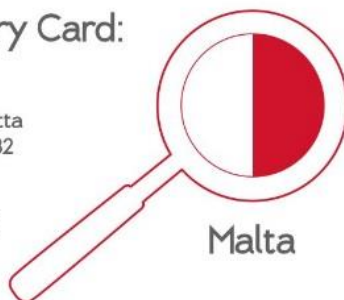


• Both sexes – 71.9%; Females – 70.7%; Males – 73.1%



Physical Activity Country Card: Malta

Capital Valletta
Inhabitants (2013) 423,282
Life expectancy (2012) 81
GINI inequality index (2012) 0.27
Human Development Index (2013) 0.829
Literacy rate (2005) 92%
Deaths by non-communicable diseases 79%



Deaths related to physical inactivity

» 19.2% of all deaths in Malta are due to inactivity.



Surveillance and policy status

Physical activity plan

☒ Yes ☐ No

» Name:

A strategy for the prevention of non-communicable diseases in Malta. Valletta, Department of Health, 2010

National survey

☒ Yes

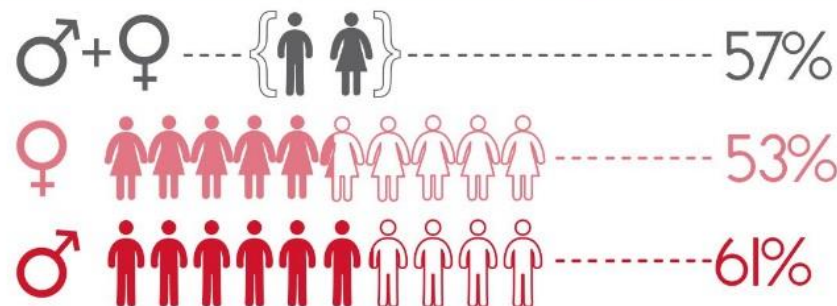
☒ First survey: 2002

☒ Most recent survey: 2014

☐ Next survey

☐ No

Prevalence of Physical Activity | Age 18+ years



Research metrics (PubMed search in 2013)

Articles related to Physical Activity and Public Health
=0

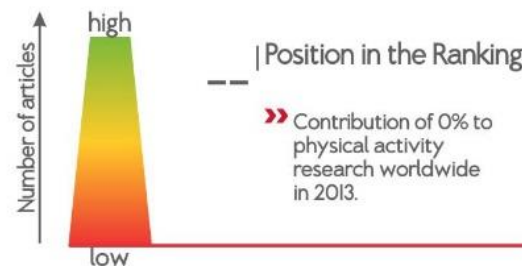
Number of active researchers
=0

Average connections (shared papers) among authors
=0

Articles per million people
=0

Researchers per million people
=0

Identified publishing groups
=0

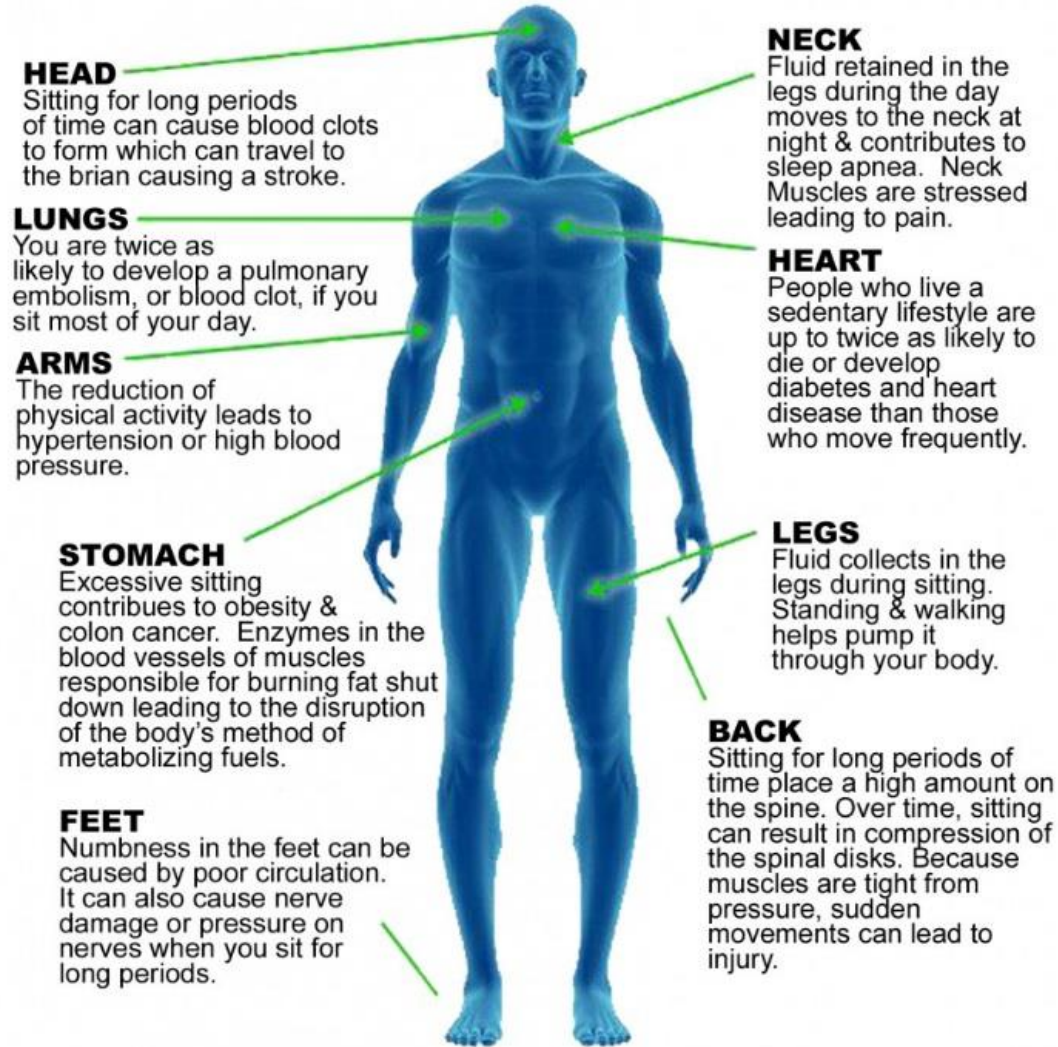


For description of the indicators and data sources:
www.lancetphysicalactivityobservatory.com/appendix

THE LANCET



9 Ways Excessive Sitting Can Harm You.



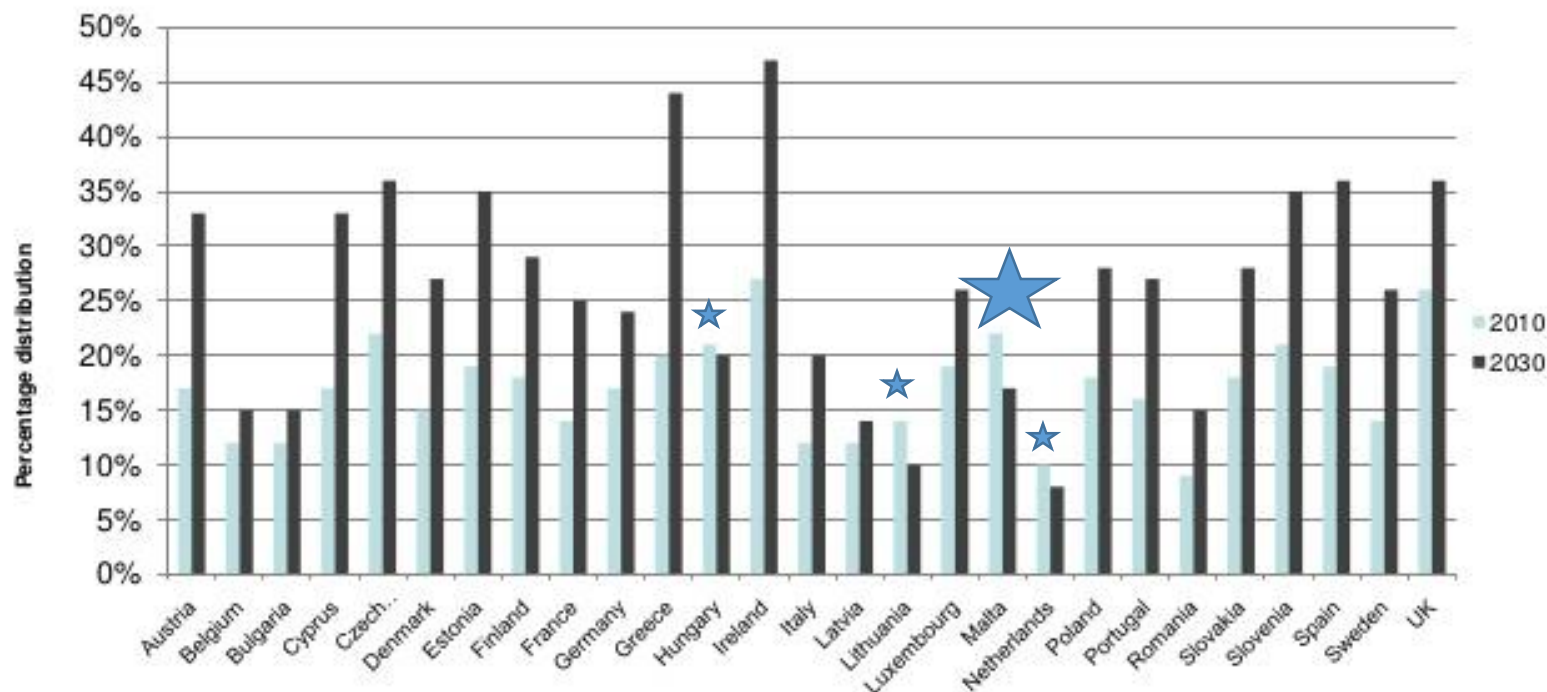
We do not know enough about the sedentary levels of Maltese children

‘There is a greater risk of obesity in groups with high amounts of sedentary behaviour’.

