

**Active  
Healthy Kids  
Global  
Alliance**  
*Introduction  
and Overview*

**HEPA Europe Working  
Group**

Environmental  
Approaches to HEPA  
Promotion

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CSEP-CEP*

*08 October, 2025*

# Vision & Mission



- A world of active healthy kids
- “Power the global movement to get kids moving” through thought leadership, knowledge translation and mobilization, capacity building, and advocacy.
- Facilitated by sustainable partnerships, cross-sectoral collaborations, best-practice exchanges, networking, and cross-fertilization



# Global Matrix Fast Facts



## 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



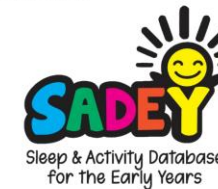
The Global Matrix 4.0 involved a network of:

**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.

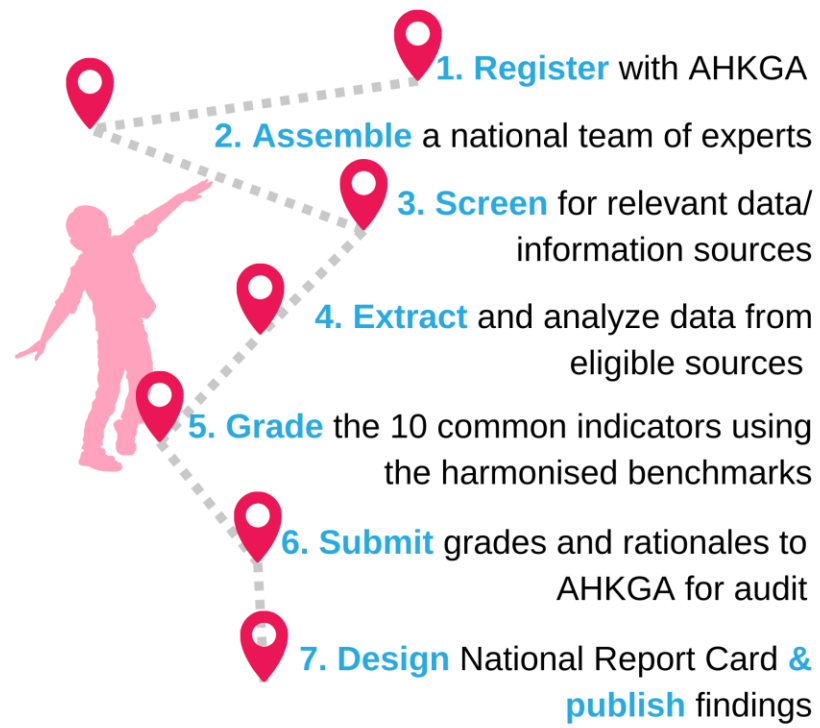


The AHKGA has demonstrated qualitatively and quantitatively measurable impact, building a legacy of success. AHKGA's work does not stop there, the planning of the Global Matrix 5.0 is underway! To learn more, visit [www.activehealthykids.org](http://www.activehealthykids.org).

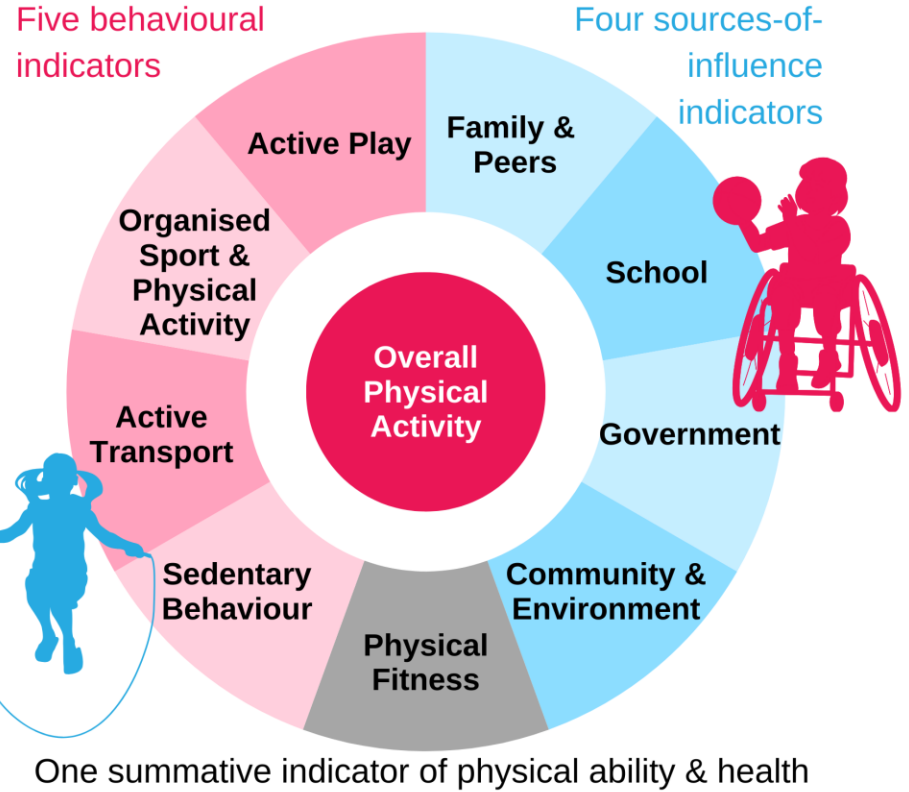
# Assessing Childhood Physical Activity

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.

