

COUNTRY POLICY REVIEW AND ANALYSIS

Poland



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Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities

In the 2017/2018 school year, one of the main principles of the state education policy was [raising the quality of inclusive education](#).

On-going reforms include:

- One-year pre-primary programme for six-year olds
- Establishment of eight-year primary school and phasing out of lower-secondary school – extension of one year to general and technical secondary schools
- Introduction of three-year stage 1 vocational schools and two-year stage 2 sectoral vocational schools
- New national core curricula for general and vocational education
- Promotion of dual vocational training with business partners
- Greater employer participation in co-financing vocational education through the establishment of the Vocational Education Development Fund
- Free textbooks for learners (Eurydice, 2018, [The System of Education in Poland 2018](#), pp. 9–10).

A [new Law on Higher Education](#), developed by the Ministry of Science and Higher Education, came into force on 1 October 2018. It aims to improve the quality of higher education and enhance the international competitiveness of higher education institutions (HEIs). In particular, the draft proposes:

- increased autonomy for HEIs;
- the division of HEIs into academically- and professionally-orientated institutions;
- the introduction of a new model of governance, together with increased funding;
- the re-introduction of entrance exams;
- increased duration of full-time programmes;
- the introduction of a new model for training doctoral students, with the establishment of doctoral schools.



Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p>1.1.1 In mainstream or integrated pre-schools, schools and classes, learners with disabilities shall be educated at each stage in integration with non-disabled peers and in the proximity of their homes.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 2(2); § 6(2)).</p> <p>1.1.2 The main principle is to create didactic situations to reinforce the inclusion of learners with special educational needs (SEN), provide them with contact with peers and allow them to participate in school community life. A learner with SEN has their own place in the community in which they are functioning. The school should create the conditions necessary for development.</p> <p>(National Overview, p. 17; Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 2(1)).</p>



Agency recommendation	Findings
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy and upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p>1.2.1 Basic principles:</p> <ul style="list-style-type: none">• Every individual has the right to education.• Learners with disabilities or behavioural problems have the right to learn in all types of schools.• Learners have the right to adjustment of the contents, methods and organisation of education for their own abilities, and opportunities for psychological and pedagogical support and special forms of didactic work as needed (Educational Law of 14 December 2016, art. 1(1, 6, 7)).• Learners with SEN have the right to pass external examinations in conditions adjusted to their needs; learners with disabilities also have a right to adjusted forms of examination (Education System Acts of 7 September 1991, art. 44zn(10), art. 44zrz, art. 44zzzf, art. 44zzg, art. 22ab(3)).• Teachers shall take into account the educational needs and psycho-physical abilities of learners with disabilities when they are choosing textbooks, educational materials or teaching materials (Education System Acts of 7 September 1991, art. 127(4, 13–15)). <p>1.2.2 The Education Law guarantees the right to education and the right of children and young people to education and care. The education of learners with disabilities takes place in mainstream pre-schools and schools, integrated pre-schools and schools or integrated classes, special pre-schools and schools or special classes and centres, according to each learner’s personal, developmental and educational needs and abilities. The learner’s parents (legal caregivers) choose the type of education (mainstream, integrated or special).</p> <p>(Educational Law of 14 December 2016, art. 127(3); Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural</p>



Agency recommendation	Findings
	<p>problems, § 6).</p> <p>1.2.3 The Individual Educational and Therapeutic Programme (IPET) is developed in all types of schools at all stages of education for every learner who needs special organisation of education and work methods, according to a decision.</p> <p>The IPET is drawn up by the team of teachers and specialists who conduct activities with the learner.</p> <p>The programme specifies, among other things:</p> <ul style="list-style-type: none">• the scope and manner of adjustment of the pre-primary education programme and educational requirements for the learner's individual developmental and educational needs and psycho-physical abilities, in particular through applying appropriate methods and forms of work with the learner;• integrated actions taken by teachers and professionals aimed at improving learner performance, including, where appropriate, communication between learners and their environment using augmentative and alternative communication methods, and strengthening their participation in pre-school or school life;• the type and method of adapting the conditions for organising education to the learner's type of disability, including the use of assistive technologies. <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6(2)).</p> <p>1.2.4 Each learner with disabilities included in special education shall receive rehabilitation classes (<i>zajęcia rewalidacyjne</i>), the minimum number of which is specified in the regulations.</p> <p>With respect to learners' needs, the following should be included in the framework programme</p>



Agency recommendation	Findings
	<p>of rehabilitation classes:</p> <ul style="list-style-type: none">• For blind learners: learning of spatial orientation and mobility, Braille system or other alternative methods of communication.• For learners with speech impairment: learning sign language or other means of communication, particularly augmentative and alternative communication.• For learners with autism, including Asperger syndrome: activities aimed at developing social skills, including communication skills. <p>(Regulation of the Minister of National Education of 14 February 2017 on the pre-primary curriculum and the general education school curricula in primary schools, including [the curricula] for pupils with moderate and severe intellectual disabilities, and for general education in stage 1 sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools, appendix 1, 3).</p> <p>1.2.5 Learners with disabilities, including those with mild intellectual disabilities, are taught in a way that adapts to their psycho-physical abilities and their pace of learning. The choice of individualisation of teaching should be based on recognising each learner’s potential. If the teacher allows the learner to achieve success to the best of their abilities, then the learner has a chance of general and educational development. Therefore, the teacher should select tasks that do not exceed the learner’s abilities (making it impossible to achieve success), but do not reduce the learner’s motivation to cope with challenges.</p> <p>The school is obliged to apply the reasonable accommodation provided for in Article 24 of the Convention on the Rights of Persons with Disabilities (established in the core curriculum for general education for learners with moderate or severe intellectual disabilities in primary schools, Annex 3).</p>



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<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	<p>1.3.1 The 1997 Constitution stipulates that ‘Public authorities ensure universal and equal access to education; to this end, they provide financial and organisational support to pupils and students’ (Constitution of the Republic of Poland of 2 April 1997, art. 70 (1–4)).</p> <p>1.3.2 Every learner is entitled to assistance to reduce disparities and help overcome obstacles in access to education (Educational Law of 14 December 2016, art. 44 (1–2)).</p>
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	<p>1.4.1 School education provides support to children from birth, including psychological and educational support in counselling and guidance centres and early development support for children with disabilities (Eurydice, Educational Support and Guidance).</p> <p>1.4.2 Early development support (early intervention) in the education system should be organised in co-operation with entities from the health and the social welfare sector. Such co-operation is established by the team responsible for planning, implementation, monitoring and evaluation of the early development support activities.</p> <p>This team should co-operate, according to the child’s or their family’s needs, with:</p> <ul style="list-style-type: none"> • pre-primary institutions attended by the child or other organisations which provide the child with therapeutic measures, in order to ensure the coherence of all interventions supporting the child’s development; • medical entities, in order to diagnose the child’s needs resulting from their disability, to provide them with medical and rehabilitation support and recommended medical devices, as well as advice and consultations on supporting the child’s development; • social welfare centres, in order to provide social assistance to the child and their family. <p>(Educational Law of 14 December 2016, art. 1, 127; Regulation of the Minister of National</p>



Agency recommendation	Findings
	<p>Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions; Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres; Regulation of the Minister of National Education of 24 August 2017 on early development support [early intervention], § 3.4, p. 2).</p> <p>1.4.3 According to the learners' needs, the scope of co-operation with psychological and pedagogical counselling centres is defined in the Individual Educational and Therapeutic Programme (IPET). Co-operation with teacher training institutions, non-governmental organisations, other institutions and entities acting in the local community for the benefit of families and children is also defined.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6.1, p. 4).</p>
<p>1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.</p>	<p>–</p>
<p>1.6 Policy outlines how education policy-makers need to take responsibility for all learners.</p>	<p>1.6.1 The Minister of National Education is empowered to establish in a regulation:</p> <ul style="list-style-type: none"> • the principles of organisation and provision of psychological and pedagogical support in schools and institutions. These should create conditions for meeting learners' developmental and educational needs, particularly to support learner development and the effectiveness of learning. (Educational Law of 14 December 2016, art. 44(3), art. 47(1),(5)). • the requirements for the regularity and effectiveness of actions in different types of schools



Agency recommendation	Findings
	<p>and institutions, in terms of:</p> <ul style="list-style-type: none">○ the course of education and care processes;○ enabling each learner to develop according to their individual abilities;○ schools or institutions taking action to improve the quality of their work;○ involving learners, parents and teachers in the activities of the school or institution;○ co-operation with the local community;○ enabling each learner to achieve results of education;○ learner activities and development achieved in accordance with their needs and possibilities;○ improving the work of the school or institution with the involvement of the school community and local environment. <p>The authority running the school is responsible for its activities. The tasks of the authority include, in particular:</p> <ul style="list-style-type: none">● ensuring good operating conditions of the school, including safe and hygienic conditions for learning, upbringing and care;● ensuring conditions enabling special education;● equipping the school or institution with didactic aids and equipment necessary for the full implementation of curricula, educational and preventive programmes and for conducting external exams and other statutory tasks (art. 10.1, pp. 1, 2, 5). <p>1.6.2 The network of public primary schools should be organised in a way which enables all children to fulfil compulsory schooling.</p>



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	<p>The commune council shall establish a plan for the network of public primary schools run by the commune, and shall define the catchment areas for the public primary schools, except special schools, established in the commune.</p> <p>The district (<i>powiat</i>) council shall establish a plan for the network of public secondary schools and special schools, including secondary and special schools run by other governing bodies, to enable children and young people residing in the county or residing in entities to carry out compulsory schooling or education (art. 39.1, 4, 5, 6).</p> <p>The head teacher of the school is obliged to:</p> <ul style="list-style-type: none">• take care of learners and create conditions for harmonious psycho-physical development through active pro-health activities;• carry out tasks related to ensuring the safety of learners and teachers during activities organised by the school or institution;• implement the recommendations resulting from decisions on special education of learners attending the school (art. 68.1). <p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions).</p> <p>1.6.3 The education system provides opportunities to fulfil learners’ educational needs, such as:</p> <ul style="list-style-type: none">• different forms of psychological and educational support;• adjustment of content, educational requirements, organisation of education and methods applied according to learners’ individual needs and abilities. For example:<ul style="list-style-type: none">○ the type of core curriculum – a different core curriculum is available to learners with



