

INCLUSIVE EDUCATION IN POLAND

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Political, social and economic background and trends

In the 1990s, Poland entered the path leading to integration with Western European countries.

In 1991, it became a member of the Council of Europe and concluded the Association Agreement with the European Community, which was ratified by the European Community in 1993.

Poland became a member of the OECD in 1996 and the North Atlantic Treaty Organization (NATO) in 1999.

On 1 May 2004, it became a Member State of the European Union.

Political, social and economic background and trends

- Poland is a democratic state ruled by law. The [Constitution of the Republic of Poland](#) (Konstytucja Rzeczypospolitej polskiej) grants a number of rights regarding education.
- Pursuant to the Constitution, everyone has the right to education, which is compulsory until 18 years of age. Public authorities ensure universal and equal access to education for citizens. Education in public schools is free of charge (an Act of Parliament may allow public higher education institutions to charge fees for certain educational services). Parents have the right to choose schools other than public for their children. Citizens and institutions have the right to establish primary and post-primary schools and higher education institutions which are granted autonomy.
- The territorial division of the Republic of Poland provides for the decentralization of government. Local government is entrusted with a substantial part of public tasks in the field of education.

Education Policy

Until 2020, the primary strategic document of the Polish government was the Strategy for Responsible Development.

At present, the role of the main strategic program has been taken over by the Polish Deal, the outline of which was announced in June 2021.

The Polish Deal includes a separate chapter on education entitled. "Friendly school and culture for the new century".

Education Policy

- The strategy announces the establishment of a Child and Family Centre as an institution to support the development of children, learners and families expecting or raising children. Additionally, it announces a new model of psychological support and a psychological-pedagogical office in every school. The Polish Deal also announces a new post-pandemic COVID-19 equity program.
- With regard to the development of students' skills, the Polish Deal draws attention to the further development of students' digital competences and promises to increase the role of history in the curriculum.
- Within the framework of the "Green School" program, the new strategy also announces thermal modernization of schools improving energy efficiency, equipping buildings with ecological heating systems, energy-efficient lighting and better ventilation systems.

Education Policy Implementation

Poland has successfully developed a model of education with relatively high participation rates, as compared to EU countries, in education at all of the ISCED 4-7 levels (from upper secondary education to second-cycle programs in higher education) for young people, and with a large proportion of young people holding at least an upper secondary qualification.

The results of PISA surveys show that Poland is currently at the forefront of EU countries in terms of pupils' achievements in reading, mathematics and science.

Between 2000 and 2014, it was among the EU countries with the fastest growing number of young adults in the 30-34 age group holding a higher education qualification.

Most of the school education tasks at the preschool up to upper secondary school levels were handed over to local authorities at the commune (*gmina*) or district (*powiat*) level. This was combined with the expansion of the non-public school education sector which now has very extensive autonomy, while benefitting from public funding.

A high degree of autonomy of schools and higher education institutions (HEIs) (also in the public sector) is guaranteed by law. Work has been completed to implement the European Qualifications Framework that facilitates comparison of learning outcomes between schools and their transfer abroad.

A REFORM CHANGING SCHOOL STRUCTURE (2017/18 – 2022/23)

- A structural reform in Poland is being implemented since the beginning of 2017. Its main goal is to offer students a solid background of general education required for further personal development and the needs of contemporary labor market.
- The key elements of the reform are as follows:
- change in the school structure: introduction of a long, 8-year primary school, 4-year general and 5-year technical secondary school, which replaces the 6-3-3/4 model
- establishing school starting age at the age of 7 and reintroduction of an obligation for 6-year-olds to attend one year of pre-primary education in order to acquire basic skills before they start school (this education, as it is the case for the school education, is financed from the general subvention from the State budget)
- provision of textbooks free of charge
- extension of secondary programs - both general and vocational - by one year (4-year general and 5-year technical secondary school)
- introduction of a new type of vocational school offering two stage vocational learning: 3-year Stage I sectoral vocational school (to obtain a professional qualification) with a possibility to continue education at Stage II sectoral vocational school for further 2 years in order to upgrade qualifications/ receive additional qualification and to prepare for the matriculation exam
- promotion of dual vocational training in cooperation with the business sector
- extending the participation of employers in co-financing of vocational education.

