ACTIVE HEALTHY KIDS GLOBAL ALLIANCE 10th Anniversary

ISPAH Congress 2024

Workshop

Active Healthy Kids Global Alliance Global Matrix 5.0 Preparation Workshop


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Agenda

- Welcome and Introduction
- Overview of AHKGA
- Report Cards and Global Matrix
- Benefits of participating in Global Matrix
- Review and discussion of indicator definitions and benchmarks
- Global Matrix 5.0 modifications for equity, diversity, and inclusion data
- Publication plan
- Timelines, funding, mentorship
- Q+A

Welcome and Introduction

- Introductions
  - Who are you? Where are you from? Any previous Global Matrix involvement?
- Housekeeping
- Objectives
  - Meet fellow leaders (or prospective leaders) of the Global Matrix 5.0
  - Provide tutorial on Global Matrix and country Report Card process
  - Discuss and debate potential changes to indicators and benchmarks
  - Discuss and describe equity, diversity and inclusion changes for GM5.0
  - Help craft the GM5.0 publication plan
  - Explain timelines, funding, mentorship and logistics of GM5.0
  - Answer questions country leaders may have

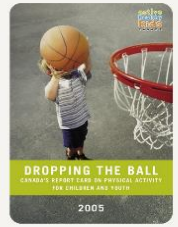
AHKGA: Who we are? What we do?

- **Active Healthy Kids Global Alliance (AHKGA)** is a **registered not-for-profit organization** made up of researchers, health professionals, and stakeholders who work together to advance physical activity in children and adolescents around the world
- AHKGA's **vision** is **a world of active healthy kids**
- AHKGA's **mission** is **to power the global movement to get kids moving** through thought leadership, knowledge translation and mobilization, capacity building, and advocacy
- The dominant effort of the AHKGA to date has been its **Global Matrix** initiative

ACTIVE HEALTHY KIDS GLOBAL ALLIANCE

www.activehealthykids.org

Historical timeline



2005

Due to growing concerns of physical inactivity among kids in Canada, the **first Report Card on Physical Activity** for Children and Youth was released by the not-for-profit organization **Active Healthy Kids Canada.**

2014

Toronto, Canada - Active Healthy Kids Canada organized the **Global Summit** on the Physical Activity of Children.

At the Global Summit **15 countries** simultaneously released their respective **country-specific Report Cards** on Physical Activity for Children and Youth. Together this created the **Global Matrix 1.0.**

Due to the success of the Global Summit, **the AHKGA was established.**

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2016

Bangkok, Thailand - The **Global Matrix 2.0** was released on **November 26th 2016** featuring participation from **38 countries.**

2018

May 25th, 2018 - AHKGA officially became **incorporated** as a not-for-profit organization.

Adelaide, Australia - The **Global Matrix 3.0** was released at the **Movement To Move** event on **November 27th 2018** featuring data from **49 countries**.

2022

Abu Dhabi, United Arab Emirates - The **Global Matrix 4.0** was released at the **ISPAH 2022 Congress** on **October 24th 2022** featuring data from **57 countries** from six continents.

Report Card Framework and Process

- The Report Card assigns letter grades to different indicators grouped into categories
- Grades are based on a synthesis and examination of current data against a benchmark
- Where available includes an assessment of trends over time and the presence of disparities
- Together the indicators provide a robust and comprehensive assessment of physical activity of children and youth

Country Report Card Leadership Committee

- National in scope
- Cross-sectoral representation
- Unbiased
- Transparent
- Participatory
- Consensus driven
- Harmonization with AHKGA

Common Indicators in Global Matrix 4.0

- Five behaviours
  - Overall physical activity
  - Organized sport and physical activity
  - Active play
  - Active transportation
  - Sedentary behaviour
- One personal characteristic
  - Physical Fitness
- Four settings and sources of influence
  - Family and peers
  - School
  - Community and environment
  - Government

Benchmarks

Overall Physical Activity	Any bodily movement produced by skeletal muscles that requires energy expenditure.	% of children and youth who meet the Global Recommendations on Physical Activity for Health, which recommend that children and youth accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity per day on average. Or % of children and adolescents meeting the guidelines on at least 4 d/wk (when an average cannot be estimated).
Organized Sport and Physical Activity	A subset of physical activity that is structured, goal-oriented, competitive and contest-based.	% of children and youth who participate in organized sport and/or physical activity programs.

Grading Framework

Grade	Interpretation	Corresponding number for analysis
A+	94%–100%	15
A	We are succeeding with a large majority of children and youth (87%–93%)	14
A–	80%–86%	13
B+	74%–79%	12
B	We are succeeding with well over half of children and youth (67%–73%)	11
B–	60%–66%	10
C+	54%–59%	9
C	We are succeeding with about half of children and youth (47%–53%)	8
C–	40%–46%	7
D+	34%–39%	6
D	We are succeeding with less than half but some children and youth (27%–33%)	5
D–	20%–26%	4
F	We are succeeding with very few children and youth (<20%)	2
INC	Incomplete—insufficient or inadequate information to assign a grade	No grade

Form and Format

- Report Card (long and short form)
- Print and electronic
- Multiple languages in some countries
- Additional communication materials
  - Infographics
  - Social media
  - Published manuscript(s)
  - Presentations
- Housed on the AHKGA website and Active Healthy Kids _____ website

The Report Card Serves as…

- A public awareness mechanism and call to action through a nationwide media advocacy strategy
- An accountability index for all citizens
- A surveillance synthesis mechanism
- An advocacy tool for physical activity leaders and organizations
- A policy driver
- A compass for identifying strengths, weaknesses, priorities
  - Data driven policy-making
- A process for identifying research and surveillance needs
- A challenge to other jurisdictions to implement similar processes to allow comparisons and facilitate improvements

Global Matrix

- The **Global Matrix** initiative involves the production and subsequent comparison of country-specific **Physical Activity Report Cards for children and adolescents**, using a harmonized process to assess and assign letter grades to a number of common physical activity indicators

- To date, there have been **four iterations of the Global Matrix** initiative

- Registrations for the **Global Matrix 5.0** started in **January 2024** (launch in Fall 2026)

Global Matrix 1.0
2014

Journal of Physical Activity and Health, 2014, 11(Supp 1), S113-S125
http://dx.doi.org/10.1123/jpah.2014-0177

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

Physical Activity of Children: A Global Matrix of Grades Comparing 15 Countries

Mark S. Tremblay, Casey E. Gray, Kingsley Akinroye, Dierdre M. Harrington, Peter T. Katzmarzyk, Estelle V. Lambert, Jarmo Liukkonen, Ralph Maddison, Reginald T. Ocansey, Vincent O. Onywera, Antonio Prista, John J. Reilly, María del Pilar Rodríguez Martínez, Olga L. Sarmiento Duenas, Martyn Standage, and Grant Tomkinson

The Active Healthy Kids Canada (AHKC) Report Card on Physical Activity for Children and Youth has been effective in *powering the movement to get kids moving* by influencing priorities, policies, and practice in Canada. The AHKC Report Card process was replicated in 14 additional countries from 5 continents using 9 common indicators (Overall Physical Activity, Organized Sport Participation, Active Play, Active Transportation, Sedentary Behavior, Family and Peers, School, Community and Built Environment, and Government Strategies and Investments), a harmonized process and a standardized grading framework. The 15 Report Cards were presented at the Global Summit on the Physical Activity of Children in Toronto on May 20, 2014. The consolidated findings are summarized here in the form of a global matrix of grades. There is a large spread in grades across countries for most indicators. Countries that lead in certain indicators lag in others. Overall, the grades for indicators of physical activity (PA) around the world are low/poor. Many countries have insufficient information to assign a grade, particularly for the Active Play and Family and Peers indicators. Grades for Sedentary Behaviors are, in general, better in low income countries. The Community and Built Environment indicator received high grades in high income countries and notably lower grades in low income countries. There was a pattern of higher PA and lower sedentary behavior in countries reporting poorer infrastructure, and lower PA and higher sedentary behavior in countries reporting better infrastructure, which presents an interesting paradox. Many surveillance and research gaps and weaknesses were apparent. International cooperation and cross-fertilization is encouraged to tackle existing challenges, understand underlying mechanisms, derive innovative solutions, and overcome the expanding childhood inactivity crisis.

Keywords: active transportation, comparison, international, play, policy, sedentary behavior, sport

Global Matrix 2.0
2016

Journal of Physical Activity and Health, 2016, 13 (Suppl 2), S343-S366
http://dx.doi.org/10.1123/jpah.2016-0594

Human Kinetics
ORIGINAL RESEARCH

Global Matrix 2.0: Report Card Grades on the Physical Activity of Children and Youth Comparing 38 Countries

Mark S. Tremblay, Joel D. Barnes, Silvia A. González, Peter T. Katzmarzyk, Vincent O. Onywera, John J. Reilly, Grant R. Tomkinson, and the Global Matrix 2.0 Research Team

The Active Healthy Kids Global Alliance organized the concurrent preparation of Report Cards on the physical activity of children and youth in 38 countries from 6 continents (representing 60% of the world's population). Nine common indicators were used (Overall Physical Activity, Organized Sport Participation, Active Play, Active Transportation, Sedentary Behavior, Family and Peers, School, Community and the Built Environment, and Government Strategies and Investments), and all Report Cards were generated through a harmonized development process and a standardized grading framework (from *A* = excellent, to *F* = failing). The 38 Report Cards were presented at the *International Congress on Physical Activity and Public Health* in Bangkok, Thailand on November 16, 2016. The consolidated findings are summarized in the form of a Global Matrix demonstrating substantial variation in grades both within and across countries. Countries that lead in certain indicators often lag in others. Average grades for both Overall Physical Activity and Sedentary Behavior around the world are *D* (low/poor). In contrast, the average grade for indicators related to supports for physical activity was *C*. Lower-income countries generally had better grades on Overall Physical Activity, Active Transportation, and Sedentary Behaviors compared with higher-income countries, yet worse grades for supports from Family and Peers, Community and the Built Environment, and Government Strategies and Investments. Average grades for all indicators combined were highest (best) in Denmark, Slovenia, and the Netherlands. Many surveillance and research gaps were apparent, especially for the Active Play and Family and Peers indicators. International cooperation and cross-fertilization is encouraged to address existing challenges, understand underlying determinants, conceive innovative solutions, and mitigate the global childhood inactivity crisis. The paradox of higher physical activity and lower sedentary behavior in countries reporting poorer infrastructure, and lower physical activity and higher sedentary behavior in countries reporting better infrastructure, suggests that autonomy to play, travel, or chore requirements and/or fewer attractive sedentary pursuits, rather than infrastructure and structured activities, may facilitate higher levels of physical activity.

Keywords: international, play, policy, sedentary behavior, sport, active transportation

Global Matrix 3.0
2018

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Journal of Physical Activity and Health, 2018, 15(Suppl 2), S251-S273
https://doi.org/10.1123/jpah.2018-0472

Human Kinetics
ORIGINAL RESEARCH

Global Matrix 3.0 Physical Activity Report Card Grades for Children and Youth: Results and Analysis From 49 Countries

Salomé Aubert, Joel D. Barnes, Chalchisa Abdeta, Patrick Abi Nader, Ade F. Adeniyi, Nicolas Aguilar-Farias, Dolores S. Andrade Tenesaca, Jasmin Bhawra, Javier Brazo-Sayavera, Greet Cardon, Chen-Kang Chang, Christine Delisle Nyström, Yolanda Demetriou, Catherine E. Draper, Lowri Edwards, Arunas Emeljanovas, Aleš Gába, Karla I. Galaviz, Silvia A. González, Marianella Herrera-Cuenca, Wendy Y. Huang, Izzeldin A.E. Ibrahim, Jaak Jürimäe, Katariina Kämppi, Tarun R. Katapally, Piyawat Katewongsa, Peter T. Katzmarzyk, Asaduzzaman Khan, Agata Korcz, Yeon Soo Kim, Estelle Lambert, Eun-Young Lee, Marie Löf, Tom Loney, Juan López-Taylor, Yang Liu, Daga Makaza, Taru Manyanga, Bilyana Mileva, Shawnda A. Morrison, Jorge Mota, Vida K. Nyawornota, Reginald Ocansey, John J. Reilly, Blanca Roman-Viñas, Diego Augusto Santos Silva, Pairoj Saonuam, John Scriven, Jan Seghers, Natasha Schranz, Thomas Skovgaard, Melody Smith, Martyn Standage, Gregor Starc, Gareth Stratton, Narayan Subedi, Tim Takken, Tuija Tammelin, Chiaki Tanaka, David Thivel, Dawn Tladi, Richard Tyler, Riaz Uddin, Alun Williams, Stephen H.S. Wong, Ching-Lin Wu, Paweł Zembura, and Mark S. Tremblay

Background: Accumulating sufficient moderate to vigorous physical activity is recognized as a key determinant of physical, physiological, developmental, mental, cognitive, and social health among children and youth (aged 5–17 y). The Global Matrix 3.0 of Report Card grades on physical activity was developed to achieve a better understanding of the global variation in child and youth physical activity and associated supports. **Methods**: Work groups from 49 countries followed harmonized procedures to develop their Report Cards by grading 10 common indicators using the best available data. The participating countries were divided into 3 categories using the United Nations' human development index (HDI) classification (low or medium, high, and very high HDI). **Results**: A total of 490 grades, including 369 letter grades and 121 incomplete grades, were assigned by the 49 work groups. Overall, an average grade of "C–," "D+," and "C–" was obtained for the low and medium HDI countries, high HDI countries, and very high HDI countries, respectively. **Conclusions**: The present study provides rich new evidence showing that the situation regarding the physical activity of children and youth is a concern worldwide. Strategic public investments to implement effective interventions to increase physical activity opportunities are needed.

