

# The Global Physical Literacy (GloPL) Action Framework A Global Consensus for Quality Physical Education

**Alexandre Mouton<sup>1</sup>, Lisa M. Barnett<sup>2</sup>, Alethea Jerebine<sup>2</sup>, Emiliano Mazzoli<sup>2</sup>, & Johannes Carl<sup>3</sup>  
on behalf of the GloPL Consortium**



<sup>1</sup>University of Liège, Department of Physical Activity and Rehabilitation Sciences, RUCHE, Liège, Belgium

<sup>2</sup>Deakin University, Institute for Physical Activity and Nutrition, School of Health and Social Development, Geelong, Australia

<sup>3</sup>Technical University of Munich (TUM), TUM School of Medicine and Health, Munich, Germany



## The Global Physical Literacy Action Framework (GloPL): Contributions

**Principal Investigator:** Dr Johannes Carl (Deakin University, Institute for Physical Activity and Nutrition, School of Health and Social Development, 221 Burwood Highway, Burwood, 3125 VIC, Australia), contact via: j.carl@deakin.edu.au

**Research Team:** Prof Lisa Barnett (Deakin University, Australia), Dr Alethea Jerebine (Deakin University, Australia), Dr Emiliano Mazzoli (Deakin University, Australia), Prof Alexandre Mouton (University of Liège, Belgium)

**Advisory Committee for Study Design:** Dr Jaime Barratt (Brock University, Canada), Prof John Cairney (The University of Queensland, Australia), Prof Dean Dudley (Macquarie University, Australia), Dr Peter Elsborg (Center for Clinical Research and Prevention, Denmark), Nigel Green (International Physical Literacy Association), Dr Dean Kriellaars (Human Potential Research Centre, Canada), Dr João Martins (University of Lisbon, Portugal), Prof Marlen Niederberger (University of Education Schwäbisch Gmünd, Germany), Dr Amika Singh (Mulier Instituut, The Netherlands), Prof Raymond Kim-Wai Sum (Chinese University of Hong Kong, China)

**Experts and Representatives:** Prof Nicolas Aguilar-Farias (University of La Frontera, Chile), Dr Valter Barbosa Filho (Ceara State University, Brazil), Prof Rebecca A. Battista (Appalachian State University, United States), Dr Trevor Bopp (The University of Alabama, United States), Dr Javier Brazo-Sayavera (University Pablo de Olavide, Spain), Prof Ali S. Brian (University of South Carolina, United States), Prof Charity Bryan (Southeastern Louisiana University, United States), Dr Pascal Mamudou Camara (ICSSPE, Germany), Fiona Campbell (School of Sport Education / ASPA SIG Physical Literacy, Australia), Dr Jaime Carcamo-Oyarzun (University of La Frontera, Chile), Michelle Carter (SHAPE America, United States), Dr Efstathios Christodoulides (University of Central Lancashire, Cyprus), Dr Karl Davies (University of Central Florida, United States), Dr Deirdre Dlugonski (University of Kentucky, United States), Dr Danielle Dolley (Nelson Mandela University, South Africa), Prof Michael Duncan (Coventry University, United Kingdom), Dr Elizabeth Durden-Myers (Bath Spa University, United Kingdom), Prof Arunas Emeljanovas (Lithuanian Sports University, Lithuania), Tom Englén (Change The Game, Sweden), Prof Isaac Estevan (University of Valencia, Spain), Dr Mahmoud A. Farrag (IPLA / Alexandria University, Egypt), Dr Lawrence Fowweather (Liverpool John Moores University, United Kingdom), Dr Barbara Gilić (University of Split, Croatia), Dr Hannah Goss (Dublin City University, Ireland), Dr Syed Maqfran Hamdani (Bahauddin Zakariya University, Pakistan), Dr Sandra Heck (LUNEX University – International University of Health, Exercise and Sports / INAPS, Luxembourg), Dr Natalie Houser (University of Saskatchewan, Canada), Dr Maeghan James (Children's Hospital of Eastern Ontario Research Institute, Canada), Kervin Jean (The University of the West Indies, Jamaica), Prof Justin Jeon (Yonsei University, South Korea), Prof Richard Keegan (Southern Cross University, Australia), Mogens Kirkeby (ISCA, Denmark), Dr Damon Leiss (Northwest Missouri State University, United States), Prof Yang Liu (Shanghai University of Sport, China), Dr Patricia Longmuir (CHEO Research Institute, Canada), Dr Salvador J. López-Alonzo (Autonomous University of Chihuahua, Mexico), Dr José Francisco López-Gil (Universidad Espiritu Santo, Educador / Universidad de Los Lagos, Chile), Prof Dr Suzanne Lundvall (University of Gothenburg, Sweden), Gabriela Luptáková (Comenius University Bratislava, Slovakia), Prof Idar Lyngstad (Nord University, Norway), Dr Agus Mahendra (Universitas Pendidikan Indonesia, Indonesia), Dr Amit Malik (IPLA, India), Drew Mitchell (IPLC, Canada), Dr Ivan Müller (University of Basel, Switzerland), Prof Shradha Naik (MM's Chandrashekhar Agashe College of Physical Education, India), Sarah Noble (ASPA SIG Physical Literacy, Australia), Dr Siphesihle Nqweniso (University of Fort Hare, South Africa), Sebastian Okech (IPLA, Kenya), Dr Roxana Dev Omar Dev (Universiti Putra Malaysia, Malaysia), Prof Antonio Palmeira (Universidade Lusofona / CIFI2D Universidade do Porto, Portugal), Prof Iuliia Pavlova (Ivan Boberskyj Lviv State University of Physical Culture, Ukraine), Prof Caterina Pesce (University of Rome "Foro Italico", Italy), Prof Biljana Puspeska (Goce Delcev University, North Macedonia), Prof Uwe Pühse (University of Basel, Switzerland), Dr Kyle Pushkarenko (Memorial University of Newfoundland, Canada), Prof Rosa du Randt (Nelson Mandela University, South Africa), Prof Vassiliki Riga (University of Patras, Greece), Dr Kathryn Riley (University of Manitoba, Canada), Ignacio Sabaté (IPLA, Costa Rica), Prof Kasper Salin (University of Jyväskylä, Finland), Dr Christophe Schnitzler (University of Strasbourg, France / Haute Ecole Pédagogique pays de Vaud, Switzerland), Prof Marina Semyonova (Pavlodar Pedagogical University, Kazakhstan), Prof Shannon Siegel (University of San Francisco, United States), Dr Susannah Smith (Physical Education New Zealand / University of Canterbury, New Zealand), Trevor Smith (Sportsmith Ltd / IPLA, United Kingdom), Dr Julie Stirrup (Loughborough University, United Kingdom), Prof Koya Suzuki (Juntendo University, Japan), Dr Aue Te Ava (Massey University, New Zealand), Prof Clemens Töpfer (Friedrich Schiller University Jena, Germany), Dr Omar Trabelsi (University of Jendouba, Tunisia), Dr Saeed Valadi (Urmia University, Iran), Dr Ivo van Hilvoorde (Windesheim University of Applied Sciences, The Netherlands), Dr Peter Holler (FH JOANNEUM, Austria), Prof Jana Vašíčková (Palacký University Olomouc, Czech Republic), Prof Fotini Venetsanou (National and Kapodistrian University of Athens, Greece), Dr Nalda Wainwright (University of Wales Trinity Saint David, United Kingdom), Prof Cheryl Walter (Nelson Mandela University, South Africa), Prof Feng-Min Wei (National Yang Ming Chiao Tung University, Taiwan), Prof Waris Wongpipit (Chulalongkorn University, Thailand), Prof Günay Yildizer (Eskisehir Technical University, Türkiye), Dr Viviana Zito (EUPEA, Italy), Dr Ahmad Fahim Zulkifli (Universiti Teknologi MARA, Malaysia)



# Physical Literacy: a backpack for a lifetime

We develop it, we carry it, and it empowers us to be active for life.