Agency recommendation	Findings
	<p>moderate and severe intellectual disability;</p> <ul style="list-style-type: none">○ adjustment of educational requirements;○ special organisation of education and work methods (special education);○ individual one-year pre-primary preparatory classes or individual teaching for learners with health problems;○ an individual study programme or learning path for gifted learners;○ exemption from selected classes (e.g. foreign language, physical activities). <p>(Regulation of the Minister of National Education of 14 February 2017 on the pre-primary curriculum and the general education school curricula in primary schools, including [the curricula] for pupils with moderate and severe intellectual disabilities, and for general education in stage 1 sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools).</p> <p>1.6.4 At the head teacher’s request, the authority running the school may additionally grant up to three hours per week in a given school year for each class (inter-class group or inter-grade group) (and, in the case of schools in correctional institutions and youth shelters, 6–12 hours) for:</p> <ul style="list-style-type: none">● periodical or annual increase in the number of hours of selected obligatory educational activities;● additional educational activities;● sign language classes;● geography classes on a country whose cultural area is identified by a national minority. <p>(Regulation of the Minister of National Education of 28 March 2017 on the outline timetables for</p>



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	<p>public schools, § 3).</p> <p>1.6.5 Other measures include:</p> <ul style="list-style-type: none">• adjustment of the start of education and the length of education (earlier entry or deferral of entry into compulsory education; extension of the duration of education stages for learners with disabilities; shortened periods of education for learners with behavioural problems or those at risk of behavioural problems; progression of learners to a higher grade during a school year; individualised learning);• adjustment of the conditions and forms of external examinations. <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions and procedures for granting permission to follow an individualised study programme or learning path and the organisation of an individualised study programme or learning path; Educational Law of 14 December 2016, art. 36.4; art. 68.1, pp. 3, 6, 10).</p>
<p>1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.</p>	<p>1.7.1 Initial teacher education includes a module on the education of learners with SEN (National Overview, p. 22).</p> <p>In-service training is organised by regional centres and higher education institutions (National Overview, p. 22).</p> <p>Standards for teachers indicate that, after completion of initial teacher training, graduates should possess:</p> <ul style="list-style-type: none">• knowledge of the specific functioning of learners with SEN, including gifted learners;• diagnostic skills to identify the situation of learners with SEN, develop observation results and formulate conclusions;• skills to individualise tasks, and adapt methods and content to the needs and abilities of



Agency recommendation	Findings
	<p>learners (including learners with SEN) and take into account changes taking place in the world and in the learning process;</p> <ul style="list-style-type: none">• awareness, among other social competences, of the need to conduct individualised pedagogical activities (didactic, educational and caring) in relation to learners with SEN. <p>(Regulation of the Minister of Science and Higher Education of 17 January 2012 on the standards of teachers' education, appendix (1.2)).</p> <p>1.7.2 Criteria for assessing teacher performance include, but are not limited to:</p> <ul style="list-style-type: none">• supporting each learner, including those with disabilities, in their development and creating conditions for learners' active and full participation in school life and the local environment;• shaping learners' respect for others and awareness of their rights and civic, patriotic and pro-social attitudes, including by the teacher's own example. <p>Criteria for evaluating the head teacher's work include, among other things:</p> <ul style="list-style-type: none">• creating conditions for respecting the rights of the child and the rights of learners, including the rights of learners with disabilities;• disseminating knowledge about these rights;• taking action to support the development of learners, including those with disabilities;• creating conditions for learners' active and full participation inside and outside the school environment. <p>(Regulation of the Minister of National Education of 26 May 2018 on detailed criteria and procedure for assessing the work of teachers, the scope of information contained in the evaluation of the work, the composition and manner of appointing the evaluation team and the procedure for appeal, § 12.1 (10)).</p>



Agency recommendation	Findings
<p>1.8 Policy requires learning material to be accessible.</p>	<p>1.8.1 Learners with disabilities have the right to use textbooks and educational and practice materials adapted to their educational needs and psycho-physical abilities (Education System Acts of 7 September 1991, art. 22ab).</p> <p>Teachers choose textbooks and educational and practice materials. They may also decide not to use textbooks in the educational process. In making this choice, they are obliged to take learners' needs into account.</p> <p>The Minister of National Education or the Minister for Culture and National Heritage allows textbooks for school use. In order for the textbook to be permitted for school use, it must enable learners with different abilities to acquire skills specified in the core curriculum of general education.</p> <p>(Regulation of the Minister of National Education of 1 March 2017 on the admission of school textbooks for use; Education System Acts of 7 September 1991, art. 22ac.1 and 4a).</p> <p>1.8.2 Electronic manuals must comply with the Web Content Accessibility Guidelines (WCAG 2.0) at level AA (§ 2.1, pp. 4–5).</p> <p>1.8.3 The Minister of National Education may commission the development, publication and distribution of a handbook or parts thereof, or an auxiliary book, educational materials and practice materials, adapted to the educational needs and psycho-physical abilities of learners with disabilities.</p> <p>1.8.4 Commissioned by the Ministry of National Education, higher education institutions adapt didactic materials for blind learners and learners with visual or hearing impairments, as well as for these who have difficulties with learning or communication, including intellectual disabilities or aphasia.</p> <p>Electronic versions of adapted textbooks and materials in Braille, enlarged print, Polish sign language, pictograms and 'easy-to-read' versions are available for download on the Centre for</p>



Agency recommendation	Findings
	<p>Education Development website. The service also enables the exchange of adapted books and materials between schools (<i>Kiermasz książek</i>).</p> <p>1.8.5 The Intellectual Property Law allows the provision of educational and cultural resources to learners with disabilities free of charge (Act on Copyright and Related Rights of 4 May 1994, art. 331).</p> <p>1.8.6 Every year, the Ministry of National Education allocates additional resources for printing, purchase and/or adaptation of course books and supplementary textbooks into formats for learners with disabilities. These activities do not cover all the needs requested.</p> <p>Textbooks for learners in primary schools are funded by a state budget. The allocated funds for adapted manuals, educational and training materials for learners with disabilities are higher.</p>
<p>1.9 Policy describes an effective framework of support for schools to implement inclusive education.</p> <p><i>(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)</i></p>	<p>1.9.1 Public counselling and guidance centres support teachers and professionals working with learners with disabilities in mainstream schools. The centres support teachers and specialists in developing Individual Educational and Therapeutic Programmes, selecting appropriate working methods, and improving their skills to monitor learners' progress.</p> <p>1.9.2 There is a network of 1,106 public and non-public counselling and guidance centres in Poland (586 public and 520 non-public). These centres provide specialist support, particularly from psychologists, pedagogues and speech therapists. (National Overview, p. 21).</p> <p>(Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres).</p>



Agency recommendation	Findings
<p>1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners' needs.</p>	<p>1.10.1 Pre-schools and schools are obliged to provide psychological and educational support to every learner who needs it (National Overview, p. 16). The forms of psychological and educational support include:</p> <ul style="list-style-type: none">• therapeutic classes (maximum 15 learners);• individualised learning paths (in mainstream/integrated schools for learners without a decision for a maximum period of one year). <p>The education system provides opportunities to satisfy learners' educational needs, such as:</p> <ul style="list-style-type: none">• different forms of psychological and educational support;• adjustment of contents, educational requirements, organisation of education and methods applied, tailored to learners' individual needs and abilities. For example:<ul style="list-style-type: none">○ the type of core curriculum (i.e. a different core curriculum for learners with moderate and severe intellectual disability);○ adjustment of educational requirements;○ special organisation of education and work methods in all schools – including special education for learners with disabilities/behavioural problems or at risk of them;• individual one-year pre-primary preparatory classes or individual/home teaching for learners with health problems;• individual study programmes or learning paths for gifted learners;• exemption from selected classes (e.g. foreign language, physical activities). <p>1.10.2 For learners with an official statement of SEN, pre-schools and schools are obliged to implement Individual Educational and Therapeutic Programmes (National Overview, p. 16).</p>



Agency recommendation	Findings
	<p>Special education is organised for learners:</p> <ul style="list-style-type: none">• with disabilities (blind or with visual impairments, deaf or with hearing impairments, with motor disabilities, autism (including Asperger syndrome), mild, moderate and severe intellectual disabilities or multiple disabilities);• who have behavioural problems;• who are at risk of behavioural problems;• who need special organisation of education and methods of work. <p>Special education is organised in pre-schools and schools or classes in mainstream, integrated or special education and in special centres. Integrated classes are classes with a maximum of 20 learners, including up to five learners with disabilities. There is an obligation to have an additional teacher in these classes who is qualified in special pedagogy.</p> <p>In the Individual Educational and Therapeutic Programmes (IPET), it is possible to establish some classes as individual/group education and rehabilitation classes (National Overview, p. 18; Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6.1.8).</p> <p>1.10.3 Children and young people with severe intellectual disabilities fulfil the obligation to complete compulsory education by taking part in either one-to-one or group rehabilitation and education classes (<i>zajęcia rewalidacyjno-wychowawcze</i>) (UN Committee, 2015, <i>Report on Article 24</i>, p. 43; Regulation of the Minister of National Education of 23 April 2013 on the conditions and organisation of education and rehabilitation classes for children and young people with severe intellectual disabilities).</p>



Agency recommendation	Findings
<p>1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.</p>	<p>1.11.1 The ‘Schools which are safe and friendly for children and young people with special educational needs’ programme runs projects promoting and raising awareness of activities for the safe and effective functioning of learners with SEN in mainstream and integrated schools. Projects also support a personalised approach to education, as well as establishing a friendly and safe social atmosphere at school. The project began in 2013 (UN Committee, 2015, <i>Report on Article 24</i>, p. 42).</p> <p>1.11.2 The Accessibility Plus Programme includes conducting awareness-raising campaigns (Activity 44).</p>
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>1.12.1 Special education is provided to learners on the basis of a certificate recommending SEN provision, issued by an assessment committee from a public counselling and guidance centre, including specialised centres.</p> <p>1.12.2 Special education centres (residential special schools for learners with disabilities, youth social therapy centres, centres for young people with behavioural problems) are obliged by law to co-operate and provide support to local mainstream schools for the education of learners with disabilities, young people with behavioural problems and those at risk of behavioural problems. However, there are no rules regarding this co-operation defined by law. (National Overview, p. 19).</p> <p>(Regulation of the Minister of National Education of 11 August 2017 on public educational institutions, youth social therapy centres, centres for young people with behavioural problems, residential special schools, special care centres, rehabilitation and education centres and institutions providing care and education to learners during periods of learning outside their place of permanent residence, § 31, § 49).</p> <p>1.12.3 Individual Educational and Therapeutic Programmes require co-operation with counselling and guidance services and specialised centres. The programmes identify the scope of co-operation</p>



Agency recommendation	Findings
	<p>with:</p> <ul style="list-style-type: none">• counselling and guidance centres, including specialised centres;• in-service teacher training institutions;• non-governmental organisations;• other institutions working with families, children and young people;• residential special schools for learners with disabilities, youth education centres and youth social therapy centres: these can support/advise mainstream and integrated institutions (Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6.1, p. 4).