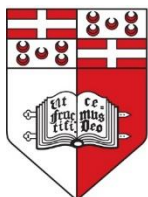
Biddle et al., 2010

Projected obesity for 2030

WHO Modelling obesity Project 2013 together with UK Health Forum – NOPA II



WHO European Ministerial Conference on Nutrition and
Noncommunicable Diseases in the Context of Health 2020
4-6 July 2013, Vienna, Austria



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Istitut tal-Edukazzjoni Fizika u Sport

WHO, 2013

EXPERT REPORT

Energy balance measurement: when something is not better than nothing

NV Dhurandhar¹, D Schoeller², AW Brown³, SB Heymsfield⁴, D Thomas⁵, TIA Sørensen⁶, JR Speakman⁷, M Jeansson⁸, DB Allison⁸ and the Energy Balance Measurement Working Group⁹

Energy intake (EI) and physical activity energy expenditure (PAEE) are key modifiable determinants of energy balance, traditionally assessed by self-report despite its repeated demonstration of considerable inaccuracies. We argue here that it is time to move from the common view that self-reports of EI and PAEE are imperfect, but nevertheless deserving of use, to a view commensurate with the evidence that self-reports of EI and PAEE are so poor that they are wholly unacceptable for scientific research on EI and PAEE. While new strategies for objectively determining energy balance are in their infancy, it is unacceptable to use decidedly inaccurate instruments, which may misguide health-care policies, future research and clinical judgment. The scientific and medical communities should discontinue reliance on self-reported EI and PAEE. Researchers and sponsors should develop objective measures of energy balance.

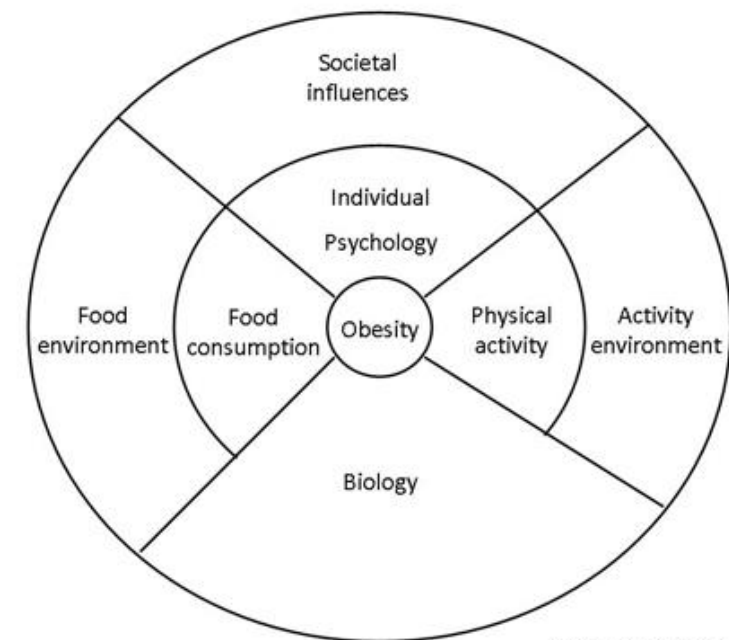
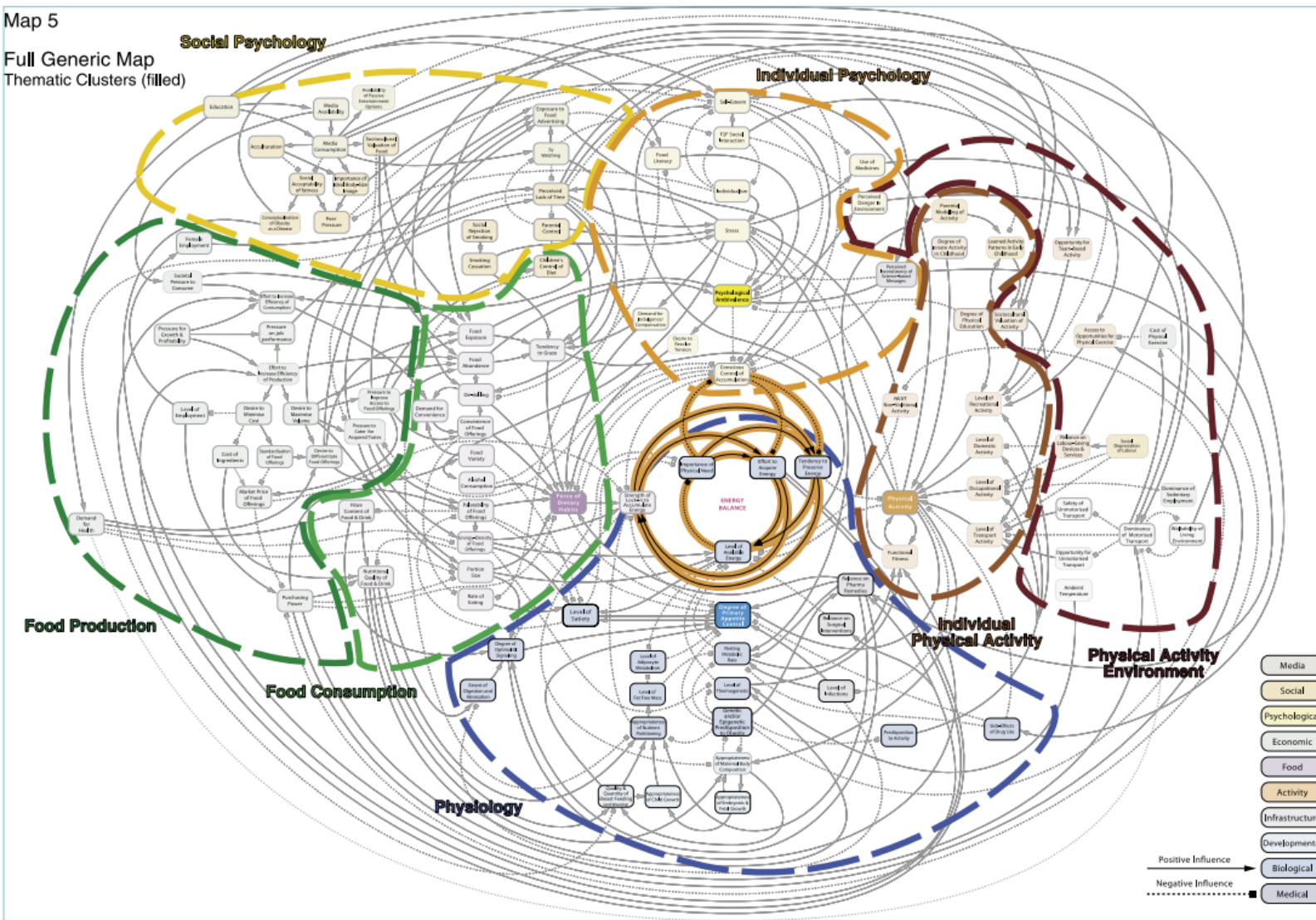
International Journal of Obesity advance online publication. 23 December 2014; doi:10.1038/ijo.2014.199



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Dhurandhar et al, & Energy Balance
Measurement Working Group, IJO,
2014



Source: Foresight systems map, 2007



Partnership: the key to success



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Govt Office for Science,
Foresight Report, 2007

Questions

- How much time do Maltese children spend active and sedentary?
- Are there any gender differences?
- Is there any association between PA and obesity in Maltese children?
- What can we do to increase PA, decrease sedentary time and reduce obesity?

