



Regional Webinar

AHKGA Report Card development support: Data sources, grade auditing, and Q&A



Salomé Aubert



Iryna Demchenko



Emily Stone



Agenda

- Introduction
- Data sources
- Auditing process
- Timeline reminders
- Most frequently asked questions
- Q&A



Introduction



Data sources



Overall physical activity

HBSC data portal: [Moderate-to-vigorous physical activity](#)

- Data from last HBSC survey (collected in 2021/2022) is available
- **Inequity data!!**
 - By age (11, 13, 15), gender, and family affluence (proxy for socioeconomic status)
 - Significant differences (at $P < 0.05$) are provided
- **Not accurately assessing the most recent WHO guidelines/the Global Matrix benchmark:** Participants were asked to report the number of days over the past week during which they were physically active for a total of at least 60 minutes. The question was introduced by text defining moderate-to-vigorous physical activity (MVPA) as any activity that increases the heart rate and makes the person get out of breath some of the time, with examples provided. Findings presented here show the proportions who report at least 60 minutes of MVPA daily.
- No open access report on children and adolescent with disabilities – maybe available upon request?

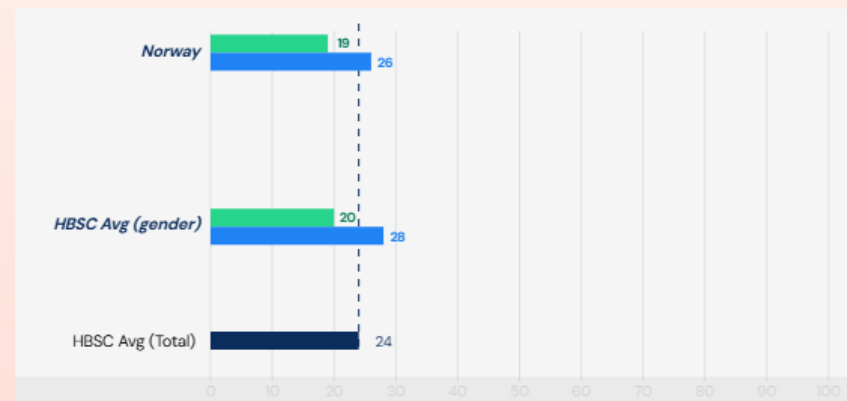
Overall physical activity

HBSC data portal: [Moderate-to-vigorous physical activity](#)

11-year-olds who report at least 60 minutes of MVPA daily

HBSC survey 2022

Girls (%) ■
Boys (%) ■

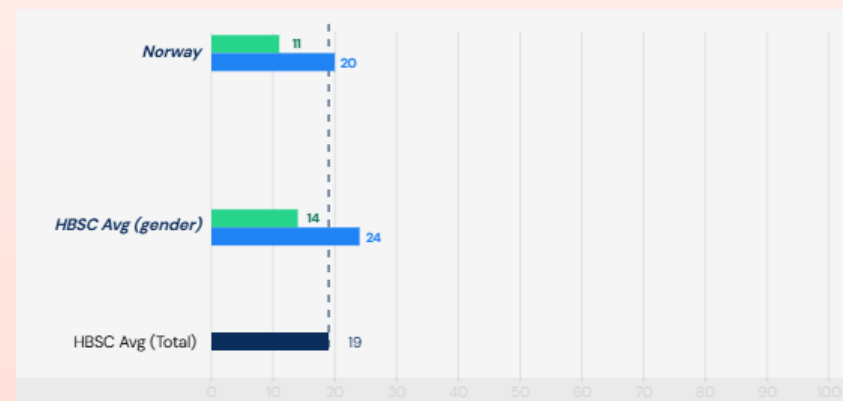


Note: country/region name in bold indicates a significant gender difference (at $P < 0.05$). No data were received from Switzerland

13-year-olds who report at least 60 minutes of MVPA daily

HBSC survey 2022

Girls (%) ■
Boys (%) ■

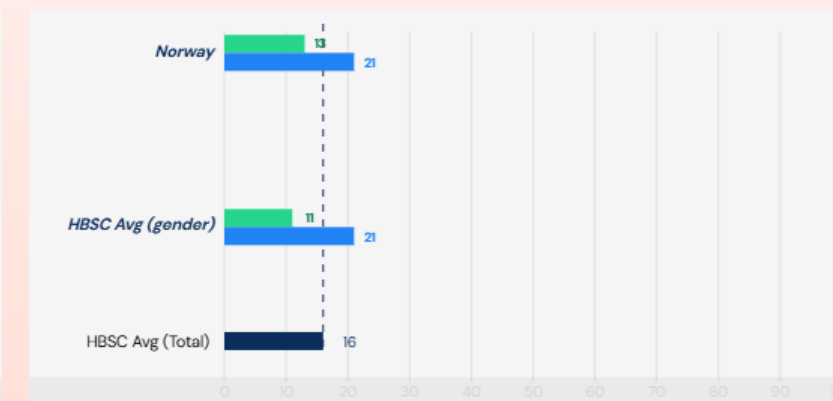


Note: country/region name in bold indicates a significant gender difference (at $P < 0.05$). No data were received from Switzerland

