



Intellectual output: #1 - Resources analysis

Analyzed group: **Schools**

Country: **Poland**

Time frame: **1.04 – 1.12.2021**

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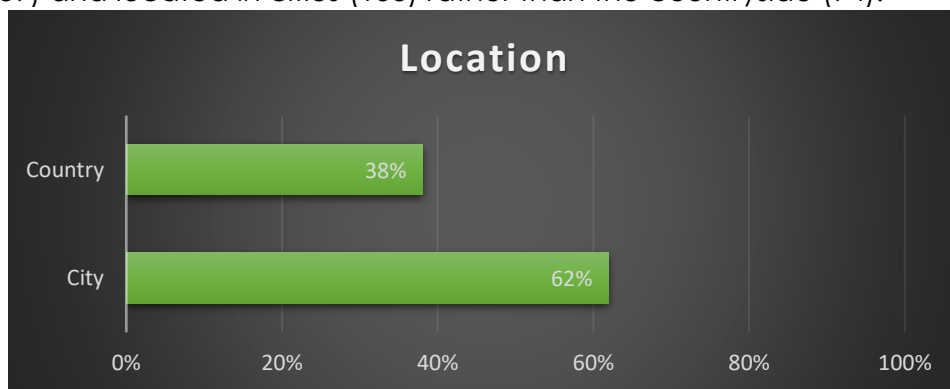
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1. Data collection

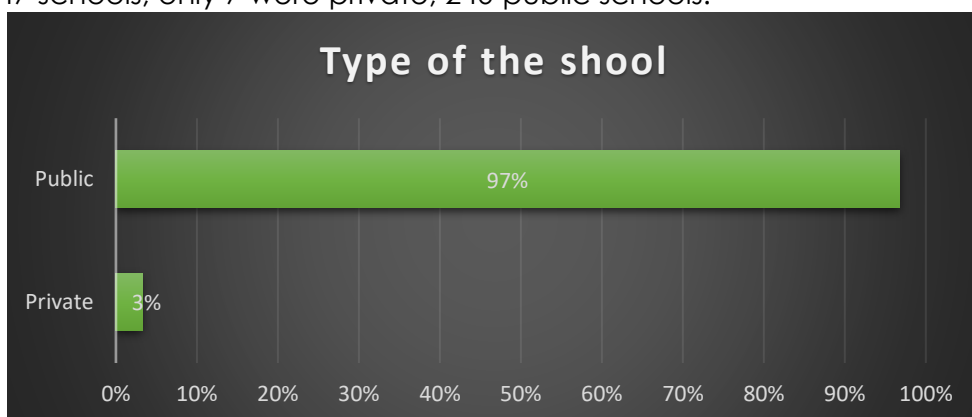
An online questionnaire was sent out to schools in Poland in 2021. The schools could participate in the survey and answer its questions from April till December 2021. In the given time period 247 schools participated in the survey. In this report, their answers are summarized and analyzed.

2. General information

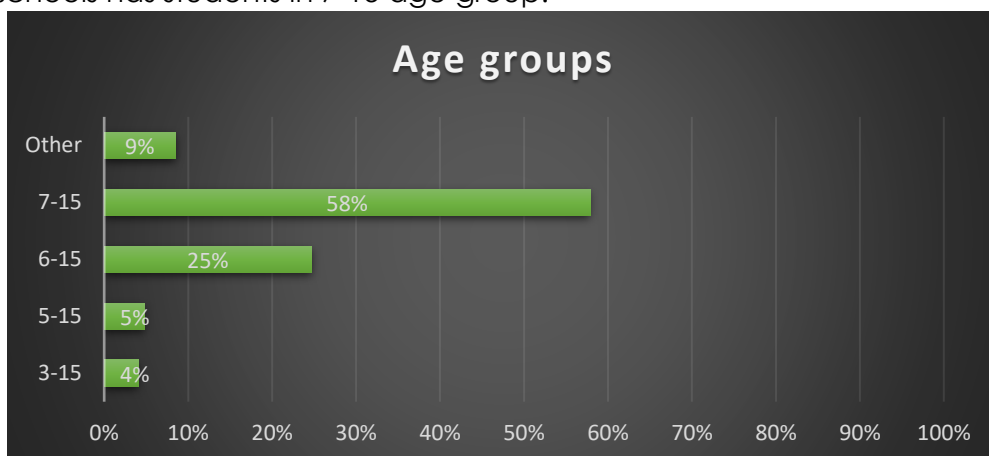
As can be seen in the charts below, the majority of the schools, participating in the survey, are public (239) and located in cities (153) rather than the countryside (94).



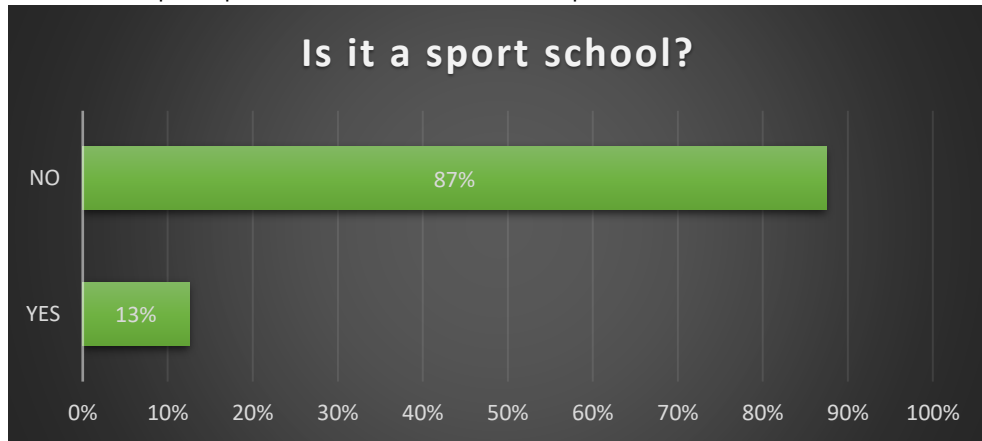
Out of the 247 schools, only 7 were private, 240 public schools.



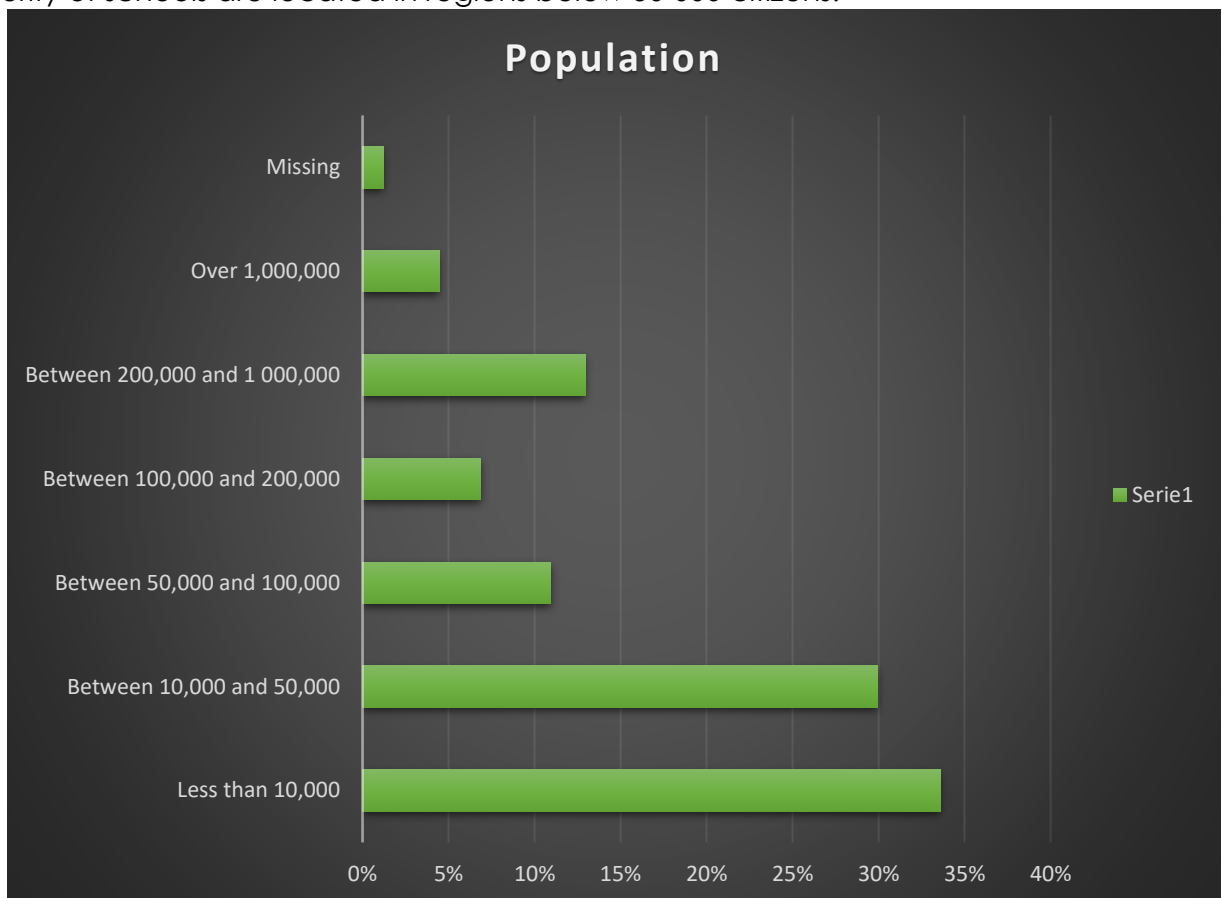
Majority of schools has students in 7-15 age group.



