

# GLOBAL PHYSICAL LITERACY ACTION FRAMEWORK



2026

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& NUTRITION**



## Supporting Societies



**ACPEP**  
ASEAN Council of Physical Education  
and Sport



**ACSM**  
American College of Sports  
Medicine



**AIESEP**  
Association Internationale des Écoles  
Supérieures d'Éducation Physique



**ASPA**  
Asia-Pacific Society for Physical  
Activity



**Change The Game**  
Change The Game



**CPLA**  
Chinese Physical Literacy  
Association



**EUPEA**  
European Physical Education  
Association



**FIEPS**  
Fédération Internationale  
d'Éducation Physique et Sportive



**ICSSPE**  
International Council of Sport  
Science and Physical Education



**I-MDRC**  
International Motor Development  
Research Consortium



**IPLA**  
International Physical Literacy  
Association



**IPLC**  
International Physical Literacy  
Conference



**ISBNPA**  
International Society of Behavioral  
Nutrition and Physical Activity



**ISCA**  
International Sport and Culture  
Association



**ISPAH**  
International Society for  
Physical Activity and Health



**NAHPL**  
National Academy of Health and  
Physical Literacy



**NASPEM**  
North American Society for Pediatric  
Exercise Medicine



**SAPASEN**  
South American Physical Activity and  
Sedentary Behavior Network



**SHAPE America**  
Society of Health and Physical  
Educators



**S4L**  
Sport for Life



**UNESCO Chairs**  
'Governance and Social Responsibility in Sport' at UCLan Cyprus  
'Physical Activity and Health in Educational Settings' at University of Basel and Nelson Mandela University  
'Sport, Physical Activity and Education for Development' at Loughborough University



## Global Physical Literacy Action Framework

- For empowering individuals
- For lifelong physical activity, exercise and sport
- For more active communities and societies
- For better health
- For holistic learning and development
- For quality (physical) education
- For promoting physical literacy across the world

# VISION

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



# SUMMARY

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## Introduction

Physical activity offers numerous **health and wellbeing** benefits and can nurture **personal development**. However, global physical activity levels are declining or remain low, and most countries are ‘off track’ in their goal to reduce physical inactivity by 2030. This indicates that many **countries are not fully harnessing the comprehensive potential of physical activity** to:

- promote positive child development and nurture holistic learning
- empower individuals and enhance their quality of life
- promote social connections and enrich community life
- bolster mental health
- travel actively and reduce greenhouse gas emissions
- combat the rise in non-communicable diseases and reduce financial costs in the healthcare system
- enable healthy, active aging.

Given this situation, the critical question arises: what is next? Should we give more consideration to the quality of the physical activity experience? **Solutions are urgently needed** that:

- address the comprehensive set of capabilities to be physically active,
- consider everyone's motives and needs,
- enable positive experiences with physical activity (rather than focus on fulfilling quantitative benchmarks),
- allow individuals to take responsibility for their physical activity behaviour.

## What is physical literacy?

Physical literacy is the **foundation of lifelong physical activity**. It encapsulates **the various integrated capabilities** that shape a person's engagement in physical activity, such as affective/emotional (e.g., motivation or confidence), physical (e.g., movement skills or fitness) and cognitive (e.g., knowledge or understanding) capabilities. Some countries also recognize social, spiritual, perceptual or nature-based dimensions as integral to physical literacy (see the glossary for examples). These capabilities are not fixed and **develop over time**. To target these capabilities, practice must encompass more than just striving for people to reach a certain amount or intensity of physical activity or certain fitness goals. This is what we call the **provision of quality experiences** in physical activity, with physical literacy having the potential to act as a **game changer** for all the contexts in which physical activity occurs (e.g., exercise, sport, play, recreation, active travel, work). Although physical literacy relates to the attributes and experiences of the individual, the concept also highlights that individuals are shaped by their environment and opportunities.

Physical literacy is relevant for **all individuals of all abilities** and, consequently, for a large **range of fields**, such as education, sport, health care, therapy, recreation, health promotion, community services and development. Physical literacy has been proposed as a key vehicle for promoting physical activity and physical education, making its way into numerous important international documents. For example, the World Health Organization's Global Action Plan on Physical Activity 2018-2030 hallmarks physical literacy as a means to create more active people and societies. UNESCO's Quality Physical Education Guidelines for Policymakers position physical literacy as a central pillar of quality physical education. Similarly, the OECD Future of Education and Skills 2030 document mentions and explains physical literacy. In summary, physical literacy is firmly established on the **global agenda for education and health-enhancing physical activity**.

## What are the principles and core tenets of physical literacy?

Physical literacy holds specific implications for the practice of physical activity. To nurture quality experiences, applications in practice must focus on:

- **holistic learning and development:** consideration of (at least) physical, affective/emotional and cognitive goals and intervention components for physical activity
- **person in the centre:** emphasis of individual circumstances, progress and growth instead of social comparisons and norms
- **support and inclusion:** accessibility and equity in opportunity, promotion of an empowering climate for physical activity and coverage of a range of (dis)abilities.
- **lifelong journey:** biographical orientation, definition of short-term and long-term goals, non-linear growth with sudden progress, plateaus and setbacks
- **voice and choice:** opportunities for participation and creativity, provision of options
- **work across sectors:** collaborations across different disciplines and professions to integrate movement in line with physical literacy into a range of situations of daily life.