Measure 1 evaluative comments

Following a public consultation, on 13 October 2017, the Minister of National Education appointed a team to develop a [model of education for learners with special educational needs](#). The model will include solutions to develop inclusive education.

One of the strategic projects of the Responsible Development Strategy is the ‘Included in Education’ project. The project aims to implement a new model of education for children, young people and adults with disabilities and SEN by 2030, which would enable greater professional activation of graduates with disabilities from schools and universities.

One of the planned activities in the [Accessibility Plus Programme](#) is a pilot for the new role of special education centres as specialised centres supporting inclusive education (Activity 11).



Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
<p>2.1 The full involvement of families in all educational processes is outlined in legislation and policy.</p>	<p>2.1.1 Schools have parents' councils that represent the parents of all learners. The parents' council is one of the school's governing bodies. Representatives are elected to the parents' council.</p> <p>The parents' council may submit motions and opinions on all school matters to the head teacher and other bodies of the school, the authority running the school and the Regional Education Authorities responsible for pedagogical supervision.</p> <p>Parents' councils:</p> <ul style="list-style-type: none">• adopt, in consultation with the board of teachers, an educational and preventive programme for a school or institution;• give opinions on the programme and timetable for improving the effectiveness of the institution's education or training. This is prepared on the recommendation of the authority in charge of pedagogical supervision in the event of unsatisfactory educational results or education at school;• give opinions on the draft financial plan submitted by the school head teacher (Educational Law of 14 December 2016, art. 83). <p>2.1.2 Parents' councils are also involved in:</p> <ul style="list-style-type: none">• expressing opinions on conducting a school experiment (Educational Law of 14 December 2016, art. 45(9));• appointing a (parents' council) representative to the selection board for the position of head teacher of the school (Educational Law of 14 December 2016, art. 63(14));• giving a binding (positive) opinion on the commencement of activity in a school by a non-government organisation (Educational Law of 14 December 2016, art. 86(2));



Agency recommendation	Findings
	<ul style="list-style-type: none">• submitting an application for a school uniform and the right to agree on the type (Educational Law of 14 December 2016, art. 100);• expressing opinions (during consultations) on the introduction of special supervision over the premises of a school or the area around the school, in the form of technical means enabling image recording (monitoring) (Educational Law of 14 December 2016, art. 108a). <p>2.1.3 Under the Teachers' Charter, parents have the right to submit an application for the assessment of a teacher's work and an opinion on the assessment (Teachers' Charter Act, art. 6a).</p> <p>They also have the right to formulate an opinion on the evaluation of professional achievements for the period of internship (Teachers' Charter Act, art. 9c(6) and (7)).</p> <p>2.1.4 Parents are free to choose home schooling for their children (Educational Law of 14 December 2016, art. 37.1).</p> <p>2.1.5 Parents are free to choose schools other than public schools for their children (National Overview, p. 1).</p> <p>Parents can choose a placement for children with disabilities (National Overview, p. 9).</p> <p>Parents are involved in the organisation of the psychological and pedagogical support for their child in pre-school, school or an educational institution, which has to co-operate with them in the process. They can initiate the process by themselves (Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 3.3 and § 5, p. 2).</p> <p>2.1.6 Parents have the right to participate in the assessment committee meeting and present their position. They can also suggest the invitation of consultants who can provide information on a child's functioning, which may be taken into account when making decisions and recommendations (Regulation of the Minister of National Education of 7 September 2017 on</p>



Agency recommendation	Findings
	<p>opinions and decisions issued by assessment committees in public counselling and guidance centres, § 4 (4) and (5)).</p> <p>2.1.7 Parents, along with adult learners and legal guardians, are the only entities that can apply for opinions issued by the public counselling and guidance centre (Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres, § 5.1).</p> <p>2.1.8 The early child development [early intervention] support team is obliged to co-operate with the child's family (Regulation of the Minister of National Education of 24 August 2017 on early development support [early intervention], § 8).</p> <p>2.1.9 Parents of learners in special education have the right to participate in meetings of the team of teachers and specialists conducting classes with the learner. They may also participate in developing and modifying the educational and therapeutic programme and in conducting multi-disciplinary assessments of the learner's functioning. An Individual Educational and Therapeutic Programme defines the scope of co-operation between teachers and professionals and parents (Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6.1 (6), § 6.11).</p> <p>2.1.10 Education and rehabilitation classes for learners with severe intellectual disabilities are organised in co-operation with the learners' parents (Regulation of the Minister of National Education of 23 April 2013 on the conditions and organisation of education and rehabilitation classes for children and young people with severe intellectual disabilities, § 9).</p> <p>2.1.11 The core curriculum of general education for learners with moderate or severe intellectual disability in primary and lower-secondary schools specifies that it is advisable:</p> <ul style="list-style-type: none">• to establish co-operation with the learner's family;



Agency recommendation	Findings
	<ul style="list-style-type: none">• to include the family in the rehabilitation activities carried out in the school and, as far as possible, for the parents to continue some elements of this activity in the learner's home. <p>It is also necessary to organise the school's rehabilitation activities in such a way as to prepare the local community to welcome, accept and help the learner.</p> <p>It is desirable to involve parents (legal guardians) in consultations concerning the learner's progress and difficulties and for the school to support their efforts in working with the learner (in accordance with the specificity of the family, their values and traditions).</p> <p>(Regulation of the Minister of National Education of 14 February 2017 on the pre-primary curriculum and the general education school curricula in primary schools, including [the curricula] for pupils with moderate and severe intellectual disabilities, and for general education in stage 1 sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools, Annex 3, points 6 and 7).</p> <p>2.1.12 At every level, the promotion of learners with a moderate or severe intellectual disability (to the next grade) is done in agreement with parents (Education System Acts of 7 September 1991, art. 44f.7).</p> <p>2.1.13 The School of Co-operation project (<i>Szkoła Współpracy</i>, 2013–2015) aims to strengthen the role of learners and parents in school decision-making by supporting co-operation with teachers and school leaders. An online platform has been created to share best practices, experiences and workshop materials (OECD, 2015, Education Policy Outlook: Poland, p. 15).</p> <p>2.1.14 In 2018, the Ministry of National Education developed the 'Parents' Councils: Competences and Principles of Operation' guidebook, which was published on the website and disseminated to individual schools at the beginning of the 2018/2019 school year.</p>



Agency recommendation	Findings
<p>2.2 Policy for inclusive education places learners and their families at the centre of all actions.</p>	<p>2.2.1 Psychological and educational support is offered to all learners with SEN, as well as to their parents and teachers, both within kindergartens and schools and by other institutions in the school education system, including counselling and guidance centres.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions; Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres; Amendment of 25 August 2017).</p> <p>2.2.2 Schools shall take the necessary actions to create optimal conditions for implementing didactic, educational and care activities and other statutory activities, providing each learner with the conditions necessary for their development, and improving the quality of the school or institution’s work and its organisational development.</p> <p>These activities concern:</p> <ul style="list-style-type: none">• learning, upbringing and care outcomes and the implementation of statutory objectives and tasks;• organisation of education and care processes;• creating conditions for the development and activity of learners, including creativity;• co-operation with parents and the local community;• managing the school or institution. <p>(Educational Law of 14 December 2016, art. 44 (1) and (2)).</p>



Agency recommendation	Findings
<p>2.3 Sharing information among professionals and families is a policy priority.</p>	<p>2.3.1 The programme of early development support (early intervention) determines support for the child's family in the implementation of the programme. (Regulation of the Minister of National Education of 24 August 2017 on early development support [early intervention], § 5(2)).</p> <p>2.3.2 School curriculum-based assessment informs parents about educational requirements and outcomes/grades, as well as the learner's behaviour, progress and difficulties in learning and special talents (Education System Acts of 7 September 1991, art. 44b (5)(5) and (8)).</p>
<p>2.4 Policy has the goal of supporting parental interaction and communication with professionals.</p>	<p>2.4.1 Parents can initiate psychological and pedagogical support for their child in a kindergarten, school or institution and they co-operate in providing this support.</p> <p>When, despite the psychological and pedagogical support given, there is no improvement in the learner's functioning, parents can give permission for a head teacher of a kindergarten, school or institution to apply to a public counselling and guidance centre for a diagnosis and indication of how to solve the learner's problem. (Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 2 and 5 (2)).</p> <p>2.4.2 Parents can request a consultation or specialist diagnosis of a child in a counselling and guidance centre which may result in the centre providing therapy or issuing an opinion or a decision.</p> <p>Parents have the right to initiate and participate in the multi-disciplinary assessment of the learner's performance (a procedure in organisation of special education) and to participate in developing and modifying an Individual Educational and Therapeutic Programme to improve participation.</p> <p>Parents have the right to:</p> <ul style="list-style-type: none"> • participate in a meeting of a team established by a director of a public counselling and



Agency recommendation	Findings
	<p>guidance centre to examine a request for an opinion on early development support or a decision on special education, individual learning or education and rehabilitation classes and to express their views;</p> <ul style="list-style-type: none">• request that an additional person be invited to a meeting of a team established by a director of a public counselling and guidance centre to examine a request for issuing an opinion or a decision for a child. <p>(Regulation of the Minister of National Education of 7 September 2017 on opinions and decisions issued by assessment committees in public counselling and guidance centres, § 4 and 6; Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres, § 1, § 5 (1), § 13; Amendment of 25 August 2017; Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6(4)(1)).</p> <p>2.4.3 The individual programme of education and rehabilitation classes for a learner with a severe intellectual disability determines the scope of co-operation with parents.</p> <p>(Regulation of the Minister of National Education of 23 April 2013 on the conditions and organisation of education and rehabilitation classes for children and young people with severe intellectual disabilities, § 11 (1)(3)).</p> <p>2.4.4 Parents and adult learners co-operate with a public counselling and guidance centre in carrying out an analysis of the learner’s functioning. This is obligatory before establishing an individualised education path for a learner. The analysis takes into account the effects of psychological and pedagogical assistance provided so far by a kindergarten or a school. They request this form of support by attaching an opinion from the public counselling and guidance centre that is recommended.</p>