15-year-olds who report at least 60 minutes of MVPA daily

HBSC survey 2022

Girls (%) ■
Boys (%) ■



Note: country/region name in bold indicates a significant gender difference (at $P < 0.05$). No data were received from Switzerland

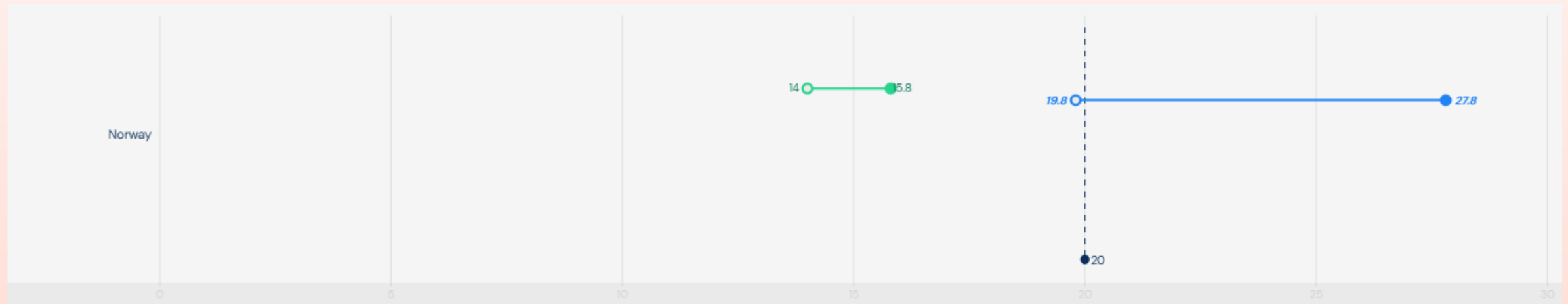
Overall physical activity

HBSC data portal: [Moderate-to-vigorous physical activity](#)

Prevalence by family affluence: MVPA by country/region and gender

HBSC survey 2022

Girls (%) ○ High FAS ● Average Prevalence (%)
Boys (%) ○ Low FAS ●



Note: bold indicates a significant difference in prevalence by family affluence group (at $P < 0.05$). Low- and high-affluence groups represent the lowest 20% and highest 20% in each country/region. Note: no data were received from Switzerland.

Overall physical activity

Global school-based student health survey (GSHS) national factsheets available on the WHO data portal: <https://www.who.int/teams/noncommunicable-diseases/surveillance/data>

- Data for 13-17 years
- No international data collection round, limitations in the standardization and translation of questionnaire & methods (sometime, PA questions missing, e.g. Malawi 2009)
- **Gender differences**
- **Not accurately assessing the most recent WHO guidelines/the Global Matrix benchmark:** “Percentage of students who were not physically active for a total of at least 60 minutes per day (during the 7 days before the survey).”

Overall physical activity

Global school health policies and practice survey (G-SHPPS) national factsheets available on the WHO data portal: <https://www.who.int/teams/noncommunicable-diseases/surveillance/data>

World Health Organization Health Topics ▾ Countries ▾ Newsroom ▾ Emergencies ▾ Data ▾ About WHO ▾

Data and reporting

◀ Noncommunicable diseases, rehabilitation and disability

◀ Surveillance of noncommunicable diseases

Data and reporting

Surveillance systems and tools ▾

Monitoring capacity and response ▾

Use the links below to access the survey reports and fact sheets available for each country that has implemented any of the WHO-supported surveys on noncommunicable disease (NCD) risk factors and related behaviours. The datasets for most surveys are publicly available and can be obtained from the [NCD microdata repository](#).

The following icons are used in the list below to indicate which surveys each country has conducted:

- [STEPwise approach to NCD risk factor surveillance \(STEPS\)](#): ★
- [Global school-based student health survey \(GSHS\)](#): ▲
- [Global Adult Tobacco Survey \(GATS\)](#): ■
- [Global Youth Tobacco Survey \(GYTS\)](#): ◆
- [Global school health policies and practices survey \(G-SHPPS\)](#): ●

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

A	H	R
Afghanistan ★ ▲ ◆	Haiti ◆	Republic of Korea ◆
Albania ◆	Honduras ▲ ◆	Republic of Moldova ★ ◆
Algeria ★ ▲ ◆	Hong Kong SAR (China) ◆	Romania ■ ◆
American Samoa ★	Hungary ◆	Russian Federation ■ ◆

Overall physical activity

Global school-based student health survey (GSHS): [Ghana example](#)

