

Comparative study on functions of international programmes in Poland

The aim of the project is to explore and describe functions of international programmes: International Baccalaureate (IB), Advanced Placement (AP) and International General Certificate of Secondary Education (IGCSE), implemented in international schools in Poland. Based on existing pedagogical and sociological theories, we want to find out, what are plans in relation to international programs in Poland (we called it planned functions), what has been achieved within implementation, and finally compare these plans and achievements, to find out what are attained functions of international programmes in Poland. To achieve these goals, we will use three perspectives of school programmes: *macro* perspective (educational policy), *mezzo* perspective (what is happening in international schools) and *micro* perspective (experiences of students and teachers with programmes).

Data collection and analysis in this project will include policy documents, school documents, questionnaires, as well as field visits to selected IB schools for interviews with teachers and students and classroom observation.

In the field of social sciences, there is lack of in-depth research on international programmes in Poland, with focus on programmes. The project fills this gap by conducting research to better understand the functions of international education in Poland.

Project will contribute to 1) developing the theory of models of international school curriculum based on research results and existing literature, and 2) expanding the current knowledge about international programmes, results of curriculum plans, curriculum structure and about all the processes that affects curriculum implementation.