

THE POLAND ANALYSIS

PART I

Educational System in Poland

The Educational system in Poland involves:

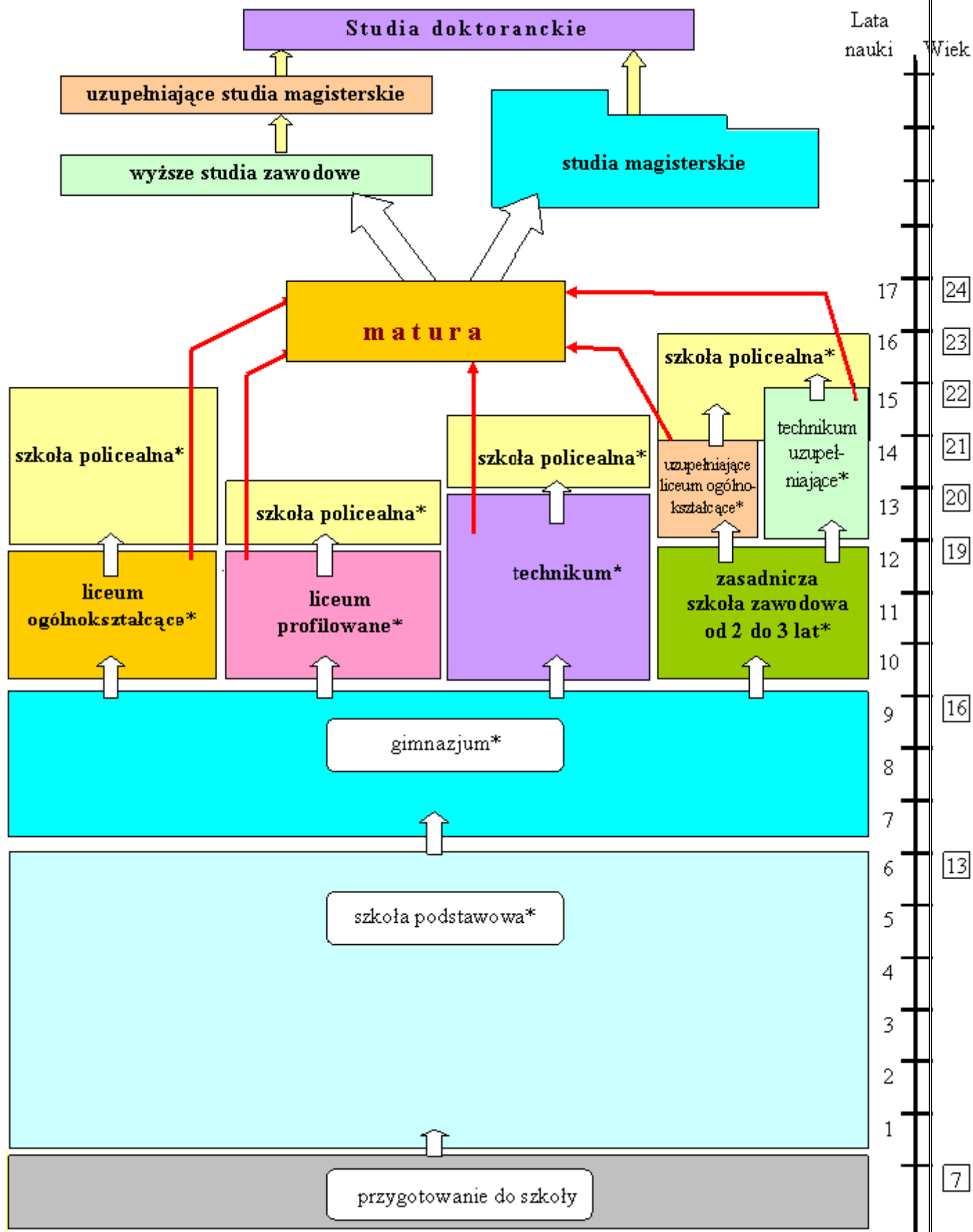
- 1) kindergartens,
- 2) primary schools,
- 3) grammar schools,
- 4) secondary schools (high schools, profiled high schools, vocational high schools and vocational schools) and postsecondary schools.

The model of educational system in Poland

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Formally, the education system in Poland does not include higher education, which is a separate branch of government and has a constitutionally guaranteed autonomy.

To **kindergarten** attend children aged 3 to 6 years old. Obligatory is the preschool for children 6-year-old. "Preschools" are in kindergartens, but also schools have the right to create such a department.