**World Health Organization**

[Health Topics](#) ▾[Countries](#) ▾[Newsroom](#) ▾[Emergencies](#) ▾[Data](#) ▾[About WHO](#) ▾

Global school-based student health survey (GSHS)



2022	2012	2008	2007
<div>1 January 2022</div> <div>2022 GSHS Fact Sheet Ghana (Sekondi-Takoradi)</div>	<div>1 January 2012</div> <div>2012 GSHS Fact Sheet Ghana (junior high schools)</div>	<div>1 January 2008</div> <div>2008 GSHS Country Report Ghana</div>	<div>1 January 2007</div> <div>2007 GSHS Fact Sheet Ghana</div>
	<div>1 January 2012</div> <div>2012 GSHS Fact Sheet Ghana (senior high schools)</div>		<div>1 January 2007</div> <div>2007 GSHS Fact Sheet Ghana (central)</div>
			<div>1 January 2007</div> <div>2007 GSHS Fact Sheet Ghana (north)</div>
			<div>1 January 2007</div> <div>2007 GSHS Fact Sheet Ghana (south)</div>

Overall physical activity

Global school-based student health survey (GSHS): [Ghana example](#)

times during the 12 months before the survey)	(29.1 - 29.9)	(29.1 - 31.9)	(29.9 - 30.9)
Physical Activity			
Percentage of students who were not physically active for a total of at least 60 minutes per day (during the 7 days before the survey)	82.6 (79.1 - 85.6)	81.3 (79.4 - 83.1)	83.5 (77.5 - 88.2)

1

Global School-based Student Health Survey Ghana (Sekondi-Takoradi) 2022 Fact Sheet



Results for Students Aged 13-17 Years	Total	Boys	Girls
Percentage of students who did not go to physical education class (each week during this school year)	25.5 (21.0 - 30.6)	29.9 (23.8 - 36.8)	22.8 (18.5 - 27.6)
Percentage of students who spent three or more hours per day sitting or lying down (when they are not in school or doing homework or sleeping at night during a typical or usual day)	34.6 (31.4 - 38.0)	35.1 (31.0 - 39.3)	34.3 (31.9 - 36.7)
Percentage of students who got less than eight hours of sleep on an average school night	72.3 (66.4 - 77.5)	74.0 (68.3 - 79.1)	71.1 (63.4 - 77.7)

Active transportation

Mode of travel was assessed in HBSC 2017/2018 in some countries (not in 2022)

No official international HBSC report, some publications, probably national HBSC reports

- [E.g., Active Transport to School May Reduce Psychosomatic Symptoms in School-Aged Children: Data from Nine Countries](#)
- Students self-reported how they usually get to and from school. There were five mutually exclusive categories of answers: (1) on foot; (2) by bicycle; (3) by bus, train, tram, or metro; (4) by car, motorbike, or scooter; and (5) other means.

Table 2. Characteristics of commuting to school in nine countries.

Country /WHO Region	Means of Transport (%) (N-55607)			Level of TSDI ¹ (N-55409)	
	Passive	Walking	Biking	Mean	SD
Azerbaijan	16.5	81.2	2.3	4.37	1.94
Czechia	35.0	62.1	2.9	4.29	1.88
Denmark	36.7	25.4	37.9	4.34	1.81
Germany	54.6	18.9	26.6	4.97	1.94
Ireland	68.4	27.9	3.7	3.78	2.05
Norway	33.8	39.8	26.5	4.52	1.82
Poland	41.1	52.8	6.1	4.32	2.00
Scotland	46.8	51.8	1.4	4.10	1.98
Wales	62.3	36.5	1.2	4.64	2.11
Total	46.7	46.1	7.3	4.41	2.00

¹ TSDI—transport to school difficulty index.

Active transportation

Active commuting was also assessed in the GSHS, but it is not reported in the national GSHS factsheets on the WHO data portal

- Students self-reported how they usually get to and from school. There were five mutually exclusive categories of answers: (1) on foot; (2) by bicycle; (3) by bus, train, tram, or metro; (4) by car, motorbike, or scooter; and (5) other means.
- Possible to download your country GSHS data on CDC portal!

[Home](#)
[Health Topics](#)
[Outbreaks](#)
[About CDC](#)

[Back to overview](#)

#	LocationDesc <i>locationdesc</i>	DataSource <i>datasource</i>	Topic <i>topic</i>	Subtopic <i>subtopic</i>	ShortQuestionText <i>shortquestiontext</i>
2015	IO	Indonesia	GSHS	Physical Activity	Physical Activity
2015	IO	Indonesia	GSHS	Physical Activity	Physical Activity
2015	IO	Indonesia	GSHS	Physical Activity	Physical Activity
2015	IO	Indonesia	GSHS	Physical Activity	Physical Activity
2015	IO	Indonesia	GSHS	Physical Activity	Physical Activity
2015	IO	Indonesia	GSHS	Physical Activity	Physical Activity
2015	IO	Indonesia	GSHS	Physical Activity	Physical Activity

1 of 3

Filters | Clear all

LocationDesc

is one of

Search...
Indonesia

AND

Topic

is one of

Search...
Physical Activity

Apply

Success!

