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**The Global Physical Literacy Action Framework (GloPL): A global consensus for quality physical education**

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**Body of Abstract****Purpose:**

In line with UNESCO's *Quality Physical Education Guidelines* (2015), the concept of physical literacy (PL) provides a comprehensive foundation for positioning the individual and their lived movement experiences at the centre of learning (Whitehead, 2019; UNESCO, 2015). Despite growing international recognition, the translation of PL into practice remains inconsistent across countries and systems. The Global Physical Literacy (GloPL) Action Framework was developed to establish an international consensus on the core principles, goals, and action areas required to advance PL across education, health, and sport sectors.

**Methods:**

A three-phase Group Delphi process was conducted, engaging 59 experts from 48 countries, representing 19 scholarly societies and seven thematic groups. Participants first contributed open ideas on the question "*What moves the field of physical literacy forward?*". These contributions were examined using a reflexive thematic analysis approach (Braun & Clarke, 2021). Subsequently, three online discussion rounds were held (Europe/Africa/Asia and Americas/Pacific regions) to refine statements, resolve conceptual ambiguities, and reach democratic consensus on the final formulations and priorities.

**Results:**

The international consensus led to the identification of five interdependent action areas for the global advancement of PL: (1) Advocacy – to strengthen the visibility of PL in education and health policy agendas; (2) Practice – to promote culturally responsive and person-centred movement experiences; (3) Education – to integrate PL into teacher education and professional development; (4) Assessment – to align evaluation tools with holistic PL principles; (5) Research – to clarify mechanisms of change and measure long-term participation outcomes. Each action area was supported by concrete strategies, such as developing nationally contextualised PL frameworks, building cross-sector collaboration platforms, and producing open-access educational resources.

**Conclusion:**

The *Global Physical Literacy Action Framework* provides a global roadmap for embedding physical literacy as a key driver of quality physical education. By connecting research, practice, and policy, it contributes to UNESCO's vision of an inclusive and equitable education system where every individual develops the capability, confidence, and motivation to engage in meaningful movement for life. The framework thus supports a sustainable future in which physical education empowers individuals and communities to thrive through active living.

**Keywords**

physical literacy, quality physical education, consensus, sustainability, active living

**AI disclosure**

This abstract utilised ChatGPT (version 4.0, OpenAI) for grammar correction.