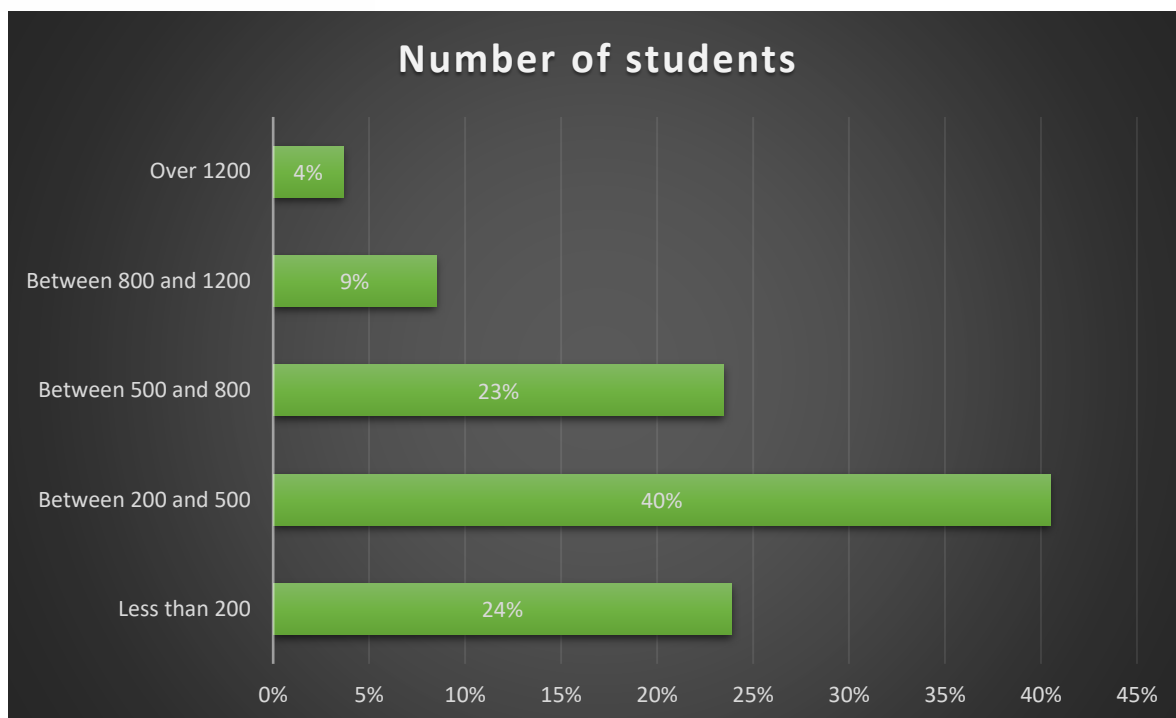
87% schools are not a sport profile school or has no sport classes.



Majority of schools are located in regions below 50 000 citizens.



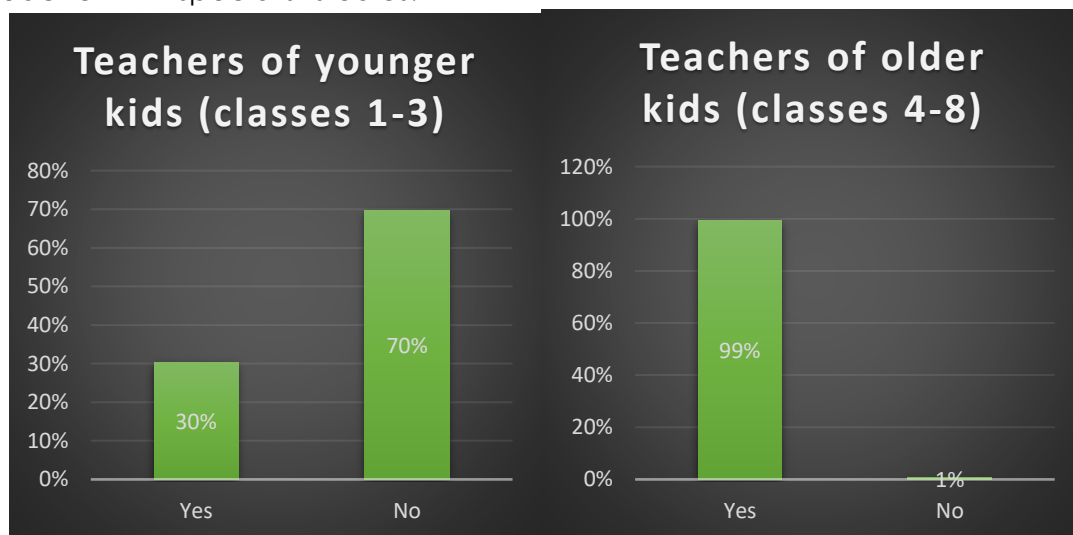
Most of schools (40%) has between 200 and 500 students. However 24% of schools has less than 200 and 23% has between 500 and 800 students.



3. Questionary results.

3.1. Sport specific education level of the schools' staff

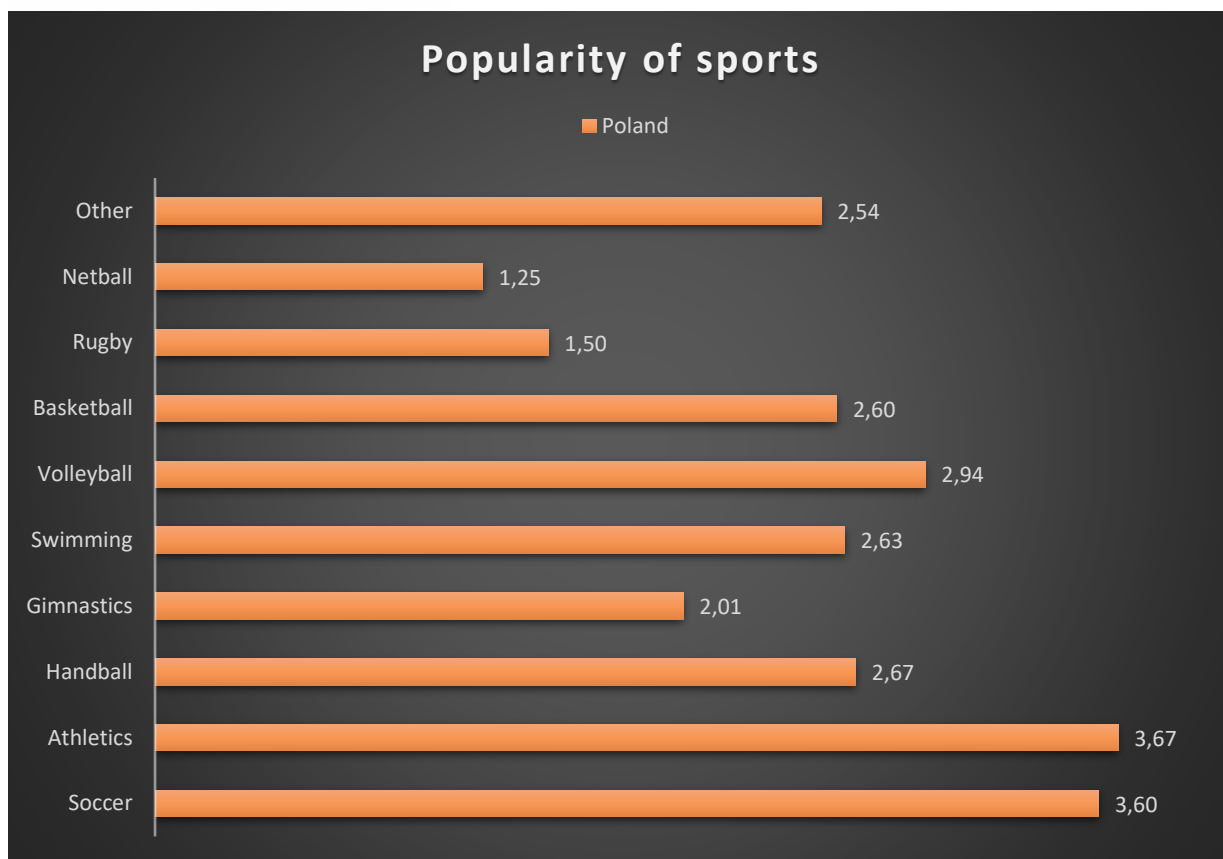
In grades 1-3, 75 teachers conducting physical education classes do not have completed physical education (sport) academy. In grades 4-8, only one school (out of 248) does not have a teacher with specialist studies.



3.2. Sport demographics.

3.2.1. Popularity of different sports.

Most popular sports in the schools are athletics and soccer. Popularity of volleyball is also significant.