Keywords: global comparison, sedentary behavior, health promotion, international, sport, active transportation

Global Matrix 4.0
2022

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Journal of Physical Activity and Health, 2022, 19, 700-728
https://doi.org/10.1123/jpah.2022-0456

Human Kinetics
ORIGINAL RESEARCH

Global Matrix 4.0 Physical Activity Report Card Grades for Children and Adolescents: Results and Analyses From 57 Countries

Salomé Aubert, Joel D. Barnes, Iryna Demchenko, Myranda Hawthorne, Chalchisa Abdeta, Patrick Abi Nader, José Carmelo Adsuar Sala, Nicolas Aguilar-Farias, Susana Aznar, Peter Bakalár, Jasmin Bhawra, Javier Brazo-Sayavera, Mikel Bringas, Jonathan Y. Cagas, Angela Carlin, Chen-Kang Chang, Bozhi Chen, Lars Breum Christiansen, Candice Jo-Anne Christie, Gabriela Fernanda De Roia, Christine Delisle Nyström, Yolanda Demetriou, Visnja Djordjic, Arunas Emeljanovas, Liri Findling Endy, Aleš Gába, Karla I. Galaviz, Silvia A. González, Kylie D. Hesketh, Wendy Yajun Huang, Omphile Hubona, Justin Y. Jeon, Danijel Jurakić, Jaak Jürimäe, Tarun Reddy Katapally, Piyawat Katewongsa, Peter T. Katzmarzyk, Yeon-Soo Kim, Estelle Victoria Lambert, Eun-Young Lee, Sharon Levi, Pablo Lobo, Marie Löf, Tom Loney, José Francisco López-Gil, Juan López-Taylor, Evelin Mäestu, Agus Mahendra, Daga Makaza, Marla Frances T. Mallari, Taru Manyanga, Bojan Masanovic, Shawnda A. Morrison, Jorge Mota, Falk Müller-Riemenschneider, Laura Muñoz Bermejo, Marie H. Murphy, Rowena Naidoo, Phuong Nguyen, Susan Paudel, Željko Pedišić, Jorge Pérez-Gómez, John J. Reilly, Anne Kerstin Reimers, Amie B. Richards, Diego Augusto Santos Silva, Pairoj Saonuam, Olga L. Sarmiento, Vedrana Sember, Mohd Razif Shahril, Melody Smith, Martyn Standage, Gareth Stratton, Narayan Subedi, Tuija H. Tammelin, Chiaki Tanaka, Riki Tesler, David Thivel, Dawn Mahube Tladi, Lenka Tlučáková, Leigh M. Vanderloo, Alun Williams, Stephen Heung Sang Wong, Ching-Lin Wu, Paweł Zembura, and Mark S. Tremblay

Global Matrix 4.0 Launch

October 24, 2022, Abu Dhabi, United Arab Emirates


ACTIVE HEALTHY KIDS
GLOBAL ALLIANCE
GLOBAL MATRIX 4.0
October 23-26, 2022 in Abu Dhabi, UAE in conjunction with the ISPAH Congress 2022

THE GLOBAL MATRIX 4.0 ON PHYSICAL ACTIVITY FOR CHILDREN AND ADOLESCENTS

October 23–26, 2022 in **Abu Dhabi, UAE** in conjunction with the **ISPAH Congress 2022**

57	6	570
COUNTRIES	CONTINENTS	GRADES

NEWS RELEASE | **THE GLOBAL MATRIX 4.0** | PARTICIPATING COUNTRIES | SOCIAL MEDIA TOOLKIT

Search the grades by country or continent. View the grading rubric to learn more about how grades are assigned.

Search:

Country	Overall Physical Activity	Organized Sport and Physical Activity	Active Play	Active Transportation	Sedentary Behavior
Argentina	D+	C-	INC	INC	D+
Australia	D-	B-	INC	D+	D-
Basque Country	INC	B-	INC	C+	B-
Botswana	D+	D+	C-	C	C-
Brazil	D	C-	F	C	D
Canada	D	C+	D-	C-	F
Chile	D+	C-	INC	D	D-
China	C	F	C-	C	D+
Chinese Taipei	F	D-	F	C-	D+
Colombia	D+	D+	INC	B	D+

THE GLOBAL MATRIX 4.0 ON PHYSICAL ACTIVITY FOR CHILDREN AND ADOLESCENTS

October 23-26, 2022 in **Abu Dhabi, UAE** in conjunction with the **ISPAH Congress 2022**

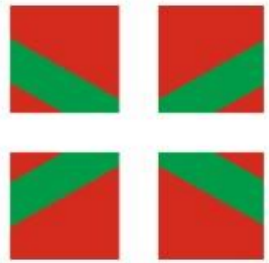
57	6	570
COUNTRIES	CONTINENTS	GRADES

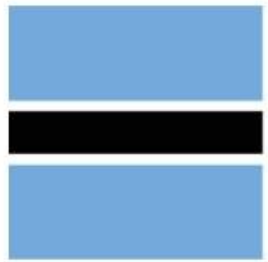
NEWS RELEASE | THE GLOBAL MATRIX 4.0 | **PARTICIPATING COUNTRIES** | SOCIAL MEDIA TOOLKIT

Click on a flag to view a country page.


Argentina


Australia


Basque Country


Botswana

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CANADA

Access physical activity grades, report cards and other related documents from all Global Matrix events in which Canada has participated.

THE GLOBAL MATRIX 4.0 | THE GLOBAL MATRIX 3.0 | THE GLOBAL MATRIX 2.0 | THE GLOBAL MATRIX 1.0

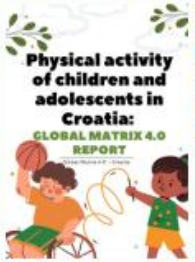
Report Card Grades

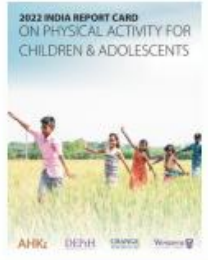
- Overall Physical Activity: D
- Organized Sport and Physical Activity: C+
- Active Play: D-
- Active Transportation: C-
- Sedentary Behavior: F
- Physical Fitness: INC
- Family and Peers: C
- School: B-
- Community and Environment: B
- Government: B-

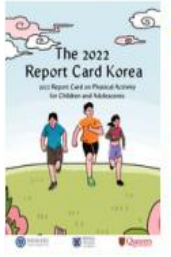
Related Links

- Short form (en version)
- Short form (fr version)
- Long form (en version)
- Long form (fr version)
- Website

Global Matrix 4.0 Report Cards

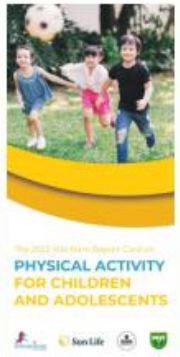






57 Report Cards
570 Grades
- 465 Letter Grades
- 105 Incomplete Grades

682 Experts from around the world



Global Matrix 4.0 on physical activity for children and adolescents

Country rankings and grades by physical activity indicators and aggregated indicators