A REFORM CHANGING SCHOOL STRUCTURE (2017/18 – 2022/23)

- The reform is being implemented between 1 September 2017 and the school year 2022/23.
- The new structure includes:
- 8-year primary school
- 4-year general secondary school
- 5-year technical secondary school
- 3-year Stage I sectoral vocational school
- 2-year Stage II sectoral vocational school
- 3-year special school preparing for employment
- Post-secondary school.
- The restructuring takes place on the basis of an act of 14 December 2016 - "Law on School Education" and an act - "Legislation introducing the Act – Law on School Education".
- Stage I sectoral vocational school was introduced in September 2017, and the Stage II sectoral vocational school has been operating since the school year 2020/21.

- Full-time compulsory education lasts for 9 years. It comprises the last year of pre-school education and 8 years of primary school education.

- In the Polish educational system full-time compulsory education and part-time compulsory education are defined:

1. Full-time compulsory education (obligation to attend 8-year primary school) applies to pupils aged 7-15 years

2. Part-time compulsory education (obligation to be in education) concerns pupils aged 15-18 and it may take place either in school settings (a student attends secondary school) or in non-school settings (e.g. a student follows vocational training offered by employers).

ECEC

- Institutions for children aged 0-3 years:
 - crèche (*żłobek*)
 - kids club (*klub dziecięcy*).
- Attending a crèche is not obligatory, crèches are not part of education system as they are supervised by the Ministry of Family and Social Policy.
- Institutions for children aged 3-6 years:
 - nursery school (*przedszkole*)
 - pre-school class in a primary school (*oddział przedszkolny w szkole podstawowej*)
 - pre-school unit (*zespół wychowania przedszkolnego*)
 - pre-school centre (*punkt przedszkolny*).
- Pre-school education is optional for 3-, 4- and 5-year-old children and obligatory for 6-year-olds. Every 3-, 4- and 5-year-old has an **entitlement to a place** in a pre-primary setting in his/her community.
- Compulsory education in grade one of primary school starts at the age of 7. All 6-year-olds **have to** attend a pre-school institution for one year in order to acquire basic skills before they start school.

Primary education

- **Single structure education (ISCED 1+ISCED 2)**

- 8-year primary school (single structure education) is compulsory for all pupils who are usually aged 7-15.

- It includes two stages:

- grades 1-3 (early school education)

- grades 4-8 (teaching by subject).

- At the end of grade 8 of primary school pupils take a compulsory external examination. The results of the exam together with end of school achievement influence admission to secondary schools.

Secondary education (ISCED 3)

- The structural reform is in progress, some students still follow the pre-reform school system type of schools.
- Although this stage of education is not compulsory (or in fact compulsory part-time up to the age of 18) a vast majority of students continues education in secondary schools.
- The reformed structure of **secondary education** (ISCED 3) includes the following types of schools:
 - 4-year general secondary school (*liceum ogólnokształcące*)
 - 5-year technical secondary school (*technikum*)
 - 3-year Stage I sectoral vocational school (*szkoła branżowa I stopnia*)
 - 2-year Stage II sectoral vocational school (*szkoła branżowa II stopnia*).
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Post-secondary non-tertiary education

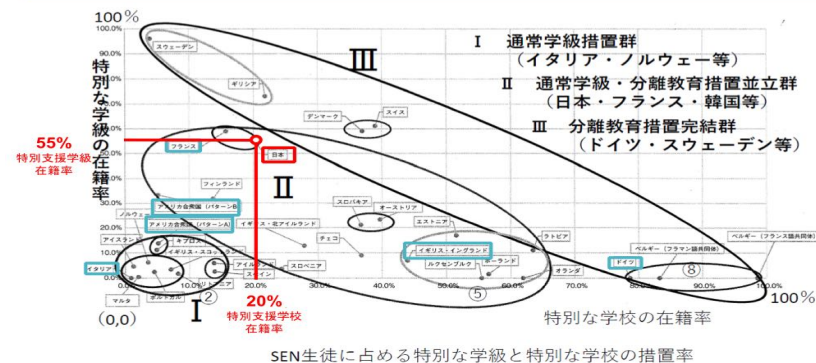
- Post-secondary education is considered to be a part of secondary education. Post-secondary schools (*szkoła policealna*) are intended for graduates of general secondary schools who wish to obtain a diploma confirming vocational qualifications/vocational diploma.
- The schools offer courses lasting from 1 to 2.5 years. The students of post-secondary schools and students of sectoral vocational schools and technical secondary schools take vocational exams of the same type.

