

# IPLA Chair's Report 2022

First and foremost, my thanks go to the members of the IPLA Executive Committee and Trustees, the Team and SIG leaders, the Country Leads and Ambassadors. We have had a very busy and productive year and the developments that have taken place would not have been possible without the generosity and enthusiasm of our passionate volunteers.

Our intention, at last year's AGM, was to establish the structure of the IPLA for the next three years to enable us to function more effectively in relation to our objectives. Our clarified vision, mission and strategic intent allowed us to work with a new structure and with a focus that has allowed us to grow and develop as an organisation, and support and promote physical literacy throughout the world.

I will consider our impact over the last year in relation to our strategic objectives.

**To co-ordinate a networked community that encourages dialogue between practitioners, researchers, and policy makers to facilitate and support the adoption, evolution, and promotion of physical literacy in communities worldwide.**

As I have just indicated, our initial task was to clarify our governance in relation to Trustees and Committee structure, which we did at the 2021 AGM. The Committee has had regular meetings throughout the year, which has enabled us to share, and discuss progress related to our strategic objectives. Through Trevor's leadership, we have created a network of 11 Country Leads during 2022 and confirmed 17 Ambassadors. This network replaces the previous Advocacy and Collaboration Group and has a named individual Country Lead in each country. This year we have selected and inducted these Country Leads and established the first year's action plans for each country, which identify each country's priority actions and how and where IPLA will be able to provide support to achieve the intended outcomes. In addition to the UK base for IPLA, we currently have Country Leads in Canada, Costa Rica, Cyprus, Denmark, Qatar, USA, Greece, Scotland, Iran, Hong Kong, and Kenya.

We were invited to the initiation for the Greater Chinar Region Physical Literacy Association, established by Raymond Sum and colleagues. We have also developed a relationship with a 'European Physical Literacy Group', led by Johannes Carl from Germany, who are engaging in a physical literacy research project. We were invited to be a part of the School Sport and Activity Sector group, which is led by the Youth Sport Trust, but supported by Sport England, DfE and DCMS, along with National Governing Bodies and other organisations such as UK Active. This has been very useful as physical literacy has become a main aim

of both Sport England and the Youth Sport Trust and being at the meetings, both in person and online, has enable us to be more visible in this key area.

Several Memorandum of Understandings have been agreed with various organisation so that IPLA can consider how they can mutually support the promotion of physical literacy relative to the organisation's specific environment. Many of these MOUs have been in India and three have been with the three most important physical education training universities in India. Sessions have been delivered both online and in person for the institutions and the intention is to further develop the relationships with these universities to synthesise physical literacy within their existing programmes and develop new PL programmes.

Our link with the Abilities Centre in Canada has enabled us to also create links with Mixed Ability Sport, who are based in the UK, and with both Stuart McReynolds and Kyle Pushkarenko's work on Inclusion, there are exciting developments that will come out of these relationships.

Our online 24 hours of physical literacy around the world was a great success with all six time zones providing an excellent conference, linking members from around the world. A tremendous amount of work was undertaken to make this conference happen and our thanks to organising teams in each time zone. We now have a vast array of material in video format that has been uploaded onto the website for members. We do, however, need to make sure that this material is shared more widely, and this will be a focus for the future. The conference linked us to new researchers and organisations, and we must capitalise on this over the next year.

### **To encourage and support physical literacy research and development.**

Dominic has led this focus area and there have been several positive interactions, such as the European Group who are currently researching what is happening in European countries, with regards to physical literacy and will provide a written article, which will be submitted to a journal. IPLA were involved in some Erasmus bids which linked back to the previous year, due to Covid delays and which were all unsuccessful. However, a more recent bid, through our colleagues in Cyprus, will see another physical literacy focused European project starting soon.

Raymond Sum has been proactive in Hong Kong and the Greater China region with several papers related to physical literacy and he is currently about to launch a study into the IPLA Assessment Matrix, which will be on a wide scale geographically.

In Qatar, IPLA has partnered with Qatar University, Northern State University (USA), Hamad Bin Khalifa University and the Qatar Olympic and Sports Museum to adapt a successful US study into motivation and attitudes towards sport and physical activity for use within a Middle Eastern context. This survey is expected

to go live in 2022 and will be administered by the Museum, alongside its academic partners.

