Investments that work for Physical Activity and Climate Resilience

Insights from the ISBNPA 2025 Pre-Conference Workshop

This report was informed by the ISBNPA 2025 Pre-Conference Workshop on Physical Activity and Climate Change, co-convened by Rodrigo Reis and Ana Luiza Favarão Leão.

We are grateful for the contribution of our collaborators and we would like to acknowledge: Hannes Baumann, Miranda Blake, Nicole Den Braver, Rob Campbell, Greet Cardon, Harriette Carr, Lana Chisholm, Yinggen Da, Marlinde Lianne van Dijk, Helen Dixon, Elaine A Hargreaves, Anneke Vang Hjort, Shaun Jenkins, Anjani Kalra, Mara Kirschner, Tracy Kolbe-Alexander, Jack Lane, Gloria Leung, Chunchen Lin, Mengyun Luo, Julia McPhee, Eugen Resendiz, Idris Robinson, Margaret Schneider, Rajan Shrestha, Sara Styles, Chien Ting, Anthony Walsh, Richard Wright.

Contents

Executive Summary

The purpose of the ISBNPA 2025 pre-conference workshop was to explore how the "8 Investments that Work for Physical Activity" can be leveraged to address the intersecting challenges of physical inactivity and climate change.1 The workshop brought together 27 international and local researchers, practitioners, and facilitators from 10 countries.

Using systems thinking and a participatory group model-building approach, the workshop generated rich insights into how key systems — healthcare, schools, and sport and recreation — can evolve to promote physical activity while contributing to climate action.

This report synthesises the findings, focusing on three priority investment areas — healthcare, whole-of-school programmes, and sport and recreation for all — and identifies both cross-cutting insights and systemic barriers. It also outlines opportunities to align physical activity promotion with climate adaptation and mitigation agendas.

Headline insights

- Physical activity is a dual solution: It can contribute meaningfully to both climate mitigation (e.g. active transport) and climate adaptation (e.g. resilient environments that support movement).
- Systems are not yet aligned: Siloed policymaking across health, education, sport, and climate sectors limits the ability to realise co-benefits.
- Equity and climate vulnerability are intertwined: Populations most affected by climate change are also those with the least access to safe and supportive environments for physical activity.
- Commercial and infrastructural barriers persist: Industry influence, inequitable infrastructure, and climate-exposed environments continue to undermine progress.

The workshop highlighted both the urgency and the opportunity to reposition physical activity as a central component of climate-responsive policy and practice.

This report calls for coordinated, cross-sector action to integrate physical activity into climate and health, school and sport policy frameworks, supported by targeted investment, inclusive design, and stronger alignment between research, policy, and practice.

The findings presented here will inform a series of academic manuscripts and policy briefs, with the aim of supporting evidence-informed decision-making and accelerating progress towards healthier, more sustainable, and more equitable societies.

Introduction

Background

The global framework "8 Investments that Work for Physical Activity" is widely recognised as a roadmap for countries seeking to promote health and wellbeing through increased movement across the life course. These investments, ranging from whole-of-school programmes to urban design, are supported by robust evidence.

However, the climate crisis presents a new and urgent context: many environments that shape physical activity are under increasing strain due to rising temperatures, extreme weather, air pollution, and infrastructure vulnerabilities. Simultaneously, car-centred, inactive lifestyles fuel both physical inactivity and carbon emissions.

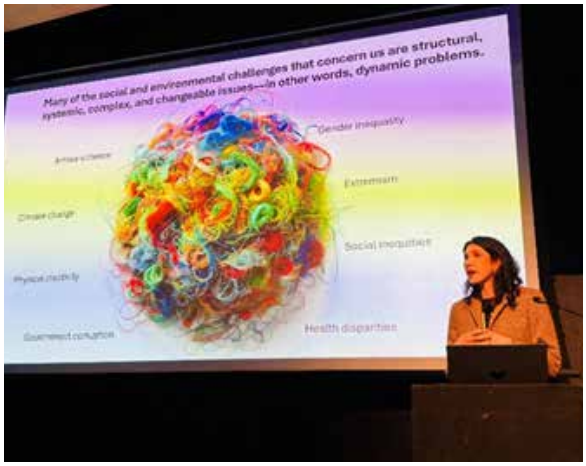
Despite these interdependencies, the fields of physical activity promotion and climate resilience have largely operated in parallel. A deliberate integration of the two offers opportunities for co-benefits: promoting active transport reduces emissions and improves health; climate-resilient environments support sustainable movement opportunities.

A workshop brought together researchers and practitioners at ISBNPA 2025, aimed to:

- Confirm how the "8 Investments that Work for Physical Activity" align with climate change adaptation and mitigation objectives.
- Apply systems thinking to understand the complexity of physical activity and climate interconnections.
- Identify emerging policy opportunities and research questions where integrated action can have amplified impact.
- Ensure that equity, cultural responsiveness, and sustainability are foregrounded in how investments are conceptualised and implemented.