## What are the challenges in the realm of physical literacy?

Despite increasing recognition of physical literacy, several challenges continue to limit its clarity and reach. There is currently **no global consensus** on the definition of physical literacy, yet the definitions are all more similar than different. Although numerous researchers have discussed and advanced the physical literacy concept in recent years, many **assessments tools** could be tested in more countries, age groups, and subgroups. Furthermore, many **programs** labelled as 'physical literacy' do not align with the concept of physical literacy. This situation undermines the integrity and impact of physical literacy. It generally takes between 15-20 years until research solutions translate into real-world applications, and the percentage of successful translations is typically quite low. Unfortunately, this situation also refers to the realm of physical literacy, with **transfer into practice** relatively rare. Barriers to translation include the complexity of theoretical descriptions, the lack of illustrative material and stakeholders' awareness, knowledge and skills. Despite facing similar challenges related to physical literacy (such as **cultural** questions, **translation** issues, or entrenched **traditions**), most countries work independently and in isolation from each other.

In general, there is not yet a strong cooperative mindset in the landscape of physical literacy, with many actors defending “their” understanding of the concept. Although physical literacy is strongly endorsed by some global organisations, the process of adopting the concept in research, practice and policy could benefit from guidance and practical suggestions on how physical literacy can be used in these fields. This framework defines the different areas in which physical literacy can be applied and provides guidance on the types of actions that support the engagement of quality physical activity experiences for life.

## Who is the framework for and what are the goals?

This framework is developed for everyone who has an interest and role in promoting physical activity, including policymakers, educators, coaches, health professionals, academics and community managers. **The central goal of this document is to harness the potential of physical literacy for quality physical activity experiences worldwide.** Therefore, the aim was to develop a global framework that defines goals, principles, pathways and actions to move the field of physical literacy (and, in turn, physical activity) forward. The framework, which is called the **Global Physical Literacy Action Framework**, was developed by:

- covering aspects of research, practice and policy
- involving diverse perspectives and professional backgrounds
- incorporating critical aspects that require further discussion or elaboration
- including multiple stakeholder groups.

## Methodological background

This action framework resulted from a large group Delphi process involving three representation groups (all individuals and supporters are listed on the last page of this document):

(1) **Geographical representatives:** 59 individuals from 48 countries providing culture- and language-sensitive perspectives on physical literacy (see the map).



(2) **Representatives of special thematic interest:** Experts of seven topics demonstrating evidence of missing attention within the physical literacy field.

(3) **Representatives of academic societies:** Members from 21 societies in the realm of physical activity, sport, health and education.

In the first phase, all representatives were invited to participate in an **individual idea generation on** “what moves the field of physical literacy forward?” covering goals, principles, ways and actions. The collected ideas underwent a qualitative method (a reflexive thematic analysis between two persons) and resulted in five action areas forming the main sections of this framework. In the second phase, the representatives openly discussed controversial ideas, resolved conflicts about future directions and refined formulations during **three consecutive meetings** organised between November 2024 and January 2025. These meetings were held online and divided into two hemispheres: one for the Pacific/American region and one for the European/African/Asian region. All decisions adhered to democratic principles with votes of equal rank. The process has been detailed in a study protocol and a scientific paper.

## Overview

The group Delphi process led into **five interlinked action areas** to move the physical literacy field forward: advocacy (section 1), practice (section 2), education (section 3), assessment (section 4) and research (section 5). This framework is an invitation for all sectors to work together for nurturing quality physical activity experiences for all.

**Let physical literacy flourish!**





## Action 1: ADVOCACY

**Advocacy priorities** to move physical literacy forward and enable better quality experiences with physical activity worldwide:

1. Establish a globally recognised core set of elements and guiding principles for physical literacy.
2. Develop a national understanding of physical literacy in tandem with a clear dissemination strategy.
3. Widen the understanding and build cross-sector collaborations to effectively implement physical literacy.
4. Reinforce the links between physical literacy and the Sustainable Development Goals (SDGs) and health literacy.
5. Strengthen the integration of physical literacy within global policy agendas for education, physical activity, health and development.
6. Put physical literacy on the agenda of global sport.
7. Align national physical activity guidelines, sport strategies and health policies with physical literacy.
8. Strengthen and establish specific networks and forums for generating and disseminating knowledge on physical literacy.

Effective advocacy is crucial to move physical literacy forward. While the ambition to consensually derive a global definition on physical literacy is desirable, it is also challenging to achieve and presents a delicate balance. While supporting worldwide coherence, a universally valid definition undermines previous consensus processes and may mask important cultural specificities. Therefore, our framework balances global alignment with national relevance.