The 'Research Café' has allowed us to hear from a range of academics from around the world, who shared their work, and this then led to short discussions. Thanks to Hannah for organising these events.

**To provide advocacy, policy, and consultancy support to assist in incorporating physical literacy into communities worldwide.**

The IPLA won a bid to write a Research Brief Document for the Youth Sport Trust, which had been requested by Sport England. A very good document was produced, entitled, 'Physical Literacy for All: An active today for an active tomorrow'. This document was intended to be focused on informing the staff at YST and the School Games Organisers, country wide, about the concept of physical literacy and how it could unify providers of physical activities country wide. Unfortunately, due to the Sport England physical literacy project that Liverpool John Moores University have been tasked with undertaking, the release of the document has been delayed. We do hope this document will be released once the LJMU project has finished.

Work undertaken by Amit Malik, in coordination with a group in India has led to physical literacy as a fundamental human right being taken to the Supreme Court in India for discussion. This paper clearly argued for physical literacy rather than sport to be a fundamental human right and is currently being debated.

Dialogue with several sports federations in various countries is helping them to understand physical literacy and consider how their traditional sports coaching and delivery models could be adapted to incorporate the physical literacy concept. Links to British Fencing and the Rugby League have also been established and hopefully these will allow the concept to be shared more widely in these activity areas.

The physical literacy "lens" is being brought into the realms of environmental design, especially in the UK, with one of the UK's largest land developers partnering with IPLA to incorporate the concept into the design of the public realm for a large housing development. This includes an emerging relationship with an academic institution to research design and provision demands and assess the impact of a more dynamic public realm on physical activity levels across the development. This was showcased at a major national conference in the UK in June. We anticipate that 2023 will see the advent of an "active environments" Special Interest Group within IPLA to consider these issues globally and learn from leading practice.

In partnership with the Qatar Olympic and Sports Museum, IPLA presented at Qatar's first physical literacy conference in June this year. The outcome of this

well-supported event will be the creation of Qatar's National Physical Literacy Journey, which will be a multi-agency programme to educate, develop and implement physical literacy across Qatar and the wider Gulf region. Much of this is taking place alongside and within programmes associated with the forthcoming FIFA 2022 World Cup which begins in Qatar next month.

Several colleagues have been involved in webinars, workshops, and conferences both in person and online, in various countries around the world and again our thanks go out to colleagues for engaging in these many different environments, including Iran, Indonesia and India.

The House of Lords document that was released late 2021, also made significant reference to physical literacy and our thanks go to Liz Durden-Myers for her work in this area.

Both Liz and Nigel were invited to be on a Panel session at the Youth Sport Trust conference and this enable them to interact with a wide range of practitioners and advocate more widely for physical literacy.

Just in the last week, Nigel has provided two online sessions for a University in China who had links to colleagues in Taiwan, so again sharing the concept more widely.

**To develop and provide education and training that supports the adoption, evolution, and promotion of physical literacy worldwide.**

Karen Rhys-Jones has led the education and training team, who have been involved in a tremendous amount of work this year. The Pre-Foundation / Orientation Course was further developed by Amit Malik, Gita Krishna Raj and Sonali Talavlikar. A Teachers' workshop was developed in collaboration with YST. An Assessment Workshop was developed and piloted with members of E&T team. A Certified Course (2 Credits for the India System) was developed and run for Agashe College of Physical Education. This was a 30-hour theory (seen as a possible model for other collaborations and development), which took place over five consecutive weekends. This was followed up by a three-day workshop, a one-day teacher workshop and a one-day conference in Delhi, India. Two school workshops for children, two workshops for school principals and two student/lecturer/teacher workshops in Chennai, Pune and Gwalior, in India, run by Nigel Green and supported by Amit Malik, Ashish Rawat, Gita Krishna Raj, Sonali Talavlikar, Shraddha Naik and other colleagues from the various institutions, including the India Chamber of Commerce, Vedanya Agashe College and LNIPE University Gwalior. Developments for next year will include Physical Literacy and Inclusion, an Early Years workshop and six modules that are currently being produced for Montessori to align a Montessori approach with physical literacy. There is a strong motivation to create and deliver an accredited programme of study in Qatar, and early plans for this are emerging. Liz Taplin continues to provide the Foundation Course online at regular intervals and this

has encouraged many individuals to become more active with the IPLA. An example of this is Ignacio Sabaté who has run the Foundation Course in Costa Rica in his native language and a significant number of other people from many different countries who have been involved in the Education and Training meetings and training sessions that have been provided.