	ISCED levels provided	Main orientation of the programmes provided	Number of educational institutions	Public	Government-dependent private	Private independent
Nursery schools (Przedszkola)	0	(-)	13 214	(-)	(-)	(-)
Pre-primary education units (Zespoły wychowania przedszkolnego)	0	(-)	63	(-)	(-)	(-)
Pre-primary centres (Punkty przedszkolne)	0	(-)	1 472	(-)	(-)	(-)
Primary schools (Szkoły podstawowe)	1, 2	G	14 219	12 098	2 121	(-)
Stage I sectoral vocational schools (Branżowe szkoły I stopnia)	3	V	1 668	1 470	198	(-)
Stage II sectoral vocational schools (Branżowe szkoły II stopnia)	3	V	82	66	16	(-)
General secondary schools (Licea ogólnokształcące)	3	G	2 319	1 753	566	(-)
Technical secondary schools (Technika)	3	V	1 864	1 651	213	(-)
General art schools leading to professional certification (Ogólnokształcące szkoły artystyczne dające uprawnienia zawodowe)	3	V	126	109	17	(-)

Type of educational institution in English and (in national language)	ISCED levels provided	Main orientation of the programmes provided	Number of educational institutions	Public	Government-dependent institutions	Private independent
Total						
Nursery schools (Przedszkola)	0	(-)	318	(-)	(-)	(-)
Primary schools (Szkoły podstawowe)	1,2	G	953	757	196	(-)
Stage I sectoral vocational schools (Branżowe szkoły I stopnia)	3	V	391	367	24	(-)
General secondary schools (Licea ogólnokształcące)	3	G	110	95	15	(-)
Technical secondary schools (Technika)	3	V	36	31	5	(-)
Special job-training schools (Specjalne szkoły przysposabiające do pracy)	3	V	550	466	84	(-)
Post-secondary schools (szkoły policealne)	4	V	16	15	1	(-)

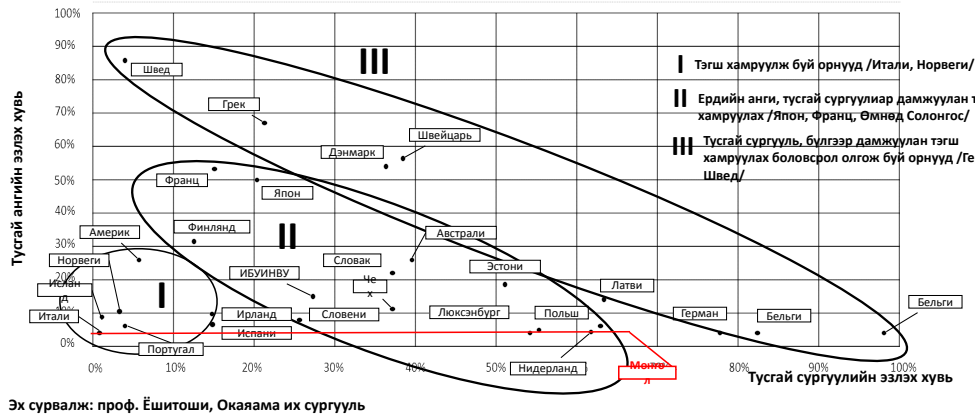
諸外国における特別支援教育の概況

- ◆ 障害のある子供全体に占める特別な学校の在籍率（横軸）と特別な学級の在籍率（縦軸）を見ると、各国毎に状況は様々。
- ◆ 例えば日本は、特別な学校の在籍率が20%、特別な学級の在籍率が55%と読み取れる（残りの25%は通常級に在籍）。



通常の学級に在籍する障害のある児童生徒への支援の在り方に関する検討会議(第7回)資料を一部改変
 (参考)吉村宗久(2016)、インクルーシブ教育をめぐる国際動向、発達障害研究、38(1)34-42