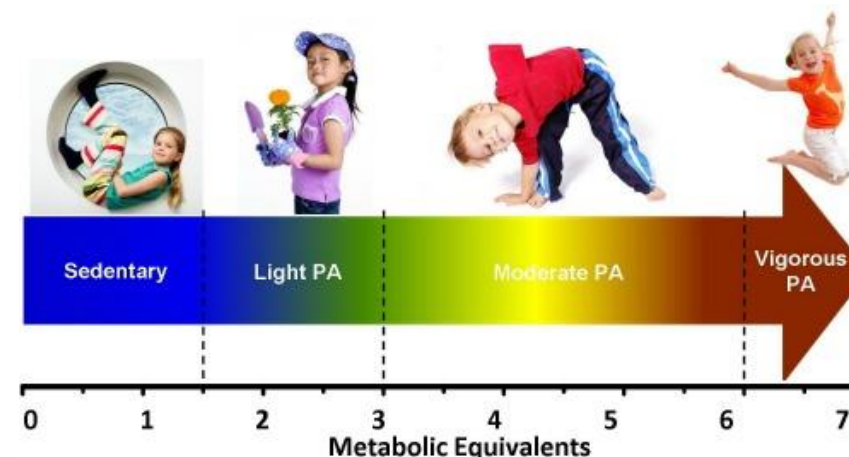


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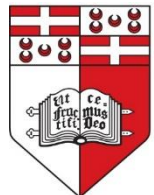
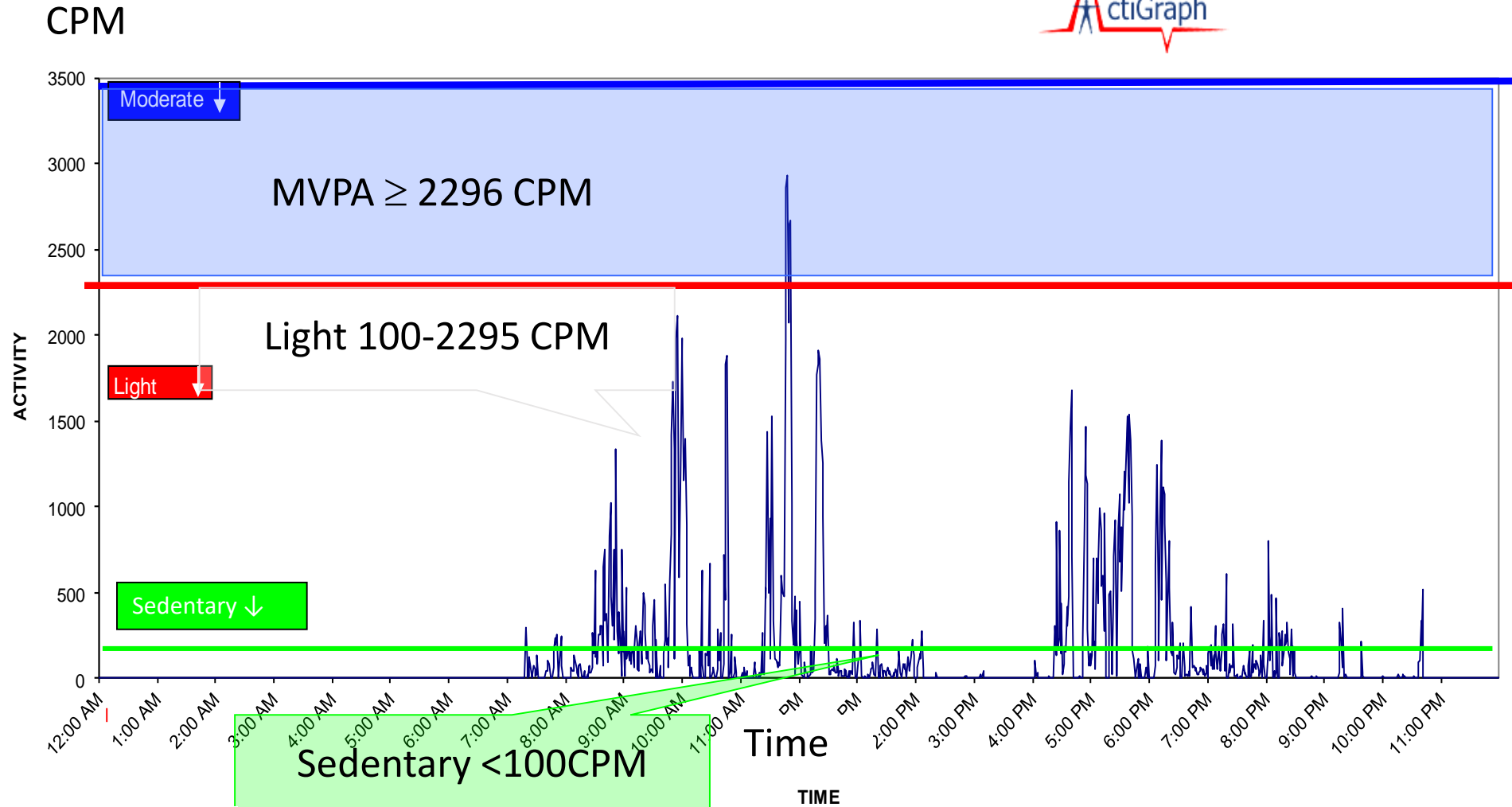
Methods

- Sample (Stratified) – 1200 - 80% response– valid data – 874
- Age - 10-11 years
- Height and weight- BMI
- Physical Activity
 - Accelerometry
- Questionnaire about:
 - Lifestyle
 - Socioeconomic status - parents
 - (School support towards a healthy lifestyle)





Sample accelerometer output



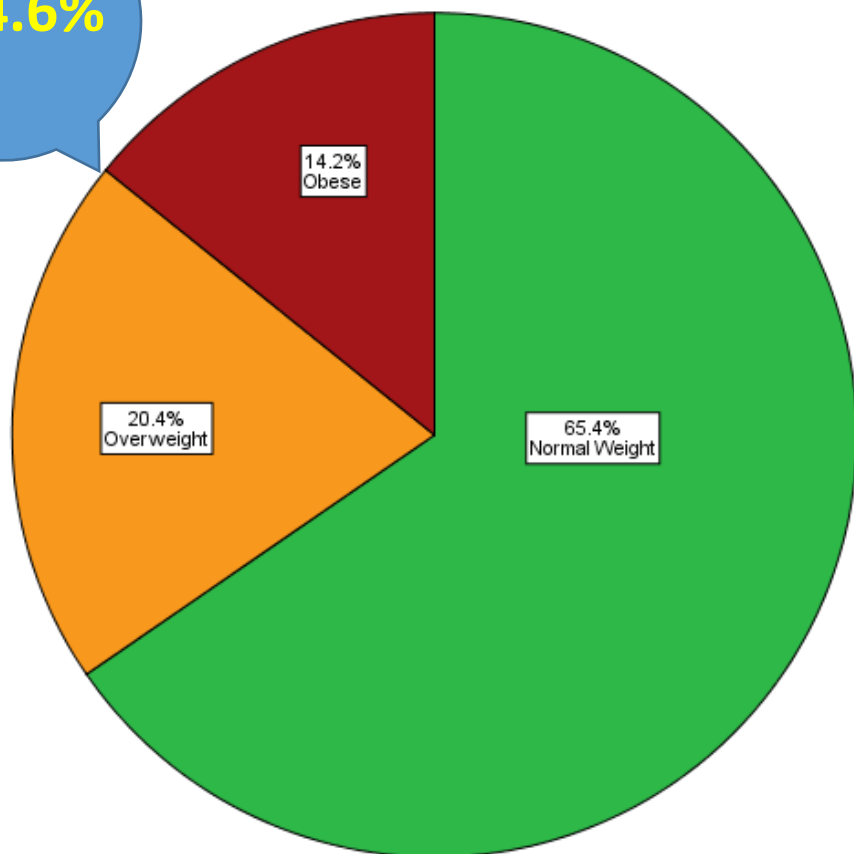
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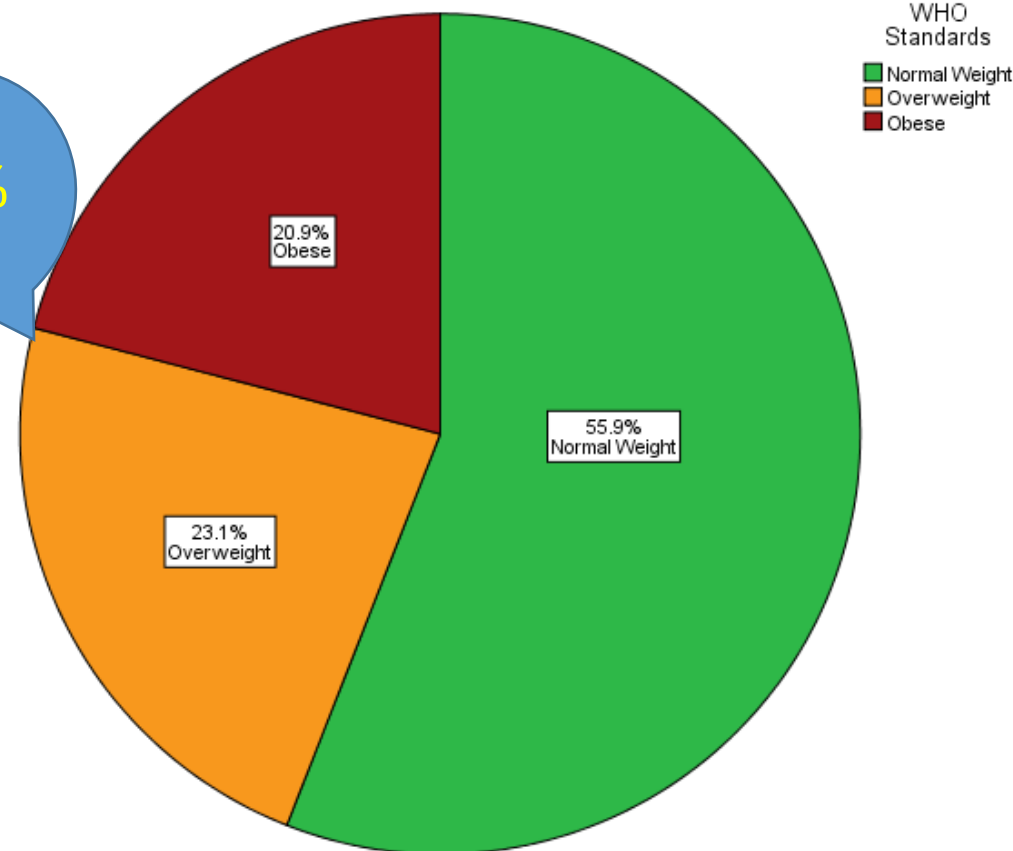
Evenson, 2008