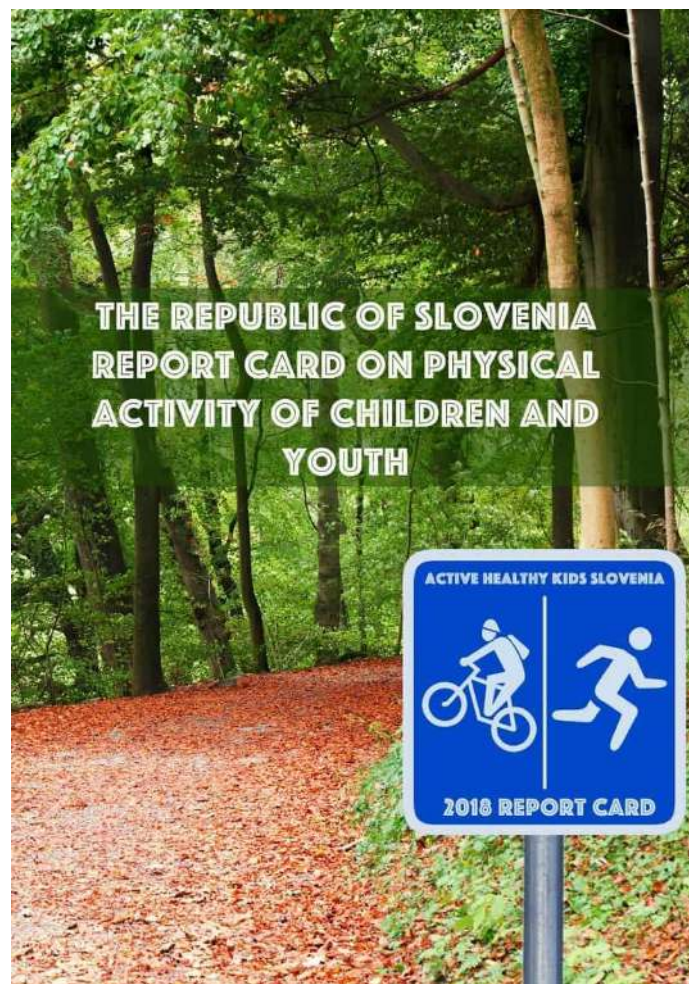
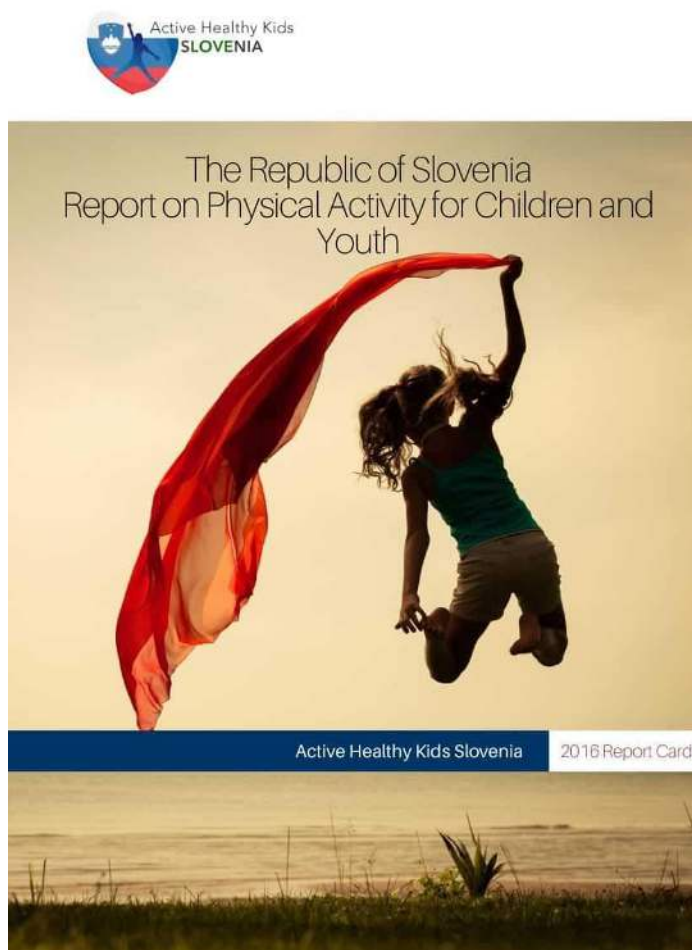
## AHKGA harmonised Report Card development process