Agency recommendation	Findings
	<p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 12 (5) and (8)).</p>
<p>2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.</p>	<p>2.5.1 The early development support team is obliged to establish co-operation with a wide range of stakeholders: the pre-school education institution the child attends, health sector institutions, and social care institutions to meet all needs of a child and their family.</p> <p>(Regulation of the Minister of National Education of 24 August 2017 on early development support [early intervention], § 3(4)).</p> <p>2.5.2 Psychological and pedagogical support are organised and provided in co-operation with:</p> <ul style="list-style-type: none"> • learners’ parents; • counselling and guidance centres, including specialist centres; • teacher training institutions; • other kindergartens, schools and educational institutions; • non-governmental organisations and other institutions and entities acting for the benefit of family, children and young people. <p>The head teacher of a kindergarten, school or institution shall agree on the terms and conditions of such co-operation.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 4 (3) and (4)).</p> <p>2.5.3 An Individual Educational and Therapeutic Programme determines the scope of co-operation with counselling and guidance centres, teacher training institutions, non-governmental</p>



Agency recommendation	Findings
	<p>organisations, other institutions and entities acting for the benefit of family, children and young people, residential special schools, centres for young people with behavioural problems and youth social therapy centres.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6 (4)).</p> <p>2.5.4 In carrying out its tasks, an educational institution is obliged to co-operate with the local community and, depending on the needs, with non-governmental organisations and other institutions working for the benefit of the family, children and young people.</p> <p>(Regulation of the Minister of National Education of 11 August 2017 on public educational institutions, youth social therapy centres, centres for young people with behavioural problems, residential special schools, special care centres, rehabilitation and education centres and institutions providing care and education to learners during periods of learning outside their place of permanent residence, § 3).</p>

Measure 2 evaluative comments

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Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
<p>3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.</p>	<p>3.1.1 The tasks of the team of teachers and specialists include the periodic multi-disciplinary assessment of the effectiveness of education and therapy. Evaluation is conducted at least once during the school year.</p> <p>Multi-disciplinary assessments of learners' functioning take into account:</p> <ul style="list-style-type: none">• the causes of educational failures, including barriers and limitations hindering learner performance and participation in school life;• in the case of a learner engaged in selected educational activities individually or in a group of up to five learners: the difficulties encountered when including the learner in classes conducted jointly with the class and the effects of actions taken to overcome these barriers. <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6.4,9 and 10).</p> <p>3.1.2 Evaluation of institutions, geared towards quality improvement, is the main quality assurance mechanism. Legal compliance audits or inspections aim to check whether institutions' activities comply with legislation. Support covers various activities, for example: staff training aimed at improving institutional performance. As part of monitoring, information is collected and analysed to ensure that institutions carry out their tasks properly.</p> <p>Evaluations are conducted against nine requirements set out in the legislation, each with a more detailed description of issues to be addressed. (Eurydice, 2018, The System of Education in Poland 2018, p. 107).</p> <p>(Regulation of the Minister of National Education of 25 August 2017 on pedagogical supervision; Regulation of the Minister of National Education of 11 August 2017 on the</p>



Agency recommendation	Findings
	requirements for schools and institutions).
3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.	<p>3.2.1 The School Education Information System (<i>System Informacji Oświatowej</i> – SIO, 2014) has been extended to help strengthen system evaluation. This anonymised system collects personal data for all learners, seeking correlations among specific features of learners, especially between learning processes, learning conditions and learning outcomes. (OECD, 2015, Education Policy Outlook: Poland, p. 13).</p> <p>(The Education Information System Act of 15 April 2017; Regulation of the Minister of National Education of 11 August 2017 on the detailed scope of domain data collected in the educational information system and dates of transferring some data to the educational information system database; Regulation of the Minister of National Education on the detailed scope of data collected in educational databases, the scope of data identifying entities that maintain educational databases, the dates of data transfer between educational databases and collective bill printout patterns of 9 August 2012; the amendment of 27 August 2014 and the amendment of 11 August 2017).</p> <p>3.2.2 Pedagogical supervision consists of:</p> <ul style="list-style-type: none">• observing, analysing and evaluating the course of educational processes and the effects of didactic, educational and care activities and other statutory activities of schools and institutions;• assessing the condition of didactic, educational, care and other statutory activities of schools and institutions;• providing assistance to schools and institutions, as well as teachers in performing their teaching, educational and care tasks;• encouraging teachers to improve existing practice or implement new solutions in the education process, using innovative programmatic, organisational or methodological



Agency recommendation	Findings
	<p>measures aimed at developing pupils' competences.</p> <p>3.2.3 Inspectors have the right to enter schools and institutions and to access documentation. They may issue recommendations to school and institution directors resulting from the activities carried out, together with the deadline for their implementation (art. 55.3–4).</p> <p>Where a school, institution or authority carries out its activities in breach of the rules defined by law, the authority responsible for its pedagogical supervision may, by decision, order that the breaches be rectified within a specified period of time (art. 56.1).</p> <p>In the case of unsatisfactory educational results in a school, the pedagogical supervision authority shall instruct the head teacher of the school or institution to draw up, in consultation with the managing body, a programme and schedule for improving the effectiveness of education or upbringing. Implementation of the programme shall take place within the time limits specified in the schedule, accepted by the pedagogical supervision authority. The programme must take into account comments and proposals made by the pedagogical supervision authority (art. 56.2).</p> <p>(Educational Law of 14 December 2016, art. 53–56; Regulation of the Minister of National Education of 25 August 2017 on pedagogical supervision).</p>
<p>3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.</p>	<p>3.3.1 From the 2018/2019 school year, the external exam after primary school will no longer have a cross-subject character. Instead, it will focus on mathematics, Polish, one modern language and one subject to be chosen by the learner: biology, chemistry, physics, geography or history.</p> <p>This exam will be more focused on testing skills such as reasoning, problem-solving and transversal knowledge. (OECD, 2015, Education Policy Outlook: Poland, p. 13).</p> <p>(Education System Acts of 7 September 1991, art. 44zu(3)).</p>



Agency recommendation	Findings
3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.	–
3.5 Policy outlines how to involve families in the process of evaluating quality of services.	<p>3.5.1 Parents are involved in the external evaluation of a kindergarten, school or educational institution (§ 10.2).</p> <p>External evaluation is carried out by a team appointed by the pedagogical supervision authority. It includes collecting and analysing information about the school's activities in the scope of the examined requirements and describing the school's activities in an evaluation report (§ 6).</p> <p>The head teacher shall provide the parents' council with an evaluation report (§ 12.7). (Regulation of the Minister of National Education of 25 August 2017 on pedagogical supervision).</p> <p>3.5.2 The regulation sets out the requirements for the different types of schools and educational institutions to implement the necessary measures. These include, among others:</p> <p><i>Requirements for kindergartens</i></p> <p>In the parents' opinion, the support received in kindergarten meets their children's needs.</p> <p>Parents co-decide about the kindergarten and participate in the activities.</p> <p>At the kindergarten, parents co-operate for their children's development.</p> <p>The kindergarten obtains and uses parents' opinions about its work.</p>



Agency recommendation	Findings
	<p><i>Requirements for schools</i></p> <p>Parents co-decide about the school and participate in the activities.</p> <p>The school co-operates with parents for their children's development.</p> <p>The school obtains and uses parents' opinions about its work.</p> <p>(Annex to the Regulation of the Minister of National Education of 11 August 2017 on the requirements for schools and institutions).</p> <p>3.5.3 Co-operation with parents was indicated as one of the criteria for evaluating teachers' work specified in the regulations (§ 2.1 (9)).</p> <p>The assessment of teachers' work is carried out by the school's head teacher, who, in carrying out the assessment, consults, among others, the parents' council (art. 6a.5 (1)).</p> <p>(The Teachers' Charter of 26 January 1982)</p> <p>The parents' council can also initiate a process of a teacher's work assessment (§ 7.2).</p> <p>(Regulation of the Minister of National Education of 26 May 2018 on detailed criteria and procedure for assessing the work of teachers, the scope of information contained in the evaluation of the work, the composition and manner of appointing the evaluation team and the procedure for appeal).</p> <p>3.5.4 Parents and adult learners should be involved in the multi-disciplinary assessment of a learner's functioning, as well as development or modification of the Individual Educational and Therapeutic Programme. They may report dissatisfaction with the way the classes are organised, their ineffectiveness or indicate other needs of the learner, which have not yet been taken into account (§ 6.9 and 10).</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for</p>



Agency recommendation	Findings
	organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems).
3.6 Policy describes mechanisms to evaluate demand for services.	–
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	<p>3.7.1 <i>Internal evaluation is conducted in accordance with an annual pedagogical supervision plan, developed by the head of the institution and presented to its teaching council. It is undertaken every year on a mandatory basis, but its scope may vary depending on the needs of a given institution.</i></p> <p><i>The legislation does not predefine the scope or procedure of internal evaluations. Evaluations should focus on issues which are considered relevant to the activities of a given institution. The only tool referred to in the legislation is observation. In practice, observation may cover both classes and other activities such as teachers' meetings with parents (Eurydice, 2018, The System of Education in Poland 2018, p. 107).</i></p>

Measure 3 evaluative comments

In the near future, the [network of practice schools](#) will offer new professional training possibilities for current and prospective teachers.



Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
<p>4.1 National level inclusive education strategies are linked to long-term financial support.</p>	<p>4.1.1 Although there is no financial mechanism which directly promotes inclusive education, per-pupil expenditure on inclusive education increased by 33% between 2010 and 2015. Inclusive education is financed from the financial resources transferred to local governments from the state budget as an educational subsidy. (National Overview, p. 7; Education Funding Act of 27 October 2017).</p> <p>4.1.2 The Act on the Implementation of the State Budget for 2015 made it compulsory for local authorities to allocate funds for the education of learners with special needs in an amount not lower than the threshold defined in the formula in the Regulation on the Division of Government Subventions (2014). (OECD, 2015, Education Policy Outlook: Poland, p. 17; Education Funding Act of 27 October 2017, art. 8.1).</p> <p>4.1.3 The school education system provides financial support to pupils/learners. Maintenance-type support includes school grants and school allowances. (Eurydice, Educational Support and Guidance; Education Funding Act of 27 October 2017, art. 70–71).</p>
<p>4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.</p>	<p>4.2.1 Every year, a uniform system of funds allocated by the use of an algorithmic formula based on various data is adopted for the whole education system. This formula is based on the real number of learners, adequately increased by a system of identification which takes into account specific conditions (i.e. rural areas, small towns) and specific educational tasks (i.e. presence of learners with disabilities, number of inclusion classes, vocational training, sports schools). The territorial self-government unit, as the body running or supporting the school, is responsible for designing a budget programme (i.e. a plan of expenditure) for all schools and educational institutions in its respective area. The local authority determines the budget for the school. (National Overview, p. 7).</p> <p>(Regulation of the Minister of National Education of 15 December 2017 on the way of dividing</p>



Agency recommendation	Findings
	the educational part of the general subsidy for local government units in 2018).
4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.	–
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	–

Measure 4 evaluative comments

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Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	<p>5.1.1 Provision that encourages participation, strengthens social inclusion and embraces diversity is a key principle (IECE report, p. 1)</p> <p>From 1 September 2017, the right to pre-primary education applies to all children from three years old (IECE report, p. 2).</p> <p>Kindergartens and schools ensure all learners' safety, sense of dignity, identity and equal treatment within the whole schooling process (IECE report, p. 17).</p>



Agency recommendation	Findings
	<p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 2; Educational Law of 14 December 2016, art. 31.6; Regulation of the Minister of National Education of 14 February 2017 on the pre-primary curriculum and the general education school curricula in primary schools, including [the curricula] for pupils with moderate and severe intellectual disabilities, and for general education in stage 1 sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools).</p>
<p>5.2 Support is available for families to recognise and understand the needs of their child.</p> <p><i>(Support focuses upon and what is in the child's best interests.)</i></p>	<p>5.2.1 Each pre-primary setting is obliged to provide psychological and educational support to children attending, as well as to their parents and teachers, in line with the children's individually identified needs.</p> <p>The education system also offers this support through counselling and guidance centres (IECE report, p. 4)</p> <p>The implementation of Individual Educational and Therapeutic Programmes and progress are regularly monitored by a team of teachers and specialists who meet to discuss children's progress.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 1 and 3; Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres).</p> <p>5.2.2 The team's work is co-ordinated by the head teacher of the kindergarten or a teacher or specialist working with a particular child, who is appointed by the manager of the pre-primary setting or the school.</p>



Agency recommendation	Findings
	<p>At least twice a year, the team performs a periodical multi-disciplinary assessment of child performance, involving an assessment of the effectiveness of psychological and educational support provided. This assessment serves as a basis for possible modifications to Individual Educational and Therapeutic Programmes. (IECE report, p. 17; Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6.9)).</p>
<p>5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.</p>	<p>5.3.1 The school education system provides early development support to children. It includes integrated problem-prevention, diagnostic and therapeutic activities for children with development dysfunctions, which are aimed at stimulating functions responsible for their psychological and motor development and communication.</p> <p>Early development support is provided:</p> <ul style="list-style-type: none"> • from the time when a disability is diagnosed until the time of entry into primary education; • on the basis of a statement/opinion recommending early development support. <p>(Educational Law of 14 December 2016, art. 127.5; Regulation of the Minister of National Education of 24 August 2017 on early development support [early intervention]).</p> <p>5.3.2 In 2017–2021, within the ‘For Life’ government programme, children at risk of disability can also be covered by the early development support services.</p> <p>(Annex to the Resolution No. 160 of the Council of Ministers of 20 December 2016 on the comprehensive support programme for families ‘For Life’).</p> <p>5.3.3 Among children with SEN, there are those who require special education. Special education is provided on the basis of an official decision. Only children with the following disabilities are entitled to receive this decision at pre-primary education level:</p>



Agency recommendation	Findings
	<ul style="list-style-type: none"> • blind or visually impaired; • deaf or hearing impaired; • autism, including Asperger syndrome; • intellectual or physical disability; • complex disabilities (IECE report, p. 4) <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 1).</p>
5.4 Policy states that in risk situations, the child's rights should come first.	–
5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.	<p>5.5.1 The Minister of National Education sets out conditions for organising early childhood development support. The educational institution must employ staff qualified to teach early intervention activities. They must also have facilities for individual and group early intervention activities, equipped with specialist equipment and teaching resources appropriate to children's developmental and educational needs and psycho-physical abilities.</p> <p>The Minister of National Education sets out the basic orientations for educational policy. School superintendents submit detailed plans for pedagogical supervision to the Minister of National Education at the beginning of each school year. These plans contain quantitative data on the planned comprehensive evaluation and audits in relation to different types of kindergartens, schools and institutions. (IECE report, p. 19).</p> <p>(Regulation of the Minister of National Education of 24 August 2017 on early development support [early intervention], § 2).</p>



Agency recommendation	Findings
	<p>5.5.2 Issues concerning the education of learners with disabilities, including the qualification of teachers in educating learners with disabilities, are gradually incorporated into control plans carried out by the Regional Education Authorities. (IECE report, p. 19).</p> <p>(Educational Law of 14 December 2016, art. 60.3, p. 1; Pedagogic supervision plan of the Minister of National Education for the 2018/2019 school year).</p>
<p>5.6 Early childhood guidance is developed jointly by departments of health, education and social services.</p>	<p>–</p>
<p>5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.</p>	<p>5.7.1 When planning to provide a child with psychological and educational support, the manager of a pre-primary setting co-operates with the child’s parents and, depending on the child, with:</p> <ul style="list-style-type: none"> • other teachers, tutors and specialists working with the child; • a counselling centre • a Roma education assistant • a social worker • a probation officer (IECE report, p. 12). <p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 4.3).</p> <p>5.7.2 The task of the early development support (early intervention) team is to establish co-operation with:</p> <ul style="list-style-type: none"> • pre-school institutions attended by the child or other entities in which the child has



Agency recommendation	Findings
	<p>therapeutic effects, in order to ensure the coherence of all effects supporting the child's development,</p> <ul style="list-style-type: none"> • a medical entity in order to diagnose the needs of a child resulting from their disability, to provide them with medical and rehabilitation support and recommended medical devices, as well as advice and consultations on supporting the child's development • a social assistance centre in order to provide assistance to the child and their family in accordance with their needs <p>(Regulation of the Minister of National Education of 24 August 2017 on early development support [early intervention], § 3.4, p. 2).</p>
<p>5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.</p>	<p>5.8.1 According to the Education Law, disability is one of the preferential criteria for being accepted for a place in a pre-primary setting.</p> <p>Parents of children with disabilities decide whether their children will attend a mainstream, inclusive or special kindergarten. (IECE report, p. 3).</p> <p>(Educational Law of 14 December 2016, art. 131.2, p. 2, art. 127.14).</p>
<p>5.9 Policy outlines how cost-free services/provision are made available for families.</p>	<p>5.9.1 Provision that is available and affordable to all families and their children is a key principle. (IECE report, p. 1).</p> <p>In order to eliminate economic barriers in access to pre-primary education, pre-primary settings guarantee a minimum of five hours of pre-primary education free of charge per day. The rate for the remaining hours cannot be more than PLN 1 per hour (approximately EUR 0.25). The municipal council may determine the conditions of partial or total exemption from fees. (IECE report, p. 2).</p> <p>(Education Funding Act of 27 October 2017, art. 52).</p>



Agency recommendation	Findings
	<p>5.9.2 Psychological and pedagogical support are free of charge in public kindergartens, schools and educational institutions, as well as in public counselling and guidance centres.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 3; Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres, § 13).</p>
<p>5.10 Policy ensures the same quality of service irrespective of differences in geographical location. <i>(Such as isolated or rural areas).</i></p>	<p>5.10.1 When the distance is over three kilometres, the municipality is obliged to provide free transport and care during transport for children who attend the obligatory one-year preparatory programme or primary school. (IECE report, p. 3).</p> <p>The municipality may arrange for a child with early child development support and their guardian to be transported free of charge from the child's place of residence to the school or institution where the support is provided and, if necessary, for the child to be cared for free of charge during transport.</p> <p>The commune may organise free transport and care for children during transport to a kindergarten, kindergarten department in a primary school or other form of pre-school education, even in cases where there is no obligation to do so.</p> <p>(Educational Law of 14 December 2016, art. 32.6 and art. 39).</p>

Measure 5 evaluative comments

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Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
<p>6.1 High expectations for all learners' achievements underpin policy for inclusive education.</p>	<p>6.1.1 Every pre-school institution and school is obliged to take the necessary actions to create optimal conditions for the implementation of didactic, educational and care activities and other statutory activities, to provide each learner with the conditions necessary for their development, and to improve the quality of school or institution's work and its organisational development.</p> <p>(Educational Law of 14 December 2016, art. 44).</p> <p>6.1.2 The expected knowledge and skills are established in the core curriculum.</p> <p>Learners in vocational and technical upper-secondary schools are also required to attend general education courses. (National Curriculum for Secondary Education).</p> <p>(Regulation of the Minister of National Education of 14 February 2017 on the pre-primary curriculum and the general education school curricula in primary schools, including [the curricula] for pupils with moderate and severe intellectual disabilities, and for general education in stage 1 sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools).</p>
<p>6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.</p>	<p>6.2.1 There is learner self-government in the school and in the institutions. The rules for the election and operation of self-government bodies are laid down in the regulations adopted by all learners in an equal, secret and universal suffrage. Self-government bodies are the only representatives of all learners.</p> <p>6.2.2 Schools and institutions may have boards. The board of the school or establishment shall consist of an equal number of:</p> <ul style="list-style-type: none"> • teachers chosen by all teachers;



Agency recommendation	Findings
	<ul style="list-style-type: none"> • parents chosen by all parents; • learners chosen by all learners (with some exemptions stated in the act). <p>The establishment of a school board is at the initiative of the school’s head teacher or at the request of the parents’ council and, in the case of post-primary schools, also at the request of the learner self-government.</p> <p>The head teacher of a school or institution shall co-operate in the performance of their tasks with the school or institution’s council, pedagogical council, parents and learner self-government.</p> <p>(Educational Law of 14 December 2016, chapter 4).</p> <p>6.2.3 An adult learner can be involved in performing the multi-disciplinary assessment of the learner’s functioning and the development of the Individual Educational and Therapeutic Programme.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 6).</p>
<p>6.3 Teaching, support and guidance has the goal of empowering all learners.</p>	<p>6.3.1 Pre-school education aims to support the child’s overall development. This support is implemented through the process of care, upbringing and teaching/learning, which enables the child to discover their own possibilities, the sense of action and accumulate experience on the way to truth, goodness and beauty. As a result of such support, the child becomes mature enough to start learning at the first stage of education (Annex 1).</p> <p>The main task of the primary school is to gently introduce the child to the world of knowledge, prepare them to perform the duties of a learner and to implement self-development. The school provides safe conditions and a friendly learning atmosphere, taking into account each</p>