Education in Poland is compulsory for children from 7 to 18 years old, but the status of the compulsory institutions have only primary school and grammar school.

Schools can be public or private, and may be established and maintained by:

- Units of local self-government (public schools),
- Other legal persons or private persons (private schools).

Private schools are usually carried out by educational associations, educational foundations, NGOs, church organizations.

Education in public schools is free.

Education in private schools is mostly payable.

The network of public schools should be organized in a way that allows all children to comply with compulsory education. Way of the child from home to school may not exceed:

- 3 km - for students of classes I-IV primary schools
- 4 km - for students of classes V and VI of primary school and grammar schools.

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If the distances are exceeded, the responsibility of the municipality is to provide free transport and care in transit or reimbursement of the cost of public transport.

In public and private schools may be organized optional extracurricular activities that are set by school principal according to their financial resources.

PRIMARY SCHOOL

The six-year primary school is divided into two three-year stages:

1) The first stage consists of class I to III, and its essential part is a block of classes known as early teaching or **integrated education** - these classes are conducted by one teacher acting also as educators. The teacher need not comply with the lesson time that is to share time students at 45-minute teaching units, as is done in the higher classes. At this stage of education, additional educational activities can be introduced into school curriculum plan, such as foreign language. Some students also participate in the compensatory classes and corrective gymnastics classes. It is also possible to introduce other extra-curricular activities for all or a group of students. The decision takes the director of the school, providing for this purpose the so-called hours at the disposal of the Director. Limit hours at the disposal of the Director of the school is awarded for each branch of the class to be used over three years.

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2) In the classes IV-VI different teachers teach the subjects, of which one (teacher) is responsible for its class. Teaches the following:

Polish language

Modern foreign language

Mathematics

Nature

History and society

Music

Art

Techniques

Computer Science

Physical education

Religion (with the participation of children in these classes, parents decide), or ethics.

In these classes the school director, who has at his command the limit hours may impose additional educational activities for all or for a group of students, including additional foreign language courses and compensation teaching. From Class V, with the consent of parents, students participate in classes with the education for life in the family. In class VI students have the test for the level of knowledge and skills, which is the same for all students. The test does not affect the completion of primary education and the acceptance to the gymnasium.

Weekly hours of mandatory classes, additional classes, classes and religion / ethics can not exceed the total:

1) in classes I to III primary school - 23 hours

2) in classes IV-VI of primary school - 28 hours.

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In the primary school division for the group is mandatory for the class of foreign languages, computer science, information technology components and information technology - if the group has more than 24 students.

According to the information received on 31 March 2008 in Poland was 14 339 primary schools, which were taught 2 496 564 children.

Approximately 8% of non-public schools.

GRAMMAR SCHOOL

Students attending grammar schools are young people aged 13-16 years. The training at this stage is a general knowledge, the following subjects are taught:

- Polish language
- History
- Knowledge of the society
- Art
- Music
- Modern foreign language
- Mathematics
- Physics and astronomy
- Chemistry
- Biology
- Geography
- Computer Science
- Techniques
- Physical education.

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If the parents want to, even religion is taught. For students who do not attend religion, director of the gymnasium should organize ethics classes. Students also attend classes in education for life in the family, which are not mandatory.

Education in grammar school ends with an examination. The result of the test has no impact on the completion of high school, but is important for admission schools to secondary schools (high school, high school profiled, technical and vocational schools).

Weekly hours of mandatory classes, additional classes, classes and religion / ethics can not exceed the total of each class in grammar school, with the exception of bilingual classes - 31 hours.

In grammar school division for the group is mandatory for the class of foreign languages, computer science, information technology components and information technology - if the group has more than 24 students.

According to the information received on 31 March 2008 in Poland was 7278 grammar schools, which were teaching 1 424 511 students.

Approximately 8% of non-public schools.

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SCHOOLING RATE

The key measures of the education prevalence are the schooling rates. **The gross schooling rate** is relation of the number of learners (as at the beginning of the school year) at the level of education (regardless of age) to the population (as on 31 December) in a particular age group as the corresponding level of education.

For instance, the gross schooling rate for primary schools is calculated by dividing the total number of primary schools students (regardless of age) as at the beginning of the school year by the number of people aged 7-12 years (age assigned to this level of education) as on 31 December the same year; the result is given in percentage term.

