

The Global Physical Literacy (GloPL) Action Framework

Physical literacy as a public health, education, and social inclusion concept



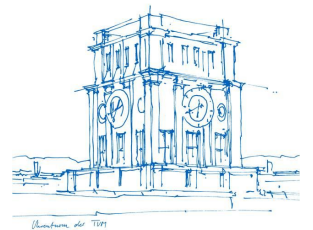
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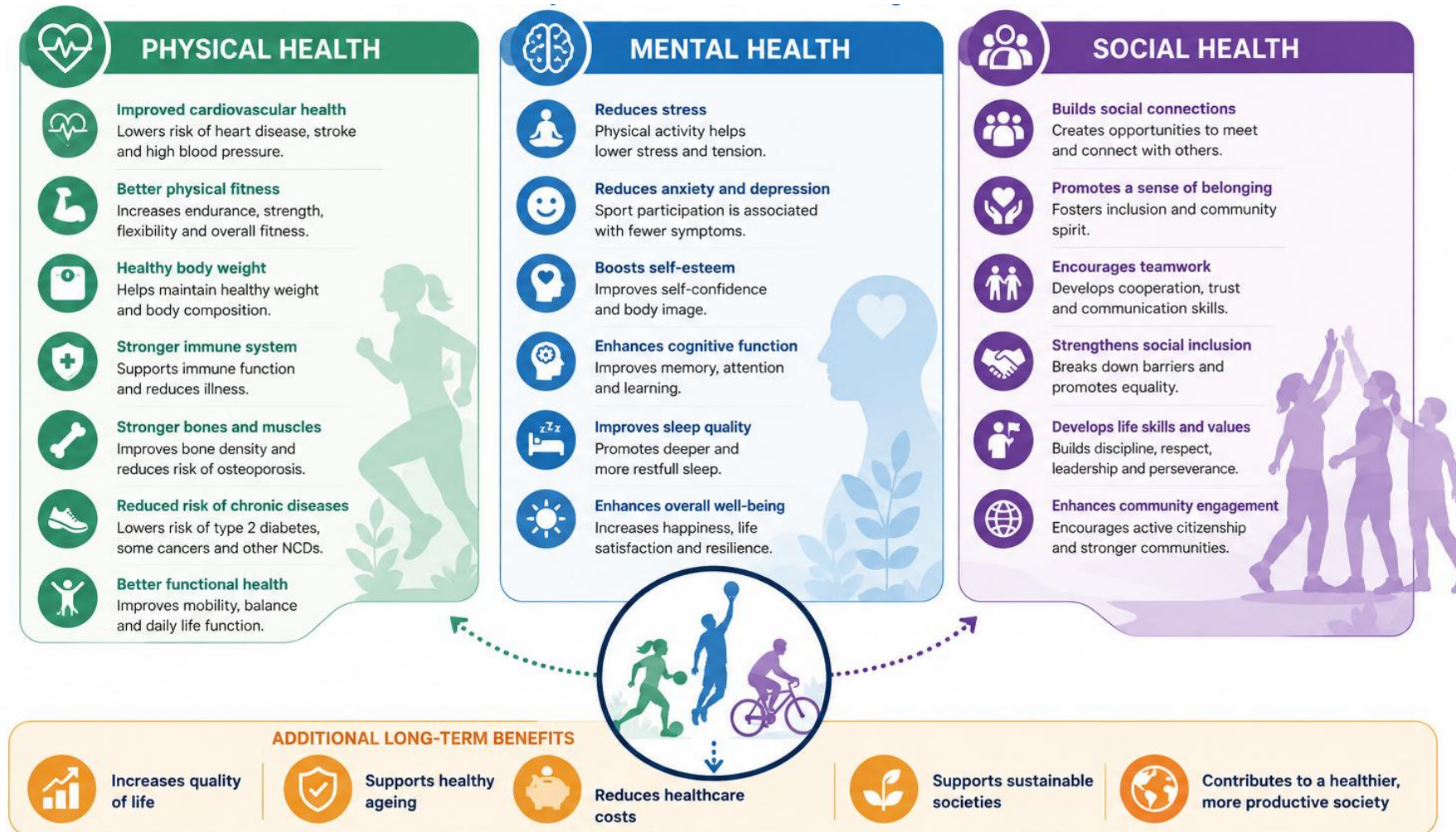


SHARE 2.0: Community of Practice on Health

Invitation by Directorate 'General Education, Youth, Sport and Culture' / Unit 'D3: Sport'
Online, 21 May 2026



Benefits of sport participation



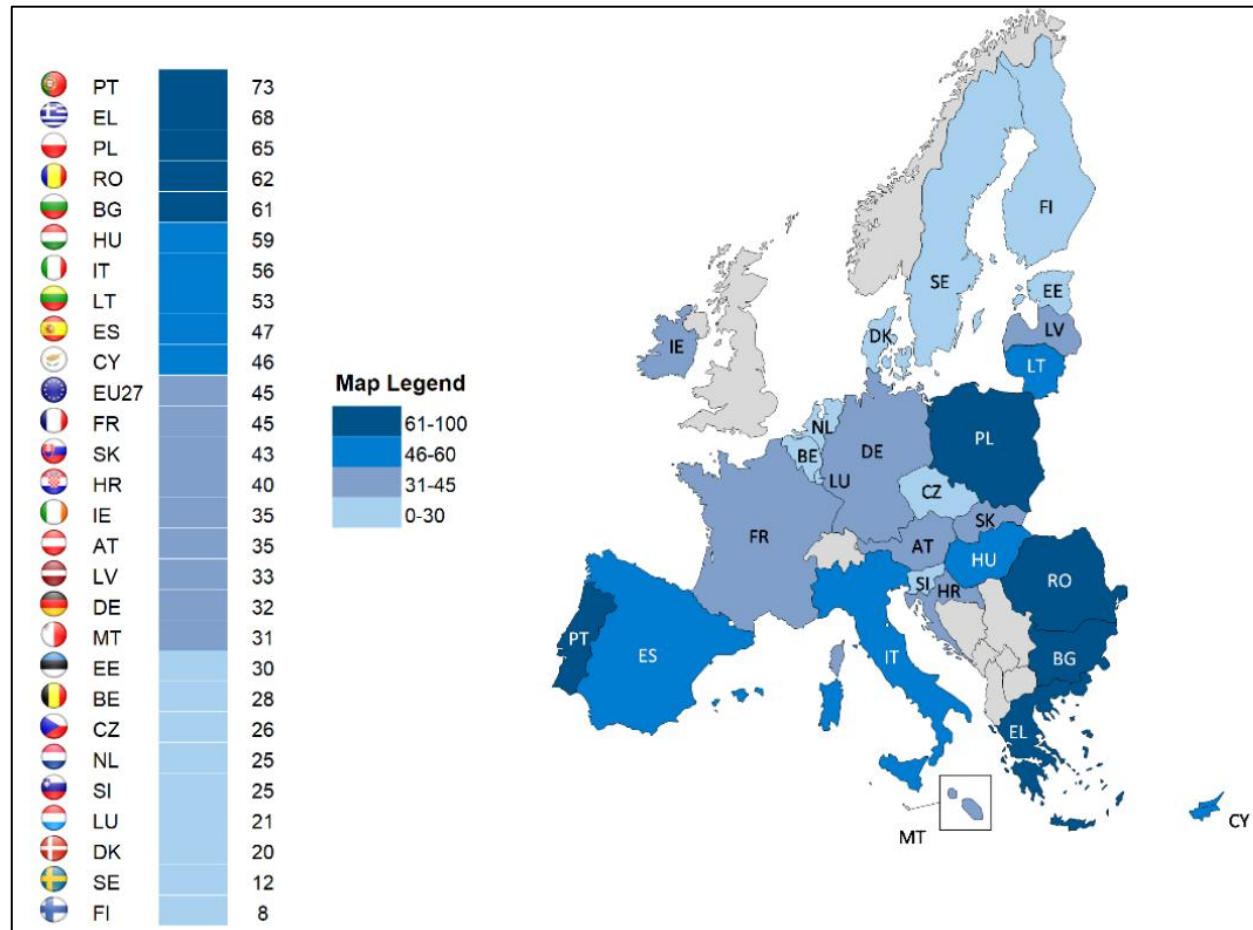
Oja, P., Memon, A. R., Titze, S., Jurakic, D., Chen, S. T. ... & Pedisic, Z. (2024). Health benefits of different sports: a systematic review and meta-analysis of longitudinal and intervention studies including 2.6 million adult participants. *Sports Medicine Open*, 10(1), 1-17.

Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). A systematic review of the psychological and social benefits of participation in sport for adults: informing development of a conceptual model of health through sport. *International Journal of Behavioral Nutrition and Physical Activity*, 10(1), 135.