ТЭГШ ХАМРУУЛАХ БОЛОВСРОЛЫН ТОГТЛОЦОО



- There are two types of Higher Education Institutions:
 - university-type (*uczelnia akademicka*)
 - non-university-type (*uczelnia zawodowa*).
- They both offer first- and second-cycle programmes as well as long-cycle Master's degree programmes while only university-type HEIs can offer third-cycle programmes (doctoral studies) and are authorized to award doctoral degrees.
- Studies are organized in the form of full-time (*studia stacjonarne*) or part-time (*studia niestacjonarne*) programmes.
- First-cycle programmes lead to two types of degrees:
 - *licencjat* (equivalent of Bachelor's degree) - 3-4 year programmes
 - *inżynier* (equivalent of Bachelor's degree) - 3.5-4 year programmes.
- Holders of the Bachelor's degree can enter second-cycle programmes, which take 1.5-2 years depending on the area of study.
- Only several fields of study offer long-cycle Master's degree programmes that last for 4-6 years. First-cycle, second-cycle and long-cycle Master's programmes end with a diploma examination and students who have passed it are granted a relevant degree.
- The Master's degree (*magister* or its equivalent) entitles its holder to practice a given profession and provides access to third-cycle studies. They are organised in HEIs or research and development institutions other than HEIs and last for 3-4 years.

- Adult education is open to adults who wish to complete school education on primary and secondary level or acquire new vocational qualifications and skills for professional or personal reasons.
- It is organised, in school and non-school settings, by:
 - continuing education institutions
 - practical training institutions
 - in-service training canters
 - HEIs as non-degree postgraduate programmes.
- Training is offered also to the unemployed and to certain categories of people searching for a job.

- Students of vocational schools - sectoral vocational schools and technical secondary schools - may take exams confirming vocational qualifications (old formula) or vocational examinations (new formula) in a given occupation during the course of study or upon completion of school to receive a diploma confirming their vocational qualifications/ vocational diploma.
- Graduates of general secondary schools and technical secondary schools may take the external secondary school leaving examination (*egzamin maturalny*) to obtain the *Matura* certificate, which gives access to higher education. This possibility is also open to graduates of the new Stage II sectoral vocational school.

Teacher education policy

- Act of 26 January 1982, The Teachers' Charter (as subsequently amended) - regulates key matters related to the teaching profession in the school education system, including qualification requirements for teachers, their responsibilities, conditions of service, professional promotion rules and general rules for performance appraisal and assessment of professional achievements
- Act of 13 June 2019 amending the Teachers' Charter and some other Acts

Teacher education

- The higher education sector provides several types of programs for the initial training of prospective teachers:
- **Degree programs**, including:
 - first-cycle programs: programs leading to a Bachelor's degree (*licencjat* or *inżynier*), depending on the field of study, or an equivalent degree;
 - second-cycle programs: programs leading to a Master's degree (*magister*) or an equivalent degree;
 - long-cycle programs: like second-cycle programs, programs leading to a Master's degree (*magister*) or an equivalent degree.
- **Non-degree postgraduate programs**: programs leading to a certificate of completion.
- Initial teacher training can be provided only by HEIs which have been awarded at least research grade / category B (as an outcome of an external evaluation of research) in the discipline to which a given field of study is assigned.
 - 180 ECTS credits: for first-cycle programs;
 - 90 ECTS credits: for second-cycle programs;
 - 300 ECTS credits: for long-cycle programs of 9 or 10 semesters;
 - 360 ECTS credits: for long-cycle programs of 11 or 12 semesters;

Teacher education

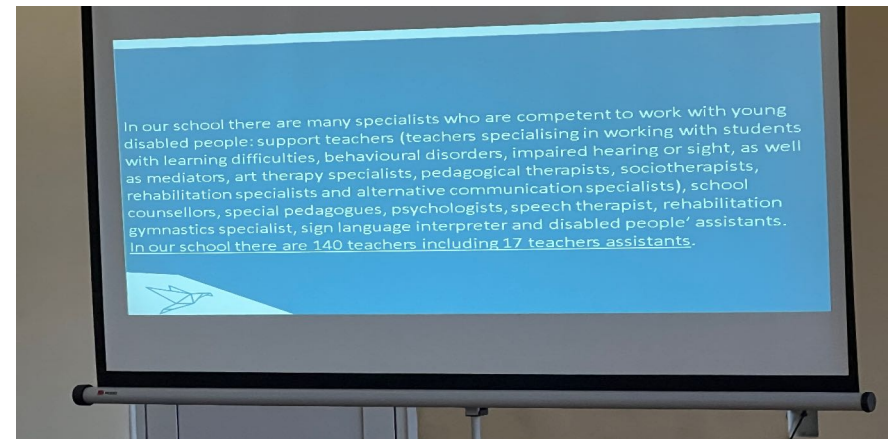
The **concurrent model** of teacher training is predominating in Poland. It is followed mainly in pedagogical higher education institutions (HEIs), but also in all types of other HEIs. As part of a degree program in a field of study, students may choose a teacher specialization track; thus, they can complete professional teacher training (and acquire a teaching / pedagogical qualification) as part of the degree program chosen, in parallel to the subject-specific training.

