



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Poland

This profile has been commissioned by EASNIE as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. This version is a working draft and will be subject to further copy-editing. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to EASNIE. The information in this document was current in June 2020. The profile can be cited with the following reference: “Profile commissioned by EASNIE for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all”. For further information, please contact gemreport@unesco.org.

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Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

1. laws and policies;
2. governance and finance;
3. data;
4. curricula, learning materials and assessment;
5. teachers and support personnel;
6. schools;
7. communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey and respondents

The following country representatives have contributed to and validated this profile:

Ministry of National Education, Inclusive Education Department representatives

Other key informants:

Ministry of National Education, Local Government Cooperation Department representatives, Centre for Education Development representatives

The main challenges for the preparation of the profile were seen as:

Data gathering. In some areas covered by a profile there are no explicit data so far such as reviews, analysis, research. The process of systematic work on collecting and analysing data on inclusive education has been initiated in Poland with the undertaking of work aimed at improving the quality of inclusive education. Information was obtained from various sources, referring to various thematic areas related to the quality of education.

The 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015:

1. Eurydice <https://eacea.ec.europa.eu/national-policies/eurydice/content/poland>
2. European Agency National Overview <https://www.european-agency.org/country-information/poland>
3. European Agency Country Policy Review and Analysis https://www.european-agency.org/sites/default/files/cpra_poland_grid.pdf
4. The System of Education in Poland <http://czytelnia.frse.org.pl/media/The-system-of-education-in-poland-2018-calosc.pdf>
5. Online legal system in Poland (ISAP) <http://isip.sejm.gov.pl/>

Internal, non-public or working documents used:

Structural Reform Support Programme Phase 1 Deliverable 3 Annex 2 – Results of the mapping analysis (2019 – unpublished)

Eurydice Draft material ‘The system of education in Poland- (2020 – unpublished)

N.B. Information is taken from Eurydice and European Agency National Overview unless alternative references provided.

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for.

Full-time compulsory education (obligation to attend 1 year pre-primary plus 8- years in primary school - single-structure education) applies to pupils aged 7-15 years. 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 upper secondary school) or in non-school settings (e.g. a student follows vocational training offered by employers).

From 2017 -2022/3, general education has undergone structural reform: introduction of a single structure, 8-year primary school covering ISCED 1 and 2, 4-year general and 5-year technical upper-secondary school, which replaces the 6-3-3/4 model.

School starting age is 7 with an obligation for 6-year-olds to attend one year of pre-primary education in order to acquire basic skills before they start school. The primary school is made up of 2 stages – grades 1-3 (early school education and grades 4-8 (teaching by subject). Learners take a compulsory exam at the end of grade 8.

Secondary programmes - both general and vocational – have been extended by one year (4-year general and 5-year technical upper-secondary school).

From 2019, a new type of vocational school is offering two stage vocational learning: Stage I is a 3-year sectoral vocational school (to obtain a professional qualification) with a possibility to continue education at a Stage II sectoral vocational school for a further 2 years in order to upgrade qualifications/ receive additional qualifications and to prepare for the matriculation exam. Three-year upper-secondary special schools continue to prepare students with profound and severe intellectual disability or multiple disabilities for employment. Dual vocational training is organised in cooperation with the business sector and the participation of employers in co-financing of vocational education is extended through the establishment of the Fund for Vocational Education Development.

Learners with special needs/disabilities who have received a decision on special education may attend mainstream, integrated or special pre-schools/schools. There are also special or integrated classes within some mainstream pre-schools/schools. The decision about the kind of pre-school/school a learner will attend belongs to their parents. For learners with more complex support needs, there are special centres (residential special schools and rehabilitation and education centres for learners with deep intellectual disability or with multiple disabilities, including intellectual disability).

There is also a system of separate art education supervised by the Minister for Culture and National Heritage.

b. the different authorities responsible for different types of provision etc.

Ministry of Education at national level coordinates and implements school policy and curricula and funds communes (gmina) who are responsible for pre-primary and primary provision. Districts (powiaty) administer secondary

schools, special schools, counselling and guidance centres etc. Provinces (voivodships) supervise implementation of policy and pedagogical supervision and run regional provision.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

EU Commission (DG Reform) – support from European Agency for developing legislation and policy for inclusive education

European Social Fund – under the Operational Programme – Knowledge Education Development (OP-KED) – support for:

- a pilot of a system of training schools to develop teachers’ skills (2016-2022);
- development of a new role of special settings as resource centres – a pilot of Specialised Centres Supporting Inclusive Education (2019-2022);
- development of learners’ educational needs assessment tools as well as materials for use in support activities based on functional approach (2017-2022);
- development of a training and consultancy model for staff in inclusive education, trainings for staff (2019-2021);
- integration of the educational system databases (2014-2020);
- development of programmes in higher education to improve teacher competences (2019);
- work on learner competences, innovative teaching and evaluating school quality (2014 -2021).

European Regional Development Fund – capital costs of internet access for all schools and materials for teachers and learners (by 2020)

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	No	
‘Double-shift’ patterns to the school day (i.e. learners attend for either a morning or afternoon session)	No	
Grade retention	Yes	In primary school promotion to the next grade is automatic in Grades I to III. Pupils may repeat a year only in exceptional cases where this is justified by the level of their development, achievements or health condition. For promotion in Grades IV to VIII and in upper-secondary schools, pupils should receive an end-of-year mark higher than ‘unsatisfactory’ for each compulsory subject. Those who have received (an) ‘unsatisfactory’ mark(s) can take a resit exam. If they fail the exam, they are not promoted to the higher grade. The teaching council may

		promote conditionally a pupil who has received the 'unsatisfactory' mark in one subject only.
Multiple languages of instruction	Yes	Teachers may be supported by an assistant speaking the language of the learner's country of origin. A school may as well establish a preparatory class for pupils in compulsory education who have no or insufficient knowledge of the Polish language to follow a mainstream education programme, have language communication problems or have adaptation difficulties due to cultural differences or a change of the learning environment.
Policies on access to compulsory education in local schools	yes	The Constitution of Poland states: Every individual has the right to education. According to educational law primary public schools are required to take all children living in their catchment area. Learners with disabilities and those with behavioural problems have the right to learn at all types of schools. The main principle is to create didactic situations to reinforce the inclusion of learners with special educational needs (SEN), provide their contact with peers and participation in the school community life. (CPRA Section 1)
Role of special schools	yes	Special education centres are obligated by law to co-operate and provide support for mainstream schools in a local region in solving their problems related to the education of learners with disabilities. (CPRA p18)
Individual study programme	yes	For one or more subjects / types of classes included in the school curriculum for a given year. Individual study programmes are possible at each education stage and in any type of school, particularly for gifted pupils and students.
Individual learning path	yes	Leads to completion of education within a shorter period. Possible at each education stage and in any type of school, particularly for gifted pupils and students.
Individualized path of pre-school education or educational classes	yes	An individualised path of educational classes (from 2017) is organised for pupils who attend kindergarten or school, but due to difficulties in functioning resulting in particular from health problems, cannot complete all educational activities together with their peers. The maximum period of time shall not exceed one school year.

(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

The following learners are considered vulnerable to exclusion:

with disabilities: physical disability, including aphasia, intellectual disability, blind, visually impaired, deaf, hearing impaired, autism, including Asperger syndrome, multiple impairments;

socially maladjusted learners

learners at risk of social maladjustment

speech impairment

learners with long term illness

learners with behavioural problems or trauma induced emotional/behavioural difficulties

learners who are gifted/have high abilities

learners with mental health problems

learners affected by:

- neglect related to living conditions, social environment etc.
- adaptation difficulties due to a change of cultural or educational environment, including those from an immigrant background, asylum seekers etc.

Source: Regulation of the Minister of National Education on the principles of organisation and providing psychological and pedagogical support in public kindergartens, schools and facilities of 9 August 2017, paragraph 2.1 <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170001591>

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

From 1991, the Education Act created provision for children with special educational needs including the need to take account of educational needs and abilities of students with disabilities when they are choosing textbooks, educational materials or teaching materials. The legislation also required external exams to be adjusted to learner needs.

Further development occurred with the reform of education of students with SEN in 1999. The new legislation included provision for learners with sensory disabilities, intellectual disabilities, specific learning disability, language disorders, emotional/behavioural difficulties, autism and chronic health conditions. Parents could choose education in schools closest to their residence - including mainstream schools, mainstream schools with integrative classes, integrated schools, special classes in mainstream schools, separate special schools or specialist centres (rehabilitation etc).

The regulations of the Minister of Education in November 17, 2010 (entered into force September 2011) further regulated the rights of the education of children and youth with disabilities in Poland, in terms of integration and levelling of educational opportunities. The obligation for a development of individual educational and therapeutic programmes for learners with a decision on special education in every pre-school, school and educational institutions was established in the law. Regulations on curriculum in 2017 required rehabilitation classes for learners with disabilities. A minimum number of hours provided by these classes per student in a mainstream school was defined in the law.

The Educational Law of 14 December 2016: art. 44 reinforced that: every pupil is entitled to assistance to reduce disparities and help overcome obstacles in access to education.

New legislation in 2017 included specific regulations (e.g. on organizing education, upbringing and care for children and the youth with disabilities, socially maladjusted and at risk of social maladjustment). This stated that: in mainstream or integrated preschools, schools and classes, disabled children and youth shall be educated at each stage in integration with non-disabled peers and in the proximity of their homes. It also supported reasonable adjustments in line with the UNCRPD and the idea of individualisation for learners with intellectual disabilities.

In teacher education some competences for work with SEN learners were outlined in law in 2012. The new standards established in 2019 aim more to ensure that teachers know what inclusive education means and that they

are competent to teach a wider range of learners. The separate specialist training for some learner groups is possible as well (e.g. those with disabilities). Additional support for teachers is provided by counselling and guidance centres and specialist teachers. There are plans to introduce further support for IE in all schools by developing the role of current special schools and centres.

Following a public consultation in 2015 and national debates on education in 2016, the Minister of National Education, appointed in October 2017 a team which developed in 2019 a Model of Education for All. The work is aimed to ensure a high-quality education for all learners is on-going and aims to introduce further legislation for IE in the near future, moving from a medical model to a rights-based approach and ensuring that IE is about all learners not only those with disabilities.

Section 1: Laws and policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

3.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	Education law of 14 December 2016 Text in Polish	Preamble refers to UNCRC but has no explicit anti-discrimination provision. Every pupil is entitled to assistance to reduce disparities and help overcome obstacles in access to education.
Disability (UNCRPD)	Regulation of the Minister of National Education on conditions of education, upbringing and care of disabled children and socially maladjusted children and youth in mainstream or integrated	Disabled children and youth shall be educated at each stage in integrated and mainstream settings with non-disabled peers and in the proximity of their homes.

	<p>preschools, schools and classes of 9 August 2017 <u>Text in Polish</u></p> <p>The Education System Act of 7 September 1991 <u>Text in Polish</u></p> <p>Regulation of the Minister of National Education on Regulation of the Minister of National Education on the preschool curriculum and the general education school curricula in primary schools, incl. [the curricula] for pupils with moderate and severe intellectual disabilities, and for general education in stage I sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools of 14 February 2017 <u>Text in Polish</u></p> <p>The Act on digital accessibility of websites and mobile applications of public entities of 4 April 2019 <u>Text in Polish</u></p>	<p>Disabled pupils may request to have examination conditions and forms adapted to their individual educational needs. Pupils who are socially maladjusted and at risk of social maladjustment could have adapted conditions. In both cases a decision on special education is required.</p> <p>The other SEN pupils could as well benefit from an adjustment of the conditions. The eligible groups as well as the documents needed as the basis for granting such adjustment and what form it takes on every kind of external examination, are listed in the announcements of the Director of the Central Examination Board (the adjustments for the eighth-grade students of primary school in 2020 – <u>text in Polish</u>)</p> <p>Pupils with disabilities, including students with mild intellectual disabilities, are taught according to their mental and physical abilities and learning patterns. The choice of forms of individualisation of teaching should result from the recognition of the potential of each pupil.</p> <p>Note: Current work underway to move from system where disability needs to be confirmed by medical authority to the integrated, cross-sectoral system based on a bio-psycho-social model of disability.</p> <p>Public entities shall ensure digital accessibility by fulfilling the requirements set out in the Annex to the Act through their website or mobile application.</p> <p>The public entity shall ensure accessibility for people with special needs by applying universal design or reasonable accommodation. Ensuring the accessibility for people with special needs includes: (1) taking their needs into account in their planned and ongoing activities; (2) removing and preventing barriers.</p>
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	The Act on ensuring accessibility for persons with special needs of 19 July 2019 Text in Polish	
Gender (Convention on discrimination against women CEDAW)	Constitution of the Republic of Poland of 2 April 1997 Text in Polish	Article 33. provides equal rights for women in family, political, social and economic life and, in particular, both have equal rights to education, employment and promotion, equal pay, social benefits, etc.
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	Constitution of the Republic of Poland of 2 April 1997 Text in Polish Equal Treatment Act of 3 December 2010 Text in Polish Act on National and Ethnic Minorities and Regional Languages of 6 January 2005 Text in Polish	Article 35(1): guarantees people the freedom to preserve and develop their own language, preserve customs and traditions and develop their own culture; Article 35(2): national and ethnic minorities have the right to establish their own educational, cultural and religious institutions; Articles 53, 54(1), 58(1) and 60: freedom of conscience and religion, freedom of expression, freedom of association and the right of access to public services are equally safeguarded for all Polish citizens, including members of national and ethnic minorities; ETA prohibits discrimination in education but only on grounds of race, ethnic origin or nationality. The Act designated the Ombud's Office as the equality body. Provides some rights – linguistic and cultural - to national and ethnic minorities and prohibits discrimination based on membership of a minority.
Other (e.g. Rights of indigenous people)	No	

Additional source: European Commission DG for Justice and Consumers. European Network of legal experts in gender equality and non-discrimination (2019) Country report Non-discrimination Poland.