## 1

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

To maintain the integrity of the concept while allowing for national and regional specificities, the field requires a **globally shared core set of elements or principles** for physical literacy (e.g., about the inclusion of physical, psychological, cognitive, and social domains). This foundational step is crucial for worldwide coherence in concept, assessment and translation. Countries are encouraged to promote structured discussions about these core elements and subsequently build upon them.

## 2

**Develop a national understanding of physical literacy in tandem with a clear dissemination strategy**

Building on this globally recognised core set of elements, countries should promote **structured discussions** to develop nationally relevant understandings of physical literacy. This process **may involve expanding upon the global core** to fit national situations and cultural specificities, including Indigenous perspectives. Given the dynamic and ever-changing nature of individuals' relationship with movement, advocates (also nationally) should carefully consider the use of the term 'physically literate', as this term often implies no opportunities for further growth and may also set up unfavourable comparisons between individuals. Countries are encouraged to publish these nationally tailored perspectives, making them accessible to all. The **subsequent dissemination** of the national physical literacy understanding should be complemented through:

- **clear and simple messages** about core elements and implications of physical literacy (to effectively reach into society and community)
- **clear ways and platforms** for dissemination (e.g., scaling workshops, media releases, national campaigns)
- clear responsibilities in dissemination (e.g., which individuals and organisations)
- coordinated communication pathways to reach **regional, rural, metropolitan and also community levels**
- segmented communication strategies and illustrative resources in appropriate languages to reach the **different sectors** (e.g., education, sport, health care, therapy, recreation, health promotion, community services and development)
- **appropriate investment** to maximize the impact of physical literacy
- multidimensional **monitoring** (e.g., tracking the use of materials in practice, evaluating advocacy efforts and policy adoption).



3

### Widen the understanding and build cross-sector collaborations to effectively implement physical literacy

For physical literacy to be effectively implemented, it must better reach and resonate at the community level, necessitating **enhanced awareness and understanding among all stakeholders**. This includes government officials, decision makers, lead educators, society heads, community managers, and representatives from Indigenous groups. Achieving this requires public campaigns, educational actions, media outlets, strategic relations, local events, and grassroots initiatives. Due their positions, stakeholders can actively support the development, implementation and maintenance of programs as well as ensure structured communication about physical literacy and influence the delivery of strategies. The application of physical literacy across various sectors (e.g., education, sport, health care, therapy, recreation, health promotion, community services and development) does not imply that these sectors must work in an isolated fashion. Instead, we call for **strengthening cross-sector collaborations** to share experiences, improve the quality of delivery and shape environments that intrinsically support the development of physical literacy. These collaborations should explicitly involve **strategic and operational partnerships** between universities, non-profit organisations, ministries, companies and other relevant stakeholders.

4

### Reinforce the links between physical literacy and the Sustainable Development Goals (SDGs) and health literacy

Physical literacy can make significant contributions to achieving important **Sustainable Development Goals** (SDGs), encompassing their social, economic, and environmental dimensions. Specifically, these include ‘Good Health and Well-being’ (SDG-3), ‘Quality Education’ (SDG-4), ‘Gender Equality’ (SDG-5), ‘Reduced Inequalities’ (SDG-10) and ‘Sustainable Cities and Communities’ (SDG-11). The field of physical literacy should better articulate these contributions to underscore its beneficial impact on solving the world’s most pressing challenges. In some cases, the prominence of **health literacy** can be used to advocate physical literacy, as the concept also addresses individual’s ‘literacy’ for health behaviour. However, although the two concepts share commonalities, equating these or portraying physical literacy as a specific sub-form of health literacy is not recommended.