[Sign In](#)

Export

7. Final step, export the data here!

This will give you all the GSHS physical activity related indicator (PA, SB, AT) “reverse” prevalence, by year, sex, age or age group (e.g., “Did not walk or ride a bicycle to or from school”).

It takes some time to understand & familiarize yourself with the exported data.

Sedentary behaviour

Global school-based student health survey (GSHS) national factsheets available on the WHO data portal: <https://www.who.int/teams/noncommunicable-diseases/surveillance/data>

- Data for 13-17 years
- No international data collection round, limitations in the standardization and translation of questionnaire & methods (sometime, PA questions missing, e.g. Malawi 2009)
- **Gender differences**
- **Not accurately assessing the Global Matrix benchmark:** “Percentage of students who spent three or more hours per day sitting and watching television, playing computer games, or talking with friends, when not in school or doing homework during a typical or usual day” (not consistently, sometimes it is just assessing “sitting”)
- Also available with details by sex, year, age in the full GSHS dataset! (cf previous slide)


School

Global school health policies and practice survey (G-SHPPS) national factsheets available on the WHO data portal: <https://www.who.int/teams/noncommunicable-diseases/surveillance/data>

- Percent of schools that teach students about physical activity and fitness
- Percent of schools that teach physical education
- Among schools teaching physical education, the percent of schools in which a physical education teacher or specialist provides most of the physical education instruction
- Percent of schools that teach students about movement concepts and skills
- Percent of schools that teach students about the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
- Percent of schools that have a safe and clean indoor space and outdoor space for physical education class
- Percent of schools that regularly provide recess or other physical activity breaks to students during the school day

School

Global school health policies and practice survey (G-SHPPS) national factsheets available on the WHO data portal: <https://www.who.int/teams/noncommunicable-diseases/surveillance/data>

**World Health Organization**

Health Topics ▾

Countries ▾

Newsroom ▾

Emergencies ▾

Data ▾

About WHO ▾

Data and reporting

◀ Noncommunicable diseases, rehabilitation and disability

◀ Surveillance of noncommunicable diseases

Data and reporting

Surveillance systems and tools ▾

Monitoring capacity and response ▾

Use the links below to access the survey reports and fact sheets available for each country that has implemented any of the WHO-supported surveys on noncommunicable disease (NCD) risk factors and related behaviours. The datasets for most surveys are publicly available and can be obtained from the [NCD microdata repository](#).

The following icons are used in the list below to indicate which surveys each country has conducted:

- [STEPwise approach to NCD risk factor surveillance \(STEPS\)](#): ★
- [Global school-based student health survey \(GSHS\)](#): ▲
- [Global Adult Tobacco Survey \(GATS\)](#): ■
- [Global Youth Tobacco Survey \(GYTS\)](#): ◆
- [Global school health policies and practices survey \(G-SHPPS\)](#): ●

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

A

Afghanistan ★ ▲ ◆

Albania ◆

Algeria ★ ▲ ◆

American Samoa ★

H

Haiti ◆

Honduras ▲ ◆

Hong Kong SAR (China) ◆

Hungary ◆

R

Republic of Korea ◆

Republic of Moldova ★ ◆

Romania ■ ◆

Russian Federation ■ ◆

17

School

Global school health policies and practice survey (G-SHPPS) national factsheets available on the WHO data portal: [Indonesia example](#)

HEALTH EDUCATION

Percent of schools that teach health education	85.4	(81.7-89.2)
--	------	-------------

Among schools teaching health education, the percent of schools in which a health education teacher or specialist provides most of the health education instruction in the school	51.7	(46.0-57.3)
---	------	-------------

Content of Health Education (among schools teaching health education)

Percent of schools that teach students about:

▪ coping or stress management skills to help them avoid or reduce health risks	68.2	(63.0-73.3)
--	------	-------------

▪ physical activity and fitness	97.3	(95.4-99.2)
---------------------------------	------	-------------

▪ nutrition and dietary behaviour	61.7	(56.1-67.2)
-----------------------------------	------	-------------

School

Global school health policies and practice survey (G-SHPPS) national factsheets available on the WHO data portal: [Indonesia example](#)

PHYSICAL EDUCATION		
Percent of schools that teach physical education	99.1	(98.1-100.0)
Among schools teaching physical education, the percent of schools in which a physical education teacher or specialist provides most of the physical education instruction	93.1	(90.4-95.8)
<i>Content of Physical Education (among schools teaching physical education)</i>		
Percent of schools that teach students about:		
▪ movement concepts and skills	97.7	(96.1-99.3)
▪ the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	93.3	(90.6-96.0)
<i>Facilities and Equipment (among schools teaching physical education)</i>		
Percent of schools that have a safe and clean indoor space and outdoor space for physical education class	28.7	(23.9-33.4)
<i>Physical Activity or Recreation Clubs</i>		
Percent of schools that regularly provide recess or other physical activity breaks to students during the school day	93.4	(90.8-96.0)