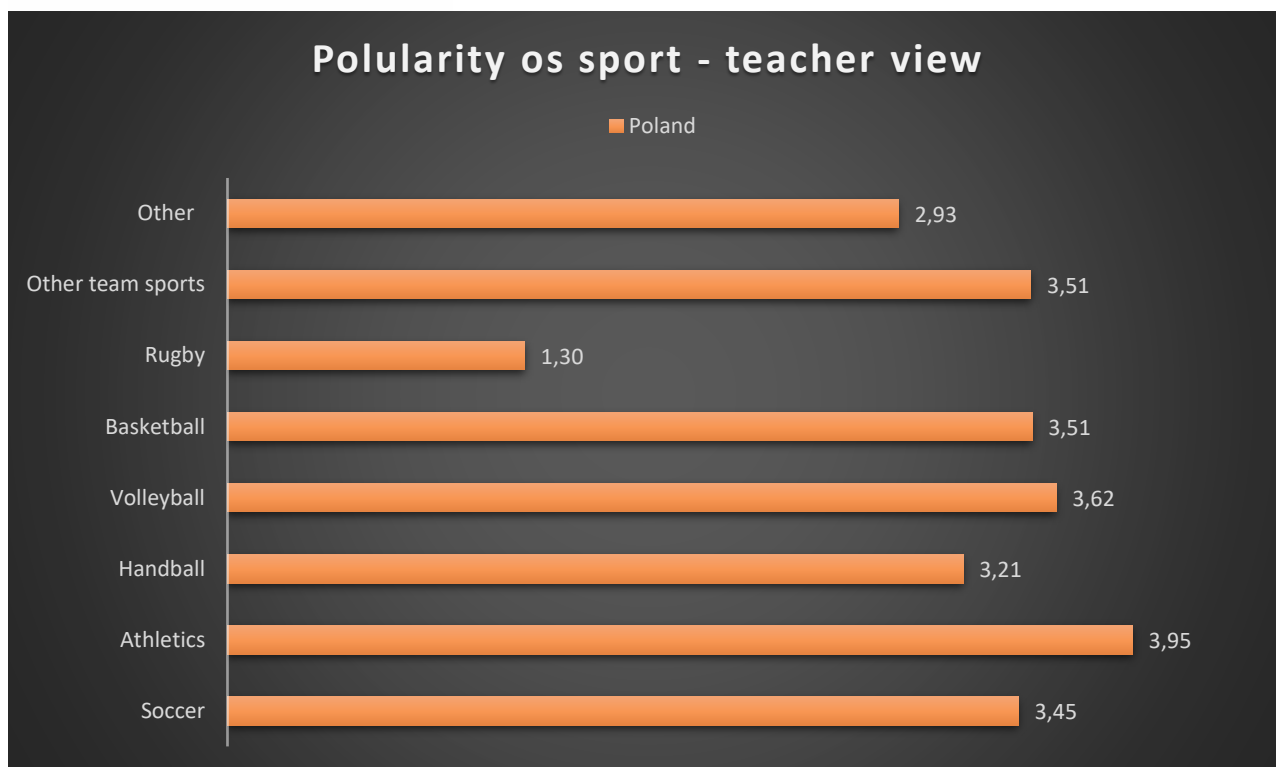


3.2.2. Importance of different sports in physical education lessons (teachers' point of view)?

Athletics definitely prevails, then (equally) team games (volleyball, soccer and handball). 113 respondents added other forms of physical activity to the proposed sports disciplines, also in the number of more than one (2 or even 3). Among other sports are:

- Floorball - 24
- Table Tennis - 16
- Swimming - 16
- Badminton - 14
- Gymnastics (+ functional exercises and shaping exercises) - 8
- Combat sports - 7 in total (wrestling - 3, judo and karate 2 each)
- Dance - 7
- Ice Skating - 3
- 1-2 cases are - tennis, Nordic walking, aerobics, canoeing, chess, orienteering, billiards, kordbal, freesbee, ringo.

Also included as "sports disciplines" are - movement games (10), as well as health promotion (2).

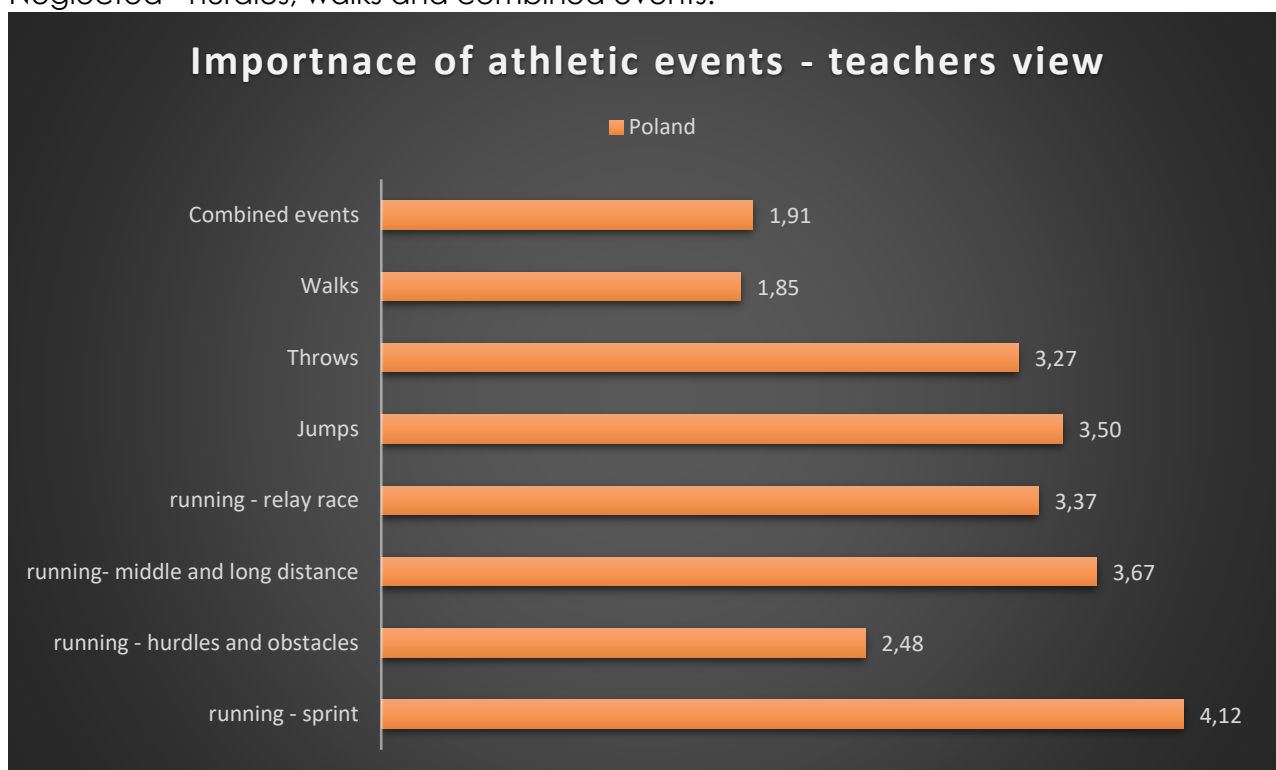


3.2.3. Importance of athletics disciplines in physical education lessons (teachers' point of view)?

The most popular athletic event is sprint runs.

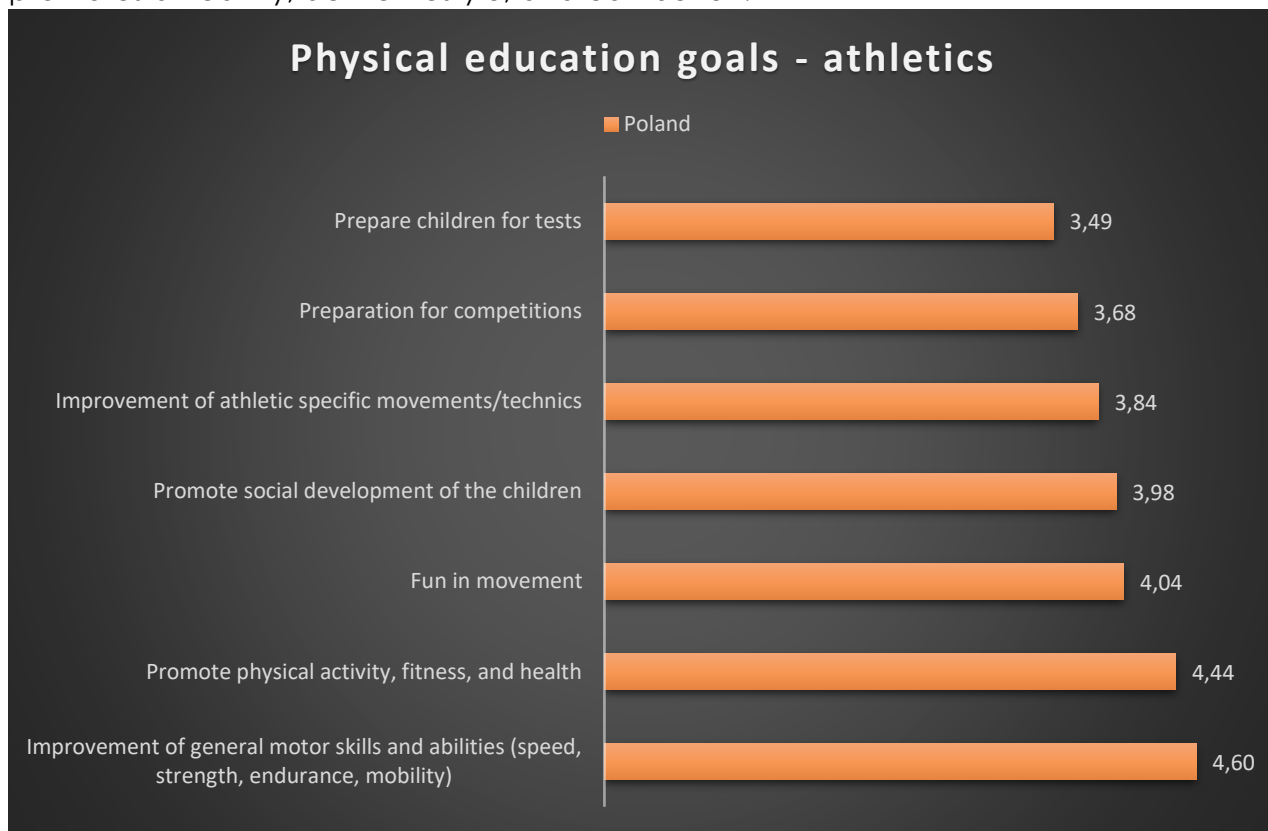
Medium runs, relay races, jumps and throws - in the second importance.

Neglected - hurdles, walks and combined events.



3.2.4. How important are the following goals in your exercise and physical education classes (using athletics)?

The results prove that athletics is the foundation of motor training (also for other sports), promotes a healthy, active lifestyle, and can be fun.