## 5

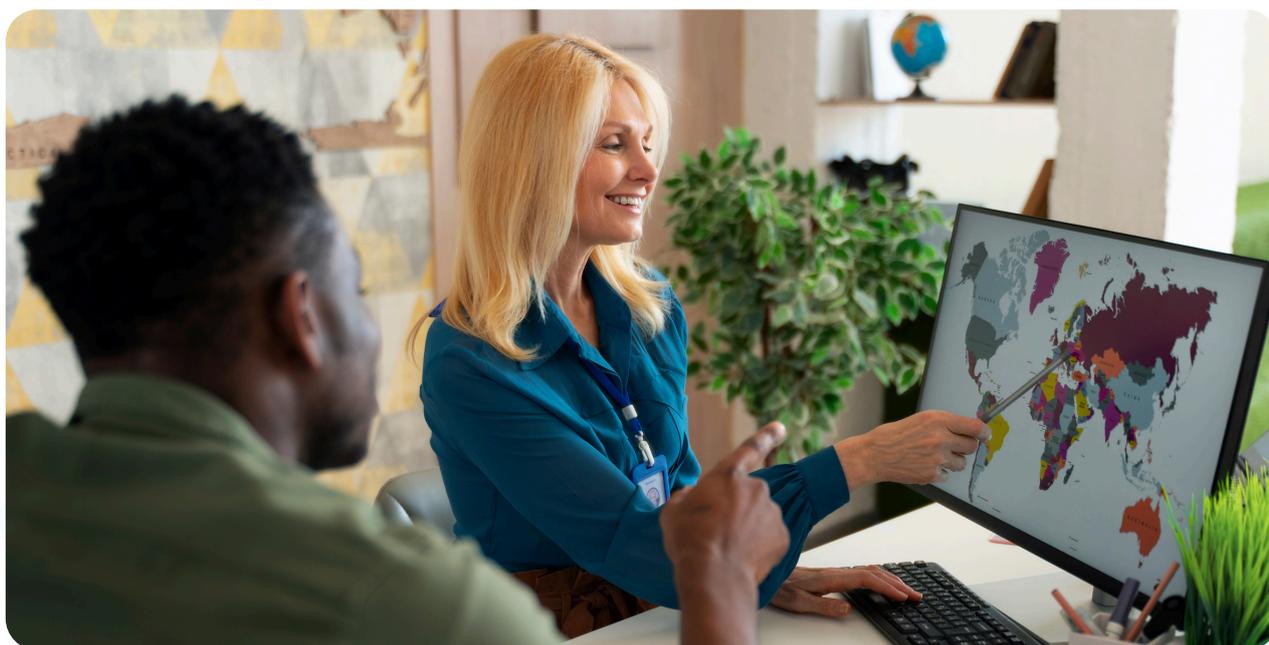
**Strengthen the integration of physical literacy within global policy agendas for education, physical activity, health and development**

At the global level, physical literacy is already supported by key organisations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the World Health Organization (WHO) and the Organisation for Economic Co-operation and Development (OECD). To ensure consistency over time and support already initiated and ongoing activities, it is important that future **follow-up documents** continue to include ‘physical literacy’. To achieve coherence across global policies and frameworks, **other non-governmental organisations** in education and health are advised to explicitly use the term ‘physical literacy’ or align their strategies with its principles.

## 6

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

Physical literacy currently holds minimal prominence within the international sphere of sport, such as within the International Olympic Committee (IOC) or major international sport organisations. While a few international sport organizations have started giving some initial attention to physical literacy, its significant potential to engage individuals through grassroots and community sport, beyond talent and elite sport pathways, warrants a **more prominent position on the global sport agenda**. For instance, physical literacy should be included into the participation strategies and long-term agendas of these international organisations, ultimately benefiting and enhancing sport practices for everyone. Physical literacy can also be integrated into action plans and frameworks at continental and state federation levels, if applicable.



7

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

At the national level, physical literacy must be explicitly included in the **physical activity guidelines** and **physical activity promotion strategies** to facilitate the identification of individual solutions for physically active lifestyles. The broad **national health strategies, policies and documents** must acknowledge the importance of physical activity and should ensure alignment with the principles of physical literacy. National **sport organisations and associations** have a broad and integrative function for society. Therefore, they must align their strategies, policies, operations and practices with physical literacy (e.g., official vision/mission statements and participation strategies) to reach a broad target group beyond sport talents. Physical literacy should find its way into the education material of current and future coaches (e.g., coaching workshops, acquisition and updating of trainer licenses).

8

## Strengthen and establish specific networks and forums for generating and disseminating knowledge on physical literacy

The field of physical literacy can benefit significantly from strengthening and installing specific **working groups or special interest groups** within existing societies or networks. These groups can serve to initiate further activities and actions, cultivate a unified voice, advocate visibly for physical literacy, launch campaigns, forge alliances with relevant parties and disseminate important research findings. Industry and scientific **conferences** can promote structured exchanges, develop new ideas, provide a platform for innovations and help communicate decisions and strategies around physical literacy. Researchers and stakeholders should continue to spread their news and innovations across a **range of different journals, platforms and media**.



## Action 2: PRACTICE

**Practice priorities** to move physical literacy forward and enable better quality experiences with physical activity worldwide:

1. Empower professionals, volunteers and family members to promote physical literacy.
2. Identify and develop best-practice programs tailored to the different sectors, target groups and facilitators.
3. Ensure that programs can be accessed by all and are supported by illustrative material.
4. Facilitate the development and implementation of practices in multidisciplinary teams.
5. Create environments and equipment that reflect the principles of physical literacy.
6. Secure solid and sustained investment for the effective transfer of physical literacy into practice.

## 1

**Empower professionals, volunteers and family members to promote physical literacy**

Societies worldwide must increase their efforts to translate the conceptual ideas of physical literacy into practice. Physical literacy can guide and permeate practices across all sectors where physical activities play a role. Notable sectors include (physical) education, organised sport, health care, therapy, recreation, health promotion and community services and development. Accordingly, many **professionals and volunteers** must be empowered to align their practices with physical literacy, such as educators and teachers across the entire educational system (see section 3), health professionals, physiotherapists, coaches, sport scientists, community and social workers, space designers and actors in the leisure sector. Effective strategies are urgently needed to target these facilitators (e.g., via study programs, further education, professional mission statements, qualification standards). Considering that individual physical activity experiences are also gathered in the private context and during unstructured play, practical actions must increasingly target **family members**, such as siblings, partners, parents and caregivers, to promote physical literacy.