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	Overall Physical Activity		Organised Sports and Physical Activity		Active Play		Active Transportation		Sedentary Behaviour		Physical Fitness		Family and Peers		School		Community and Environment		Government		Behavioral average		Sources of influence average		Overall average	
1	Slovenia	A-	1	Denmark	A	1	Spain (Region of Murcia)	B+	1	Denmark	A-	1	Indonesia	B	1	Slovenia	A	1	Nepal	A+	1	Hungary	A+	1	Singapore	A+	1	New Zealand	A	1	Finland	B-	1	Malaysia	B+	1	Denmark	B-
1	Finland	A-	2	Spain	B+	2	Ethiopia	B	1	Japan	A-	1	Montenegro	B	2	Japan	B	2	Montenegro	A	2	Portugal	A	1	Slovenia	A+	1	South Korea	A	1	Japan	B-	1	Sweden	B+	1	Finland	B-
3	Croatia	B-	2	Sweden	B+	2	Montenegro	B	1	Finland	B	1	Philippines	B	2	Malaysia	B	2	Spain (Extremadura)	A	2	Slovenia	A	1	Sweden	A+	3	Finland	B	3	Denmark	C+	2	Denmark	B	1	Japan	B-
3	Japan	B-	4	Spain (Region of Murcia)	B	2	Serbia	B	3	Hong Kong	B+	4	Spain (Basque Country)	B-	4	Denmark	B-	4	Thailand	A-	2	South Korea	A	4	Australia	A-	3	Chile	A-	3	Slovenia	C+	3	Finland	B	1	Slovenia	B-
3	Slovakia	B-	5	Australia	B-	5	Denmark	B-	3	South Korea	B+	5	Ethiopia	C+	4	South Africa	B-	5	Slovenia	B+	2	Vietnam	A	4	Chinese Taipei	A-	5	Chinese Taipei	B+	3	Spain	C+	3	France	B	5	Czech Republic	C+
3	South Africa	B-	5	Czech Republic	B-	5	Lithuania	B-	6	Colombia	B	5	Israel	C+	6	Botswana	C+	6	Chinese Taipei	A-	5	Slovenia	B+	5	Denmark	B+	5	Denmark	B+	3	Spain (Basque Country)	C+	3	Portugal	B	5	Montenegro	C+
3	Spain	B-	5	Estonia	B-	5	Spain	B-	6	Serbia	B	5	Portugal	C+	6	Estonia	C+	7	France	B	6	Ethiopia	A-	6	Estonia	B+	5	United Arab Emirates	B+	3	Spain (Region of Murcia)	C+	3	Singapore	B	5	Singapore	C+
3	United States	B-	5	Germany	B	8	Mexico	C+	6	Spain (Region of Murcia)	B	5	Slovenia	C+	6	Montenegro	C+	7	Jersey	B	6	Malaysia	A-	6	Ireland	B+	8	Estonia	B	3	Zimbabwe	C+	3	Slovenia	B	5	South Korea	C+
8	New Zealand	C+	5	Hong Kong	B-	8	Nepal	C+	6	Zimbabwe	B	9	Germany	C	6	Spain (Extremadura)	C+	7	Portugal	B	6	Montenegro	A-	9	Canada	B	8	France	B	9	Czech Republic	C	3	South Korea	B	5	Spain	C+
8	Czech Republic	C+	5	Japan	B-	8	Wales	C+	10	Czech Republic	B-	9	Guernsey	C	6	Sweden	C+	10	Czech Republic	B-	6	United Arab Emirates	A-	9	Czech Republic	B	8	Greenland	B	9	Guernsey	C	10	Chinese Taipei	B-	5	Spain (Basque Country)	C+
8	Estonia	C+	5	Lithuania	B-	8	Zimbabwe	C+	10	Ethiopia	B-	9	Lebanon	C	11	France	C	10	Finland	B-	11	Czech Republic	B+	9	Finland	B	9	Hungary	B	9	Montenegro	C	10	England	B-	5	Sweden	C+
8	Guernsey	C+	5	New Zealand	B-	12	Croatia	C	10	Hungary	B-	9	Malaysia	C	11	Lithuania	C	10	Mexico	B-	11	Denmark	B+	9	France	B	8	Ireland	B	9	Serbia	C	10	Hong Kong	B-	12	Estonia	C
8	Zimbabwe	C+	5	Scotland	B-	12	Czech Republic	C	10	India	B-	9	Nepal	C	11	Poland	C	10	Spain	B-	11	England	B+	9	Hong Kong	B	8	Japan	B	13	Colombia	C-	10	Hungary	B-	12	France	C
14	China	C	5	Singapore	B-	12	France	C	10	South Africa	B-	9	Zimbabwe	C	11	Portugal	C	14	Australia	C+	11	Japan	B+	9	Japan	B	8	Malaysia	B	13	Croatia	C-	10	Japan	B-	12	Guernsey	C
14	India	C	5	Spain (Basque Country)	B	12	Hungary	C	10	Spain	B-	15	Botswana	C-	15	Finland	C-	14	Denmark	C+	11	Jersey	B+	9	Lithuania	B	8	Philippines	B	13	Ethiopia	C-	10	Jersey	B-	12	Hong Kong	C
16	England	C-	5	Zimbabwe	B	12	Slovenia	C	16	England	C+	15	Ireland	C-	15	Spain	C-	16	Canada	C	11	Poland	B+	9	Portugal	B	8	Portugal	B	13	Germany	C-	10	Montenegro	B-	12	Hungary	C
16	Montenegro	C-	17	Canada	C+	15	Botswana	C-	16	Mexico	C+	15	Japan	C-	15	United States	C-	16	Germany	C	11	Serbia	B+	9	Spain	B	8	Singapore	B	13	Hong Kong	C-	10	Spain (Extremadura)	B-	12	Lithuania	C
16	Singapore	C-	17	Finland	C+	15	China	C-	16	Spain (Basque Country)	C+	15	New Zealand	C-	15	Wales	C-	16	Lithuania	C	11	Uruguay	B+	9	Spain (Extremadura)	B	8	Sweden	B	13	India	C-	10	Thailand	B-	12	Malaysia	C
16	Ireland	C-	17	Guernsey	C+	15	Finland	C-	16	Thailand	C+	15	Serbia	C-	19	Australia	D+	16	Spain (Region of Murcia)	C	19	Brazil	B	19	Colombia	B-	8	Thailand	B	13	Lithuania	C-	10	Vietnam	B-	12	New Zealand	C
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20	Chile	D+	21	Ireland	C	15	Slovakia	C-	20	China	C	15	South Africa	C-	19	Slovakia	D+	21	Brazil	C-	19	Hong Kong	B	19	Scotland	B-	20	Slovakia	B-	13	New Zealand	C-	20	Czech Republic	C+	12	Serbia	C
20	Colombia	D+	21	Mexico	C	23	Portugal	D+	20	Germany	C	15	Vietnam	C-	23	Hong Kong	D	21	China	C-	19	Slovakia	B	19	Slovakia	B-	20	Vietnam	B-	13	Poland	C-	20	Estonia	C+	12	Slovakia	C
20	Lithuania	D+	21	Montenegro	C	24	Estonia	D	20	Nepal	C	24	Argentina	D+	24	Spain (Region of Murcia)	D-	21	Estonia	C-	19	Sweden	B	19	South Korea	B-	24	Colombia	C+	13	Singapore	C-	20	Germany	C+	12	Zimbabwe	C
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20	Sweden	D+	21	Wales	C	27	Brazil	F	20	Slovenia	C	24	Colombia	D+		Argentina	INC	21	Serbia	C-	25	Germany	B-	26	England	C	24	India	C+	13	South Korea	C-	20	New Zealand	C+	25	Chinese Taipei	C-
28	Brazil	D	28	Argentina	C-	27	Chinese Taipei	F	20	Sweden	C	24	Croatia	D+		Canada	INC	21	Singapore	C-	25	Guernsey	B-	26	Montenegro	C	24	Lithuania	C+	13	Sweden	C-	20	Philippines	C+	25	Colombia	C-
28	Canada	D	28	Brazil	C-	27	Indonesia	F	20	Uruguay	C	24	Denmark	D+		Chile	INC	21	Slovakia	C-	25	Thailand	B-	26	Nepal	C	29	Ethiopia	C	29	Argentina	D+	20	Slovakia	C+	25	Croatia	C-
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28	Mexico	D	28	Croatia	C-		Argentina	INC	30	Chinese Taipei	C-	24	Lithuania	D+		Chinese Taipei	INC	21	South Korea	C-	31	Australia	C+	26	United States	C	29	Jersey	C	29	Botswana	D+	20	United Arab Emirates	C+	25	Ethiopia	C-
28	Spain (Region of Murcia)	D	28	Ethiopia	C-		Australia	INC	30	Croatia	C-	24	Spain (Region of Murcia)	D+		Colombia	INC	32	Croatia	D+	31	Estonia	C+	26	Vietnam	C	29	Mexico	C	29	China	D+	20	Uruguay	C+	25	Germany	C-
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34	Malaysia	D-	38	Colombia	D+		Ireland	INC	38	Estonia	D+	34	Poland	D		Hungary	INC	39	Chinese Taipei	D-	38	India	C	34	Zimbabwe	C-	29	Wales	C	29	Lebanon	D+	33	Nepal	C	25	South Africa	C-
34	South Korea	D-	38	Spain (Extremadura)	D+		Israel	INC	38	France	D+	34	South Korea	D		India	INC	39	Israel	D-	38	Nepal	C	40	Chile	D+	40	Australia	C-	29	Philippines	D+	33	Poland	C	25	Spain (Extremadura)	C-
34	Germany	D-	38	Thailand	D+		Japan	INC	38	Lebanon	D+	34	Spain	D		Ireland	INC	39	Scotland	D-	38	Zimbabwe	C	40	Greenland	D+	40	Spain (Extremadura)	C-	29	Portugal	D+	33	Serbia	C	25	Spain (Region of Murcia)	C-
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44	Chinese Taipei	F	42	Israel	D		Malaysia	INC	44	Chile	D	34	United States	D		Lebanon	INC	43	Indonesia	F	42	Philippines	C-	44	India	D	42	Croatia	D+	44	Brazil	D	43	India	C-	43	Botswana	D+
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44	Indonesia	F	47	China	F		Poland	INC	44	Lithuania	D	45	Estonia	D-		New Zealand	INC		England	INC	46	Mexico	D+	47	Botswana	D-	47	China	D	44	Malaysia	D	43	Scotland	C-	43	Greenland	D+
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44	Philippines	F	47	Uruguay	F		South Africa	INC	44	Philippines	D	45	India	D-		Scotland	INC		Hong Kong	INC	48	Lebanon	D		Guernsey	INC	47	Slovenia	D	44	Wales	D	49	Argentina	D+	43	Scotland	D+
44	Spain (Extremadura)	F		India	INC		South Korea	INC	50	Indonesia	D-	45	Mexico	D-		Serbia	INC		India	INC	50	South Africa	D-		Hungary	INC	47	Spain (Region of Murcia)	D	50	Chinese Taipei	D-	49	South Africa	D+	43	Thailand	D+
44	Uruguay	F		Jersey	INC		Spain (Basque Country)	INC	50	Malaysia	D-	45	United Arab Emirates	D-**		Singapore	INC		Lebanon	INC	50	United States	D-		Jersey	INC	47	Zimbabwe	D	50	Greenland	D-	49	United States	D+	43	United Arab Emirates	D+
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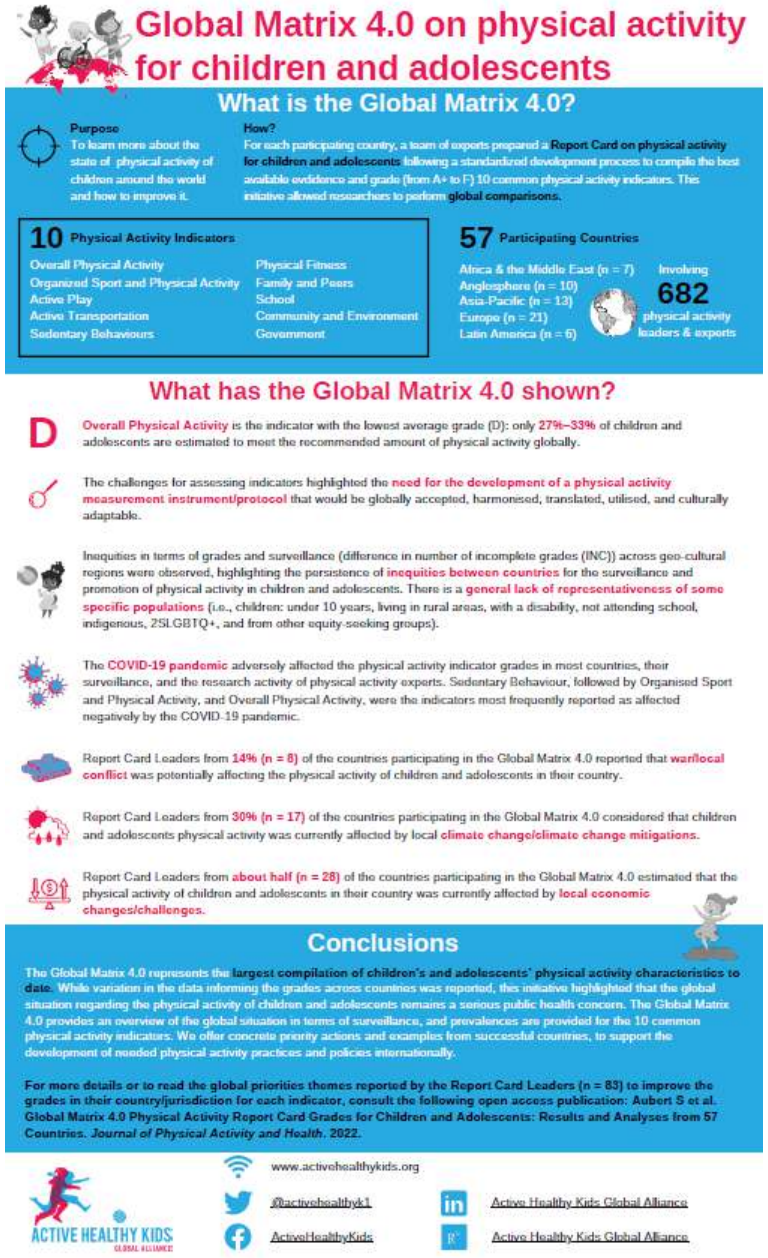
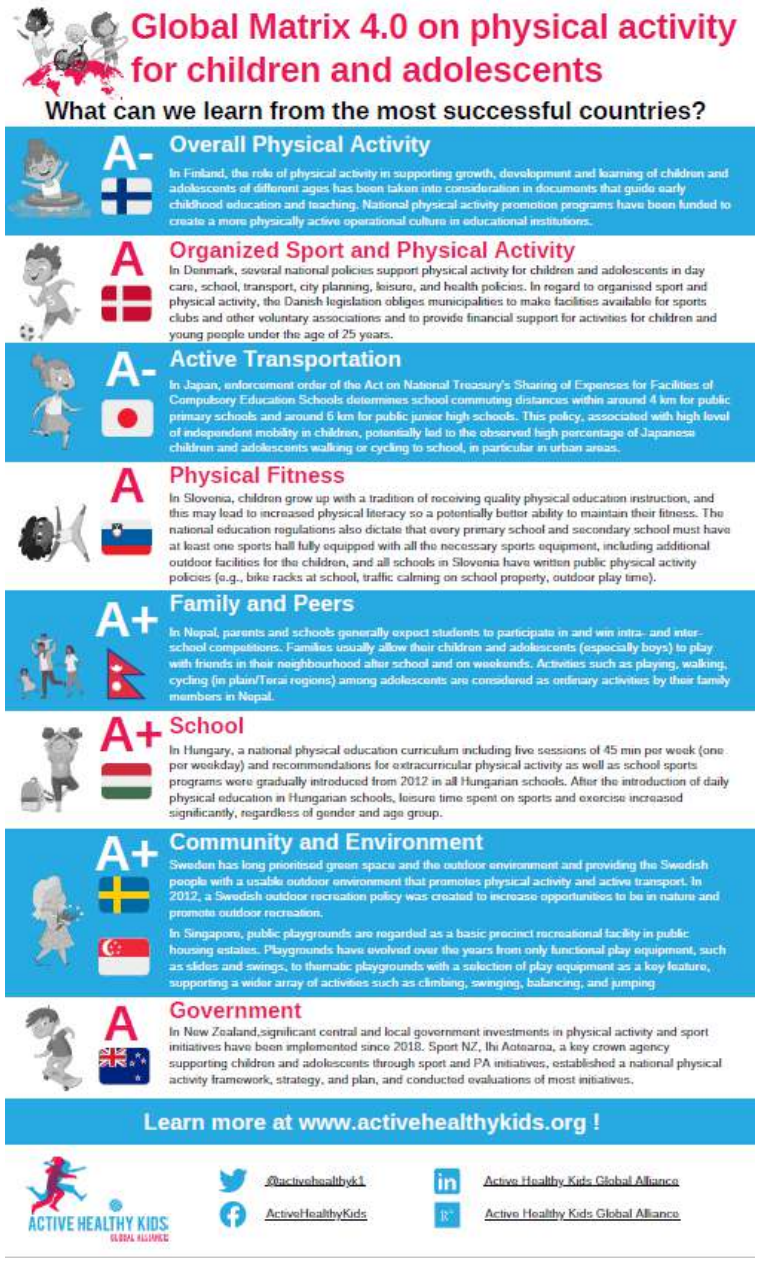
	Poland	INC		South Korea	INC		United States	INC		Argentina	INC	52	Wales	F		Uruguay	INC		United States	INC		Scotland	INC		Philippines	INC		Germany	INC	50	Thailand	D-	53	Indonesia	D	55	China	D
	Scotland	INC		United Arab Emirates	INC		Uruguay	INC		Greenland	INC		Finland	INC		Vietnam	INC		Singapore	INC		Spain (Basque Country)	INC		Singapore	INC		Spain (Basque Country)	INC	50	Uruguay	D-	53	Lebanon	D	55	Lebanon	D
	Spain (Basque Country)	INC		Vietnam	INC		Vietnam	INC		Spain (Extremadura)	INC		Greenland	INC		Zimbabwe	INC		Zimbabwe	INC		Spain (Basque Country)	INC		United Arab Emirates	INC		United States	INC	57	United Arab Emirates	F		Spain (Basque Country)	INC	55	Indonesia	D-

Graded B- to A+ | Graded C- to C+ | Graded F to D+ | Graded INC

Infographics





Celebrating a decade of the Active Healthy Kids Global Alliance (AHKGA) Global Matrix Initiative

Physical activity indicators have been assessed internationally for children and adolescents using the AHKGA Report Card methodology since 2014. Country Report Cards are developed using a harmonized protocol and aggregated to create a Global Matrix of grades.

AHKGA harmonised Report Card development process

1. **Register** with AHKGA
2. **Assemble** a national team of experts
3. **Screen** for relevant data/ information sources
4. **Extract** and analyze data from eligible sources
5. **Grade** the 10 common indicators using the harmonised benchmarks
6. **Submit** grades and rationales to AHKGA for audit
7. **Design** National Report Card **& publish** findings

10 common physical activity indicators

One summative indicator of physical ability & health

Global impact

AHKGA Report Cards & Global Matrices have been shown to be very effective and influential across multiple sectors for creating awareness; developing capacity; transferring interventions, policies, and practices; improving surveillance; and advocacy purposes.

- Trainees >180
- Presentations >370
- Publications >230
- Citations >7000

AHKGA Global Matrix 4.0 Network

The Global Matrix 4.0 involved a network of:

57 Participating countries or jurisdictions

682 Experts from around the world

Partnerships

Partnership agreements with international groups have been established to synergize collaborative efforts to "power the movement to get kids moving" around the world.