## 10 common physical activity indicators















# Country Report Cards- Slovenia



# Country Report Cards- Slovenia

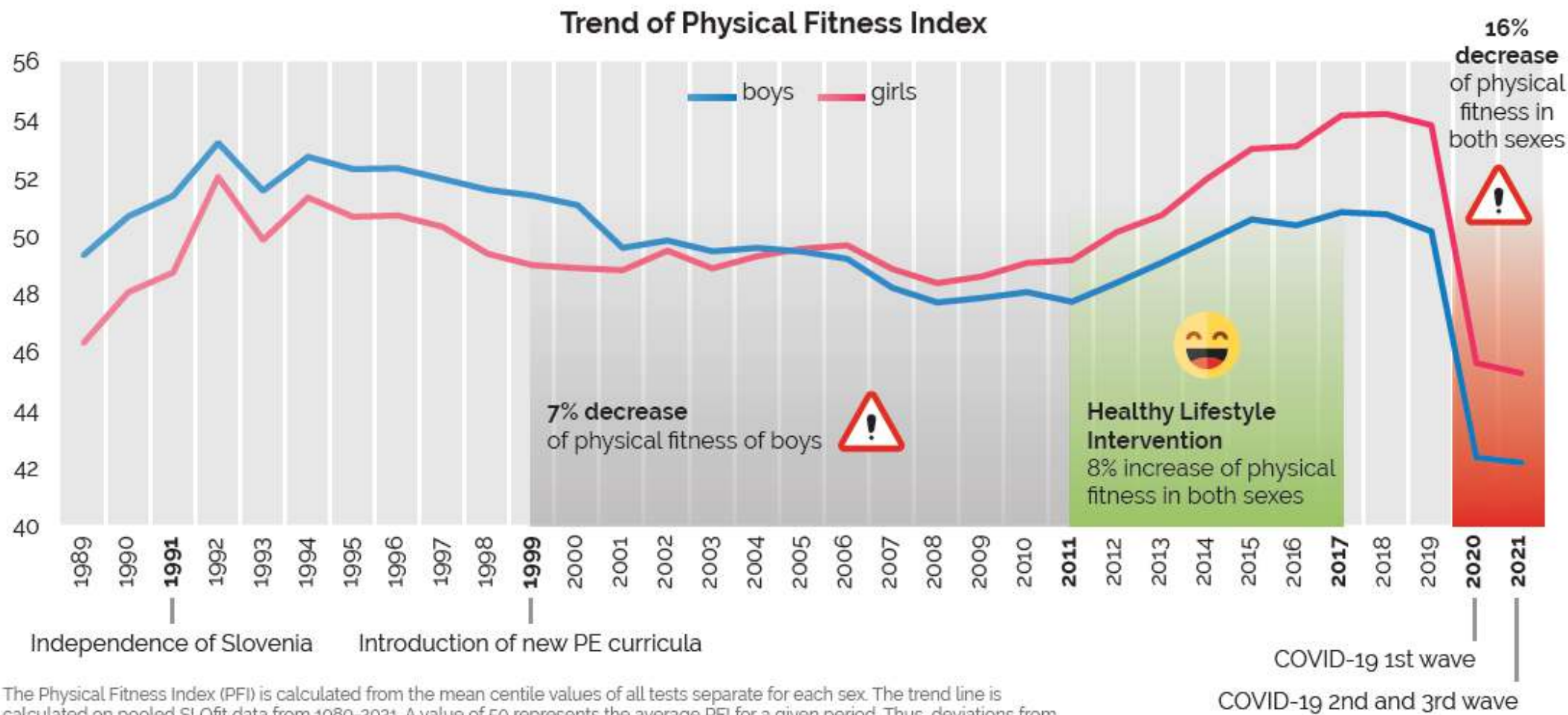


<p><b>Overall Physical Activity</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">A-</span></p> <p>(1) % of children and youth who meet the Global Recommendations on Physical Activity for Health, which recommend that children and youth accumulate at least 60 min of moderate- to vigorous-intensity PA per day on average.</p> 	<p><b>Organized Sport and Physical Activity</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">C</span></p> <p>(1) % of children and youth who participate in organized sport and/or PA programs.</p> 
<p><b>Active Play</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">C</span></p> <p>(1) % of children and youth who engage in unstructured/ unorganized active play for several hours a day. (2) % of children and youth who report being outdoors for several hours a day.</p> 	<p><b>Active Transportation</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">C</span></p> <p>(1) % of children and youth who use active transportation to get to and from places.</p> 
<p><b>Sedentary Behaviours</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">C+</span></p> <p>(1) % of children and youth who meet the Canadian Sedentary Behaviour Guidelines (5- to 17-y-olds: no more than 2 h of recreational screen time per day).</p> 	<p><b>Physical Fitness</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">A</span></p> <p>(1) Average percentile achieved from Table S4c from Tomkinson et al. 2017 across age and sex for available data. (2) % of children and youth who meet criterion-referenced standards for muscular strength. (3) % of children and youth who meet criterion-referenced standards for muscular endurance. (4) % of children and youth who meet criterion-referenced standards for flexibility.</p> 
<p><b>Family and Peers</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">B+</span></p> <p>(1) % of family members (e.g., parents, guardians) who facilitate PA and sport opportunities for their children (e.g., volunteering, coaching, driving, paying for membership fees and equipment). (2) % of parents who meet the Global Recommendations on Physical Activity for Health, which recommend that adults accumulate at least 150 minutes moderate to vigorous physical activity (MVPA) throughout the week or do at least 75 minutes of MVPA throughout the week or equivalent combination. (3) % of family members (e.g., parents, guardians) who are physically active with their kids. (4) % of children and youth with friends and peers who encourage and support them to be physically active. (5) % of children and youth who encourage and support their friends and peers to be physically active.</p> 	