Overweight and obesity in Maltese children

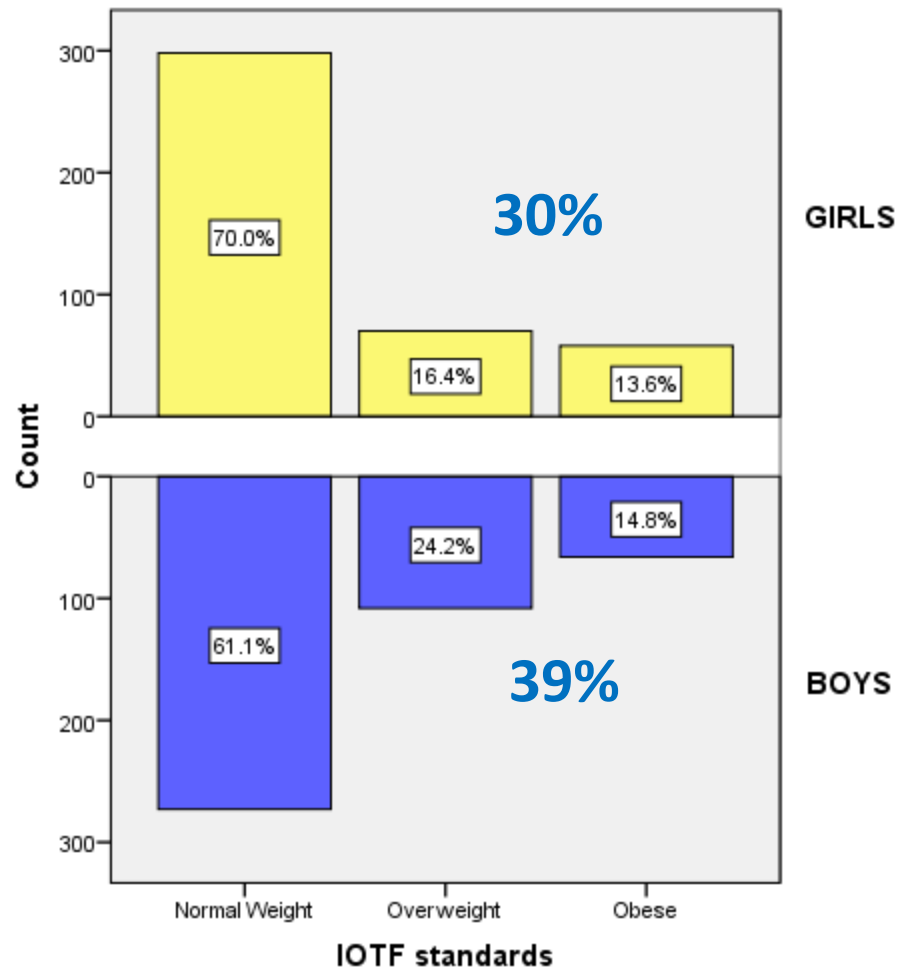
34.6%



44%



Obesity by gender



- More boys are overweight and obese
- No SES differences
- Difference between regions was only observed in girls
 - *South eastern and Southern harbour* – higher rates
 - *Gozo u Northern* – lower rates



60 min+ MVPA



MVPA-50 min
58.5 min. boys
42.2 min. girls
All periods
 $p < 0.001$

24.7%
39% boys
10% girls

Other studies have
shown children are
more active during the
week

Brooke et al., 2014

Weekdays
51.3 min
Weekend
48.8 min

Socioeconomic status (SES)

Low SES Boys

- more active in total volume (**CPM**) than medium SES boys.
- less active in MVPA **than medium SES boys**
- Attended least sport clubs

No SES differences in girls

**NO SES differences in sedentary time but
LOW SES boy spent more time in front of a screen**



Sedentary time – 572 min boys 9.3h – girls 9.7h



Weekdays

Boys – 569 min

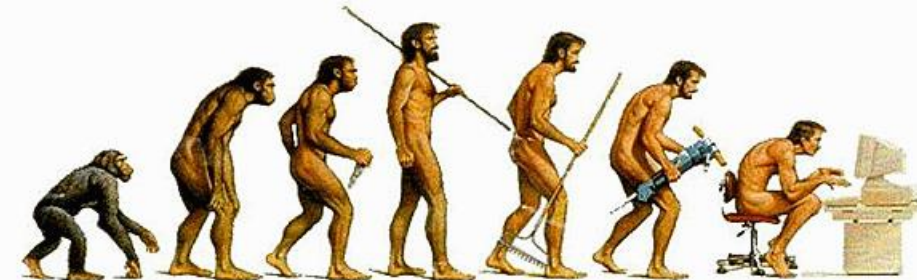
Girls – 601 min (P<0.001)

Weekends

Boys – 550 min

Girls – 557 min

- Less sedentary on weekends
- Girls are more sedentary



Screen



Digital games > 1 hour		boys	girls	P value
	weekdays	44.8%	28.1%	<0.001
	weekends	51.6%	35.0%	<0.001
TV > 2 hours	weekdays	15.9%	10.1%	0.011
	weekends	29.3%	20.6%	0.003
Computer > 1 hour	weekdays	29.1%	28.1%	0.733
	weekends	29.5%	29.0%	0.873

Double on weekends

Higher screen time on weekends

Boys spend more time in front of a screen

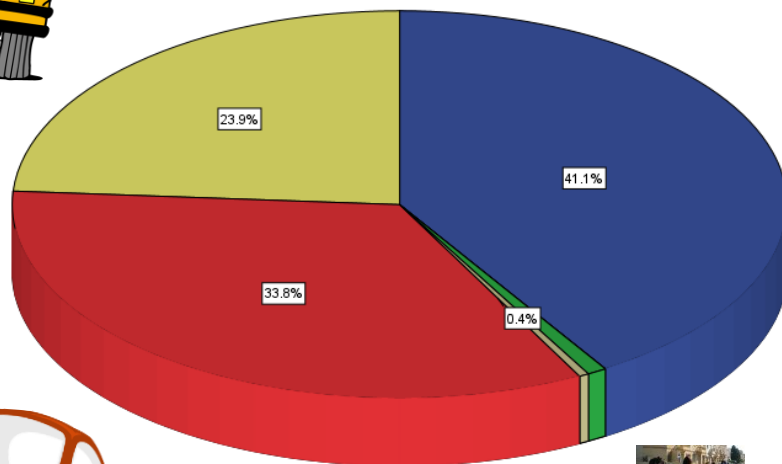
Transport to school (located in the place where they live)

State schools N=494 (251 Boys; 243 Girls)