3.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
The Educational Law of 14 December 2016	2016, Enacted	The law regulates:

<p><u>Text in Polish</u> (and provisions introducing the law of 14 December 2016) <u>Text in Polish</u></p>		<ul style="list-style-type: none"> – structure of the school education system; – the age of beginning and end of compulsory education; – adjustment of the time of entry into education and the length of education (earlier entry or deferment of entry into compulsory education) – matters related to the organisation of education and curricula; – the duration of the school year; – admissions; – support for learners; – management; – rules and conditions for implementing innovations and experiments by schools or other educational institutions; – education for foreign nationals; – functioning of teacher training institutions.
<p>The Education System Act of 7 September 1991 <u>Text in Polish</u></p>	<p>1991, Enacted</p>	<p>The law regulates:</p> <ul style="list-style-type: none"> – assessment, classification and promotion and certification; – progression of pupils to a higher grade during a school year; – adjustment of the conditions and forms of external examinations
<p>The Education Information System Act of 15 April 2017 <u>Text in Polish</u></p>	<p>2017, Enacted</p>	<p>Determines the organisation and functioning of the Educational Information System for:</p> <ul style="list-style-type: none"> – conducting state educational policy and effective functioning of the system of financing educational tasks at national, regional and local level;

		<ul style="list-style-type: none"> – analysis of the effectiveness of the use of public funds allocated for financing educational tasks; – supervision and coordination of the performance of pedagogical supervision in the country and improvement of the quality of education.
<p>The Education Funding Act of 27 October 2017 Text in Polish</p>	2017, Enacted	Establishes principles of financing educational tasks of local government units in the field of education, upbringing and care, including special education and social prevention.
<p>Regulation of the Minister of National Education on the core curriculum for pre-school education and the core curriculum for general education in primary schools, incl. for pupils with moderate and severe intellectual disability, and for general education in stage I sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools of 14 February 2017 Text in Polish</p>	2017, Enacted	<p>Establishes core curricula for general education in pre-school education and in different types of schools.</p> <p>In the primary schools there is a different core curricula for pupils with moderate and severe intellectual disability.</p>
<p>Regulation of the Minister of National Education on the core curriculum for general education in general secondary schools, technical secondary schools and stage II sectoral vocational schools of 30 January 2018 Text in Polish</p>	2018, Enacted	
<p>Regulation of the Minister of National Education on the core curriculum for vocational education of 31 March 2017 Text in Polish</p>	2017, Enacted	Establishes core curricula for vocational education.
<p>Regulation of the Minister of National Education on the core curriculum of education in professions of vocational education and additional professional skills in selected professions of vocational education of 16 May 2019 Text in Polish</p>	2019, Enacted	

<p>Regulation of the Minister of National Education on the outline timetables for public schools of 28 March 2017 Text in Polish</p>	<p>2017, Enacted</p>	<p>The regulation outlines:</p> <ul style="list-style-type: none"> – timetables for public schools; – extension of the duration of education stages for disabled pupils; – shortened periods of education for socially maladjusted pupils or those being at risk of social maladjustment.
<p>Regulation of 17 March 2017 on the detailed organisational arrangements for public schools and public nursery schools Text in Polish</p>	<p>2017, Enacted</p>	<p>Establishes:</p> <ul style="list-style-type: none"> – numbers of children in pre-school group and pupils in grade I-III grades as well as in integrated and special classes on every educational level; – rules of operation of teams of teachers to carry out school tasks; – duration of lessons, rehabilitation classes, psychological and pedagogical support classes; – rules for establishing branches preparing for employment in primary schools; – content of the pre-school/school organisation worksheets.
<p>Regulation of the Minister of National Education of 22 February 2019 on the detailed conditions and rules for learner assessment, eligibility for assessment and promotion in public schools Text in Polish</p>	<p>2019, enacted</p>	<p>Outlines:</p> <ul style="list-style-type: none"> – groups of students for whom the teacher is obliged to adjust educational requirements to their individual developmental and educational needs and psychophysical abilities and the basis for this adjustment; – principles for issuing opinions on specific learning difficulties; – rules for exempting students from various types of educational activities; – ongoing, interim and annual classroom assessment rules

		<p>(educational activities and behaviour evaluation);</p> <ul style="list-style-type: none"> - grades; - rules for conducting the classification and revision examination
Regulation of the Minister of National Education on the approval of textbooks for the use in school of 3 October 2019 Text in Polish	2019, Enacted	Establishes conditions and procedures for the approval of textbooks for school use.
Teachers Charter 1982 Text in Polish (amended June 2019) Text in Polish	2019, Enacted	Regulates key matters related to the teaching profession in the school education system, including: <ul style="list-style-type: none"> - qualification requirements, - employment conditions and promotion arrangements for teachers; - professional promotion rules and general rules for performance appraisal and assessment of professional achievements
Regulations of the Minister of Science and Higher Education on the standards of education preparing for the teaching profession of 25 July 2019 Text in Polish	2019, Enacted	Outlines standards for initial teacher education.
Regulation of the Minister of National Education amending the regulation on the detailed qualification requirements for teachers of 1 August 2017 Text in Polish	2019, enacted	Outlines qualification requirements for teachers.
Regulation of the Minister of National Education of 28 May 2019 on in-service teacher training institutions Text in Polish	2019, Enacted	Outlines organisation of the in-service teacher training system.

Regulation of the Minister of National Education on co-financing of in-service training of teachers, detailed objectives of in-service training and the mode and conditions of directing teachers to in-service training of 23 August 2019 Text in Polish	2019, enacted	
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Source: Eurydice, Online legal system in Poland (ISAP) <http://isip.sejm.gov.pl/>

3.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Regulation of the Minister of National Education on opinions and decisions issued by assessment committees in public guidance and counselling centres of 7 September 2017 Text in Polish	2017, Enacted	Sets out: <ul style="list-style-type: none"> – a structure and a mode of establishing deciding teams operating in public guidance and counselling centres; – detailed rules of operation of these teams; – a procedure for appealing against the teams’ decisions; – templates for decisions (on special education, on individual pre-school education or individual learning, education and rehabilitation classes) and opinions on early developmental support (early intervention) issued by the teams.
Regulation of the Minister of National Education on the conditions for organizing education, upbringing and care for children and the youth with disabilities, socially maladjusted and at risk of social maladjustment of 9 August 2017 Text in Polish	2017, Enacted (also covered by Article 127 of the Educational Law of 14 December 2016)	Sets out provision for learners with different categories of disability (physical disability, intellectual disability, blind, visually impaired, deaf, hearing impaired, autism and Asperger syndrome, multiple impairments), social maladjustment or at risk of social maladjustment on the basis of a decision from a public psychological and pedagogical counselling and guidance centre. Provides information on responsibilities of nursery schools, schools and institution to implement recommendations arising from decision on special education as well as obligations of teams of teachers and specialists to carry out periodic multidisciplinary assesment of a pupils’ functioning, develop individual educational and therapeutic programmes and provide

		rehabilitation classes/activities, counselling and guidance etc.
Regulation of the Minister of National Education 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 of 9 August 2017 <u>Text in Polish</u>	2017, Enacted (also covered by Article 115 of the Educational Law of 14 December 2016)	Enables the realisation by gifted pupil: <ul style="list-style-type: none"> – individual learning programme of one, several or all the obligatory educational activities, adjusted to his/her talents, interests and educational possibilities; – an individual path of learning which consists of education under a system other than compulsory educational activities. <p>Individual learning programmes and individual course may involve one, several or all compulsory education activities.</p>
Regulation of the Minister of National Education on the individual obligatory annual pre-school preparation of children and individual teaching of children and young people of 9 August 2017 <u>Text in Polish</u>	2017, Enacted (also covered by Article 127 of the Educational Law of 14 December 2016)	Provision for a one year pre-school preparation/individual learning for learners who are unable to attend nursery school/school due to health conditions.
Regulation of the Minister of National Education on the principles of organization and providing psychological and pedagogical support in public kindergartens, schools and facilities of 9 August 2017 <u>Text in Polish</u>	2017, Enacted	The education system provides opportunities to satisfy children’s and young people’s educational needs by organising different different forms of psychological and educational support for learners, parents and teachers, such as: <ul style="list-style-type: none"> – competence building classes (emotional and social, talents); – therapy classes (compensatory classes, speech therapy); – an individualised pathway of compulsory one-year pre-school preparation or school education; – activities related to the choice of education path and profession; – workshops, guidance and consultation.
Regulation of the Minister of National Education on the	2017, Enacted	Provides adjustment of contents, educational requirements, organisation of education and

<p>preschool curriculum for preschool education and the general education school curricula for general education in primary schools, incl. [the curricula] for pupils with moderate and severe intellectual disabilities, and for general education in stage I sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools of 14 February 2017 <u>Text in Polish</u></p>		<p>methods applied in work with pupils to their individual needs and abilities.</p>
<p>Regulation of the Minister of National Education on the detailed operational rules for public guidance and counselling centers, including public specialized centers of 1 February 2013 <u>Text in Polish</u></p>	2013	<p>Outlines support for learners, parents, teachers, professionals and nursery schools, schools and institutions from public guidance and counselling centres. Support is provided on voluntary basis and free of charge.</p>
<p>Regulation of the Minister of National Education on the conditions and method of organizing education and rehabilitation classes for children and youth with profound intellectual disability of 23 April 2013 <u>Text in Polish</u></p>	2013	<p>Provision for learners with profound intellectual disability. A participation in such classes is a form of fulfilling the compulsory education by these learners.</p>
<p>Regulation of the Minister of National Education on the organisation of education and the conditions and forms of implementation of special care and educational measures in special kindergartens and schools, organised in therapeutic entities and social welfare units of 24 August 2017 <u>Text in Polish</u></p>	2017, Enacted	<p>Establishes the organisation of education and the support measures in special kindergartens and schools, organised in therapeutic entities and social welfare units.</p>

Source: Eurydice, Online legal system in Poland (ISAP) <http://isip.sejm.gov.pl/>

3.4 please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
<p>Regulation of the Minister of National Education on the conditions and arrangements for public nursery schools, schools and other public institutions to perform tasks aimed at preserving a sense of national, ethnic and linguistic identity of pupils/students from national and ethnic minorities and the community speaking the regional language of 18 August 2017 Text in Polish</p>	<p>2017, Enacted (also covered by Article 165 of the Educational Law of 14 December 2016)</p>	<p>Allocation of additional hours/support for language and cultural instruction for ethnic and linguistic minorities including Roma.</p>
<p>Regulation of the Minister of National Education on the education of non-Polish nationals and Polish nationals who have attended schools within school education systems in other countries of 23 August 2017 Text in Polish</p>	<p>2017, Enacted</p>	<p>Provision (additional courses/remedial classes etc.) for pupils who have been educated in another country education system.</p>
<p>Government programmes 'Safe and Friendly School' https://bezpiecznaszkola.men.gov.pl/programy/bezpieczna-i-przyjazna-szkola/informacje-o-programie/</p> <p>'Safe+' https://bezpiecznaszkola.men.gov.pl/programy/program-bezpieczna/</p>	<p>2014-2016</p> <p>2015-2018</p>	<p>The aim of the programme was to increase the effectiveness of educational and preventive activities for safety and create a friendly environment in schools and educational institutions through actions implemented at central, regional and local level (such as development and implementation of safety standards, launching of the helpline, peer prevention trainings, workshops). The actions implemented under the second edition of the programme covered the following areas:</p> <ul style="list-style-type: none"> – safe use of cyberspace, – shaping openness and building a positive school climate, – to improve physical safety in schools, – creating conditions for practical classes for children in the field of fire safety to be

		conducted by poviats and municipal units of the State Fire Service.
Government programme 'Meals at school and home' 2019-2023 https://www.gov.pl/web/edukacja/posilek-w-szkole-i-w-domu-modul-3	2018, Enacted	Provides financial support for: <ul style="list-style-type: none"> – the organization of canteens and dining rooms in schools; – provision by municipalities of meals, food products or a cash benefit for the purchase of a meal or food.
Government programme 'For Life' 2017-2021 Resolution no. 160 of the Council of Ministers of 20 December 2016 on the comprehensive support programme for families, 'For Life'; Official Gazette of the Government of the Republic of Poland, item 1250) http://monitorpolski.gov.pl/M2016000125001.pdf	On going	Includes assistance for the social and professional integration of persons with disabilities and support for their families. It also provides assistance for women during pregnancy (including complicated ones), childbirth and the support for mothers with underage children. The aim of the programme is to improve the quality and accessibility of health care services, increasing the effectiveness and accessibility to rehabilitation of children diagnosed with severe and irreversible disability or an incurable life-threatening illness, arising during the prenatal period of development or during childbirth. The programme also provides support for families in taking care of the disabled person or securing housing needs. In the educational component it offers support to families and specialised care/rehabilitation for children with disabilities or at risk of disability.
Programme for the Integration of the Roma Community in Poland 2014-2020 (Program integracji społeczności romskiej w Polsce na lata 2014-2020), Warsaw, 2014 http://mniejszosci.narodowe.ms.wia.gov.pl/mne/romowie/program-integracji-spol	2014, Enacted	Aiming to integrate members of Roma community in different areas, including education. Includes higher funding, extra classes, assistant teachers, stipends and advice for schools.
Government programme for the development of school infrastructure and competences of students and teachers in the field of information and communication technologies 'Active board' https://www.gov.pl/web/edukacja/aktywna-tablica	2017-2019	Addressed to primary schools to equip them with interactive whiteboards, projectors, speakers or interactive touch screens.