ISPAH

SADEY – Sleep & Activity Database for the Early Years

IFAPA – International Federation of Adapted Physical Activity

FitBack

hbsc

The AHKGA has demonstrated qualitatively and quantitatively measurable impact, building a legacy of success. AHKGA's work does not stop there, the planning of the Global Matrix 5.0 is underway! To learn more, visit www.activehealthykids.org.

Global Matrix 5.0: How to Join?

Timeline: Registration January-December 2024, Launch – Fall 2026

- Visit www.activehealthykids.org for more details about the AHKGA and the Global Matrices
- Contact us at info@activehealthykids.org (or estone@cheo.on.ca) to express interest and request to be added to the AHKGA Global Matrix 5.0 email distribution list and AHKGA quarterly e-newsletter

Follow AHKGA on social media


@activehealthyk1


ActiveHealthyKids


Active Healthy Kids Global Alliance

Direct contacts for specific inquiries

- Mark Tremblay (President)
  mtremblay@cheo.on.ca
- Salomé Aubert (Vice President)
  salome_aubert@hotmail.fr
- Emily Stone (Project Coordinator, Admin Assistant)
  estone@cheo.on.ca

Benefits of GM Participation

- Becoming part of a global movement
- Identification of gaps in PA indicators through harmonised methodology
- Opportunity to publish impactful papers
- Access to exclusive information (members' area)
- Joining a large community of researchers and practitioners
- Possibility of joining different committees
- Capacity building
- Educational and professional development opportunities and webinars
- Awards
- Funding opportunities (e.g. Asian countries)

Tremblay et al., 2022; JPAH

Review of indicators

Indicator	Definition	Benchmark
Overall Physical Activity	Any bodily movement produced by skeletal muscles that requires energy expenditure.	% of children and adolescents who meet the Global Recommendations on Physical Activity for Health, which recommend that children and adolescents accumulate at least 60 min of moderate- to vigorous-intensity PA per day on average. Or % of children and adolescents meeting the guidelines on at least 4 d/wk (when an average cannot be estimated).

- We will clarify how to use alternative benchmark
- Future project to test alternative benchmark in other datasets

Review of indicators

Organized Sport and Physical Activity	A subset of PA that is structured, goal oriented, competitive, and contest based.	% of children and adolescents who participate in organized sport and/or PA programs.

- Definition is only focused on competitive sports even if physical activity is in the title, this has to be updated with a broaden definition
- No specific dose threshold in the benchmark

Review of indicators

Active Play	Active play may involve symbolic activity or games with or without clearly defined rules; the activity may be unstructured/unorganized, social or solitary, but the distinguishing features are a playful context, combined with activity that is significantly above resting metabolic rate. Active play tends to occur sporadically, with frequent rest periods, which makes it difficult to record.	% of children and adolescents who engage in unstructured/unorganized active play at any intensity for more than 2 h/d. % of children and adolescents who report being outdoors for more than 2 h/d.

- Definition needs to be updated with international consensus definition from Plato-Net: “A form of play that involves physical activity of any intensity”

Review of indicators

Active Transportation	Active transportation refers to any form of human-powered transportation—walking, cycling, using a wheelchair, in-line skating, or skateboarding.	% of children and adolescents who use active transportation to get to and from places (eg, school, park, mall, friend's house).

- No specific dose threshold in the benchmark

Review of indicators

Sedentary Behavior	Any waking behavior characterized by an energy expenditure ≤1.5 metabolic equivalents, while in a sitting, reclining, or lying posture.	% of children and adolescents who meet the Canadian sedentary behavior guidelines (5–17 y olds: no more than 2 h of recreational screen time per day). Note: The Guidelines currently provide a time limit recommendation for screen-related pursuits, but not for nonscreen-related pursuits.

- Benchmark is based on the Canadian 24h movement guidelines – because the WHO do not propose a threshold for screentime (several other countries do)
- Debate: Should we change the name to Recreational Screen Time?

Review of indicators

Physical Fitness	Characteristics that permit a good performance of a given physical task in a specified physical, social, and psychological environment.	Average percentile achieved on certain physical fitness indicators based on the normative values published by Tomkinson et al.[23]

- Previous use of European normative values from Tomkinson et al. for grading physical fitness indicators - global norms for handgrip strength and standing broad jump performance should be available next year
- Global Norms from 2018 for the shuttle run test
- Clear instructions on how to use the norms to interpret and grade fitness data will be provided
- YFIT global test battery to be published

Review of indicators

Family and Peers	Any member within the family who can control or influence the PA opportunities and participation of children and adolescents in this environment.	% of family members (eg, parents, guardians) who facilitate PA and sport opportunities for their children (eg, volunteering, coaching, driving, paying for membership fees, and equipment). % of parents who meet the Global Recommendations on Physical Activity for Health, which recommend that adults accumulate at least 150 min of moderate-intensity aerobic PA throughout the week or do at least 75 min of vigorous-intensity aerobic PA throughout the week or an equivalent combination of moderate- and vigorous-intensity PA. % of family members (eg, parents, guardians) who are physically active with their kids. % of children and adolescents with friends and peers who encourage and support them to be physically active. % of children and adolescents who encourage and support their friends and peers to be physically active.

Review of indicators

School	Any policies, organizational factors (eg, infrastructure, accountability for policy implementation), or student factors (eg, PA options based on age, gender or ethnicity) in the school environment that can influence the physical activity opportunities and participation of children and adolescents in this environment.	% of schools with active school policies (eg, daily PE, daily PA, recess, "everyone plays" approach, bike racks at school, traffic calming on school property, outdoor time). % of schools where the majority (≥80%) of students are taught by a PE specialist. % of schools where the majority (≥80%) of students are offered the mandated amount of PE (for the given state/territory/region/country). % of schools that offer PA opportunities (excluding PE) to the majority (>80%) of their students. % of parents who report their children and adolescents have access to PA opportunities at school in addition to PE classes. % of schools with students who have regular access to facilities and equipment that support PA (eg, gymnasium, outdoor playgrounds, sporting fields, multipurpose space for PA, equipment in good condition).

Review of indicators

School	Any policies, organizational factors (eg, infrastructure, accountability for policy implementation), or student factors (eg, PA options based on age, gender or ethnicity) in the school environment that can influence the physical activity opportunities and participation of children and adolescents in this environment.	% of schools with active school policies (eg, daily PE, daily PA, recess, "everyone plays" approach, bike racks at school, traffic calming on school property, outdoor time). % of schools where the majority (≥80%) of students are taught by a PE specialist. % of schools where the majority (≥80%) of students are offered the mandated amount of PE (for the given state/territory/region/country).

- Benchmark suggestion: national PE curriculum? Y/N, details

Review of indicators

Community and Environment	Any policies or organizational factors (eg, infrastructure, accountability for policy implementation) in the municipal environment that can influence the PA opportunities and participation of children and adolescents in this environment.	% of children or parents who perceive their community/municipality is doing a good job at promoting physical activity (eg, variety, location, cost, quality). % of communities/municipalities that report they have policies promoting PA. % of communities/municipalities that report they have infrastructure (eg, sidewalks, trails, paths, bike lanes) specifically geared toward promoting PA. % of children or parents who report having facilities, programs, parks, and playgrounds available to them in their community. % of children or parents who report living in a safe neighborhood where they can be physically active. % of children or parents who report having well-maintained facilities, parks, and playgrounds in their community that are safe to use.

Review of indicators

Community and Environment	Any policies or organizational factors (eg, infrastructure, accountability for policy implementation) in the municipal environment that can influence the PA opportunities and participation of children and adolescents in this environment.	% of children or parents who perceive their community/municipality is doing a good job at promoting physical activity (eg, variety, location, cost, quality). % of communities/municipalities that report they have policies promoting PA.

Potential elements to consider adding in the benchmarks in the future

- Walkability
- Climate change/ climate components: issues with local/geographical variations for a national score
- Development of a new benchmark assessing access to outdoors, nature, green space, maybe also considering climate change and walkability, in collab with Outdoor Play Canada

Issue: local characteristics to generalize at the national level – these will need to be pilot tested

Review of indicators

Government	Any governmental body with authority to influence physical activity opportunities or participation of children and adolescents through policy, legislation, or regulation.	Evidence of leadership and commitment in providing PA opportunities for all children and adolescents. Allocated funds and resources for the implementation of PA promotion strategies and initiatives for all children and adolescents. Demonstrated progress through the key stages of public policy making (ie, policy agenda, policy formation, policy implementation, policy evaluation, and decisions about the future). HEPA PAT (version 2) and the scoring rubric published by Ward et al.[24]

Abbreviations: HEPA PAT, Health-Enhancing Physical Activity Policy Audit tool; PA, physical activity; PE, physical education.

Evaluation and improvement the HEPA PAT (version 2) scoring rubric

Review of indicators

Additional indicators?

- PE
- Sleep

"Additional indicators included Sleep (number of countries with the indicator: n = 14), Body Mass Index/Weight Status (n = 12), Physical Literacy (n = 5), Diet (n = 2), and 9 other additional indicators each graded by a single country (Mental Health, Anxiety & Stress, Bullying, Student Engagement, Physical Education, Adherence to 24-hour Movement Guidelines, Yoga, Psychosocial Factors, and Seasonal Variation)."

GM 5.0 modifications

- For Global Matrices 1.0 to 3.0, efforts to include equity-focused data in Report Cards were mostly passive, relying on countries/jurisdictions to report as and when data were available
- More proactive approach taken for GM 4.0
  - Countries/jurisdictions participating were invited to report disaggregated data by ability status
  - AHKGA endorsed IFAPA's harmonized development and release of a Global Matrix of fourteen Para Report Cards
  - Most Report Card leaders surveyed after the GM of Para Report Cards, indicated a preference for integrating equity focused data (e.g., data on children and adolescents with a disability) into their national Report Cards

Planning Survey Results

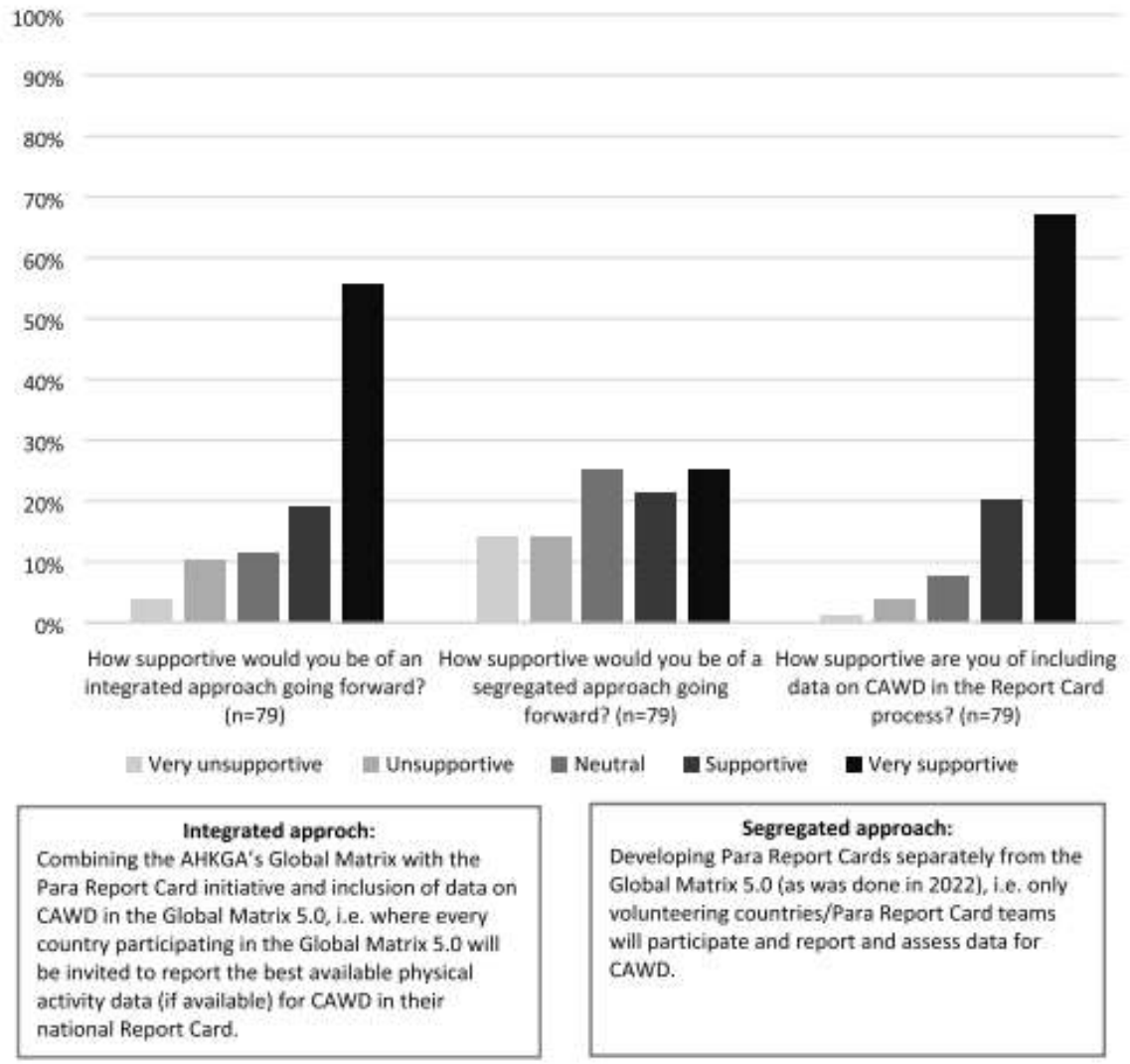


Figure 1 — Response summary from the AHKGA network collected via AHKGA's Global Matrix 5.0 planning survey (August 2023) concerning possible approaches to reporting data on the physical activity of CAWD. AHKGA = Active Healthy Kids Global Alliance; CAWD = children and adolescents with a disability.