**EARLY LIFE**  
Building the foundations



**CHILDHOOD**  
Exploring and developing



**ADOLESCENCE**  
Strengthening skills and identity



**ADULTHOOD**  
Applying and engaging



**OLDER ADULTHOOD**  
Staying active, connected, and engaged

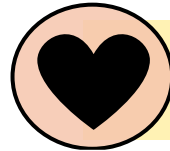
**PHYSICAL LITERACY: EQUIPPING EVERYONE, EVERYWHERE, FOR LIFE.**

# Physical Literacy as a holistic framework

Which experiences and capabilities do we need to be active for life?

## Physical fitness and movement skills

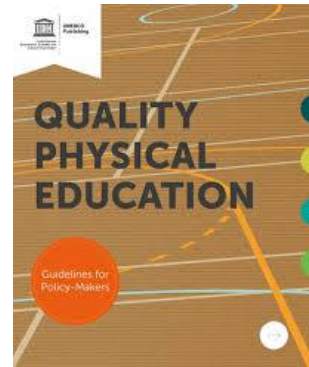
(Engel et al., 2018; Graham et al., 2022; Liu et al., 2023; Holfelder & Schott, 2014; Aleksovska et al., 2019; Ramsey et al., 2021)



## Motivation, Confidence and Enjoyment

(Owen et al., 2014; French et al., 2014; Stevens et al., 2020)

**Physical literacy:** “integrated **physical**, **psychological**, **social** and **cognitive capabilities** to support health promoting and fulfilling movement and physical activity throughout the lifespan” (Keegan et al., 2019)



## Social support and communication opportunities

(Lindsay Smith et al., 2017; Van Luchene & Delens, 2021)



## Knowledge, Understanding and Meaning

(Fredriksson et al., 2018; Wafi et al., 2024; Pinto et al., 2025)

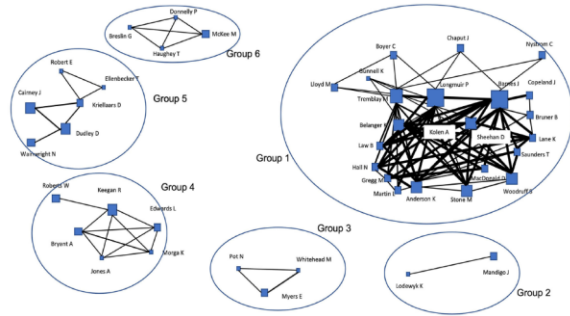
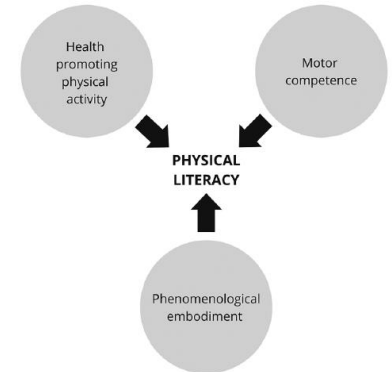


# What is the problem with physical literacy?

## Problems:

- Different understandings of physical literacy
- Different actor networks
- Lack of cooperation and consensus
- Lack of guidance for the future of the field

## Different perspectives one physical literacy



## Goal:

... to define the goal, principles (***what** is necessary*), actions and pathways (***how** can this be done?*) that move physical literacy forward across the world

# The Global Physical Literacy Action Framework: How did we develop it?

STUDY PROTOCOL

Development of a Global Physical Literacy (GloPL) Action Framework: Study protocol for a consensus process

Johannes Carl<sup>1\*</sup>, Emiliano Mazzoli<sup>1</sup>, Alexandre Mouton<sup>2</sup>, Raymond Kim-Wai Sum<sup>3</sup>, Amika Singh<sup>4,5</sup>, Marten Niederberger<sup>6</sup>, Joao Martins<sup>7</sup>, Dean Krielaars<sup>8</sup>, Nigel Green<sup>9</sup>, Peter Elsberg<sup>10</sup>, Dean A. Dudley<sup>11,12</sup>, John Cairney<sup>13</sup>, Jaime Barratt<sup>12,13</sup>, Lisa M. Barnett<sup>1</sup>

## Geographical representatives 48 countries



## Group Delphi



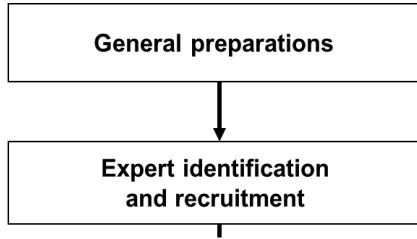
## Representatives of 'special thematic interest' 7 themes



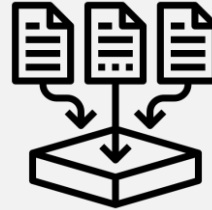
## Society representatives 20 societies



# Method: Group Delphi study



- **69 submitted statements**  
49 geographical representatives (84%)  
7 representatives of special thematic interest (100%)  
13 society representatives (65%)
- **Reflexive thematic analysis**  
Peer-based communicative validation and refinement



- **857 codes**  
→ Grouped to themes
- **34 topics for Potential Inclusion**  
19 topics were directly included  
15 topics had to be discussed

# Results: Summary

## Pre-Delphi Exercise: Reflexive Thematic Analysis

Advocacy      Practice  
**5 Meta-Themes**  
Education      Assessment  
Research