Milton, K., N. Cavill, A. Chalkley, C. Foster, S. Gomersall, M. Hagstromer, P. Kelly, T. Kolbe-Alexander, J. Mair and M. McLaughlin (2021). "Eight investments that work for physical activity." Journal of Physical Activity and Health 18(6): 625-630.

Methodology



Workshop design

The ISBNPA 2025 workshop employed a participatory systems thinking methodology, drawing on Group Model Building (GMB) techniques. The session was designed to encourage open dialogue, collective system mapping, and reflection on the complexities inherent in promoting physical activity in the context of climate change. Detailed method and process used as described in Appendix 1. Participants engaged in small group discussions structured around 3 investments selected by the convenors from the "8 Investments that Work for Physical Activity" framework, with a focus on:

- Healthcare
- Whole-of-school programmes
- Sport and recreation for all

These three domains were selected as priority areas given their recognised importance for population health, as well as their current under-leverage for climate action and cross-sector policy integration.

Facilitators used pre-prepared system maps (causal loop diagrams, CLDs) alongside slide decks and a facilitation manual to guide discussions. The maps provided an initial systems framing, which participants then interrogated, expanded, and refined through dialogue.

This approach supported structured yet flexible engagement, enabling participants to contribute diverse perspectives, challenge assumptions, and identify key leverage points within each system.

Workshop Process and Activities

The workshop was structured as a sequential Group Model Building (GMB) process designed to support shared understanding of the relationships between physical activity promotion and climate resilience. Activities combined systems thinking, collaborative reflection, participatory mapping, and policy-oriented discussion.

The workshop commenced with an introductory session, which provided context on the intersection between physical activity and climate change, introduced the "8 Investments that Work for Physical Activity" framework, and outlined emerging concepts related to climate adaptation and mitigation in the context of movement behaviours. Participants were encouraged to consider how physical activity systems both influence and are influenced by climate change, and where opportunities for intervention may exist.

Then the principles of Group Model Building (GMB) were introduced, outlining the rationale for using participatory systems approaches to explore complexity, interconnections, and leverage points across sectors. Group norms and expectations were subsequently established to support respectful, inclusive, and collaborative participation throughout the workshop.

The workshop then progressed through four interconnected phases:

1. Variable elicitation and prioritisation

Participants individually identified variables influencing physical activity within one of three investment domains: healthcare, whole-of-school programmes, or sport and recreation. Variables were then discussed collectively, categorised according to their relationship with climate resilience (e.g. amplifiers, vulnerabilities, adaptation opportunities, mitigation opportunities), and prioritised using a dot-voting process.

2. Collaborative enhancement of causal loop diagrams

Participants worked in groups with pre-developed causal loop diagrams (CLDs) corresponding to each investment area. Through facilitated discussion, participants refined the maps by adding missing variables, identifying new relationships, interrogating feedback loops, and integrating climate considerations. This iterative process enabled participants to collectively refine system representations based on both professional and lived experience.

3. Identification of leverage points and policy opportunities

Building on the enhanced maps, participants engaged in structured reflection and plenary discussion to identify potential leverage points for policy and systems change. Discussions explored barriers, tensions, co-benefits, and the stakeholders required to activate meaningful change across sectors.

4. Reflection and synthesis

The workshop concluded with a facilitated reflection session that synthesised key insights emerging across the three investment areas, highlighted shared system dynamics, and outlined opportunities for future collaboration, policy development, and research translation.

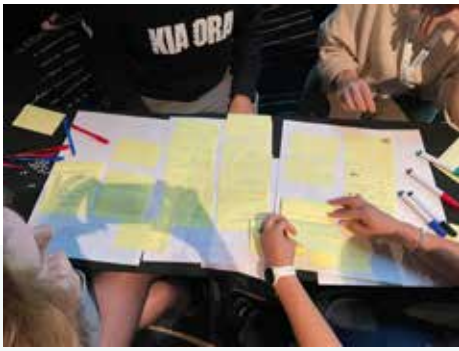
The overall process drew on established Group Model Building scripts and systems dynamics methodologies, adapted for the context of physical activity promotion and climate resilience.


to Vote
Valk around the wall, reflect, and place your stickers on the variables you
consider most important.
ote: The variable with the most dots is not necessarily "the most
portant" but helps highlight priority areas for the next session.

Participants

The workshop was attended by 27 participants from diverse backgrounds, including researchers, practitioners, and policy influencers from 11 countries. The interdisciplinary nature of the participant group contributed to a holistic discussion and robust insights.

There was representation across geographic regions, career stages, and areas of expertise. Participants included individuals working in both high-income and low- and middle-income country (LMIC) contexts, alongside those engaged in community, policy, and research settings. The workshop also sought to create space for a range of lived and professional experiences, recognising the importance of equity, cultural context, and local knowledge in shaping both physical activity and climate-related outcomes. This diversity enriched the discussions and informed the identification of contextually relevant challenges and opportunities across the three investment areas.