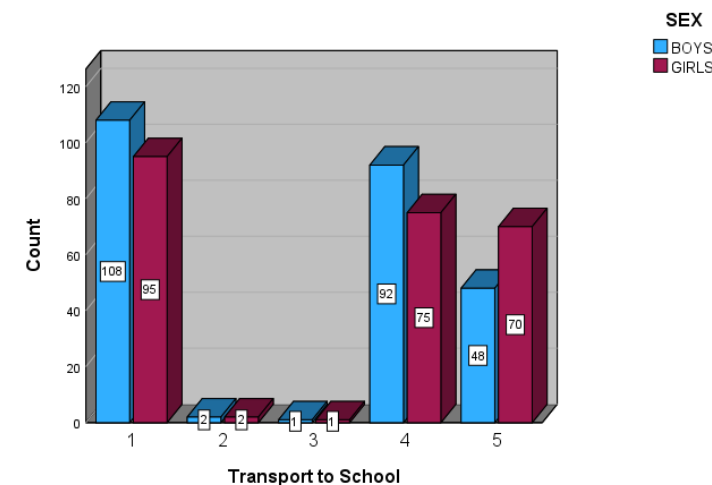


Transport lejn l-iskola - Skejjel tal-iStat

■ Walk
■ Walking Bus
■ cycle
■ car
■ van/bus



Bar Chart



No significant gender differences

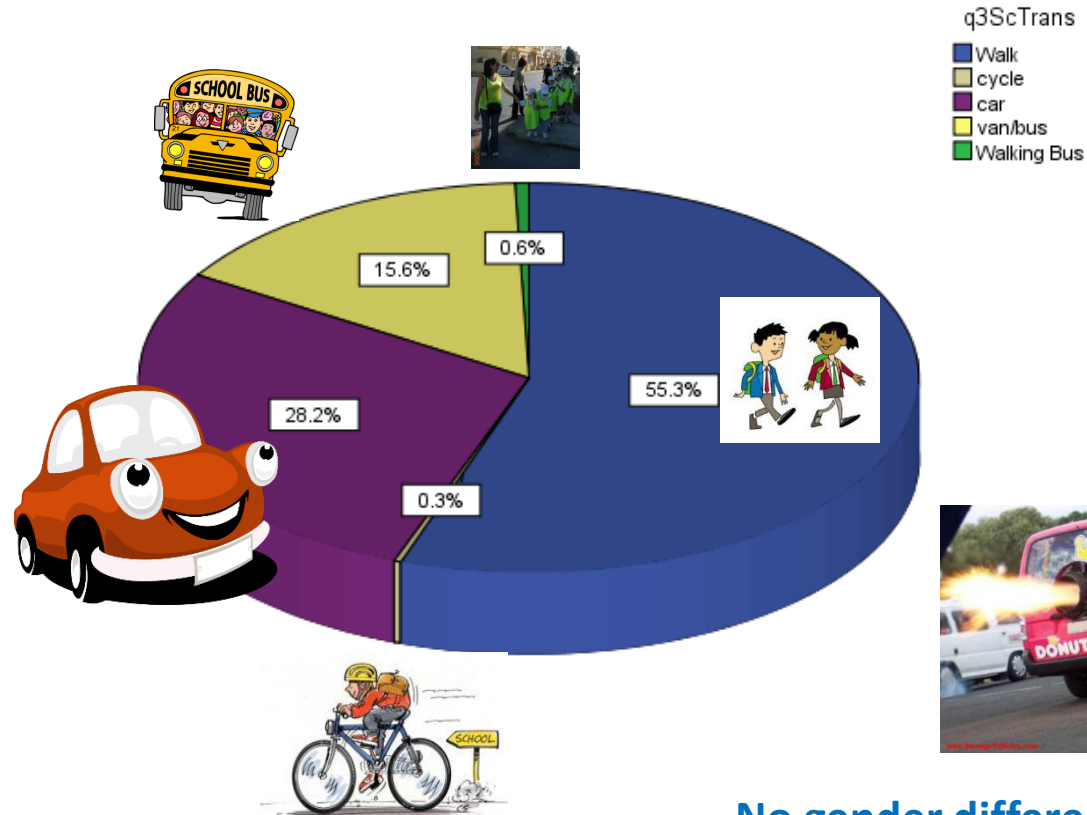


Transport to school – State schools

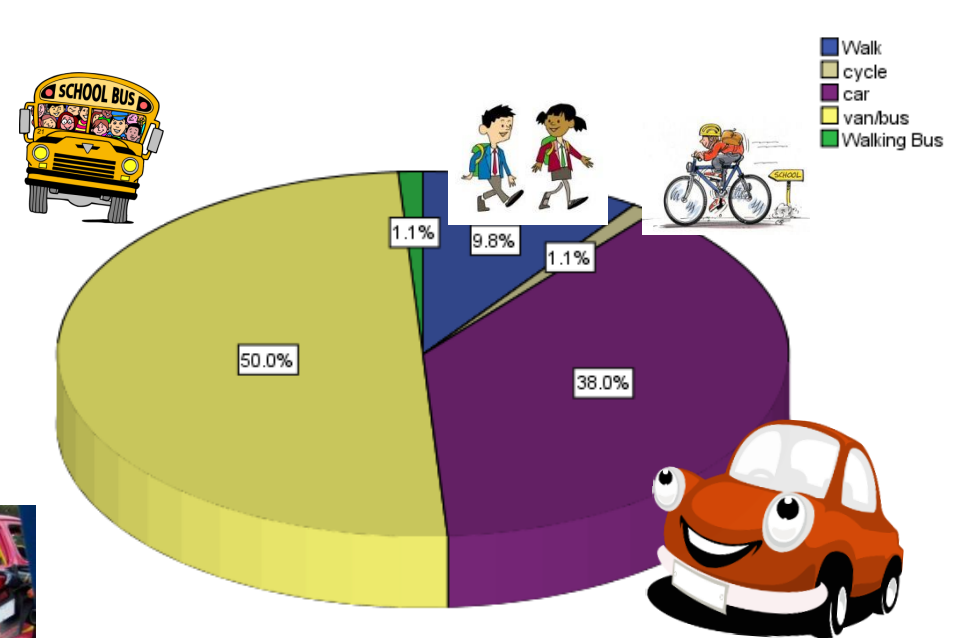
Distance <1 km

1.1-2km

Transport lejn l-iskola - Skejjel tal-iStat- < 1 km

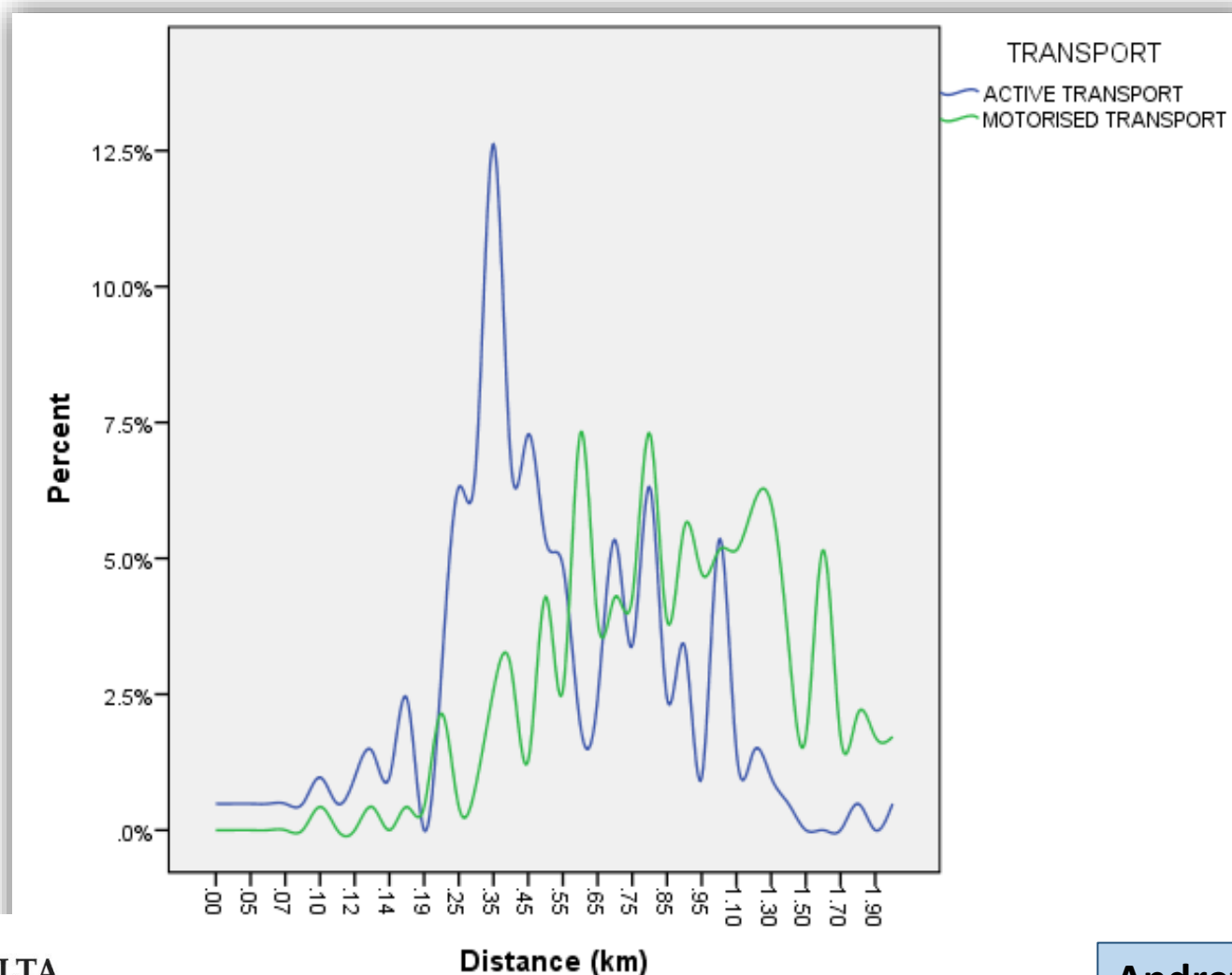


Transport lejn l-iskola - Skejjel tal-iStat - 1.1- 2km



No gender differences

School transport- state schools



Frist break – active (self-report)



Boys – 81.8% Girls – 73.9% ($P=0.005$)

Girls were more active – in church schools only



‘girls prefer to chat’ – Ridgers, 2011

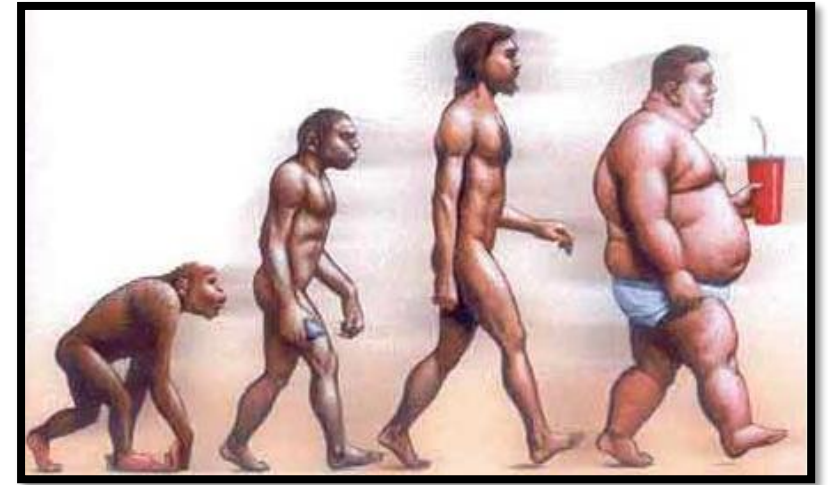
Sport Clubs outside schools– attended

Boys – 69.5% Girls – 62.0% ($P=0.020$)



So far...