## Group Delphi: Voting

**15 Topics**  
across  
**5 Meta-Themes**



## The Global Physical Literacy (GloPL) Action Framework

Advocacy      Practice  
**5 Sections**  
Education      Assessment  
Research

### Idea Generation

Goals and Principles  
Actions and Pathways

### Discussions in the Meetings

Three Meetings Split  
into two Hemispheres

### Consented Statement

Dissemination

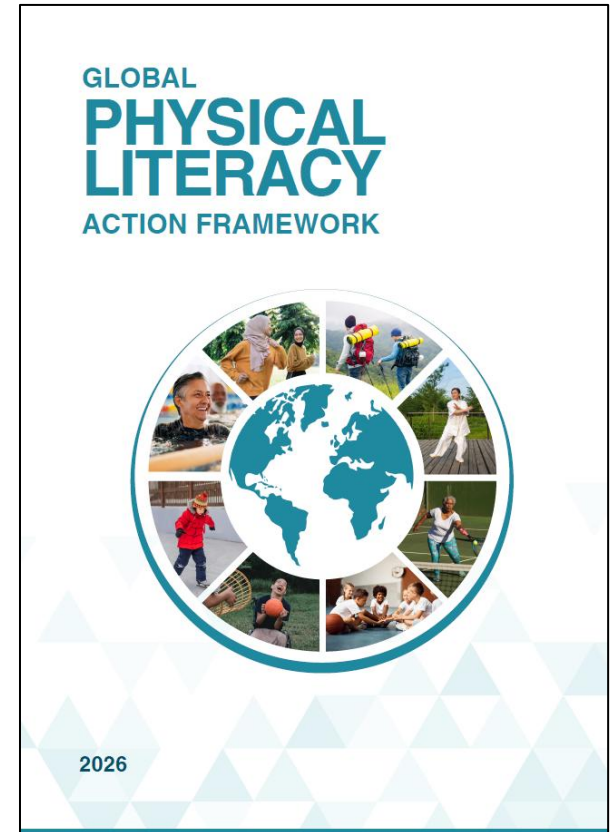
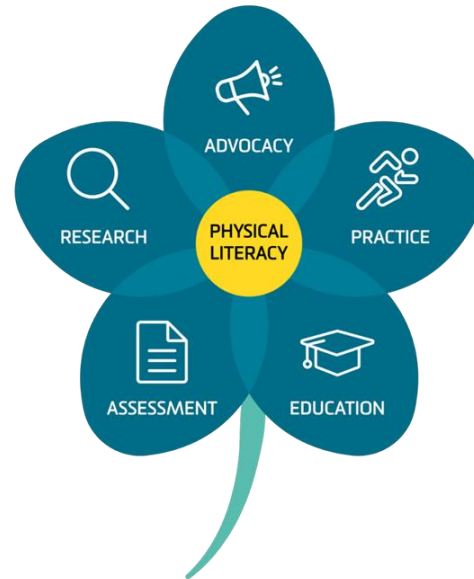
# The Global Physical Literacy Action Framework: Overview

## Vision:

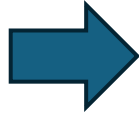
Harness the potential of physical literacy for quality physical activity experiences for everyone worldwide.

“Let physical literacy flourish!”

→ Five action areas



# Dissemination: Translations



Released: February 2026



Released: March 2026

# Education

## Education principles:

- holistic learning and development
- student in the centre
- support and inclusion
- lifelong journey
- voice and choice
- work across curriculum areas



**Equip educators** with the knowledge, skills and resources

Develop and disseminate **pedagogical resources** in all countries

Align all **curricula with the educational principles** of physical literacy

**Empower school leaders and staff**

## Transformation potential:

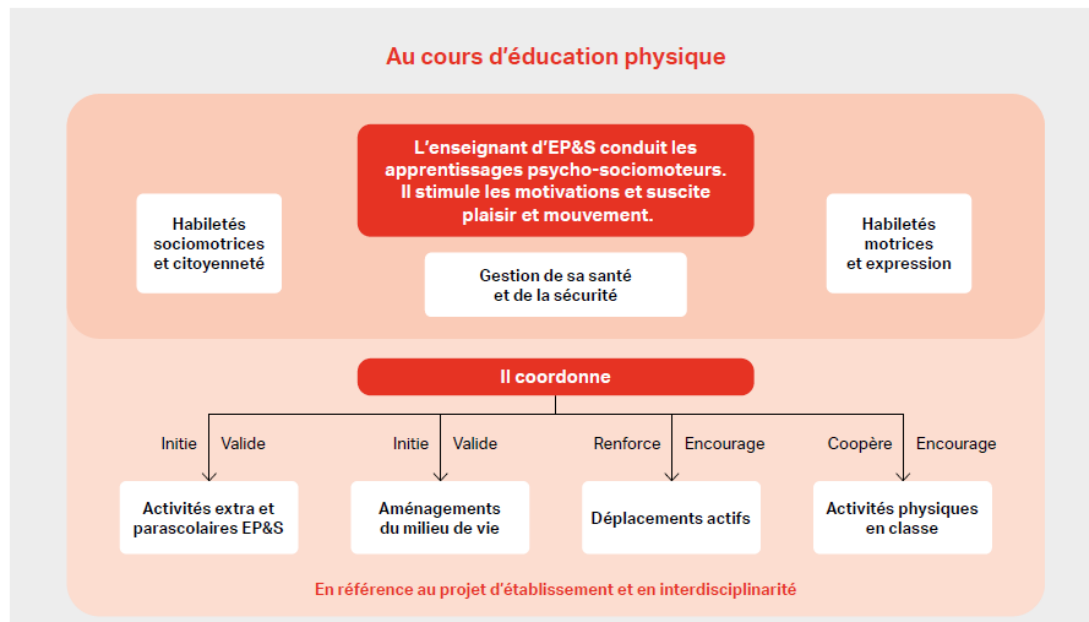
- Physical education is the **most important societal sector for the learning of movement**  
→ Physical literacy may be *the* overall narrative
- From activity delivery and physical orientations to **meaningful learning**
- Physical Literacy provides a **shared educational language for teachers, coaches and community facilitators**
- **Teacher education and professional learning** become key leverage points for system change

L'EP&S, en adéquation avec la littératie physique et la littératie en santé<sup>16</sup>, s'inscrit dans une perspective de développement global de l'élève en visant le déploiement de l'efficience motrice et sociomotrice, mais aussi de connaissances, d'habiletés et d'attitudes permettant une gestion correcte de sa santé et de son bien-être.

Elle constitue une réponse à une société de plus en plus sédentaire, y compris dans les loisirs.

Au travers du plaisir du mouvement, un des défis de l'EP&S est de permettre aux élèves d'acquérir un ensemble d'outils visant à adopter un mode de vie sain et actif dans et en dehors de l'école tout au long de leur vie.

L'EP&S participe à l'épanouissement personnel en amenant l'élève à intégrer dans l'action, les valeurs d'engagement, de solidarité, d'égalité, de respect de soi et des autres dans leurs différences.



**From an umbrella concept  
= Implicit consideration of PL...**



*Physical Education & Health Curriculum  
French-speaking community of Belgium (2023)*

# ...To an explicit integration into existing curricula

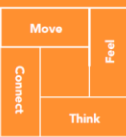


Physical literacy is our **relationship** with **movement** and **physical activity** throughout life.

**Relationship**  
Having a positive and meaningful association with movement and physical activity.



**Movement and physical activity**  
How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.



**Throughout life**  
Influenced across the lifecycle by people, communities, culture and the places and spaces we move in.