Graduates who have not taken a teacher specialization track and choose the teaching profession later may obtain a teaching / pedagogical qualification upon completion of a non-degree postgraduate program at an HEI. This option represents the **consecutive model** of teacher training.

Acquire the knowledge and skills in psychology, pedagogy / education and teaching methodology, taught for at least 270 hours and related to the chosen field of study or specialization track.

Receive a positive assessment for a teaching internship of at least 150 hours.

Zespół Szkół Technicznych i Ogólnokształcących (Комплекс технических и общеобразовательных школ)



Тэгш хамруулах боловсролын багшийг төрөлжүүлэн бэлтгэж буй олон улсын туршлага (Польш)

Teachers-psychologists	Support teachers
Teachers-pedagogues	Rehabilitation class teachers
Special education teacher	Social therapist
Teachers-speech therapists	Staff conducting compensatory classes, learning skills development and aptitude development classes
Educational therapist	Staff conducting specialist counselling and guidance classes

1. Qualification requirements for teachers-psychologists

- Teachers-psychologists working in nursery schools, schools and other institutions of the school education system are required to:
- Have completed a long-cycle program or a first- and second-cycle program in the field of Psychology, or
- Hold either a Master's degree in Psychology or a Master's degree in Christian Philosophy, with the specialization track in Philosophy and Psychology,
- The position of a teacher-school psychologist can be taken only by a person who have completed a program leading to a Master's degree (either a long-cycle program or a second-cycle program taken after completion of a first-cycle program in the field of Psychology).

2. Qualification requirements for teachers-pedagogues

- Teachers-pedagogues working in nursery schools and schools are required to have completed:
- A second- or long-cycle program in the field of Education, in the specialization area corresponding to the classes to be conducted, and teacher / pedagogical training; or
- A second- or long-cycle program in a field other than that specified above, and a non-degree postgraduate program in the specialization area corresponding to the classes to be conducted, and teacher / pedagogical training.
- Thus, a person who has completed a program leading to a Master's degree (a long-cycle or second-cycle program) is qualified to hold the position of a teacher-pedagogue in all types of schools except special schools. Post-primary schools can employ only a candidate who holds the qualifications listed above, which means that candidates are required to have a Master's degree. This requirement does not apply to teachers-psychologists working in primary schools.

3. Qualification requirements for special education teachers

- Special education teacher is a new position for teachers.
- Candidates taking the position of a special education teacher since 1 September 2022 are required to have completed:
- a long-cycle program in the field of Special Education and teacher / pedagogical training; or
- a long-cycle program or a first- and second-cycle program in the field of Special Education and teacher / pedagogical training; or
- a long-cycle program or a first- and second-cycle program in the field of Education and teacher / pedagogical training, and a qualification course or a non-degree postgraduate program in Special Education or Inclusive Education.

4. Qualification requirements for teachers-speech therapists

- Teachers-speech therapists working in nursery schools, schools and other school education institutions are required to have completed:
- a degree program in Speech Therapy, at the level required for the position of a teacher in a given type of school or institution, and teacher / pedagogical training; or
- a degree program, at the level required for the position of a teacher in a given type of school or institution, and a first-cycle program or a non-degree postgraduate program in Speech Therapy, and teacher / pedagogical training.
- Qualifications required to hold the position of nursery school or school speech therapist cannot be acquired in a qualification course.