Agency recommendation	Findings
	<p>learner's individual educational possibilities and needs. The most important goal of primary school education is to care for the learner's integral biological, cognitive, emotional, social and moral development.</p> <p>General education in primary school aims to:</p> <ul style="list-style-type: none">• strengthen the sense of individual, cultural, national, regional and ethnic identity;• develop learners' sense of self-dignity and respect for the dignity of others;• develop competences such as creativity, innovation and entrepreneurship;• develop critical and logical thinking, reasoning, argumentation and reasoning skills;• demonstrate the value of knowledge as a basis for skills development;• stimulate cognitive curiosity and motivation to learn;• equip learners with the knowledge and skills that enable them to understand the world in a more mature and orderly way;• support learners in recognising their own predispositions and determining the path of further education (Annex 2). <p>(Regulation of the Minister of National Education of 14 February 2017 on the pre-primary curriculum and the general education school curricula in primary schools, including [the curricula] for pupils with moderate and severe intellectual disabilities, and for general education in stage 1 sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools).</p>



Agency recommendation	Findings
<p>6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.</p>	<p>6.4.1 As a basic principle of the education system, learners have the right to adjustment of the contents, methods and organisation of education to their own abilities, and the possibility to avail of psychological and pedagogical support and special forms of didactic work as needed. (National Overview, p. 1)</p> <p>6.4.2 According to the Regulation of the Minister of National Education on detailed arrangements for public psychological and pedagogical counselling centres including public specialist counselling centres, the psychological and pedagogical counselling centres' responsibilities include, among others:</p> <ul style="list-style-type: none">• diagnosing the developmental and educational needs of children and young people;• providing psychological and pedagogical assistance to children, youngsters and their parents;• undertaking prevention measures and engaging in activities designed to reinforce the role of a pre-school, school and institution in upbringing and education, including support for teachers in solving didactic and upbringing problems (UN Committee, 2015, <i>Report on Article 24</i>, p. 44). <p>6.4.3 Individual Educational and Therapeutic Programmes are provided for learners with a certificate recommending special education. This involves specialists/specialist centres and parents. (Eurydice, Educational Support and Guidance).</p> <p>Rehabilitation classes are offered to pupils regardless of the type of school they attend (Eurydice, Educational Support and Guidance), as well as compensatory classes such as speech therapy.</p> <p>Additional specialist teaching staff and teaching assistants may also be employed in schools to support learners with disabilities (Eurydice, Educational Support and Guidance).</p>



Agency recommendation	Findings
<p>6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.</p>	<p>6.5.1 There is a separate core curriculum for learners with moderate or severe intellectual disabilities. The defined skills and knowledge for this group of learners are closely related to preparing for various social roles and, as far as possible, independent living. For other groups of learners with disabilities, including those with a mild intellectual disability, the same core curriculum is defined for the different levels of education.</p> <p>The education of learners with disabilities is based on the Individual Educational and Therapeutic Programme, which is developed following the requirements defined in the core curriculum and tailored to learners' individual capabilities and needs. Development and implementation of this programme is the task of the team of teachers and specialists engaged in activities with the learner.</p> <p>(National Overview, p. 20).</p>

Measure 6 evaluative comments

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Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
<p>7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.</p>	–



Agency recommendation	Findings
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.	7.2.1 Criteria for evaluating the head teacher’s work include: <ul style="list-style-type: none">• providing psychological and pedagogical support to pupils and implementation of recommendations resulting from the decision on the need for special education;• creating conditions for respecting the rights of children and learners, including the rights of learners with disabilities;• disseminating knowledge about these rights;• taking action to support the development of learners, including learners with disabilities;• creating conditions for learners’ active and full participation in the life of the school and the out-of-school environment;• supporting teachers in their development and professional development. <p>(Regulation of the Minister of National Education of 26 May 2018 on detailed criteria and procedure for assessing the work of teachers, the scope of information contained in the evaluation of the work, the composition and manner of appointing the evaluation team and the procedure for appeal, § 12.1 (8–11)).</p>
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	–



Agency recommendation	Findings
<p>7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs.</p> <p><i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i></p>	<p>7.4.1 Counselling and guidance centres support teachers and professionals working with learners with disabilities in mainstream schools. The centres support teachers and specialists in developing Individual Educational and Therapeutic Programmes, selecting appropriate working methods, and improving their skills to monitor learners' progress.</p> <p>(Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres).</p> <p>7.4.2 The other institutions that support schools are:</p> <ul style="list-style-type: none"> • Teacher training institutions (Regulation of the Minister of National Education of 29 September 2016 on teacher training institutions) • Pedagogical libraries (Regulation of the Minister of National Education of 28 February 2013 on detailed rules for the operation of public pedagogical libraries) • Special centres (Regulation of the Minister of National Education of 11 August 2017 on public educational institutions, youth social therapy centres, centres for young people with behavioural problems, residential special schools, special care centres, rehabilitation and education centres and institutions providing care and education to learners during periods of learning outside their place of permanent residence).
<p>7.5 The school ethos and culture are guided by school strategic plans that have high expectations for the academic and social achievements of all learners.</p>	<p>7.5.1 The legislation sets out requirements for schools and educational institutions, with a more detailed description of issues to be fulfilled by a kindergarten, school or other educational institution.</p> <p>Among them are:</p> <p><i>For kindergartens</i></p>



Agency recommendation	Findings
	<p>The processes of supporting children’s development and education are subordinated to children’s individual educational and developmental needs and psycho-physical abilities.</p> <p>Processes supporting children’s development and education are planned, monitored and improved.</p> <p>Teachers plan and undertake educational activities taking into account the results and conclusions of external and internal research, including external and internal evaluation.</p> <p>The activities carried out by a kindergarten are monitored and analysed and, if necessary, modified.</p> <p><i>For schools</i></p> <p>Planning and organisation of educational processes in the school serves the learners’ development.</p> <p>Teachers work together to plan, organise, implement and modify educational processes.</p> <p>(Regulation of the Minister of National Education of 11 August 2017 on the requirements for schools and institutions).</p> <p>7.5.2 In the case of unsatisfactory educational results in a school or educational institution, the pedagogical supervision authority shall instruct the head teacher of the school or institution to draw up, in consultation with the managing body, a programme and schedule for improving the effectiveness of education. Implementation of the programme shall take place within the time limits specified in the schedule, accepted by the pedagogical supervision authority. The programme must take into account comments and proposals made by the pedagogical supervision authority (art. 56.2).</p> <p>(Educational Law of 14 December 2016).</p>



Agency recommendation	Findings
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.	–
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	7.7.1 Schools implement an educational and preventive programme, including: <ul style="list-style-type: none">• the content and educational activities addressed to learners;• the content and preventative activities adapted to learners’ developmental needs, prepared on the basis of the diagnosis of needs and problems occurring in a given school community, addressed to learners, teachers and parents. (Educational Law of 14 December 2016 , art. 26).
7.8 School strategic plans have clear statements on the value of diversity.	–
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	–

Measure 7 evaluative comments

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Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention¹

Agency recommendation	Findings
8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.	8.1.1 There are several system-level policies in place to promote equity in education. Full-time compulsory education (<i>kształcenie obowiązkowe</i>) covers learners from age 6 to age 18. There is an obligation to continue education (<i>obowiązek nauki</i>), either full-time or part-time, in or out of school. (OECD, 2015, Education Policy Outlook: Poland , p. 7).
8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available. <i>(Support structures prevent early tracking and streaming of pupils at an early age).</i>	8.2.1 Kindergartens and schools are obliged to provide psychological and educational support for every learner who needs it and to develop and implement Individual Educational and Therapeutic Programmes for learners with an official statement. The obligation is the same for mainstream, integration or special settings. (Educational Law of 14 December 2016 , art. 1, p. 5; Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions). Support includes: <ul style="list-style-type: none">• activities for learners such as developing aptitudes, learning skills or emotional and social competences, corrective and compensatory or remedial classes, speech therapy classes or other kinds of therapy classes;• counselling;

¹ Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.



Agency recommendation	Findings
	<ul style="list-style-type: none">• workshops and training (National Overview, p. 11). <p>8.2.2 In addition to support offered to children and young people with SEN, there are specific support measures aimed at:</p> <ul style="list-style-type: none">• learners who have reached the age of 15 and are not considered capable of completing primary education in accordance with normal arrangements (Regulation of the Minister of National Education of 17 March 2017 on the detailed organisation of public schools and public kindergartens, § 16; Amendment of 4 April 2018);• children and young people from ethnic and national minority backgrounds;• children and young people who are non-Polish nationals or Polish nationals of full-time or part-time compulsory school age who do not speak Polish or whose command of Polish is not sufficient to follow mainstream classes (Regulation of the Minister of National Education of 23 August 2017 on the education of non-Polish nationals and Polish nationals who have attended schools within school education systems in other countries);• children and young people in a difficult financial situation (scholarships) (Education Funding Act of 27 October 2017, art. 70);• children and young people with high learning and sporting achievements (Education Funding Act of 27 October 2017, art. 71; Eurydice, Educational Support and Guidance).



Agency recommendation	Findings
<p>8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.</p>	<p>8.3.1 Learners' special educational needs should be determined in relation to the tasks, the requirements and the support the school should provide. Identification of the learners' needs must take into account the learners' environment, personal abilities, interests and expectations for the future.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions).</p> <p>8.3.2 A teacher who knows the learner and their abilities and difficulties may recognise their educational needs during lessons or additional classes. Specialist assessment, including psychological diagnosis, is provided in the counselling and guidance centres, which issue opinions and statements on early development support (early intervention), special needs education, special education and rehabilitation classes or individual learning.</p> <p>(Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres; Regulation of the Minister of National Education of 7 September 2017 on opinions and decisions issued by assessment committees in public counselling and guidance centres).</p>
<p>8.4 Data is available relating to learners' rights to age appropriate education.</p>	<p>8.4.1 Full-time compulsory education (obligation to attend school) for children and young people aged 7 to 16 years in the old school education structure is being reformed to 7 to 15 years in the new structure to be established. (Educational Law of 14 December 2016, art. 35).</p> <p>Part-time compulsory education (obligation to participate in education or training) for young people aged 16 to 18 years in the school education structure is being reformed to 15 to 18 years in the new structure to be established.</p> <p>8.4.2 Head teachers of public primary schools control the fulfilment of compulsory education by children living in the districts of these schools. The commune controls the fulfilment of</p>



