



Memorandum on Physical Education and School Sports

adopted by DOSB, DSLV and dvs
in September 2009



The "Memorandum on P.E and School Sports" is supported by:



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www.gew.de

Imprint:

Memorandum on Physical Education and School Sports | adopted by DOSB, DSLV and dvs in September 2009 | Deutscher Olympischer SportBund | D-60528 Frankfurt am Main | Tel. +49 (0) 69 / 67 00 0 | Fax +49 (0) 69 / 67 25 81 | www.dosb.de | E-Mail office@dosb.de | translation: Marlis Rydzy-Götz | Dipl.-Dolm., Dipl.-Übers. | member of BDÜ und VKD

The present Memorandum aims at illustrating strategies and positions on physical education and school sports which are appropriate to find consent. It was jointly developed by the 'German Association of Sports Science' (Deutsche Vereinigung für Sportwissenschaft - dvs), the 'German Association of P.E. Teachers' (Deutscher Sportlehrerverband - DSLV), the 'German Olympic Sports Confederation' (Deutscher Olympischer Sportbund - DOSB) and the 'Assembly of Faculties of Sports Science' (Fakultätentag Sportwissenschaft). It is intended to give political and school-based decision-makers, teachers and instructors guiding impulses in view of optimizing physical education and school sports on all school levels. In this context the German term of "Schulsport" shall be understood as including physical education and all kinds of physical activity and exercise, games, play and sports offered under the responsibility of schools.

This Memorandum argues from the point of view of sports scientists, physical education and sports teachers as well as sports organizations. For this purpose it takes into consideration the "Gemeinsame Handlungsempfehlungen der KMK und des DOSB zur Weiterentwicklung des Schulsports" (Joint Recommendations by the Standing Conference of German Ministers of Culture, KMK, and the DOSB for an Action Plan for Further Developing Physical Education and School Sports) (2007) and the "Gemeinsame Handlungsempfehlungen „Sport für Kinder und Jugendliche mit Behinderung" (Joint Recommendations 'Sports for Children and Young People with Special Needs') (2008) as well as corresponding European and international resolutions.

1 Starting Situation in Physical Education and School Sports

1.1 The Tradition of Physical Education and School Sports

Physical Education and School Sports in Germany have a *tradition*. Following the beginning of a bourgeois (gymnastics-oriented) physical education promoted by the philanthropists, from the middle of the 19th century onwards – initiated by Prussia – gymnastic exercise lessons were introduced in schools. While the variety of physical exercises in schools increased during the time of the Weimar Republic (interwar period 1918 - 1933), under the National Socialist Regime this subject was degraded to a physical training in conformity with the prevailing ideology. After World War II in West Germany physical education was once again considered to be part of general education and developed according to the theory of education. In contrast, in East Germany physical education was practised as part of personality formation and was oriented towards political objectives. During the nineteen-seventies expanding physical and sports activities in both parts of Germany became ever more important in schools, as well. The subject of physical education and sports continued to be better established in spite of occasional draw backs. Since the German unification physical education and school sports have stood their ground within the educational system in Germany and have been ambitious in extending the spectrum of specific educational objectives and pedagogical tasks, different sports and areas of physical activity/exercise, forms of teaching and learning as well as profile development. In the light of this tradition and the chances and problems linked to social change, we can shape the future of physical education and school sports in a responsible way.

1.2 The Importance of Physical Education and School Sports

Physical education and school sports are of special *importance* for our society nowadays. Its significance is founded on specific possibilities of physical action and experience related to exercise, games and sports. It is even increasing due to wide-spread problems: changed living conditions, lack of exercise and risks for one's health. Every-day strain and social problems represent challenges for growing up in modern times. Sporting activities can contribute to better cope with difficult situations in life and to strengthen e.g. one's fitness and wellness, self-assurance and social support. Along these lines, we should adopt, actively defend and critically follow the health-enhancing, social-integrative and other society-related functions of sport. In particular, the numerous sports clubs strongly contribute to the enrichment of human life and leisure time in and by sport. However, as part of society, sport is ambivalent and thus also susceptible to different offences such as violence, exclusion, destruction of nature, self-overstrain, doping, accidents, etc. In view of a humane and sustainable development of sport we must clearly counter offences of this kind in order to ensure that young people really benefit from sport.

In this context especially physical education and school sports offer a unique chance to build up a comprehensive ability of action of female and male students, because physical activity/exercise, games and sports can be produced and reflected upon, in a pedagogically responsible way, and because school sport is the only "sport for all" of children and adolescents. This significance must generate further social and professional commitment for the common cause.

