



# European Physical Education Observatory

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## EuPEO Intellectual Output 1 Intermediate Report

*National Preliminary Results  
(Germany)*

*English Version 01*

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## Technical Sheet

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# Introduction

The European Physical Education Association identified the diversity of Physical Education (PE), School Sports (SS) and other forms of school-based Physical Activity (PA) conditions within Europe and the importance of implementing a systematic monitoring for PE and HEPA as the European Physical Education Observatory (EuPEO). The EuPEO project is co-led by the Laboratory of Pedagogy, Faculty of Human Kinetics in the University of Lisbon and by the Portuguese Society of Physical Education, involving 12 partners and two observers from a total of nine countries.

The EuPEO project aims to implement a monitoring system by developing the EuPEO webpage, a manual for external monitoring (MEA) at Europe-wide country level, and a toolkit to prepare and provide internal self-monitoring (TIM) of quality PE and SS at the school level.

This intermediate report highlights the preliminary products of the activity developed during the first seven months of the project and aims to appreciate both the strengths and challenges in all dimensions contributing to Quality PE in Germany. Since January 2018, the European School Questionnaire (ESQ), the National External Assessment Systems (NELAS) inventory, and the European Country Questionnaire (ECQ) were prepared. The first step of this preparation was workshop-based and resulted in the framework dimensions for these instruments. The final framework is highly based on one adaptation of the UNESCO (2015) proposal for Quality Physical Education dimensions, all the researchers were involved in the discussion and definition of its' indicators for each instrument. The original English version of the ESQ, applied in the schools of each country, and answered by the Head of the Physical Education School Department, was translated into the mother language of the participating countries and tested to verify its ecological validity. The ECQ and NELAS questionnaires were only developed in an English version considering that the respondents were the project participants as national representatives with expert knowledge. The final versions of the questionnaires were digitised to an on-line format, using the Limesurvey software (version 2.65.0+170502).

The project and these instruments were submitted to the approval of the Portuguese National Data Protection Commission, and to the Ethics Commission of the coordinating institution (Faculdade de Motricidade Humana). Each questionnaire further includes an informed consent procedure. Particularly, for the ESQ application, an informing letter was written in English and translated to each national version, that was then sent to each school's principal and Head of PE.

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The collected data was first exported from Limesurvey to an excel format (version 15.17), and then to SPSS (version 23). A descriptive analyse of the different variables was run. The results were spread to the countries, which used them to develop this report.

Overall, 19 schools (primary and secondary) from five federal states (Baden-Wuerttemberg, Brandenburg, Lower Saxony, North Rhine-Westphalia and Saxony-Anhalt) took part in the school survey (ESQ).

The current report is critical for the EuPEO future steps, namely as it enables a data-based decision making on the innovative EuPEO Pupils Questionnaire (EPQ), thus directly in the next work-package where the EuPEO MEA and TIM will be developed and piloted. The EPQ will essentially focus on the pupils' perceptions about the required learning outcomes and respective assessment processes, from what is identified as most common across the partners' countries in terms of "curriculum flexibility". Moreover, at this level, it is envisioned that the questionnaire addresses their perceptions about participation opportunities in SS and other forms of school-based PA, as well as on the "facilities, equipment and resources" as supporting infrastructures and policies that promote participation in all forms of school-based PA. The validation process of this questionnaire will result in a pupil-centred instrument to be part of the MEA and TIM in WP3.

# The EuPEO Product – Initial Results

19 teachers of five primary and 15 secondary schools started, whereof 18 teachers completed the school survey (ESQ). All but one schools were public schools with a majority of 12 schools in a rural area. One person only completed the ECQ.

## 1.1. NELAS

There is no *national* external learning assessment system in Germany. Each federal state defines learning outcomes in the core curriculum.

## 1.2. ECQ

The following chapter shows the key strengths and key challenges of each dimension based on the data obtained in the survey. Please consider, that one person only completed the ECQ.