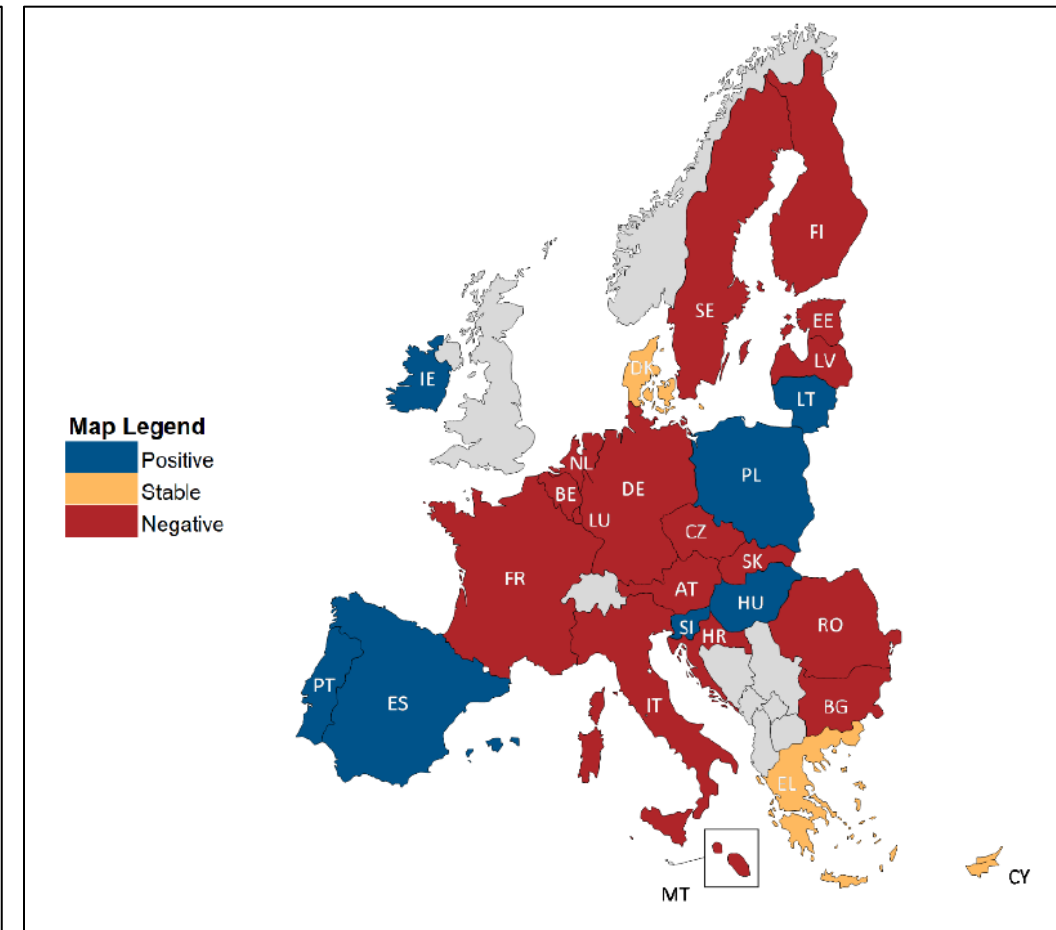
Sport participation in the EU

How often do you exercise or play sport? Response option “never”

Eurobarometer (2022)

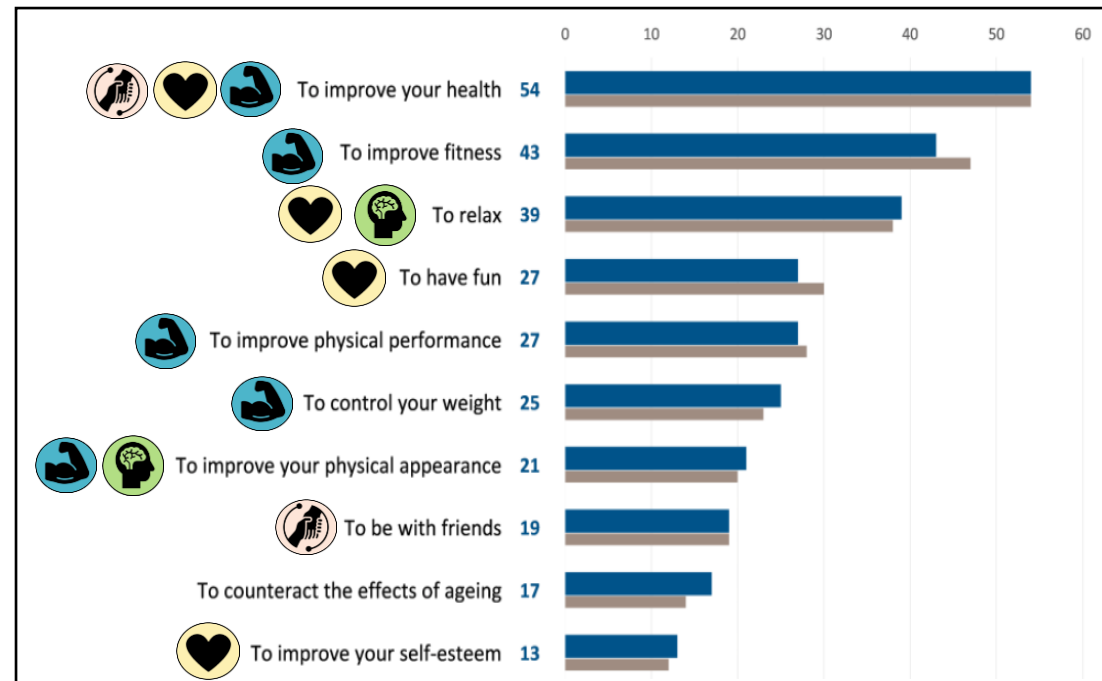


Change since Eurobarometer (2017)

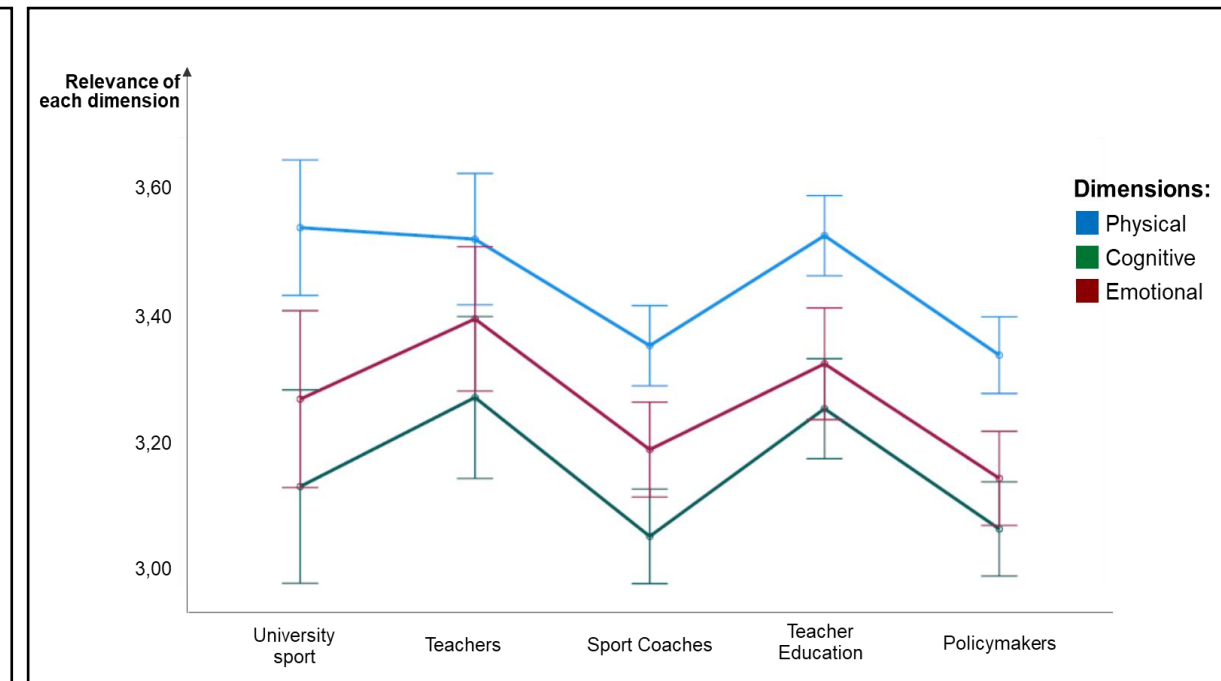


Sport participation in the EU

End users' voice



Deliverers' voice



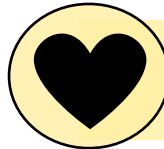
Belton, S., Connolly, S., Peers, C., Goss, H., Murphy, M., ... O'Brien, W. (2022). Are all domains created equal? An exploration of stakeholder views on the concept of physical literacy. *BMC Public Health*, 22, 501.
 European Commission. (2022). *Special Eurobarometer 525: Sport and physical activity* (Fieldwork April–May 2022). Publications Office of the European Union. <https://doi.org/10.2766/356346> (Retrieved May 13, 2026).