<p>Adapted textbooks and educational materials for pupils with disabilities</p> <p>https://www.gov.pl/web/edukacja/materialy-edukacyjne-dla-uczniow-niepelnosprawnych-w-systemie-informacji-oswiatowej</p>	<p>Ongoing activity</p>	<p>Adapted textbooks and educational materials are made on behalf of the Ministry of National Education and offered to schools attended by pupils with disabilities.</p> <p>They are intended for students with disabilities who have learning and communication difficulties, including deaf, hard of hearing, with intellectual disabilities, autism and aphasia.</p> <p>They include appropriate textual and graphic adaptations (adapted illustrations, graphs, diagrams, etc.), as well as PCS symbols, i.e. graphic signs that represent concepts (supporting people with learning difficulties in understanding the content and participating in the teaching process) and video recordings in Polish Sign Language.</p>
<p>'Good start'</p> <p>https://www.gov.pl/web/edukacja/dobry-start</p>	<p>2017, Enacted Ongoing</p>	<p>Provides 300 PLN paid once a year to all pupils starting the school year, regardless of family income.</p> <p>The program covers children who are brought up in families as well as those in foster care.</p> <p>The benefit is granted for children up to the age of 20, but those with disabilities who attend schools receive it until they are 24 years old.</p>
<p>Accessibility Plus programme</p> <p>https://www.funduszeuropejskie.gov.pl/media/72628/Dostepnosc_angielski.pdf</p>	<p>On going</p>	<p>Aims at improving quality and providing the independence in life for people with special needs, including the elderly and persons with permanent or temporary difficulties in mobility or perception. In the educational component the planned actions are:</p> <ul style="list-style-type: none"> – eliminating barriers in 200 schools; – supporting inclusive education by using the resource of special settings - a development of a new role for special schools acting as support centres for inclusive education; – piloting a learner's assistant as a new position in school; – eliminating barriers in access to higher education for students with disabilities; – raising the awareness of students, including those of technical, pedagogic and artistic fields of study related to various needs of people in the society through incorporating accessibility into curricula

		<ul style="list-style-type: none"> – incorporating the issue of special educational needs to the educational programmes of all teachers; – preparing staff for inclusive education.
<p>'School for an innovator'</p> <p>https://szkoladlainnowatora.ceo.org.pl/</p>	2020-2022	<p>A three-year pilot project conducted by the Center for Citizenship Education in consortium with the WIS Association of Radów Mały, the School of Polish-American Freedom Foundation and the University of Warsaw, with the support of Deloitte and Theory Exemptions. The project was initiated by the Ministry of Development and the Ministry of National Education.</p> <p>The project will involve 20 schools - in each of them an intensive work with one seventh grade and its teachers and management is planned. The support received in the project will allow us to carry out an programme with students to develop pro-innovative competences. Proven solutions will be gradually extended to subsequent classes.</p>
Strategy for Persons with Disability	work in progress (responsible entity: Office of the Government Plenipotentiary for Disabled Persons)	<p>To implement UNCRPD:</p> <ul style="list-style-type: none"> – ensuring effective impacts in the education system supporting the development of children at risk of disability and children and youth with disabilities and preparing for independence in adulthood; – increasing access to early aid and inclusive education of high quality; – education focused on preparation for entering the labour market.

Source: Eurydice, Polish Ministry of National Education

3.5 Is there a definition of inclusion in education?

No No information available Yes

If yes, please provide the definition and give the official source:

If no, please give further information:

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. (The Constitution of the Republic of Poland of 2 April 1997:art. 70(1-4);

There is no specific definition of inclusive education but the Education Law of 2016 sets out learners rights to adjustment of content, methods, organisation of education and provision of support (psychological and pedagogical)

where needed to reduce disparities and overcome obstacles. Also right to access examinations with adjustments for learners with disabilities and right to have accessible materials/textbooks etc.

3.6 Is there a definition of vulnerable groups?

No No information available Yes

If yes, please provide the definition and give the official source:

If no, please give further information:

The following learners are considered vulnerable to exclusion (see also page 8):

with disabilities: physical disability, including aphasia, intellectual disability, blind, visually impaired, deaf, hearing impaired, autism, including Asperger syndrome, multiple impairments; speech impairment

learners with long term illness

learners with behavioural problems or trauma induced emotional/behavioural difficulties

learners who are gifted/have high abilities

learners with mental health problems

learners affected by:

- neglect related to living conditions, social environment etc.
- adaptation difficulties due to a change of cultural or educational environment, including those from an immigrant background, asylum seekers etc.

In addition to support offered to children and young people with special educational needs (see below) there are specific support measures aimed at: students who have reached the age of 15 and are not considered capable of completing primary education in accordance with normal arrangements; 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; children and young people in a difficult financial situation; children and young people with high learning and sports achievements. (Eurydice)

3.7 Is there a definition of special educational needs?

No No information available Yes

If yes, please provide the definition and give the official source:

If no, please give further information:

The national legislation does not define special educational needs (SEN). The term is, however, understood broadly as depending on individual needs of a pupil or student. The situations when the support could be needed are listed in the regulations. According to the legislation, a learner's need may result, in particular, from: disability, social

maladjustment, risk of social maladjustment, behavioural or emotional disorders, special talents, specific learning difficulties, competence deficits and verbal communication disorders, a long-lasting illness, crisis or traumatic situations, school failure, child neglect resulting from the financial situation of the pupil/student and his/her family, ways of spending free time and contacts in the home environment, adaptation difficulties due to cultural differences or to the change of the educational environment, e.g. upon return from abroad.

Individualisation in the teaching process as well as psychological and pedagogical support according to recognised needs, shall be provided to every learner.

Special education is organized for students who have an official decision of SEN. This includes learners:

- with disabilities (blind, visually impaired, deaf, hearing impaired, with motor disability, autism, inc. Asperger's syndrome, mild, moderate and severe intellectual disability, with multiple disabilities)
- who are socially maladjusted or at risk of social maladjustment,

and who need special organisation of education and methods of work.

3.8 Please provide information on any future developments planned for inclusion in education.

Following a public consultation in 2015 and national debates on education in 2016, the Minister of National Education, appointed a team to develop a model of education for learners with special needs on 13th October 2017. The result of the team's work over two-years is the Model of Education for All. The model will be further developed with support for European Agency for Special Needs and Inclusive Education and extensive consultation with stakeholder groups and will lead to changes in legislation from 2021.

<https://men.gov.pl/ministerstwo/informacje/powolanie-zespolu-do-spraw-opracowania-modelu-kształcenia-uczniow-ze-specjalnymi-potrzebami-edukacyjnymi.html>

3.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

Committee on the Rights of Persons with Disabilities, 2018. List of issues in relation to the initial report of Poland. CRPD/C/POL/Q/1.

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD%2fC%2fPOL%2fQ%2f1&Lang=en

Committee on the Right of Persons with Disabilities. Replies of Poland to the list of issues. 2018

Committee on the Right of Persons with Disabilities. Concluding observations on the initial report of Poland. September 2018.

https://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD/C/POL/CO/1&Lang=En

Committee on the Rights of the Child, 2015. Concluding observations on the combined third and fourth periodic reports of Poland. CRC/C/POL/CO/3-4

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fPOL%2fCO%2f3-4&Lang=en

Commissioner for Human Rights, 2018. Information of the Commissioner for Human Rights on measures taken by the Republic of Poland in 2015-2017 in order to implement the provisions of the Convention on the Rights of Persons with Disabilities.

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=INT%2fCRPD%2fIFL%2fPOL%2f30097&Lang=en

The Republic of Poland Ombudsman for Children, 2015. Report of the Ombudsman for Children on the enforcement of the UN committee on the Rights of the Child recommendations.

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=INT%2fCRC%2fIFN%2fPOL%2f1433&Lang=en

3.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

Challenges

38% of all learners with a decision on special education and majority of learners with severe disabilities are in segregated settings (special schools, classes) according to the decision of their parents. To convince parents to send their children to mainstream settings the quality of inclusive education must be raised in alignment with commitment to article 24 of UNCRPD (European Agency Results of the Mapping Analysis (conducted for DG Reform programme p21) Committee on the Right of Persons with Disabilities. Concluding observations on the initial report of Poland. September 2018 p11).

There is a lack of teacher education for inclusive education. New standards may address this to some extent but the focus remains on disability/SEN (Committee on the Right of Persons with Disabilities. Concluding observations on the initial report of Poland. September 2018 p11)

More action could be taken to develop a systematic approach to empower children with disabilities and their families to express their views (Concluding observations on the initial report of Poland. September 2018 p 4)

Inter-ministerial cooperation at national level and collaboration between services at regional/local levels requires improvement (European Agency CPRA Framework section 3)

Opportunities

Ministry of Education expert group Model of Education for All (under development – unpublished).

Support from DG Reform/European Agency to revise legislation (Poland are receiving support from European Commission DG Reform to develop new education legislation for inclusive education with support from the European Agency).

Accessible Plus program and OP KED projects results.

Section 2: Governance and finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

4.1 Is there formal collaboration across ministries on inclusion in education?

No No information available Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	This is a priority in the new Model of Education for All where all relevant Ministries are involved in consultation (e.g. Ministry of Family, Labour and Social Policy Ministry of Health, Ministry of Science and Higher Education, Ministry of Development Funds and Regional Policy and Ministry of Justice).
Identification of needs / referral for services	Yes	This is under development in the new model which proposes a move from requiring a certificate/diagnosis from specialist centre to a more flexible model of support for all (with tier 2 and 3 for smaller numbers of learners with additional support needs) – support from other Ministries as above
Data sharing	No	See note below
Monitoring and evaluation	No	See below
Quality assurance and accountability	No	See below

If no, please give further information:

Currently, a project is being implemented, which aims to integrate dispersed databases of the educational system in order to provide institutions responsible for the implementation of educational tasks with reliable, coherent, complete data, which will contribute to the state's educational policy at the central, regional and local level in a way that improves the quality and dissemination of education and streamlines financing of educational tasks. Integration is aimed at eliminating duplication/entering identical data and enabling reuse of data once entered. The existing sets will exchange data once entered, mostly via API (Application Programming Interface).

The next step of the work is to develop a smooth system of data sharing, monitoring and evaluation and QA and accountability on inclusion in education across ministries. The objective is to ensure inter-operability of the database systems maintained by the different institutions operating in the various ministries, taking into account the regulations on personal data protection.

At the same time, it is planned to create an electronic tool supporting the process of needs assessment, support planning and evaluation of its effectiveness. The International Classification of Functioning, Disability and Health (ICF) is planned as a basis to create a framework for the collection and exchange of information between employees

of different sectors. These processes will involve parents and learners themselves at different stages, in a way adapted to their age and abilities.

4.2 Are there shared responsibilities between central and local governments on inclusion in education?

No No information available Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	<p>Most education policy is developed centrally but management of education/administration of schools is mostly at local level: communes are responsible for nursery and primary schools, districts are responsible for upper secondary and special schools, guidance and counselling centres, etc. Local government bodies at province level administer a small number of public schools and other educational institutions operating at regional or supra-regional level. Regional education authorities implement national school education policy and are responsible for pedagogical supervision (incl. external evaluation as part of external quality assurance) over nursery schools, schools and other educational institutions.</p> <p>Art schools, which take artistically gifted children and young people, form a separate education sector or strand supervised by the Minister of Culture and National Heritage. They include primary schools (ISCED 1 and 2) and general secondary schools (ISCED 3) which combine general and art education, and schools at various levels which provide art education only.</p> <p>Sports schools and sports championship schools, supervised by the Minister of National Education, take children and young people excelling in sports. They include primary schools (ISCED 1 and 2) and general secondary schools (ISCED 3) which provide general education combined with an extended training programme in one or more sports.</p>
Identification of needs / referral for services	Yes	Policy is set centrally but implemented on local/school level.
Data sharing	Yes	<p>In 2004, an Educational Information System (SIO) was launched to collect data on individual school years. The SIO database is maintained by the Minister of National Education.</p> <p>Entities obliged to provide data shall use the interface of the ICT system made available free of charge by the Minister of Education. In the computer application, the data from their activities are transferred by schools and educational institutions and other units performing tasks in the field of education. These are, inter alia, local government units, ministers in charge of schools and educational</p>

		institutions, examination boards, school superintendents, units servicing educational system units, chambers of craftsmen. The database collects and processes data concerning: units of the educational system and other units performing educational tasks; children and students; staff. The transfer of data is a statutory obligation. On the basis of the data collected, statements are drawn up (as of 30 September, and in the case of social service colleges as of 10 October), which are made available in the SIO database to local government units. The territorial self-government units confirm the correctness of data contained in the statements within 30 days. On the basis of data collected in the database, reports may be prepared. The reports shall be made available in electronic form.
Monitoring and evaluation	Yes	Pedagogical supervision is responsibility of headteachers but overseen at regional level.
Quality assurance and accountability	Yes	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 other preschool settings, schools and other educational institutions. The system consists of four elements: evaluation, legal compliance auditing, support and monitoring. External pedagogical supervision is the responsibility of the Minister of National Education and other competent ministers, and of the Regional Education Authority, with external evaluations of institutions conducted by REA inspectors. Internal pedagogical supervision is exercised by the head of the institution (nursery school, school or another institution) in cooperation with other management staff, and with teachers also involved in internal evaluations. Headteachers are responsible at school level but maybe supported by teaching council/parent council (school level). Local government units (LGU) oversee administration of the school/educational institution as an authority. As the subsidising body, LGUs are entitled to carry out controls in non-public units of the education system to which they give grants.
Funding and resourcing	Yes	Education is funded primarily from public sources. The main sources of public funding include general and targeted State-budget subsidies and grants, local government units' own resources, other public funds (for example, the Labour Fund and budgets of central government agencies allocated for the training of specific occupational groups), and European Union (EU) funds. Public funding is provided not only to public institutions but also to non-public institutions which fulfil the requirements set out in the national legislation.

If no, please give further information:

4.3 Are non-governmental organisations and/or associations involved in governance processes?

No No information available Yes

If yes, please describe their involvement:

If no, please give further information:

NGOs are not involved in school governance but headteachers are supported by teaching councils/parents council within the school.