### 1.2.1. PE National Strategy

*Table 1 - Key strengths and challenges of PE National Strategy at the Country level*

Categories (Section)	Key Strengths	Key Challenges
<b>1. Existence</b>		There is no PE National Strategy
<b>2. Support</b>	<p>There is high support for enacting national strategy for PE development and promotion in</p> <ul style="list-style-type: none"> <li>- Guidelines for designing school sport halls and improvements in sport equipment and infrastructure</li> </ul>	<p>There is no support for performing national strategies for PE development and promotion in the area of</p> <ul style="list-style-type: none"> <li>- continuing professional development</li> <li>- Web platform with documents</li> <li>- development of legislation framework</li> </ul> <p>There is very low support in the area of</p> <ul style="list-style-type: none"> <li>- consultation about professional' issues</li> <li>- scheme for enhancing of extracurricular physical activities and sport</li> <li>- monitoring system about learning outcomes</li> </ul> <p>There is low support in the area of</p> <ul style="list-style-type: none"> <li>- evaluation system for school sports about performance and development of PE and SS</li> </ul> <p>There is medium support in the area</p> <ul style="list-style-type: none"> <li>- recommendations for cooperation with health sector</li> </ul>

\*it is not surprising, that there is no national strategy as the education is organized on a state level.

### 1.2.2. Teacher Workforce

Table 2 - Key strengths and challenges of Teacher Workforce at the Country level

Categories (Section)	Key Strengths	Key Challenges
<b>3. Teacher Demographics</b>	The PE teacher workforce shows a distribution in favour of the women. There are 40000 teacher overall (female 28000, male 12000)	There is no answer according to the career status, time, degree, age, and years of experience.

### 1.2.3. Teacher Education

Table 3 - Key strengths and challenges of Teacher Education at the Country level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Initial Teacher Education</b>	All PE teachers are educated to a higher level (Master) with a minimum of 300 ECTS in the study programme. The teachers are expected to get the following professional competencies: <ul style="list-style-type: none"> <li>- teaching practice (planning, assessment and intervention)</li> <li>- school intermediate management</li> <li>- class tutoring</li> <li>- school based community engagement</li> </ul> The teachers already got supervised but unpaid teaching practice in their Initial Teacher Education (60 ECTS). The Initial Teacher Education is responsibility of Higher Education Institutions.	Research and innovation is not expected as a professional competence. The teaching practice during the Initial Teacher Education is concentrated only at the final.
<b>2. Induction</b>	All PE teachers follow a structured induction phase for 18 months under the charge of Higher Education Institutions. During this phase, mentored by a teacher educator, the teacher takes only specific tasks in the teaching profile with full pedagogical workload. The final summative testing is an observation of the teaching practice.	
<b>3. Continuous Professional Development</b>	The CPD's are offered by Higher Education Institutions, school-based CPD providers or National training institutions.	There are offers for CPD in Germany, however, it is not mandatory.



### 1.2.4. Curriculum Flexibility

Table 4 - Key strengths and challenges of Curriculum Flexibility at the Country level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Physical Education</b>	<p>There is a core curriculum, including PE, with regulation levels on a district and a school level. The core curriculum is compulsory in elementary school and secondary school. For PE, the general is country wide.</p> <p>The PE main content, regulated by the government is diverse (see below) for primary, lower and upper secondary education.</p> <p>There is a compulsory assessment for all school forms but no clear national set of guidelines for PE assessment. The PE assessment covers diverse physical activity learnings and is required for pupil progression and is examined at state level for certification.</p> <p>The PE curriculum follows different aims for each school type (see below) that are linked to lifelong learning outcomes for the secondary education. There are clear PE learning outcomes (regulated by the government) for the secondary education. There are some pedagogical principles included in the PE curriculum such as</p> <ul style="list-style-type: none"> <li>- focusing on the learning</li> <li>- inclusion</li> <li>- health oriented</li> <li>- holistic personality development focused</li> <li>- multilateral development</li> </ul> <p>The inclusion of pupils with special needs is supported in the curriculum.</p>	<p>The number of students per class in the elementary school is 28, and 30 for the secondary school.</p> <p>There is a compulsory assessment for all school forms but no clear national set of guidelines for PE assessment.</p> <p>There are pedagogical principles that are not included in the PE curriculum such as</p> <ul style="list-style-type: none"> <li>- age appropriateness</li> <li>- emphasizing multiculturalism and/or gender equity</li> <li>- reflectiveness</li> <li>- psychologically and physically safe learning environment</li> </ul> <p>Within the total amount of hours per week for all subjects (28 for primary and 30 for secondary education), the allocated time for PE is alright for primary education (180 minutes per week) but small for secondary education (120 minutes per week).</p>
<b>2. School Sports</b>	<p>There is a programme for school sports that is compulsory. The school sport is state funded. The school sport offers competitions from local to international levels.</p> <p>All students from SEN until high-performance athletes can participate in the competition. However, there are no Paralympic sport activities.</p>	<p>The school sport has no national governing body.</p>
<b>3. Other Forms of PA</b>	<p>There are 2 hours per week dedicate to extra-curriculum physical activities for all types of school.</p>	