Tremblay et al, 2023

GM 5.0 modifications

- For GM 5.0, it is a requirement for participating countries / jurisdictions to report equity-focused data including but not limited to those for children and adolescents with a disability (CAWD) – or report INC
- AHKGA's actions to make this a priority have included
  - The creation of a JEDI Committee
  - Including this requirement as part of the onboarding process
  - Data to be stratified by sex and/ or gender
  - Participants to include best available evidence for any disability groups for as many indicators as possible
  - To include any additional detailed characteristics
    - (e.g., information on sexual minority groups, racialized groups, Indigenous peoples, and other minorities)

Disaggregated physical activity indicator data from countries/jurisdictions

Why does this matter?

Why does this matter?

- **Visibility of Marginalized Groups**: It ensures that individuals from marginalized communities, such as those with disabilities, specific limitations, or belonging to other minority groups (e.g., gender, ethnic, racial, or socio-economic minorities), are more visible in analyses. This prevents their needs from being masked in aggregate data and helps in understanding how different groups are impacted in distinct ways.

- **Informed Decision-Making:** Disaggregated data provides detailed information that supports the creation of more targeted and effective public policies and programs. Without this data, decisions might be based on assumptions or incomplete information, reducing the effectiveness of interventions.

Why does this matter?

- **Promoting Equity:** Reporting data by ability status promotes inclusion and equity, ensuring that interventions reach all groups, especially those facing more barriers, such as people with disabilities. This is crucial for addressing inequalities and promoting equal opportunities.

- **Monitoring Impacts:** It allows governments and organizations to monitor the impact of their policies on different groups. Without disaggregation, it is difficult to know whether initiatives aimed at health, education, or social participation, for example, are truly benefiting people with disabilities.

Journal of Physical Activity and Health, 2022, 19, 737-744
https://doi.org/10.1123/jpah.2022-0321

Human Kinetics
ORIGINAL RESEARCH

Association Between Physical Activity Indicators and Human Development Index at a National Level: Information From Global Matrix 4.0 Physical Activity Report Cards for Children and Adolescents

Diego Augusto Santos Silva,[1,2] Salomé Aubert,[3] Kwok Ng,[4,5,6] Shawnda A. Morrison,[7] Jonathan Y. Cagas,[8] Riki Tesler,[9] Dawn Tladi,[10] Taru Manyanga,[11,12] Silvia A. González,[3,13] Eun-Young Lee,[14] and Mark S. Tremblay[3,15,16,17]

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Human Kinetics
ORIGINAL RESEARCH

Association Between Physical Activity Indicators and Human Development Index at a National Level: Information From Global Matrix 4.0 Physical Activity Report Cards for Children and Adolescents

Diego Augusto Santos Silva,[1,2] Salomé Aubert,[3] Kwok Ng,[4,5,6] Shawnda A. Morrison,[7] Jonathan Y. Cagas,[8] Riki Tesler,[9] Dawn Tladi,[10] Taru Manyanga,[11,12] Silvia A. González,[3,13] Eun-Young Lee,[14] and Mark S. Tremblay[3,15,16,17]

ACTIVE HEALTHY KIDS GLOBAL ALLIANCE 10th Anniversary

Context:

PA promotion needs to be equitable among global population subgroups to achieve successful and sustained reductions of insufficient PA worldwide. The promotion of healthy behaviors, including PA in children and youth is critical to avoiding increased cost and mortality burden, and it is incumbent on society to reach as many people as possible, many of whom are from resource-limited communities, vulnerable, and equity-deserving groups, genders, or those facing other barriers to accessing safe, effective PA options.

Journal of Physical Activity and Health, 2022, 19, 737-744
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Main objective:

To explore the associations between the 10 key indicators of the Global Matrix 4.0 project and Human Development Index (HDI) at a national level according to **sex**, **age**, **area of residence**, and **ability levels**.

Main hypothesis:

In countries/jurisdictions with better HDI, PA indicators will be better than in countries/jurisdictions with lower HDI for all subgroups analyzed.

METHOD

Two Main Databases

- **Active Healthy Kids Global Alliance Global Matrix 4.0** [https://www.activehealthykids.org/]

- **Human Development Index** of the countries from the United Nations [https://hdr.undp.org/data-center]

Human Development Reports

METHOD

Measures

- **Active Healthy Kids Global Alliance Global Matrix 4.0**
  Report Card grades on **10 indicators** from **57 countries/jurisdictions**

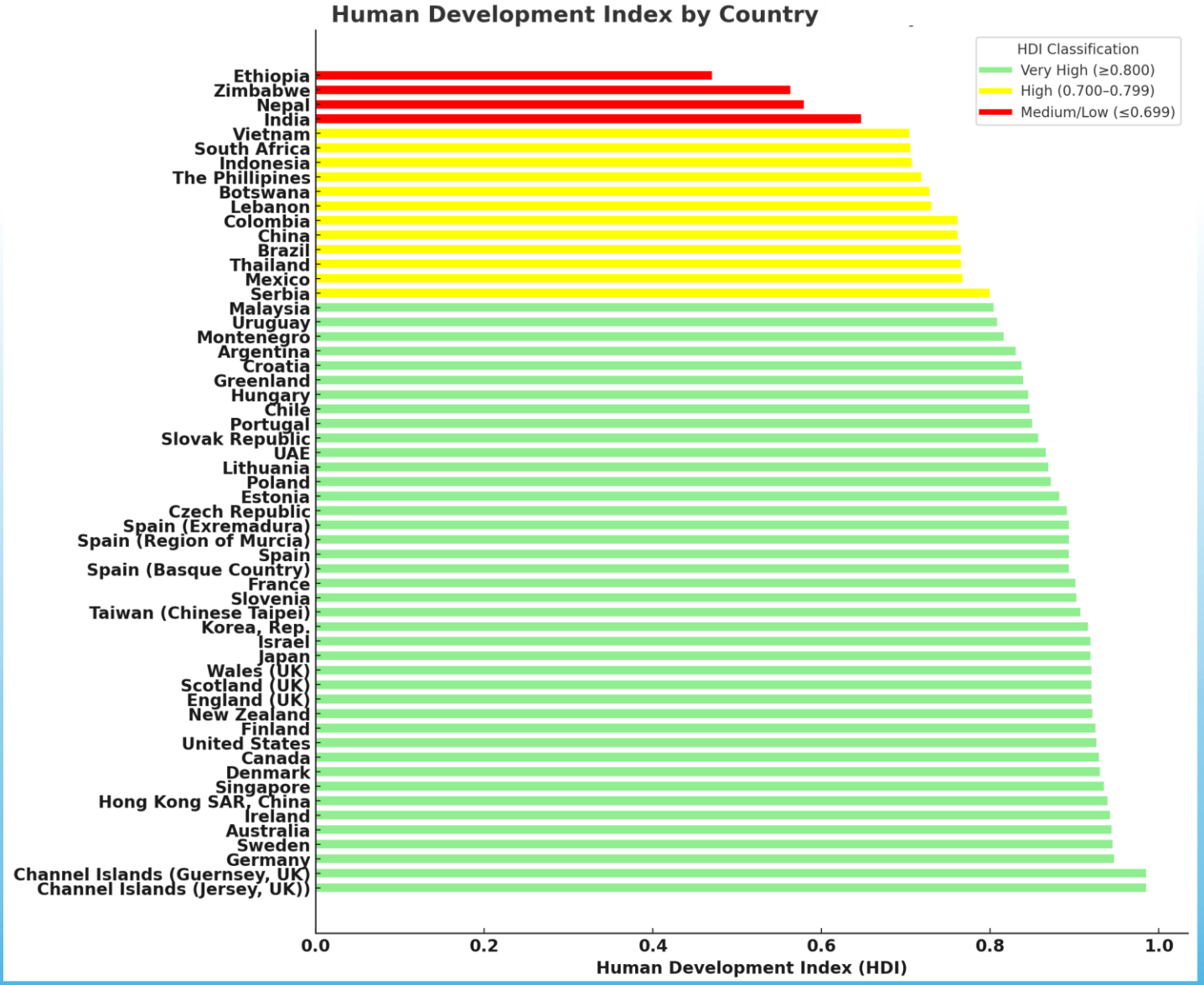
Interpretation	Prevalence	Grade	Corresponding number for analysis
We are succeeding with a large majority of children and adolescents	94%–100%	A+	15
	87%–93%	A	14
	80%–86%	A-	13
We are succeeding with well over half of children and adolescents	74%–79%	B+	12
	67%–73%	B	11
	60%–66%	B-	10
We are succeeding with about half of children and adolescents	54%–59%	C+	9
	47%–53%	C	8
	40%–46%	C-	7
We are succeeding with less than half but some children and adolescents	34%–39%	D+	6
	27%–33%	D	5
	20%–26%	D-	4
We are succeeding with very few children and adolescents	<20%	F	2
Incomplete—insufficient or inadequate information to assign a grade		INC	No grade*

Note. INC: country without sufficient information to assign a grade; * Information treated as missing in data analysis.

10 Physical Activity indicators

- Overall Physical Activity
- Organized Sport and Physical Activity
- Active Play
- Active Transportation
- Sedentary Behavior
- Physical Fitness
- Family and Peers
- School
- Community and Environment
- Government Investments and Strategies

METHOD



Human Development Index

- 41 countries/jurisdictions were classified with a **very high HDI**;
- 12 countries/jurisdictions were classified with a **high HDI**;
- and only 4 countries/jurisdictions were classified with a **medium or low HDI**.

METHOD

The analysis conducted in this article had **3 sources of information**:

1) The grades and rationales approved by the auditors for each of the countries/jurisdictions

2) All the leaders of the Report Cards were invited to provide information on the prevalence of the behavioral indicators according to each subgroup analyzed

3) Information on the ability level breakdown for each indicator was also taken from a companion paper specific to data on children and adolescents with disabilities

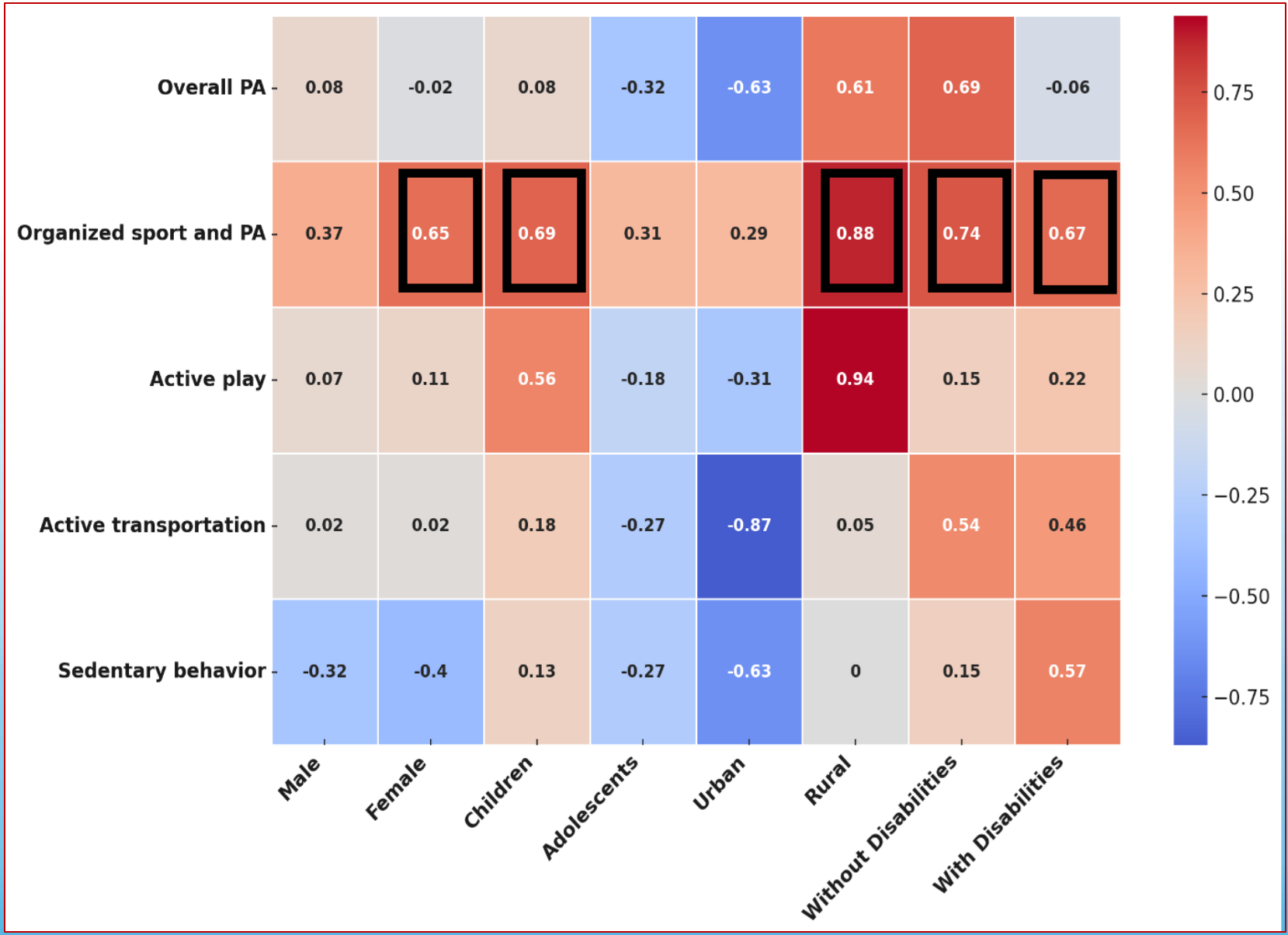
- Sex [male and female]
- Age groups [children: 5–12 y old; adolescents, ≥13 y old]
- Ability levels [with/without disabilities]
- Residence area [urban and rural])

RESULTS

Table 1. Grades of behavioural indicators according to subgroups.