4.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

No No information available Yes

If yes, what is the focus of the mechanisms?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	<p>Ombudsman for Children's Rights (State) – focus on enforcement of UNCRC (and UNCRPD)</p> <p>According to Article 80 of the Constitution, everyone has the right to apply - under the terms of the Act - to the Commissioner for Human Rights for assistance in protecting their freedoms or rights violated by public authorities. The request is free of charge.</p> <p>This means that a Polish citizen, a foreigner who is under the authority of the Republic of Poland, as well as a legal person, or even an organizational unit without such personality, may apply for such help to the Commissioner for Human Rights if only in accordance with the provisions of law it may be an entity of rights and obligations, as well as an organization of citizens and a local government body. The Commissioner for Human Rights may also take action on his own initiative, inter alia, as a result of the information contained in the mass media and the application of the Children's Rights Ombudsman.</p>
School inspection	Yes	<p>Ministry of National Education issues a national pedagogical supervision plan, which includes inspections. In addition to inspections scheduled in a plan, inspectors involved in pedagogical supervision (overseen by regional authorities) also carry out ad-hoc inspections when complaints are received or problems are reported with school work.</p>

Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	Implementation of national policy and quality is monitored through pedagogical supervision. Standards are planned for cooperation between training schools, universities and teaching institutions. Evaluation of institutions, geared towards quality improvement, is the main quality assurance mechanism. Legal compliance audits or inspections aim to check whether the activities of institutions comply with legislation. Support covers various activities, for example, staff training, aimed at improving institutional performance. (CPRA p30)
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	As part of monitoring, information is collected and analysed to ensure that institutions carry out their tasks properly. (CPRA p30) Parents are involved in external evaluation of kindergartens/schools. (CPRA p33) Data system collects information on education system inc. numbers of decisions on special education, opinions issued by guidance and counselling centres. Schools use various tools to support the assessment of student progress (electronic diaries). The national, free of charge interface of the ICT system to support the functional assessment process of learners' needs, progress and planning, monitoring and evaluation of support is planned (Model of Education for All).

If no, please give further information:

4.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how
National funding formula based on number of learners in school (subsidy from State budget to local government set annually in the Budgetary Act)	Around 91% funding for school education is from public funds. In 2019 school education subsidy for local government amounted to nearly 46 billion PLN (around 10.6 billion Euro). Local government has freedom to allocate funds under certain conditions in legislation. They prepare financial plans for their schools – the headteacher is responsible for the proper use of funds. The legislation guarantees that the amount from central government is not lower than the previous year. It is adjusted to include an amount to cover any changes in school education tasks.

The algorithm for the distribution of the school education part of the subsidy among LGUs takes into consideration the range of school education tasks carried out by LGUs, except:

- transport of pupils / students;
- the provision of education and care to pupils aged 5 and below in nursery schools and other preschool education settings which are not involved in special education and do not offer rehabilitation-and-education classes (tasks related to preschool education have been supported by specific-purpose State-budget grants since 2013, and preschool education for 6-year-olds has been included in the algorithm since 2017);
- the financing of a 'newcomer allowance' which trainee teachers receive during their probation period for the next grade of contract teacher as from 2019;
- the distribution should take into consideration, in particular, the following criteria:
 - types of schools managed by LGUs;
 - teachers' professional promotion grades;
 - the numbers of pupils / students in schools and other educational institutions.

The school education part of the general subsidy includes the following four components: a contingency part of the subsidy; the basic amount for school tasks; a supplementary amount for school tasks; an amount for out-of-school tasks.

The algorithm is based on the actual number of pupils / students, increased by a system of weightings and an adjustment index intended to adjust the subsidy to the real scale of school education tasks.

The weightings take into consideration:

- specific conditions in a given school and LGU (for example, rural areas, small towns, small schools);
- variety and specificity of school tasks (for example, special and integrated education; vocational education for specific sectors of the economy; sports schools; education for national and ethnic minorities; art education);
- variety and specificity of out-of-school tasks (for example, boarding facilities; special nursery schools; preschool education for children who have reached the age of 6; leisure facilities, care centres and youth hostels).

At present, the algorithm includes 47 weightings for school tasks and 22 weightings for out-of-school tasks.

The adjustment index takes into consideration teachers' professional promotion grades. The index makes it possible to allocate relatively higher amounts within the school education part of the general subsidy to the LGUs which have a larger proportion of teachers with highest professional promotion grades than the national average as this implies higher expenses on teacher salaries in individual LGUs.

	<p>The funding mechanism for school education tasks described above applies to LGUs at all levels, including the commune (<i>gmina</i>), district (<i>powiat</i>) and province (<i>województwo</i>). Thus, it covers stages of education from primary to post-primary education.</p> <p>The Act on the Financing of School Education Tasks provides for one important exception to the general rules; it relates to the minimum amount of funding to be allocated by LGUs for tasks related to special education and rehabilitation-and-education classes. The amount for such tasks may not be lower than the amount allocated within the school education part of the general subsidy to a given LGU for pupils / students and children / young people participating in rehabilitation-and-education classes in nursery schools, schools and other educational institutions administered by the unit concerned. (Eurydice)</p>
Targeted grants	<p>LGUs can receive a specific-purpose State-budget grant for their statutory tasks; for example, for maintenance-type financial support or investment projects in schools and other educational institutions. They also receive specific-purpose grants for their statutory tasks related to the payment of maintenance-type benefits as part of financial support. As from 2019, the level of such grants has varied depending on the financial situation of a commune. Since 2013, LGUs have received specific-purpose / targeted grants for the co-financing of preschool education tasks; at the same time, limits have been set for fees to be charged from parents. (Eurydice)</p>

4.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

No No information available Yes

If yes, please describe the flexibility:

The headteacher is responsible for the use of funds within the school but is accountable to local government and regulations of the budget subsidy from national government.

If no, please give further information:

4.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
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Cash allowances	Family benefit plus allowances for large families, school equipment. Children living away from home, 'Good start' allowance, child-raising allowance
Benefits	Large family card, family tax benefit.
Other benefits /services	Transport, payment for school books, health care (preventative), school meals, leisure etc.
Support for families with child with disability	Additional family allowance/other benefits, nursing allowance, rehabilitation tax benefit, transport, books and school kit
Financial support for learners	Grants/allowances/scholarships for learning or sporting achievement
Active desktop and Nationwide Education network	To provide equipment to support use of new technologies in schools – also increase internet access
'For Life' support programme	Early developmental support (early intervention) for children/families
Strategy for People with Disabilities	Standards development for guidance and counselling centres, functional assessment of needs, early developmental support (early intervention) and for inclusive education

Source: Eurydice

4.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

European Agency Country Policy Review and Analysis https://www.european-agency.org/sites/default/files/cpra_poland_grid.pdf

European Agency support (under DG Reform programme) unpublished

Analysis of the funds on special needs education in years 2006-2020 and assessment of the impact of introducing the solutions included in the Model Education for All in the perspective up to 2030 – (under development, unpublished)

4.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

Challenges

Funding is currently linked to a 'decision' (formal assessment involving external experts) requiring a diagnosis/label. There is a need to change to a mode of allocation of funds according to a new model taking into account functioning of a student not a kind of disability (CROSP report p22)

Mechanisms for monitoring/evaluation of funding and for using information to increase cost-effectiveness require further development (European Agency Results of mapping analysis (conducted for DG Reform) p59)

Opportunities

European Agency support (under DG Reform) includes recommendations regarding funding of inclusive education – work on-going on Education for All model

<https://www.gov.pl/web/edukacja/projekt-realizowany-w-ramach-program-wsparcia-reform-strukturalnych>

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

5.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	No	The Educational Information System (SIO) collects data for system evaluation but lacks focus on information for Quality Assurance regarding inclusive education. Data is collected on disabled children by powiat and province – on number of decisions, causes of disability, age/sex of children. (p73 Mapping analysis)
For quality assurance across all levels of the system (national, regional, school)	No	Some data on pedagogical supervision but no focus on IE
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	

5.2 What data is collected on learners from vulnerable groups, how and why?

Data is collected on learners who have: an opinion on a need for early developmental support or a decision (on special education, on education-and-rehabilitation classes, on individual obligatory one year pre-school education or individual learning).

The decision on special education contains information about the reason why there is a need for special education, which means indicating the type of disability (physical disability (including aphasia), mild, moderate and severe intellectual disability, blind, visually impaired, deaf, hearing impaired, autism (including Asperger syndrome), multiple impairments, social maladjustment or threat of such maladjustment. The decision on education-and-rehabilitation classes contains information on profound intellectual disability.

The above-mentioned opinions and decisions are the basis for transferring increased funds into the educational part of the general subsidy.

Data on discrimination regarding race, religion/belief, personal circumstances, psychological issues, political views can only be gathered with consent of the individuals involved.

There is no legal definition of children/learners who are out of formal education. This group includes:

- children and young people from the age of 6 to the age of 18 who do not fulfil compulsory education;
- adults who participate in non-formal or informal education or who do not participate in lifelong learning at all

Data is collected regarding examinations at the end of secondary education(matura) which assesses how far learners fulfil the requirements of the national core curriculum. This also serves as an entrance exam for higher education.

Data is also gathered on vocational exams.

Results are also collected from the 8th grade exam but have no impact on completion of primary education but are a criteria for admission to secondary schools.

The Act on Integrated Qualification System of 22 December 2015 includes definitions of formal and non-formal education:

- Formal education: education provided by public and non-public schools and other entities in the school education system and the higher education system within the framework of programmes which lead to the attainment of full qualifications, qualifications awarded after completion of postgraduate studies or professional qualifications.
- Non-formal education: learning beyond educational and training programmes which does not lead directly to the attainment of full qualifications, qualifications awarded after completion of postgraduate studies or professional qualifications.

Schools maintained by the other sectors are part of formal education provision.

5.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible e.g. Educational Information System: <https://cie.men.gov.pl/sio-strona-glowna/dane-statystyczne/>, Statistics Poland (Główny Urząd Statystyczny): <https://stat.gov.pl/en/>. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the potential population of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 3,785,877 Male: 1,941,201 Female: 1,844,676	Data covers ISCED 02, 1 and 2 (6-15 years) School year 2016-2017	Eurostat 2016 European Agency EASIE data 2016/2017
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 3,788,452 Male: 1,750,859 Female: 1,837,593		European Agency EASIE data 2016/2017
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: 14,557 Male: 8,282 Female: 6,275	According to Polish law, individually-taught children/learners (i.e. children/learners with a health condition that prevents them from attending school, as stated in an official statement issued by a public psychological and pedagogical counselling centre) and children educated at home (with the agreement of the school's director) are in formal education. Education is compulsory from the age of 6 to the age of 18. One-year compulsory pre-primary education and full-time compulsory education (to be received in public or non-public pre-primary institutions and schools) cover children and young people aged 6 to 16 years,	European Agency EASIE data 2016/2017

		<p>whereas part-time compulsory education (to be received either in school or non-school settings) concerns young people aged 16 to 18 years. Full-time compulsory education includes the final year of pre-primary education, six years of primary education and three years of lower-secondary education.</p> <p>Children/learners with severe intellectual disabilities fulfil their compulsory education through individual or group rehabilitation and educational activities.</p> <p>Children/learners with multiple disabilities (including intellectual disabilities) or with severe intellectual disabilities can be educated in rehabilitation and education centres. They are still assigned to a class in their registry schools (except for those with severe intellectual disabilities). Being out of formal education means that the child is not in any of the forms of educational provision mentioned above.</p>	
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: 3,734,320 Male: 1,915,685 Female: 1,818,635		European Agency EASIE data 2016/2017
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: 3,732,460 Male: 1,914,432 Female: 1,818,028	*	European Agency EASIE data 2016/2017

(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: 3815 Male: 2350 Female: 1465	* All these learners have an official decision of SEN. This excludes children with severe intellectual disabilities (with a decision on the need for rehabilitation and educational activities).	European Agency EASIE data 2016/2017
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 53,332 Male: 34,595 Female: 18,737	* These figures include learners with severe intellectual disabilities who have a decision on the need for rehabilitation and educational activities.	European Agency EASIE data 2016/2017

5.3 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

No information available

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

Challenges

Lack of data (including disaggregated data) on persons with disabilities [according to the meaning of disability sated in UNCRD] and information needed for implementation of UNCRPD (Concluding observations on the initial report of Poland. September 2018 p3)

Use of data/reports to support evidence based policy making could be further developed (UNESCO, Accountability in the Polish education system: Country case study prepared for the 2017/8 Global Monitoring Report. p7).

Opportunities

European Agency support under DG Reform programme will support work on data collection and analysis. This should include collection of data on wider learners achievements (beyond exam results/traditional curriculum areas)

Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

6.1 Curriculum

a. Does the curriculum content include and represent all learners?

No No information available Partially Yes

If yes or partially, please provide a description and available links, including to underpinning values and principles.

If no, please give further information:

The core curriculum defines the aims of education, curricular contents, knowledge, skills and competences which pupils are expected to acquire by the end of the education cycle. The outline timetable specifies the number of hours per week to be allocated to classes / subjects in individual grades, in particular to compulsory general education classes. Curricula adopted by individual schools should be based on the core curriculum and have to meet educational needs of all learners for whom it is intended. (School Education Act of 7 September 1991 ([Ustawa z dnia 7 września 1991 r. o systemie oświaty, Article 22a](#)))

To this extent, the curriculum has flexibility to meet the needs of all learners, including those with some disabilities (e.g. visual, hearing impairments) but not learners with severe learning disabilities.

There is a different core curriculum in primary schools for learners with moderate and severe intellectual disabilities. (CPRA p10).

This emphasises individual programmes with therapy and rehabilitation and is about developing social roles and independent living skills. It is developed in consultation with parents.. The school is obliged to apply for these students the reasonable adjustments provided for in Article 24 of the Convention on the Rights of Persons with Disabilities (CPRA p6). For other learners, adjustment of contents/ requirements, organisation and teaching methods is carried out as suited to individual needs and abilities

The learners with deep intellectual disability do not follow the core curriculum but individual programmes developed by teachers in cooperation with psychologists and, depending on the needs, with other specialists. The programmes are developed on the basis of the diagnosis and recommendations contained in decisions on education-and-rehabilitation classes need and observation of learner's functioning.