### 1.3. ESQ

The following chapter shows the key strengths and key challenges for the different dimensions based on the data obtained in the survey. Overall, 19 schools took part in this survey.

Table 5 - Demographics of ESQ's Participating Schools by Educational Level, Context, Government Dependence, Student Population (global, PE and SS)

<b>Educational Levels (ISCED)</b>	<b>Context</b>	<b>Government Dependence</b>	<b>School Population</b>	<b>PE Students</b>	<b>SS Students</b>
(0) Early Years 0 (1) Primary 5 (2) Lower Secondary 15 (3) Upper Secondary 15	Urban 7  Rural 12	Public 18  Private 1	Total 688.74 ± 426.55	Total 644.06 ± 431.49	Total 623.06 ± 452.68

#### 1.3.1. Community Partnerships

Table 6 – Key strengths and challenges of Community Partnerships at the School level

<b>Categories (Section)</b>	<b>Key Strengths</b>	<b>Key Challenges</b>
<b>1. Public</b>	<p>Most schools with public partnerships are provided with CPD. The level of this mainly informal cooperation is mainly on a national level in the areas of education and sports and includes the expertise and research report.</p> <p>More than half of the schools use physical education facilities from others.</p> <p>Only one school got support in the provision of physical education teachers.</p> <p>The schools get support by national governing bodies in the design of PE curriculum elements and the organization of extracurricular events, but are free to organize coaching of pupils during PE class time and extracurricular activities, and organising school sport activities.</p>	<p>There is no active transport policy in 2/3 of the participating schools.</p> <p>Less than half of the schools work together with professional experts and get provision of sports equipment.</p> <p>Only half of the schools work together with other schools.</p> <p>Most of the schools do not cooperate with Higher Education Institutes nor with professional associations.</p>
<b>2. Private</b>	<p>Most schools regularly work together with sport clubs, regional school sport organizations, school sport federations or city/sport councils. A challenge is, that some of them do provide the teaching. Others benefit in the training of a school squad, the provision of facilities or sports equipment or the promotion of sport events.</p>	<p>Less than half of the schools cooperate with parents.</p>

### 1.3.2. Facilities, Equipment and Resources

Table 7 - Key strengths and challenges of Facilities, Equipment and Resources at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Facilities</b>	<p>Most schools have safety and regulated ways of and facilities to active transport. Most schools have facilities for free play. More than half of the schools have indoor facilities with a high or complete polyvalence but less polyvalence for outdoor facilities. The pupils can use the outdoor facilities in their recess under supervision. The access to indoor facilities however is limited.</p>	<p>The preconditions for PE concerning facilities are diverse for the schools. Some do have up to 3800 m<sup>2</sup> of interior facilities, others solely 180 m<sup>2</sup>. It is even more diverse for outdoor facilities as some do not have any outdoor facilities, others have up to 4. Most can/have to use other facilities locally outsourced. Most indoor and outdoor facilities are accessible for locomotor impaired students without architectural barriers, some however do require aid to overcome obstacles. The safety of health of teachers might be influenced due to the acoustics in some indoor facilities. Injuries seem to be very likely in most indoor and some outdoor facilities.</p>
<b>2. Equipment</b>	<p>The majority of schools has at least standard level of equipment. Solely one school does not have a standard equipment. The equipment might also be used in recess for most of the schools. The possibility of injury is unlikely.</p>	
<b>3. Finances</b>		<p>Not all schools provide budget for the acquisition or maintenance for equipment and facilities.</p>