- Boys are more obese
- Boys are more active
- Boys are less sedentary
- Boys spend more time in front of a *screen*
- *So is there any association between PA, SB, and obesity?*

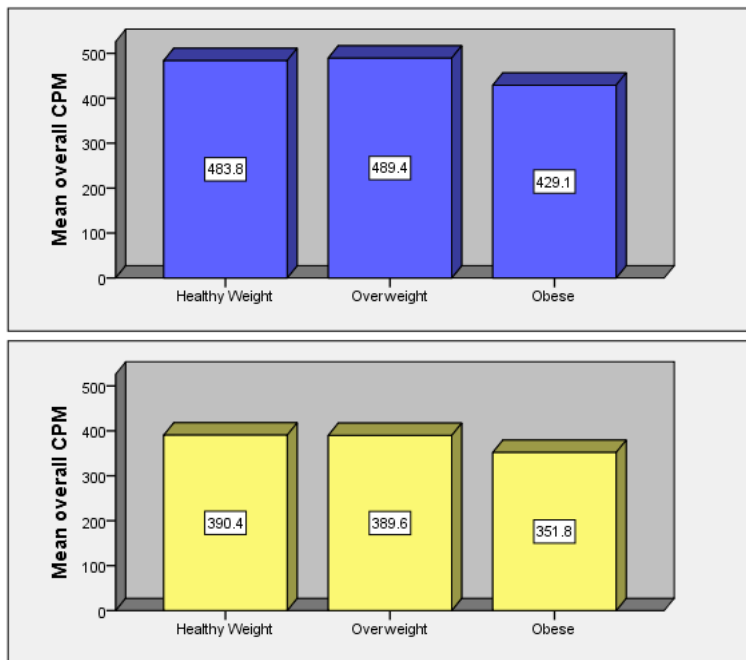


No association between PA and weight status in some studies, a negative association in others.
(review - Prentice-Dunn, 2011)

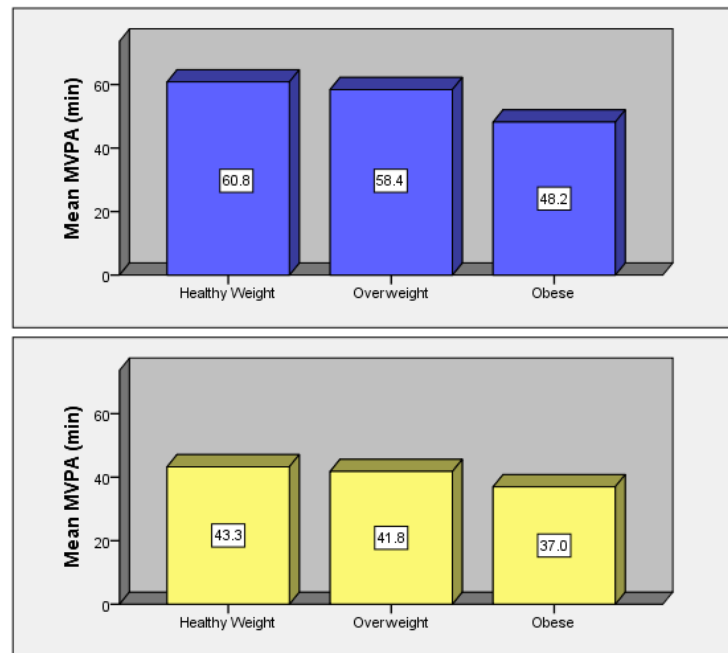
PA by weight category



CPM



M
V
P
A



Weekdays obese
11 min. less than normal
wt
Weekends – 14 min less

Weekdays obese 6 min
less than normal wt.
Weekends – 8 min less

Boys – P=0.017 normal weight/overweight v obese

Girls – P=0.040 normal weight v obese

Boys – P=<0.001 normal weight/overweight v obese

Girls – P=0.014 normal weight v obese

Main differences (boys and girls) – Weekdays 2.00-7.00pm

Normal weight children are more active

Break – Activity by BMI (self-report)

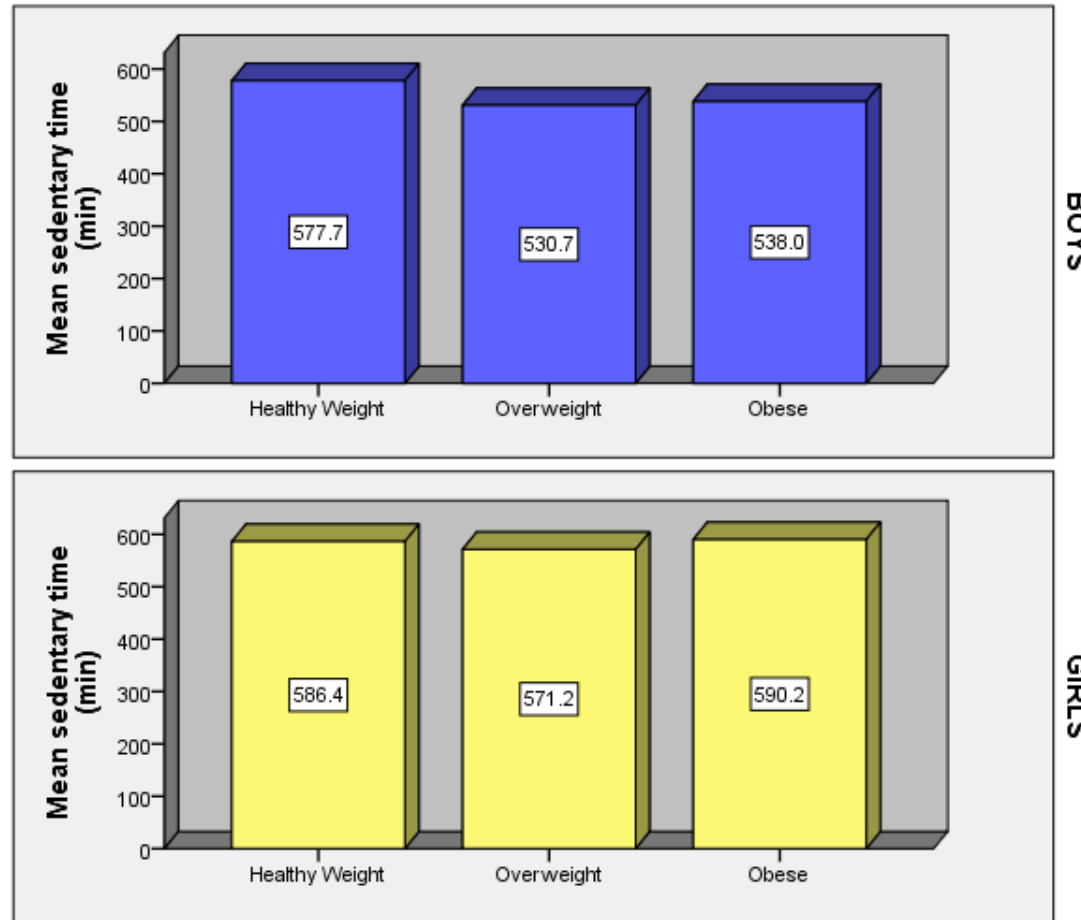
- Differences were only evident in girls
- *Break 1- overweight girls* 49% less active than normal weight girls
- *Break 2- obese girls* 68% less active than normal weight girls

Sport - Activity by BMI (self-report)

NO DIFFERENCES BETWEEN CHILDREN OF
DIFFERENT WEIGHT



Sedentary time by BMI



P=0.001 healthy weight v overweight

5.30-8.29am weekdays (8min diff)

8.30-1.59pm weekdays (10min) &
weekends (18min)

2.00-6.59pm weekdays (8min)

GIRLS - NO association

Other studies found a positive relationship, (Prentice-Dunn, 2011)

Screen time by BMI

TV Weekends	Normal weight	Over-weight	Obese	Total	P value (chi-square)
≥2 hours -%	24.7	30.8	45.5	29.3	0.004