<p><b>Schools</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">A</span></p> <p>(1) % of schools with active school policies (e.g., daily physical education (PE), daily PA, recess, "everyone plays" approach, bike racks at school, traffic calming on school property, outdoor time). (2) % of schools where the majority (≥ 80%) of students are taught by a PE specialist. (3) % of schools where the majority (≥ 80%) of students are offered the mandated amount of PE (for the given state/territory/region/country). (4) % of schools that offer PA opportunities (excluding PE) to the majority (&gt; 80%) of their students. (5) % of parents who report their children and youth have access to PA opportunities at school in addition to PE classes. (6) % of schools with students who have regular access to facilities and equipment that support PA (e.g., gymnasium, outdoor playgrounds, sporting fields, multi-purpose space for PA, equipment in good condition).</p> 	
<p><b>Community and Environment</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">A+</span></p> <p>(1) % of schools with active school policies (e.g., daily physical education (PE), daily PA, recess, "everyone plays" approach, bike racks at school, traffic calming on school property, outdoor time). (2) % of schools where the majority (≥ 80%) of students are taught by a PE specialist. (3) % of schools where the majority (≥ 80%) of students are offered the mandated amount of PE (for the given state/territory/region/country). (4) % of schools that offer PA opportunities (excluding PE) to the majority (&gt; 80%) of their students. (5) % of parents who report their children and youth have access to PA opportunities at school in addition to PE classes. (6) % of schools with students who have regular access to facilities and equipment that support PA (e.g., gymnasium, outdoor playgrounds, sporting fields, multi-purpose space for PA, equipment in good condition).</p> 	
<p><b>Government</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">D</span></p> <p>(1) Evidence of leadership and commitment in providing PA opportunities for all children and youth. (2) Allocated funds and resources for the implementation of PA promotion strategies and initiatives for all children and youth. (3) Demonstrated progress through the key stages of public policy making (i.e., policy agenda, policy formation, policy implementation, policy evaluation and decisions about the future).</p> 	
<p><b>*Sleep</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">D-</span></p> <p>(1) % of children who meet international AASM (American Association of Sleep Medicine) standards for nocturnal sleep duration for their age category.</p> 	<p><b>*Seasonal Variations</b> <span style="background-color: #2e8b57; color: white; border-radius: 50%; padding: 2px;">D+</span></p> <p>(1) % of children who remain consistently physically active throughout the year, i.e., for daily PA deviations greater than 5% between calendar months by season, one letter grade will be reduced or advanced accordingly. (2) % of children who report greater sedentary behaviours within a given season compared to other months of the year and can be attributed to weather events or seasonal variations in weather (e.g., heatwaves, polar vortex, midnight sun, etc.).</p> 

- 10 Indicators with benchmarking criteria
- Countries can add their own
- (Sleep, Seasonal Variations)

# Child Physical Fitness Surveillance



The Physical Fitness Index (PFI) is calculated from the mean centile values of all tests separate for each sex. The trend line is calculated on pooled SLOfit data from 1989-2021. A value of 50 represents the average PFI for a given period. Thus, deviations from 50 indicate better or worse overall population fitness compared to the mean of that entire period.