Agency recommendation	Findings
	<p>compulsory education by young people living in the commune. (Educational Law of 14 December 2016, art. 41).</p> <p>Non-compliance with compulsory schooling or education shall be enforced in accordance with the provisions on enforcement proceedings in administration. Promotion to the next grade is automatic in grades 1–3. (Educational Law of 14 December 2016, art. 42)</p> <p>8.4.3 Pupils may repeat a year only in exceptional cases where this is justified by the level of their development, achievements or health condition. In grades IV to VIII, pupils need to receive a positive mark for each compulsory subject or type of classes at the end of the school year in order to be promoted to the next grade. Those who have received (an) ‘unsatisfactory’ mark(s) can resit the exam. In principle, if they fail the resit exam, they are not promoted to the next grade. However, the school’s teaching council may conditionally promote a pupil who has received an ‘unsatisfactory’ mark in one subject only to the next grade. (Eurydice, 2018, The System of Education in Poland 2018, p. 42).</p> <p>(Education System Acts of 7 September 1991, chapter 3a).</p> <p>Since the Amendment to the Law on School Education 2015, learners’ promotion to the next grade can no longer depend on their conduct.</p>

Measure 8 evaluative comments

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Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. ²	<p>9.1.1 Uniform quality assurance arrangements are in place for the entire school education system. External and internal quality assurance is primarily part of the pedagogical supervision system, which covers both public and non-public institutions, including nursery schools and alternative pre-school settings, schools and other educational institutions.</p> <p>The system consists of four elements: evaluation, legal compliance auditing, support and monitoring. Evaluation of institutions, geared towards quality improvement, is the main quality assurance mechanism.</p> <p>External pedagogical supervision is the responsibility of the Minister of National Education and other competent ministers and of the heads of the Regional Education Authorities (REA) with external evaluations of institutions conducted by REA inspectors.</p> <p>Internal pedagogical supervision is exercised by the head of the institution (nursery school, school or another institution) in co-operation with other management staff, and with teachers also involved in internal evaluations.</p> <p>(Regulation of the Minister of National Education of 25 August 2017 on pedagogical supervision).</p>

² This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Findings
<p>9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes.</p> <p><i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i></p>	<p>9.2.1 External evaluations are conducted according to the national education policy priorities and a pedagogical supervision plan established annually by the Minister of National Education, and detailed plans prepared on this basis by the heads of REAs.</p> <p>While the legislation does not specify the frequency of external evaluations, they are obligatorily carried out every school year, but their scope and the proportion of schools concerned vary from year to year. (Regulation of the Minister of National Education of 11 August 2017 on the requirements for schools and institutions).</p> <p>Evaluations are conducted against requirements set out in the legislation. The requirements include supporting children’s development by taking into account their needs and individual situation, and organising education in a way that is conducive to learning and permits children to acquire the knowledge and skills specified in the core curriculum.</p> <p>As a result of an evaluation, underperforming institutions are required to put in place a programme improving the effectiveness of education. If the programme does not take evaluation findings into consideration or is not implemented within the set timeframe, the head of the REA submits a motion to dismiss the head of the institution to its managing body. This motion is binding for the latter. This may provide the basis for striking a non-public institution from the register of non-public institutions.</p> <p>Tools for pedagogical supervision, including evaluation, have been developed and are available on the National Supervision Platform.</p>



Agency recommendation	Findings
<p>9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities.</p> <p><i>(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i></p>	<p>9.3.1 Counselling and guidance centres support teachers and professionals working with learners with disabilities in mainstream schools. The centres support teachers and specialists in developing Individual Educational and Therapeutic Programmes, selecting appropriate working methods, and improving their skills to monitor learners' progress.</p> <p>(National Overview, p. 21; Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres).</p> <p>9.3.2 The 'Active Desktop' (2017–2019) government programme is designed to provide necessary equipment permitting the effective use of new technologies in schools. According to the Educational Law, school governing bodies are obliged to provide all types of equipment. The Ministry of National Education supports them by funding new computers and other technological devices. The first programme of this type, 'Digital School', served as point of reference during the drafting and elaboration of the 'Active Desktop' initiative. The main scope of the aforementioned programme is to increase the presence of new technologies in school didactics and to change established beliefs about possible uses. The devices purchased in the programme's framework contain active desktops with projectors and touch screens.</p> <p>9.3.3 Centres for IT Skills Mastering (2018–2023) will prepare 700 teachers to work with learners who are talented in the field of IT and informatics. Another of its purposes is to provide educational services for over 7,000 talented learners.</p> <p>(Call for proposals)</p>
<p>9.4 Policy outlines clear incentives for schools to take all learners from their local community.</p>	<p>9.4.1 Public nursery schools enrol children on a free-access basis.</p> <p>From 2017 on, the commune self-government is responsible for providing access to a pre-school institution for every child aged 3 to 5 years living in the commune, as well as providing</p>



Agency recommendation	Findings
	<p>the pre-school obligatory education for 6-year-old children. (Educational Law of 14 December 2016, art. 31).</p> <p>Where a commune is unable to provide places for all children who are required or have the statutory right to participate in pre-school education, it grants a subsidy to a non-public nursery school, selected on a competitive basis, which is obliged to follow the rules laid down for public nursery schools.</p> <p>Communes are divided into catchment areas to provide equitable access to schools. Primary schools are required to take children living in their catchment area. Where places are available, the school can, at the parents' request, take children living outside a given catchment area. The relevant local government body defines the admission criteria for free places in primary schools. (Educational Law of 14 December 2016, art. 130).</p>
<p>9.5 Policy requires school strategic plans to outline preventive educational action against dropouts. <i>(Including necessary measures so that learners who become disengaged find new educational alternatives.)</i></p>	–



Measure 9 evaluative comments

Tracking (the stage at which learners are separated into either general or vocational/technical educational pathways) begins at the age of 15, which is later than the OECD average of age 14.

The rate of grade repetition is one of the lowest among all OECD countries. Regarding early school leaving, only 5.4% of 18–24-year-olds with lower-secondary education or less are no longer in education or training (compared to the EU average of 11.1% in 2014). However, more boys (7.3%) leave school early than girls (3.3%). School choice can hamper equity if not managed appropriately.

Disadvantaged learners in Poland perform less well than their peers. However, learner resilience (learners who succeed at school despite a disadvantaged background) had one of the largest increases among OECD countries between 2003 and 2012. There are significant differences in access to educational opportunities between urban and rural regions.

(OECD, 2015, [Education Policy Outlook: Poland](#), p. 7).

Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
<p>10.1 Policy outlines how all school staff develop the skills to meet the diverse needs of all learners.</p> <p><i>(Appropriate training and professional development are provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i></p>	<p>10.1.1 In-service teacher training and continuing professional development are not obligatory. However, pursuant to the legislation, teachers should continuously expand their knowledge and skills. The professional promotion procedure includes an assessment of the teacher’s professional achievements, based on the implementation of an agreed professional development plan.</p> <p>The criteria for assessing teachers’ work at subsequent stages of professional development include SEN issues.</p> <p>(Regulation of the Minister of Science and Higher Education of 17 January 2012 on the standards of teachers’ education; Regulation of the Minister of National Education of 29 September 2016 on teacher training institutions; Regulation of the Minister of National</p>



Agency recommendation	Findings
	<p>Education and Sport of 20 December 2003 on the accreditation of teacher training institutions; Amendment of 17 June 2014; Amendment of 7 April 2016).</p> <p>10.1.2 An intern teacher is required to know the rights of the child, support each learner in their development and create conditions for the learner’s active and full participation in school life and the local environment, respect for others, awareness of their rights and civic, patriotic and pro-social attitudes, including through the teacher’s own example, and co-operation with other teachers.</p> <p>A contract teacher is required to diagnose the needs and capabilities of every learner and to individualise work with the learner.</p> <p>(Educational Law of 14 December 2016, art. 2, p. 9, art. 8).</p> <p>10.1.3 Criteria for evaluating the head teacher’s work include supporting teachers in their development and professional development.</p> <p>(Regulation of the Minister of National Education of 26 May 2018 on detailed criteria and procedure for assessing the work of teachers, the scope of information contained in the evaluation of the work, the composition and manner of appointing the evaluation team and the procedure for appeal, § 2.1 (5–7); § 3.1 (2); § 12.1 (8–11)).</p> <p>10.1.4 In the budgets of the school authorities, funds are allocated for co-financing teachers’ professional development, taking into account methodological advice – in the amount of 1% of the planned annual funds allocated for teachers’ personal salaries (art. 70a.1).</p> <p>(The Teachers’ Charter of 26 January 1982).</p> <p>10.1.5 In order to improve teachers’ professional development, in-service teacher training institutions may be set up and can be public or non-public (art. 183).</p> <p>(Educational Law of 14 December 2016).</p>



Agency recommendation	Findings
	<p>10.1.6 National teacher training institutions are run by the Ministers of National Education, Culture and National Heritage, Agriculture, and Health.</p> <p>The voivodeships (provinces) are responsible for running teacher in-service training centres. The <i>poviat</i> (county) and commune may establish and run public in-service teacher training centres within the framework of their own tasks.</p> <p>The plan for the network of public in-service teacher training institutions defines the strategy for the development of the voivodeship.</p> <p>The obligatory tasks of national public teacher training institutions run by the Minister of National Education include supporting public teacher training institutions, counselling and guidance centres and pedagogical libraries, in the scope resulting from the directions of implementation of the state's educational policy.</p> <p>The obligatory tasks of public in-service training centres run by the voivodeship, <i>poviat</i> or commune include, among others, organising training in the area of diagnosing learners' needs and individualisation of the education process.</p> <p>The obligatory tasks of the voivodeship in-service training institutions also include running the voivodeship pedagogical information system, including collecting and disseminating information on available forms of teacher education and training.</p> <p>Accredited in-service training institutions may, with the permission of the regional pedagogical supervision authority, conduct qualification courses in special pedagogy for practical vocational training teachers.</p> <p>(Educational Law of 14 December 2016, art. 184; Regulation of the Minister of National Education of 29 September 2016 on teacher training institutions, § 19.1 (1) b).</p>



Agency recommendation	Findings
<p>10.2 Policy supports the development of high quality and appropriately trained teacher educators.</p> <p><i>(With improvements in recruitment, induction and continuing professional development.)</i></p>	<p>10.2.1 Professional development of teachers-consultants and methodological advisors may only be conducted by accredited in-service training centres and public in-service training centres run by the ministers.</p> <p>(Regulation of the Minister of National Education of 29 September 2016 on teacher training institutions, § 21).</p>
<p>10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers.</p> <p><i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)</i></p>	<p>10.3.1 Further training is provided by higher education institutions (HEIs) as part-time degree programmes and as non-degree postgraduate programmes. Teachers choose the field of study or specialism depending on the level of qualifications already held and their individual needs. In-service training opportunities are mainly offered by in-service teacher training institutions, though teachers may also choose a non-degree postgraduate programme or another course in an HEI.</p> <p>(Eurydice, 2018, The System of Education in Poland 2018, p. 61).</p> <p>10.3.2 More teachers in Poland take part in professional development (94%) than in other countries (88%) participating in the 2013 OECD Teaching and Learning International Survey (TALIS). The two areas where Polish lower-secondary teachers report the highest need for professional development are teaching learners with SEN and knowledge of new technologies in the workplace.</p> <p>(OECD, 2015, Education Policy Outlook: Poland, p. 11)</p>