Data collection

The workshop generated rich qualitative data over a 4-hour session, combining plenary discussions with small-group activities. Participants engaged in facilitated table discussions focused on the three selected investment areas (healthcare, whole-of-school programmes, and sport and recreation for all), followed by cross-group sharing and reflection.

Data sources included:

- Audio recordings of plenary and table discussions (transcribed verbatim and summarised post-event)
- Facilitator notes and thematic summaries captured during group discussions
- Annotated system maps (causal loop diagrams) reflecting participants' contributions and refinements
- Post-workshop verification of themes with table facilitators and workshop conveners

Analytical approach

The analysis followed a two-step process:

- Thematic coding: The workshop content was reviewed to identify key patterns, recurring ideas, and salient issues raised across the investment areas. Themes were identified inductively and iteratively refined.
- Climate change integration: Themes were then re-analysed with an explicit focus on how they intersect with climate change adaptation and mitigation concerns, identifying leverage points and system barriers.

Analytical considerations and limitations

As with all workshop-based qualitative research, several limitations should be acknowledged. The time-limited nature of the session constrained the depth with which some topics could be explored, and discussions were shaped by the specific composition of participants, which may not fully represent all geographic, cultural, or sectoral perspectives. While facilitators followed a structured guide to support consistency, there remains a potential for variation in facilitation style and emphasis across groups.

To mitigate these limitations, multiple data sources were triangulated, and themes were reviewed and validated post-workshop with facilitators and conveners. The participatory nature of the process also enabled participants to interrogate and refine emerging insights in real time, strengthening the credibility of the findings.

Thematic Analysis

To ensure analytical transparency and rigour, all qualitative data from the workshop, including transcripts, facilitator notes, and system maps, were analysed using a structured coding framework that combined pre-specified domains (aligned with the selected investment areas) and inductively derived themes emerging from participant discussions.

The analysis was grounded in the structure of the workshop itself. Discussions were organised around three investment areas (healthcare, whole-of-school programmes, and sport and recreation for all), with each domain explored through facilitated system mapping and group dialogue. As such, these domains informed the organisation of the data, rather than acting as codes in the analytic process.

Within each domain, an iterative thematic analysis was conducted. This involved:

- Identifying key determinants and influences shaping physical activity within each system, as articulated by participants
- Interrogating system relationships, drawing on the causal loop diagrams (CLDs) to understand interactions, feedback loops, and points of tension
- Deriving themes inductively, capturing recurring patterns, challenges, and opportunities across discussions
- Identifying potential leverage points and recommendations, informed by both participant insights and system dynamics

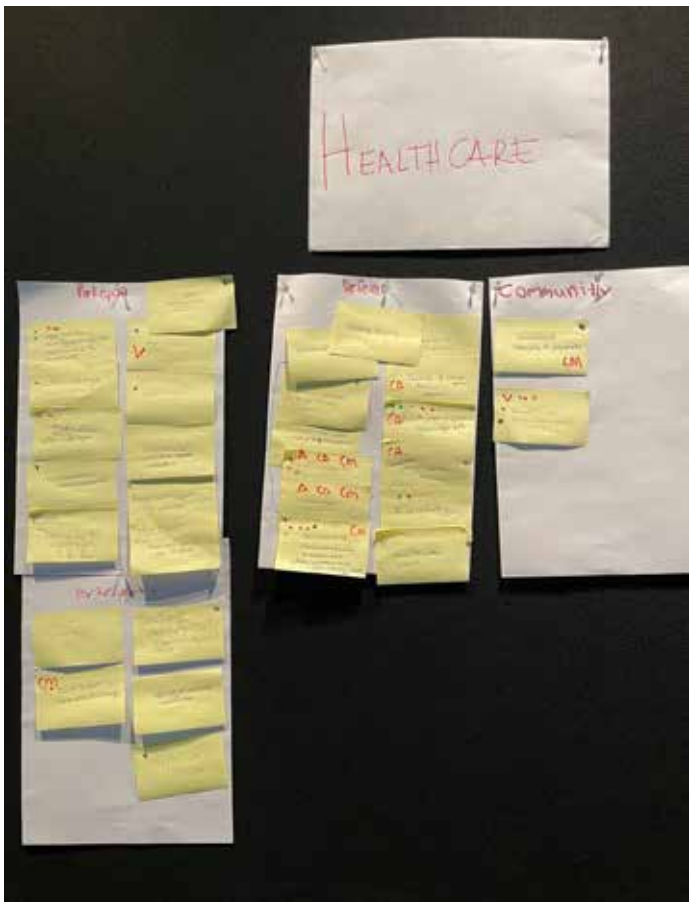
This process resulted in a set of domain-specific sub-themes, including:

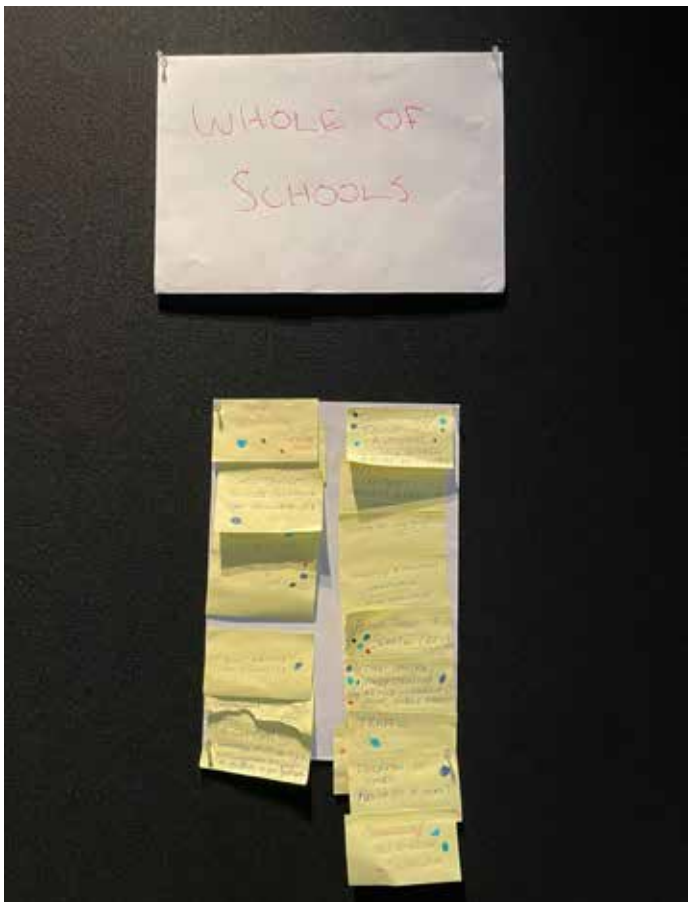
- Healthcare: Access & Equity; Workforce Capacity; Policy & Governance; Commercialisation; Environmental Impact; Climate Resilience; Prevention Orientation.
- Whole-of-school Programmes: School Leadership & Culture; Infrastructure & Facilities; Equity & Access; Curriculum Integration; Commercial Sponsorship; Climate Resilience; Informal Activity.
- Sport and Recreation for All: Participation Motivators; Formal vs Informal Settings; Access & Transport; Infrastructure Sustainability; Commercialisation; Generational Equity.

In addition, cross-cutting analytical codes were applied wherever relevant across all investment areas:

- Equity considerations and climate vulnerability
- Climate change intersections
- Policy levers & opportunities
- Social norms & cultural factors
- Systems interconnections & complexity

To enhance robustness, themes were refined iteratively and validated through post-workshop discussions with facilitators and conveners. This approach ensured that insights were systematically captured and organised, enabling clear connections between workshop dialogue, thematic findings, and the resulting recommendations and policy-relevant outputs.





Findings by Investment Area

Healthcare

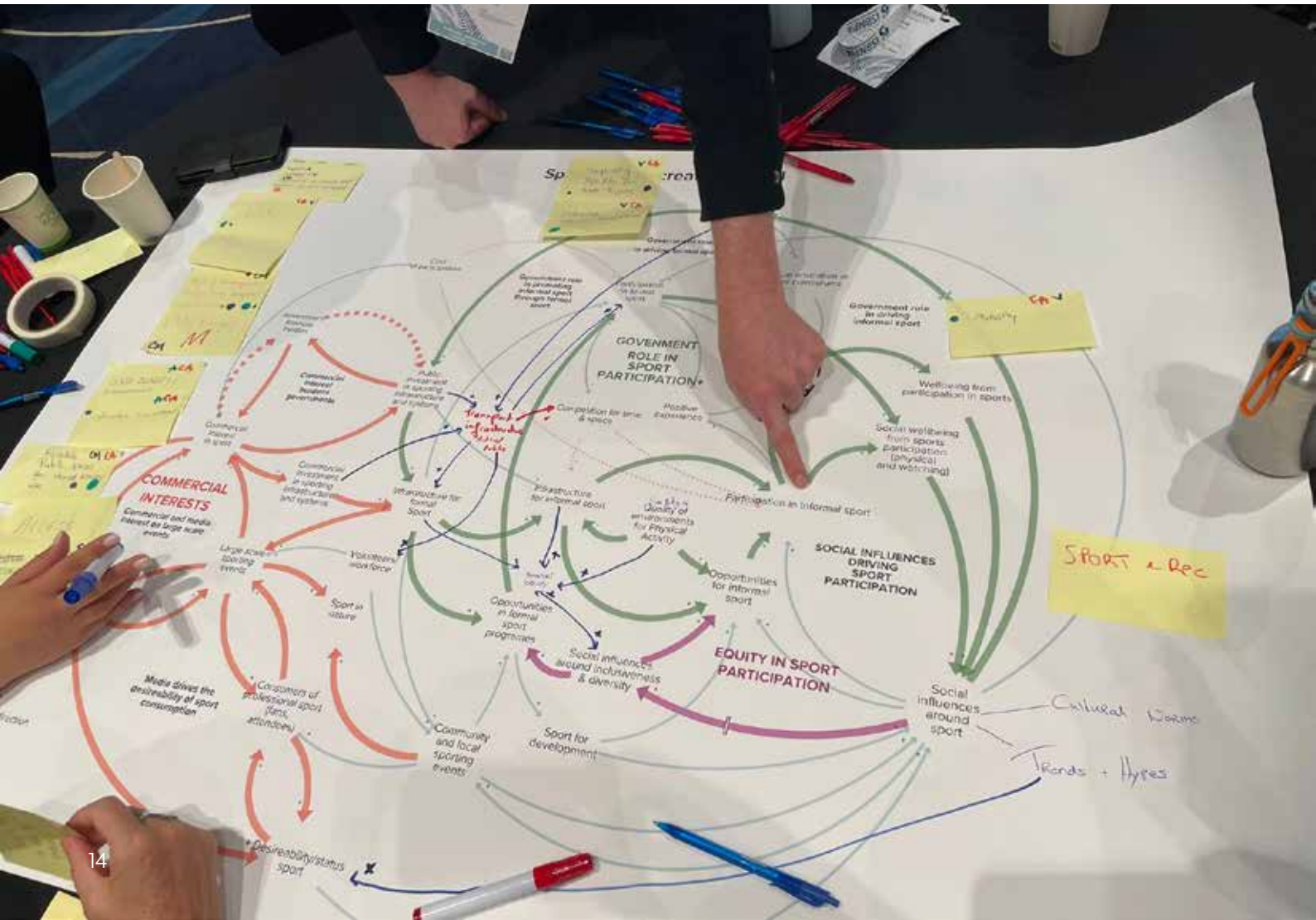
Emerging themes:

- Healthcare treatment remains predominantly focused on pharmacotherapy and primary prevention, with less emphasis on physical activity as part of clinical management and secondary prevention, despite its well-established benefits. For example, participants noted that medication is often prioritised over prescribing movement-based activities such as walking or community programmes. Discussions centred on physical activity prescription (e.g. green prescriptions), with population-level promotion considered outside the scope.
- Healthcare workforce confidence and competence in promoting physical activity are uneven (e.g., limited training or uncertainty about how to prescribe or support physical activity in routine care).
- Public/private system inequities shape who benefits from physical activity promotion (e.g., differences in access to physiotherapists, exercise specialists, or funded programmes).
- Commercial influences (e.g., pharmaceutical industry, medical technology) impact practice patterns.

Climate change intersections:

- Climate-related stressors strain healthcare capacity, exacerbating inequities.
- Healthcare itself contributes to environmental degradation (e.g., plastic waste from disposable injectables).
- Opportunities exist to embed physical activity into clinical pathways through nature-based or “green” prescribing (i.e. prescribing activity in outdoor or natural settings), alongside broader system-level strategies to reduce environmental impact. These include prioritising local, accessible options to minimise transport-related emissions and using digital or telehealth models, where appropriate, to support lower-carbon care delivery.
- Healthcare professionals can act as trusted messengers for both health and climate-conscious behaviours.


School leadership
Whole-of-school programs


GOVENMENT ROLE IN SPORT PARTICIPATION
COMMERCIAL INTERESTS
SOCIAL INFLUENCES DRIVING SPORT PARTICIPATION
EQUITY IN SPORT PARTICIPATION
Participation in informal sport
Opportunities for informal sport
Opportunities in formal sport programmes
Infrastructure for formal sport
Infrastructure for informal sport
Social influences around inclusiveness & diversity
Social influences around sport
Community and local sporting events
Sport for development
Volunteer workforce
Large scale sporting events
Sport in culture
Desireability/status sport
Wellbeing from participation in sports
Social wellbeing from sports participation (physical and watching)
Government role in driving informal sport
Cultural Norms
Trends + Hypes
SPORT + Rec

Whole-of-school Programmes

Emerging themes:

- Implementation remains conceptually and practically contested: “Implementation” emerged as a central but unresolved concept, with participants highlighting variation in how physical activity is interpreted and enacted across school settings (from structured physical education programmes to informal opportunities for movement throughout the school day). This reflects broader challenges in translating policy into practice across diverse, resource-constrained environments.
- School leadership, student engagement, and parent perspectives are critical: While leadership and organisational culture shape priorities, participants emphasised that successful implementation ultimately depends on student enjoyment and relevance (social games rather than compulsory or performance-focused), alongside parent and community support. Without this alignment, investments in programmes and infrastructure may not translate into sustained participation.
- Infrastructure disparities hinder equitable participation: Differences in access to quality facilities, equipment, and safe environments continue to shape opportunities for physical activity across schools, particularly in lower-resourced settings.
- Informal and incidental physical activity is under-recognised: Participants highlighted the importance of everyday movement, including play, active breaks, and informal activity, which often sits outside formal sport and physical education (unstructured outdoor time) but is critical for overall activity levels. Current policy and practice frameworks tend to prioritise structured programmes, overlooking these opportunities.
- Commercial partnerships present both opportunities and tensions: External sponsorship was recognised as an important enabler of school-based programmes, particularly in rural and resource-limited contexts. However, participants noted the potential for conflicts of interest where partnerships may not align with health or environmental goals, highlighting the need for careful navigation rather than simple exclusion.