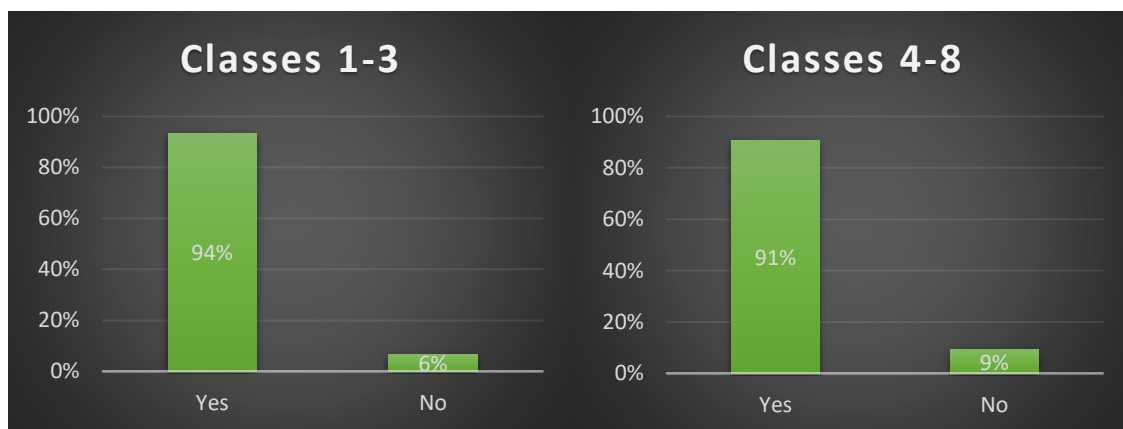


3.2.5. Is participation in physical education classes obligatory? (dismissal letter from a parent is enough?)

Physical education classes in Poland are in most cases obligatory.

In grades I-III, 231 schools conduct compulsory classes, compared to 16 without PE.

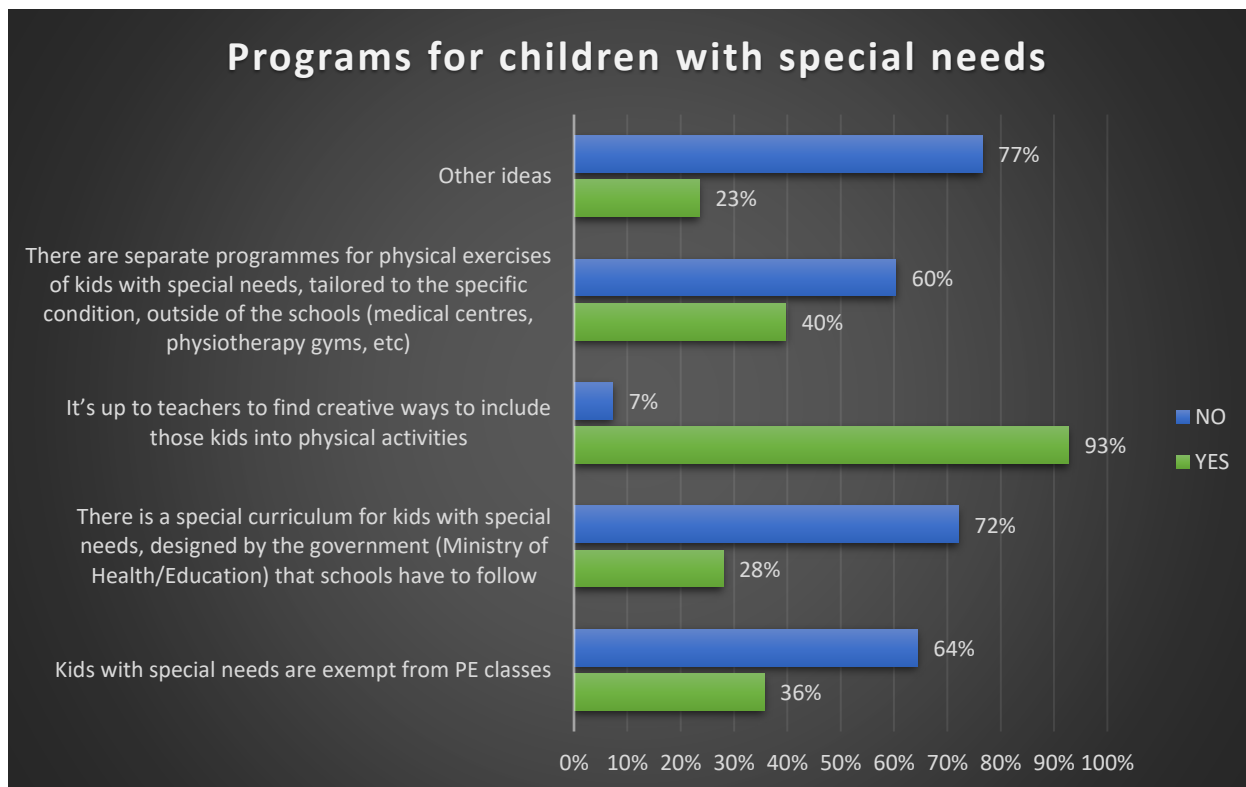
In grades IV-VIII - 224 and 23, respectively.



3.2.6. Which statements apply to children with special needs (children with disabilities, etc.)?

The creativity of teachers prevails in the organization of classes. They point to:

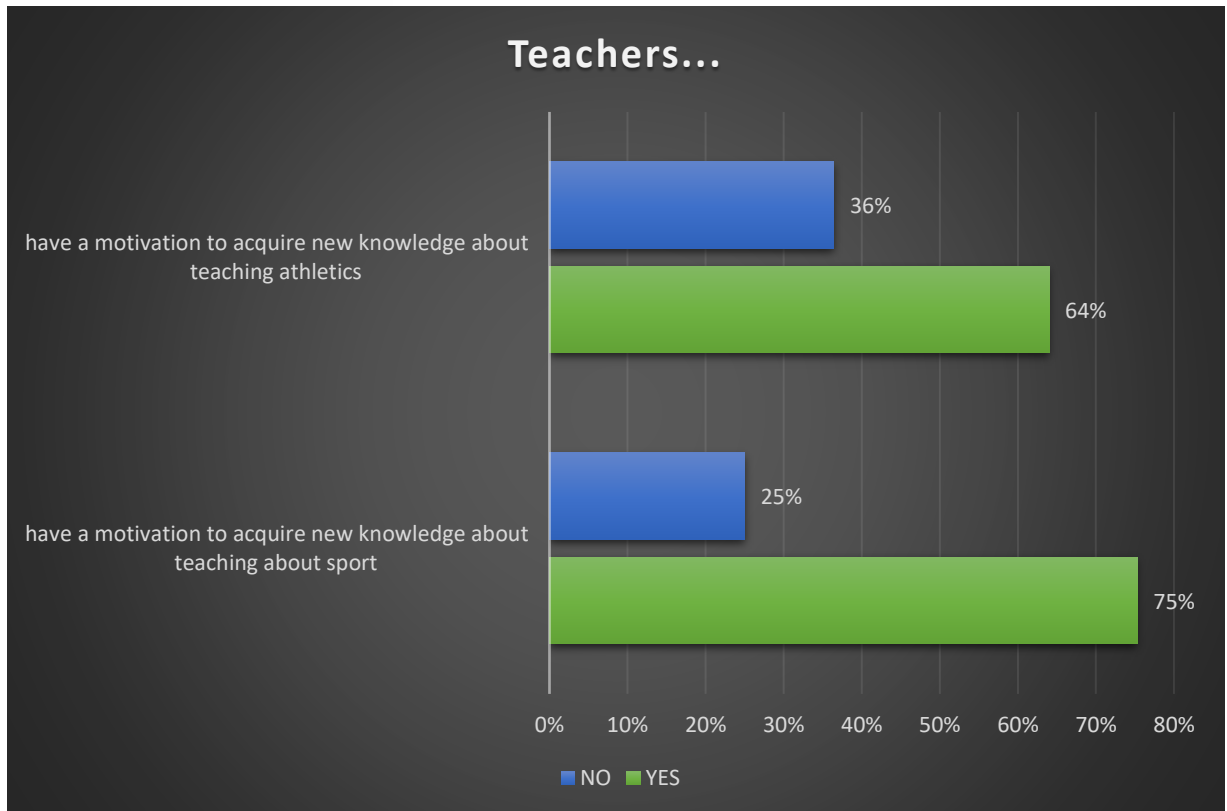
- individualization of exercises,
- consultations with doctors,
- integration with the group,
- corrective gymnastics.



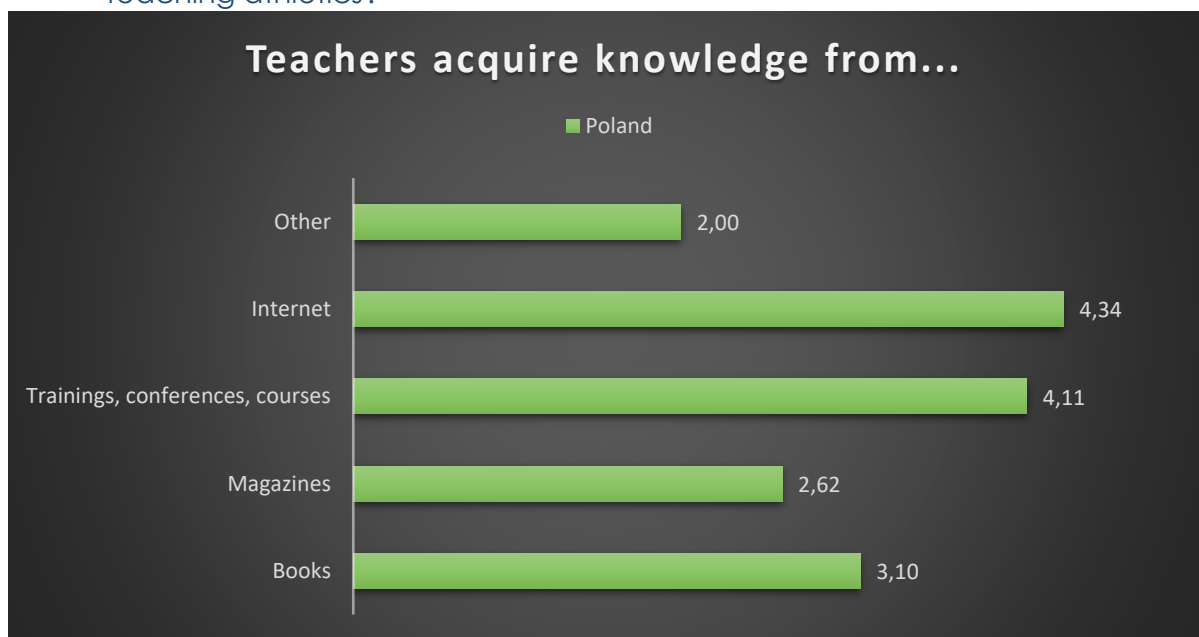
3.2.7. Teachers interests in further education

Most teachers use the opportunity to improve their work skills at school, take part in conferences, workshops, postgraduate studies and training courses conducted by various entities - sports associations, physical education universities, clubs.