The net schooling rate is relation of the number of learners (as at the beginning of the school year) at the level of education to the population (as on 31 December) in a particular age group as the corresponding level of education.

For instance, the net schooling rate for primary schools is calculated by dividing the total number of primary schools students at the age of 7-12-year-old as at the beginning of the school year by the number of people aged 7-12 years (age assigned to this level of education) as on 31 December the same year; the result is given in percentage term.

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The schooling rate in 2005/2006 school year:

Schools	Age group	Total	Men	Women
		Percentage		
GROSS				
Primary schools	7-12	99,6	100,0	99,1
Grammar schools	13-15	101,3	102,8	99,7
NET				
Primary schools	7-12	98,1	98,2	98,1
Grammar schools	13-15	95,8	95,3	96,3

Source:

"Education and upbringing in school year 2005/2006", www.stat.gov.pl

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PART II

EXTRACURRICULAR ACTIVITIES

In Poland, extracurricular activities are organized in two forms of after-school classes and out of school activities. The first of them are organized by the school (now a minor extent) and are an integral part of its educational plan. The quantity of courses is much higher in private schools (paid) than in public. The second is organized by a **specially established for this purpose facilities.**

After-school classes are addressed to children and adolescents, organized with the active participation of the participants, the school, the intra-school, selected by them to spend their free time, bringing relaxation and entertainment, education and internal improvement, giving the opportunity for social action, and at the same time learning self-management of time remaining after completion of the obligations related to the lessons and other.

The forms of students extra-activities include: the work in school organizations, in the circles of interest, participation in events and school ceremonies.

At schools have a chance to develop the following student organizations:

- School circles of PCK,
- School circles of PTTK,
- school's circles and clubs of School Athletic Association,
- Student cooperatives,

and organizations created by the school and acting under the guidance of teachers such as:

- school common rooms,

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- the circles of interest: of classes subject, the technical and other,
- groups performing outside lessons, so called: connected with educational plan, optional courses, such as choir, music bands,
- Other ad hoc organizational forms created by the school (eg, editorial teams, "committees of the organization," the event, teams of Olympic games, etc.).

1. WORK AT SCHOOL ORGANIZATIONS

Plays a key role. The size of the organization is varied and depends mainly on the attractiveness of work. Often, however, it is a passive or limit participation to take part in certain meetings and activities. Participation in the school organizations gives young people the possibility of personal training and preparing them to perform social roles.

2. WORK IN CIRCLES OF INTEREST

The existence of the circles of interest raises the prestige of the school in the environment. Many students belong to them with a desire to achieve success in Olympics, contests, competitions. The greatest popular are school sports circle, science groups and art groups.

One of the many tasks of the circles of interest is work with the talented student, and a measure of this work is, inter alia, the participation of the circle in Olympics, competitions, events and the results achieved there.

As part of the after-school activities in most schools there are:

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- Art Circles with sections: declamation, art, theater (puppet theater), young writers, literary, etc.;
- School Sports Circle with sections: football, basketball, volleyball, sports gymnastics, artistic gymnastics, table tennis, tennis, judo, karate, swimming, sailor, shooting, chess, athletics (jumps, throwing, cross-country), and in the winter section of ice-skating and skiing;
- artistic circles with sections: choir, music circle, dance, vocal, social dance, folk dance, art crafts, film and theater-goers;
- Subject circles (Polish, foreign languages, historical, geographical, biological, physical, mathematical, vocational) and specialist (chronicler's, anatomic, ornithological, etc.).

The existence of any section of the circle is dependent on local conditions, the financial possibilities, interest of students (environmental needs), commitment and creativity of the teachers (the circles and sections administrators) and the attitude of the Director of the facility.

Most sporting activities are organized at schools in cooperation with sports clubs operating in the environment. Manifestation of this cooperation is the mutual exchange of pitches and sports halls - gymnastics, financing events, the purchase of sports equipment for young people and the common sport games, contests, etc.

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3. PARTICIPATION IN SCHOOL EVENTS AND CEREMONIES

For the integration of the school with environment in which it operates, the school opened and closed events and festivities are prepared. The organization of this type of after-school work get out of the desire to make school work more attractive and integrate around the entire local environment.

This form of work enriches the knowledge of students about socio-political life, shapes patriotic and internationalist attitudes, integrates school with the environment, strengthen ties students with the school, teaches secular rituals, to and gives students opportunities to use predisposition and ability, and to demonstrate themselves to parents, teachers and peers.