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

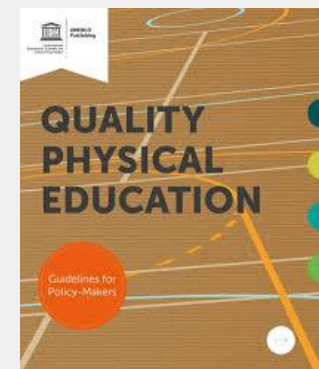
(Lindsay Smith et al., 2017; Van Luchene & Delens, 2021)



Knowledge, Understanding and Meaning

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

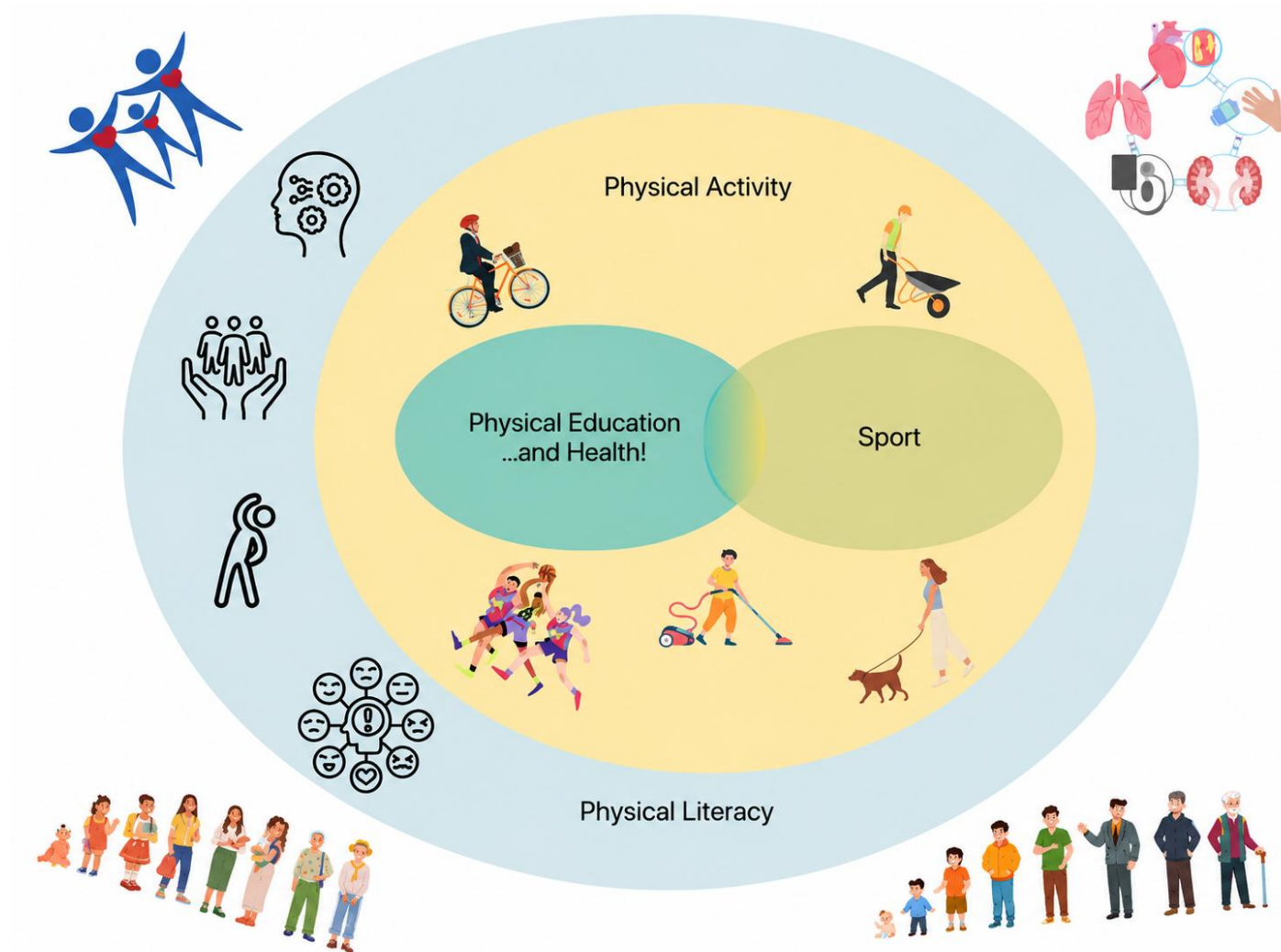
Global documents



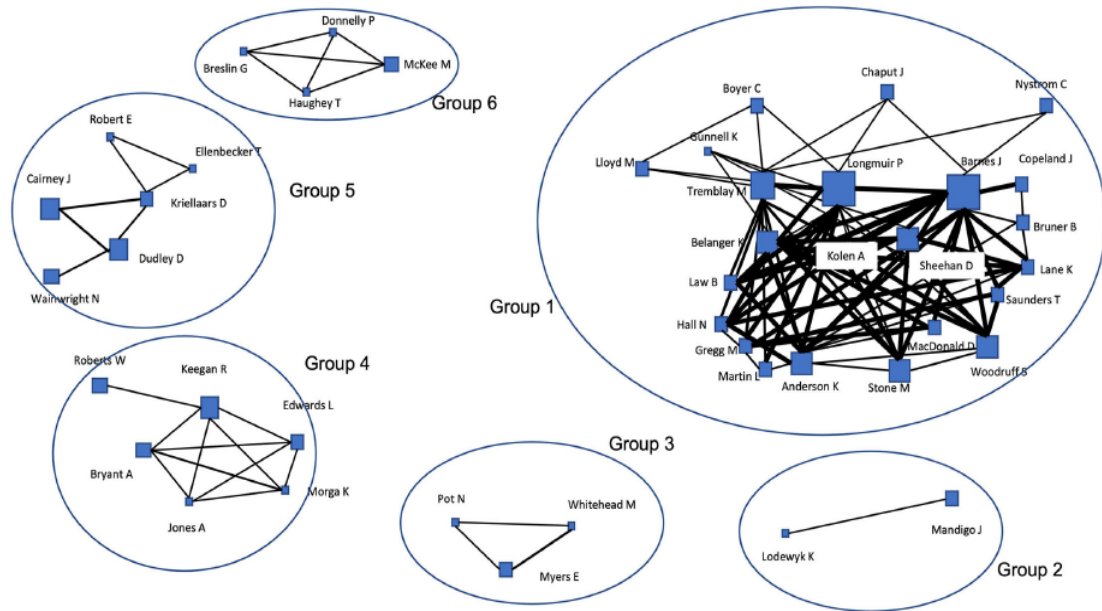
Physical Literacy: Backpack for a lifetime



Physical Literacy: Application across sectors



What are challenges in the realm of 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



Goal:

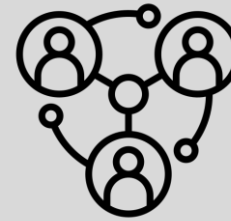
... to define the goal, principles (***what** is necessary*), actions and pathways (***how** can this be done?*) that move physical literacy forward across the world

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

Geographical representatives 48 countries



Group Delphi



Representatives of 'special thematic interest' 7 themes



Society representatives 20 societies



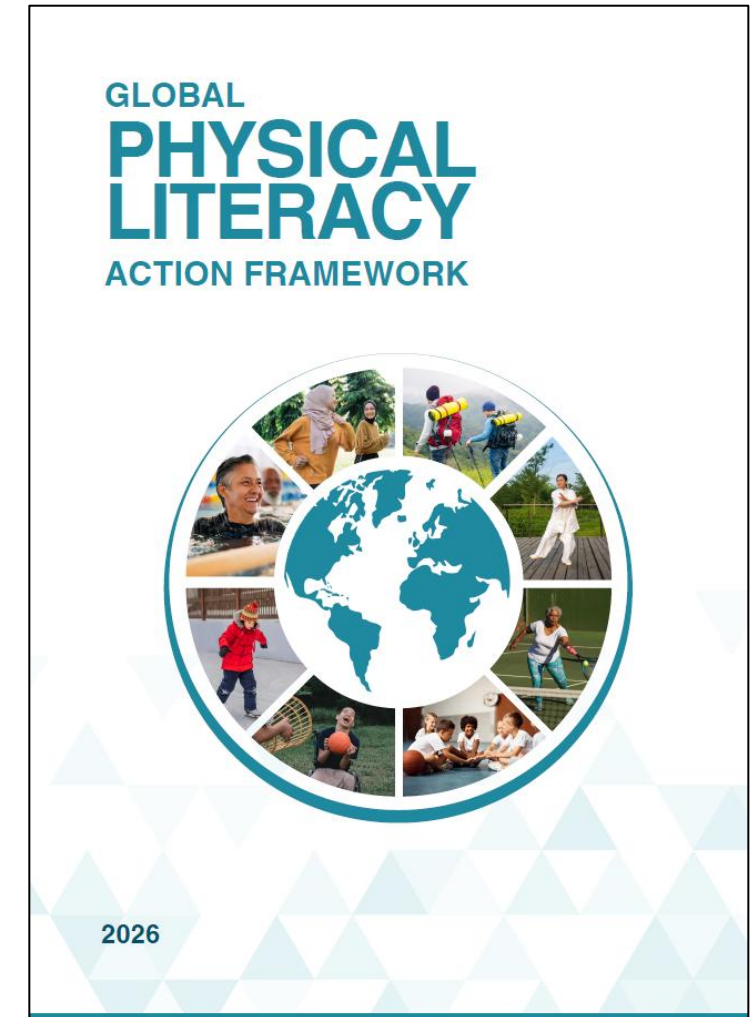
The Global Physical Literacy Action Framework: Overview

Vision:

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

“Let physical literacy flourish!”