Agency recommendation	Findings
<p>10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies.</p> <p><i>(Such as learning to learn and active learning approaches.)</i></p>	<p>10.4.1 Initial teacher education consists of general education and professional training, called pedagogical preparation, which is also compulsory.</p> <p>(National Overview, p. 22).</p> <p>10.4.2 As a result of a research project conducted by the Polish Educational Research Institute, a Good Practices Database has been developed to support teachers and school managers with information on quality teaching, assessment materials and other tools.</p> <p>(OECD, 2015, Education Policy Outlook: Poland, p. 11).</p>
<p>10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.</p>	<p>–</p>
<p>10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.</p>	<p>10.6.1 In mainstream pre-school institutions and schools, additional teachers who are qualified in the field of special education can be recruited to collaborate in the provision of inclusive education, taking into account individual children’s needs as identified in the official decision.</p> <p>A support teacher who is trained in special education is obligatory in integration settings.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, behavioural problems and at risk of behavioural problems, § 7).</p> <p>10.6.2 For learners with multiple disabilities or autism, including Asperger syndrome, who attend mainstream pre-school institutions or schools, it is obligatory to provide additional staff: a teacher who is trained in special education or a specialist or a teacher’s assistant. The kind of supporting person and their tasks should be appropriate to the learner’s needs.</p>



Agency recommendation	Findings
10.7 Policy supports research into the effectiveness of different routes into teaching. <i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)</i>	–

Measure 10 evaluative comments

A network of practice schools will be created to offer training possibilities for current and prospective teachers. Information on on-going projects is available on the [Centre for Education Development website](#).

Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
11.1 Policy ensures that VET programmes should address labour market skill requirements.	11.1.1 Poland began implementing reforms of its vocational education and training (VET) system in 2012. These reforms (which are on-going) aim to improve the effectiveness and relevance of the VET system and to adjust it to current labour market needs. (Educational Law of 14 December 2016 , art. 18.1 p. 2 lit. c and e). For details, please refer to the Annex .



Agency recommendation	Findings
<p>11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.</p>	<p>11.2.1 <i>Major reforms have been undertaken in vocational education and training since 2011 to improve its quality and effectiveness and its relevance to labour market needs. [...] A new national core curriculum was developed for vocational education or, more precisely, for the training for individual occupations. Qualifications identified within individual occupations are defined as a set of learning outcomes (knowledge, vocational/occupational skills, and personal and social competences)</i> (Eurydice, 2018, The System of Education in Poland 2018, p. 54).</p> <p>Poland is currently developing an Integrated Skills Strategy, and a strategy paper constituting the general part of this strategy was scheduled to be adopted by the Council of Ministers in the fourth quarter of 2018. The draft strategy paper has been prepared in co-operation with the Educational Research Institute in Warsaw, with relevant stakeholders participating in the process of defining priority areas. One of six outlined priority areas is ensuring equal access to skills development and to opportunities to use skills. The Ministry of National Education has engaged the OECD to deepen this analysis and develop concrete recommendations. The OECD will support Poland's efforts with a collaborative and tailored OECD National Skills Strategy project, scheduled to commence in September 2018. The aim is to develop a strategic approach for skills and to provide Poland with guidelines for the future, based on a broad perspective on skills. The draft strategy paper was published on 3 August 2018 for consultation with all interested stakeholders.</p>
<p>11.3 Policy outlines the development of partnerships and networking structures.</p> <p><i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)</i></p>	–



Agency recommendation	Findings
11.4 Policy outlines how transition from education to employment is supported by adequate provision.	–
11.5 Policy supports the availability of meaningful VET options for learners to choose from.	<p>11.5.1 The Polish Qualifications Framework (PQF) describes Polish general and vocational education. It is fully compatible with European Qualifications Framework (EQF). (Integrated Qualifications System Act of 22 December 2015).</p> <p>11.5.2 The Regulation of the Minister of National Education on the classification of professions taught within vocational education specifies the occupations where vocational training is reserved for people with disabilities:</p> <ul style="list-style-type: none">• Acoustics technician, IT specialist, massage technician, and qualified office worker reserved for those who are blind and visually impaired.• Auxiliary hotel staff reserved for persons with a mild intellectual disability.• Five other auxiliary occupations dedicated to learners with a mild intellectual disability were added in 2017. <p>Training for other professions takes place according to general rules.</p> <p>(UN Committee, 2015, <i>Report on Article 24</i>, p. 47; Regulation of the Minister of National Education on the core curriculum for training for individual occupations of 31 March 2017; Regulation of the Minister of National Education on the classification of vocational education occupations of 13 March 2017; Amendment of 7 December 2017).</p>
11.6 Policy supports the availability of supervised practical training.	–



Agency recommendation	Findings
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	–
11.8 Policy outlines how VET programmes are reviewed periodically. <i>(Both internally and/or externally) in order to adapt to current and future skill needs.)</i>	11.8.1 Reforms include a monitoring programme (Monitoring and Improving the Implementation of New Core Curricula in VET) to gather information about the implementation of new VET curricula. (OECD, 2015, <i>Education Policy Outlook</i> , p. 11).

Measure 11 evaluative comments

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Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases. <i>(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)</i>	–



Agency recommendation	Findings
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities.</p> <p><i>(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)</i></p>	<p>12.2.1 Under the school organisation reform, career classes are indicated as one of the basic forms of educational activity of the school. The school statute must specify organisation of an in-school career guidance system (2016).</p> <p>Primary and secondary schools are required to provide learners with career counselling and guidance services (2017).</p> <p>(Educational Law of 14 December 2016, art. 47.1, p. 3 lit. c and p. 4; art. 98.1, art. 109.1, p. 16; Regulation of the Minister of National Education on career guidance of 16 August 2018).</p> <p>The minimum number of career guidance classes is 10 hours per year in grades VII and VIII of primary school (minimum 20 hours in two years) and 10 hours during the entire period of education in a given type of secondary school (general secondary school, technical secondary school and stage 1 sectoral vocational school).</p> <p>The curriculum content, conditions and manner of implementation and organisation of career counselling in schools and educational entities, as well as the requirements for the preparation of persons providing career counselling, are specified in the provisions of the Regulation of the Minister of National Education (2018).</p> <p>(Regulation of the Minister of National Education of 28 March 2017 on the outline timetables for public schools, Annex 1, 3, 4 and 5).</p> <p>12.2.2 Classes related to the choice of education path and occupation are one of the forms of psychological and pedagogical support for primary and secondary school pupils.</p> <p>In the 2018/2019 school year, one of the basic directions of implementation of the state's educational policy is vocational training based on close co-operation with employers and the development of vocational guidance.</p> <p>According to the Regulation of the Minister of National Education, psychological and</p>



Agency recommendation	Findings
	<p>pedagogical counselling centres help children to plan their education and professional career, as well as supporting teachers in pre-schools, schools and institutions in their responsibilities concerning educational and vocational counselling.</p> <p>(Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and providing psychological and pedagogical support in public pre-schools, schools and institutions, § 6.2, p. 6 and 3, p. 4; Regulation of the Minister of National Education of 1 February 2013 on the detailed operational rules for public counselling and guidance centres, including public specialised centres, § 1, § 8.1 p. 2, § 9.1 p. 1 lit. b; Basic directions of the implementation of the state's education policy in the 2018/2019 school year.)</p> <p>12.2.3 Tools and materials are prepared for VET counsellors and a team of practitioners/trainers to support schools in the implementation of career guidance is trained with the use of European funds.</p> <p>Information on the Centre for Education Development website.</p>

Measure 12 evaluative comments

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Annex: Supplementary Information

Measure 11

11.1.1 Poland began implementing reforms of its vocational education and training (VET) system in 2012. These reforms (which are on-going) aim to improve the effectiveness and relevance of the VET system and to adjust it to current labour market needs.

Some of the current changes include:

- The structure of VET was made more flexible and access to further education was provided by introducing stage 1 and 2 sectoral VET schools, ensuring the prominence of vocational education and offering the possibility of sitting the Matura exam.
- The model for financing VET has been changed, taking into account the cost of education in particular professions.
- The limit on remuneration (salary) for labour market professionals/specialists working in schools has been abolished.
- The following conditions for creating broad coalitions for vocational education were provided:
 - on 20 January 2017, the boards of Special Economic Zones declared their readiness to co-operate with the Ministry of National Education and their support for modernisation of VET schools;
 - between October 2017 and January 2018, 12 sectoral seminars were held to tailor vocational education to the needs of future staff preparation for particular sectors;
 - on 4 January 2018, a joint letter from the Prime Minister and the Minister of National Education was issued to employers, including state-owned companies, encouraging them to undertake activities supporting sectoral VET and technical education;
 - co-operation with the ministries responsible for particular professions has been strengthened.

(Regulation of the Minister of National Education of 15 December 2017 on the [way of dividing the educational part of the general subsidy for local government units in 2018](#)).

Poland's current work in this field:

- Over 1,000 employers are actively participating in preparing new VET curricula (including the creation of modern core curricula, which will take effect from 1 September 2019).
- In co-operation with the Central Statistical Office, a new tool is being prepared to monitor demand for VET graduates.
- A new model for co-operation in sectoral and technical VET is being prepared with an economy in which the shaping of practical skills in real working conditions will



be a priority. The Ministry of National Education is announcing competitions addressed to employers for best practices in the field of apprenticeship and work-based learning.

- Responding to the appeal by the Prime Minister and the Minister of National Education, companies are concluding agreements with VET schools, including the creation of patron classes (e.g. Polska Grupa Energetyczna, KGHM).
- Sector representatives are initiating agreements with the Ministry of National Education and other ministries for developing VET (e.g. energy industry, rail transport industry, construction industry, road transport industry).
- Every employer interested in establishing co-operation with a VET school can benefit from the assistance of VET Co-ordinators, specially appointed for this purpose at the regional level by Regional Education Authorities (Kuratoria Oświaty).
- The board of directors of vocational schools established by the Ministry of National Education is participating in the process of modernising the VET system and consulting all the proposed changes in the VET school environment.

(Order No. 1 of the Minister of National Education of 4 January 2018 on the [appointment of the Board of Directors of Vocational Schools](#)).