*Sport England*



## PHYSICAL LITERACY: GUIDE FOR SCHOOLS

SPORTAUS



COMPONENT	CULTURE, ORGANISATION AND ENVIRONMENT			CURRICULUM, TEACHING AND LEARNING			PARTNERSHIPS	
	Leadership	Policy	Environment	Quality Health and Physical Education Program	Inclusive Co-Curricular Program	Cross-Curricular Approach	Families	Local Community
OBJECTIVE	Foster a culture that actively supports a whole-of-school approach to developing physical literacy.	Create, implement and review a whole-of-school physical literacy policy that encourages the development of physical literacy.	Facilitate access to a variety of environments that encourages the development of physical literacy.	Provide a quality health and physical education program which encompasses physical literacy.	Provide a broad range of sports and physical activities that complements the curriculum and focuses on the development of physical literacy.	Encourage all staff to engage in professional learning to enhance physical literacy across all learning areas.	Encourage families to help students develop physical literacy.	Engage with a diverse range of community groups to enhance opportunities for students to engage in physical activity and to develop their physical literacy.
INDICATORS	<ul style="list-style-type: none"> <li>Embed physical literacy in the school strategic plan, annual implementation plan and other applicable frameworks.</li> <li>Comply with mandated or recommended time allocation for Health and Physical Education, sport and physical activity.</li> <li>Support staff to attend professional learning for physical literacy.</li> <li>Role model a healthy and active life and encourage teachers and students to do the same.</li> <li>Promote physical activity, health and wellbeing messages to the whole-of-school community.</li> <li>Facilitate an environment where movement, physical activity and active play are valued and nurtured.</li> <li>Seek teacher, student and parent views on how physical literacy can be developed throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Supports all aspects of physical literacy including the physical, psychological, social and cognitive development.</li> <li>Involves the wider school community in creating, reviewing and sharing the policy.</li> <li>Focus on the individual needs of students using a strength-based and student-centred approach.</li> <li>Incorporate the eight key components of this Physical Literacy: Guide for Schools.</li> <li>Integrate best practice safety and inclusive principles.</li> <li>Include opportunities for staff to improve their physical literacy as part of a staff wellbeing program.</li> <li>Ensure all students have the opportunity to be physically active at school every day and are not excluded from health and Physical Education, recess and any other physical activities.</li> <li>Incorporate physical literacy into other relevant policies.</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to a range of facilities and equipment that encourages physical activity before, during and after school.</li> <li>Design classrooms that encourage movement and physical activity.</li> <li>Provide adequate facilities for staff and students to use active travel to and from school.</li> <li>Provide access to all weather spaces, including indoor play spaces.</li> <li>Ensure school environment is well-maintained, safe and clean.</li> <li>Encourage supervisors to support active play and physical activity during yard.</li> </ul>	<ul style="list-style-type: none"> <li>Taught by qualified Health and Physical Education teachers.</li> <li>Meet the state/territory and/or national curriculum requirements.</li> <li>Include evidence-based teaching and learning methods.</li> <li>Inclusive of a diverse range of learning styles and student interests.</li> <li>Incorporate a balance of non-competitive and competitive activities.</li> <li>Use a variety of formative and summative assessment methods providing relevant and timely feedback to students.</li> <li>Maximise student participation with 80% of practical classes including moderate to vigorous physical activity.</li> <li>Provide appropriate and sufficient equipment for all students to be active.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of inclusive, competitive, non-competitive, team and individual sports and physical activities for students.</li> <li>Provide a variety of sports and physical activities before, during and after school.</li> <li>Support students to lead sport and physical activity initiatives at school.</li> <li>Recognise and reward students for participation and achievement.</li> <li>Promote a positive attitude towards the development of physical literacy.</li> <li>Support students to identify movement opportunities at school and in their local community.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate the development of physical literacy into a range of curriculum areas at all year levels.</li> <li>Plan the development of physical literacy into curriculum, documents and practice to the same extent as literacy and numeracy.</li> <li>Provide professional learning opportunities and resources to staff to ensure physical literacy is incorporated into other learning areas.</li> <li>Encourage staff to be positive role models by leading healthy and active lives.</li> <li>Encourage staff to provide additional physical activities where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Promote the importance of physical education, sport and physical activity on academic, health and wellbeing benefits.</li> <li>Provide regular information and practical strategies to promote physical literacy and reduce sedentary behaviour at home.</li> <li>Promote the benefits of parents using role models in being physically active.</li> <li>Encourage parents to be involved in their child's sport and physical activity.</li> <li>Promote the benefits of participating in a variety of inclusive, competitive, non-competitive, team, individual and recreational activities.</li> <li>Encourage inclusion of people from diverse cultural backgrounds to participate in sport and physical activities and encourage parents to share their culture and experiences where appropriate.</li> <li>Encourage families to communicate with teachers about their child's physical literacy development and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Promote participation in community physical activities.</li> <li>Establish relationships with recreation centres, community sport and physical activity providers to strengthen physical activity opportunities.</li> <li>Encourage connections with local health agencies, organisations and businesses to support physical literacy activities.</li> <li>Advocate for safe play areas and active travel initiatives.</li> <li>Enable access to school sporting facilities outside of school hours.</li> <li>Promote health and wellbeing messages from the local community.</li> </ul>

[https://www.ausport.gov.au/physical\\_literacy/resources/schools](https://www.ausport.gov.au/physical_literacy/resources/schools)



# Practice & Advocacy

Ensure that programs can be **accessed by all** and are supported by **illustrative material**

Identify and develop **best-practice programs**



Facilitate the development and implementation of practices in **multidisciplinary teams**

Secure **solid and sustained investment** for effective transfer into practice

**Create environments and equipment** that reflect the principles of physical literacy

**Empower professionals, volunteers and family members**

Establish a **globally recognised core set of elements and guiding principles** for physical literacy

Develop a **national understanding** in tandem with a clear **dissemination strategy**

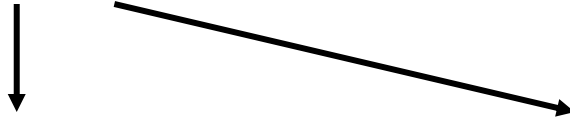
Strengthen its integration within **global policy agendas** for education, physical activity, sport, health and development



Align **national physical activity guidelines, sport strategies and health policies** with physical literacy

**Widen the understanding and build cross-sector collaborations**

# Canada (since 2015)



Sport Canada  
Canadian Olympic Committee (COC)  
→ „Own the podium“

Sport for Life

A screenshot of the Sport for Life website. At the top, there is a red banner with a countdown timer showing '4 2 : 0 9 : 0 9 : 4 0' and the text 'until the 2026 Sport for Life Summit in Calgary kicks off!'. Below the banner is the Sport for Life logo and a navigation menu with links for 'About Us', 'Quality Sport', 'Physical Literacy', 'Find Your Fit', 'Campus', 'Resources', 'Events', 'News', and 'Français'. The main content area features a large heading 'Understanding Physical Literacy: A Canadian Perspective' and a sub-heading 'A comprehensive guide exploring physical literacy in Canada, addressing 13 key questions about its definition, development, and application.' There is a 'LEARN MORE' button and a small image of the guide's cover. The URL 'https://sportforlife.ca/#end' is visible at the bottom left.