# Latest Output on Fitness Surveillance



Sports Medicine

<https://doi.org/10.1007/s40279-024-02104-2>

ORIGINAL RESEARCH ARTICLE



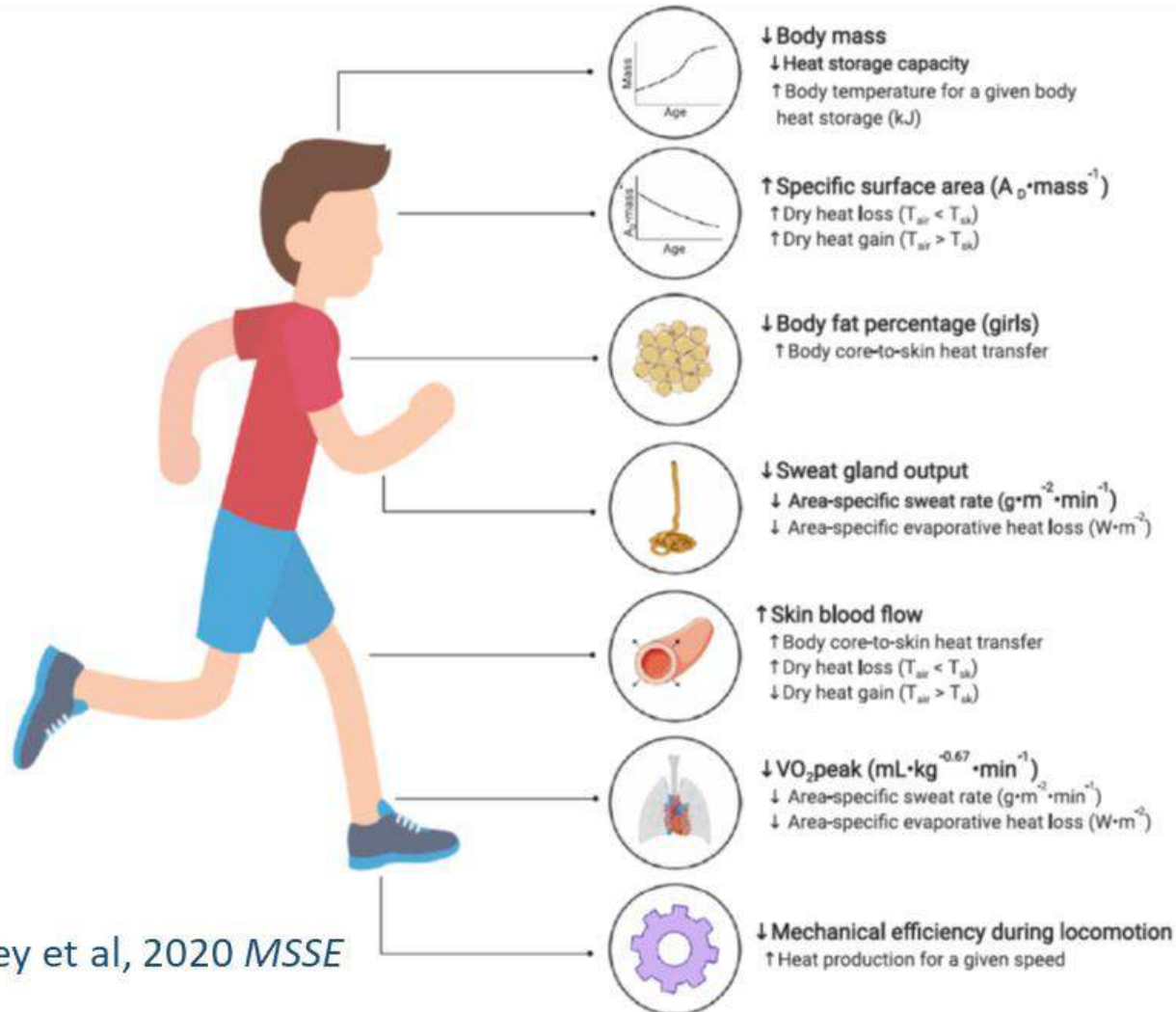
## Improving National and International Surveillance of Movement Behaviours in Childhood and Adolescence: An International Modified Delphi Study