<http://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20130000529/O/D20130529.pdf>

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

No No information available Yes

If yes, please provide information on stakeholder involvement.

The draft regulations of the Minister of National Education on the programme basis, in accordance with the requirements of the legislative process in Poland, were submitted to the trade unions for their opinion and consultation with social partners. The consultation reports are available on the Government Legislative Process website <https://legislacja.rcl.gov.pl/>.

In the school year 2018/2019 one of the basic directions of implementation of the educational policy of the state is vocational training based on close cooperation with employers (CPRA p71)

Trade bodies are also involved in the development of the curriculum and qualifications in vocational schools. For primary schools, work is on-going to make the whole curriculum more accessible to a wider range of learners (in the Model of Education for All). This model is being developed with extensive consultation with stakeholder groups.

While there is consultation with different stakeholders on national curriculum development, the involvement of stakeholders on school curriculum is limited to development of the curricula which have to be based on the national core curriculum obligatory for all schools.

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

No No information available Yes

If yes, please give a description and examples of this flexibility.

The core curriculum revised for implementation in 2019/2020 has more emphasis on key competences, creativity and ICT as well as traditional subjects which provides more scope for access for a wider range of learners. Tools/guidance on flexibility are planned under new model.

Pre-school education and curricula should be tailored to the needs and capabilities of the pupils for whom they are intended.

A teacher or team of teachers shall present to the headmaster of the kindergarten or school a pre-school education programme/curriculum for the relevant general education activities for a given educational stage. The headmaster of a kindergarten or school, after consultation with the Teachers Board, shall allow for use in a kindergarten/school, a pre-school education programme or curricula presented by a teacher or team of teachers.

The Regulation specifies, with regard to different types of schools and types of institutions, the requirements for public schools and institutions concerning the implementation of necessary activities. This is to create optimal conditions for the implementation of teaching, educational and caring activities and other statutory activities, to provide each learner with conditions necessary for his or her development and to improve the quality of work of the school or institution and its organizational development. The compliance with the requirements is examined in the process of internal and external evaluation carried out in a kindergarten, school or educational institution as part of pedagogical supervision.

Among those requirements are that: educational processes are organised so as to enhance learning; pupils / students acquire knowledge and skills defined in the national core curriculum; pupils / students are active; the school / institution supports pupils' / students' development, taking into consideration their individual circumstances; In organising its educational processes, the school / institution takes into consideration findings from analysis of results achieved in external exams and from other external and internal evaluations.

<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170001611>

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

For every student who according to an official decision (by counselling and guidance centre) needs special organisation of education and work methods, an Individual Educational and Therapeutic Programme (IPET) is developed in all type/kinds of schools at all stages of education.

The IPET is drawn up by the team of teachers and specialist who conduct activities with the student. The programme specifies:

- the scope and manner of adjustment of the pre-school education programme and/or core curriculum and educational requirements to the individual developmental and educational needs and psychophysical abilities of the student, in particular through the application of appropriate methods and forms of work with the student
- integrated actions taken by teachers and professionals aimed at improving student performance, including, where appropriate, communication between students and their environment using augmentative and alternative communication methods (AAC), and strengthening their participation in pre-school or school life
- the type and method of adapting the conditions for organising education to the type of disability of the student (e.g. individual or group classes) including the use of assistive technologies.
- Cooperation between schools, professionals and parents (e.g. in multi disciplinary assessment) (CPRA p4)

According to the student's needs, in the Individual Educational and Therapeutic Program (IPET) the scope of cooperation with guidance and counselling centres is defined, as well as with teacher training institutions, non-governmental organisations, other institutions and entities acting in the local community for the benefit of family, children and youth. (CPRA p7)

Support for teachers and professionals working with learners with disabilities in mainstream schools is provided by public guidance and counselling centres which support teachers and specialists in developing individual educational and therapeutic programmes, selecting appropriate working methods, and improving their skills to monitor learners' progress. Teachers meet regularly to discuss learner progress. Other professionals regularly review the support provided and change the Programme if needed.

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

No No information available Yes

If yes, please give a description of the main characteristics/organisation.

If no, please give further information:

The only separate curriculum is for learners with severe complex learning disabilities. For other groups the core curriculum is used with some flexibility for adjustments according to learner need. Some strategies exist to give additional support for learners from different ethnic/language backgrounds, Roma etc. The learners with deep intellectual disability do not follow the core curriculum.

Information on additional programmes

1. Individual programmes and individual pathways for gifted learners
<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170001569>

2. Programmes for Roma minorities (Programme for Integration of Roma community 2014-2020)
<https://www.gov.pl/web/mswia/program-integracji-spoleczności-romskiej-w-polsce-na-lata-2014-2020>
3. National programme for reading (including accessible materials)
<https://www.gov.pl/web/kultura/narodowy-program-rozwoju-czytelnictwa>
4. Integrated skills strategy <https://efs.men.gov.pl/zintegrowana-strategia-umiejetności-2030-czesc-ogólna/>
5. National Mental Health Programme <https://www.gov.pl/web/zdrowie/narodowy-program-ochrony-zdrowia-psychicznego1>
6. National Health Programme 2016-2020 which includes: National Programme for Prevention of Drug Addiction, National Programme for Prevention and Solving of Alcohol Problems, Programme for combating the health consequences of using tobacco products and related products, Behavioral Addiction Prevention Programme <https://www.gov.pl/web/zdrowie/narodowy-program-zdrowia1>
7. Polish National Educational Network - development of digital skills, access to fast, free and secure internet
<https://www.gov.pl/web/edukacja/ogólnopolska-siec-edukacyjna>
8. Human and capital developmental strategies <https://www.gov.pl/web/rodzina/projekt-strategii-rozwoju-kapitalu-ludzkiego-do-roku-2020--z-perspektywa-do-2030-r>
<https://www.gov.pl/web/rodzina/projekt-strategii-rozwoju-kapitalu-ludzkiego-do-roku-2020--z-perspektywa-do-2030-r>
9. A pilot of a new role of special settings acting as resources centres for inclusive education
<https://www.ore.edu.pl/category/projekty-po-wer/opracowanie-modelu-scwew/opracowanie-modelu-scwew-aktualności/>, <https://www.ore.edu.pl/category/projekty-po-wer/pilotazowe-wdrozenie-modelu-scwew/pilotazowe-wdrozenie-modelu-scwew-aktualności/>

6.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

No No information available Yes

If yes, please give a description.

The act states that all textbooks must be approved for school use by the Ministry of Education. There is no such procedure of approval for school use for educational and exercise materials. A teacher may decide to carry out the curriculum with or without a textbook, educational material or exercise material of his or her choice. What is educational material is de facto decided by teachers. The curriculum may also be implemented using devices, equipment or software useful for the implementation of this programme, taking into account the educational needs and psychophysical abilities of learners. Teachers must take into account the educational needs of disabled students in special education when selecting didactic materials for learners with disabilities in special education.

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

No No information available Yes

If yes, please give a description.

In accordance with the Act on the Education System (1991), the Minister of National Education undertakes actions to popularize knowledge about the history, culture, language and religious traditions of national and ethnic minorities and communities using the regional language, and to provide opportunities for teacher training and access to textbooks for schools and public institutions which such learners attend.

Textbooks intended for national and ethnic minorities and communities using the regional language are allowed for school use at the request of the entity (publisher) having copyrights to the textbook. Textbooks for the minority language, history and culture of a given minority are developed gradually, most often by publishers associated with or representing minority communities in Poland. For the subjects of history and culture and the geography of the country with whose cultural area a national minority identifies itself, there is no specific core curriculum, but the authors of textbooks for these subjects are obliged to take into account the recommendations of bilateral textbook commissions and other commissions and teams for textbooks, operating under international agreements on cooperation in education or agreements of UNESCO national committees. These handbooks shall also be subject to the school admission procedure.

Textbooks and so-called auxiliary books (e.g. exercise books, subject dictionaries, methodological manuals) for the education of students to the extent necessary to maintain a sense of national, ethnic and linguistic identity may be subsidised from the state budget from the part which is administered by the Minister of Education. Due to the high unit price of textbooks for minorities (high cost of development at low cost), the Ministry of National Education finances all costs associated with the preparation, development and publication of textbooks and auxiliary books intended for the education of students declaring membership in national and ethnic minorities and communities using the regional language. The subsidy covers textbooks, as well as the auxiliary books. The textbooks and auxiliary books purchased by the Ministry of Education are transferred free of charge to the relevant regional educational authority offices, and then to the school libraries or inter-school teaching teams, according to the orders of school principals. Electronic versions of individual titles, with the publishers' consent, are placed on the educational portal and made available for free use by students and teachers and other interested persons. Teachers and students may use both traditional and electronic versions.

In 2020, the Ministry of National Education announced a competition for the implementation of the public task 'Supporting educational initiatives in a school multicultural environment'. Under the implementation of the task, it is possible to obtain funding for the implementation of projects for the benefit of schools attended by foreign learners, including those under international protection, learners belonging to national and ethnic minorities, as well as educational and cultural institutions operating in the local environment. The projects concern: preparation of sample curricula for teaching Polish as a foreign language in primary school, support for the public school in working with students with migration experience or cultivation of language, tradition and culture for children and young people from national and ethnic minorities living in Poland.

Recommended forms of implementation of the task are, among others, preparation of curricula, organization of training courses, seminars or workshops for teachers and school staff, organization of language classes and camps, and educational and integration activities for students. For information about the competition:

<https://www.gov.pl/web/edukacja/wspieranie-inicjatyw-edukacyjnych-w-szkolnym-srodowisku-wielokulturowym2>

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

No No information available Yes

If yes, please give a description.

The Ministry of Education produces accessible textbooks and materials from publishers files of selected textbooks etc.

The Ministry of National Education, in cooperation with textbook publishers and specialists dealing with adapting textbooks to the educational needs and psychophysical abilities of students with disabilities, has developed editorial and language guidelines and guidelines for universal graphic design of textbooks. The aim of the guidelines is to improve the accessibility of the content and to make the textbook more learner-friendly.

The editorial and language guidelines are structured in the following areas: text segmentation, information component, task component, iconic-editorial component, text communicativeness, linguistic and style correctness. Guidelines for universal graphic design of the textbook are systematized in the following areas: text structure, text, colour and graphics. The guidelines are a further development of the language assessment criteria and the graphic design included in the current form of a substantive and didactic opinion, which is filled in by experts from the Ministry of National Education.

<https://www.gov.pl/web/edukacja/wytyczne-edytorskie-i-jezykowe-do-opracowania-podrecznikow-oraz-wytyczne-do-universalnego-projektowania-graficznego-podrecznikow>

No guidance is so far available to support teachers in making files accessible for different learners, but one of the planned areas of future work of the Ministry of National Education is preparing the guidelines for teachers on universal design and adapting existing materials to the needs of learners, as well as to enrich the database with easy-to-read materials.

If no, please give further information:

d. Is ICT used to improve access to materials for vulnerable groups?

No No information available Yes

If yes, please give a description.

The Active Desktop initiative provides equipment to support use of new technologies in schools. See:

<https://www.gov.pl/web/edukacja/aktywna-tablica>

The Accessibility+ programme aims to improve accessibility of educational content on-line. See:

https://www.funduszeuropejskie.gov.pl/media/72628/Dostepnosc_angielski.pdf .

Advice for schools is also available from personnel in public guidance and counseling centres. See:

<https://www.gov.pl/web/edukacja/aktywna-tablica>

If no, please give further information:

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

No No information available Yes

If yes, please give a description.

Central funds are used for adapting text books (e.g. braille) centrally by a department within the Ministry of Education.

The Ministry of National Education has created the platform 'epodreczniki.pl' on which free educational materials in electronic form are published, giving the opportunity to work in teams and adjust didactic materials to the individual style of learning. Resources are changing dynamically. Each student and teacher on their profile account can collect their own materials, share them and create original versions. All content created for e-materials is published under a free Creative Commons license. Facilities have been created to facilitate the use of e-materials by children and teachers with disabilities. Work on these facilities is ongoing. It is also planned to enrich the collection with new e-materials - multimedia, developing content and functionality, introducing new technologies.

<https://epodreczniki.pl/>

The Ministry of National Education, in cooperation with universities and publishers, produces adapted textbooks and material for learners with disabilities. There are free of charge for school. Among them are textbooks and materials in Braille, enlarged print as well as materials addressed to learners who have learning and communication difficulties, including deaf, hard of hearing, with intellectual disabilities, autism and aphasia. They include appropriate textual and graphic adaptations (adapted illustrations, graphs, diagrams, etc.), as well as video recordings in Polish Sign Language and PCS symbols, supporting learners with learning difficulties in understanding the content and participating in the teaching process.

At the request of the Ministry of National Education, the Sign Linguistics Laboratory of the University of Warsaw developed a series of electronic textbooks 'Migaj razem z nami' (Let's sign together), which make up the Polish Sign Language course. The course is available for free download from the Ministry of National Education:

<https://www.gov.pl/web/edukacja/kurs-polskiego-jezyka-migowego-pjm-konferencja-w-men>

Manuals and auxiliary books for minorities are distributed to school libraries and additionally placed on the Scholaris portal (free of charge, for all). A list of textbooks for minorities, approved for school use, can be found on the website: <https://podreczniki.men.gov.pl/podreczniki/2>

Funds for providing ICT and specialist equipment for learners with disabilities are provided in the educational part of the state subsidy for local governments units (under the additional financial weighting for pupils with a decision on special education or education-and-rehabilitation classes).

There is ongoing pilot of Specialised Centres Supporting Inclusive Education. One of the tasks of these centres will be lending of textbooks, teaching materials and aids and specialist equipment. The project will develop standards of equipment for such centres, lending rules and financing mechanisms.