School

OECD Data portal: Instruction time per subject by level of education

- **Type of educational institution:** Public educational institutions
- **Unit of measure:** Percentage of compulsory instruction time
- **Education levels:** Primary education; Lower secondary general education
- Data refers to the reference year 2025 (school year 2024/25 or 2025)
- Includes a few non-OECD countries

OECD Data portal

Agriculture and fisheries

- Agricultural trade and markets
- Agriculture and environmental sustainability
- Agricultural policy monitoring
- Fisheries and aquaculture

Development

- Official Development Assistance (ODA)
- Key indicators of informality (KIbIH)
- Africa

Economy

- Corporate sector
- External sector
- Leading indicators and tendency surveys
- Prices
- Productivity
- Economic outlook
- National accounts
- Short-term economic statistics

Education and skills

- Education attainment
- Education resources
- Students
- Teachers
- Youth and the labour market
- Subnational education indicators

Environment and climate change

- Air and climate
- Biodiversity, water and ecosystems
- Energy
- Environmental policy
- Green growth
- Land and forest
- Plastics
- Resource efficiency and circular economy
- Technology and innovation

Finance and investment

- Pensions and insurance
- Foreign direct investment (FDI)

Public governance

- Trust, public services and prosperity
- Anti-corruption and integrity
- Regulation
- Public finance and budgets
- Public procurement and infrastructure
- Openness, innovation and digital government
- Public employment and management

Health

- Health expenditure and financing
- Health status
- Risk factors for health
- Healthcare human resources
- Healthcare provider resources
- Healthcare use
- Healthcare quality and outcomes
- Pharmaceutical market
- Healthcare coverage
- Long-term care
- Subnational health indicators

Industry, business and entrepreneurship

- SMEs and entrepreneurship
- Industry dynamics and globalisation
- Tourism

Science, technology and innovation

- Information and communication technology (ICT)
- Research and development (R&D)
- Innovation and R&D policy
- Bibliometric indicators
- Intellectual property

Employment

- Benefits, earnings and wages
- Employment indicators
- Unemployment indicators
- Employment protection

Society

- Demography
- Inclusion and equality
- Migration
- Social policy
- Well-being and beyond GDP
- Gender equality

Regional, rural and urban development

- Subnational government finance and employment
- Regions
- Cities and functional urban areas
- Municipalities and local areas

Trade

- Global value and supply chains
- Digital trade
- Trade policy
- Trade in goods and services

Transport

- Short term transport indicators
- Annual transport trends
- Infrastructure investment and maintenance spending
- Transport performance indicators

Taxation

- Corporate tax
- Global tax revenues
- Personal and property tax
- Tax and environment

<https://data-explorer.oecd.org/>

School

OECD Data portal: Instruction time per subject by level of education

- **Type of educational institution:** Public educational institutions
- **Unit of measure:** Percentage of compulsory instruction time
- **Education levels:** Primary education; Lower secondary general education
- Data refers to the reference year 2025 (school year 2024/25 or 2025)
- Includes a few non-OECD countries

OECD Data portal

Subject	Compulsory curriculum	Reading, writing and literature	Mathematics	Natural sciences	Social sciences	Second language	Other languages	Physical education and health	Arts
Reference area									
Education level: Primary education									
Australia		K ..	K ..	K ..	K ..	K ..	M ..	K ..	K ..
Austria		30	17	13	K ..	2	M ..	11	9
Belgium									
Flemish Community		K ..	K ..	K ..	K ..	K ..	M ..	K ..	K ..
French Community		21	18	3	6	6	M ..	8	6
Canada		K ..	K ..	K ..	K ..	K ..	K ..	K ..	K ..
Chile		20	17	9	9	3	K ..	9	10
Colombia		O ..	O ..	O ..	O ..	O ..	O ..	O ..	O ..
Costa Rica		23	19	14	9	12	M ..	5	5
Czechia		28	17	9	K ..	8	M ..	8	10
Denmark		22	13	5	3	5	2	5	9

[https://data-explorer.oecd.org/vis?lc=en&df\[ds\]=dsDisseminateFinalDMZ&df\[id\]=DSD_EAG_IT%40DF_EAG_IT_SUBJ_ISCED&df\[ag\]=OECD.EDU.IMEP&df\[vs\]=1.1&dq=....ISCED11_1%2BISCED11_24..&to\[TIME\]=false&vw=tb](https://data-explorer.oecd.org/vis?lc=en&df[ds]=dsDisseminateFinalDMZ&df[id]=DSD_EAG_IT%40DF_EAG_IT_SUBJ_ISCED&df[ag]=OECD.EDU.IMEP&df[vs]=1.1&dq=....ISCED11_1%2BISCED11_24..&to[TIME]=false&vw=tb)