OUT OF SCHOOLS ACTIVITIES - are address to children and youth learner in different schools, organized with the active participation of participants in this special facility to set up or engaged in educational work in addition to classes conducted for adults, selected by them to spend their free time, which give leisure and entertainment , cement players one facility specific links, shaping and improvement internally, giving the opportunity for social activities, while learning self-management of time remaining after the completion of the school or other responsibilities.

Out of school classes organize various institutions that operate independently from the school. They can be:

a) institution specifically set up to work with young people, subjected to Department of school education and the Ministry of Culture and National Heritage:

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- Youth centers - bring together young people of all types of schools from the age of 10 to 18. They have more limited opportunities than youth palaces. They do not have separate methodical cabinets.
- Centers of children and young people - they serve the needs of young primary school and conduct different classes e.g. art, technical and physical education. There are also arranged circles of choreography, live speech, reading, photography, efficient hands, puppets theater and theater of shadows, cultural - entertaining mass actions, tourist activities, scout classes, summer camps, etc.
- extraschool direction facility (e.g. the Station of Young Technicians, the Station of Young Biologists, the Planetarium, etc.) - these institutions have only one, but a very well-developed branch of the technical workshop (each one is devoted to specialties such as: radio - teletechnical, electrical, aircraft and ships modeling-work, automotive, machinery, mining, wood and metal construction, etc.). The task of these institutions is the discovery and development of targeted technical abilities of participants and creating their inventive and research attitudes.
- Working out the outbreak,
- out-of-school work institutions,
- Jordan's Gardens - conduct classes on the pitch or in the garden with a variety of amusement devices for children, in the event of inclement weather in commons. There are arranged various games and team games, dances and calisthenics, singing, sport, work on the plot, etc.
- Place of games and plays - are generally available in larger cities, collect the children who gather at random to play, their safety is supervised by an instructor,
- Youth common rooms,
- Centers of physical education,]
- Inter-school sports clubs.

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b) cultural and educational institutions for adults, which are made available to young people, partly or wholly, or which lead sections, youth clubs, as their additional activities:

- Establishment ministry of culture and art have sections for kids and youth (community centers, clubs, teams, libraries, etc.);
- The facility run by trade unions, which have sections for kids and youth (union centers, resident common rooms etc.);
- Facilities operated by non-public educational organizations (and other social organizations).

These can help so called 'yard teams' leading 'yard activities' that is organizing games, summer and winter sports, excursions and events for children and youth from major housing estates. In addition to the above institutions also exist outbreak music and art and artistic movements.

Extracurricular education facilities have their specific objectives and tasks, which are:

- I. The organization of free time from school children and youth, in a manner appropriate to the needs of society and the state.
- II. Serve - by means of school consolidation, deepening and extending the knowledge learned on the lessons, , and shaped in the school skills and habits and educational value.
- III. Awakening and developing of interest of participants, and detection and development of their talents and thereby facilitate their choice of future occupation.

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Due to the form of implementation, the methods of out-of school classes are divided into:

1. **methods of mass work** (mass classes) - bringing together the largest number of participants of the establishment. There is no personal records here. In the mass apply different working methods, such as a lecture, reading, lecture, storytelling, discussion evenings, musical evenings, shows and stage performances, games, games and entertainment, trips, camps Ramblers (holiday)

2. team-working methods:

a) the activities in the circle of interest;

b) workshops in youth clubs - gather young growing up people from high schools higher grades and higher education institutions. Members enjoy the social clubs' afternoons and cultural-entertainment events and social playground, part of taking part in the work section, in the presence of which is necessarily followed.

3. **individual working methods** - are only applicable in circles of interests, and sometimes in mass works, where each participant performs himself a separate task. On the first plan put forward to the individual and the individual characteristics of interest, ability, commitment, physical and intellectual capabilities, the pace of work and the nature attributes such as independence, initiative, ingenuity, perseverance, ambition, etc.

The amount of cultural- education institutions is decreasing rapidly (rather than to grow!) Eliminated are small establishments, e.g. children' common rooms (at settlements), youth clubs, artistic and technical workshops, library and reading rooms, cinemas, etc.

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A positive fact is the emergence of innovative centers out of school such as:

- **Academy of young artists** - the aim is to work with young people talented in computer science. In this way, students have the opportunity to work within the Regional Innovation Center from Microsoft, implement a system of management training at a distance on Interklasa, participate in the Leonardo da Vinci, organize on behalf of MEN international competition Netd@ys, etc. Each student can thus take the tasks that allow for the execution of hidden its organizational, educational, programmer capacities, and experience the satisfaction of their own intellectual discoveries and accomplishments.