Climate change intersections:

- Extreme weather events (e.g. heatwaves, floods) limit safe outdoor play and active travel opportunities. These impacts may be more pronounced in low- and middle-income country contexts, where schools often face greater exposure and fewer resources to adapt, although empirical evidence in these settings remains limited.
- The need for climate-resilient school environments (e.g., shade, flood-proofing) is urgent to protect equitable opportunities for physical activity.
- Schools offer a platform for climate-health education, cultivating movement and sustainability literacy concurrently.
- Active travel infrastructure around schools offers dual benefits for health and climate mitigation.

Cross-cutting Insights

The workshop surfaced several overarching insights that transcend the three investment areas and illuminate deeper systemic challenges and opportunities:

Equity and climate vulnerability are intertwined:

Communities already experiencing inequitable access to physical activity opportunities (e.g., low-income, historically marginalised populations, Indigenous populations) are also most vulnerable to the effects of climate change, for example, through limited access to safe spaces, shade, or transport options. This compounds barriers to participation and requires a deliberate policy focus on equity-sensitive solutions.

Commercialisation as a pervasive influence

Across healthcare, schools, and sports, participants recognised how commercial interests, including fossil fuel sponsorship, energy-dense, nutrient-poor food marketing, and the gambling industry's involvement, undermine the coherence of efforts to promote physical activity and climate action simultaneously.

Physical activity as both a mitigation and adaptation strategy

Physical activity promotion can serve as a synergistic approach to mitigate climate change (e.g., promoting active transportation) and adapt to its impacts (e.g., ensuring resilient infrastructure that supports participation during extreme weather conditions).

Silos in policy and practice

The discussions revealed that physical activity, health, education, transportation, and climate policies often operate in isolation, despite sharing common objectives and overlapping systems. In addition to these sectoral silos, participants noted that policy responses are often insufficiently aligned with the pervasive influence of commercial actors, which shape environments, behaviours, and funding structures across all domains. Greater policy coherence is therefore needed across sectors, as well as in how policies recognise, navigate, and respond to commercial influences. While eliminating these influences may not be feasible in the short term, more strategic and transparent approaches are required to mitigate conflicts of interest and align partnerships with health and environmental goals.

Emotional and cultural dimensions matter:

Joy, identity, and cultural connection to movement emerged as critical but underappreciated drivers of participation. For example, whole-of-school discussions emphasised that student enjoyment is central to sustained engagement, reflecting the need for approaches that resonate with lived experience and intrinsic motivation.

Summary Table

Cross cutting insight	Why it matters
Equity and climate vulnerability are intertwined	Marginalised groups face compounding barriers to activity and greater climate risk.
Commercialisation as a pervasive influence	Fossil fuel, energy-dense, nutrient-poor foods, and gambling sponsorships erode both health and climate goals.
Physical activity is both a mitigation and an adaptation strategy	Active travel cuts emissions while increasing climate resilience.
Silos in policy and practice	Health, transport, and climate agencies rarely coordinate.
Emotional and cultural dimensions	Joy, identity, and cultural relevance are key motivators for participation.

Actionable Recommendations

The workshop identified opportunities for immediate and longer-term action by policymakers, practitioners, researchers, and communities.

Healthcare

These recommendations respond to the identified under-integration of physical activity within clinical care, workforce capability gaps, and opportunities to leverage healthcare systems as low-carbon, prevention-oriented platforms through locally accessible and nature-based approaches.

- Embed “green prescribing” in clinical practice guidelines, favouring outdoor, nature-based activities that offer health and environmental co-benefits.
- Invest in workforce training on climate-conscious health promotion, equipping healthcare professionals to champion sustainability and active lifestyles.
- Consider how healthcare settings and referral pathways can support access to safe, climate-responsive environments for physical activity (e.g. shaded outdoor spaces, local community assets).

Whole-of-school Programmes

These recommendations reflect the need to translate policy into practice through system-level leadership, equitable infrastructure, and the integration of formal and informal physical activity, while leveraging schools as key settings for climate-resilient environments and health–sustainability education.

- Develop and implement policy standards for climate-resilient school environments, including shaded outdoor areas and flood-resistant infrastructure led by Ministries/Departments of Education as key system-level actors. The centralised nature of education systems provides a critical leverage point to ensure consistent, equitable implementation across schools.
- Prioritise safe active travel policies to schools as a climate and health solution, with supporting infrastructure (e.g., footpaths, bike lanes).
- Integrate sustainability literacy into school curricula alongside physical literacy, positioning children as champions for healthy people and a healthy planet.
- Establish clear ethical standards for commercial partnerships in schools, excluding industries that undermine health and climate objectives (e.g., ultra-processed foods, fossil fuels).
- Integrate informal and incidental movement (e.g. active breaks, play) into school policy frameworks alongside structured programmes

Sport and Recreation for All

These recommendations address the need to reposition sport and recreation systems towards equitable, low-carbon, and resilient models, recognising the critical role of informal and community-led participation alongside infrastructure, transport, and funding reforms.