John J. Reilly<sup>1</sup> · Rachel Andrew<sup>1</sup> · Chalchisa Abdeta<sup>2</sup> · Liane B. Azevedo<sup>3</sup> · Nicolas Aguilar Farias<sup>4</sup> · Sharon Barak<sup>5</sup> · Farid Bardid<sup>6</sup> · Bruno Bizzozero-Peroni<sup>7,8</sup> · Javier Brazo-Sayavera<sup>9,10</sup> · Jonathan Y. Cagas<sup>11</sup> · Mohamed-Souhail Chelly<sup>12</sup> · Lars B. Christiansen<sup>13</sup> · Visnja D. Djordjic<sup>14</sup> · Catherine E. Draper<sup>15</sup> · Asmaa El-Hamdouchi<sup>16</sup> · Elie-Jacques Fares<sup>17</sup> · Aleš Gába<sup>18</sup> · Kylie D. Hesketh<sup>19</sup> · Mohammad Sorowar Hossain<sup>20,21</sup> · Wendy Huang<sup>22</sup> · Alejandra Jáuregui<sup>23</sup> · Sanjay K. Juvekar<sup>24</sup> · Nicholas Kuzik<sup>25</sup> · Richard Larouche<sup>26</sup> · Eun-Young Lee<sup>27</sup> · Sharon Levi<sup>28,29</sup> · Yang Liu<sup>30</sup> · Marie Löf<sup>31</sup> · Tom Loney<sup>32</sup> · Jose Francisco Lopez Gil<sup>33</sup> · Evelin Mäestu<sup>34</sup> · Taru Manyanga<sup>35</sup> · Clarice Martins<sup>36,37</sup> · Maria Mendoza-Muñoz<sup>38</sup> · Shawnda A. Morrison<sup>39</sup> · Nyaradzai Munambah<sup>40,65</sup> · Tawonga W. Mwase-Vuma<sup>41</sup> · Rowena Naidoo<sup>42</sup> · Reginald Ocansey<sup>43</sup> · Anthony D. Okely<sup>44</sup> · Aoko Oluwayomi<sup>45</sup> · Susan Paudel<sup>46</sup> · Bee Koon Poh<sup>47</sup> · Evelyn H. Ribeiro<sup>48</sup> · Diego Augusto Santos Silva<sup>49</sup> · Mohd Razif Shahril<sup>50</sup> · Melody Smith<sup>51</sup> · Amanda E. Staiano<sup>52</sup> · Martyn Standage<sup>53</sup> · Narayan Subedi<sup>54</sup> · Chiaki Tanaka<sup>55</sup> · Hong K. Tang<sup>56</sup> · David Thivel<sup>57</sup> · Mark S. Tremblay<sup>58</sup> · Edin Uzicanin<sup>59</sup> · Dimitris Vlachopoulos<sup>60</sup> · E. Kipling Webster<sup>61</sup> · Dyah Anantalia Widyastari<sup>62</sup> · Pawel Zembura<sup>63</sup> · Salome Aubert<sup>64</sup>