### 1.3.3. Teacher Workforce

Table 8 - Key strengths and challenges of Teacher Workforce at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Weekly workload</b>		<p>The working conditions for PE teachers are diverse: The range of lessons per PE teacher varies from 4 to 25 hours per week, the time to provide SS ranges from 0 to 810 minutes per week and they teach between 1 and 8 classes. The same is valid for SS (between 0 and 12 activities) and other duties (between 0 and 40 hours per week).</p>
<b>2. Performed Roles</b>	<p>The teacher's duties show a variety in tasks with the main focus on teaching practice, school middle management, school sport coaching, class tutoring and school based</p>	

	community engagement. This reflects the results of the ECQ with the professional competences that are expected at the end of the initial teacher education.	
<b>3. Teacher Demographics</b>	The number of PE teachers varies between 3 and 30, there is no possibility to connect the numbers to the numbers of students.	Not all teachers got a permanent position, the possibility to work full- or part time however are used.

### 1.3.4. Teacher Education

Table 9 - Key strengths and challenges of Teacher Education at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>3. Continuous Professional Development</b>	All full time PE teachers take part in CPD.	

### 1.3.5. Curriculum Flexibility

Table 10 - Key strengths and challenges of Curriculum Flexibility at the School level

Categories (Section)	Key Strengths	Key Challenges
<b>1. Physical Education</b>	The PE content varies covering a wide range of different contents in favour of the classical sports such as athletics or gymnastics, while combat or dance for example are not taught in some schools. The assessment data are shared with parents in most schools. In primary education, the allocated time for PE for teachers lies between 210 and 315 minutes per week.	Not all schools teach swimming. Not all (but most) schools have PE assessment criteria, some have it only partly. The focus lies on summative assessments designed by the PE department. Most but not all schools have defined specific learning outcomes. The allocated time for PE teacher lies between 120 and 2430 minutes.
<b>2. School Sports</b>	Most schools provide SS in addition to PE that is partly free and partly is connected with a fee. The SS is offered by out of school sport coaches or PE teachers. Most schools participate in inter-school competition (between 2 and 25 per year).	The SS could be used by more pupils (mean 31.57 % of pupils involved). There is no significant participation in SS of girls, special needs students or students with low socioeconomic status, Roma or immigrants. The amount of SS varies between none and 21 times a week and between 0 and 1260 minutes per week. The amount of activities offered differs between 1 and 18 offers.
<b>3. Other Forms of PA</b>	Most schools implement recess activities supervised mainly by PE teacher. Most schools provide after-school activities including after school physical activities and	Even if 14 teachers use physical activity to promote learning, it is only included in the school policy in 1 school. Only 1/3 of the schools promote active transport.

	sports (for about half of the participating schools) as well as cultural and civic activities.	
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# Conclusions

DSLV and WGRI agreed that the two foreseen dimensions of “facilities etc.” and “curriculum flexibility” in the IO1 document are not sufficient. In addition, two more dimensions of the ESQ have to be re-formulated for the EPQ.

Community Partnerships

1. Public, indicator 3
2. Private, indicator 1, 2, 3 and

Teacher Workforce, reformulated as “Learner Workforce”

1. Weekly workload; indicator 1, 3, 4

Demographics, indicator 1, 2 (and gender)

Beside the inclusions of these dimensions, categories and indicators of ESQ for EPQ, we propose this in total with references to ESQ as a so called A. part of EPQ. There should be a B. part of EPQ in relationships to known NELAS an essential aspirated outcome behaviour items of PESS. We will add an example of this new B. part of EPQ related to IPAQ, short for children.