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(Slovenia)*

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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 Slovenia. 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.

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.

To better understand the following analysis of the process and product of this first project phase, some contextual aspects of methodological implementation of our country must be raised (almost all schools are public schools, there is a national curriculum that include learning standards therefore contents of teaching are pretty much the same, there are national standards for school sport facilities and sport equipment, SS is not a work obligation of PET under the employment contract – teachers are extra paid for leading SS activities)

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.

1. The EuPEO Product – Initial Results

Slovenia has limited NELAS on PE (just theoretical knowledge of PE every few years upon decision of Minister of Education), however it has physical fitness monitoring system (SLOfit) which enable individual feedback on physical fitness of each schoolchild. It also has PE National Strategy and generally high support for its realisation, well designed PET education and good curriculum flexibility. There is small room for improvement here.

Included schools are from main demographic and geographic parts of Slovenia: Karst, coastal Slovenia, central Slovenia, Styria and Carinthia. Respondents were PE teachers with university degree or master's degree of Bologna system study, aged from 28 to 56 years.

1.1. NELAS

In Slovenia, at the end of primary school (in Year 9) a Final Examination of Knowledge of Students is held; it is compulsory for all students. Students took tests in Slovene, Mathematics and one subject upon the decision of Minister of Education. Among these subjects is also PE. Only tasks of theoretical knowledge can be included in this examination. On the other side, Slovenia has physical fitness monitoring system (SLOfit) which enable individual feedback on physical fitness of each schoolchild.

Table 1 - Key strengths and challenges of the NELAS

Categories (Section)	Key Strengths	Key Challenges
1. Physical		To include tests of skills in NELAS and perform examination more frequently.
2. Psychological		
3. Social		
4. Cognitive		

1.2. ECQ

Slovenia has PE National Strategy and generally high support for its realisation, well designed PET education and good curriculum flexibility. There is small room for improvement here.

1.2.1. PE National Strategy

Table 2 - Key strengths and challenges of PE National Strategy at the Country level

Categories (Section)	Key Strengths	Key Challenges
1. Existence	There is a PE National Strategy	Upgrade of PE National Strategy
2. Support	There is high support for enacting National strategy in term of Consultations about professional's issues, Recommendations for cooperation with health sector, Monitoring system about learning outcomes, Guidelines for designing school sport halls and improvements in sport equipment and infrastructure, Evaluation system for schools about performance and development of PE and SS. There are also high supportive guidelines for teaching of students with special needs, monitoring of swimming skills within school system and monitoring of physical fitness.	Higher support for enacting National strategy in term of Web platform with documents and information for supporting National strategy development.

1.2.2. Teacher Workforce

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

Categories (Section)	Key Strengths	Key Challenges
1. Teacher Demographics	The PE teacher workforce shows diversity of gender.	There is no data on age groups of teacher. However, due to austerity measures and prolongation of pension criteria novice teachers hardly got jobs in past years.

1.2.3. Teacher Education

Table 4 - Key strengths and challenges of Teacher Education at the Country level

Categories (Section)	Key Strengths	Key Challenges
1. Initial Teacher Education	All PE teachers are educated to a higher level (Master degree) and need to be specialists to provide PE at Primary (from grade 6) and Post-Primary levels. PE teachers study and teach just PE not also other subjects, therefore their competencies are very high. Their total volume of the teaching practice in PETE is 17 ECTS. Their pre-service teachers' teaching practice is	Sustain current quality and volume of initial teacher education.

	regularly supervised by a teacher educator/mentor specialist. There is just one well established university which educates PE teachers.	
2. Induction	There is structured induction phase controlled by Ministry of Education. PET takes full participation in the teaching profile within this period, yet he/she has a mentor (PE teacher). Final summative testing of the candidate is official Professional exam.	
3. Continuous Professional Development	There is a variety of CPD offer for PET.	CPD should be mandatory for in-service PE teachers.

1.2.4. Curriculum Flexibility

Table 5 - Key strengths and challenges of Curriculum Flexibility at the Country level

Categories (Section)	Key Strengths	Key Challenges
1. Physical Education	PE is compulsory in all school levels.	Lower the legislated number of students per class in Elementary School by adding PET beside classroom teacher.
2. School Sports	SS has a dedicated governing body, working closely with PE. SS give a lot of opportunities for participation.	
3. Other Forms of PA	There are plenty of extracurricular forms of PA.	

1.3. ESQ

Most of schools in Slovenia are public ones. This is the main advantage since they have a good standard of facilities, equipment and resources and well competent teachers.

Table 6 - Demographics of ESQ's Participating Schools by Educational Level, Context, Government Dependence, Student Population (global, PE and SS)

Educational Levels (ISCED)	Context	Government Dependence	School Population	PE Students	SS Students
(0)Early Years: 0%	Urban	Public	Total: 541	Total: 508	Total: 267
(1)Primary: 100%	84.6%	91.7%	Girls: 267	Girls: 249	Girls: 140
(2)Lower Secondary: 100%	Rural	Private	SEN: 20	SEN: 12	SEN: 4
(3)Upper Secondary: 0%	15.4%	8.3%	Low SES: 258	Low SES: 237	Low SES: 135
			Migrant: 22	Migrant: 22	Migrant: 5
			Roma: 6	Roma: 6	Roma: 4

1.3.1. Community Partnerships

Table 7 – Key strengths and challenges of Community Partnerships at the School level