OECD Data portal

Refine your data selection:

Reference area

1

Measure

Unit of measure

Education level

3

63 data points selected in this dataset with:

Reference area: Costa Rica | Education level: Primary education ... > Lower secondary general education

Clear all



Overview



Table



Chart

Student instruction time - full dataset

Reference area: Costa Rica • Type of educational institution: Public educational institutions

[https://data-explorer.oecd.org/vis?pg=80&fs\[0\]=Topic%2C0%7CEducation%20and%20skills%23EDU%23&snb=107&f c=Topic&bp=true&df\[ds\]=dsDisseminateFinalDMZ&df\[id\]=DSD_EAG_IT%40DF_EAG_IT_ALL&df\[ag\]=OECD.EDU.IMEP&df\[vs\]=1.1&dq=CRI....ISCED11_1%2BISCED11_24%2BISCED11_34..&to\[TIME\]=false&vw=tb](https://data-explorer.oecd.org/vis?pg=80&fs[0]=Topic%2C0%7CEducation%20and%20skills%23EDU%23&snb=107&f c=Topic&bp=true&df[ds]=dsDisseminateFinalDMZ&df[id]=DSD_EAG_IT%40DF_EAG_IT_ALL&df[ag]=OECD.EDU.IMEP&df[vs]=1.1&dq=CRI....ISCED11_1%2BISCED11_24%2BISCED11_34..&to[TIME]=false&vw=tb)

		Measure	Grades	Theoretical starting age	Instruction time
Subject: Intended instruction time					
Primary education	Hours		..	..	6 880
Primary education	Hours per year		..	..	1 147
Lower secondary general education	Hours		..	..	3 360
Lower secondary general education	Hours per year		..	..	1 120
Upper secondary general education	Hours		..	..	2 347
Upper secondary general education	Hours per year		..	..	1 173

Potential other sources of data

WHO European Childhood Obesity Surveillance Initiative (COSI): [homepage](#)
Round 6 of COSI (2022–2024) – 48 participating countries listed [here](#) (page 2)

- Collects nationally representative data in 6 to 9 years
- Collected data on physical activity, sedentary behaviour, family background, and school (environmental) characteristics such as the frequency of physical education lessons, availability of school playgrounds, and current and ongoing school initiatives organised to promote a healthy lifestyle (healthy eating, physical activity) – potential small variation of included topics by countries
- No available open access international data/report – some national reports can be found, e.g., [Ireland](#). Maybe available national data can be shared upon reasonable request by your team? (eunutrition@who.int)

Potential other sources of data

Broaden Your Data Search

- **Don't stop at the big surveys (HBSC, GSHS, OECD...)** — explore further!
- **Scientific literature:** look for small international studies (2+ countries), or cross-national comparisons that may include your country.
- **Grey literature:** ministry reports, regional/local government publications, grassroots or NGO reports, white papers.
- **Contextual data:** sometimes available in policy documents, annual education/sport/health reports, or even national statistics portals.


Potential other sources of data

How to Search Effectively

- Use **diverse keywords** for each indicator (e.g., “active transportation” + “active commute” + “active travel” [country]).
- Review both **scientific databases** (PubMed, Scopus, Web of Science) and **grey literature sources** (Google Scholar, government/NGO websites).
- Check for **recent studies** you may have missed — sometimes smaller, high-quality datasets exist.
- Don’t forget to look at **sub-national reports** (regions, cities) if national data are not available.

Potential other sources of data

Share & Collaborate!

- If you discover international or national data sources that are **relevant beyond your own country**, please share them with us
 We will circulate them to other GM 5.0 countries
- Remember: *Report Card teams are the best experts* to identify the most relevant local data

Auditing process



Audit overview

Grading decisions – by the Report Card teams (local experts)

Purpose of the audit - to review all countries'/jurisdictions' Report Card grades by the AHKGA team prior to their inclusion in the Global Matrix 5.0, ensuring:

- Alignment with the Global Matrix Framework (indicator benchmarks, grading rubric)
- Support by clear and transparent rationales (high-level summary of the evidence informing the grades)

Audit timeframe: September – December, 2025

Previous experience

Global Matrix 4.0

- 57 countries/jurisdictions, 570 grades
- 121/570 (21%) of grades were changed as a result of the audit (i.e., draft grades submitted to the AHKGA vs final grades included in the Global Matrix 4.0)
- Most grade adjustments (n=17) - Sedentary Behaviour indicator