### **General Points**

Our thanks must go to Tim for his work not just on the Website, with its updating, but also in relation to the work behind the scenes for the conferences and finance support. To Liz for her work as Treasurer and Shannah for her work as Secretary. To Stuart as he has continued to focus on governance, which is an important aspect of our work. These jobs are essential to the functioning of the association, and I would like to express my thanks to these colleagues and all our other members who have supported our work throughout the year. Finally, I would like to thank Margaret, who is always ready to discuss any issue related to physical literacy, support any initiative, and who always has a clarity and purpose that is inspirational to us all.

Looking to next year, there are issues that we need to address.

We need to build and keep our membership, and this will be done by ensuring that provision for the members, related to our strategic aims, is high in quality, coordinated and rich in diversity. Sharing of conference material and the range of course planned for next year will certainly provide this.

We need to access funding to allow us to grow as an organisation, develop the range of services we can provide and encourage research.

We need to continue to develop links to other agencies and organisations nationally and internationally to ensure our influence spreads more widely.

We need to work on developing practical examples of what a focus on PL would look like in different environments such as schools, coaching situations, built environments, policies, older adults, early years, health etc.

I am confident that the team which will moves us forward from this point onwards will be able to make significant progress in the future.

Nigel Green 15.10.22

## IPLA Treasurer's Report 19<sup>th</sup> October 2022

### Profit and Loss

International Physical Literacy Association

For the 12 months ended 30 April 2022

Account	Apr 2021-Apr 2022
<b>Turnover</b>	
Events & Conferences	2,465.00
IPLA Subscriptions	6,822.15
Sales	12,907.63
<b>Total Turnover</b>	<b>22,194.78</b>
<b>Gross Profit</b>	<b>22,194.78</b>
<b>Administrative Costs</b>	
Advertising & Marketing	523.26
Bank Fees (incl. Paypal/Stripe)	184.20
Consulting	3,880.98
General Expenses	6,965.34
Insurance	465.92
IT Software and Consumables	3,715.98
<b>Total Administrative Costs</b>	<b>15,735.68</b>
<b>Operating Profit</b>	<b>6,459.10</b>
<b>Profit on Ordinary Activities Before Taxation</b>	<b>6,459.10</b>
<b>Profit after Taxation</b>	<b>6,459.10</b>

**Current financial position as of 06.10.22 - £21,871.79\***

(2021 AGM £20,456.88)

Main source of Income was from membership subscriptions and consultancy.

General expenses and consulting are our highest expenses.

We operated at a net profit of £6459.79 for

the financial year ending 2022. Which is a positive result considering we were operating at a net loss of £1,658.30 for the financial year ending in 2021.

\* We are also awaiting payment from Qatar which is a sizeable figure.

# Profit and Loss

## International Physical Literacy Association For the year ended 31 March 2022

2022

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### Turnover

Events & Conferences	2,465.00
IPLA Subscriptions	6,822.15
Sales	12,580.00
<b>Total Turnover</b>	<b>21,867.15</b>

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<b>Gross Profit</b>	<b>21,867.15</b>
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### Administrative Costs

Advertising & Marketing	523.26
Bank Fees (incl. Paypal/Stripe)	175.18
Consulting	3,880.98
General Expenses	5,147.42
Insurance	465.92
IT Software and Consumables	3,003.02
<b>Total Administrative Costs</b>	<b>13,195.78</b>

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<b>Operating Profit</b>	<b>8,671.37</b>
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<b>Profit on Ordinary Activities Before Taxation</b>	<b>8,671.37</b>
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<b>Profit after Taxation</b>	<b>8,671.37</b>
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