In the field of athletics, most of the respondents base their knowledge on LDK courses, less often PZLA. No regional courses - this is a note for PZLA.



3.2.8. How often do you use the following sources of information to acquire new skills for teaching athletics?



The interest in magazines is fading (because now we do not have the LA magazine in Poland).

The Internet reigns supreme and (very well) coaching and training courses.

3.2.9. Is there a way to combine physical education with other subjects?

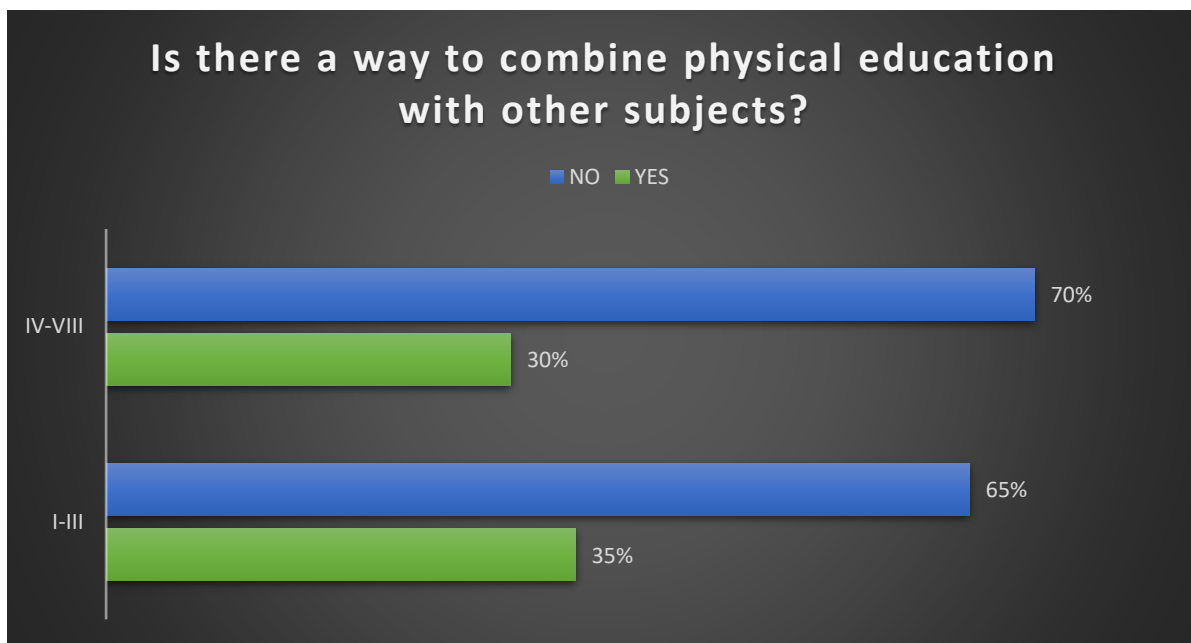
Some teachers (approx. 1/3) think it makes sense to combine PE with other subjects (the so-called integrated teaching).

Interestingly, it applies to both classes with children (grades 1-3) and grades 4-8.

Teachers see the possibility of combining classes with:

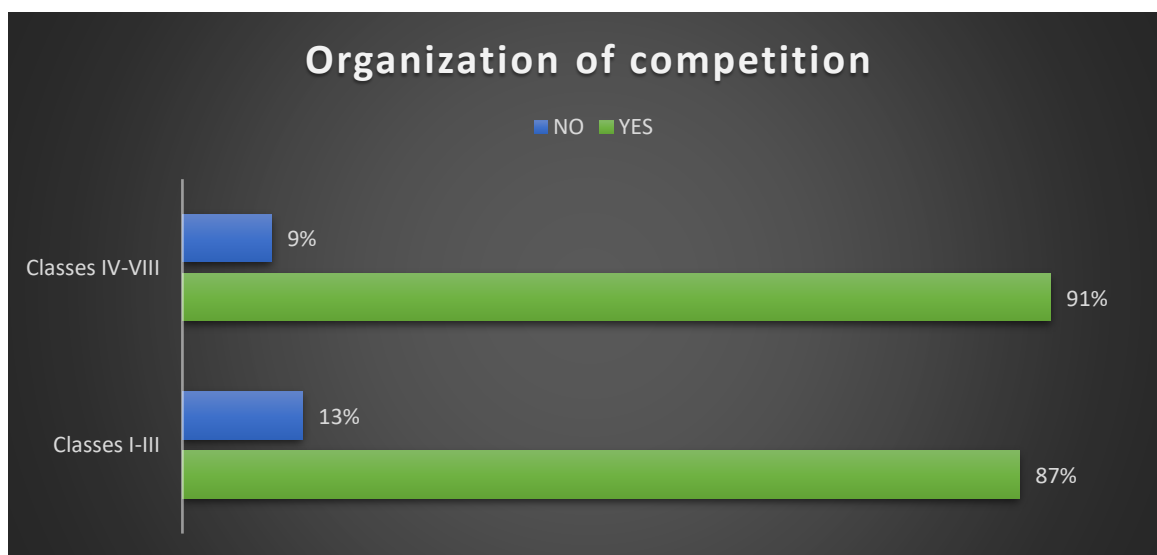
Grades 1-3 - nature, maths, music (time options - 2-3 times a week)

Grades 4-8 - Biology, Geography, Physics, Maths, Health Education, and Nutrition (once in a while, several times per semester).

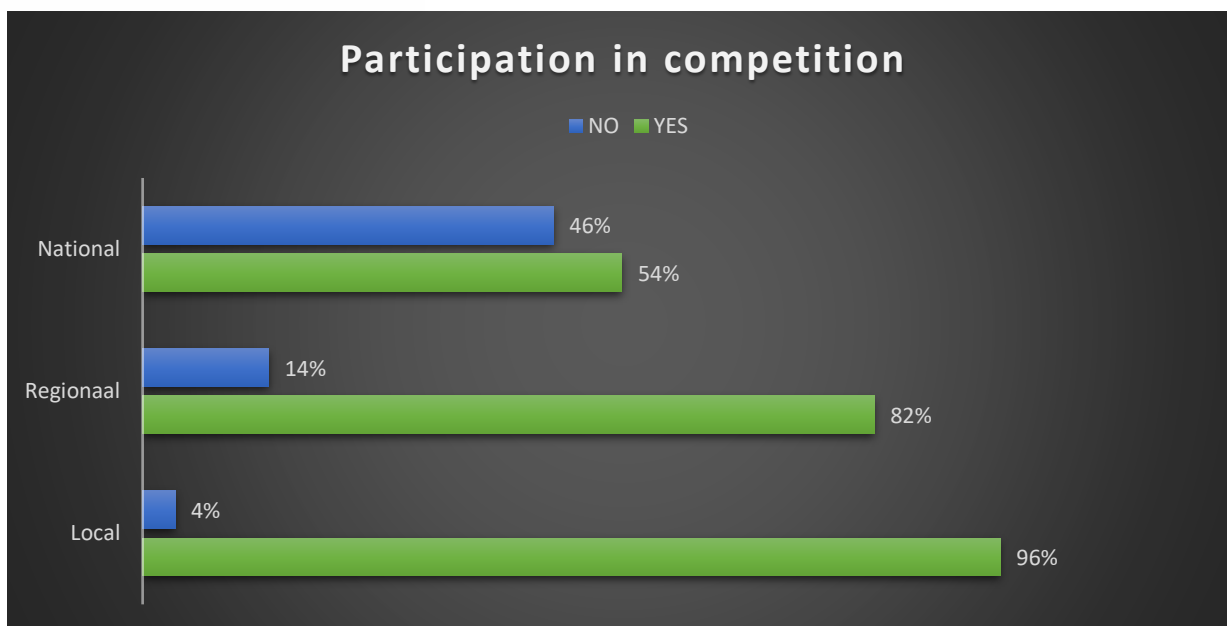


3.2.10. Organization of and participation in competitions and sport tests

Most of the schools organize sport competition.