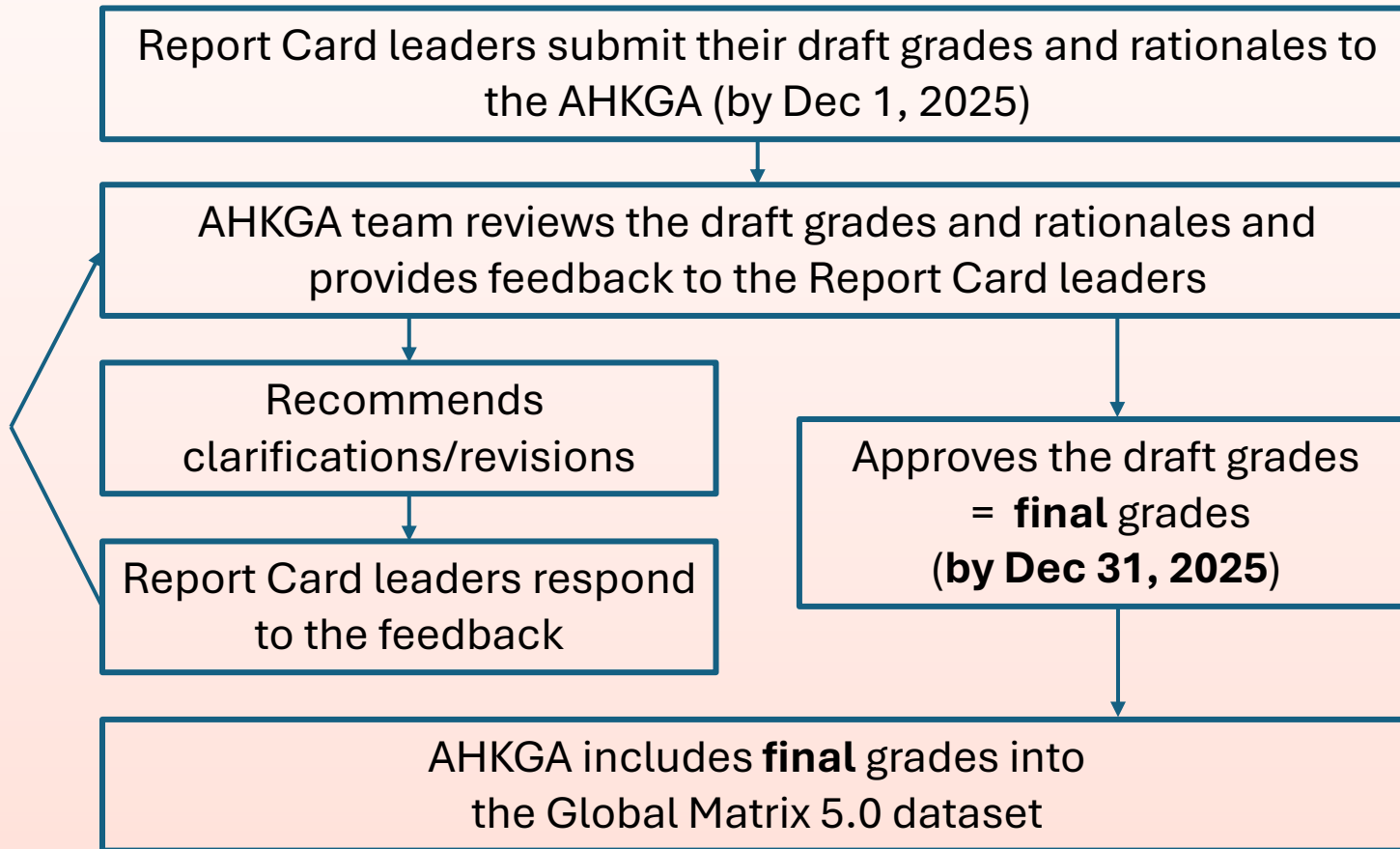
Report Card Leaders' feedback on the audit process

In the Global Matrix 4.0 Final Evaluation Survey, most participants **agree/strongly agree** that:

- feedback from the auditors was useful and informative (**92%**)
- responses from the auditors came within a reasonable timeframe (**93%**)
- the audit template was clear and easy to complete (**95%**)

Global Matrix 5.0 will follow a similar audit process to the Global Matrix 4.0

Audit process



- Use AHKGA's audit template
- Aim to submit grades in advance of the deadline (first-time participants)
- AHKGA's main contact for grades submission and related communications – Emily (estone@cheo.on.ca)