Subgroups	Overall PA	Organized sport and PA	Active play	Active transportation	Sedentary behavior
	Grade	Grade	Grade	Grade	Grade
Sex					
Male	C-	C+	C	C+	D+
Female	D+	C	C	C+	D+
Age groups					
Children	D+	C+	D+	B-	C-
Adolescents	C	C-	F	B-	D+
Residence area					
Urban	D+	C-	D-	C+	D+
Rural	D+	C-	D-	D	F
Disabilities					
No	D+	C-	C-	C+	C-
Yes	D-	F	F	D-	D-

Fig 1. Spearman coefficient correlation matrix between Human Development Index and grades of the PA indicators according to subgroups.

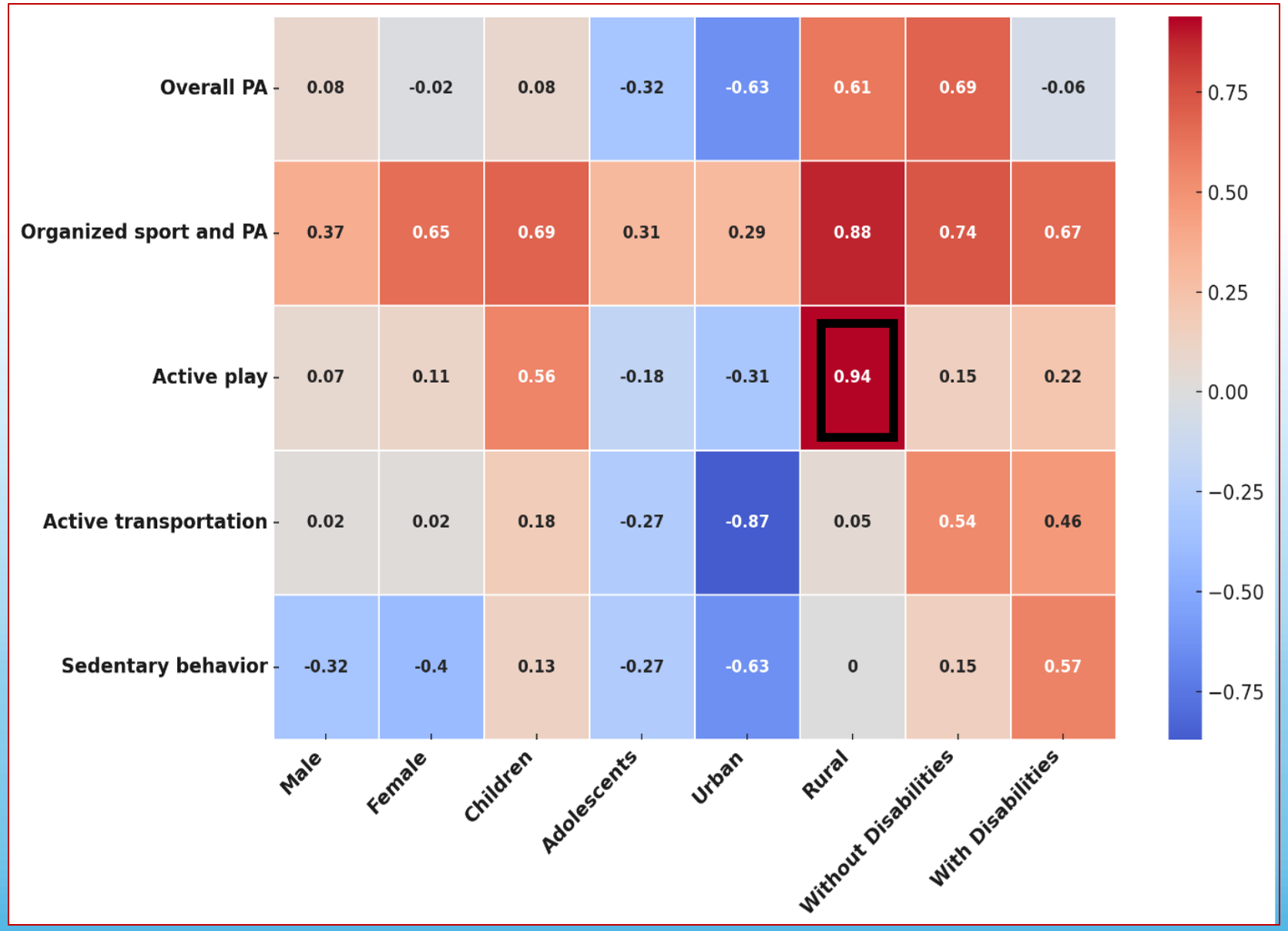


We found a direct and significant association between HDI and the grades of the **Organized Sport and PA** indicator for:

- **Females**
- **Children**
- **Rural residents**
- **People without disabilities**
- **People with disabilities**

This means that for these groups, the higher the HDI of the country, the better the grades for this indicator.

Fig 1. Spearman coefficient correlation matrix between Human Development Index and grades of the PA indicators according to subgroups.

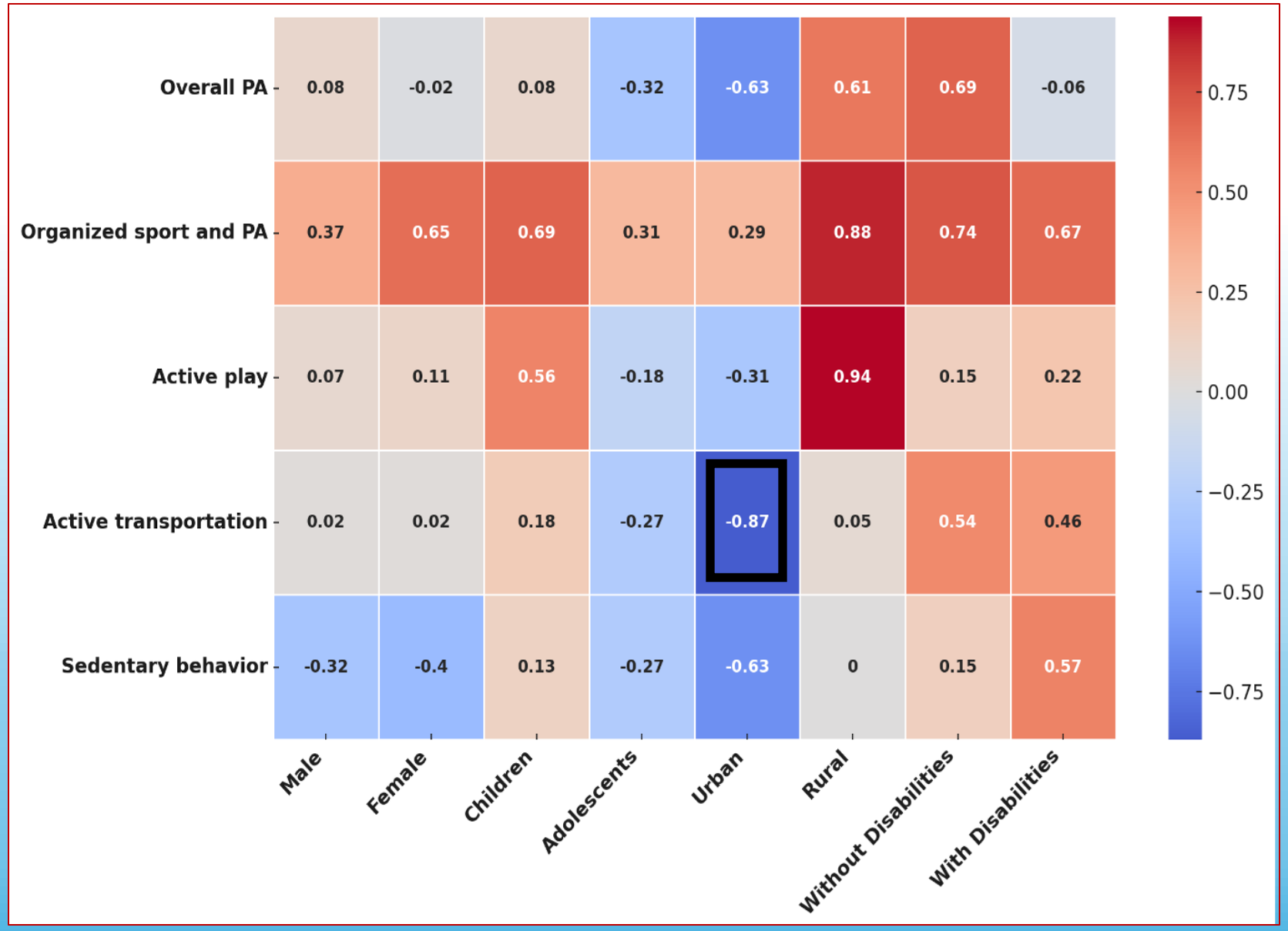


We found a direct and significant association between HDI and the grades of the **Active Play indicator** for:

- **Rural residents**

This means that for this group, the higher the HDI of the country, the better the grade for the indicator.

Fig 1. Spearman coefficient correlation matrix between Human Development Index and grades of the PA indicators according to subgroups.

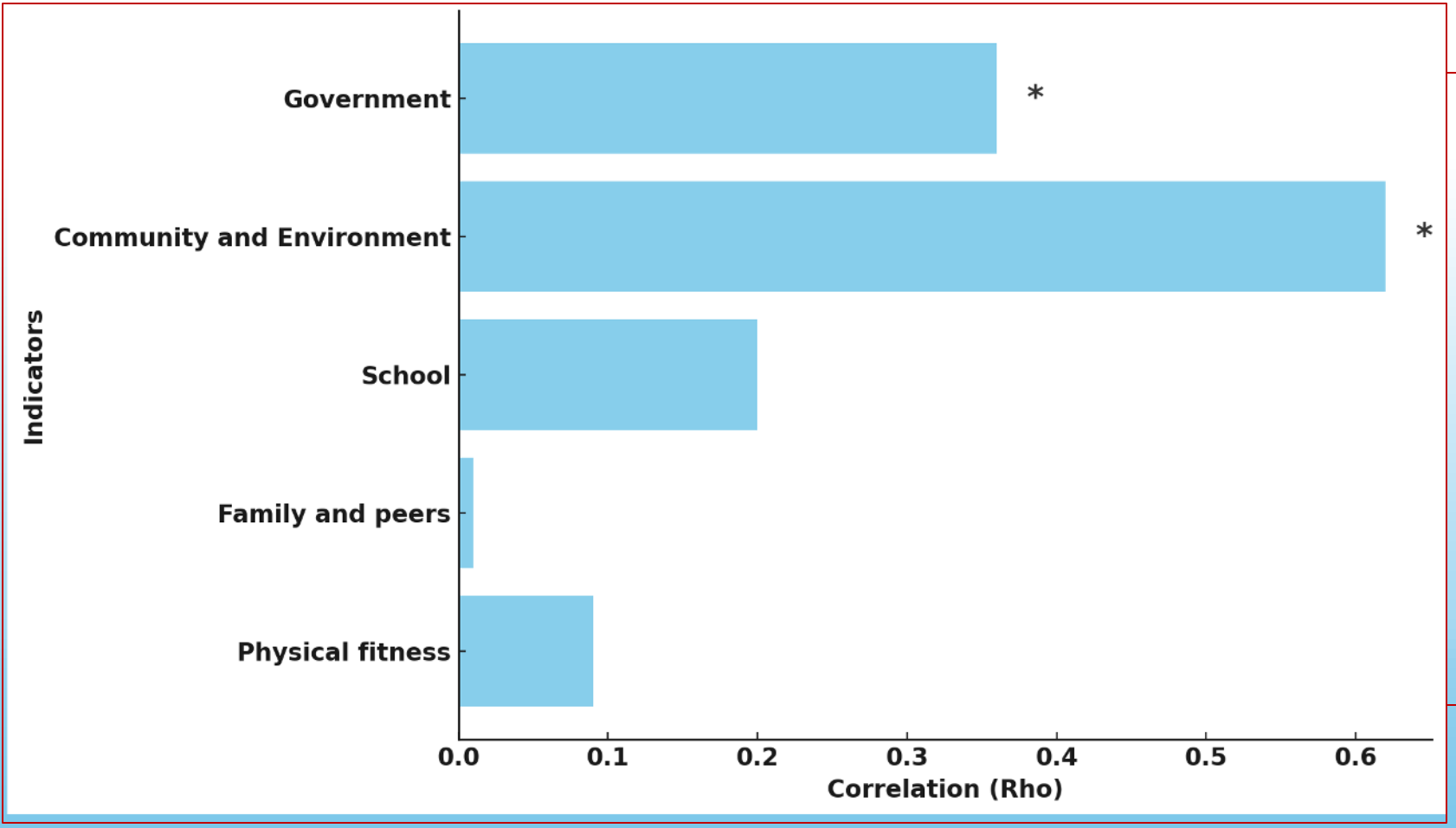


We found an inverse and significant association between HDI and the grades of the **Active Transportation** indicator for:

- **Urban residents**

This means that the higher the HDI of the country, the lower the grade for this indicator (or conversely, the lower the HDI of the country, the higher the grade for this indicator).