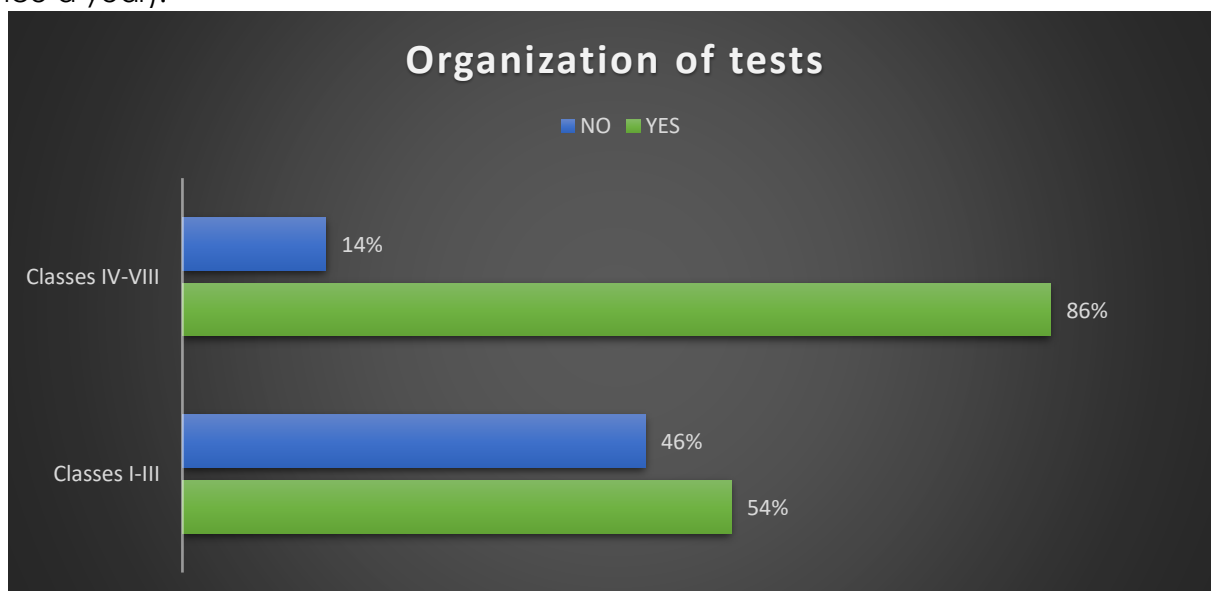
Most of the schools participate in local and regional competition. However a significant percentage of them take part in national competition.



The basic tests are:

- Test Zuchory
- Eurofit
- National Database,
- OSF
- other tests (Lower Silesia).

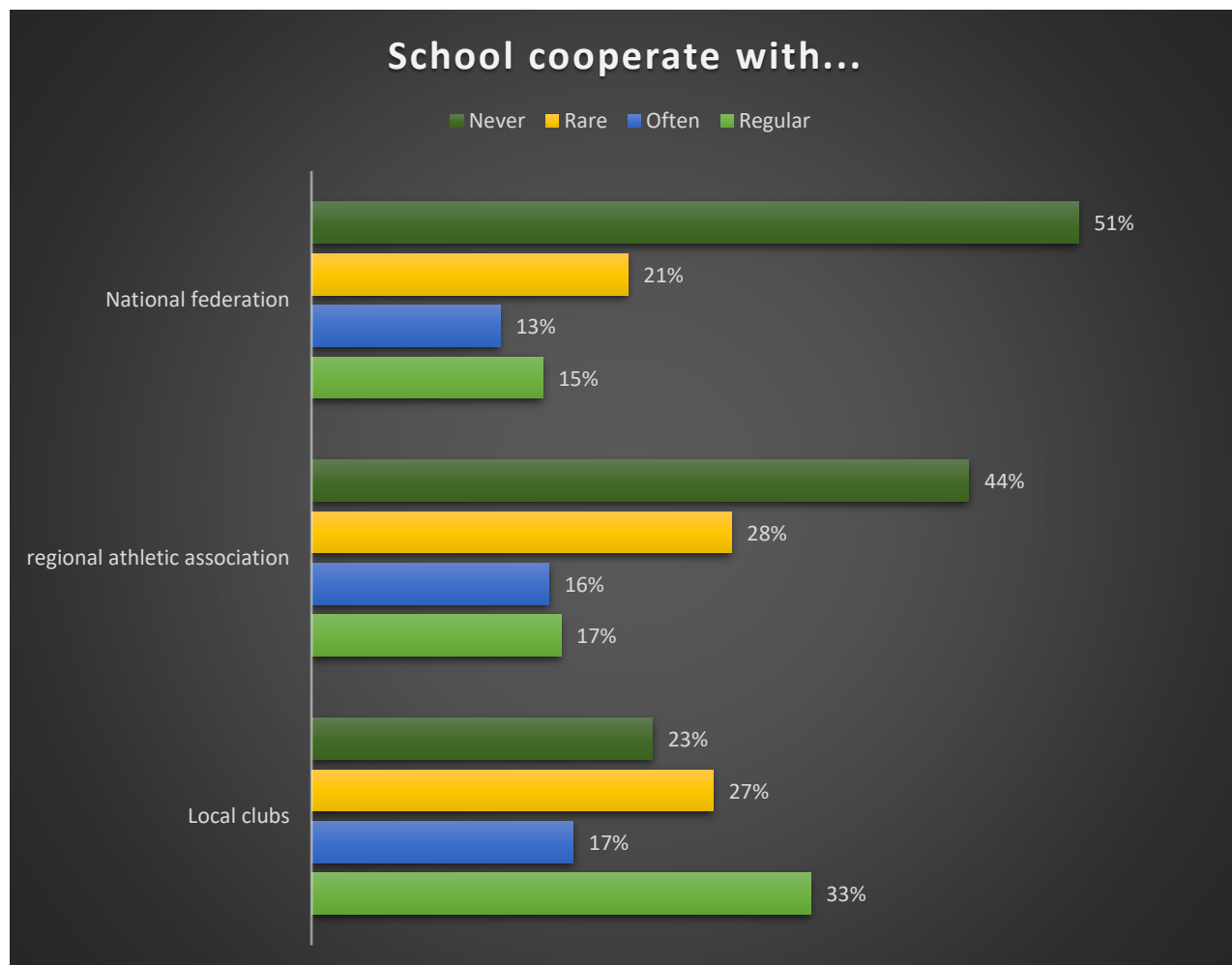
In the field of athletics, running tests, jumps and (less frequently) throws are performed. Most often, tests are performed 1x per semester (twice a year); less often (once a month) or less often (only at the beginning of education - as part of enrollment in a sports class or once a year).



3.2.11. School-sports club cooperation

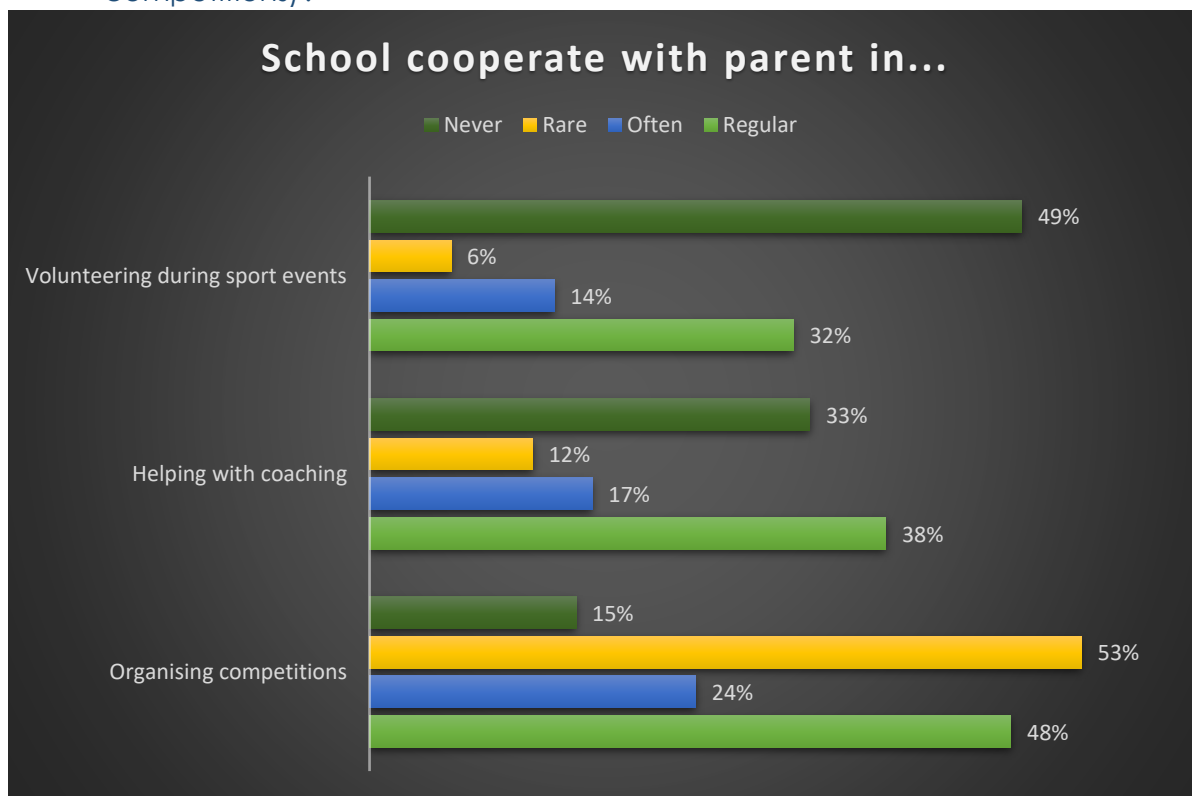
25% of schools (62) are affiliated with athletic clubs and 36% of schools (89) with other sports clubs, such as: football (15), handball (8), swimming (8), basketball (7), table tennis (7), volleyball (4), as well as badminton, taekwondo, judo, shooting.

Often the school runs several clubs.



Regular contacts and cooperation – only 1/3 concerns only in the case of clubs in the vicinity of the school. Almost half of the schools do not include cooperation with regional sports unions.

3.2.12. How often do you cooperate with parents (in case of e.g. organizing competitions)?



Parents' participation in the school's sports activities is varied - they most often help in organizing events.