→ Five transformation areas



Practice



Transformation potential:

- **Grassroots sport** is one of Europe's largest infrastructures for physical literacy
- **Inviting atmosphere:**
Away from fixed norms and standards to individual meaningfulness and growth
- **Coaches** (professionals, volunteers) must be empowered to align their practices with physical literacy
- **Sport facilities** are not neutral spaces — they shape motivation, belonging and lifelong participation

Advocacy

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

Put physical literacy on the **agenda of global sport**

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



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

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

Transformation potential:

- Physical literacy highlights the **potential of sport beyond talent and elite pathways**
- “**Put physical literacy on the agenda of global sport**”
 - Part of the long-term strategies of sport organisations
- Physical literacy has the potential to serve as an overall **reframing narrative**
 - Participation strategies and community sports

Education

Education principles:

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

Develop and disseminate
pedagogical resources in
all countries

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

Equip educators with the
knowledge, skills and resources



Empower school leaders and staff

Transformation potential:

- **Strengthen synergistic links
between schools and the sport system**
- Education is a **lifelong pathway**
- Physical Literacy provides a **shared
educational language** for teachers,
coaches and community facilitators

Assessment & Research

Assess physical literacy at the
population level

Follow **high-quality standards**



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

Empower practitioners to appropriately employ the
assessment or qualitative charting

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

Support the translation of
physical literacy into practice

Facilitate and monitor
national discussions



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

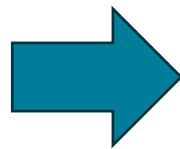
Assessment transformation potential:

- Not only participation rates, medals, club memberships
- Confidence, motivation, belonging, positive experiences, retention, inclusion, lifelong trajectories

Research transformation potential:

- Research has an important and responsible role
- From the 'silo' to real-world change

Dissemination: Translations

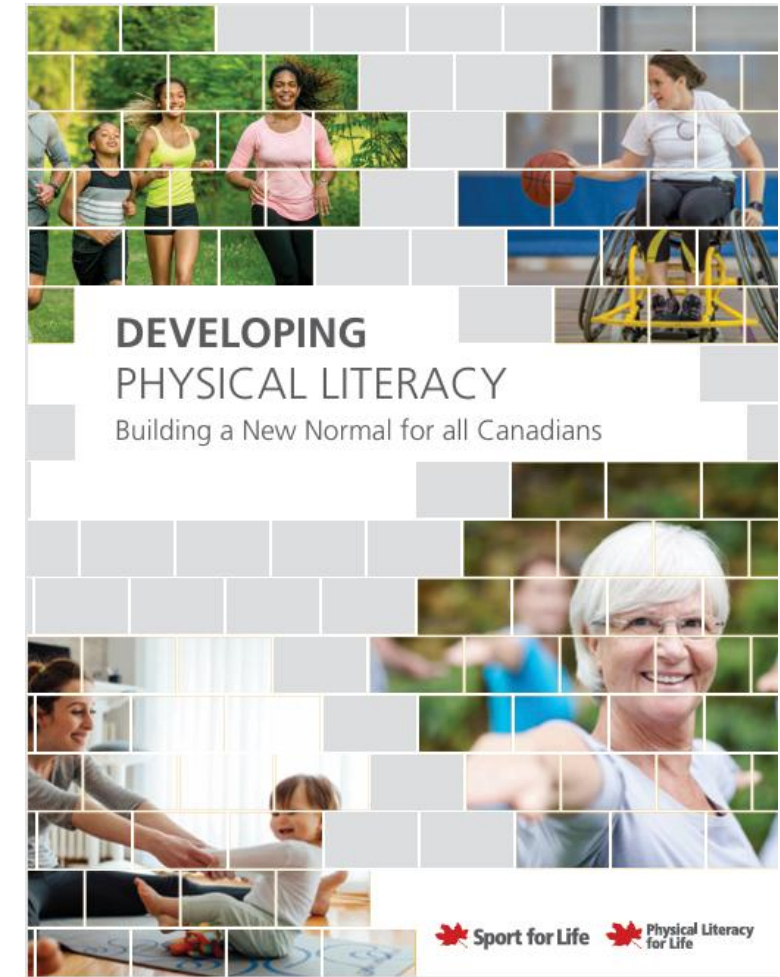
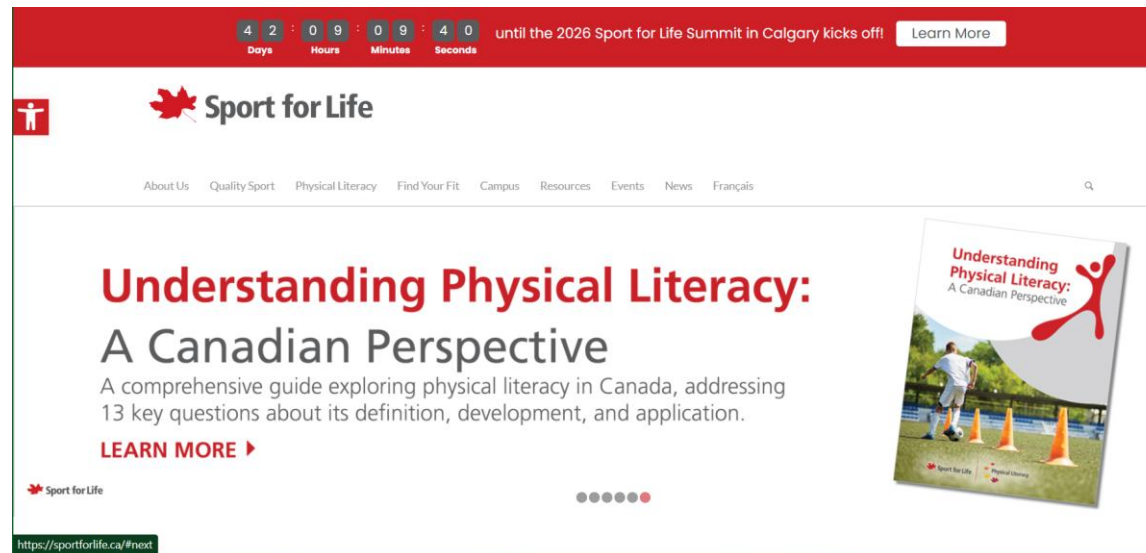
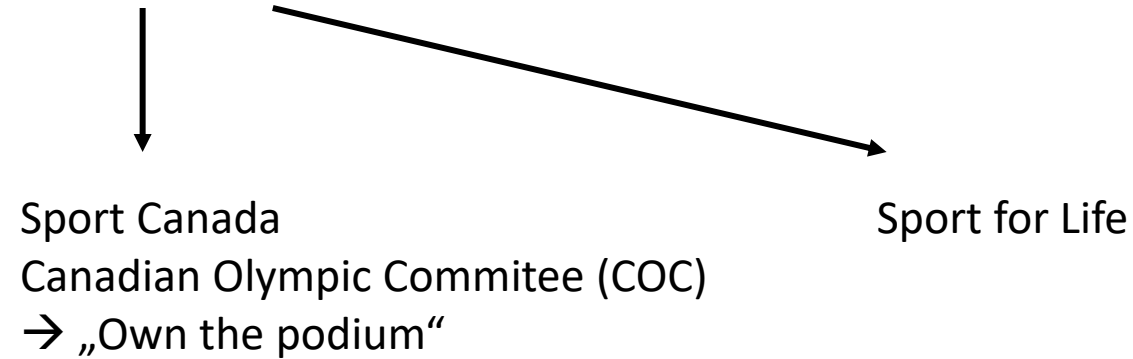


Released: February 2026



Released: March 2026

Selected applications: Canada (2015)



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.

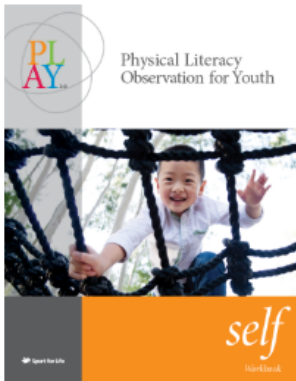
“Physical literacy is a gateway to an active lifestyle from childhood through to adulthood,” says PLAY creator Dr. Dean Kriellaars.