1.3 The Legitimation of Physical Education and School Sports

Physical education and school sports have an unmistakable, broadly-based *legitimation* in terms of education policy. Reasoning from the internal point of view of the schools specifies that only sports lessons can provide physical education and an appropriate promotion of physical activity in schools, that sport is the pupils' favourite subject, that physical activity/exercise, games and sports support the learning process and serve as a fruitful enrichment of life at schools. Internal sports arguments signal that physical education and sports lessons can help to open up a multifarious culture of movement, transmit a range of skills and competences for lifelong participation in sporting and physical activities, laying the foundations for achievements related to specific motor skills and for an increase in motivation for and interest in sports. Arguments from a view outside sport illustrate that physical education and school sports stimulate processes of self-experience and the promotion of a holistic development, initiating the acquisition of key competences such as teaming ability and the possibility of identity building. On these grounds physical education and school sports are by no means vital nor necessary to survive, but they still are unique and unrenounceable in an educational institution like the school. Based on this legitimation it should be possible to further develop a "healthy" self-assurance of physical education and school sports and to jointly advocate for the quality of compulsory PE and school sports – as the third biggest school subject – and non-compulsory (after hours) sports in schools.

1.4 The Mission of Physical Education and School Sports

Physical education and school sports have a specific pedagogical *mission*. In principle – and following the reasons already given – we are dealing with the (double) task to not only disclose the culture of sports and physical activity but to also promote personality formation. Modern guidelines and curricula of several German federal states succinctly illustrate this basic pedagogical idea concerning physical education and school sports as a so-called double mission: education for sports and education by sports are supposed to complement each other. Along these lines physical education and school sports are linked with certain aims, also picking up sport-related motives such as performance or team spirit and co-operation, and are directed towards educational notions like fair play, e.g. in the framework of "Olympic Education".

From several pedagogical points of view this approach can be summarized as "co-operating, competing and reaching understanding", "health promotion" or "aesthetical education". A multi-perspective physical education and sports teaching aims at taking up different areas of content (different sports and disciplines/areas of movement) in a way which uses the teaching project to produce a rewarding relationship between pupils and the subject. Popular activities in terms of content are athletic running, jumping, throwing as well as gymnastic exercises and dance, apparatus gymnastics and swimming, sport games, circensic arts, also water and winter sports, roller sports and martial arts, etc. This comprehensive mission demands to meet the expectations in terms of pedagogics and a subject-related diversity by means of specifically promoting physical education and school sports.

1.5 The Situation of Physical Education and School Sports

The *situation* of physical education and school sports can be further developed. Although the general conditions and the possibilities of impact of physical education and compulsory as well as non-compulsory school sports could be better, they are not that bad, as compared with those existing in previous times or perhaps in some other countries. On the basis of the "SPRINT Survey" on the situation of physical education and school sports in Germany it can be stated that our sports facilities and their equipment – with the exception of swimming pools - are altogether acceptable (although quite differing in individual cases specific for a federal state or a school), and that the significance of the subject and the competence of the teachers are appreciated. Problems are mainly due to a high loss of teaching hours and to sports lessons taught by teachers without a degree in physical education (especially in primary schools) as well as the disadvantage which certain school types (in particular vocational training schools) are confronted with. Furthermore, new school-related challenges have come up in connection with the reformation of the school curriculum (G 8) and the secondary stage II at upper secondary schools as well as the introduction of centralized comparative examinations and standards of education. In the light of such kind of changes some institutions have difficulties in fulfilling the mission of PE and school sports, as described above, in an appropriate way. However, the fact that students did some physical activity and even perspired, were allowed to play or given something else to do, is by no means an acceptable attitude towards the demand for an appropriate and specialized teaching of physical education and school sports.

In view of quality offensives at schools and in school sports, we rather have to advocate that the following quality areas are improved and increased: firstly the quality of the structure (input), e.g. by reducing the loss of teaching hours as a result of politicians' initiatives, secondly the quality of the process, e.g. by improving internal procedures of communication of the schools, programmes of further education, etc., and thirdly the quality of results (output), e.g. by regular evaluations.

The great potential of physical education and school sports and the well-being of children and adolescents should be worth to counter-act the partly adverse conditions and to improve the present situation.