3.2.13. Do you invite top athletes or local stars as motivational speakers /role models in physical education classes?

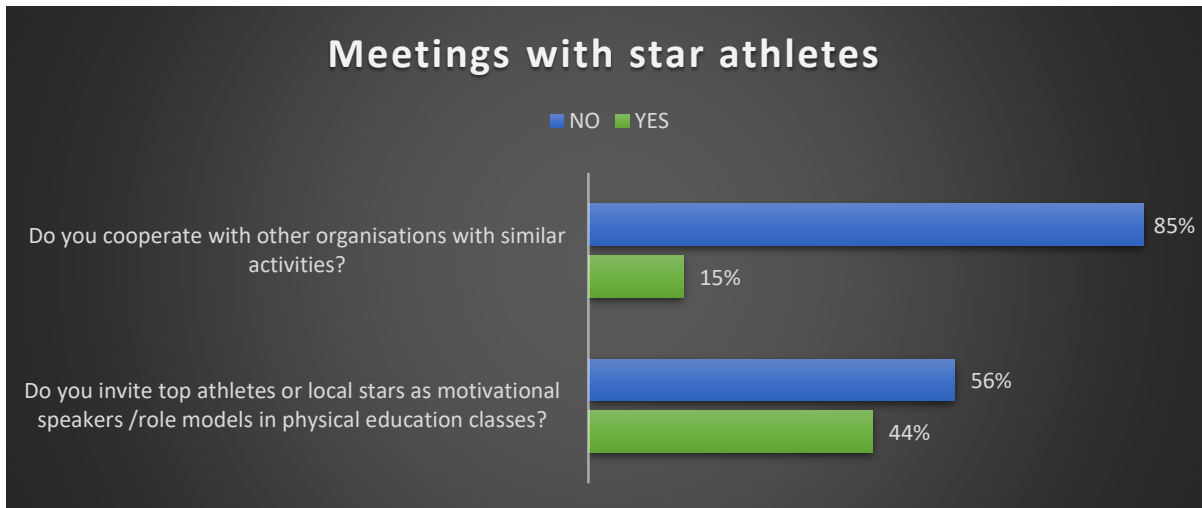
Frequency of meetings with star athletes, on average, it's 1-2 times a year (once a semester), but the range is significant - from once every 2-3 years, through once a year up to once a month (is it?).

Procedures for meetings with athletes:

- own contacts (friends)
- internet (social forums)
- sports clubs (coaches and players)
- school graduates
- parents.

There is little help from external institutions in organizing such meetings.

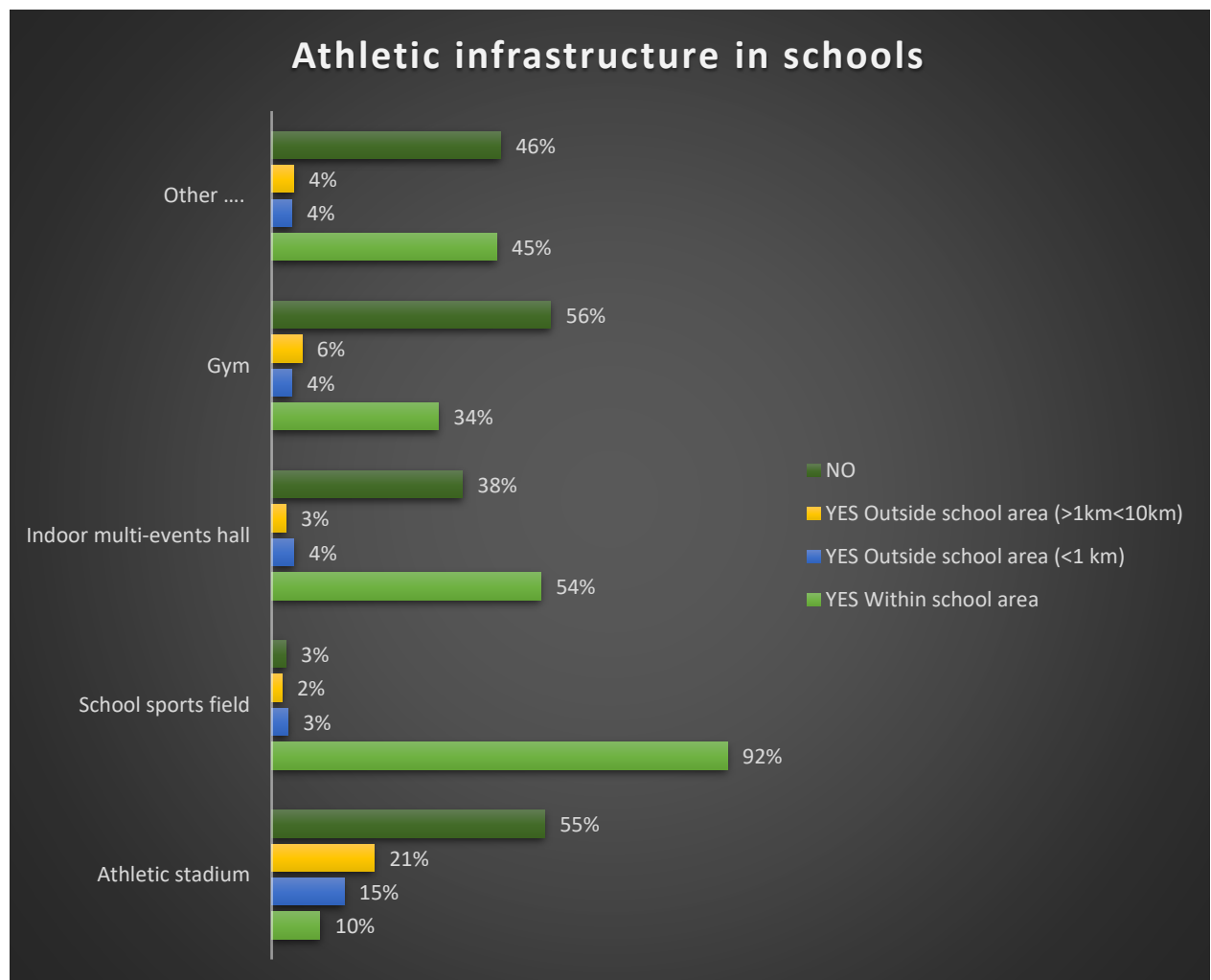
Among the few (only 31 of the entire set) - the basic ones are foundations (Monika Pyrek, Kamila Skolimowska), sports clubs, and rarely City Halls.



3.3. Athletic infrastructure in school

3.3.1. Our school has access to athletic infrastructure.

Polish schools rely on school infrastructure (92%). Half of the schools (54%) have general sport halls. Most schools do not have track and field stadiums; only every 10th school has its own stadium.

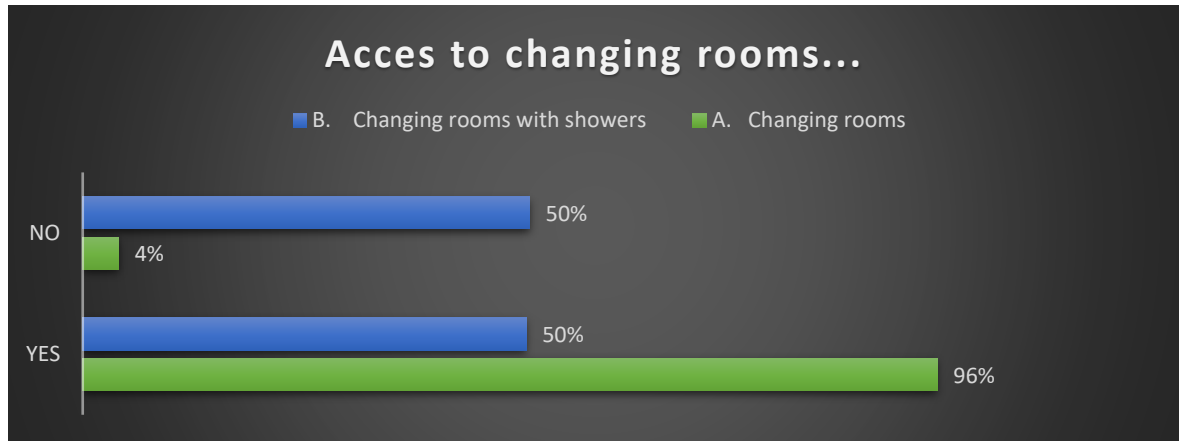


Other facilities (school and out of school) include;