“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.

Selected applications: Canada (2015)

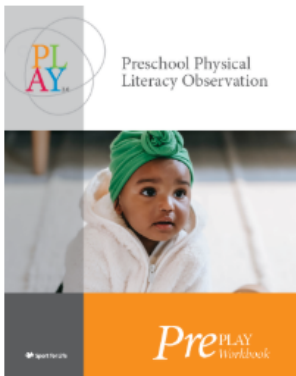


PLAYself

allows a child to gauge their current level of physical literacy based on their own perception.

Download:

- **PLAYself workbook:** Coaches, trained professionals, and parents refer to the workbook to help score *PLAYself* and understand the details of the assessment.
- **PLAYself form:** The child fills out the form to assess their physical literacy.
- **PLAYself scoring form:** Coaches, trained professionals, and parents use the score sheet to determine the child's physical literacy score.
- **PLAYself tracking form:** Coaches, trained professionals, and parents fill out the tracking sheet to record the child's progress.



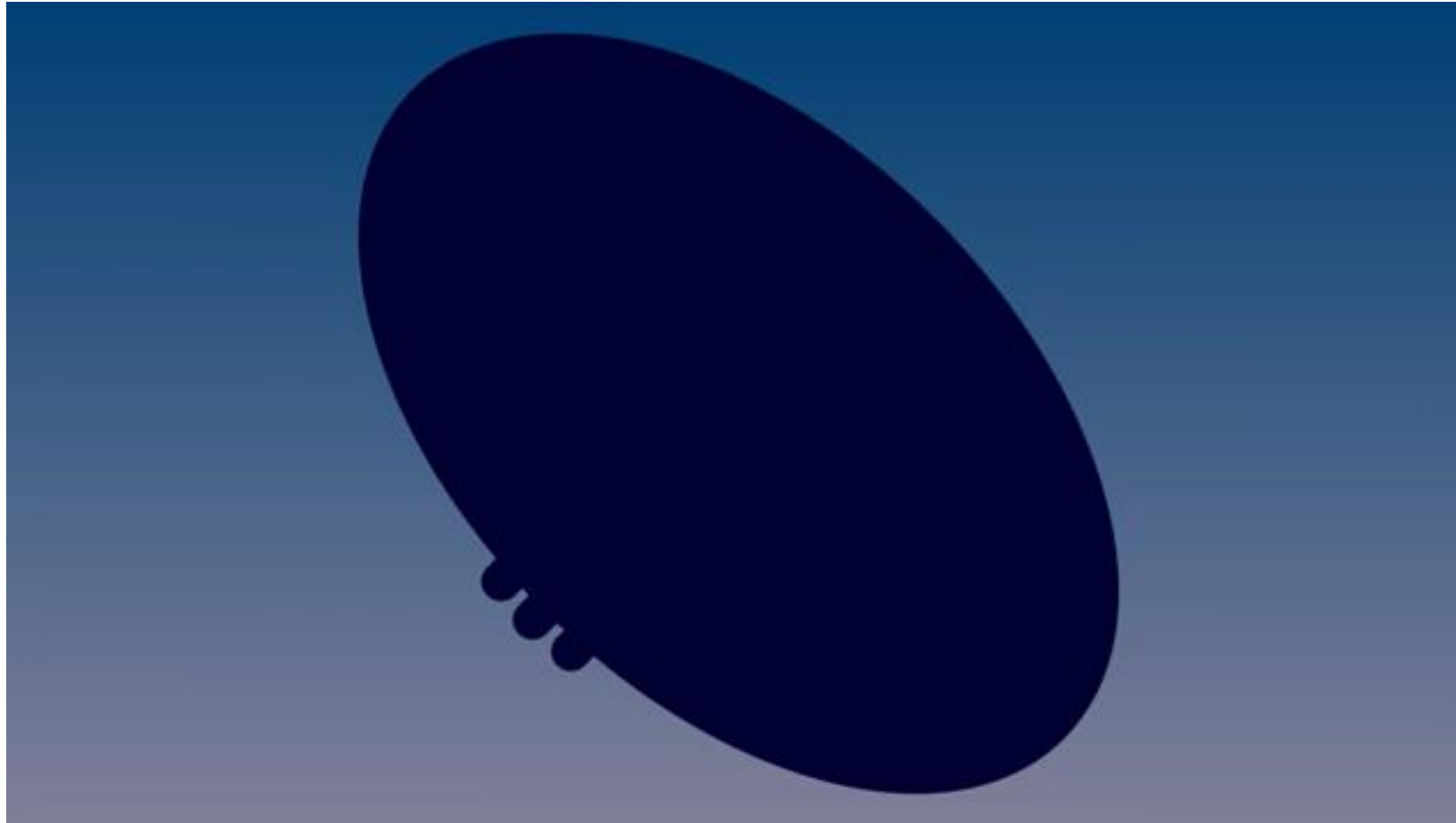
PrePLAY

uses different types of questions to fully observe a child's physical literacy.

Download:

- **PrePLAY workbook:** Coaches, trained professionals, and parents refer to the workbook to help score *PrePLAY* and understand the details of the assessment.
- **PrePLAY scoring form:** Coaches, trained professionals, and parents use the score sheet to determine the child's physical literacy score.

Selected applications: Australia (2019)



Australian Sports Commission (2025). Physical Literacy. Access on 15-05-2026 under https://www.ausport.gov.au/physical_literacy

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](#)