- Mandate green building codes for new and retrofitted sport and recreation facilities to meet climate mitigation and adaptation standards (e.g., energy efficiency, water sensitivity, circular materials).
- Ensure that facilities are accessible via active and public transport to support low-carbon, equitable participation.
- Reform sponsorship frameworks to shift away from fossil fuels towards partnerships that align with equity, health and sustainability goals.
- Recognise and support informal, community-led, and culturally diverse sport participation in policy and funding frameworks, with particular attention to equity and climate resilience.

Actionable recommendations by investment area, evidence base, and scalability assessment

The recommendations presented in Table X are directly informed by the workshop's thematic findings, particularly the identified system barriers, leverage points, and climate-related intersections across the three investment areas. Where appropriate, these insights are complemented by supporting evidence from the literature.

Investment: Healthcare

Recommendation	Implementation horizon*/ Scalability*	Evidence type* (Evidence or Practice)	Illustrative sources
Embed "green prescribing" (nature based activity) in clinical guidance	Medium-term/ Moderate	Scientific Evidence	Adewuyi, F. A., Knobel, P., Gogna, P., & Dadvand, P. (2023). Health effects of green prescription: A systematic review of randomized controlled trials. Environmental research, 236(Pt 2), 116844. https://doi.org/10.1016/j.envres.2023.116844
Train workforce in climate conscious health promotion	Long-term/ Moderate (needs curricula & accreditation)	Practice (emerging field)	McLean, M., et al. Planetary health: educating the current and future health workforce. in Clinical education for the health professions: Theory and practice 1-30 (Springer, 2020).
Promote locally accessible and telehealth-supported care models	Short-medium term/ Moderate	Scientific Evidence	Li, Z., L. Xiang, J. Ning, W. Li, Y. Huang and X. Xiao (2025). "Pathways to Sustainable Health Care Development: Study on the Carbon Reduction Potential of Telemedicine in China." J Med Internet Res 27: e63927.
Build climate resilient, community-centred facilities	High for new builds / Moderate for retrofits	Practice	Corvalan, C., et al. Towards climate resilient and environmentally sustainable health care facilities. Int. J. Env. Res. Public Health 17, 8849 (2020). World Health Organization. WHO guidance for climate-resilient and environmentally sustainable health care facilities, (World Health Organization, 2020).

Investment: Whole of School

Recommendation	Implementation horizon*/ Scalability*	Evidence type* (Evidence or Practice)	Illustrative sources
Climate-resilient school grounds	Long-term/High (facility standards)	Scientific Evidence	Lanza, K., Alcazar, M., Durand, C. P., Salvo, D., Villa, U., & Kohl, H. W., III. (2023). Heat-Resilient Schoolyards: Relations Between Temperature, Shade, and Physical Activity of Children During Recess. Journal of Physical Activity and Health, 20(2), 134-141. Retrieved Jul 21, 2025, from https://doi.org/10.1123/jpah.2022-0405
Safe active travel policies & infrastructure	Medium-long term/High	Scientific Evidence	Timmons, S., Andersson, Y., McGowan, F.P. & Lunn, P.D. Active travel infrastructure design and implementation: Insights from behavioral science. Wiley Interdisciplinary Reviews: Climate Change 15, e878 (2024).
Integrate sustainability literacy with physical literacy	Short-term/ High (curriculum tweak)	Scientific Evidence (growing evidence base)	Schnitzler, C., Royet, T., Derigny, T. & Cece, V. Physical Education for a Sustainable Future: Merging Promotion of Health Through Physical Literacy With Global Environmental Responsibility. Australian Journal of Environmental Education 41, 91-105 (2025).
Ethical sponsorship standards (no energy-dense, nutrient-poor foods / fossil fuels)	Medium-term/ High	Practice (policy precedents) Evidence gap – limited evaluation studies	Rimmer, M. A Submission on the Environment Protection (Fossil Fuel Company Advertising) Amendment Bill 2024 (ACT). Standing Committee on Environment, Climate Change and Biodiversity, ACT Legislative Assembly (2024).
Integrate informal and incidental movement	Short-term/High	Scientific Evidence	Chorlton, R. A., C. A. Williams, S. Denford and B. Bond (2022). "Incorporating movement breaks into primary school classrooms; a mixed methods approach to explore the perceptions of pupils, staff and governors." BMC Public Health 22(1): 2172. Vazou, S., C. A. Webster, G. Stewart, P. Candal, C. A. Egan, A. Pennell and L. B. Russ (2020). "A systematic review and qualitative synthesis resulting in a typology of elementary classroom movement integration interventions." Sports medicine-open 6(1): 1.