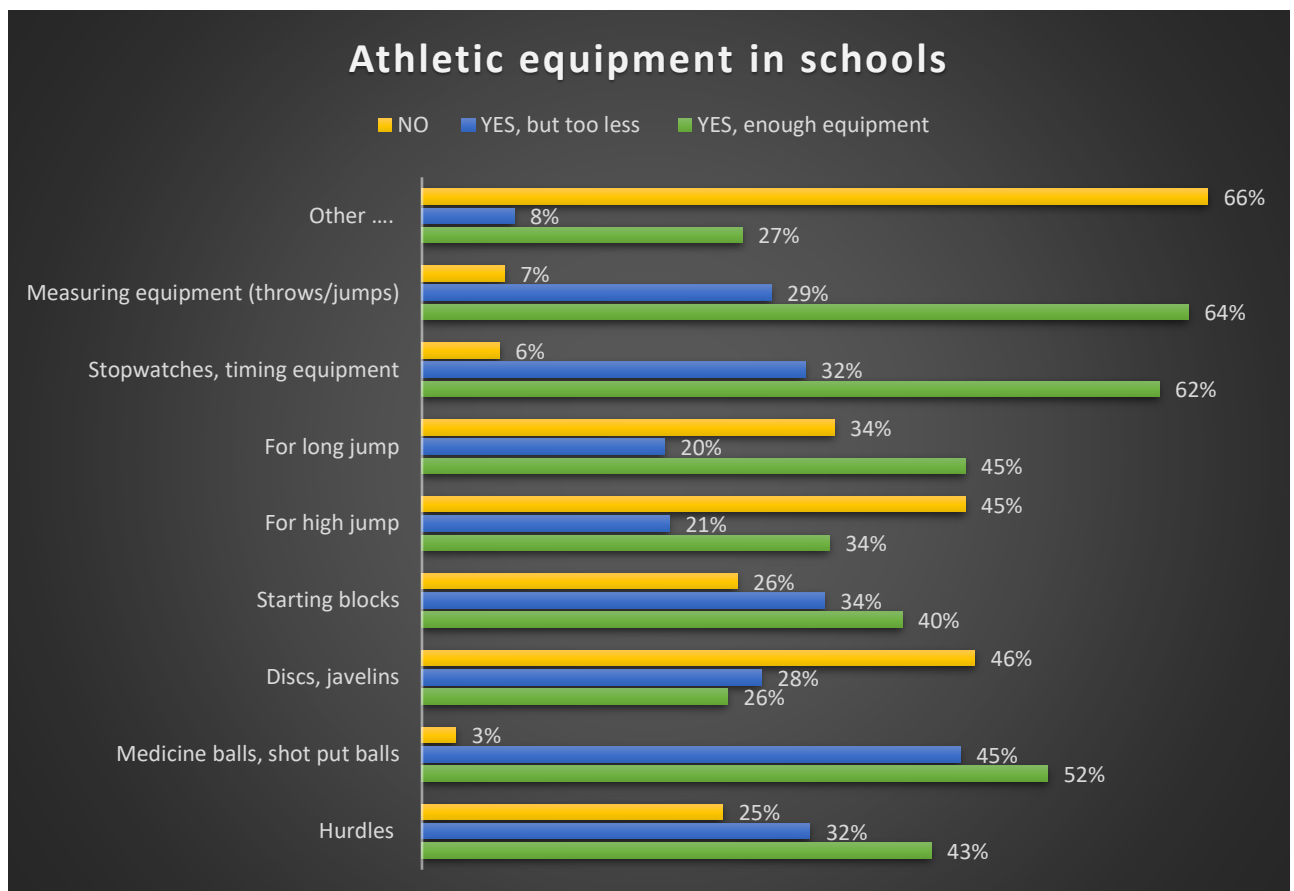
- long jumps
- running track 60 m,
- viewport with a sphere,
- outdoor gyms.

3.3.2. Do the kids have access to...

Almost (96%) of Polish schools have changing rooms, but only half have showers.



3.3.3. Does your school has athletic equipment?



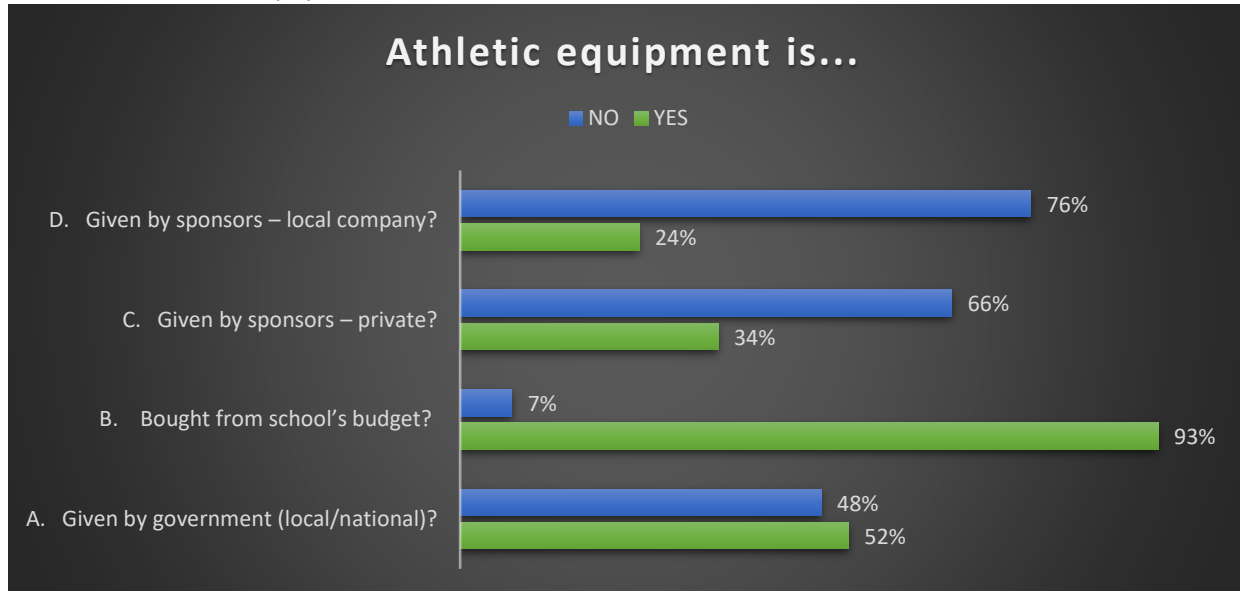
Overall, the athletic equipment in Polish schools is sufficient. Only the equipment for athletic throws (discs and javelins) and high jumps are missing. The first group is probably related to

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the lack of specialized viewports (safety reasons), the second to financial reasons and the lack of space to place the landing area.

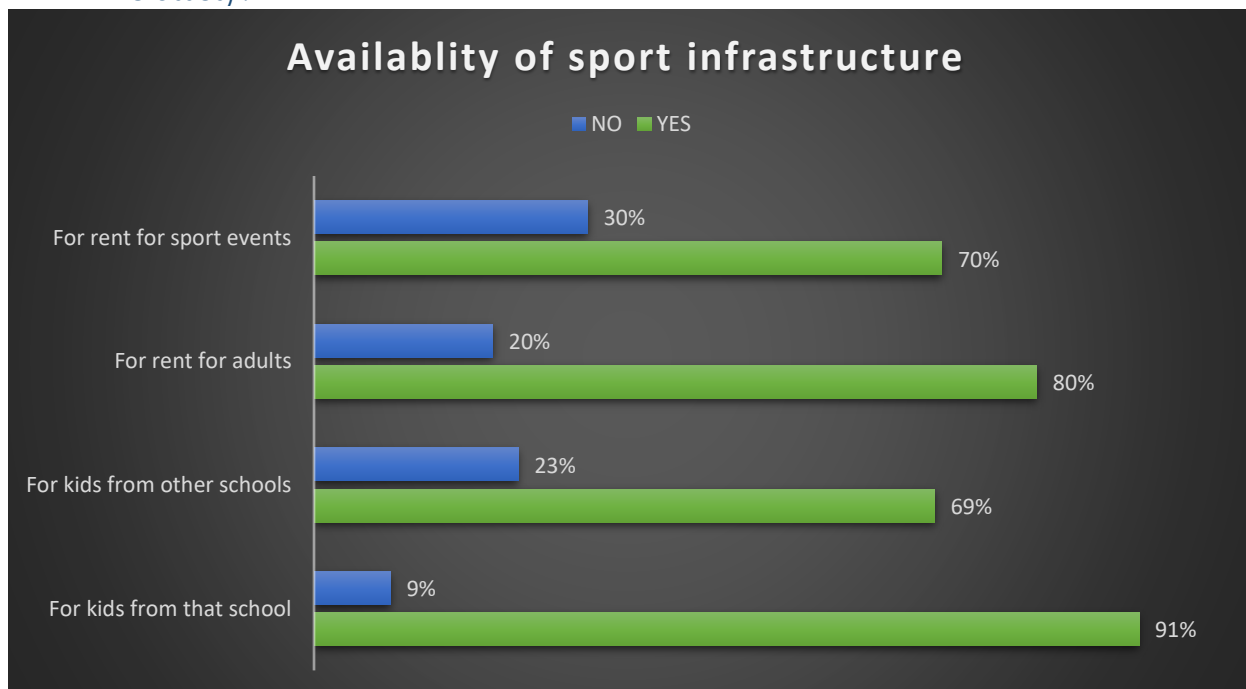
Other equipment is: finger balls (mostly), also sticks, spikes, LDK equipment and even TRX.

3.3.4. Athletic equipment in the school is...



The purchase of athletic equipment is mostly (93%) the school budget. The help of local authorities (52% of schools) and sponsors (24/34%) also plays an important role.

3.3.5. Are the school's sport facilities and infrastructure available (beside normal classes)?



The infrastructure (including equipment) is mostly (69-80%) made available to external entities.



4. Conclusions.

1. The vast majority of Polish schools are public schools (97%), located in cities (62%), usually with a small number of inhabitants (64% in cities with up to 50,000 inhabitants).
2. The majority (83%) of Polish education in primary schools is at the age of 6-15.
3. Schools with a sports profile or sport classes account for only 13%.
4. The physical education staff in Poland consists in 99% of teachers-specialists (graduates of the "physical education" studies. In grades 1-3 (7-9 years) of physical education, the majority (70%) are taught by non-specialists.
5. Athletics classes are, next to soccer, the most popular in Polish schools. It is an ennoblement for us (= athletes) and a chance for further development.
6. Among the athletics competitions, running (sprint and endurance) are the most popular. Hurdles and marches are treated as marginal. This is a big loss, because the former is an excellent way to develop motor and coordination skills, and the latter is to acquire habits for the future.
7. The aim of athletic exercises is (understandably) to develop specific skills and abilities but also (which is very important) to promote an active and healthy lifestyle.
8. In Polish schools, the organization of athletics classes with children with special needs concerns mainly individual ideas of teachers. A chance for the development of athletics in Polish schools would be the creation of a common system (eg "Inclusion in athletics").
9. Not all teachers (64-75%) see the need for further improvement. The sources of knowledge relate mainly to the Internet, as well as conferences and courses.
10. The organization of athletics tests and examinations concerns 96% of Polish schools.
11. The cooperation of the school in the field of organizing classes and athletics competition mainly concerns contacts with local clubs (approx. 50%).
12. Athletic equipment in Polish schools is sufficient. The lack of equipment for throws is probably related to the reluctance of teachers to organize activities in long throws.