6.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

No No information available Yes

If yes, please give a description.

If no, please give further information:

The assessment system is predominantly through formal examination (8th Grade and Matura). Exam papers are produced and adapted centrally for all learners, including for those with disabilities. There is a move in national policy, supported through the SRSP programme, towards increasing assessment for and of learning by teachers for everyone to improve the learning process and personalisation.

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

No No information available Yes

If yes, please give a description.

Pursuant to the national legislation, both learning achievements and conduct are subject to assessment. Pupils are assessed by teachers throughout the school year. Assessment criteria and school marks should be made available to pupils and their parents. Pupils also receive marks for their behaviour (conduct) according to the following scale: excellent, very good, good, acceptable, unacceptable, inadmissible. The mark for behaviour should not influence subject marks, the promotion to the next grade or completion of primary education. (Eurydice, 2018. The system of Education in Poland. p41).

Assessment of learning achievements and conduct is a part of internal assessment within the school which is aimed at:

- informing pupils/students about the level of their learning achievements and behaviour and about progress they have made in this respect;
- supporting pupils/students in learning by informing them on where they have performed well and how they should continue to learn;
- giving advice on how pupils/students could independently plan their development;
- motivating pupils/students to make further progress in learning and behaviour;
- providing parents and teachers with information on pupils'/students' progress and problems in learning and behaviour, and their special aptitudes or talents;
 - enabling teachers to improve the organisation and methods of their work (Eurydice, 2016. Country Fiche Poland - https://eacea.ec.europa.eu/national-policies/eurydice/content/poland_en)

Guidance for identifying learning needs comes from counselling and guidance centres. The actions are being taken by the ministry of National Education to involve special school teachers more closely than before (Agency CPRA grid p19)

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

No No information available Yes

If yes, please give a description.

For teachers to do this at local level the guidance is formal - designed to ensure compliance with legislation. According to the law, a teacher is obliged to individualize the work with each learner in educational classes and adapt the educational requirements according to his/her developmental and educational needs and psychophysical

abilities when such a need is recognised (by teacher himself or by specialists from guidance and counselling centre, stated in an opinion or decision).

For national exams adjustments to exam papers and the condition of an exam (inc. extra time, additional equipment, supporting assistant etc.) are carried out centrally. The eligible groups as well as the documents needed for granting such adjustments and what form it takes on every kind of external examination, are listed in the announcements of the Director of the Central Examination Board. Adjustment of conditions and form of external exams is according to the School Education Act of 7 September 1991 (<http://prawo.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190001481>).

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

No No information available Yes

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

Child's needs are identified by the teacher in the first instance – maybe with support from the in-school specialist. When, despite the psychological and pedagogical support given, there is no improvement in the student's functioning, parents could apply to a public guidance and counselling centre for consultation or diagnosis or could give their permission for a headmaster of a kindergarten, school or facility to apply to such a centre for an indication of how to solve the pupil's problem (Regulation of the Minister of National Education on the principles of organisation and providing psychological and pedagogical support in public kindergartens, schools and facilities of 9 August 2017: § 2 and 5 (2); <http://dziennikustaw.gov.pl/DU/2017/1591/1> and Regulation of the Minister of National Education on the detailed operational rules for public counselling and guidance centers, including public specialized centers of 1 February 2013 (<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20130000199>))

Support for teachers and professionals working with learners with disabilities in mainstream schools is provided by public guidance and counselling centres which support teachers and specialists in developing individual educational and therapeutic programmes, selecting appropriate working methods, and improving their skills to monitor learners' progress. Support is also provided by residential special schools (special centres) on the request of a given school (CPRA grid p 15/19).

Parents can also request assessment by the a public guidance and counselling centre (multi-disciplinary team) leading to a formal opinion, decision or diagnosis. (CPRA p27)

If no, please give further information:

e. Is ICT used in the assessment of vulnerable groups?

No No information available Yes

If yes, please give a description.

If no, please give further information:

ICT is supported by a small number of specific initiatives to increase access to equipment but there is no focus specifically on assessment.

6.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

Strengths of the Polish school and the Polish system of education - among others, include a consistent reduction in the percentage of students with very low skills levels, relatively low percentage of young people leaving the system and high formal education of teachers. There is a need for a qualitative change in the approach to teaching mathematics (especially) as well as other subjects, achievable in a multi-annual programme of comprehensive activities aimed at balancing the effects of teaching the subject and valuing the student's own reasoning. Long-term actions are recommended, which aim at achieving a balance between detailed educational contents (currently strongly dominant) and complex skills, as well as developing the young person's learning technique, understood not as acquiring another portion of knowledge, but as developing one's own intellectual capabilities and engaging one's emotions in the process of cognition. The art of independent thinking of students should be developed, giving at the same time a workshop to build their own knowledge and develop their learning skills.

Fedorowicz, M., Biedrzycki, K., Karpiński, M., Rycielska, L., Sitek, M., Walczak, D. (2015). The dynamics of changes in education and diagnosis of problems to be solved, Educational Research Institute, Warsaw [Dynamika przemian w edukacji i diagnoza problemów do rozwiązania, Instytut Badań Edukacyjnych, Warszawa].

<http://eduentuzjasci.pl/component/content/article/151-publikacje/raport/1286-raport-podsumowujacy-projekt-entuzjasci-edukacji.html>

For a Polish school to be a "school for an innovator", changes in the area of core curriculum, curriculum content and teaching methods are needed. The core curriculum needs to be further clarified so that its implementers understand what it is all about. To support the development of pro-innovative competences, the focus should be on three separate, interdependent areas: teaching pro-innovative competences, applying innovative teaching methods, creative learning. At every possible opportunity, students should develop their ability to put knowledge into practice. Inter-subject training should be promoted - outside the subject-specific silos and the number of classes conducted in the group system should be increased. The awareness of all actors in the Polish education system regarding the distinction between intelligence and creativity should be increased and the creativeness and fertility of each pupil must be promoted (e.g. by additional points for higher education level recruitment). A descriptive assessment of pro-innovative competences should be introduced, with the specific activity of the learner - it concerns each stage of education. An alternative system for assessing student progress based on, for example, gamification should be introduced (personalised student development paths, monitoring with simultaneous progress analysis system are excellently performed by Khan Academy).

Fazlagić, J. (project manager) (2018), School for an innovator. Shaping pro-innovative competences. Teacher Training Centre, Kalisz [Szkoła dla innowatora. Kształtowanie kompetencji proinnowacyjnych. Ośrodek Doskonalenia Nauczycieli, Kalisz].

<https://www.gov.pl/web/rozwoj/raport-szkola-dla-innowatora-ksztaltowanie-kompetencji-proinnowacyjnych>

6.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

Challenges

- Lack of curriculum flexibility to adapt curriculum to learners with different needs and separate curricula for learners with severe intellectual disabilities (European Agency Country Policy Review and Analysis p 10)
- Need for formal decision/diagnosis to enable learners to receive special education/specialist support (European Agency Country Policy Review and Analysis p 40)

Opportunities

- Support from European Agency (under DG Reform programme) to address curriculum and assessment issues

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

7.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Teachers	624969 (SIO,2019)	Bachelors degree or a diploma from an initial teacher training institution, pedagogical training/teaching qualification for pre-primary/primary Masters degree, teaching qualification for secondary	The level of the qualification required depends on the level of education at which teachers intend to teach. Teachers are required to hold a qualification at a relevant level and in the relevant subject area, and a teaching qualification confirming completion of initial teacher training (a diploma or certificate awarded by an HEI; a diploma from an initial teacher training institution; or a certificate of completion of a qualification course from an in-service teacher training institution). Includes additional (support) teachers
Professional staff (psychologists, pedagogues, early developmental support specialists, speech and other types of therapists)	35819 (SIO, 2019)	Masters degree/ pedagogical qualification	
Non pedagogical staff conducting classes with students	163 (SIO, 2019)	Required approval of the regional educational authority	N.B. non-pedagogical staff in schools include administrative, assistants, helpers, cleaners, cooks, janitors, but in general only teachers are allowed to conduct classes. However there is a provision for schools to hire non-teachers to conduct classes, but in every such case the Regional Educational Authority or Minister of Culture and National Heritage (in the case of art

			schools), needs to give an approval. (Source – note from RB 4 May 2020)
Teacher's help	7137 (SIO, 2019)	Elementary education	<p>Teacher's helper (pomoc nauczyciela in Polish) and learning assistants (asystent nauczyciela in Polish) are two separate positions.</p> <p>Helpers have similar tasks to learning assistants and school principals describe details of their tasks. The differences between learning assistants and teachers' helpers are:</p> <ul style="list-style-type: none"> - special preschools and schools are obliged to hire teachers' helpers for children with moderate and severe intellectual disability, physical disability, autistic children and children with multiple disabilities, - teacher's helper doesn't need documented work experience and only primary education is required for this post, - there will be no more learning assistants after 31 August 2020; the teachers' helpers position will stay in the system.
Teacher Assistants (specify role and add rows as required)	541 (SIO, 2019)		<p>Learning assistants (hired by schools) are required to have the same qualifications as teachers, but they are prohibited from performing the tasks of teachers. The other difference is that learning assistants are hired on the basis of labour code and teachers on the basis of Teacher's Charter.</p> <p>It is important to note there will be no more learning assistants after the 31 of August 2020 as the law has changed.</p> <p>A pilot of student's assistants is planned which will help define the role, tasks and required qualification as well additional training to be provided.</p>
Academic teachers in HE/teacher educators		Unlike for school education teachers, no initial training paths for academic	No additional training for inclusive education is required.

		<p>staff are pre-defined by the legislation, and no teaching qualification is required to become an academic teacher. Specific qualification requirements are laid down by law for individual positions which may be taken by teaching and research-and-teaching staff. Academic staff are explicitly required by law to develop their professional competence. HEIs lay down detailed CPD arrangements in their internal regulations.</p> <p>(Eurydice)</p>	
Special schools			
Teachers	43184 (SIO, 2019)	Teachers working in special nursery schools and schools are required to hold a qualification at a relevant level and a qualification corresponding to a given type of disability/social maladjustment.	
Professional staff (psychologists, pedagogues, speech and other types of therapists)	4206 (SIO, 2019)	Master degree/additional training	
Non pedagogical	42 (SIO, 2019)	Required approval of the regional	

staff conducting classes with students		educational authority	
Teacher's help	2252 (SIO, 2019)	Elementary education	
Teacher Assistants (specify role and add rows as required)	94 (SIO, 2019)	Bachelors/Master degree, teaching qualification not required	A pilot of student's assistant is planned.
Others (please specify and add rows as required)			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Teachers		As above	
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)		As above	
Teacher Assistants (specify role and add rows as required)		As above	
Others (please specify and add rows as required)			

7.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors	☐			School heads are not obliged by law to undertake continuing professional development (CPD) activities, but professional development is taken

				<p>into account in the assessment of their performance. Training courses and other types of CPD activities for school heads are organised by in-service teacher training institutions and continuing education centres, higher education institutions and other educational and training institutions.</p> <p>Performance appraisal criteria include:</p> <ol style="list-style-type: none"> 1) the ability to use learner activation methods and multimedia and IT tools to support the learning process, 2) the ability to share knowledge and experience with other teachers, including by conducting open classes, particularly for trainee and contract teachers, conducting in-service training or other classes for teachers, 3) broadening the scope of the school's activities, in particular concerning didactic, educational or caring tasks, 4) to perform at least two of the following tasks: <ul style="list-style-type: none"> • development and implementation of a programme, innovation or other educational, pedagogical, caring or other activities linked to the specificity of the school, <u>in particular for pupils with special educational needs</u>, • performing the tasks of an internship supervisor, pedagogical practice supervisor, methodical teacher-counselor, team leader, volunteer coordinator, project coordinator, social curator, district examination board examiner, textbook expert, and, in the case of art school teachers, also a teacher-counselor cooperating with the Art Education Centre, • acquiring the ability to use a foreign language at primary level and, in the case of foreign language teachers, the ability to use a second foreign language at primary level,
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			<ul style="list-style-type: none"> developing an author's thesis on the education or development of a child published in a trade journal or other compact publication <p>(Regulation of the Minister of National Education on obtaining professional promotion degrees for teachers on 26 July 2018, http://isip.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20180001574)</p>
Teachers	?		<p>See question 5.4 for ITE</p> <p>Pursuant to the legislation, teachers should continuously develop their professional competence in line with the needs of their schools. Theoretical vocational subject and practical vocational training teachers should take 'sector-specific' training courses run in 3-year cycles. For all teachers, participation in continuing professional development (CPD) activities is also a precondition for professional promotion as the process 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 special educational needs issues. (CPRA p61)</p> <p>Teachers might improve their competences in the education of students with SEN during Postgraduate studies (4 semesters) or In-service training of different kinds to work as support in special, integration and inclusive settings.</p>
Teacher Assistants		?	<p>A pilot is underway for the training and use of learners assistants (LA) and will verify the assumed level of education at post-primary school level. https://efs.men.gov.pl/nabory/ogloszenie-o-konkursie-nr-powr-02-10-00-ip-02-00-001-20-asystent-uczni-a-ze-specjalnymi-potrzebami-edukacyjnymi/</p> <p>It is planned that three types of training will be carried out as part of the pilot: obligatory basic (obligatory - organised before the start of the LA activities, ending with an examination of the assistant's admission to work), obligatory supplementary (obligatory, supplementary</p>

			<p>knowledge and skills of participants, carried out during the pilot) and optional (supplementary knowledge and skills of participants during the pilot, adjusted to the needs resulting from work). The competition regulations will indicate the minimum number of hours relating to obligatory and optional training.</p>
Professional Staff		?	<p>Current training focuses on special education. The new model of Education for All describes proposed necessary qualifications of speech therapists (they may also have a status of special pedagogues), psychologists (according to the Teachers Charter they may be called teacher-psychologists) psychotherapists and therapists of early intervention – supporting early child’s development – called teacher-therapists.</p>
Inspectors			<p>No specialist training for IE is required. In 2017, a network of improvement and exchange of experience was launched for inspectors of special educational needs identified in each voivodeship by school superintendents at the request of the Minister of National Education. The network is coordinated by the central teacher training centre (Centre for Education Development).</p> <p>The main aim of the periodic meetings is to share knowledge and exchange experiences in the field of inclusive education. In addition, issues concerning the organisation of support for schools in terms of working methods with SEN learners and building cooperation for these learners in mainstream schools. The meetings are also attended by employees of the Ministry of National Education.</p>
Teacher Trainers		?	<p>According to the standard of education for the teaching profession, education aimed at achieving learning outcomes shall be delivered by academic teachers and other persons having professional, scientific or art competences and experience in the scope appropriate for the conducted classes. It is also attended by persons conducting research in the scientific discipline of pedagogy or psychology.</p> <p>(Regulations of the Minister of Science and Higher Education on the standards of education preparing for the teaching profession of 25 July 2019, http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id</p>

				=WDU20190001450). No specific training in inclusive education.
Others (please list add rows as required)				

If you answered no to any of the above, please provide further information:

Regarding Teacher Assistants, there is not such a position in the Polish education system so far. There is a pilot planned to run which will verify presumed role, tasks and qualification requirements. There are plans to prepare 640 assistants in the project who will be trained in the following areas: During their work with learners and teachers in pre-schools and schools, the scope of the training will be verified in terms of its relevance and need for modification.