Investment: Sport & Recreation

Recommendation	Implementation horizon*/ Scalability*	Evidence type* (Evidence or Practice)	Illustrative sources
Green building codes for new / retrofitted facilities	Long-term/High	Scientific Evidence	Constructing sports facilities using environment-friendly materials https://www.frontiersin.org/journals/materials/articles/10.3389/fmats.2024.1524729/full
Ensure facilities are reachable by active & public transport	Medium-long term/High (planning mandate)	Scientific Evidence	Shaoying Li, Shaoli Li, Shuyuan Xu, Hanwen Xu, Xuanting Chen, Quan Mu, Zhangzhi Tan, Assessing the potential for traffic carbon emission reductions through residential travel mode shifts: insights from massive vehicle trajectory data and scenario simulations, International Journal of Applied Earth Observation and Geoinformation, Volume 142, 2025, 104684, ISSN 1569-8432, https://doi.org/10.1016/j.jag.2025.104684. (https://www.sciencedirect.com/science/article/pii/S1569843225003310)
Shift sponsorship away from fossil fuel / gambling sectors	Medium-term/ Moderate (requires governance reform)	Practice Evidence gap – policy and governance research needed	Miller, T. Sport, Advertising, and Greenwashing. Sport, Advertising and Global Promotional Culture: Identities, Commodities, Spaces and Spectacles (2025).
Fund informal, community led & culturally diverse sport	Short-term/High (low cost, rapid)	Research & Practice	Fortune, M. & Oncescu, J. Community sport and recreation organizations' inclusion of low-income families in sport and recreation in New Brunswick. Leisure/Loisir 48, 1-24 (2024).

*Scalability and implementation considerations

- **Scalability** ratings were determined through a combination of workshop insights and expert judgement, considering factors such as system complexity, resource requirements, governance structures, and feasibility of implementation across different contexts.
- **Implementation horizon** (short-, medium-, and long-term) reflects the expected time required for policy adoption and impact, distinguishing between "quick wins" (e.g. programme adjustments) and longer-term structural changes (e.g. infrastructure and system reform).
- The **evidence** base varies across recommendations. Where high-quality empirical evidence is limited, this is explicitly noted to highlight priority areas for future research.

Annex 1:

Collaborators-Workshop convenors, facilitators, participants and contributing volunteers

Convenors

Professor Erica Hinckson,

Auckland University of Technology,
Auckland, New Zealand

erica.hinckson@aut.ac.nz

Dr Ana Luiza Favarão Leão,

State University of Londrina,
Londrina, Brazil

Professor Rodrigo Reis,

Washington University,
St Louis, Missouri, USA

Invited Facilitators

Rob Campbell

Chancellor - Auckland University of Technology, Auckland, New Zealand

Dr Harriette Carr

Deputy Director of Public Health,
Public Health Agency,
New Zealand Ministry of Health

Jack Lane

Group Policy Manager,
Sport New Zealand, New Zealand

Workshop Participants

Katika Akksilp

Ministry of Public Health
Thailand

Dr Miranda Blake

Deakin University
Melbourne, Australia

Dr Yinggen Da

Shanghai University of Sport
Shanghai, China

Helen Dixon

Cancer Council Victoria
Victoria, Australia

Dr Anjani Kalra

University of Southern Queensland
Queensland, Australia

Dr Tracy Kolbe-Alexander

Professor - University of Southern Queensland, Queensland, Australia

Dr Chunchen Lin

University of Michigan
Michigan, USA

Dr Eugen Resendiz

Tecnologico de Monterrey
Monterrey, Mexico

Dr Margaret Schneider

Professor - University of California, Irvine, Irvine, USA

Dr Sara Styles

University of Otago
Dunedin, New Zealand

Dr Anneke Vang Hjort

Centre For Childhood Health
Copenhagen, Denmark

Dr Hannes Baumann

German Sport University
Cologne, Germany

Dr Greet Cardon

Professor- Ghent University
Ghent, Belgium

Dr Nicole Den Braver

Amsterdam Umc
Amsterdam, Netherlands

Dr Elaine A Hargreaves

University of Otago
Dunedin, New Zealand

Dr Mara Kirschner

Amsterdam UMC
Amsterdam, Netherlands

Dr Gloria Leung

Deakin University
Melbourne, Australia

Dr Mengyun Luo

The University of Sydney
Sydney, Australia

Dr Idris T. Robinson

Drexel University, USA

Rajan Shrestha

Aarhus University
Aarhus, Denmark

Dr Marlinde Lianne van Dijk

Amsterdam UMC
Amsterdam, Netherlands

Dr Anthony Walsh

Deakin University
Melbourne, Australia

Contributing Volunteers

Dr Richard Wright, Dr Chien Ting, Julia McPhee, Shaun Jenkins, Lana Chisholm

Auckland University of Technology, Auckland, New Zealand

Dr Anushka Patara

Massey University, Auckland, New Zealand

Appendices

- ## Appendix A: Workshop Facilitation Manual

  - Overview of materials used to guide the session, including discussion prompts and templates.