Global analyses start in January 2026

Audit template

Indicator	Overall grade	Rationale/ justification for the overall grade	Subgrade for children and adolescents with disabilities (CAWD) and/or chronic conditions	Rationale/ justification for the subgrade for children and adolescents with disabilities (CAWD) or chronic conditions	Disaggregated data for other sub- groups (sex/gender, socioeconomic status, age, location), where possible	Methodology	Main characteristics of data sources	References for data sources, where possible	AHKGA audit round 1		Report Card team's response to reviewers' feedback
10 common indicators and Sleep (if assessed)	Add a * to your grade if it is based on mixed data: device- measured and reported; add ** to your grade if it is based on device-measured data exclusively	Provide a summary of findings (e.g., prevalence statistics, programs/poli- cies) that informed the grade	Please provide a subgrade for CAWD. Add a * to your subgrade if it is based on mixed data: device- measured and reported; add ** to your subgrade if it is based on device- measured data exclusively	Provide rationales OR a summary of information (if available but not sufficient to assign a subgrade)	Provide sub-grades and rationales OR a summary of information (if available but not sufficient to assign a subgrade)	Specify which benchmark(s) were used. When multiple benchmarks or data sources were used, show how the grade was calculated, e.g., simple average, weighted average, expert consensus. When using the grading rubric, consider rounding your average prevalence statistics to a whole number (e.g., 59.6% to 60%, grade “B-“).	Include a short description of the data sources, e.g., study type, sample size, location/representativeness, data collection year.	In Vancouver style, preferably	Reviewer 1 feedback	Reviewer 2 feedback	
Overall Physical Activity											
Organized Sport											
Active Play											
...											

Resources

Audit template

<https://docs.google.com/spreadsheets/d/1Y4igfZNhIK5aKPGCVeDmf6MENbJqFHGu/edit?usp=sharing&oid=106138810618606714109&rtpof=true&sd=true>

Completed audit template - Canadian example

https://docs.google.com/spreadsheets/d/1RyCEb7dLSRdap-n4jl_oZCTIFjYYled-/edit?usp=sharing&oid=106138810618606714109&rtpof=true&sd=true

Global Matrix 5.0 grading rubric

<https://drive.google.com/file/d/1ehbCA5m5vVvs3Eu8NzsWVpDgAuRxDhXM/view?usp=sharing>

Global Matrix 5.0 indicator definitions and benchmarks

https://drive.google.com/file/d/1q3FGyTf_6Mi2lOB9gqyzzA7Wv47Vzy5c/view?usp=sharing

Previous webinar on the publication plan and updated indicators

<https://www.activehealthykids.org/2025/03/26/webinar-recording-available-here-publication-plan-and-updated-indicators-march-26-2025/>

SPSS scripts for Physical Fitness indicator evaluation (e-blast #14, August)

<https://zenodo.org/records/16629038>

Global Matrix 5.0 timeline

https://drive.google.com/file/d/1DtuvaaznhSF_yIUBmelaLSk9aLPdqeZC/view

Timeline reminders



Important deadlines — Don't miss out!

- **Deadline for ALL country final grades:** December 31, 2025
- **Deadline for draft grades submission (to allow audit):** December 1, 2025
- Grades could go through **several rounds of review!**
- Teams must be **highly responsive** to address any issues, errors, or concerns
- Plan your work to allow **3 weeks of availability** after first submission
- If you plan to take **holiday/winter/summer leave in December**, **submit your grades early** to ensure you can respond during the audit
- **Failure to submit on time or failure to address audit revisions = ✗ removal from Global Matrix 5.0 and related publications!**

Most frequently asked questions



Publication plan

Q: When will co-authors for the AHGKA led Global Matrix 5.0 papers be notified?

A: Co-authors will be notified by the lead authors in mid-September.

Q: Who will co-author the Overall Physical Activity paper?

A: All Report Card leaders will be invited to co-author the Overall Physical Activity paper.

Reminder: Report Card teams are highly encouraged to develop country/jurisdiction Report Card publications independently.

Audit

Q: Should a country/jurisdiction submit grades and rationales for additional indicators, such as Diet or Sleep, for audit by the AHKGA?

A: It is encouraged for countries/jurisdictions to submit grades and rationales in the template for additional indicators. However, the AHGKA will not audit the grades for these indicators.

Q: Where can I find the audit template?

A: The audit template can be found in the Members Area under “Global Matrix 5.0 Downloads”. The completed Canadian audit is also posted as an example.

Reminder: The deadline to submit grades for audit by the AHKGA is **December 1st, 2025**.

Indicator grades

Q: Should data on children and adolescents with disabilities (CAWD) be included in the overall grade for the indicator?

A: Countries/jurisdictions should report:

- The main overall grade for each of the 10 core indicators should be based on the best available evidence, which would hopefully include CAWD.
- Subgrades for each of the 10 core indicators should be based on the best available evidence for only CAWD.

Q: Is there a standardized approach to the number of benchmarks used when grading an indicator?

A: We encourage countries/jurisdictions to address as many benchmarks as possible, and average across the benchmarks that you are able to address. Situations can vary greatly across countries/jurisdictions.

Reminders

- Keep up to date with the Members Area on the AHKGA website (<https://www.activehealthykids.org/member-area/>). All E-blasts and important documents (e.g., the grading rubric, audit template, indicator definitions and benchmarks, etc.) are posted there.
- Please read, save and share all E-blasts with your team.

Any questions?