7.3 Is education and training of teachers aligned with national policy goals on inclusive education?

No No information available Yes

If yes, please give a description.

New national standards are in place for initial teacher training as part of both degree programmes and non-degree postgraduate programmes since 2019. They specify, in particular, the total duration, ECTS value and number of class hours for a programme; courses, their ECTS value and LOs; general arrangements for internships; and requirements for teaching staff and teaching / learning facilities. National standards are in place for initial teacher training as part of both degree programmes and non-degree postgraduate programmes.

Training covers subject-area training; teacher training, including psychology and pedagogy; and teaching and learning processes, including basics of teaching and learning; voice production; training for the teaching of the main or additional subject or conducting the main or additional type of classes. Compulsory internships are undertaken in schools, counselling and guidance centres and other institutions of the school education system.

The Regulation defines the standard of training for the preparation of the profession:

- 1) a subject teacher, a teacher of theoretical vocational subjects, a teacher of practical vocational training, a teacher conducting classes and a teacher of psychology (Annex no. 1);
- 2) a nursery school and early childhood education teacher (grades I-III of primary school) (Annex no. 2);
- 3) a special pedagogue, a teacher of speech therapy and a teacher conducting early child developmental support (Annex no. 3).

Currently in mandatory initial teacher education (HEI) graduates must have knowledge, skills and competences necessary to perform complex teaching, educational and care-related tasks of the school, including the development and adaptation of curricula to the needs and abilities of pupils / students.

According to the annex no. 1, the overall learning outcomes indicate that the graduates who were educated in accordance with the standard of education preparing for the profession of a subject teacher, a teacher of theoretical vocational subjects, a teacher of practical vocational training, a teacher conducting classes and a teacher of psychology should (among others):

in terms of knowledge - know and understand: the issues of inclusive education, as well as the ways of implementing the principle of inclusion, the diversity of students' educational needs and the resulting tasks of the school concerning the adaptation of the organisation of the educational process, the rights of the child and the person with disabilities, the methods of teaching and the selection of effective teaching means to support the teaching of the subject or the conduct of classes, taking into account the diverse educational needs of students.

in terms of skills - be able to: observe situations and pedagogical events, analyse them with the use of pedagogical and psychological knowledge and propose solutions to problems, recognize the needs, possibilities and abilities of students, and design and conduct activities supporting the integral development of students, their activity and participation in the educational process and in social life, design and implement curricula taking into account the diverse educational needs of students, undertake work with students stimulating their interests and developing their abilities, properly select the content of teaching, tasks and forms of work within self-education and promote students' achievements; use the process of assessment and feedback to stimulate students' self-development; monitor students' progress, activity and participation in school social life; work with children with special educational needs, including children with adaptation difficulties related to migration experience, from culturally diverse backgrounds or with limited knowledge of the Polish language.

in terms of social competences - be ready to: use universal ethical principles and norms in his/her professional activity, guided by respect for each individual; to build a relationship based on mutual trust between all actors of the education and training process, including the student's parents or guardians, and to involve them in activities conducive to educational effectiveness; to communicate with people from different backgrounds and with different emotional conditions, to resolve conflicts in dialogue and to create a good atmosphere for communication within and outside the classroom and to make decisions related to the organization of the educational process in inclusive education.

These issues are included in the specific objectives of each group of classes, but there is no separate module for inclusive education.

According to the annex no. 2, the overall learning outcomes indicate that the graduates who were educated in accordance with the standard of education preparing for the profession of a nursery school and early childhood education teacher should (among others):

in terms of knowledge - know and understand: the issue of inclusive education, as well as ways of implementing the principle of inclusion; the issue of intercultural education; the rights of children and persons with disabilities, ways of enforcing them and promoting them in both pre-school and school and non-school and after-school environments; diverse development and educational needs of children or pupils in the pre-school and younger school age, resulting from delays, disturbances or acceleration of development, and conditioned by environmental factors and ways of adapting development and educational tasks to them; designing and conducting diagnostic activities taking into account the specificity of functioning of children in the pre-school and younger school age and their diverse educational needs, including the scope and quality of social support; various types and functions of evaluation

in terms of skills - be able: Identify the needs, possibilities and abilities of children or students and design and conduct pedagogical activities, as well as plan, implement and evaluate personalized educational programs; use in everyday educational practice a variety of ways to organize learning and teaching environments, taking into account the specific needs and abilities of individual children or students and groups; identify and arouse the interests of children or students and adapt the ways and content of education accordingly; identify the spontaneous behavior of children or students as educational and didactic situations and use them in the educational process and the achievement of therapeutic goals; use the process of assessment and feedback to stimulate children or students in their own development; effectively work in culturally diverse environments and with children with a migrant

background, including children for whom Polish is a second language, using intercultural and glottodidactic competences; effectively use information obtained about the child or student from specialists, including a psychologist, speech therapist, pedagogue, doctor, and the child's or student's parents or guardians.

in terms of social competences - be ready to: to use universal ethical principles and standards in professional activity, guided by respect for each individual; to build a relationship based on mutual trust between all actors in the upbringing and education process, including parents or guardians of the child or pupil, and to involve them in activities that foster educational effectiveness; communicating with people from different backgrounds and with different emotional backgrounds, resolving conflicts in dialogue and creating a good atmosphere for communication within and outside the preschool group and classroom; recognising the specific nature of the local and regional environment and its impact on the functioning of children or students, and working together for the benefit of children or students and those environments.

These issues are included in the specific objectives of each group of classes, but here as well is no separate module for inclusive education.

According to the annex no. 3, the overall learning outcomes indicate that the graduates who were educated in accordance with the standard of education preparing for the profession of a special pedagogue, a teacher of speech therapy and a teacher conducting early child developmental support should (among others):

in terms of knowledge - know and understand: the sources and place of special pedagogy in science and its subject and methodological connections with the fields of social sciences, humanities and medical and health sciences; the scope of special pedagogy; the concepts of rehabilitation, education, re-socialisation and therapy of students with special educational needs and the various conditions of these processes; contemporary approach to the problems of students with special educational needs and the resulting new forms of education, including inclusive education; special education system in the context of the universal education system; organization and methodology of education of students with special educational needs in an inclusive system, in particular models of cooperation of special educators with teachers, specialists, parents or guardians, and models of lesson individualisation, effective teaching strategies and universal class design.

in terms of skills - be able: use and integrate knowledge of special pedagogy and related scientific disciplines to analyse rehabilitation, educational, therapeutic and re-socialisation problems; diagnose complex rehabilitation, educational, therapeutic and re-socialisation situations, design and conduct classes taking into account students' special educational needs; conduct classes in a diversified group, individualize tasks, adjust methods and content to the needs and capabilities of students, including students with special educational needs, and use the principles and methods of individual class design; implement effective programs to increase cognitive skills and social competences of students and programs improving peer integration of students with special educational needs.

in terms of social competences - be ready :to use universal ethical principles and norms in professional activity, guided by respect for each individual; to build a relationship based on mutual trust between all actors in the process of education and training, including parents or guardians of students, and to involve them in activities conducive to educational effectiveness; to communicate and cooperate with the environment and actively participate in groups and organizations carrying out educational, rehabilitation, therapeutic and re-socialization activities; to communicate with people from different environments and of different emotional condition, to resolve conflicts in a dialogue and to create a good atmosphere for communication within and outside the school classroom; to recognize the specificity of the local and regional environment and its impact on the functioning of students, and to undertake cooperation for the benefit of students and those environments.

This standard applies to education preparing for the profession of special education teacher, speech therapist and teacher conducting early child development support classes:

1) in terms of:

- a) education and rehabilitation of people with hearing disabilities (surdopedagogy),
- b) education and rehabilitation of people with visual disabilities (tyflopodagogy),
- c) education and rehabilitation of people with intellectual disabilities,
- (d) medical and therapeutic pedagogy,
- (e) education and therapy for persons with autism spectrum disorders,
- (f) inclusive education,

2) in terms of:

- (a) rehabilitation pedagogy,
- (b) speech therapy,
- (c) corrective pedagogy (pedagogical therapy),
- (d) early childhood development support.

In this standard there is a separate module on inclusive education.

Regulations of the Minister of Science and Higher Education on the standards of education preparing for the teaching profession of 25 July 2019, <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190001450>

New standards for teacher education were introduced in 2019 to be further developed in line with the model of Education for All.

In-service teacher training is provided by in-service teacher training institutions, HEIs and other institutions whose statutory tasks are related to in-service teacher training. Upon the consent of the body exercising pedagogical supervision, accredited in-service teacher training institutions may provide:

- a. pedagogical / teaching qualification courses for practical training teachers;
 - b. special education / special pedagogy courses for practical training teachers;
 - c. pedagogical / teaching qualification courses for teaching a foreign language;
 - d. pedagogical / teaching qualification courses for early foreign language learning;
- qualification courses in school education management.

Regional in-service teacher training institutions provide methodological guidance to teachers of vocational subjects as part of the training for unique occupations, and to teachers in schools where the language of instruction is a national or ethnic minority language or the regional language. They collaborate with organisations which bring together minorities and communities speaking the regional language. (Eurydice. National Education Systems, Poland, Chapter 9.3)

The public in-service teacher training institutions are run by the voivodship self-government, powiat or commune. They have to organize and run teachers' professional development with regard to:

- educational policy highlights and changes within the education system;

- requirements for schools and institutions to be examined by Regional Education Authorities exercising pedagogical supervision in the process of external evaluation.

There are two strands of CPD activities:

- further training: programmes and courses where teachers may gain higher-level or additional formal qualifications;
- in-service training: various activities which improve teachers' working methods (for example, a teaching methodology or ICT course) as part of the formal qualifications already held. (Eurydice, 2018. System of Education in Poland. p66).

Forms of professional development may include:

- courses, training, post-graduate studies to shape the competences of working with a student with special educational needs as part of inclusive education;
- courses, training, post-graduate studies to shape the competencies of working with a diverse group as part of inclusive education;
- courses, training and post-graduate studies in the field of coordination and support of the student in his environment

An intern teacher is required to know the rights of the child, support each student in their development and create conditions for active and full participation of the student 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, cooperation with other teachers.

The contract teacher is required, to diagnose the needs and capabilities of every student and to individualize work with the student.

New initiatives to further develop in-service training include: development of training schools, model materials and e learning, accreditation of training centres (teaching excellence institutions) and standards for cooperation between training institutions and higher education insitutions.

7.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

See above on content of ITE (pp 44/45). While there are modules on pedagogy etc, there is no separate module on inclusive education (some optional modules on special education)

The separate module on inclusive education is only in the standard of education preparing for the profession of a special pedagogue, a teacher of speech therapy and a teacher conducting early child developmental support

The groups of classes, in the framework of which are achieved detailed effects learning	Classes	Numbers of hours		ECTS	
		studies	postgraduate studies	studies	postgraduate studies

D. Inclusive education	D.1. Integration and inclusion education theories	60	30	8	4
	D.2. Diagnosis of special educational needs, planning, implementation and monitoring of supporting activities	90	60	12	6
	D.3. Methodology of education in diverse groups	120	75	12	8
	D.4. Education programmes in integration and inclusion education	60	30	6	4
	D.5. Organisation of inclusive education	60	-	6	-
	D.6. Apprenticeship/practice	120	120	4	6

7.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

Chrzanowska, I (2019) Teachers about opportunities and barriers to inclusive education [Nauczyciele o szansach i barierach edukacji włączającej], Wydawnictwo Naukowe PWN SA, Warsaw

Education Research Institute 2015. Inclusive education and labour market system - recommendations for public policy

<http://produkty.ibe.edu.pl/docs/raporty/ibe-raport-wlaczajcy-system-edukacji-i-ryнку-pracy-rekomendacje-dla-polityki-publicznej.pdf>

This report makes proposals for better involvement of people with disabilities (PD) in the education system and the labor market. Recommendations include (among others):

- unification and simplification of the case-law system to overcome problems caused by the need to prove to the doctor that they are disabled, lack of objectivity when issuing decisions etc. Possible use of ICF as a tool for issuing functional decisions containing the real needs of people with disabilities
- developing a method of reaching children with disabilities and their families at an early stage with information on the support available in the system. Also creating counseling centers for PD and their families
- retain parents right to choose special, integration and mainstream schools for children with disabilities
- develop and transform a protected labor market for PWD – raise awareness around disability with public discussion and info campaigns
- change financing for special needs education, use of subsidy funds, adaptation of school infrastructure
- improve teacher education to prepare future mainstream teachers how to work with students with disability

- improve vocational training for learners with disability and opportunities in labour market.