2 The Development Prospects of PE and School Sports

2.1 Early Childhood and Transition Points

At present *early childhood* and the different institutions of education, care and promotion of children of this age are given great attention by the public and expert circles because it has been acknowledged that already at this early age does a human being gain important experience concerning health and the development of an educational career. It is necessary to develop interdisciplinary education plans which include sports and physical activity as a central part during the period from the crèche to the end of primary school in order to ensure consistency in the course of education.

At day-nurseries the development of health and physical activity must not be limited to individual hours, projects and action days but has to be firmly established as an interdisciplinary topic in every-day life and to be integrated in the organizational development of the institutions. In this context, the field of physical activity should not exist without links to other areas of education but should be connected to them.

In the course of the educational biography of children we will find *transition points* at several interfaces between the different institutions. The transition from the day-nursery to the primary school implies changes at the individual, interactive and contextual level, offering chances but also burdens for some children. Since physical activity plays an important role in the process of development and education during early childhood, it should become the central means of shaping the transition. Children experience themselves and their environment in motion. For this reason it is important that they can also discover their future sphere of life at school and the inherent requirements by means of physical activity.

2.2 The Perspectives of Physical Education and Sports Teaching

Physical education and sports teaching moves *all* children and adolescents. This attributes a unique selling point to the teaching, entrusting it with the main responsibility for physical, socio-emotional and cognitive processes of education related to physical exercise, sport, games and play of *all* students with the objective to integrate health-enhancing physical activity and exercise into their concept of life as a long-term approach.

Nowadays the further development of aims, contents and teaching-learning methods for physical education and sports teaching needs to increasingly take into account changes in the entire society, which the catchword of "changed childhood and youth" refers to. These changed conditions of a family-related and physical activity-oriented socialization are held responsible for health hazards and social problems of adolescents.

This leads to consequences which affect the conception of education, further education and continuing training of PE teachers, the initiation of school sports-related research and the planning of the whole programme of physical education and school sports activities at the respective types of schools.

The results of up-to-date health reports prove that attitudes of nutrition, physical activity and weight problems, which are most often connected with them, are strongly related with the social class and conditioned by the cultural background of the respective family of origin. At this point, the orientation towards areas of movement which was included in more recent sports curricula, offers an easy and motivating access to the world of sporting activities and exercise to students who rather take a detached view of practising sports.

PE and sports teachers have to cope with their responsibility to convince not only students but all persons responsible for the organization of PE and school sports with regard to the proven positive effects of regular physical exercise for health and for the development of a healthy lifestyle. It is therefore necessary to reach an interdisciplinary and subject-linking collaboration with other school subjects and, above all, co-operation with the parents.

An active and motivating work with the parents becomes increasingly important for the target group of pupils from families who are unfamiliar with sports and exercise. On parents' evenings (dealing with sport) PE and sports teachers can explicitly underline the importance of an active leisure time linked with physical activity. In addition, learning processes should be initiated which are not only important for sporting activities but also significantly contribute to a holistic personality formation and value-oriented education also relevant to areas outside sport. In this context, characteristics needed are, among others: readiness for effort and achievement, ability of empathy and co-operation, fairness, team spirit, consideration and integration of weaker persons, continuity and perseverance as well as the ability to be a good winner and a good loser.

In primary schools, the intolerable situation that in Germany, on a national average, almost 50 % of PE and sports are taught by teachers with insufficient specialized training or none at all, must be improved. While strengthening self-responsibility (autonomy) and the status of schools, we should not only support the systematic employment of properly trained PE and sports teachers at the primary stage but, if possible, school headmasters should be obliged to employ these teachers with at least 50 % of the lessons they have to teach in PE and sports.

The assignment of qualified PE and sports teachers is also imperative in the area of schools for pupils with special needs (adapted PE) and vocational training schools.

In the upper forms of Secondary Schools, we need to safeguard PE and sports as a subject equal to all others at the 'Abitur' (final examination which qualifies for university admission).

2.3 The Contribution of PE and School Sports to the Development of Schools

To put these prospects of PE and school sports into practice, which are undoubtedly important and multifarious, we need to more strongly consider involving physical activity/exercise, games and sports programmes in the development of the profile and status of schools. For this purpose the general conditions in terms of human and material resources and the organization of the schools have to be taken into account. Only in this way will it be possible to increase the number of schools with a daily sports lesson, of specially sport-oriented schools and of schools with a "school life on the move" at long term. In schools of this profile there are special chances not only to promote students with achievement deficits but also to spot specially talented and interested students.