## 2

**Identify and develop best-practice physical literacy programs tailored to the different sectors, target groups and facilitators**

A significant opportunity exists to **elevate the quality and expand the reach of physical activity programs** by basing them firmly on the physical literacy concept. While many existing programs already cultivate elements crucial to physical literacy, there is considerable variety in the quality of physical literacy programs currently available. It is crucial to **positively highlight and disseminate existing best-practice programs** at scale to ensure consistent, high-quality provision. To account for the diverse needs across populations, **further best-practice programs** tailored to the different sectors and target groups, including their facilitators, must be developed. For instance, it is important to develop and highlight programs differentiated by grades (physical education), sports and levels (organised sport), diverse abilities (inclusive programming), specific injuries and diseases (health care and therapy), age groups (health promotion), locations (recreation) as well as different socioeconomic backgrounds and settings (community services and development). These programs should be diligently informed by the best available evidence. Ideally, physical literacy programs should be **co-designed** with stakeholders and end-users, tailored to **specific cultures and contexts** and **tested for effectiveness**. Coordinated efforts are needed to locally implement the planned program.

3

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

Providing **low-barrier access** to programs through informative and illustrative material supports practitioners' inspiration, adjustment and application of these programs. Programs should be designed with accessibility in mind, considering factors such as **cost, language, location and place, equipment and the diverse needs of all potential participants**. Illustrative materials, such as videos, infographics and online brochures, can effectively demonstrate how to implement physical literacy principles in practice and inspire practitioners to adapt programs to their specific contexts in an inclusive manner.

4

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

Since physical literacy includes the physical, affective/emotional and cognitive aspects of an individual's physical activity and the program implementation requires social and contextual knowledge, we advocate for **diverse teams with different professional backgrounds (multidisciplinary teams)** to install physical literacy practices. Cross-sector collaborations support transfer of programs, promote exchanges with differing perspectives and improve quality of delivery. At early stages of physical literacy development within a country, it may be beneficial to establish **cooperative constellations with experts** (e.g., via universities, institutions of higher education, local governments and health promotion offices) to ensure feasible, high-quality and effective programs.

## 5

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

Physical activity, exercise and sport is always embedded within various **environments** (e.g., parks, playgrounds, village squares, natural landscapes, sport facilities and infrastructure, schools, community spaces, gym halls, fitness studios) and is often organised with specific fixed or loose **equipment** (e.g., balls and rackets, simple ropes, repurposed objects, instruction text, gymnastics apparatus, fitness devices, smartwatches). For human-designed environments and equipment, architects, engineers, urban designers and space designers should deliberately craft these to be as motivating, rewarding and cognitively stimulating as possible, while meeting the physical demands of diverse end-users.

Leveraging **technology** to promote physical literacy may hold significant untapped potential for those with access to such devices. Online classes, virtual and augmented reality, gamified solutions, mobile applications and smart home gym equipment may nurture physical literacy for life if the applications meet personalisation and inclusion standards, are used in a responsible manner, and incorporate individuals' physical, affective/emotional and cognitive capabilities.



## 6

**Secure solid and sustained investment for the effective transfer of physical literacy into practice**

The effective transfer of physical literacy into practices requires solid investment to support these initiatives. Investment must occur on multiple levels, including **human capital investment** (professional development and training, qualification of personnel), **financial investment** (e.g., for program design, infrastructure development and public awareness campaigns), **social capital investment** (building partnerships, cross-sector collaborations, addressing social inequalities) and **environmental investment** (e.g., transportation, public spaces). **Strategic and sustained** investment is critical to ensure the long-term delivery and scalability of physical literacy initiatives.



## Action 3: EDUCATION

**Education priorities** to move physical literacy forward and enable better quality experiences with physical activity worldwide:

1. Align all curricula with the educational principles of physical literacy.
2. Embed physical literacy or equivalent translations explicitly within all relevant curricula.
3. Equip educators with the knowledge, skills, behaviours and resources to align their physical education practices with physical literacy.
4. Develop and disseminate pedagogical resources on physical literacy in all countries.
5. Empower school leaders and staff to champion the integration of physical literacy principles into school life.

‘Physical literacy’ is distinct from ‘physical education’. Both concepts aim at developing lifelong learning, with physical education usually understood as a school subject with specific aims and programs, while physical literacy seen as an overarching and holistic concept guiding towards those aims across various contexts throughout life. Therefore, physical literacy is not supposed to replace physical education. All stakeholders should recognise and internalise the important differences between the concepts. Regardless of this terminological nuance, physical literacy should be deeply embedded within educational systems to foster student-centred learning and empower individuals to lead healthy and active lives.