Categories (Section)	Key Strengths	Key Challenges
1. Public	Most of the school in Slovenia (87%) is having government support to improve experiences of students in physical education programmes. Support is expressed mostly from national governing bodies and mainly for SPORT, EDUCATION AND FORMAL EDUCATION.	The biggest key challenge is to offer support to schools more often, not only on yearly basis. Slovenian schools are getting a lot of support, especially for education, formal education and sport, but this support comes only at the beginning of the year and headmasters needs to plan their expenses in advance.
2. Private		

1.3.2. Facilities, Equipment and Resources

Table 8 - Key strengths and challenges of Facilities, Equipment and Resources at the School level

Categories (Section)	Key Strengths	Key Challenges
1. Facilities	Facilities across schools are in very good maintenance standard. In average Slovenian schools over 2.5 interior facilities for PE and SS (in average 735 square meters of interior facilities per school); 2.6 outdoor facilities (1332.1 square meters per school).	
2. Equipment	More than 90% of school has excellent or standard equipment according to suggested list of sport equipment.	Only half of the schools allows the use of equipment for students during recess.
3. Finances		

1.3.3. Teacher Workforce

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

Categories (Section)	Key Strengths	Key Challenges
1. Weekly workload	Teachers are required to perform 20 school lessons (in average 1350 min/week) of PE per week in accordance to fulfil their weekly workload.	In some schools, there is only 1 PE teacher running and delivering the programme.
2. Performed Roles	PE teachers needs to develop planning, assessment and intervention, which is regulated by school policy. PE teachers in Slovenia are performing roles of class	

	tutoring, school sport coach, PE department coordinator, PE & SS facilities and equipment coordination. There is in average 3.75 PE teachers per school in Slovenia.	
3. Teacher Demographics		

1.3.4. Teacher Education

Table 10 - Key strengths and challenges of Teacher Education at the School level

Categories (Section)	Key Strengths	Key Challenges
1. Continuous Professional Development	All full-time PE teachers from Slovenia participate in CPD specific to PE. Schools are also receiving governmental support to improve the experience of students in PE and SS for continuing professional development for PE teachers. Teachers are mostly attending meeting and trainings as a part of inter-school cooperation (88 %).	Teachers in Slovenia are mostly attending meeting and training as a part of in inter-school cooperation (88%). More university-based trainings are required for all teachers.

1.3.5. Curriculum Flexibility

Table 11 - Key strengths and challenges of Curriculum Flexibility at the School level

Categories (Section)	Key Strengths	Key Challenges
1. Physical Education	<p>The Physical Education across schools focuses on the full spectrum of compulsory learning outcomes for all schools, including: fundamental movement skills, fitness levels, athletics (running, throws, jumps...), games (football, basketball, volleyball...), dance (social, contemporary, folklore...), winter sports (skating, skiing, alpine skiing, snowboarding...), gymnastics (acrobatics, tumbling...), outdoor and adventure (climbing, kayaking, surfing...), racket sports (tennis, badminton), skating sports (roller-skates, skateboarding...), swimming, traditional games, PA and sport related knowledge, health and fitness knowledge and personal and social competences.</p> <p>In Slovenia is very clear PE assessment criteria, including clear school-based set of guidelines for PE summative assessment, PE formative assessment and PE initial assessment, where also students participate in both, summative and</p>	In most schools, there is no emphasis or requirement for combat sports (judo, wrestling...) and cycling. The biggest challenge for teachers is in unadjusted PE schedules in schools, which are mostly regulated by school specific committee and person employed for timetable making.

	<p>informative process. Assessment data is regularly shared with students' legal guardians/parents. Students' learning outcomes are specifically stated by schools and are mostly defined by the combination of guidelines and by student progression.</p> <p>Average timetable hours for PE in Slovenian schools are 125 minutes/week (30 weeks) for early childhood education, 140 minutes/week (37 weeks) for primary education, 100 minutes/week for lower secondary education (36 weeks) and 85 minutes (35 weeks) for upper secondary education.</p>	
<p>2. School Sports</p>	<p>Most schools in Slovenia are providing School Sports in addition to PE (70%), where pupils need to pay only for some activities (40%). In average 60 % of all pupils from school participate in SS. Schools in average offer 20 different activities per year.</p> <p>The amount of SS in Slovenian schools is in average 11 times per week. PE teachers (70%) and other subject teachers (30%) are providers for most additional school sport activities in Slovenian schools.</p> <p>Most schools (70%) have also significant participation for SS in following groups: special needs, low SES, immigrant and roma.</p> <p>All schools are also participating in inter-school competitions (in average 25 competitions per year), which are held mostly during the school week in school time or after school time.</p>	
<p>3. Other Forms of PA</p>	<p>PA is in Slovenian curriculum also used in other subjects to promote/facilitate learning outcomes. Majority of schools (70%) also provide after-school PA and Sports, whereas school sport coach and PE teacher are providing them.</p>	<p>PA is not regulated by school policy (80%) when used in other subjects to promote/facilitate learning outcomes. Not all schools in Slovenia implement recess activities (only 60%), where recess time in average does not exceed 15 minutes/day.</p>

Conclusions

1. Process-Related Key Recommendations

- Reduce length and complexity of questionnaires (max. 15 minutes for respondent)
- Provide feedback report for respondent (comparison with other schools in region or country, with some criteria)
- Eliminate all technical problems of web survey

2. Product-Related Key Recommendations

Reduce length and complexity of questionnaires.

3. Main Recommendations for the EPQ

Very strict on length and complexity of questionnaires (max. 5 minutes for respondent).

Appendices

ECQ Complete Results

Insert here complete outputs

ESQ Complete Results

Insert here complete outputs