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‘PhyLit’: Physical literacy as a key competence for lifelong learning

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'PhyLit' Team!



Kick-off meeting, January 2018, Lisbon

3rd meeting, June 2018, Ljubljana.



2nd meeting, April 2018, Paris



4th meeting, October 2018, London

Aim of the 'PhyLit' Project

To introduce the **Physical Literacy** as key competency of the European Council Framework for Key Competences for Lifelong Learning.

Framework

- The European Commission is updating and developing the 2006 framework of **Key Competences for Lifelong Learning**.
 1. Communication in the mother tongue
 2. Communication in foreign languages
 3. Mathematical competence and basic competences in science and technology
 4. Digital competence
 5. Learning to learn
 6. Social and civic competences
 7. Sense of initiative and entrepreneurship
 8. Cultural awareness and expression.
- THE OECD launched a work for 2030, '*The future we want: Competencies to shape the future*', which considers the content of learning as literacy and numeracy.

Education - international – national – local level -

The Reference Framework sets out eight key competences (EU)

- Literacy competence,
- Multilingual competence,
- Mathematical competence and competence in science, technology and engineering,
- Digital competence,
- Personal, social and learning to learn competence,
- Citizenship competence,
- Entrepreneurship competence,
- Cultural awareness and expression competence

Framework

- UNESCO (2004) identifies **Literacy** as being more than just reading and writing.
- ... Numeracy, digital literacy, health literacy... **WHAT ELSE?**



Framework

- **Physical Literacy** as “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for **engagement in physical activities for life**” (IPLA, 2017).



- The updating and development of the Key Competences Framework is the opportunity to include new Competences, as **Physical Literacy**.

Aims

1. Build an evidence-base and advocacy materials to influence policy makers to consider a key competency for **Physical Literacy** in the Lifelong Learning Framework of the European Council.
2. Build and test a self-assessment tool to support practitioners in reflecting on their current practice in providing a high quality **Physical Literacy** offer.
3. To identify best practice guidance to support practitioners in improving their current practice and its impact on young people.

Innovative aspects

- At a policy level

1. Produce advocacy materials to influence policy makers to consider a key competency for **Physical Literacy** in the Lifelong Learning Framework.

- At an implementation level

2. Prepare and pilot a self-assessment tool with practitioners from partner countries.
3. Produce best practice guidance for practitioners in physical education, school sport and physical activity settings.

Project design and implementation – Phase I

- Literature reviews

1. EU and other national/international policies on skills for lifelong learning and on **Physical Literacy**.
2. International approaches to the definition and description of the components of **Physical Literacy**.
3. Approaches to the incorporation of **Physical Literacy** into physical education curricula, sport programmes and physical activity initiatives.

Project design and implementation – Phase I

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Project design and implementation – Phase I

- Literature reviews on the PL construct

Australian Sport Commission

Australian Physical Literacy Standard

Project design and implementation – Phase II

- **Self-assessment tool**

1. [PL self-assessment questionnaire](#)

- **Tools to identify good practices**

2. [PL curriculum questionnaire](#)

3. [PL coaches and teachers' questionnaire](#)

Project design and implementation – Phase III

As for the definition of Physical Literacy as key competency

Using information gathered from literature reviews and feedback from piloting of self-assessment tool to produce a definitive description of the components of the **Physical Literacy** as a Key Competency:

- Text on political orientations review
- Text on PL construct literature review

Conclusion... Expectations

- Increase awareness and understanding of the value of **Physical Literacy** as a key component of a rounded education.
- Highlight effective methods of using physical education, physical activity and sport as a means of developing PL.
- **Working to influence European policy on the adoption of a Physical Literacy Key Competency.**

Links for online questionnaires

PLSAQ - <https://www.1ka.si/a/183358>

PLCQ - <https://www.1ka.si/a/186784>

PLCTQ - <https://www.1ka.si/a/188311>

Assessment of Questionnaire

	Difficulties	Suggestions
Layout		
Content		

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THANK YOU



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