A graphic with a collage of images showing diverse people engaged in physical activities. The text 'DEVELOPING PHYSICAL LITERACY' is prominently displayed in bold, uppercase letters. Below it, the subtitle 'Building a New Normal for all Canadians' is written in a smaller font. At the bottom right, the Sport for Life logo and the text 'Physical Literacy for Life' are included.

# Selected applications: Sport transformation in Denmark



# Selected applications: Australia (Update 2025)



## Help others develop their physical literacy

We all have an important role to play in supporting others to develop their physical literacy

[Show all sections](#) ▾

[Parents and families](#)

[Coaches and providers](#)

[Schools and educators](#)

[Policy makers](#)

## PHYSICAL LITERACY: GUIDE FOR CLUBS

SPORTAUS



CLUB CULTURE AND ENVIRONMENT	PRACTICE OR TRAINING	GAME, MATCH OR RACE
<ul style="list-style-type: none"> <li>Discuss physical literacy at a committee meeting and identify the advantages and ways of embedding these principles into the delivery approach across multiple club roles.</li> <li>Show the <b>What is Physical Literacy?</b> video to the club committee and coaches to promote the philosophy in a simple and engaging way.</li> <li>Discuss the club's cultural values and ways of embedding those values into the club as a committee meeting.</li> <li>Put the participants at the centre of the club.                             <ul style="list-style-type: none"> <li>Ask what they want from their experience and make the necessary changes.</li> <li>Find out what makes their experience enjoyable and embed those practices.</li> <li>Check in regularly as a participant's needs can change.</li> </ul> </li> <li>Embed physical literacy principles into education and training so the delivery environment matches the desired club experience.</li> <li>Create a welcoming environment so all participants feel like they belong.                             <ul style="list-style-type: none"> <li>Embed the <b>Inclusive Sport Framework</b> and uphold those core principles.</li> <li>Embed <b>child safe</b> practices and uphold those core principles.</li> <li>Welcome new participants by showing them around and providing relevant information.</li> <li>Have someone greet on arrival and invite them back.</li> <li>Schedule sessions and functions at times that suit families.</li> </ul> </li> <li>Build a socially supportive club so people feel connected.                             <ul style="list-style-type: none"> <li>Offer fun and social activities/functions and use the opportunity to exchange ideas on how to make the club better.</li> <li>Provide regular up to date communication and respond quickly to queries.</li> <li>Provide opportunities for families to socialise.</li> </ul> </li> <li>Ensure the club reflects the local community and work with local organisations to understand their needs to find ways to attract new participants.</li> <li>Help participants feel connected to the club environment and ensure the club facilities are equitable, accessible, comfortable, clean and inviting so participants want to socialise and relax in those spaces.</li> <li>Learn more about <b>physical literacy</b> and read how others have applied the approach to their projects.</li> <li>Use this <b>flyer</b> to show families how to develop their child's physical literacy at home.</li> </ul>	<p><b>PHYSICAL</b></p> <ul style="list-style-type: none"> <li>Be prepared to modify activities and equipment so participants are challenged appropriately while developing their physical skills and fitness. The <b>CHANGE IT</b> approach can help.</li> <li>Provide plenty of variety in sessions so participants develop a wide range of physical skills and fitness. Not all activities need to relate to your sport. For juniors, try using the <b>Playing For Life</b> activities.</li> <li>Rotate participants regularly so everyone is active and can discover new positions of interest. This can also help when needing substitute players on game day.</li> <li>Make every session engaging so everyone wants to participate.                             <ul style="list-style-type: none"> <li>Ask what makes a session enjoyable and apply those strategies.</li> <li>Provide appropriately challenging activities.</li> <li>Find ways to mix it up to maintain interest.</li> <li>Play the game as soon as possible and/or use the <b>game sense</b> approach.</li> </ul> </li> <li>Build confidence by helping participants feel safe to make mistakes and turn them into learning opportunities.                             <ul style="list-style-type: none"> <li>Be positive, patient and enthusiastic.</li> <li>Get to know everyone in the group.</li> <li>Praise everyone at least once every session.</li> <li>Praise effort and growth and avoid comparing to others.</li> </ul> </li> <li>Provide opportunities for self-reflection and help participants:                             <ul style="list-style-type: none"> <li>understand their personal qualities, strengths and areas for development</li> <li>know when to seek feedback and who to get it from</li> <li>manage their emotions and physical responses to activities.</li> </ul> </li> </ul>	<p><b>GAME, MATCH OR RACE</b></p> <ul style="list-style-type: none"> <li>Build on the skills developed in practice or training and focus on implementing them in the game, match or race. Ensure personal development is prioritised and avoid comparisons to others.</li> <li>Expose participants to all aspects of the game and rotate positions so everyone has an opportunity to perform the movements required in different and unique parts of the game.</li> <li>Maximise participation and give players equal time rather than favouring the best. This will also help the participant feel like a valued member of the team.</li> <li>Provide competition at a level suitable to the participant and focus on personal/team progress with winning seen as a nice bonus.                             <ul style="list-style-type: none"> <li>Ask how they want to receive encouragement and feedback and apply those strategies.</li> <li>Consider different ways to praise and reward effort and improvement.</li> <li>Ensure you celebrate their achievements with them.</li> <li>Develop clear goals for participants to achieve at their pace.</li> </ul> </li> <li>Help participants manage their emotions during the game, match or race.                             <ul style="list-style-type: none"> <li>Use self talk to channel frustration and turn it into motivation.</li> <li>Help participants deal with disappointment and develop smaller milestones to achieve a bigger goal.</li> <li>Use mindfulness to help manage excitement, frustration and nervousness.</li> </ul> </li> </ul>
<p><b>ALL DOMAINS - PHYSICAL, PSYCHOLOGICAL, SOCIAL AND COGNITIVE</b></p>	<p><b>PSYCHOLOGICAL</b></p>	
	<p><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>Help participants build and maintain respectful relationships so they interact effectively and feel supported.                             <ul style="list-style-type: none"> <li>Allow time in sessions for friendships to develop.</li> <li>Organise participants into small groups and mix it up.</li> <li>Help participants to provide constructive feedback to each other.</li> <li>Develop a sense of understanding and openness so everyone can learn from one another.</li> </ul> </li> <li>Find ways to include all participants, including the least active, experienced and confident participants.</li> <li>Discuss what sportsmanship and fair play looks like and encourage those behaviours during practice or training.</li> <li>Build participant knowledge so they understand what they are learning and why.</li> </ul>	<ul style="list-style-type: none"> <li>Allow time before and after the game, match or race for participants to socialise, have fun and strengthen friendships.</li> <li>During the game, match or race encourage participants to be supportive of everyone involved and use positive language with teammates, opponents and officials.</li> <li>Praise those participants who show good leadership during the game, match or race and show:                             <ul style="list-style-type: none"> <li>good sportsmanship</li> <li>respect the cultural values of teammates, opponents and officials</li> <li>awareness of feelings needs and interests of others.</li> </ul> </li> </ul>
	<p><b>COGNITIVE</b></p> <ul style="list-style-type: none"> <li>Help participants plan how often they should participate and develop a 'plan B' for changes in circumstances.</li> <li>Help participants develop attainable stretch goals so they are more focused and inspired to work hard during practice and into the future.</li> </ul>	<ul style="list-style-type: none"> <li>Empower participants and include them in strategy development and help them understand reasons for particular strategies and tactics.</li> <li>Build on participant goals developed for training or practice and action those in the game, match or race.</li> <li>Empower participants to solve problems during the game, match or race and help them analyse their own movements and that of their opponents.</li> </ul>

