

Adult learning & communities in a world on the move: between national tensions and transnational challenges

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Schools that 'stay away' from the community

- is it a conscious or unconscious choice of non-public schools in a big city?

There is a lot of data and lately an international project 'Research and Innovation in Education for Sustainable Development (2012-2014)' that prove the mutual cooperation between the schools and local communities contributes to both and the cooperation is one of the tools of local sustainable development (Ch. Affolter, R. Mathar; F. Rauch, G. Pfaffenwimmer, M. Dulle, A. Siber; A. Bachiorri, A. Puglisi, M. Salomone, L. Monica, S. Scaffardi; I. Mula, M. Ghazali, M. Tabucanon, S. Yasuda; R. L. Tauritz, G. Liarakou, C. Gavrillakis, E. Flogaitis, Mona B. El Zoghbi; N. Esa, M. Lemon, M. Fleming, Sun-Kyung Lee, Michela Mayer, Johannes Tschapka, J. S. Coral, G. T. Papell; G. Cebrián; M. Mayer, P. Dillon; M. Reti; A. Batorczak; E. S. Collado, M. E. Blanch, I. Martins; S. V. Caballero, J. B. Gargallo, M. F. Riberaygua in: W. Lambrechts, J. Hindson, eds. 2016 http://ensi.org/global/downloads/Publications/416/CoDeS_research-book_web.pdf; K. Hernik, K. Malinowska 2015, <http://eduentuzjasci.pl/publikacje-ee-lista/inne-publikacje/1201-jak-skutecznie-wspolpracowac-i-komunikowac-sie-z-rodzicami-i-spolecznościa-lokalna-poradnik-dla-nauczycieli-i-dyrektorow.html>; E. Tołwińska-Królikowska <http://www.edunews.pl/system-edukacji/szkoly/2621-jakosc-pracy-szkoly-a-srodowisko-lokalne>

The smaller is the community the more obvious seem the connections of different local agents and their mutual cooperation. Despite the fact that there are different models of cooperation between the schools and not always they are the ideal models that promote the symmetrical participation of all partners as R. Dorczak describes <http://www.npseo.pl/data/various/files/dorczak.pdf>, usually there is the local need to connect with one another and to empower the social ties.

In bigger cities as for instance Wrocław, the number of non-public primary schools has been increasing for the last 10 years. The newly organized schools that become the 'business project' are focused on finding the right place for school activities, keeping the webpage updated, 'activating' the school to be visible mostly to parents and then fulfilling the parents' expectation that it seems that the school activities in cooperation with the local communities become very limited if not abandoned.

The paper presents a research report conducted in selected non-public schools in Wrocław. I am particularly interested in ways of building ties and social relations by (non-public, private) schools with the local communities (as for instance with the inhabitants, authorities - public administration, organizations, cultural institutions, including schools from the neighborhood, parents of students not attending this school, others that are in the school neighbourhood). The aim of the research is to answer the question to what extent non-public primary schools influences local development and how they are perceived by the locals as agents bearing the local development potential. The research is a pilot and are a prelude to an in-depth research project.