# 1

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

Many learning environments are explicitly **dedicated to physical education or promoting physical activity**. All **relevant curricula** must align with the principles of physical literacy, spanning early childhood settings (including preschools, kindergartens, nurseries), primary schools, secondary schools, institutions of higher education, and settings of community education. Furthermore, we mean all curricula across national, state/regional and (if applicable) school levels. **Educational principles** in line with physical literacy recognize:

- **Holistic learning and development:** consideration of (at least) physical, affective/emotional and cognitive learning dimensions for self-responsible physical activity;
- **Student in the centre:** emphasis of individual circumstances, progress and growth instead of social comparisons and norms; individual and differentiated learning tasks;
- **Support and inclusion:** accessibility and equity in opportunity, promotion of an empowering climate for physical activity and coverage of a range of (dis)abilities;
- **Lifelong journey:** biographical orientation, definition of short-term and long-term goals, non-linear growth with sudden progress, plateaus and setbacks;
- **Voice and choice:** opportunities for participation and creativity, provision of options and conscious decisions;
- **Work across curriculum areas:** collaborations to integrate movement in line with physical literacy into other subjects (e.g., mathematics, biology) and opportunities of school life (e.g., active breaks and active transportation to school).

## 2

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

Many learning environments are **explicitly dedicated to physical education or promoting physical activity**. In anglophone countries, all relevant curricula should explicitly involve the term ‘physical literacy’. All specialists collaborating on the development and refinement of these curricula should ensure that the **term ‘physical literacy’ is sufficiently explained** to avoid misunderstandings among educators, administrators and government agencies. While this explicit involvement may also be desirable for non-anglophone countries, **equivalent national concepts** that thematically approach physical literacy as closely as possible (e.g., ‘alfabetización motriz’ in Spanish-speaking countries) may be chosen to maintain linguistic coherence within the curricula. However, respecting the deep learning principles in line with physical literacy (see the previous point) remains the highest priority.

## 3

**Equip educators with the knowledge, skills, behaviours and resources to align their physical education practices with physical literacy**

Many educators are involved in physical education or explicitly promoting physical activity, such as early childhood educators, generalist teachers, specialist teachers, university lecturers, and educators in the community setting. All these educators must be equipped with the **knowledge, skills, behaviours and resources** to effectively align their practices with the principles of physical literacy. These educators must be able to integrate empowering feedback and develop evaluations into their lessons that stand in line with physical literacy. Since **universities and institutions of higher education** are, through their roles, committed to stand at the forefront of current (also international) discussions on contemporary and innovative teaching approaches, educators in all countries should be familiarised with the foundations of physical literacy and their implications for educational practice. To benefit future generations, physical literacy must therefore be included in **all relevant teacher education and teacher training programs**, such as early childhood education curricula and physical education teacher education (PETE) programs. These programs should combine theoretical input with **practical experiences** that allow pre-service teachers to apply physical literacy principles in real-world settings. Similarly, physical literacy must be included in **Continuous Professional Development (CPD)** of currently active (physical) educators. CPD programs should focus on providing ongoing support and mentorship, offering opportunities for teachers to reflect on and refine their practice. Establishing a framework for evaluating the impact of PETE and CPD programs on teacher effectiveness and student outcomes is essential for continuous improvement.

## 4

**Develop and disseminate pedagogical resources on physical literacy in all countries**

It is strongly recommended that all nations compile specific **pedagogical resources** on physical literacy in their native languages. These resources should include a range of materials such as lesson plans, multimedia content, assessment tools and case studies that demonstrate effective implementation of physical literacy principles. They should also address diverse learning needs and abilities, providing teachers with strategies for differentiation and inclusion. Furthermore, these resources should be made accessible through online platforms (optimally a centralised repository) and professional networks to facilitate widespread dissemination and knowledge sharing.

## 5

**Empower school leaders and staff to champion the integration of physical literacy principles into school life**

The alignment of the school culture with physical literacy depends on multiple actors within the school setting and system. **School directors, administrators and all other school staff** must be empowered to not only acknowledge the importance of physical activity but actively champion the integration of physical literacy principles into school life, including school strategies, school curricula, health promotion strategies, wellbeing policies, professional development concepts, behaviour management strategies, active learning, management of school breaks, after-school programs and school trips. These actors should actively empower teachers who align their educational practices with the practices of physical literacy. School leaders and educators can also build and maintain connections to the wider school and local community (e.g., local clubs or organisations) to support the development of children's physical literacy.





## Action 4: ASSESSMENT

**Assessment priorities** to move physical literacy forward and enable better quality experiences with physical activity worldwide:

1. Align the development and application of any assessment or qualitative charting with the intended purpose.
2. Harmonise the development and application of any assessment or qualitative charting on physical literacy with the principles and core tenets of the concept.
3. Follow high-quality standards when developing any assessment or charting tool.
4. Assess physical literacy at the population level.
5. Increase efforts to better operationalise the cognitive domain and cover the lifespan of physical literacy.
6. Translate, adapt and test physical literacy tools for use in different languages and cultures.
7. Empower and encourage practitioners to appropriately employ the assessment or qualitative charting of physical literacy.