Educational Research Institute, 2014. Teachers Matter Report on the State of Education in 2013.
<http://eduentuzjasci.pl/en/>

This report synthesises adult skills and the labour market situation. It looks at uptake of education among young people and necessary school rationalisation. It examines the teaching profession – what teachers think about their work, relationships, resources, how they improve their skills. It look at teachers of key subjects across the curriculum.

7.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

Challenges

ITE and CPD do not prepare teachers for inclusive education and diverse needs of learners (Concluding observations on the initial report of Poland. September 2018 p10)

New legislation on initial teacher education came into force on 1st October 2019 includes preparation for inclusive education. However, higher education institutions have a great autonomy in developing their own studies' programmes. The focus on the implementation of the standards is needed as well as greater cooperation between academic teachers, in-service training teachers and current teachers and school headmasters on the needs of the schools in terms of staff preparation.

Opportunities

Proposals for revisions to Initial Teacher Education and professional development proposed in the new Education for All model.

This is also a recommendation of the European Agency working on the Structural Reform Support Programme (until 2021). This will have a potential impact on ITE and CPD. Related work includes pilot studies on inclusive practice in primary schools and a pilot of teachers training schools on systemic solutions.

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

In Poland education is compulsory from the age of six (one-year pre-school education) till the age of 18. There is not any exclusion from this obligation, however there are specific forms of fulfilling this obligation in specific learner's situations:

- gifted learners may follow an individual learning path – it provides the possibility of reaching the end educational level in a shortened time (to obtain this provision an opinion from a public psychological and pedagogical centre is needed);

- learners with deep intellectual disability participate in education-and-rehabilitation classes (this provision requires a decision from a public psychological and pedagogical centre); these classes are organised at home, at school or in rehabilitation centre;
- learners with multiple disabilities including intellectual disability could fulfill their school obligation, according to their parents' decisions, by attending to a rehabilitation centre (this requires the same procedure as in homeschooling);
- learners with very complex health issues, who due to a health condition children not able to attend kindergarten/school, may be educated at home (one to one teaching); this includes and a one- year pre-school preparation or an individual learning;
- learners who are being treated in the hospital and attend a hospital school, due to the health condition could be may be excluded from participation in educational activities for the time indicated by a medical doctor.

On the request of learner's parents the education outside school (home schooling) is possible as well in any other situations. The decision on home schooling however belongs to the headmaster of the school and an opinion from a public psychological and pedagogical centre is needed. The classification and promotion is made on the basis of exams conducted in a school which issue a certificates for a learner as well.

Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

No No information available Yes

If yes, please give a description and provide any data/evidence that is available

If no, please give further information:

Please give details on the main admissions criteria for schools

a. Highlight any issues with the national polices.

The Constitution of Poland states: Every individual has the right to education.

Admission to public schools is regulated at national level.

Primary schools are required to take children living in their catchment area. Children with disabilities have the right to attend any type of school.

There are no restrictions regarding the choice of a secondary school and no catchment areas. Admission to secondary schools is based on the number of points for marks which applicants have received in the eighth-grader exam taken at the end of the primary school, and for marks in their primary school leaving certificate for the Polish language, mathematics and two subjects selected by the head of a given general secondary school. Heads usually select the two subjects in line with the specialisms or 'profile' of education provided (for example, science or humanities) and related subjects taught at the advanced level. Other achievements (for example, voluntary service) are also taken into consideration in admission criteria. The system for converting the criteria into points and admission arrangements are laid down in the national legislation.

Winners of national- and regional-level competitions, which cover all or extend beyond contents of the core curriculum for at least one subject, are given priority in the admission process.

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

Not applicable

Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

No No information available Yes

If no, please give further information:

Every teacher is obliged by the law to provide individualisation of the education of every learner.

Schools are currently obliged to provide psychological and educational support where needed. The focus is on individual and therapeutic programmes – little emphasis on inclusive pedagogy or universal design/personalised approaches.

Individualised programmes of study can be organised for learners with high abilities/talents as well as learners who have recognised special education need, including those with disabilities.

b. counselling and mentoring possibilities

No No information available Yes

If yes, please give a description.

According to the Regulation of the Minister of National Education, psychological and pedagogical counselling centres help children to plan their education and professional career (CPRA p71)

Counselling and guidance is provided as early as possible in schools (also by or with support from counselling and guidance centres). This is provided by: teachers, class / group tutors, specialists, in particular psychologists, pedagogues, speech therapists, educational therapists and careers advisers.

However, this may require formal 'diagnosis' so learners with less complex or urgent needs may not receive preventative support or early intervention. Parents must be consulted about this form of provision and the school head/tutors can also collaborate with other professionals e.g. nurse, Roma education assistant, social worker, probation officer, NGO etc.

If no, please give further information:

c. input from specialist teachers/therapists

No No information available Yes

If yes, please give a description.

Many schools employ special pedagogues, psychologists and speech/educational therapists who work with smaller groups (up to 15) or with individual learners, in therapeutic classes (in mainstream schools) or in integration classes or general classes in mainstream schools if learners have a certificate detailing that this support is needed.

Support may be focused on overcoming developmental disorders, speech therapy, emotional/social competences, learning skills, other therapeutic activities. Special classes may also be organised for gifted learners. For learners with disabilities, small group or rehabilitation classes are organised.

Provision may include:

- classes/activities developing aptitudes or talents or learning skills;
- educational support and remedial classes;
- specialised classes, including corrective and compensatory classes, speech therapy classes, classes/activities developing emotional and social competences and other therapeutic activities;
- education and career planning classes: for primary and post-primary school pupils.

If no, please give further information:

d. input from learning support assistants

No No information available Yes

If yes, please give a description.

Support assistants may be employed to work with learners with disabilities – also Roma pupils. A new project is currently piloting the use of assistants with learners with special educational needs/disabilities.

If no, please give further information:

e. availability of ICT / assistive technology

No No information available Yes

If yes, please give a description.

Interactive whiteboard programme - provision of equipment and training for teachers

Nationwide Education Network (OSE) – provides digital tools to increase student competence and digital skills – also educational resources to support more equal opportunities.

IT Centres – for gifted students (and support for teachers)

Pilot project – Specialist Centres Supporting Inclusive Education

If no, please give further information:

f. Please describe any other forms of support available.

Specific support may be available to prepare certain learners for work.

Support is also available for national and ethnic minorities – for teaching home language/teaching bi-lingually/offering additional language courses

Support for young people of Roma origin – including Roma assistants

Support for children educated in other country education systems

Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
CPD provided at national and local levels – through teacher training institutions, pedagogical libraries, guidance and counselling centres	All teachers receive training in line with priorities of school system Staff in counselling and guidance centres : support teachers and specialists in developing individual educational and therapeutic programmes, selecting appropriate working methods, and improving their skills to monitor learners’ progress. (Country information for Poland - Systems of support and specialist provision, p.6
Special education centres	Special education centres are obliged by law to co-operate and provide support for mainstream schools in a local region in solving their problems related to the education of learners with disabilities. However, there are no rules regarding this co-operation defined by law. (Country information for Poland - Systems of support and specialist provision, p.4, https://www.european-agency.org/country-information/poland/systems-of-support-and-specialist-provision
Pedagogical supervision system	Evaluation, compliance auditing, support and monitoring (information collection)
Methodological adviser for teachers	The tasks of methodological advisers include supporting teachers and schools’ teaching councils in: -planning, organising and analysing outcomes of the teaching and education processes; -choosing and adapting or developing curricula and teaching / learning materials; -developing methodological skills; -undertaking innovative activities. A teacher-methodological adviser provides individual support; conducts classes, open sessions and workshop-type classes; and organises various CPD activities which support teachers in their teaching and educational work. They plan activities in line with the needs of their beneficiaries, in collaboration with in-service teacher training institutions, educational resources centres and school libraries, and with the bodies exercising pedagogical supervision. Tasks of a methodological adviser are assigned to a teacher by the body managing the public school or institution where the teacher is employed, in agreement with its head and after a positive opinion has been given by the head of the relevant regional in-service teacher training institution. (Eurydice. National Education Systems, Poland, Chapter 9.3)
Teacher appraisal	Performance assessment and to secure promotion to next grade
New role for special schools (Accessibility Plus programme)	Development of specialised centres to support IE

Please provide information regarding school buildings and infrastructure

a. Are there schools that face infrastructure issues that are barriers to inclusion?

No No information available Yes

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

A high number of schools are not physically accessible – and many lack appropriate environments for learners with sensory disabilities and other disabilities such as ASD

The Accessibility Plus programme provides support for adaptation of buildings – see below

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

No No information available Yes

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
Accessibility Plus programme	Aims to improve quality of life and ensure independent living for all, including persons with disabilities with enhanced access to physical and digital infrastructure and services Development of accessibility standards in schools is part of this initiative (project Accessible School Space https://www.power.gov.pl/nabory/1-197/).

If no, please give further information:

Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

Ministry of Infrastructure and Development, Poland, Operational Programme Knowledge Education Development OP KED 2014-2020.

<https://www.funduszeuropejskie.gov.pl/en/site/learn-more-about-european-funds/look-through-the-documents/operational-programme-knowledge-education-development-2014-2020/>

Ensuring equal access to high quality education, adjusted to individual needs of students, was envisaged as one of the major current challenges in the OP KED. With a high level of participation in education at the primary and lower secondary level and a step made forward to improve the quality of work of schools (as evidenced i.a. by the results of the PISA study), the challenge for the education system in Poland is to ensure the highest possible quality of education and to support schools in working with pupils with special educational needs, based on appropriate assessment of their educational needs. Further improvement towards more inclusive and practical approach to science is needed.

The other challenge is to prepare students to their future employment better. According to the studies conducted by the employers, the competences developed in the process of formal education are not sufficient to effectively perform work directly after graduation. Apart from practical skills, employers expect graduates to have competences needed to actively participate in the labour market, so it is important to support schools in the process of developing key competences of their students as well as in providing services helping students to choose the appropriate career path by improving a career guidance system in schools.

Strengthening cooperation of schools with entrepreneurs, universities and social partners would result in improving the learning outcomes achieved by schools. According to studies, it is necessary to develop mechanisms of widespread involvement of employers in the cooperation i.a. through mutual identification of needs, expectations and opportunities in the area of developing qualifications and occupational skills, participation in modernisation of the educational offer, common curricula, development of new qualifications and modernisation of the existing ones, improvement of the vocational examination system, development of mechanisms to increase participation of employers in organisation of internships and traineeships for students and development of programmes for practical vocational training. In this context, it is particularly important to improve mechanisms of direct cooperation between vocational schools and employers. An important mechanism will be the development of systemic solutions for monitoring careers of vocational schools' graduates, which will allow to diagnose the quality of flows between education and the labour market – in line with recommendations resulting from the analyses of careers of university graduates and vocational schools' graduates performed by the Educational Research Institute (IBE).

Poland stands out among other European Union countries with its low level of competences of adults and low involvement in increasing and supplementing the competences after completion of formal education. That's why there is a need to enhance equal access to lifelong learning for adults, including people with low competences.

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

Challenges:

Development of inclusive pedagogy for all (not individual programmes/separate curricula) Committee on the Rights of Persons with Disabilities, 2018. Concluding observations on the initial report of Poland. p10 Also: Education Research Institute 2015. Inclusive education and labour market system - recommendations for public policy, p26

Accessible school buildings/learning environments Committee on the Rights of Persons with Disabilities, 2018. Concluding observations on the initial report of Poland. p1

Effective use of teaching assistants (as part of the Education for All model) (Unpublished documents from. SRSP work with European Agency)

Opportunities

Accessible+ programme results

Support from Agency and DG Reform

ICT to support learning (to be developed as part of the Training schools initiative) MEN, 2018. Ongoing works on training schools. p1

SECTION 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

Have there been any campaigns to raise awareness of inclusion in education at national or local level?

No No information available Yes

If yes, please give a description.

Awareness raising under Accessibility Plus programme (No details available in English)

Current work on new model of Education for All (with European Agency as part of SRSP)

If no, please give further information:

Does legislation/policy support parental involvement in schools?

No No information available Yes

If yes, please give a description.

Schools have parent councils with elected representatives. (Guidance produced 2018/19)

Parents can also be involved in assessing teachers work under the Teachers Charter.

Parents are involved in organisation of early intervention/support for their child and participate in assessment.

Following the School of Cooperation project (2013-2015), an on line platform shares good practice in involving parents. <http://szkolawspolpracy.pl/>

If no, please give further information:

Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

No No information available Yes

If yes, please give a description.

Recent reforms include closer involvement of employers in vocational education (CPRA)

Educational Law (2016) states the need for cooperation with parents and local community to support student development and improve the work of schools.

Changes to initial teacher education (2019) will also encourage a focus on cooperation with families, community etc.

If no, please give further information:

Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No No information available Yes

If yes, please give a description.

Proposals for new role of special schools - increasing collaboration with mainstream schools – which has been in place since 2015. Schools are also encouraged to cooperate to support the transition of pupils between schools/phases of education (e.g. from kindergarten to primary etc)

The system of education also promotes purposeful collaboration within local community institutions and organizations. Such a cooperation is perceived as a tool for the development of schools themselves and the development of students as well as their partner institution. This includes collaboration with higher education, training centres etc.

If no, please give further information:

Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

No No information available Yes

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

The school's statute defines the organisation of cooperation with associations or other organisations. Headteachers are responsible for cooperation with NGOs in order to support learners/families. Parents can give an opinion on NGO activity in schools.

Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

No information available

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

Challenges

- The lack of measures taken to raise awareness of the rights of persons with disabilities - needs for information on human rights model of disability. Committee on Rights of persons with Disabilities. Concluding observations on the initial report of Poland. September 2018 p5)
- The engagement of parents from 'hard to reach' groups (e.g. ethnic minority groups)

Opportunities

In the new model the network of training schools and development of an inclusion coordinator role in schools to coordinate work within the school community and local communities.