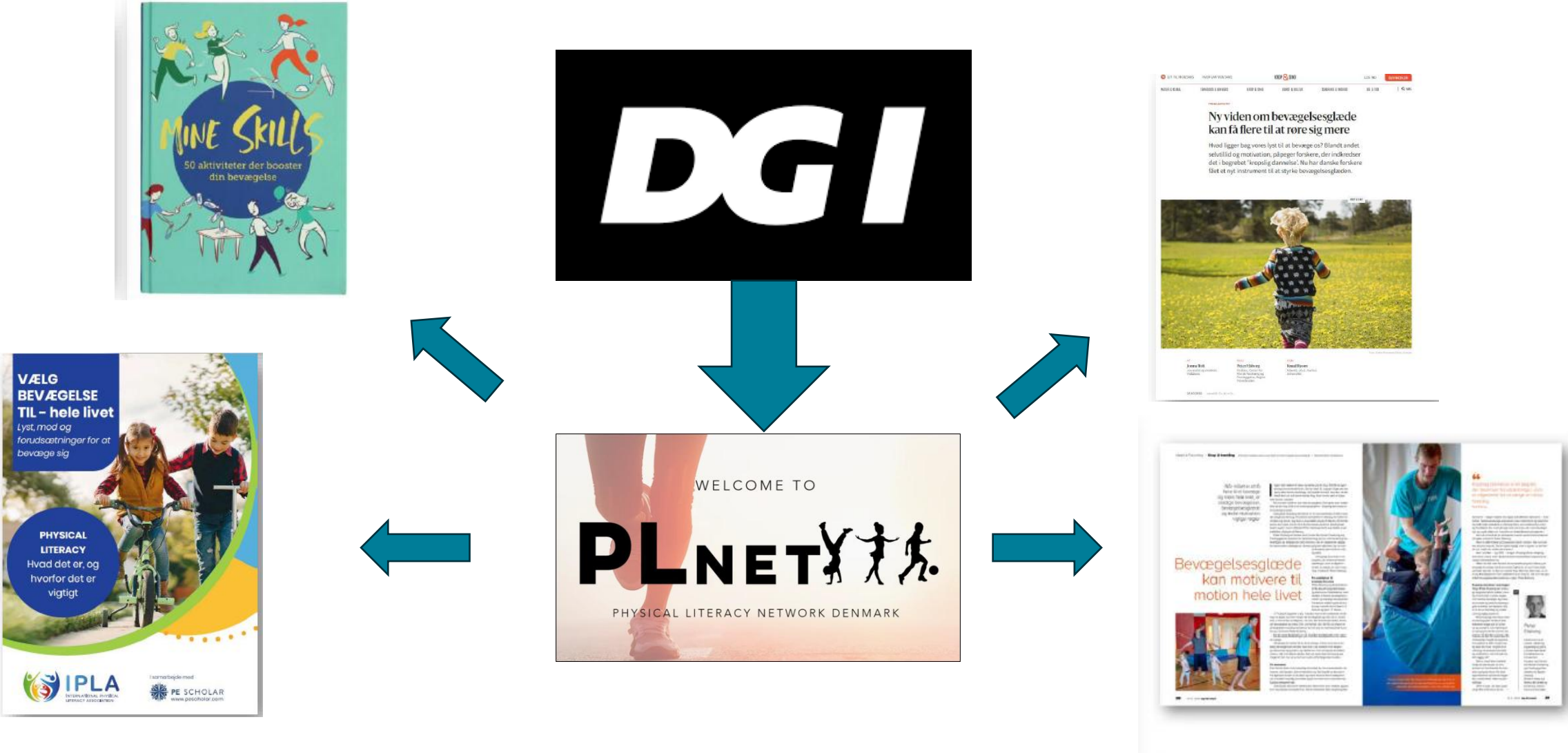
PHYSICAL LITERACY: GUIDE FOR CLUBS			
CLUB CULTURE AND ENVIRONMENT		PRACTICE OR TRAINING	GAME, MATCH OR RACE
ALL DOMAINS – PHYSICAL, PSYCHOLOGICAL, SOCIAL AND COGNITIVE	PHYSICAL	- Be prepared to modify activities and equipment so participants are challenged appropriately while developing their physical skills and fitness. The CHANGE IT approach can help. - 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 Playing for Life activities. - 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.	- 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. - 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. - 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.
	PSYCHOLOGICAL	- Make every session engaging so everyone wants to participate. - Ask what makes a session enjoyable and apply those strategies. - Provide appropriately challenging activities. - Find ways to mix it up to maintain interest. - Play the game as soon as possible and/or use the game sense approach. - Build confidence by helping participants feel safe to make mistakes and turn them into learning opportunities. - Be positive, patient and enthusiastic. - Get to know everyone in the group. - Praise everyone at least once every session. - Praise effort and growth and avoid comparing to others. - Provide opportunities for self-reflection and help participants: - understand their personal qualities, strengths and areas for development - know when to seek feedback and who to get it from - manage their emotions and physical responses to activities.	- Provide competition at a level suitable to the participant and focus on personal/team progress with winning seen as a nice bonus. - Provide a safe and supportive environment so participants are motivated to compete. - Ask how they want to receive encouragement and feedback and apply those strategies. - Consider different ways to praise and reward effort and improvement. - Ensure you celebrate their achievements with them. - Develop clear goals for participants to achieve at their pace. - Help participants manage their emotions during the game, match or race. - Use self talk to channel frustration and turn it into motivation. - Help participants deal with disappointment and develop smaller milestones to achieve a bigger goal. - Use mindfulness to help manage excitement, frustration and nervousness.
	SOCIAL	- Help participants build and maintain respectful relationships so they interact effectively and feel supported. - Allow time in sessions for friendships to develop. - Organise participants into small groups and mix it up. - Help participants to provide constructive feedback to each other. - Develop a sense of understanding and openness so everyone can learn from one another. - Find ways to include all participants, including the least active, experienced and confident participants. - Discuss what sportsmanship and fair play looks like and encourage those behaviours during practice or training.	- Allow time before and after the game, match or race for participants to socialise, have fun and strengthen friendships. - During the game, match or race encourage participants to be supportive of everyone involved and use positive language with teammates, opponents and officials. - Praise those participants who show good leadership during the game, match or race and show: - good sportsmanship - respect the cultural values of teammates, opponents and officials - awareness of feelings needs and interests of others.
	COGNITIVE	- Build participant knowledge so they understand what they are learning and why. - Help participants plan how often they should participate and develop a 'plan B' for changes in circumstances. - Help participants develop attainable stretch goals so they are more focused and inspired to work hard during practice and into the future.	- Empower participants and include them in strategy development and help them understand reasons for particular strategies and tactics. - Build on participant goals developed for training or practice and action those in the game, match or race. - Empower participants to solve problems during the game, match or race and help them analyse their own movements and that of their opponents.

Selected applications: Australia's long-term evaluation

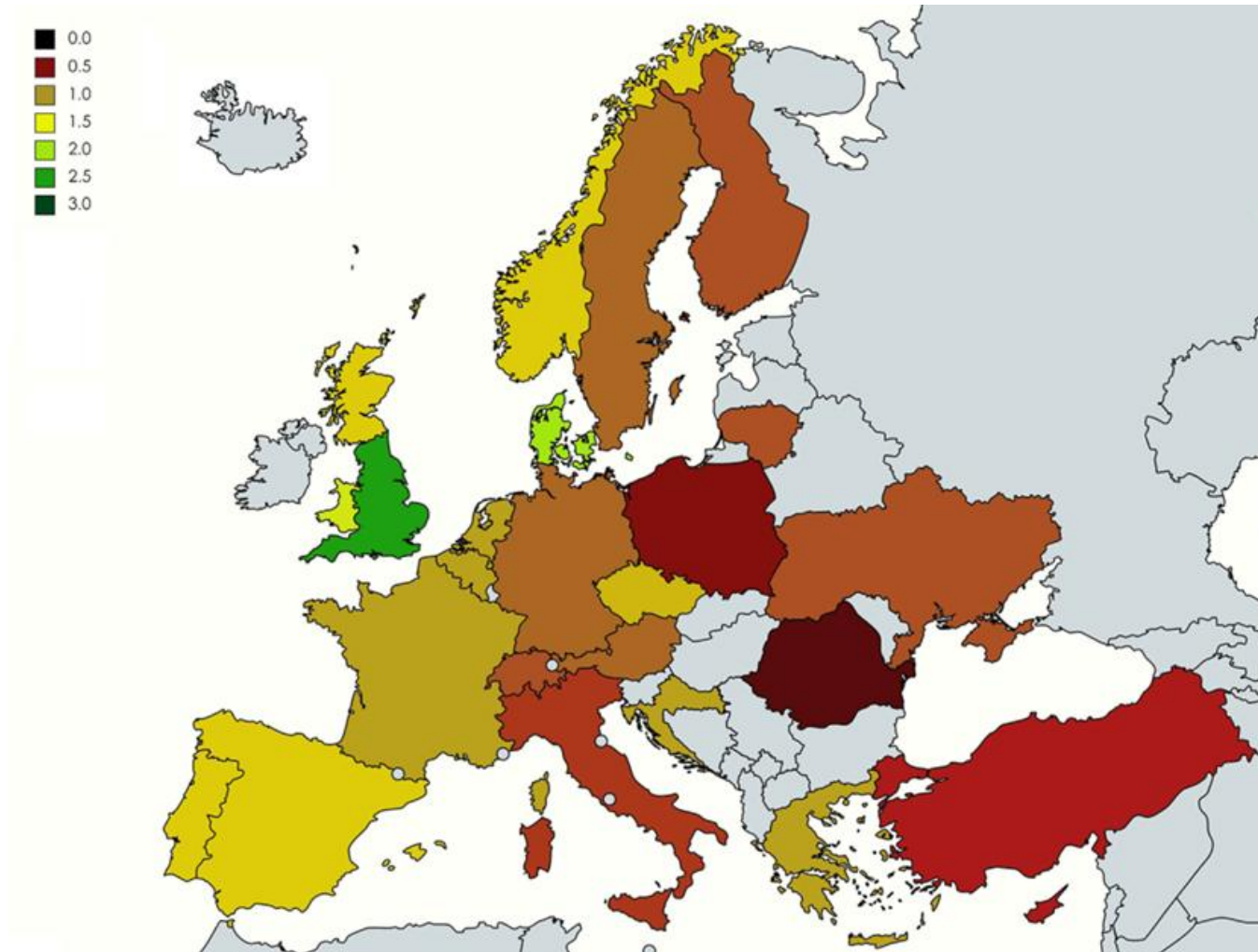
National Sport Organisation	Analysis of websites	Analysis of coaching education
Hockey	50.00%	34.25%
Paralympic	22.70%	43.25%
Table Tennis	77.30%	45.00%
Lacrosse	68.20%	49.25%
Rugby League	59.10%	50.00%
Special Olympics	86.40%	50.75%
Australian Football	72.70%	51.75%
Sailing	27.30%	54.25%
Bowls	31.80%	55.75%
Boxing	45.50%	66.75%
Snow Australia	81.80%	68.25%
Basketball	68.20%	72.50%
Rugby	59.10%	76.75%
Motorcycling	63.60%	77.50%
Athletics	36.40%	79.25%
Orienteering	72.70%	80.00%
Netball	40.90%	84.25%
Tennis	72.70%	85.00%
Waterball	54.50%	87.50%
Disability winter sport	31.80%	98.25%



Selected applications: Sport transformation in Denmark



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



Carl, J., Bryant, A. S., Edwards, L. C., Bartle, G., Birch, J. E., Christodoulides, E., ... & Elsborg, P. (2023). Physical literacy in Europe: The current state of implementation in research, practice, and policy. *Journal of Exercise Science & Fitness*, 21(1), 165-176.