# The alignment of physical education with physical literacy across 40 European countries

A policy brief to UNESCO  
developed by the EUROPLIT Group


**About the EUROPLIT Group:** The EUROPLIT Group is a collaborative network of over 70 researchers from 40 European countries. The group brings together expertise in education, sport, health, and public policy to advance understanding and implementation of physical literacy across Europe.

**Date:** September 2025


**Disclaimer:** This policy brief is based on evidence generated by our group and follows UK NIHR's practical guide.

## Executive Summary

### Why does this matter?

 Physical literacy is increasingly recognised as a foundation for **taking responsibility, lifelong learning, inclusive education, long-term physical activity, and for wider health and social benefits.**

 Schools, and in particular physical education (PE), are uniquely placed to develop and stimulate these capabilities for all children, regardless of background.

 Yet, until now, there has been **no systematic analysis of how far national PE curricula across Europe align with physical literacy.** Understanding this alignment is vital for UNESCO and its Member States to identify strengths, address gaps, and ensure education systems support the global goals.

### Key Findings:

- Across Europe, **national PE curricula show mixed alignment** with physical literacy.
- Countries with **stronger education, development, and innovation systems** show stronger alignment.
- Some countries face **barriers** including lack of consensus on how physical literacy is defined and translated.

### Key Recommendations:

1. **Maintain and strengthen UNESCO's leadership**  
Continue to explicitly highlight physical literacy across UNESCO strategies (including updated Quality Physical Education guidelines).
2. **Support policy and curriculum implementation**
  - Support curriculum reform by providing assistance and resources for ministries of education.
  - Promote teacher education so PE teachers can deliver physical literacy in practice.
  - Facilitate global and regional exchange of best practices and translations of the PL concept.



Contact for Further Information:  
Dr Johannes Carl  
Deakin University  
Institute for Physical Activity and Nutrition  
j.carl@deakin.edu.au  
Telephone: +61 3 954 46360



# UNESCO & WHO Policy Briefs

# The alignment of physical education with physical literacy across 40 European countries

A policy brief to WHO  
developed by the EUROPLIT Group


**About the EUROPLIT Group:** The EUROPLIT Group is a collaborative network of over 70 researchers from 40 European countries. The group brings together expertise in education, sport, health, and public policy to advance understanding and implementation of physical literacy across Europe.


**Date:** September 2025


**Disclaimer:** This policy brief is based on evidence generated by our group and follows UK NIHR's practical guide.

## Executive Summary

### Why does this matter?

 Physical literacy is increasingly recognised by WHO, UNESCO and OECD as a foundation for **lifelong physical activity, and for wider health, education, and social benefits.**

 Schools, and in particular physical education (PE), are uniquely placed to develop these capabilities for all children, regardless of background.

 Yet, until now, there has been **no systematic analysis of how far national PE curricula across Europe align with physical literacy.** Understanding this alignment is vital for WHO and its Member States to identify strengths, address gaps, and ensure education systems support the global goals.

### Key Findings:

- Across Europe, **national PE curricula show mixed alignment** with physical literacy.
- Countries with **stronger education, development, and innovation systems** show stronger alignment.
- Some countries face **barriers** including lack of consensus on how physical literacy is defined and translated.

### Key Recommendations:

1. **Maintain and strengthen WHO's leadership**  
Continue to explicitly highlight physical literacy across WHO strategies (including GAPPa beyond 2030 and the Health-Promoting Schools Framework).
2. **Support national policy development**
  - Provide technical guidance, capacity-building and translation support to help countries integrate physical literacy into PE curricula.
  - Facilitate regional working groups to build consensus and share best practice.



Contact for Further Information:  
Dr Johannes Carl  
Deakin University  
Institute for Physical Activity and Nutrition  
j.carl@deakin.edu.au  
Telephone: +61 3 954 46360



# Assessment & Research

Follow **high-quality standards**

Assess physical literacy at the **population level**



Translate, adapt and test tools in **different languages and cultures**

**Empower practitioners** to appropriately employ the assessment or qualitative charting

Better operationalise the **cognitive domain** and cover the **lifespan** of physical literacy.

Promote **international and cross-sector research collaborations**

**Support the translation** of physical literacy into practice



Act as a **driver and partner for promoting advocacy, education and assessment**

Prioritise inclusive research that focuses on **underserved populations**

Facilitate and monitor **national discussions**

# Selected applications: Canada (2015)



## PLAY Tools

The Physical Literacy Assessment for Youth (PLAY) Tools are meant to improve our population's level of physical literacy. Directed at individuals aged seven and up, the PLAY Tools determine gaps in physical literacy development, and provide suggested actions you can take. to help improve these areas.

“Physical literacy is a gateway to an active lifestyle from childhood through to adulthood,” says PLAY creator Dr. Dean Kriellaars. “These tools will help us understand the factors that can be modified to improve the overall activity level of Canadians, leading to healthier, disease-free lives. If we don’t measure it – it isn’t important. This will place physical literacy on an equal footing with literacy and numeracy.”

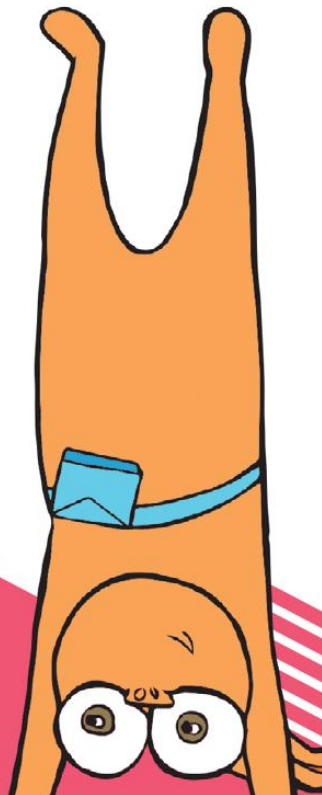


For more information, visit [play.physicalliteracy.ca](https://play.physicalliteracy.ca).

