

II.A. COMENIUS

In view of answering the questions in this section (IIA), please note that:

- "School partnerships" are meant to denote both the school partnerships under LLP, as well as the school, language and school development projects under Socrates II;
- "Assistantships" are meant to denote both assistantships under LLP as well as language assistantships under Socrates II;
- "In-service training grants", "initial teacher training grants" and "preparatory visits" relate to the actions concerned under both LLP and Socrates II.

II.A.1.

Target public coverage

Please analyse the coverage of institutions/organisations and individuals, reached by the sectoral programme in terms of selection undertaken in 2007. The coverage reached should be related to 1) the targets set in the 2007 NA work programme, as well as compared to 2) the distribution of institutions and individuals in the school education sector at national level. The information provided should be an assessment of the statistical data attached to this report (cf. Statistical annex Comenius) and identify any 1) over/under-representation, 2) trends compared to previous year and 3) measures taken by the NA to address any imbalances.

1) To what extent was a balanced and intended coverage of target institutions reached in school partnerships in terms of:

1.1) education level (pre-primary, primary, secondary)

Fair

As for the education level the most numerous are the lower and upper secondary schools and primary schools for school partnerships. Even a few pre-primary institutions took part in this kind of projects. Polish NA observes a limited interest in school partnerships by pre-primary education level. We have decided to mark this level of education as a national priority next year.

1.2) types and size of institutions (private/public, general/vocational/technical/special needs, small/medium/large institution).

Fair

As for types of institutions secondary schools are represented mostly by the general education secondary schools, whereas vocational schools and schools for children with special needs are less numerous (we observe growing interest in this type of institution). We can identify two reasons of such situation: firstly, lower language proficiency and secondly, a huge interest in the Leonardo da Vinci programmes within this group of schools.

1.3) geographical distribution (regions of the country, urban/sub-urban/rural)

Fair

As far as the geographical distribution is concerned, the most involved regions are the following voivodships: slaskie, mazowieckie and malopolskie. The least represented regions are: lubuskie, opolskie and zachodniopomorskie. It is necessary for the National Agency to continue the efforts to involve the schools from the west, north-western, south-western parts of Poland. It shows that we have the biggest number of Comenius Partnerships in central and southern parts of Poland. We notice the same tendency in other groups of schools of different backgrounds: a very high number of schools from the urban and a lower number of schools from rural areas, while a number of schools from sub-urban areas is growing. In most cases these regions are also economically or geographically disadvantaged. For this reason we apply the rule of giving priority to the schools from such regions every year.

1.4) subjects and topics addressed by the projects

Fair

Subjects and topics addressed by the projects were very heterogeneous. The most popular subjects and topics in school partnerships were: cultural dialogue, history and tradition, foreign languages, cultural heritage. The less represented subjects and topics were: school management, quality in education, economics and business. In spite of information and promotion campaign about thematic diversity including violence at school, science and technology/mathematics, there are still no satisfactory results in this respect.

2) To what extent was a balanced and intended coverage of target individuals reached for in-service teacher training grants in terms of:

2.1) education level of the home institution

Good

Participating in in-service training activities was the most popular among teachers from general secondary and primary schools.

2.2) types and size of institutions

Good

Most of the teachers came from general secondary and primary schools. These groups accounted for nearly 80% of all participants.

2.3) geographical distribution

Fair

Over a half of participants undertook in-service training activities in the United Kingdom. Other popular countries were Spain, France, Ireland, Germany and Italy.

2.4) professional profile of the individual (teacher, headmaster, school support staff, etc.)

Good

Almost all participants in 2007 were teachers, especially from general secondary schools. The significant group were also primary school teachers. Only a few headmasters took part in Comenius in-service training activities.

3) To what extent was a balanced and intended coverage of target individuals reached:

3.1) For assistants:

3.1.1) profile of the individual

Good

All 167 applications were sent by Polish citizens, so automatically the mother tongue of all future assistants was Polish. All applications were provided by Polish students.

3.1.2) subjects/languages taught

Weak

The most popular subject of studies was, as usual, English and then German and French, which shows a great popularity of these languages in Poland. Most assistants were qualified to teach these languages. However, less widely taught and used languages of EU were also represented i.e. Italian, Czech and Spanish.

3.1.3) geographical distribution

Fair

In the academic year 2007/2008, most of the Comenius assistants came from the mazowiecki, ślaski and łódzki region. The same number of applications came from łódzkie, warmińsko-mazurskie and małopolskie.

3.2) Host schools

3.2.1) education level

Weak

All types of schools are interested in hosting a foreign language assistant but the majority of applications were submitted by secondary and primary schools.

3.2.2) types and size of institutions

Good

The most common types of schools submitting applications to participate in the Programme were secondary and primary schools.

3.2.3) geographical distribution

Good

This year we had the largest number of applications by schools. We can notice that all regions are represented, but the majority of applications were submitted by the schools from śląski, mazowiecki and dolnośląskie regions. The regional distribution is rather satisfactory if we consider the number of schools in all regions.