With the continuously growing number of all-day schools of differing conceptions, all PE and sports teachers at schools, above all the heads of sport departments, technical advisers, mentors and timetable organisers are required to face their responsibility for co-ordinating all necessary programmes of physical activity, games and sports at schools or connected with schools, to advise on quality assurance in case of external offers and act to provide guidance.

The laudable concept of the so-called "school in motion" includes elements such as "learning in motion", "breaks for motion" and an increased intensity of times in motion by providing programmes of physical activity and exercise during school breaks. This is complemented by class outings and project days or weeks concentrating on sporting activities as well as "sports festivals" in a wider sense. However, this concept must not be misused to reduce the minimum of three lessons of compulsory physical education and school sports per week.

Positive experience based on forms of co-operation between "schools and sports clubs", as they exist at many schools, should be used more effectively. It is the obligation of the school, especially the lecturers 'Sport' at Secondary Training Colleges ('Studienseminare'), to take part in the selection of external instructors for teaching physical activity, games and sports, and to apply verifiable criteria for this purpose. This responsibility is related to quality assurance concerning physical activity and sports programmes offered by external co-operation partners and the co-ordination of subject matters as well as the basic sport-pedagogical approach in terms of curriculum demands and internal conditions set up by the schools. In this context the Regional Sports Confederations and the National Sport Federations, being member organizations of the DOSB, as well as the representatives of PE and external coaches and fitness instructors are called upon to make sure that exercise instructors and sports coaches acquire sufficient knowledge, within the framework of their basic and further education, in order to offer students of heterogeneous interests in sports well-differentiated courses of physical activity/exercise, games and sports.

The nation-wide development towards more all-day schools must not take place without a critical assessment of possible effects on the students' leisure time activities after they have finished school and in the afternoon.

Regarding the high percentage of children and young people active in sports clubs, the time for training and exercise will be shifted to the late afternoon. Assuming that human resources and facility infrastructure will stay unchanged, other sport groups will be pushed to evening hours. At present there are only a few examples where at several schools competitive sport courses of sports clubs are taught together during regular school hours in the afternoon.

3 The Prospects of Development of Teachers' Education and School Sports Research

3.1 The Prospects of Teachers' Education

As a guiding principle, the education of PE and sports teachers consistently orientates itself on the occupation field school or PE and school sports and on an understanding of professionalism which considers the development of relevant competences to be a continuous occupation-related learning process. PE and sports teachers who work at different stages of the education system (Primary Schools, Lower Secondary and Intermediate Secondary Schools, Upper Secondary Schools, Special Schools for Handicapped and Disadvantaged Youths, Vocational Training Schools) are supposed to fulfil specific and ambitious pedagogical demands today and in future. The ability to meet these demands presupposes – without exception – a high-quality basic and further education as well as continuing training at university and in practice at schools.

We explicitly welcome the new possibilities of basic, further and continuing education which the Bachelor and Master Study Curricula provide. It is important that the new ways of reciprocal relationship are conceived as a dialogue. To separate parts of the Secondary Training of teachers at special colleges ('Referendariat') and to integrate them into the first phase of their education (at universities) would not be an improvement but would rather result in a certain insularity during the First Training Phase of the teaching profession. In contrast, we must promote the exchange between the first and the second phase and make sure that it functions in terms of personnel and structure. Nevertheless, the independent main fields of both phases have to be safeguarded.

For this purpose, the First Training Phase aims at teaching multifarious physical and sporting experiences and competences, also in terms of a 'culture of movement', well-founded sport-scientific knowledge, in particular analytical and reflexive skills concerning topics of physical activity and sport didactics.

The linkage with the occupational field must not only be established in theory but should be accompanied by first exploratory teaching events of PE and school sports in practice. Last but not least, biographically rooted models of sport and education have to be linked with future tasks of training and education. In view of this variety of qualification requirements it is inevitable to strengthen and increase sport-scientific capacities with regard to teaching and research at the University Institution for Sports Science.

The Second Phase (preparatory service at special colleges) aims at teaching competences of action for PE and sports lessons, on the one hand. On the other hand the school as a "learning organization" calls for the ability to take part in shaping the profile and school life according to the idea of a physical activity-friendly school.

PE and sports teachers have to assume a special responsibility for the development of schools which promote a healthy treatment of one's body as well as a constructive experience of oneself and one's social environment via the medium of physical activity/exercise, games and sports in a comprehensive and sustainable manner, (see 2.3).