1

## Align the development and application of any assessment or qualitative charting with the intended purpose

The application of an assessment or qualitative charting can fulfil **different purposes**. For instance, physical literacy can be understood in one-on-one discussions (e.g., person-centred consultation), in group settings (e.g., with children in physical education) or for monitoring physical literacy levels in the population (e.g., to inform health policy). Given the wide spectrum of potential applications, there is a **place for both** quantitative and highly standardized assessments as well as qualitative and flexible approaches for the individual. However, the **application of any assessment or qualitative charting must match the intended purpose**. Quantitative and standardized assessments may be preferred for individual time series, group comparisons, large-scale studies, monitoring population levels. In contrast, qualitative chartings may be favoured for capturing personal stories, exploring the uniqueness of an individual's relationship with movement or understanding the lived experience of movement in specific contexts.

2

## Harmonise the development and application of any assessment or qualitative charting on physical literacy with the principles and core tenets of the concept

Existing assessments of physical literacy often conflict with the principles and core tenets of the concept. In line with the defined principles and core tenets, assessments and qualitative chartings should: be **holistic or multidimensional** while harmonizing with the culture's understanding of physical literacy (e.g., included domains), be **person-centred**, focus on maximizing **individual progress**, be **easy to administer** and allow **implications for practice** (e.g., informing program priorities).

3

## Follow high-quality standards when developing any assessment or charting tool

Existing assessments tools need to gather more psychometric evidence. Future assessments and qualitative chartings must meet **high-quality standards**. Quality aspects such as objectivity, reliability, validity (including construct validity), feasibility and fairness should guide the development and selection of quantitative assessments. Beneficial aspects of qualitative approaches typically include self-awareness (reflexivity), trustworthiness and consideration of the situation (contextuality).

## 4

### Assess physical literacy at the population level

The representative assessment of physical activity levels provides valuable health information for a country, and indeed many nations worldwide have such data available at the population level. However, this information about quantitative behaviour levels does not permit to draw solid conclusions for deriving the need to nurture individual's capabilities for engagement in physically activity. Therefore, we advocate for repeatedly **assessing physical literacy at the population level**, differentiated (at least) by age, gender, education, socioeconomic status, and geographical regions.

## 5

### Increase efforts to better operationalise the cognitive domain and cover the lifespan of physical literacy

Two specific challenges need to be addressed to move the field in assessment and biographical charting forward. First, previous assessments demonstrated limitations with capturing the **cognitive domain** (often called 'knowledge and understanding') of physical literacy. Innovative and perhaps unconventional solutions should be explored to complete the comprehensive picture of physical literacy. Second, most existing tools are designed for specific age ranges and deliver a static snapshot of a 'physical literacy', which conflicts with the biographic lifelong vision of the concept. Tools are needed that enable charting or assessment across the **lifespan**.

Independent of these two specific challenges, **innovative technology** has not yet reached the assessment or charting sphere of physical literacy. Research is required to investigate the potential of innovative technologies to support the assessment or charting sphere of physical literacy. Potential applications may include the digital registration of biographical journeys, the recognition of multidimensional (biopsychosocial) patterns, automatized profiling of physical literacy types, identification of individual learning needs, motion capturing for enriched physical literacy data (e.g. for fundamental movement skills) or artificial intelligence (AI) supported program development.

## 6

**Translate, adapt, and test physical literacy tools for use in different languages and cultures**

Many tools are only available in English or a single language, limiting their use in many countries, languages, and cultures. As the availability of a culturally responsive assessment in a target language often acts as a gateway to exploring, examining and discussing aspects of physical literacy, we encourage the **translation, adaptation and testing** of these tools. The tools must align with the holistic character of physical literacy and be supported by **illustrative and understandable material** (such as descriptions of the scope of application, recommended instructions, facilitator's behaviours, potential equipment, documentation sheets, evaluation and scoring guides or processes to derive practical implications) to facilitate application across different sectors.

## 7

**Empower and encourage practitioners to appropriately employ the assessment or qualitative charting of physical literacy**

**Practitioners and professionals** (such as educators, health professionals, coaches or community workers) must be empowered and encouraged to appropriately employ charting or assessment for their practical work. In general, there are insufficient reports on how chartings or assessments are sensitive to change and have been effectively used to guide action and practice, such as the promotion of individual learning or the development of programs. Therefore, it is important to explore the use of qualitative information or quantitative scores for subsequent decisions in practice.





## Action 5: RESEARCH

**Research priorities** to move physical literacy forward and enable better quality experiences with physical activity worldwide:

1. Support the translation of physical literacy into practice (e.g., by strengthening the evidence base and following implementation science principles).
2. Facilitate and monitor national discussions on physical literacy.
3. Prioritize inclusive research that focuses on underserved populations.
4. Promote international, interdisciplinary and cross-sector research collaborations.
5. Act as a driver and partner for promoting advocacy, education and assessment.