# Selected applications: PL-C Quest

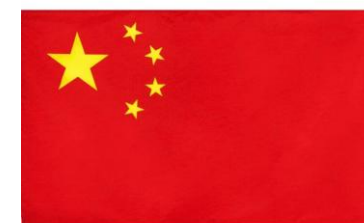


PHYSICAL LITERACY  
IN CHILDREN  
QUESTIONNAIRE  
USER GUIDE



Sport Australia would like to acknowledge Associate Professor Lisa Barnett, Institute for Physical Activity and Nutrition, Deakin University, as the lead researcher involved in developing the Physical Literacy in Children Questionnaire (PL-C Quest).

**SPORTAUS**



Barnett, L. M., Mazzoli, E., Hawkins, M., Lander, N., Lubans, D. R., Caldwell, S., ... & Salmon, J. (2022). Development of a self-report scale to assess children's perceived physical literacy. *Physical Education and Sport Pedagogy*, 27(1), 91-116.

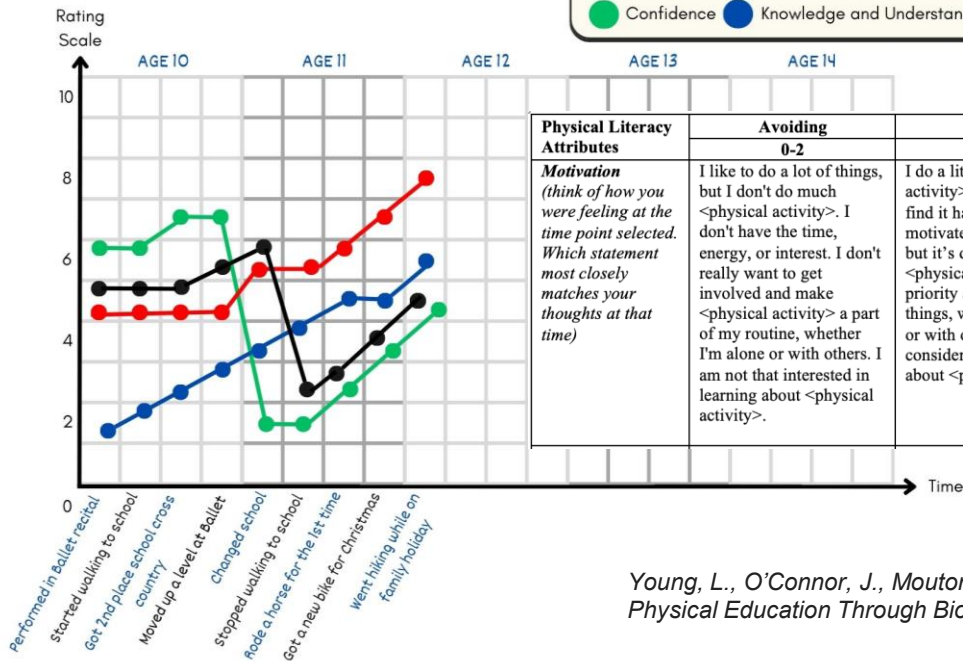
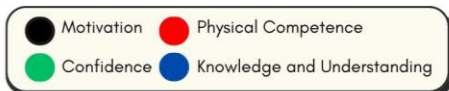
<https://plquest.com.au/about/physical-literacy>

# Biographical Mapping Approach for Physical Literacy (BMAP-PL)

## PHYSICAL LITERACY BIOGRAPHICAL MAP

Name: Hannah

Age: 12 Year: 2024



Physical Literacy Attributes	Avoiding	Limiting	Moderating		Maximising
	0-2	3-4	5-6	7-8	9-10
<b>Motivation</b> (think of how you were feeling at the time point selected. Which statement most closely matches your thoughts at that time)	I like to do a lot of things, but I don't do much <physical activity>. I don't have the time, energy, or interest. I don't really want to get involved and make <physical activity> a part of my routine, whether I'm alone or with others. I am not that interested in learning about <physical activity>.	I do a little <physical activity> when I can but find it hard to stay motivated. I am interested, but it's difficult to make <physical activity> a priority among other things, whether I'm alone or with others. I might consider learning more about <physical activity>.	I do <physical activity> somewhat regularly and it is usually part of my routine. I enjoy <physical activity> and am looking for more ways to do it, whether I'm alone or with others. I want to know more about <physical activity>.	I do a lot of <physical activity>, it's part of my regular routine. <Physical activity> is important to me, and I make sure to prioritise it where I can, whether I'm alone or with others. I am excited to know more about <physical activity>.	<Physical activity> is a core part of who I am, and I make it a priority throughout the week. I stay involved, find new ways to do <physical activity> and enjoy it, whether I'm alone or with others. I am always looking for ways to learn more about <physical activity>

Young, L., O'Connor, J., Mouton, A., Jaunig, J., & Carl, J. (2025). Assessing Physical Literacy in Health and Physical Education Through Biographical Mapping. *Journal of Teaching in Physical Education*, 1(aop), 1-11.

# A 12-session program targeting all Physical Literacy domains



# Vision: Implementation and Monitoring

## Increased Implementation



Systematic identification of opportunities for Dissemination & alignment with PE

Co-development with stakeholders  
(policymakers, researchers, practitioners)



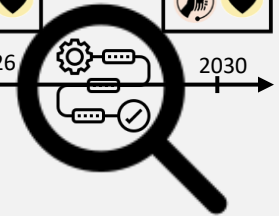
## Monitoring Global Physical Literacy Monitoring



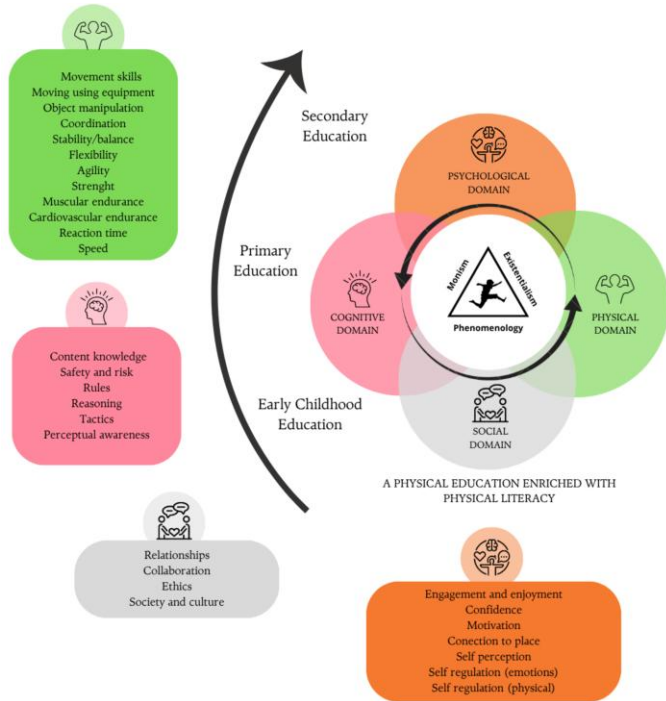
2026



2030



# Vision: “moonshot is better than roofshot” (Chambers, 2026)



Valle-Muñoz, V. M., Mendoza-Muñoz, M., & Villa-González, E. (2025). *Physical Literacy as a Pedagogical Model in Physical Education*. *Children*, 12(8), 1008. <https://doi.org/10.3390/children12081008>