- **Leaders Career Academy** - is aimed at raising the awareness of young people to create opportunities for their future careers, to familiarize with the tools of the labor market, and conduct psychological workshops aimed at personal development and knowledge of each other.

In addition, there is also a philosophical University, the University is organized for children, where classes are held according to the timetable set for the entire academic year, etc.

Continue to operate - although faced with various difficulties only larger, organized the cultural - educational institutions, such as community centers, youth centers, public libraries, municipal cultural centers. The main reason for the reduction of the outlet network is a difficult material situation of municipalities and rural areas. Traditional organizations and associations have been closed, which in previous years focused many social forces and were guiding them to carry out tasks in the field of education and care for young people. Moreover, in recent years, commercial orientation pointed out clearly in the cultural and environmental - educational activities.

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Rapidly progressive market entry of our economy, the economic crisis, disintegration of the education system, culture and art, decentralization of cultural - educational activities, financial shortcomings in the local municipalities, low organizational efficiency of authority and local self-government caused that the educational organizations subjected its business to laws of market economy, and orientated for their own profit and revenue mobilization. For several years, many outlets to operate gets funding by themselves, because the budgetary grants are insufficient to pay and the maintenance of the base material.

The process of commercialization of extracurricular education institutions was reflected in:

- a) make payment for taking part in activities organized under the sections and circles of interest;
- b) creating and organizing the relatively highly paid teams, and the circles of a learning character that offers administrators a significant income (for example, teams of language learning - mostly Western, learn to play musical instruments, learning techniques of eastern martial arts - karate, judo, various courses - social dancing, computer techniques, sailing, bodybuilding, callisthenic and corrective gymnastics);
- c) organizing the events of income, such as theatrical performances, concerts of classical and contemporary music, film screenings, exhibitions of paintings by Polish and foreign contemporary songs surveys, reciter contests, discos for young people. Organizations also organize various fair trade, "the event to order", such as wedding receptions, nameday parties, jubilee celebrations;
- d) paid performances, certain services for the local community and extracurricular environment, such as filming family events, the presence of bands and others on these ceremonies, taking care for young children (3 - 6 years);
- e) the development of other forms of commercial activities, such as running cafes, canteens or barium, commercial advertising activities, the local business

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community, searching through the instructors, parents and the participants - the sponsors, who would be able to support financially and materially institution.

This commercialization of extracurricular activities in the environment has some advantages (forcing workers to the initiative, creative exploration, self-regulation leads to a substantial autonomy and self outlets), but also - and significantly - negative effects of reducing the possibility to attend these institutions of children growing up in educationally disadvantaged environments, poor or pathological families.

It is therefore necessary to introduce such measures, that all children have an equal chance to participate in the extracurricular activities of education institutions, and support for educational and social considerations.

The same applies to the extracurricular activities. Regulation of the Minister of National Education from 1999 says that: " In the school may be organized the After-school time set by the school according to their financial resources" and here starts the problem, because the latter are clear shortcomings in finances. In connection with this severely limited or eliminated extracurricular activities at schools. Clearly, therefore, increased demand for out of school cultural activities, including educational activities (such as foreign languages learning, computer service) and recreational purposes.

Starting from 2007 the Government of Poland has decided to use part of the European funds PO KL on the objectives of extracurricular and out of school education. Funds for this purpose have been booked under the Priority IX PO KL and they serve, in particular:

1) creating conditions for equal educational opportunities by providing support for the institution of a system of education and people facing barriers to

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environmental, economic, geographical and health obstacles or preventing access to educational services;

2) strengthening the attractiveness and raise the quality of educational institutions of the education system that pursue education in school (with the exception of adult education) aimed at developing key competencies and strengthening the capacity of students for future employment;

3) to stimulate activity of rural people for self-organization and the creation of local initiatives aimed at developing education and raising the level of education of rural residents.

Education projects will be financed mainly directed to:

- children under school age and their parents, kindergartens, schools, psychological
- pedagogical dispensaries;
- primary school students, gymnasium and higher, vocational school, and talented students,
- those who prematurely left the education system.

In particular, will be financed additional classes (and outside school) for students, focused on the development of key competencies, with particular emphasis on ICT, foreign languages, business, natural - mathematics sciences.

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