Fig 2. Spearman coefficient correlation between Human Development Index and grades of the Physical Fitness and Sources of influence PA indicators.



We found a direct and significant association between HDI and the grades for the indicators:

- **Government**
- **Community and Environment**

This means that the higher the HDI of the country, the better the grades for this indicators.

Sex disparities: Organized Sports and PA

- In countries with higher HDI, females were more involved in Organized Sports and PA, while in countries with lower HDI, their participation was lower. This suggests that in countries with lower HDI, cultural norms create more barriers for females, such as body image issues, fewer opportunities for PA, and stereotypes about females being “sporty” and “active”.

- To address these inequities, efforts from governments, schools, families, and society are needed to support greater involvement of females in Organized Sports and PA to break down these social prejudices from a young age.

ACTIVE HEALTHY KIDS GLOBAL ALLIANCE 10th Anniversary

Ricardo LIC, et al. *J Sport Health Sci.* 2022:11(4):509–520.
United Nations Development Programme. Human Development Report; 2020

Age groups disparities: Organized Sports and PA

- In countries with very high and high HDI, there was a tendency for children to have higher grades in Organized sports and PA indicator. In general, elementary schools in very high and high HDI countries have structures and opportunities for Organized Sports and PA, which are not observed for children in low-income countries.

- To address this inequality between countries with very high and high HDI compared to low HDI countries, several strategies can be implemented. Governments and international organizations can invest in improving school sports infrastructure, ensuring facilities for Organized Sports and PA. Training programs for Physical Education teachers and coaches are essential to promote inclusive and effective Organized Sports in low HDI countries.

ACTIVE HEALTHY KIDS GLOBAL ALLIANCE 10th Anniversary

Nobre JNP, et al. *BMC Public Health.* 2022;22(1): 340.

Area of residence disparities: Organized Sports and PA, Active Transportation, Active Play

- We found that children and adolescents in urban areas of low/medium HDI countries had better grades in Active Transportation than those in very high/high HDI countries. In contrast, children in rural areas of very high HDI countries performed better in Organized Sports and Active Play than those in lower HDI countries.

- This suggests that rural areas in very high HDI countries offer more opportunities for physical activity, highlighting social inequality. Alternatively, measurement tools may not fully capture the diverse physical activities typical in rural, low/medium HDI settings, such as domestic chores and routine active transportation.

- To address this inequality, investments in rural infrastructure and programs that promote PA in low/medium HDI countries are essential.

ACTIVE HEALTHY KIDS GLOBAL ALLIANCE 10th Anniversary

Manyanga T, et al. . *Int J Environ Res Public Health.* 2022;19(7):4394.
McCormack LA, et al. *J Acad Nutr Diet.* 2016;116(3):467–480

Ability level: disparities and/or similarities

- The present study showed that in countries with higher HDI, the grades for the Organized sport and PA indicator were better than in countries with lower HDI for both subgroups with and without disabilities.

- This inequality in the grades between countries according to HDI can be justified because there are few policies to promote sport and PA for children and adolescents with disabilities and without disabilities in countries with lower HDI.

- To address this inequality, countries with lower HDI need to implement inclusive policies that promote organized sports and physical activity for all children, regardless of ability. Governments should invest in accessible sports infrastructure, provide training for inclusive coaching, and raise awareness about the benefits of physical activity for children with and without disabilities.

ACTIVE HEALTHY KIDS GLOBAL ALLIANCE 10th Anniversary

Sit C, et al. . *J Phys Act Health.* 2022;19(11):758– 768

Sources of influence disparities: Community and Environment, and Government

- For the sources of influence grades, the results of this study are concerning, because for Community and Environment, and Government indicators, countries with very high and high HDI reported better grades than those with medium/low HDI.
- These findings, though perhaps not surprising, are aligned with the socioecological model of behavior change, which emphasizes sources of influence as important factors for promoting PA.
- Lower HDI countries need to prioritize contextual actions for PA, because without government actions such as changing the school environment and legislation, restructuring the neighborhood and schools, there is limited opportunity to promote PA at sufficient levels for health benefits.

ACTIVE HEALTHY KIDS GLOBAL ALLIANCE 10th Anniversary

Lee Y, Park S. *Front Psychol.* 2021;12:622929.

Final remarks

- These findings highlight the disparities in physical activity opportunities for children and adolescents, especially in countries with lower HDI, and suggest that promoting physical activity can help reduce inequalities (sex, age groups, residence area, ability level).

- The study underscores the need for interdisciplinary approaches and integrated policies that address the disparities in physical activity access, particularly in lower HDI regions, to tackle global health and sustainable development challenges.

- Future research should further investigate these disparities, focusing on socioeconomic and environmental factors, to inform policies that promote equitable health and well-being.

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GM 5.0 modifications

- Discussion and brainstorming ideas
  - How can we collectively support countries/jurisdictions to prioritize these data for their Report Cards
  - Are there indicators that should be a MUST for countries to report equity-focused data on, even if it is to put a *quantified INC* grade
  - What else should we be thinking about to ensure a more inclusive GM 5.0

Publication plan

AHKGA Commitments

- At least 5 global papers in JSHS (discuss potential journal country identification issue)
- One paper reporting global findings on children and adolescents with disabilities in APAQ Journal
- AHKGA Fellow (Iryna) to lead the “main Global Matrix paper” that will be submitted to JSHS
- Other journals to consider: JPAH, JESF, WHO Bulletin, The Lancet, IJBNPA

Objectives

- **Designing an ambitious, impactful, and innovative/novel publication plan, but also (and above all) feasible within our timeline.**
- **Designing writing process and authorship strategies to ensure fairness, feasibility, respect of co-authorship guidelines, and successful completion of the Global Matrix 5.0 publication plan.**

Publication plan

Context: Previous Global Matrix publication strategies

- Global Matrix 1.0 – 15 participating countries – special issue in JPAH
  - Commentary on the 2014 Global Summit on PA
  - Impact of the AHK Canadian RC, a 10-year analysis
  - 5-page brief report for each country
  - Main Global Matrix paper (overall findings, who's leading and lagging, disparities and inequities, data gaps and research priorities)

- Global Matrix 2.0 – 38 participating countries – special issue in JPAH
  - Commentary: Introduction paper
  - 5-7-page original research article for each country
  - Main Global Matrix paper (overall findings, successes and challenges by indicators, disparities and inequities, data gaps and research priorities, recommendation and future directions)

Publication plan

Context: Previous Global Matrix publication strategies

- Global Matrix 3.0 – 49 participating countries – special issue in JPAH
  - Main Global Matrix paper (overall findings, Most Successful Countries, Least Successful Countries, integrated discussion)
  - Low to Medium HDI country paper
  - High HDI country paper
  - Very high HDI country paper
  - 49 2-page brief reports (one for each country/jurisdiction)

Publication plan

Context: Previous Global Matrix publication strategies

- Global Matrix 4.0 – 57 participating countries – special issue in JPAH
  - Brief report: Introduction paper "Active Healthy Kids Global Alliance Global Matrix 4.0—A Resource for Physical Activity Researchers"
  - Main Global Matrix paper (overall findings, impact of the Covid19 pandemic, Global Priorities by indicator, Impact of War, Climate Change, and Economic Change, Lessons learned/success stories from countries with the highest grade for each indicator, inequities,
  - Secular trend paper GM 1.0 to GM 4.0
  - Inequity paper exploring the associations between the and HDI according to sex, age, area of residence, and ability levels
  - Paper exploring Economic Freedom, Climate Culpability, and Physical Activity
  - Paper on PA promoting policies for children and adolescents with disabilities
  - Many papers on country Report Cards published in JESF and elsewhere (independent of AHKGA)

Publication plan

AHKGA Publication Committee proposal for the Global Matrix 5.0

- **Main paper (led by AHKGA fellow – Iryna)** presenting overall global findings, general analysis/findings by world region, HDI, level of income, etc, and digging deeper in the Overall Physical Activity indicator – submitted in JSHS.
- One **global disability paper submitted** in APAQ journal
- **9 other global papers** – one for each Global Matrix remaining indicators
    - **Consistent content across papers** (e.g., overall findings and exploring surveillance & standardisation challenges, equities and inequities – at multiple levels country, region, gender, disability, research gaps, priorities and recommendation)
    - **Additional analysis** , links, discussions that would be relevant for each specific indicator

Publication plan

AHKGA Publication Committee proposal for the Global Matrix 5.0

Example 1: Organized Sport and Physical Activity

- Cultural practices: Regional and cultural variations in organized sports, including traditional sports and their preservation in modern contexts.
- Sport for peace: The role of organized sport in conflict resolution, fostering social inclusion, and promoting mental well-being in post-conflict or fragile settings.
- Impact of major sporting events: Influence of global/regional sporting events (Olympics, Youth Games) on youth physical activity, link between country Olympic medal counts and grades

Publication plan

AHKGA Publication Committee proposal for the Global Matrix 5.0

Example 2: Community and Environment

- Link with climate change impacts
- Link with access to nature: The role of green spaces and outdoor environments in promoting PA and the disparities in access between urban and rural areas.
- Community-level interventions: Examples of successful community programs and urban design initiatives that foster active living (e.g., outdoor gyms, walking groups).
- Urban vs. Rural Settings

Publication plan

AHKGA Publication Committee proposal for the Global Matrix 5.0

- Impactful standardized title for each paper, of particular interest considering that they will not be all in the same journal:
  - *"Global state of physical activity in children and adolescents, insights from the Global Matrix 5.0" & "Global state of physical activity in children and adolescents with disabilities, insights from the Global Matrix 5.0"*
  - *"Global state of organized sport and physical activity in children and adolescents/ sedentary behaviour/ active play/ physical fitness in children and adolescents, insights from the Global Matrix 5.0"*
  - *"Global state of school physical activity promoting characteristics in children and adolescents, insights from the Global Matrix 5.0"*
  - *"Global state of environment and community physical activity promoting characteristics in children and adolescents, insights from the Global Matrix 5.0"*
  - *"Global state of family and peers physical activity promoting characteristics in children and adolescents, insights from the Global Matrix 5.0"*
  - *"Global state of government & policy physical activity promoting characteristics in children and adolescents, insights from the Global Matrix 5.0"*

Publication plan

AHKGA Publication Committee proposal for the Global Matrix 5.0

- **Overall Physical activity - JSHS**
- **Organized Sport and Physical Activity – JSHS**
- **Active Play - JSHS**
- **Active Transportation – IJBNPA, Journal of Transport and Health**
- **Sedentary Behavior - JSHS**
- **Physical Fitness – in JESF**
- **School – in JSHS**
- **Family and Peers – in JPAH**
- **Community and Environment – The Lancet Planetary Health, Health & Place, IJBNPA**
- **Government - WHO Bulletin (but limit of 3,000 words!) or The Lancet Public Health**

Writing process and authorship strategies

- Previous GM approaches: a single main Global Matrix paper involved all Report Card (RC) leaders/co-leaders as co-authors.
- Many RC leaders had limited involvement in contributing or reviewing the manuscript, leading to imbalances in workload distribution and reduced accountability.
- Important to ensure that all contributors play a more active and equitable role in the writing process to upholds the integrity of co-authorship and ensure that the insights and expertise from different regions and contexts are fully integrated into each paper.

Writing process and authorship strategies

Steering/Working Groups for Each Paper

- **Formation of Working Groups**: For each paper, we will form a dedicated working group that includes both Report Card (RC) leaders/co-leaders and potentially other relevant experts (within the RC teams). These groups will be responsible for contributing to both the content and development of the paper.

- **Responsibilities of Working Groups**: Each group will oversee key aspects of paper development, including data interpretation, writing specific sections, and providing feedback during revisions. This will create shared ownership and reduce the burden on the lead author.

- **Roles** within the working group should be clearly defined from the start. Steering group will assign specific sections of the paper (e.g., introduction, methods, results, discussion) to different group members based on expertise and interest. Regular virtual meetings (e.g., monthly) should be held to check on progress, resolve any challenges, and ensure ongoing collaboration.

Writing process and authorship strategies

Steering/Working Groups for Each Paper

- **Allocating Co-authorship Based on Expertise:** To distribute RC leaders/co-leaders more evenly across papers, we should assign them to specific indicators where they have expertise or a particular interest (consultation process/survey)
- **Regional and Global Representation:** We will ensure that each working group is diverse, includes representatives from different world regions to maintain the global scope and integrity of the Global Matrix.
- **Lead Author as Coordinator:** The lead author of each paper will also act as a coordinator, ensuring that the group's input is integrated, and the timeline is respected. They will oversee the writing process but not bear the full responsibility for drafting the paper.
- **Capacity building:** Lead writing priority could be given to PhD candidates who are currently working on relevant topics related to the specific paper. Experience writer included who could serve as "back-up" writers.
- A **maximum number of papers co-authored per person**? Potential solution: up to three co-authors (each on a different paper) per Report

Writing process and authorship strategies

Steering/Working Groups for Each Paper.