1

## Support the translation of physical literacy into practice (e.g., by strengthening the evidence base and following implementation science principles)

At the international level, the field of physical literacy has held numerous conversations about the concept, philosophy, definition and components of physical literacy. While foundational discussions are important, research should now invest increasing efforts in **exploring the lived experiences of people involved in practice, solving specific problems, generating transferable knowledge and developing applications** (section 2). The physical literacy field should more intensively employ **implementation science principles** to facilitate the transfer into practice, such as stakeholder engagement, participant voice and co-creation, contextual understanding, capacity building, monitoring and sustainability orientations. Illustrative **case studies** can showcase applications in practice. In this context, researchers should actively share best practice examples with practitioners and policymakers to facilitate the translation process.

Furthermore, a strengthened **evidence base** can support advocacy for physical literacy. Crucial assumptions regarding precursors (determinants), consequences (outcomes) and beneficial factors (moderators) of programs have not been sufficiently examined at the empirical level so far. Furthermore, understanding the facilitators and barriers to program implementation is vital. Therefore, researchers should systematically examine these crucial aspects for practice and advocacy. Most importantly, such findings also must be actively communicated to benefit the transfer process into practice.

2

## Facilitate and monitor national discussions on physical literacy

Principally, the core tenets of physical literacy can inspire all practices of physical activity worldwide. However, some countries globally are much more advanced in their discussions on physical literacy, whereas other countries have not yet started any discussions about physical literacy. The physical literacy field moves forward when an **increasing number of countries** engage in discussions about its benefits and shortcomings. In this context, research takes an essential role within the very early phases of initiating national debates and we hope that these recommendations may initiate these national discussions. Researchers should build bridges between the conceptual features of physical literacy and the national state of the art by examining conceptual overlaps with existing approaches, undertaking translations, deriving communicable implications for practice and initiating research activities. Research can adopt an essential role in **monitoring (national) progress** on physical literacy and its related activities (e.g., by acting as a strategic partner of public institutions responsible for monitoring).



### 3

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

Previous research has largely overlooked **populations of lower socioeconomic status, Indigenous peoples, refugees**, individuals with **disabilities** and individuals with **chronic conditions**. It is also imperative to ensure better coverage of the entire lifespan by more strongly focusing on adults and especially **older adults**. There is considerable potential for developing scholarly activities on physical literacy in and with **low- and middle-income countries and the Global South**. In summary, this oversight has resulted in a significant gap in our understanding of how physical literacy manifests and can be fostered within these populations and regions. Although some contributions of physical literacy to the **sustainable development goals** (SDGs) are evident, research should, in line with the broad benefits of physical activity, more extensively discuss the sustainability potential of physical literacy to inform the advocacy of the concept (see section 1).

### 4

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

In the future, physical literacy research should more actively seek **international collaborations** to mutually benefit from experiences with differential development progress across countries. Scholarly practices such as constructing shared datasets, deriving interventional recommendations and installing working groups or special interest groups within existing scientific societies are not yet common. Although physical literacy integrates various important aspects of an individual's physical activity that are drawn from many fields and disciplines (e.g., motor skills, motivation, knowledge), **interdisciplinary constellations** connecting fields like kinesiology, psychology, educational science, public health, sociology, philosophy, anthropology and medicine are not state-of-the-art. Such integrative constellations not only require constructive and integrative mindsets but can enhance the quality of research approaches and disseminate the concept into other scientific disciplines. Build collaborations across sectors and with other institutional partners to advance the research portfolio and drive the implementation of physical literacy (see section 1.8).

## 5

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

This document has already described the activities needed to advance the field of physical literacy in the action areas of advocacy (section 1), practice (sections 2 and 5.1), education (section 3) and assessment (section 4). At this point, it must be highlighted that researchers should act as **drivers** or **assisting partners** to promote quality experiences for physical activity within different sectors, including advocacy (e.g., providing the evidence base or recent findings), education (e.g., new teaching approaches) and assessment (e.g., improvement of instruments and charting approaches).

# GLOSSARY

An overview of some prominent definitions of physical literacy.

Australia	Individuals' "integrated physical, psychological, social and cognitive capabilities to support health promoting and fulfilling movement and physical activity—relative to their situation and context—throughout the lifespan"
Canada & International Physical Literacy Association (IPLA)	"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life"
China	The "integration of physical, perceptual, cognitive, psychological, and behavioral capabilities, echoing with the need for an active, healthy, and fulfilling lifestyle, which involves continuous positive interactions with the environment and embodied engagement in physical activities for life"
England	"Physical literacy is our relationship with movement and physical activity throughout life"
Ireland	"Physical literacy is the motivation, confidence, physical competence, knowledge and understanding that enables a person to value and participate in physical activity throughout life"
New Zealand	"A person's physical literacy is a combination of their motivation, confidence and competence to be active, along with their knowledge and understanding of how being active contributes to their life"
Spain	"Physical literacy is the motivation, confidence, physical competence and knowledge, to understand, comprehend and take responsibility for the value of being physically active and maintaining a healthy lifestyle throughout life"
United States	"Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person"

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

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