Computer use Weekdays	Normal weight	Over-weight	Obese	Total	P value (chi-square)
≥1 hour -%	25.6	28.0	45.5	29.1	0.006

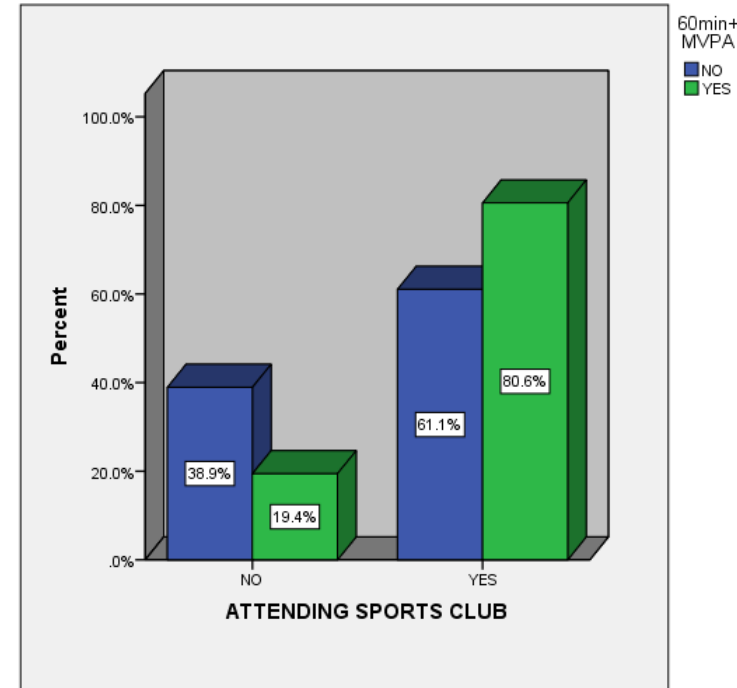
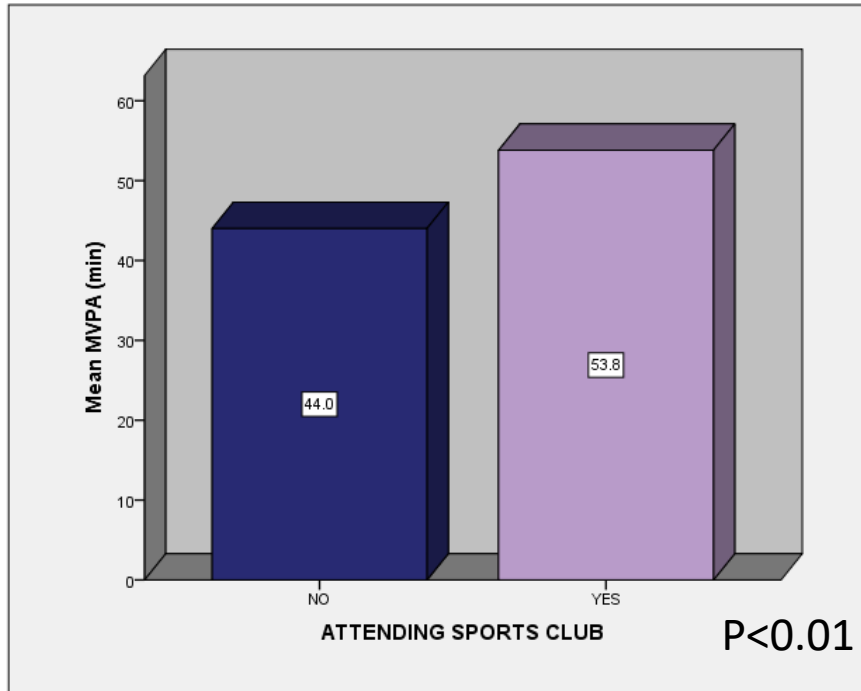
I'm on it 24/7 at the moment... - Jago et al., 2011

*'children in this study often had access to at least **five** different devices at any one time, and many of these devices were portable' .*

Different results from *accelerometers* show that *screen time* does not give a true picture of SB

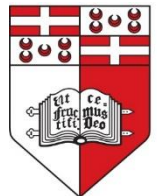


Is sport enough?



- **Conclusion – Sport is important, but it's not enough!**
- **Same result as in Australia** - Australia Physical Activity Report Card, *Is Sport Enough*, 2014
- Drenowatz et al., (2013) – attending a sport club 1, 2 a week reduces the chance of gaining excessive weight by 50%.

Recommendations

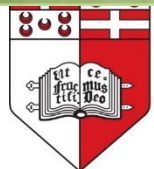
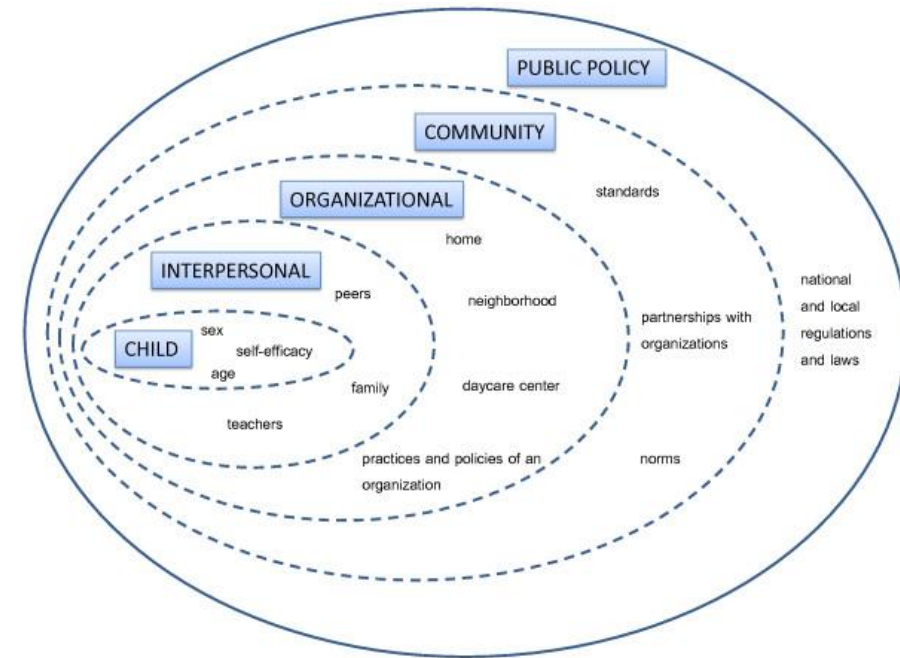


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Social-Ecological Model

Healthy People
Healthy Places



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Socio-ecological model. Adapted from McLeroy KR, Bibeau D, Steckler A, Glanz K. An ecological perspective on health promotion programs. *Health Educ Q* 1988, 15:351-377.

Facilitate walking to school

Walking buses in state schools

www.eltis.org/discover/news/ps15-million-funding-encourage-children-walk-school-uk-0

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£15 million funding to encourage children to walk to school (UK)

Thousands more children around the UK could soon be going greener in getting to school, after Transport Secretary Douglas Alexander announced a £15million boost for walking to school initiatives.

Thousands more children around the UK could soon be going greener in getting to school, after Transport Secretary Douglas Alexander announced a £15million boost for walking to school initiatives.

The new investment is mainly aimed at setting up 'walking buses', and could mean the creation of thousands of new ones around the country. Schools can also apply for grants to support other walking to school initiatives. The money will provide grants for primary schools for up to 3 years.

Funding is available to

- Pay a teaching assistants to act as 'walking bus' co-ordinator/organisers;
- Provide incentives to children for taking part in the buses;
- Provide an escort for a 'walking bus' for an initial period.

The new investment comes in addition to the £7.5 million a year already spend on the 'Travelling to School project', which encourages sustainable travel to school. As a result of the project, more than 10,000 schools in England now have a school travel plan in place.

Guidance for UK schools on how to set up walking buses is available at www.dft.gov.uk
Full story at DfT website www.gnn.gov.uk/environment

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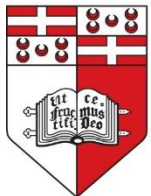
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Research finds that active travel and street play are the key to increasing children's physical activity levels

5 March 2015

Increasing the amount of time young people spend outdoors through active travel and street play is the focus of a University of Bristol national conference aiming to promote low-cost ways to improve children's physical activity levels.

The 'Outdoors and active: delivering public health outcomes by increasing children's outdoor play and active travel' [5 Mar] conference will be attended by representatives from organisations who have responsibility for changing behaviours and activity levels in young people.

v.bristol.ac.uk/news/2015/march/active-travel.html



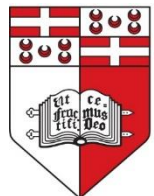
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Physical Education

From: UNESCOPRESSE

Sent: 29 January 2015 10:14

Subject: Physical education for healthier, happier, longer and more productive living

UNESCO Press Release No.2015-06

Physical education for healthier, happier, longer and more productive living

Paris, 29 January—The time children and adults all over the world spend engaging in physical activity is decreasing with dire consequences on their health, life expectancy, and ability to perform in the classroom, in society and at work.