# Child Thermoregulation



Notley et al, 2020 MSSE



# Climate Change Multifactorial Influence

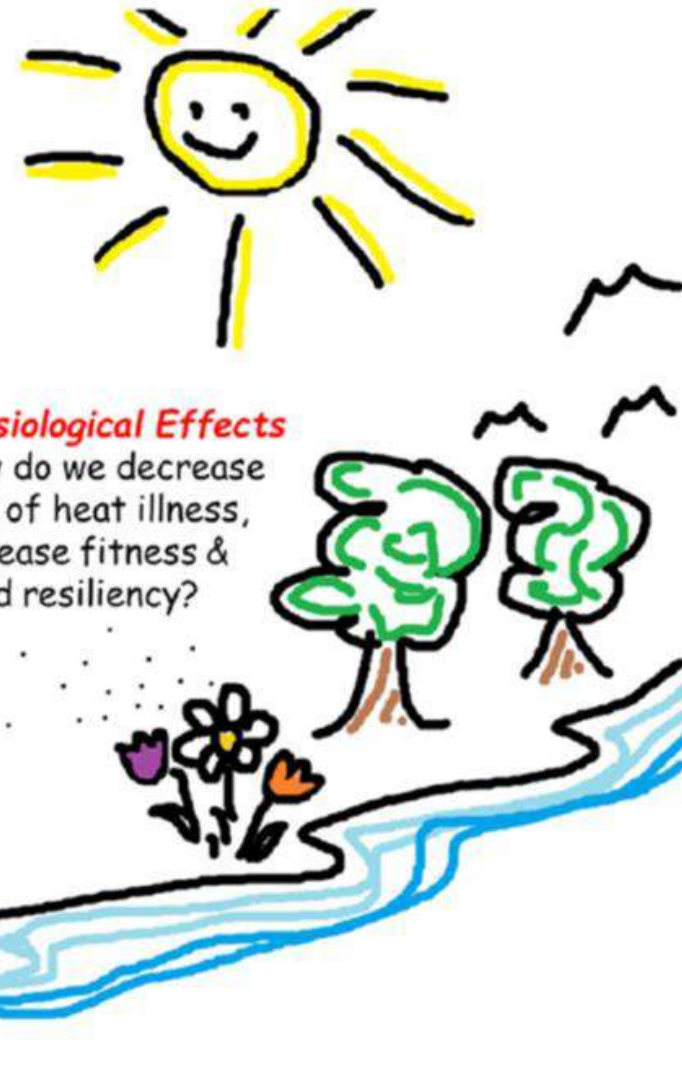


**Indirect Effects**  
Urban heat islands  
Air quality  
Active play environments

**Direct Effects**  
Temperature changes  
Precipitation changes  
Droughts and wildfires  
Floods

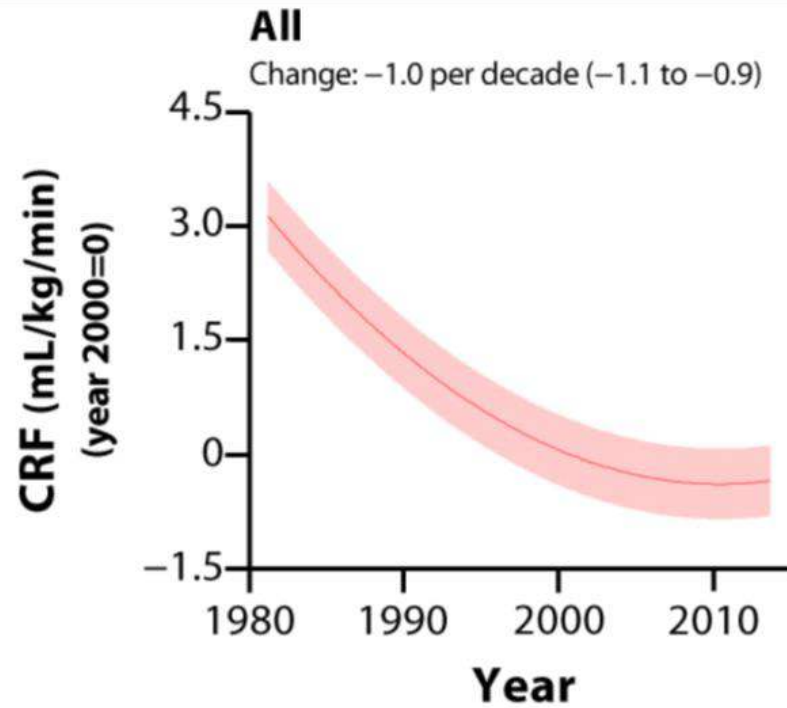


**Indirect Effects**  
Ecosystem destruction  
Changing vector patterns  
Aeroallergens



**Physiological Effects**  
How do we decrease  
risk of heat illness,  
increase fitness &  
build resiliency?

# Child Fitness in Decline Globally



Original article


Temporal trends in the cardiorespiratory fitness of children and adolescents representing 19 high-income and upper middle-income countries between 1981 and 2014

Grant R Tomkinson,<sup>1,2</sup> Justin J Lang,<sup>3</sup> Mark S Tremblay<sup>3</sup>