5. Qualifications requirements for educational therapists

- An educational therapist is the only specialist who can conduct corrective and compensatory or remedial classes. As part of their responsibilities, they also conduct other therapy-type classes. To take this position in a nursery school, school or another type of educational institution, candidates are required to have completed:
- a degree program in Educational Therapy, at the level required for the position of a teacher in a given type of school or institution, and teacher / pedagogical training; or
- a degree program at the level required for the position of a teacher in a given type of school or institution, and a first-cycle program, a non-degree postgraduate program or a qualification course, in Educational Therapy, and teacher / pedagogical training.

6. Qualification requirements for support teachers

- Qualification requirements are laid down in in the Act of 26 January 1982, The Teachers' Charter, and the Regulation of the Minister of National Education of 9 August 2017 on the conditions for providing education and care to disabled and socially maladjusted children and young people and children and young people at risk of social maladjustment.
- Support teachers hold a qualification in Special Education.
- Thus, in theory, each teacher who has completed a degree program in the field of Special Education or a non-degree postgraduate program in Special Education can hold the position of a support teacher. In practice, however, support teachers conduct rehabilitation classes as part of their responsibilities. Thus, it is recommended that, additionally, they should:
- hold a qualification in Special Education, and
- have completed training related to the type of pupils' disability.
- It should be noted that where teachers have not completed training related to the type of pupils' disability, this is not a formal barrier for them to take the position.

7. Qualification requirements for rehabilitation class teachers

- Rehabilitation classes are a form of support for pupils with a disability who have a certificate recommending special education.
- To conduct rehabilitation classes, which are adapted to individual developmental and educational needs and psychological and physical abilities of pupils with a disability, candidates are required to have completed:
- a degree program or a program provided at an initial teacher training institution (the type of institution existing earlier) in an area corresponding to the type of pupils' disability, at the level required to hold the position of a teacher in a given type of school;
- a program at the level required to hold the position of a teacher in a given type of school and teacher / pedagogical training, and, additionally, a non-degree postgraduate program, a program provided at an initial teacher training institution or a qualification course, in an area corresponding to the type of pupils' disability.
- Rehabilitation classes can be conducted by a special education teacher on the condition that (s)he has completed a program / course in an area corresponding to the type of pupils' disability.

8. Qualification requirements for staff conducting resocialization and social therapy classes

- Social therapy classes are conducted for pupils at risk of social maladjustment. Resocialization classes are conducted for socially maladjusted pupils.
- To conduct resocialization and social therapy classes, which are adapted to pupils' individual developmental and educational needs and psychological and physical abilities, candidates are required to have completed (one of the following):
- a second- or long-cycle program in the area of Resocialization or Social Therapy and teacher / pedagogical training; or
- a second- or long-cycle program in any field of study (specialization area), and a first-, second- or long-cycle program, a non-degree postgraduate program or a qualification course, in the area of Resocialization or Social Therapy, and teacher / pedagogical training; or
- a program provided at an initial teacher training institution in the area of Resocialization or Social Therapy; or
- a program provided at an initial teacher training institution in any specialization area, and a qualification course in the area of Resocialization or Social Therapy.

9. Qualification requirements for staff conducting compensatory classes, learning skills development and aptitude development classes

- Such classes can be conducted by teachers of specific types of classes (subjects).
- Teachers are not required to complete an additional degree program, non-degree postgraduate program or qualification course to conduct aptitude or skills development classes.

10. Qualification requirements for staff conducting specialist counselling and guidance classes

- All teachers and specialists working in a nursery school, school or another school education institution are required to conduct counselling and guidance (so-called psychological and pedagogical support) classes. However, not every teacher can conduct all types of specialist classes.
- The following indicate the qualifications required to teach a given type of classes:
- corrective and compensatory or remedial classes: a non-degree postgraduate program or qualification course in Education Therapy;
- speech therapy classes: qualifications for the position of a speech therapist;
- classes developing emotional and social competences: training corresponding to the needs of a pupil; for example, for a specific kind of therapy which includes the development of emotional and social competences: art therapy, social therapy, behavioral therapy, mediation;
- other therapy classes: training corresponding to the kind of therapy, such as therapy classes for pupils at risk of social maladjustment and socially maladjusted, with behavioral disorders; for example, an educator specializing in resocialization, social therapy.

In-service training / continuing professional development

- Teachers are required to develop their professional skills in line with the needs of their schools.
- Participation in in-service training is taken into account in performance appraisal, and the results of the performance appraisal are, in turn, taken into account in the procedure for professional promotion of teachers.