In a new publication, *Quality Physical Education, Guidelines for Policy Makers*, UNESCO urges governments and educational planners to reverse this trend, described by the World Health Organization (WHO) as a pandemic that contributes to the death of 3.2 million people every year, more than twice as many as die of AIDS.

The Guidelines will be released on the occasion of a meeting of UNESCO's *Intergovernmental Committee for Physical Education and Sport* (CIGEPS) in Lausanne, Switzerland, (28-30 January).*

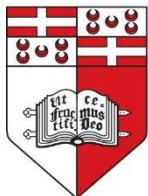
UNESCO calls on governments to reverse the decline in physical education (PE) investment that has been observed in recent years in many parts of the world, including some of the wealthiest countries. According to European sources, for example, funding and time allocation for PE in schools has been declining progressively over more than half of the continent, and conditions are not better in North America.

The new publication on PE, produced in partnership with several international and intergovernmental organizations**, advocates quality physical education and training for PE teachers. It highlights the benefits of investing in PE versus the cost of not investing (cf self-explanatory *infographics*).

"The stakes are high," says UNESCO Director-General Irina Bokova. "Public investment in physical education is far outweighed by high dividends in health savings and educational objectives. Participation in quality physical education has been shown to instil a positive attitude towards physical activity, to decrease the chances of young people engaging in risky behaviour and to impact positively on academic performance, while providing a platform for wider social inclusion."

The Guidelines seek to address seven areas of particular concern identified last year in UNESCO's *global review of the state of physical education*, namely: 1. Persistent gaps between PE policy and implementation; 2. Continuing deficiencies in curriculum time allocation; 3. Relevance and quality of the PE curriculum; 4. Quality of initial teacher training programmes; 5. Inadequacies in the quality and maintenance of facilities; 6. Continued barriers to equal provision and access for all; 7. Inadequate school-community coordination.

The recommendations to policy-makers and education stakeholders are underpinned by case studies about programmes, initiated by community-based nongovernmental organizations. Success stories in Africa, North and Latin America, Asia and Europe illustrate what can be achieved by quality physical education: young people learn how to plan and monitor progress in reaching a goal they set themselves, with a direct impact on their self-confidence, social skills and ability to perform in the classroom.

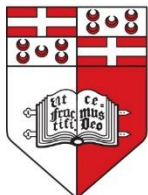


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- 150 min weekly in Primary
- Specialist PE teachers = 6 min more MVPA (Bassett, 2013)
- Emphasis on *physical literacy*

At least 50% of every PE lesson in MVPA



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Bassett, 2013

Franglais

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Quality Physical Education Policy Project

© UNESCO,

Quality physical education contributes to 21st century education

Sustainable development starts with safe, healthy, well-educated children. To impart skills required for the 21st century, education must focus on shaping attitudes, building behaviours and instilling values that support peace, inclusion and equitable development.

"Quality Physical Education (QPE) is an essential entry point...to learn life skills, and develop positive patterns of behaviour" (MINEPS V 2013).

Participation in QPE, as part of a rounded syllabus, can support the development of:

- Responsible, active global citizens
- Skills and values, such as critical, creative and innovative thinking, problem-solving, decision making, empathy, interpersonal/communicative skills, respect, tolerance, and intercultural understanding, which are required to solve 21st century challenges
- Physically literate pupils with the knowledge and confidence required for academic achievement
- Lifelong engagement in physical activity

The cost of not investing

Physical inactivity contributes to 2.9 million premature deaths annually and

RELATED INFORMATION

Quality Physical Education Guidelines for Policy-Makers

Guidelines - also download

- Interactive PDF
- ePub version

UNESCO advocates for quality physical education policies

QUALITY PHYSICAL EDUCATION POLICY

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Bassett, D.R. et al. (2013). Estimated Energy Expenditures for School-Based Policies and Active Living. American Journal of Preventive Medicine. 42(2), 108-113. Link to paper <http://www.sciencedirect.com/science/article/pii/S0749379712008057>



THE kid's ACTIVITY PYRAMID

Each week you can have fun and be active by trying the following things...

With Friends

- Dance to music
- Play games like tag and hopscotch
- Join a sports team at school or the park

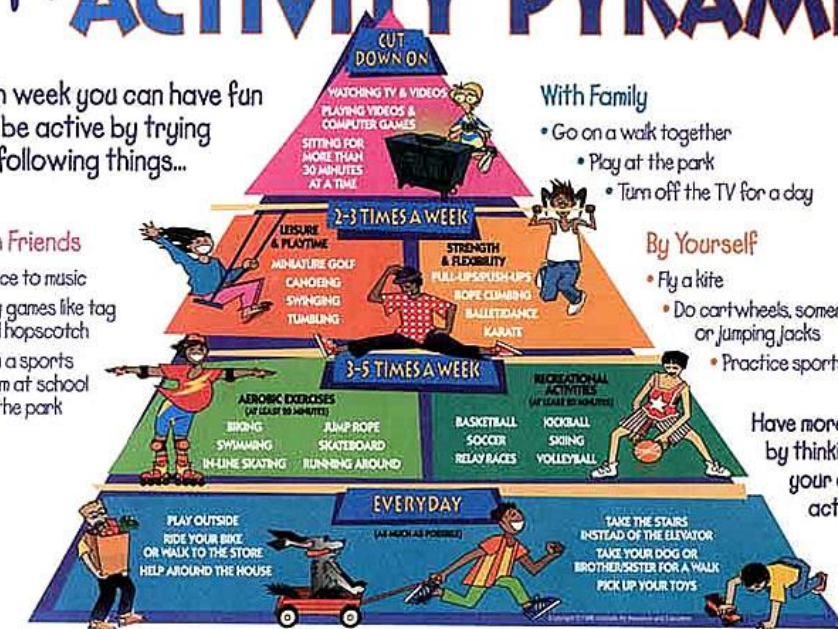
With Family

- Go on a walk together
- Play at the park
- Turn off the TV for a day

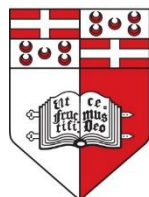
By Yourself

- Fly a kite
- Do cartwheels, somersaults or jumping jacks
- Practice sports skills

Have more fun by thinking up your own activities!



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A WHOLE SCHOOL APPROACH TO A HEALTHY LIFESTYLE: HEALTHY EATING AND PHYSICAL ACTIVITY

POLICY

FEBRUARY 2015

More research apart from self-report

- Why?

- To have precise information
- To check progress (+ tracking)
- To compare with other countries

INTERACTIVE COMPENDIUM OF
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**The National Obesity
Observatory for England**

The National Obesity Observatory for England

Abstract

The new National Obesity Observatory was established to provide a single point of contact for wide-ranging authoritative information on data, evidence and practice related to obesity, overweight, underweight and their determinants. It has an e-atlas; an interactive mapping tool for the analysis of data on the prevalence of obesity and its determinants for local authorities in England. The e-Atlas enables users to compare a range of indicators including prevalence of childhood obesity using data from the National Child Measurement Programme (NCMP) with, for example, local area deprivation scores and rates of physical activity.

Main Topics/Subject Category

Obesity and related conditions

Variables

Obesity, physical activity, diet, demographics.

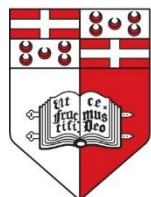
Keywords

Obesity, weight, health, diet, exercise, nutrition, physical activity, food, overweight, underweight, trends, prevalence, type 2 diabetes, cardiovascular disease, cancer, body mass index (BMI)

Identifier Variables

LA, GOR,

Economic/Subject Categories



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PHR - 13/90/16: Development and feasibility cluster randomised control trial evaluation of a Peer-Led physical Activity iNtervention for Adolescent girls (PLAN-A)

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Project title	Development and feasibility cluster randomised control trial evaluation of a Peer-Led physical Activity iNtervention for Adolescent girls (PLAN-A)
Research type	Primary Research
Status	Waiting to start
Start date	April 2015
Publication date	February 2015
Cost	£ 527,571.00
Chief Investigator	Dr Simon Sebire
Co-Investigators	Dr Peter Blair (University of Bristol), Professor William Hollingworth (University of Bristol), Professor Russell Jago (University of Bristol), Dr Ruth Kipping (University of Bristol), Professor Roman Lyons (Swansea University), Professor Rona Campbell (University of Bristol)
Contractor	University of Bristol
Plain English summary	Being physically active is good for children's physical and mental health. Few adolescent girls are active enough to get these health benefits and teenage girls face lots of barriers to being physically active. Research shows that most school-based programs to increase adolescents' physical activity...
Scientific summary	Physical activity (PA) is associated with positive cardio-metabolic, psychological and social outcomes during adolescence. However the majority of adolescent girls are insufficiently active to confer such benefits. As the influence of peers on PA increases during adolescence, interventions which har...

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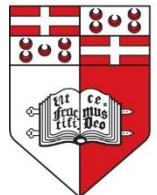
New programme offers more opportunities for non-docs/dentists to develop clinical academic careers [ow.ly/JXesg](#) #ICAPprogramme

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suggestion**

*“Knowing is not enough; we must apply.
Willing is not enough; we must do.”*

—Goethe

THANK YOU



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