Schnitzler, C., Royet, T., Derigny, T., & Cece, V. (2025). *Physical education for a sustainable future: Merging promotion of health through physical literacy with global environmental responsibility*. *Australian Journal of Environmental Education*, 41(1), 91-105

Luguterah, A.W. *Integration of physical literacy into physical education (PE) curricula to align with the United Nations Sustainable Development Goals (SDGs)*. *Discov Sustain* 7, 547 (2026). <https://doi.org/10.1007/s43621-026-02719-7>

# The Global Physical Literacy (GloPL) Action Framework

## A Global Consensus for Quality Physical Education

**Alexandre Mouton<sup>1</sup>, Lisa M. Barnett<sup>2</sup>, Alethea Jerebine<sup>2</sup>, Emiliano Mazzoli<sup>2</sup>, & Johannes Carl<sup>3</sup>**  
**on behalf of the GloPL Consortium**



<sup>1</sup>University of Liège, Department of Physical Activity and Rehabilitation Sciences, RUCHE, Liège, Belgium

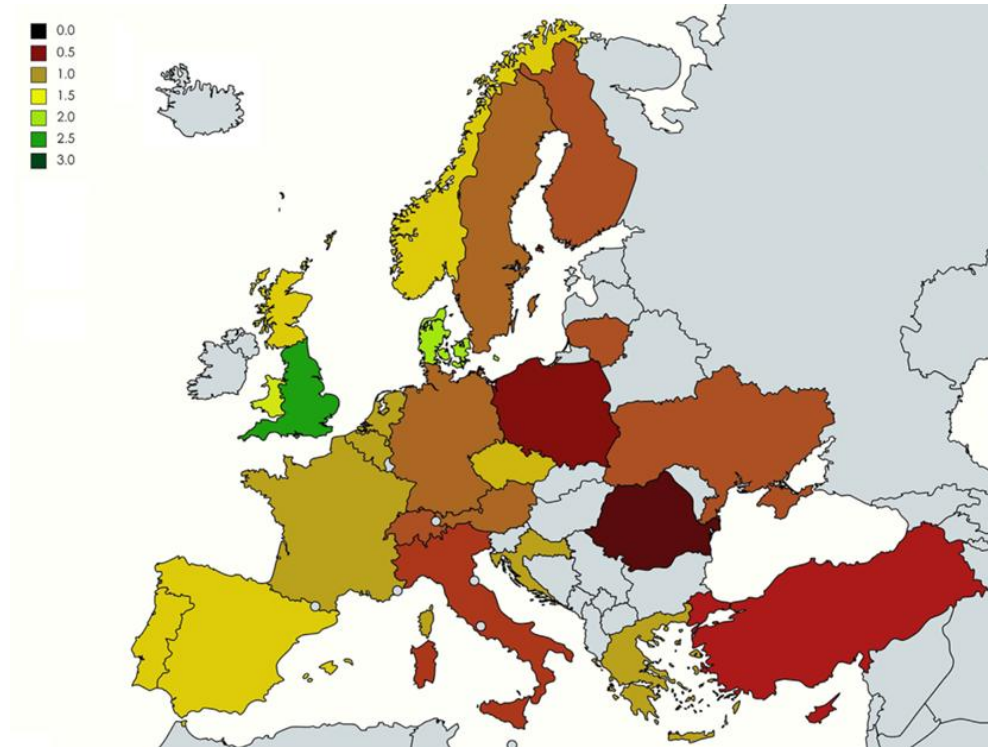
<sup>2</sup>Deakin University, Institute for Physical Activity and Nutrition, School of Health and Social Development, Geelong, Australia

<sup>3</sup>Technical University of Munich (TUM), TUM School of Medicine and Health, Munich, Germany

# Thank you & let's connect



# Physical literacy in Europe: Consideration in research, practice and policy



# Vision: “moonshot is better than roofshot” (Chambers, 2026)

Dimension	One Health	EcoHealth	Planetary Health
Physical	Development of attitudes to prevent disease transmission between animals and humans.	Contemplative outdoor activities that enhance physical abilities and connection with nature.	Promote sustainable physical practices with limited environmental impact.
Psychological	Awareness of the importance of physical activity in natural environments that respect wildlife, avoiding anthropomorphism.	Connection with nature to improve mental well-being and resilience. Promotion of ecocentrism.	Awareness of the psychological impacts of climate change and environmental degradation on the sustainability of human societies.
Social	Intersectoral collaboration and communication for human and animal health.	Community engagement aimed at preserving environments based on traditional human knowledge.	Promotion of social interactions based on an active lifestyle while limiting environmental impacts.
Cognitive	Understanding the complexity of interactions between human, animal, and environmental health.	Education considering the maintenance of biodiversity and protection of ecosystems as necessary conditions for human health.	Knowledge of the nine planetary boundaries and the global implications of lifestyle choices on the biosphere and human health. Knowledge of sustainable development goals.

Schnitzler, C., Royet, T., Derigny, T., & Cece, V. (2025). *Physical education for a sustainable future: Merging promotion of health through physical literacy with global environmental responsibility. Australian Journal of Environmental Education, 41(1), 91-105.*

## References for PL tools reviews (from Salin, 2026)

*Barnett, L. M., Jerebine, A., Keegan, R., Watson-Mackie, K., Arundell, L., Ridgers, N. D., ... & Dudley, D. (2023). Validity, reliability, and feasibility of physical literacy assessments designed for school children: a systematic review. Sports Medicine, 53(10), 1905-1929.*

*Boldovskaia, A., Dias, N. M. G., Silva, M. N., & Carraca, E. V. (2023). Physical literacy assessment in adults: A systematic review. PLoS One, 18(7), e0288541.*

*Jean de Dieu, H., & Zhou, K. (2021). Physical literacy assessment tools: a systematic literature review for why, what, who, and how. International Journal of Environmental Research and Public Health, 18(15), 7954.*

*Ryom, K., Hargaard, A. S., Melby, P. S., Maindal, H. T., Bentsen, P., Ntoumanis, N., ... & Elsborg, P. (2022). Self-reported measurements of physical literacy in adults: a scoping review. BMJ open, 12(9), e058351.*

*Salin, K., Carl, J., & Elsborg, P. (2026). Physical literacy assessment, current situation and future prospects. In: L. Durden-Myers (Eds.): Routledge Handbook of Physical Literacy. 570-579.*