This competence of development also includes the bridge building between PE and school sports on the one hand, and a culture of physical activity and exercise after hours on the other hand. Particularly in view of children and young people, who increasingly grow up in an environment which is deprived of physical activity and social bonds, teachers need to have abilities of motivation, communication and organization in order to offer the students a responsible and enlightening access to physical activity/exercise, games and sports outside schools.

The development of professionalism of PE and sports teachers ends by no means with the end of the Second Training Phase. It rather results from a learning process during an accompanying occupational education which is closely linked to staff-related factors as well as social changes (concerning the scene of sport and physical activity, conditions of socialization and practice of education, institutions of education). For this reason we not only need a nation-wide offer of further and continuing training courses for an appropriate approach to an educating way of teaching PE and school sports in terms of methodology and subject matters. Moreover, an occupation-related accompanying system is necessary which serves a constructive handling of occupation-related biographic developments (e.g. regarding the improvement of the teaching quality, the subjective well-being and stress management) of PE and sports teachers. Since this "third" phase of teachers' education is by no means less important than the other two phases, the extension and intensification of a respective offer of further and continuing training courses should increasingly be taken into consideration.

Online and "Blended Learning Programmes" should complete the spectrum of possibilities of basic education and further training.

3.2 The Prospects of Research on PE and School Sports

In the last decades PE and school sports were rather disregarded, concerning any research promotion. This may also be due to the erroneous assumption that the considerable growth of sports in quantity and quality would unfold its positive potential practically on its own along the lines of the breakneck developments of post-modern (adventure) societies, thus making PE and school sports and research work on this topic rather superfluous. However, reality looks different.

Due to a justified and increasing concern regarding a healthy growing-up and a coherent (holistic) development of our children and youths, the pedagogical and educational potential of PE and school sports has moved again in the focus of public attention. The survey on the situation of PE and school sports in Germany which was supported by the German Olympic Sports Confederation (*SPRINT* Survey) represents a first major step on the way towards empirically gained findings on the interaction of PE and school sports with developments in other areas. We urgently need to take more steps in that direction.

Above all there is a lack of:

- | a comprehensive PE and school sports survey which would also systematically compare the different existing research findings of smaller or medium scope (e.g. on co-education, co-operative and social learning, motivation for achievement, etc.) and would process them in terms of practical applicability,
- | more far-going analyses of everyday PE and school sports (e.g. subjective points of view, ways of experiencing it, routine of action of teachers and students, forms of interaction and organization, the didactic "imperative" or orientations in the context of differing education curricula, joint teaching of handicapped and non-handicapped children and youths),
- | longitudinal studies regarding biographic developments of students and teachers in PE and school sports which would make it possible to identify critical careers of students and also occupation-related biographic development problems of PE and sports teachers in order to deal with these problems constructively and in due time,
- | well-evaluated accompanying, advisory and intervention studies which aim at documenting innovative concepts of good PE and sports teaching, feasibility and results of exercise-friendly and all-day schools in a methodically monitored way, based on "best practice models", quasi-experimental interventions or action-research.

Quantitative and qualitative research approaches have to be combined to sustainably explore the environments of life in which PE and school sports happen and possibilities of development and innovation come up. Implementing a programmatic research approach, as outlined, requires a substantial improvement of research capacities at institutions of sports science and a well-aimed financial third-party support. It seems to be recommendable to establish an integrated research network for the area of school and sports.

4 The Demands – A Call for Action

In Germany, physical education and school sports look back on a long and varied tradition, which should serve as a starting point to shape future developments in a responsible way. The significance of physical education and school sports is ascribable to specific possibilities of physical acting and experiencing, inherent in physical activity and exercise, games and sports; and it grows in view of wide-spread social problems. To further legitimate the place of PE and sports in the educational institution school, we can offensively use internal school-related reasons (e.g. learning support), internal sport-related reasons (e.g. transfer of skills) and extra-sport reasons (e.g. identity building). However, the combined mission of exploring our culture of physical activity subject-wise and of individually promoting personality formation must not be unilaterally restricted. In the light of a possible improvement of PE and school sports, it is rather necessary to make an even better use of its potential for the students by means of a sustainable commitment and a careful development of its quality.

The Development Concerning the Elementary Stage

- | Before beginning school education, children already gather experiences of sports and physical activity, above all experiences related to their own bodies, too. At school these experiences have to be used as a starting point.
- | It is necessary to develop joint education plans for day-nurseries and schools, for which physical activity and sports are of central importance.
- | The transition from the elementary stage to the primary stage must be co-ordinated and, if possible, shaped as being "in motion".