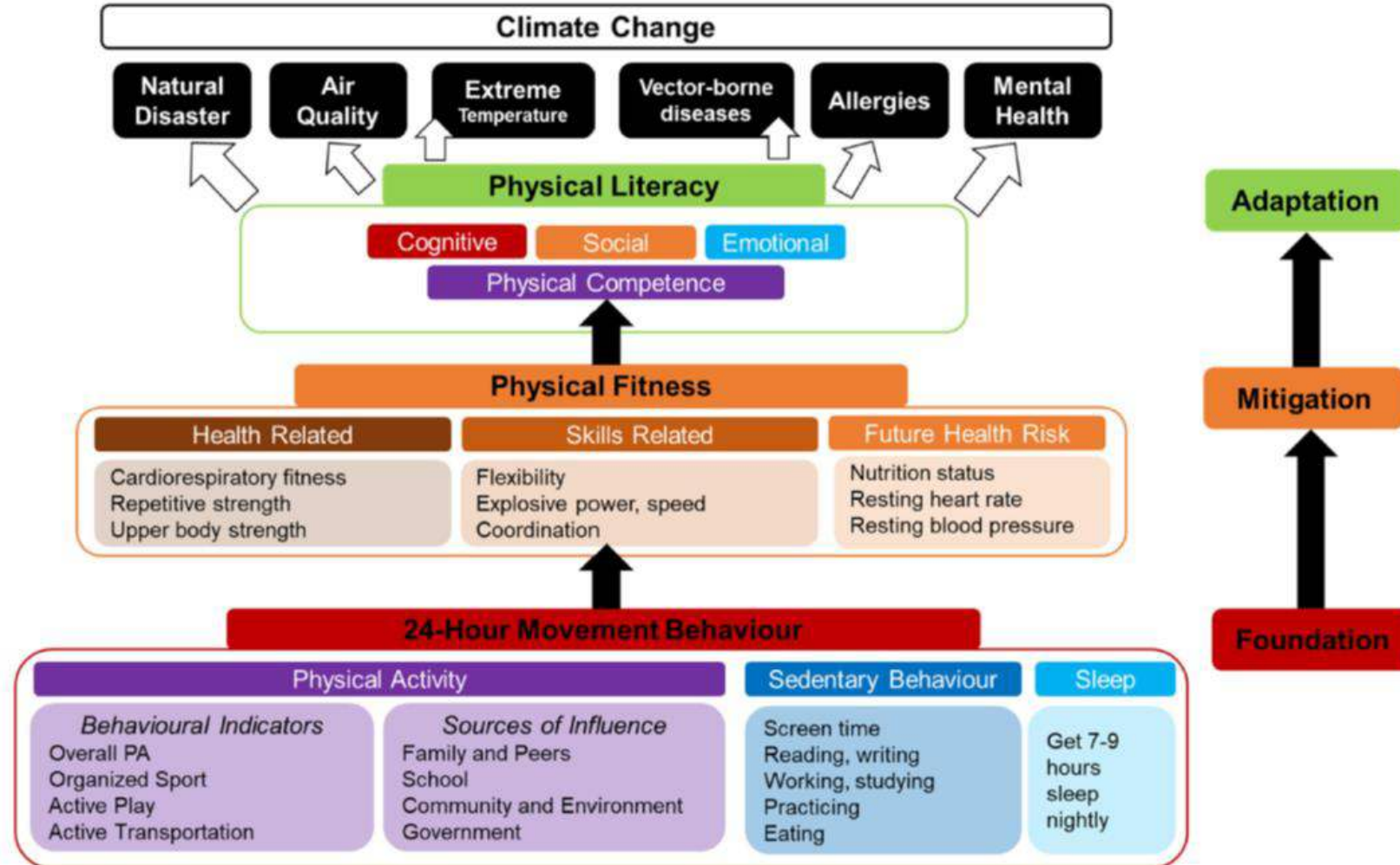


**Figure 2** International temporal trends in mean CRF (mL/kg/min) between 1981 and 2014. Note: data were standardised to the year 2000=0 mL/kg/min, with positive values indicating better CRF and

## Moving in a hotter world: Maintaining adequate childhood fitness as a climate change countermeasure

Shawnda A. Morrison 

Faculty of Sport, University of Ljubljana, Ljubljana, Slovenia



# Resources



- Active Healthy Kids Global Alliance (AHKGA)  
<http://www.activehealthykids.org/>
- FitBack- online free fitness evaluation and information portal  
<http://www.fitbackeurope.eu/en-us/>
- SLOfit- Slovenian school-based fitness surveillance programme  
<https://en.slofit.org/>
- Canadian Society for Exercise Physiology  
<https://csep.ca/>

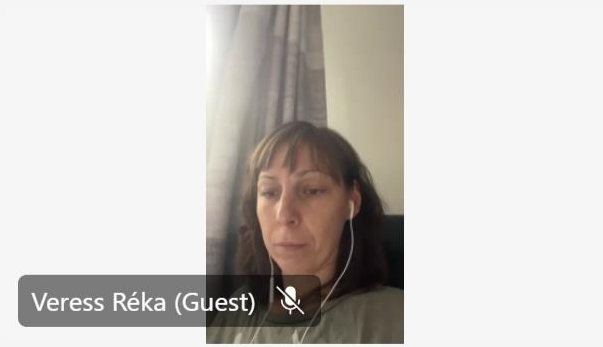
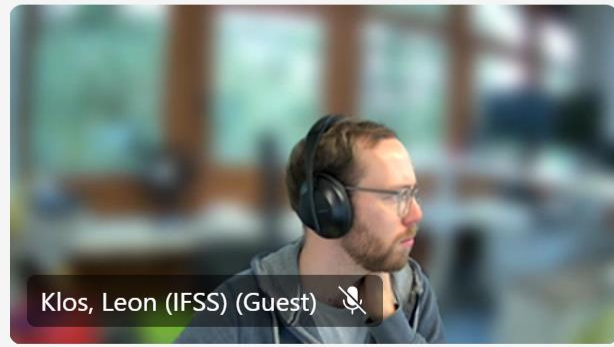
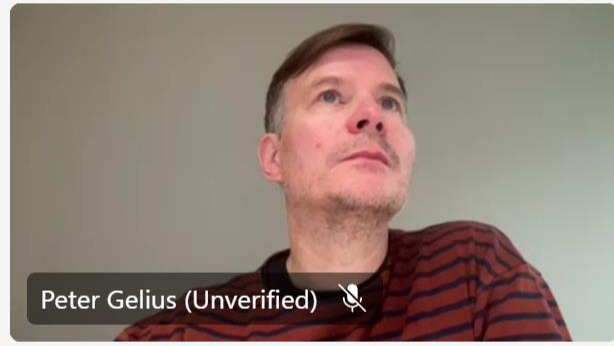
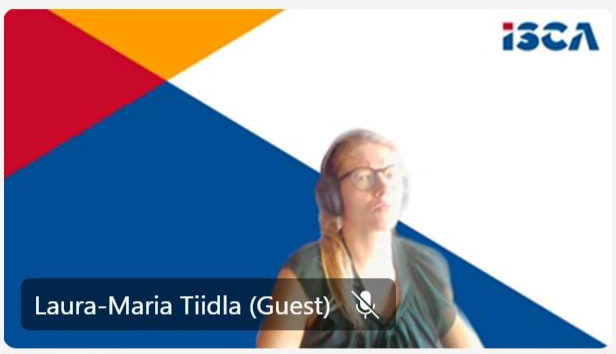
With Gratitude:

Dr. Shawnda A. Morrison

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49:19

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### Participants

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- Morrison Shawnda
- Abu-Omar, Karim (Guest)** Organiser
- Bengt Kayser (Unverified)
- Ina Šuklje - Erjavec (Unverified)
- KELLY O'HARA (Unverified)
- Klos, Leon (IFSS) (Guest)
- Laura-Maria Tiidla (Guest)