Integration into European Sport and Health Initiatives

SHARE 2.0 Initiative

Objective

Support innovation, collaboration and capacity building in the European sport sector through communities of practice and thematic initiatives linking sport, health, inclusion, sustainability and innovation

Potential contribution to SHARE 2.0

A future SHARE 2.0 ideas paper could be envisioned:

“Physical Literacy Through Sport”

➔ The paper could explore how sport can become a driver of lifelong engagement, wellbeing, inclusion and human development through a physical literacy perspective



Integration into European Sport and Health Initiatives

European Week of Sport

Main objective

Promote physical activity and sport across Europe to improve physical and mental wellbeing, strengthen social inclusion, reinforce citizenship and address declining levels of physical activity

Potential added value of Physical Literacy

- Support long-term engagement beyond on-off campaigns
- Strengthen motivation, confidence and meaningful participation
- Enhance social connection, inclusion and sense of belonging
- Promote positive and enjoyable movement experiences across the lifespan
- Provide a holistic framework connecting sport, health, education and social participation



Key message

Physical literacy may help transform “BeActive” from a campaign message into a lifelong capability and social experience

Integration into European Sport and Health Initiatives

EU Sport Forum

Objective

Bring together European sport stakeholders to shape the future of sport in Europe and strengthen links between sport, health, education and society.



Potential added value of Physical Literacy

- Provide a common language across sectors and stakeholders
- Help connect elite, grassroots and recreational sport within a lifelong perspective
- Reinforce the role of sport in wellbeing, inclusion and social development
- Support more holistic and person-centred sport policies

12:15 - 13:15
April 15

Parallel sessions

Not just medals, rethinking sport for lifelong wellbeing

📍 Plenary room

This panel will examine how sport in Europe has expanded beyond organised competition to support education, social inclusion and health. While competitive sport remains central, it now intersects with recreational and participatory forms, creating a multifaceted ecosystem. Discussions will explore how these dimensions interact, including strengthening pathways between grassroots and elite levels, using elite sport to inspire wider participation, and integrating recreational sport into sustainable competitive environments.



Moderator

[Nynne Bjerre](#) - Master of Ceremonies



Speakers

[Jacob Schouenborg](#) - Secretary General, International Sport and Culture Association

[Antonio Silva](#) - President, European Aquatics

[Liesbeth van Vliet-Kruiswijk](#) - President, European Network of Academic Sports

Integration into European Sport and Health Initiatives

Sport & Society Policies – Physical Activity and Health

Objective

Promote physical activity and healthier lifestyles across Europe by connecting sport with health and other societal policies

Example: from *HealthyLifestyle4All* to *Physical Literacy Through Sport*?

The *HealthyLifestyle4All* initiative connected sport, health and lifestyle policies across Europe

→ A future European initiative could explore:

“Physical Literacy Through Sport”

Targeting sport federations , clubs, coaches, grassroots stakeholders

with the aim of:

- promoting lifelong engagement in sport and physical activity
- supporting wellbeing and inclusion
- reinforcing the social and educational value of sport environments



Integration into European Sport and Health Initiatives

Erasmus +

Objective

Support European cooperation projects promoting participation, innovation, inclusion and capacity building in sport and physical activity

Physical Literacy in sport could become a topic for:

→ **Cooperation Partnerships**

→ **Capacity Building in the field of Sport** (EU & out of EU collaboration)

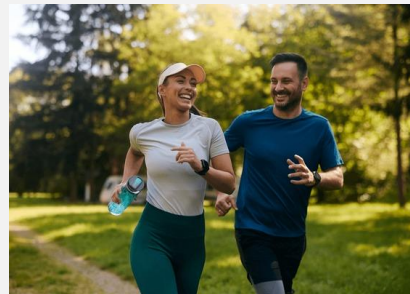
through projects focused on:

- implementation of physical literacy in sport systems
- coach and federation education
- inclusive and health-oriented sport environments
- lifelong engagement pathways through sport
-



Vision: Implementation and Monitoring

Increased Implementation



Systematic identification of opportunities in European countries

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



Monitoring

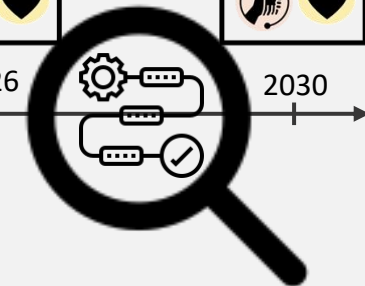
Global Physical Literacy Monitoring



2026



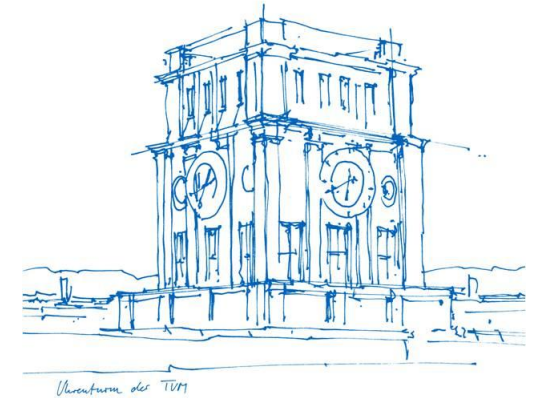
2030



We look forward to the discussion !



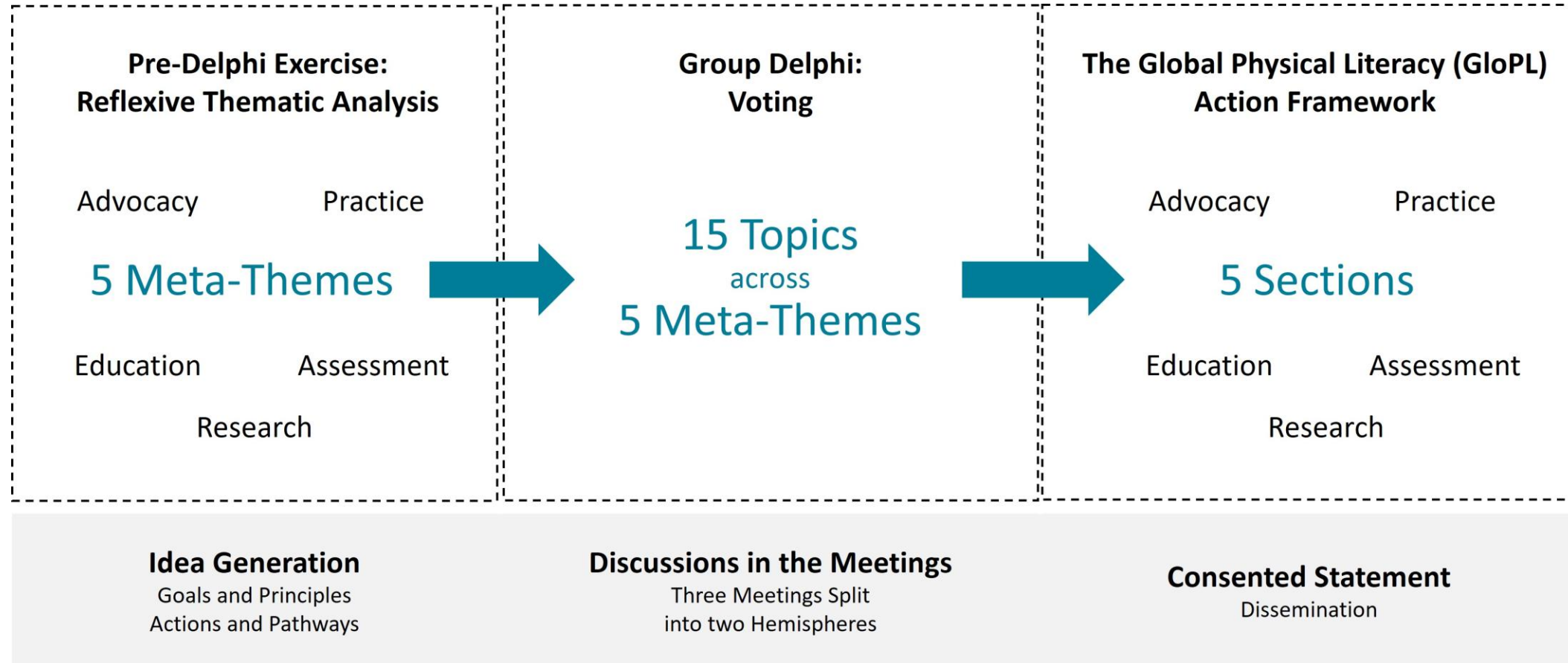
Dr. Johannes Carl
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Technical University of Munich (TUM)
TUM School of Medicine and Health
Department Health and Sport Sciences



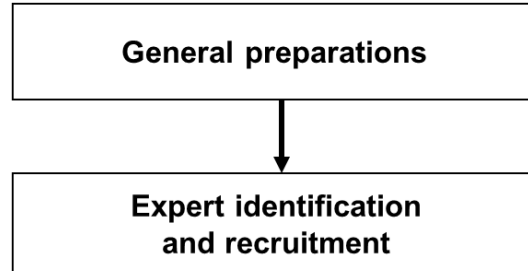
Prof. Alexandre Mouton
University of Liège
Department of Physical Activity and Rehabilitation Sciences
Research Unit for a life-Course perspective on Health & Education