The Development of Physical Education and School Sports

- | The development of physical education and school sports will be successful, if the individual school takes the responsibility for the initiative and the students take part in it.
- | Since only PE and school sports reach all students at all types of schools and on all age levels, it cannot be replaced by voluntary, after-hour programmes. Especially the groups which have not yet found access to a joyful culture of movement and may come from families who are unfamiliar with sports and physical activity, need a motivating support and promotion by pedagogically qualified PE and sports teachers.

- | Parents and other partners of school sports have to be increasingly involved to implement joint educational objects and a positive PE and school sports development. PE and school sports have a double mission, namely "education for physical activity, games and sports" and "education by physical activity, games and sports", making an essential contribution to an active, health-enhancing lifestyle and, at the same time, to the development of socio-emotional and cognitive competences of action as well as a holistic personality formation.
- | A reflected value-oriented education is imperative. The guiding rules of intercultural understanding, fairness, respect and tolerance towards other persons, of individual endeavour for achievement and a common sense which leads to solidarity as well as maturity in acting as a responsible citizen and readiness to take responsibility for humane and ecologically reasonable action, are the valid sport-pedagogical framework of orientation.
- | At present 50 % of all PE and sports lessons at primary schools are provided by non-qualified sports instructors. This situation is intolerable. There is an urgent need for changes in this phase of life which is of special influence for the development of pupils. It is necessary to employ more properly qualified PE and sports teachers, and school headmasters are requested to take measures for internal solutions.
- | The institutions responsible for the schools must sustainably ensure the quality of equipment in terms of facilities and material. Due to the closing of swimming pools, the increasingly difficult situation regarding swimming lessons - especially at primary schools - needs special attention. Swimming lessons also represent an integral part of PE and school sports and therefore have to be taught by qualified sport teachers. At the end of Primary School each and every child must be able to swim safely.
- | PE and sports lessons must be taught by properly qualified teachers at all types of schools.
- | For genuinely teaching at least three hours of PE and sports per week, a sufficient number of places authorized by the budget are required and must be made available for the employment of PE and sports teachers.
- | With regard to the possibilities offered by forms of co-operation of "schools and sport clubs", which exist at many schools, positive experiences should be used more intensively. The development of a whole network of integrated systems of education needs to be pushed ahead.

- | The demand of a daily PE and sports lesson, which has been requested for more than 30 years, should be met and put into practice in the course of the establishment of all-day schools.
- | However, a higher number of all-day schools should not jeopardize after-school leisure activities, in particular in sports clubs. Students engaged in competitive sports must continue to have sufficient opportunities to practise their respective sport. In this context, schools with a sports-oriented profile or so-called "Elite Schools of Sport" are called upon to find regulations which make school sports and competitive sports compatible with each other.

The Education of Teachers

- | On the personal student level, the Europe-wide demands have to be met, which are laid down in the Bologna Protocol and call for a five-year university education for PE and sports teachers.
- | Individual and social expectations regarding PE and school sports have considerably risen and demand to safeguard and consolidate a high-quality university and school-practical basic and further education and continuing training of PE and sports teachers.
- | For this purpose, during the first and the second phase of education it is necessary to not only reinforce the human and material resources but to also establish a dialogue-oriented linkage between the two phases.
- | The development of professionalism of PE and sports teachers takes place by means of a continuing process of learning and change. For this reason a constructive treatment of occupation-related biographical developments not only require nationwide offers of further and continuing training courses but also supervision and evaluation programmes.

Research on Physical Education and School Sports

- | For quite a long time empirical research on PE and school sports has found itself in the off-side of institutional promotion. Nevertheless, as a consequence of diverse studies of smaller and medium scope, a visible diversity has developed in the sport-scientific landscape. For a sustainable exploration of the multiple facets of PE and school sports, their possibilities of development and innovation, quantitative and qualitative research approaches seem to be equally relevant.

- | It is necessary to achieve a distinct improvement of research capacities for PE and school sports at sport-scientific institutions and a systematic third-party financial support. The establishment of integrated research systems and the foundation of a board of curators for school sport-oriented research and advice are recommendable.
- | Furthermore, the field of physical activity/exercise, games and sports should be integrated in reports on educational issues and in surveys on the performance of schools.

The institutions responsible for the "Memorandum on Physical Education and School Sports" commit themselves to actively advance and accompany the process of implementation and to regularly give their members or member organizations a full report every two years.

Memorandum on Physical Education and School Sports

September 2009

The following organizations and persons participated in devising the "Memorandum on Physical Education and School Sports":

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