- A **maximum number of papers co-authored per person**? Potential solution: up to three co-authors (each on a different paper) per Report Card team?
- Potential issue: Most people could be interested in co-authoring the main paper – the main global paper could be limited to AHKGA board and AHKGA committee members
- Each paper will have to include a standardized statement in the acknowledgement section to thanks the contribution of all the Report Card teams

Writing process and authorship strategies

Transparent and Structured Co-authorship Guidelines

Criteria for Co-authorship: Co-authorship should be granted based on well-defined contributions. The International Committee of Medical Journal Editors (ICMJE) guidelines can be followed as a baseline, requiring substantial contributions in one or more areas such as:

- Data acquisition or analysis
- Drafting and revising the manuscript
- Interpretation of results
- Final approval of the manuscript before submission
- Agreement to be accountable for all aspects of the work

Establish a minimum contribution threshold for co-authorship. Those not meeting this threshold can be removed from the author list and added in the acknowledgments section rather than receiving co-authorship.

Writing process and authorship strategies

Writing process and timeline

1. **Formation of steering/working groups for each paper**
2. **Identification of lead author/coordinator**
3. **Design and approval of harmonized content across all papers**
4. **Development and approval of each full paper outline and content**
    - Detailed outline including specific analyses, links, and discussion points, and unique aspects of the paper
5. **Survey design and distribution**
6. **Distribution of GM5.0 grades and rationales to writing groups**
7. **Global analysis by Iryna and distribution of relevant results for each papers**
8. **Clear writing step deadlines and monitoring of writing progress**
9. **Submission of final papers**

Writing process and authorship strategies

Writing process and timeline

1. **Formation of steering/working groups for each paper**
2. **Identification of lead author/coordinator**
3. **Design and approval of harmonized content across all papers**
4. **Development and approval of each full paper outline and content**
5. **Survey design and distribution**
    - Surveys will be designed to gather additional data from Report Card leaders including questions specific to individual papers – each working group will have to provide on time specific questions necessary for their paper
6. **Distribution of GM5.0 grades and rationales to writing groups**
7. **Global analysis by Iryna and distribution of relevant results for each papers**
8. **Clear writing step deadlines and monitoring of writing progress**
9. **Submission of final papers**

Writing process and authorship strategies

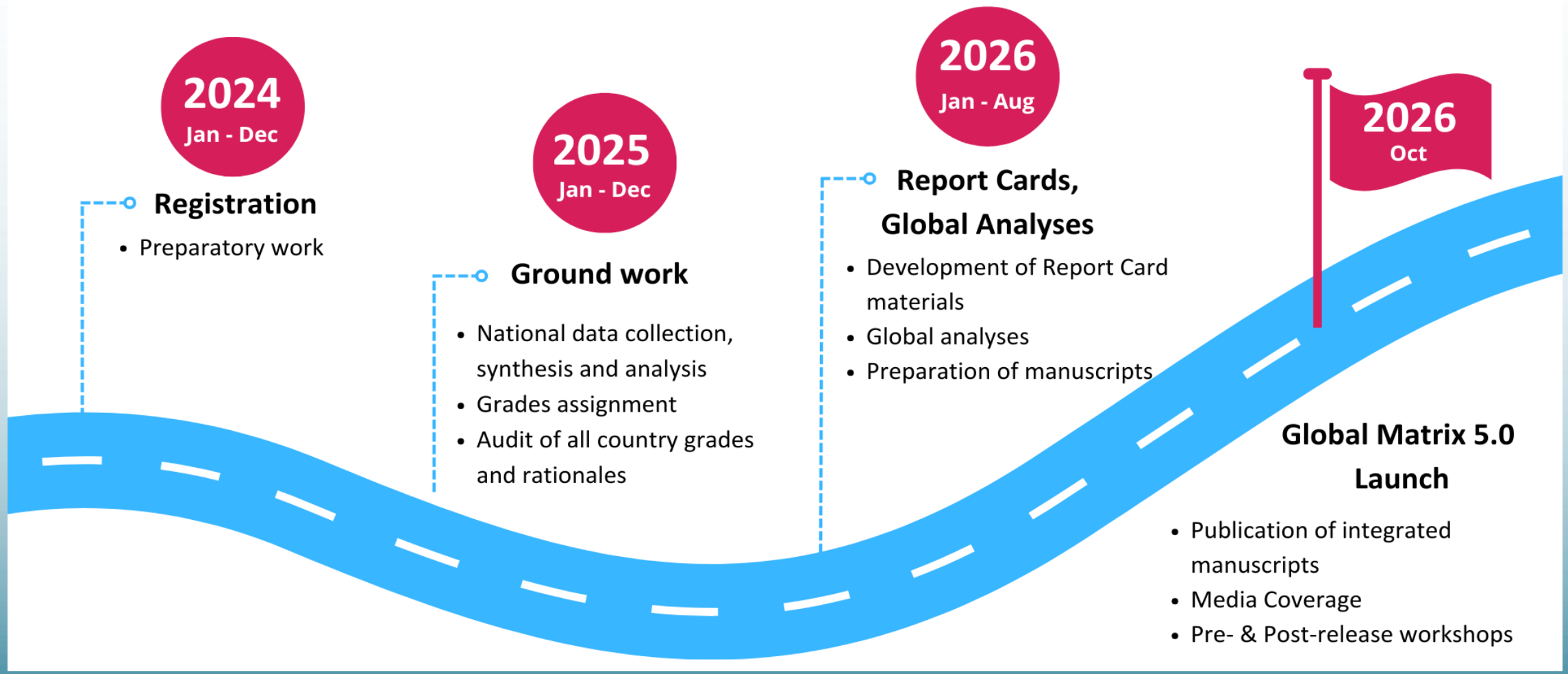
Time management and internal review process

Respect of the writing process timeline will be kept track by the publication committee chair corresponding with the lead author of each paper to control for the need of an “intervention”.

The publication committee will review the proposed outlines in Step 4: “Development and approval of each full paper outline and content”.

Papers will be reviewed internally by one or two members of the publication committee to ensure consistency and compliance with the predefined required sections before submission.

Timeline

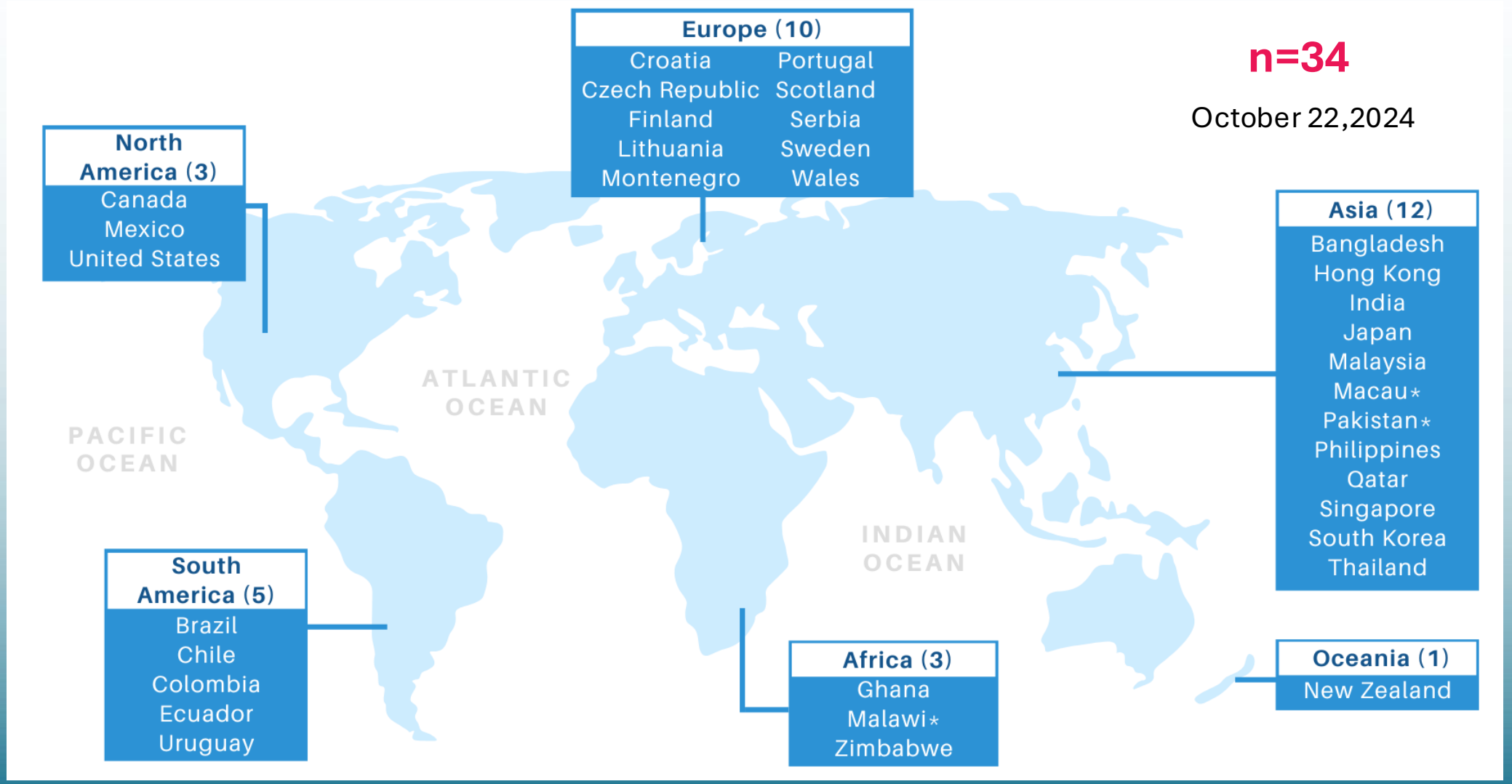

2024
Jan - Dec
Registration
• Preparatory work
2025
Jan - Dec
Ground work
• National data collection, synthesis and analysis
• Grades assignment
• Audit of all country grades and rationales
2026
Jan - Aug
Report Cards, Global Analyses
• Development of Report Card materials
• Global analyses
• Preparation of manuscripts
2026
Oct
Global Matrix 5.0 Launch
• Publication of integrated manuscripts
• Media Coverage
• Pre- & Post-release workshops

Steps

Steps	2024												2025												2026											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Register																																				
Sign MOU between Report Card teams and the AHKGA																																				
Form Report Card Teams and report to the AHKGA																																				
Baseline survey																																				
Data identification meeting																																				
Data gathering and synthesis																																				
Summary of gathered evidence, grades assignment, additional research to address gaps																																				
Mid-development survey																																				
Submit Report Card draft grades and rationales to the AHKGA for audit																																				
Submit Report Card final grades and rationales																																				
Prepare Report Card (graphics, cover, translation, website)																																				
Submit short form of Report Card to the AHKGA																																				
Submit finalized Report Card covers and infographics to the AHKGA																																				
Global Matrix 5.0 launch																																				
Post-release Survey																																				

(draft version)

Registrations



n=34

October 22,2024

Fees

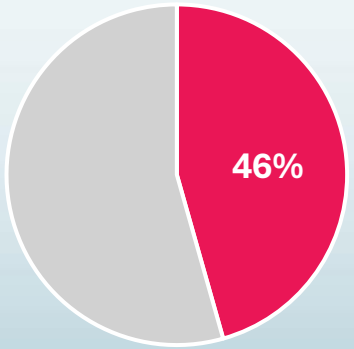
Membership fees for participating in the Global Matrix 5.0: **four tiers** based on the current **World Bank Classifications:**

- US $500 for low-income countries
- US $1000 for lower-middle-income countries
- US $1500 for upper-middle-income countries
- US $2000 for high-income countries

Funding

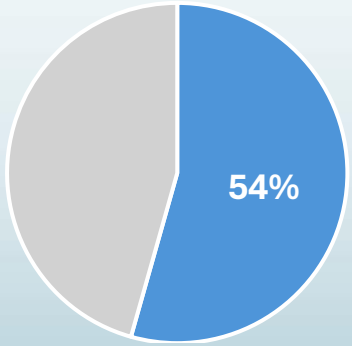
Global Matrix 4.0: insufficient funding was one of the most common and biggest challenges

Funding insufficiency



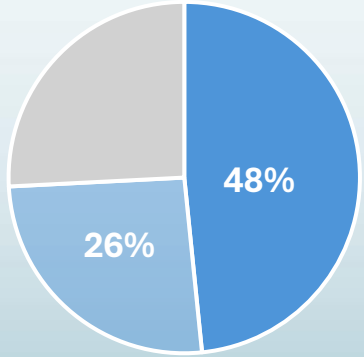
46% (n = 26) of Report Card teams did not have sufficient funds for Report Card development

Funding applications



54% (n = 3 1) of Report Card teams submitted various applications for funding

Success of applications



Of those who applied for funding (n = 31), 74% (n = 23) were successful:

- fully (48%, n = 15) or
- partially (26%, n = 8)

Funding

- The primary responsibility for securing funding rests with the Report Card teams

- AHKGA Webinar (April 9 and 10, 2024)

“Global Matrix 5.0: General Information and Funding Seeking Strategies”

- The recording is available on the AHKGA website:

https://www.activehealthykids.org/2024/04/15/missed-the-live-event-watch-the-webinar-recording-here/

Mentorship

- Report Card teams will receive guidance from the **AHKGA Board of Directors** as well as from **experienced regional leaders** for the various geographic regions represented in the Global Matrix

- **AHKGA support staff** will also be available to respond to any concerns and to help guide Report Card teams through the Report Card development process (data synthesis, grading framework, knowledge translation, etc.)

- **Regular e-blasts** from the AHKGA will guide and direct Report Card leaders throughout the Global Matrix 5.0

Q+A