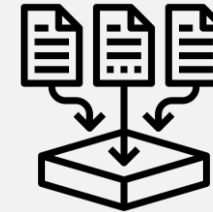
Global Physical Literacy Action Framework: Overview



Method: Group Delphi study

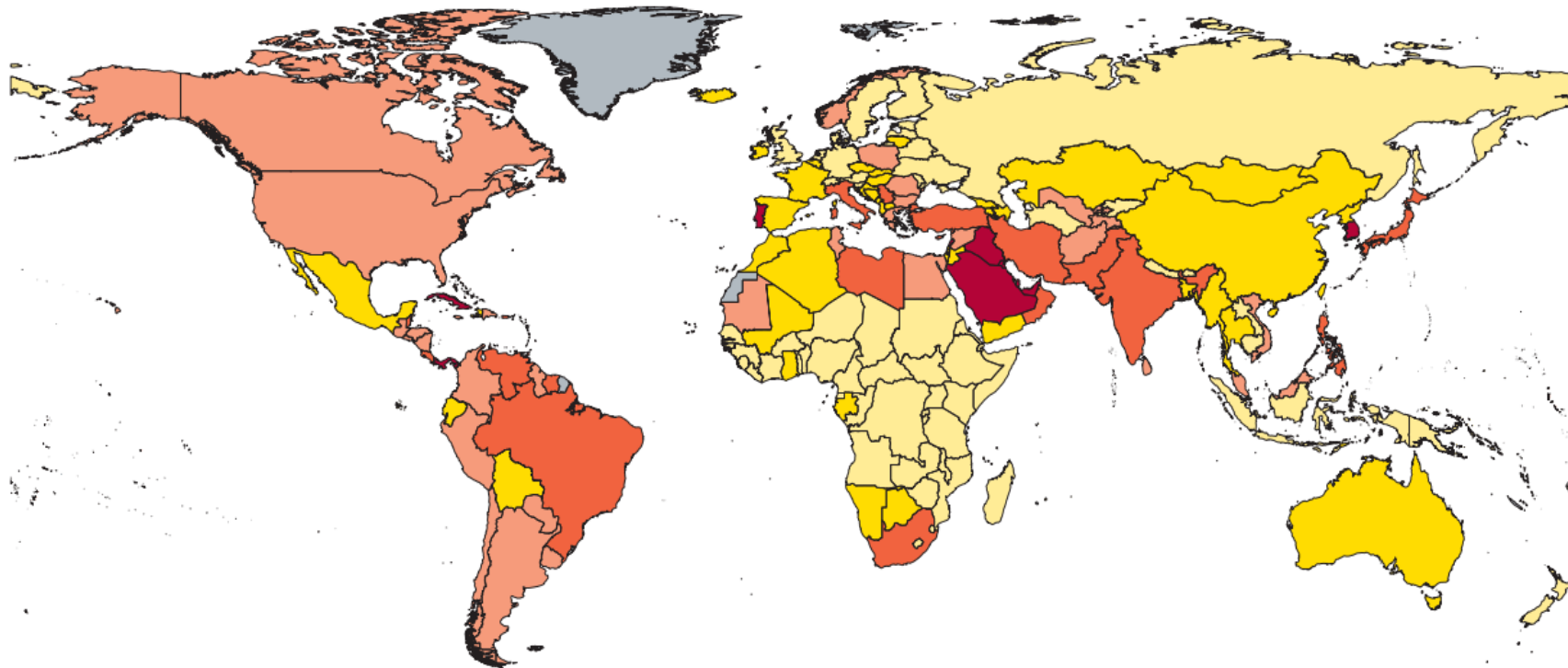


- **69 submitted statements**
49 geographical representatives (84%)
7 representatives of special thematic interest (100%)
13 society representatives (65%)
- **Reflexive thematic analysis**
Peer-based communicative validation and refinement



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

Physical activity behaviour



WHO Global Action Plan on Physical Activity 2018-2030



→ Prognose: Die meisten Länder werden vermutlich ihre Bewegungsförderungsziele für 2030 verfehlen



Strain, T., Flaxman, S., Guthold, R., Semanova, E., Cowan, M., Riley, L. M., ... & Zoma, L. R. (2024). National, regional, and global trends in insufficient physical activity among adults from 2000 to 2022: a pooled analysis of 507 population-based surveys with 5·7 million participants. *The Lancet Global Health*, 12(8), e1232-e1243.

Selected applications: Grassroots football in England



Workshop with coaches in Warwickshire, England

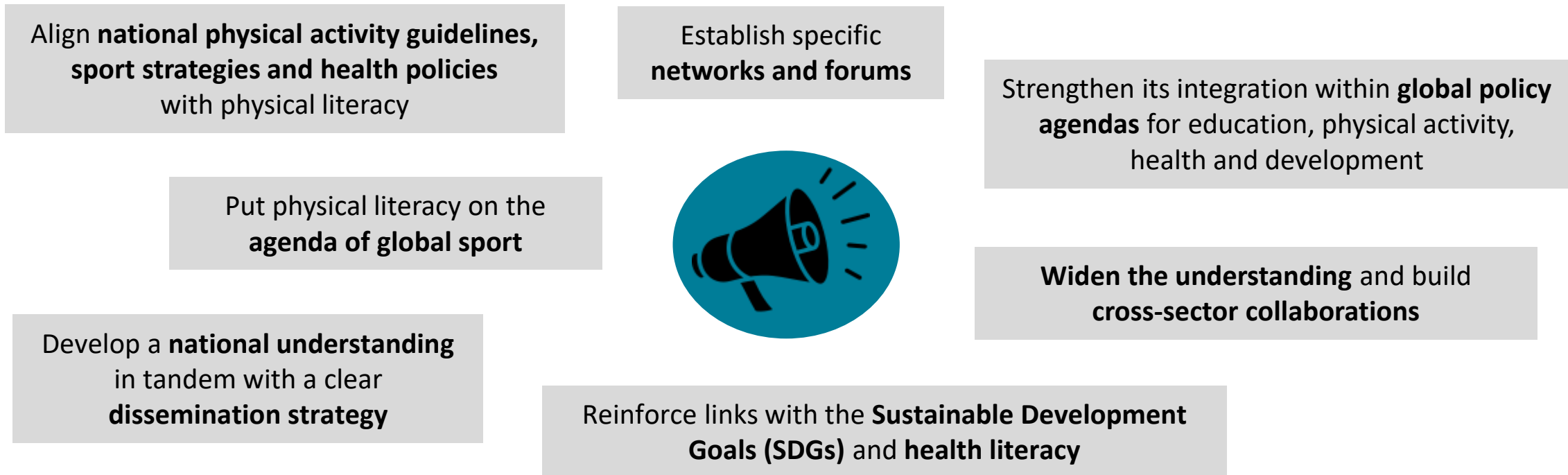


Synthesising evidence from 22 studies, the authors found:

-  Most community sport interventions have a positive effect on children's wellbeing
-  Significant improvements in quality of life, self-esteem, and emotional wellbeing
-  **Sport programs aligned with a holistic physical literacy approach show the strongest impact**

Advocacy

DEFINITION	
We need a consensus for a globally or universally accepted definition on physical literacy	8.6%
We do not need a definition on physical literacy on the global scale	1.7%
We need an obligatory core set of elements or principles, allowing for national or regional specificities	89.7%*



Practice

FUNDING AND INVESTMENT (SECOND ROUND)

Question: Do you agree with our suggestion to only use indirect links (e.g., to maximize efforts”) and, if not avoidable, to prefer the word “investment” instead (e.g., sections on advocacy, practices)?

Yes, I agree	93.6%*
No, I do not agree	6.4%



Education

EDUCATION PRINCIPLES		
Yes, I agree with the presentation of educational principles in line with physical literacy - holistic learning and development - student in the centre - support and inclusion - lifelong journey - voice and choice - work across curriculum areas		84.1%*
No, I do not agree with the presentation of educational principles in line with physical literacy		15.9%

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

Equip educators with the knowledge, skills and resources

Empower school leaders and staff



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

Embed physical literacy or equivalent translations **explicitly** within all relevant curricula

Assessment

ASSESSMENT (SECOND ROUND)

Harmonizing statement: “Physical literacy assessments or chartings should match their purposes. There is a place for standardized and psychometrically tested assessments (e.g., for monitoring population levels) as well as for qualitative approaches to account for the uniqueness of individual journeys.”

No	0.0%
Basically yes, but I suggest amendments	17.5%
Yes, I fully agree	82.5%*



Research

ACADEMIC JOURNAL	
Yes, we should include a statement that the field of physical literacy can benefit from establishing an academic journal on physical literacy	25.5%
No, we should not include a statement that the field of physical literacy can benefit from establishing an academic journal on physical literacy	74.5%*

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



Support the translation of
physical literacy into practice

Facilitate and monitor
national discussions

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