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Organisation of

the education system in

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2009/2010

Poland

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1. Political, Social and Economic Background and Trends

Please refer to the subdivisions for more details.

1.1. Historical Overview

The beginning of the Polish State is associated with the dynasty of Piast at the end of the 10th century. In 966 Mieszko I, a member of this dynasty, was baptized and brought Christianity to Poland. Since then, as most Poles believe, Poland was brought into the sphere of Christian and Latin tradition. The Piasts united the lands which roughly resembled the present territory of Poland. During the following centuries, the Polish State expanded eastwards. After uniting with Lithuania under the Jagiellonian dynasty in 1385, both countries ruled over vast territories situated between the Baltic and the Black Seas. Poland developed a constitutional monarchy, one of the first in Europe, and granted a considerable degree of freedom and justice to its people. During the 15th and 16th centuries the Polish State enjoyed great political and cultural importance in Europe.

In the second half of the 17th century Poland became involved in long wars, in the East with the State of Moscow and with the Turks, and in the North-West with Sweden. In spite of many victorious battles such as that of Vienna in 1683 (when the Polish king Jan Sobieski stopped the Turkish expansion in Europe), those wars impoverished the country. The Polish State was gradually weakened. The political freedom based on the 3rd of May Constitution of 1791 (the first constitution in Europe and the second – after the American one – in the World) was limited by the powerful aristocratic families, while the position of the Polish kings was diminished. The neighbouring countries, Russia, Prussia and Austria were increasing their political power. This led to the three partitions of Poland in 1772, 1793 and 1795 and to Poland's disappearance from the map of Europe. Polish history thereafter is one of many efforts to regain independence, such as the insurrection led by Tadeusz Kościuszko in 1794, Polish military efforts during the Napoleonic wars and uprisings in 1830 and in 1863.

Poland returned to the map of Europe as an independent state after the First World War in 1918. On the 1st of September 1939 the invasion of Poland by Germany started the World War II. After dramatic struggles under Nazi occupation, during which one-fifth of the population perished, Poland was liberated from Nazi occupation in 1945 and fell under the communist rules for over 40 years.

The country was rebuilt from war destruction and a system of centralized economy was introduced. In the following years there were periods of economic instability and deteriorating living conditions. Combined with authoritarian rule this led to a growing opposition which culminated in the formation of the Solidarity trade union in 1980. In 1981 the martial law was imposed and for many years Solidarity became an underground movement and grew in power enjoying the support by the Catholic Church and by Western democracies.

The year 1989 was a crucial year in the contemporary history of Poland. After the agreements of so-called "round table", resulting from the negotiations between the representatives of the opposition of the time and the representatives of the ruling government, the first partially free parliamentary elections took place in June. The first totally free and democratic elections were held later, in 1991. A dynamic period of political and economic transformation began. The rebirth of parliamentary democracy led to the creation of many political parties and the development of independent mass media. Freedom of speech and openness in the public life reinforced the public monitoring of the state administration bodies acting on the basis of law. Decentralisation of public authority was continued along with the self-government reform. Introduction of

the market economy limited the state intervention in the economy – restructuring and privatisation processes began.

In 1990s Poland entered the path leading to integration with Western European countries. In 1991 it became member of the Council of Europe and concluded with the European Community the Association Agreement, which in 1993 was ratified by the European Union. In 1996 Poland became member of the OECD and in 1999 of the North Atlantic Treaty Organisation (NATO). On the 1st of May 2004 Poland became a member of the European Union.

1.2. Main Executive and Legislative Bodies

The functioning of the Polish state is defined by the Constitution of 2 April 1997.

The Polish Constitution is available at the following website: http://www.sejm.gov.pl/prawo/konst/angielski/kon1.htm

According to the Constitution:

- The legislative power is exercised by the Parliament (Sejm) and Senate (Senat).
- O Sejm is the lower chamber of the Parliament and consists of 460 members elected according to the proportional election system. The Sejm exercises the legislative power and supervises the government.
- O Senat the upper chamber of Parliament restored in 1989 consists of 100 members elected according to the majority system. The legislative power of the Senat is limited to the legislative initiative and proposals of amendments to the bills passed by the Sejm.
- The executive power is exercised by the President and the Council of Ministers.
- The President of Poland is the head of state and guards its sovereignty, safety and integrity of the territory. He also supervises the implementation of the Constitution. The president is elected by the nation in free, popular and direct election for a 5-year term.
- The Council of Ministers is responsible for internal and foreign politics and supervises the administration. The Council is responsible for all the politics which is not in charge of other state bodies and of the territorial self-government.
- The territorial organisation of the Polish state assures the decentralization of the public authorities. Poland is divided into 16 województwo, 379 powiat, and 2478 gmina. This territorial division is defined in the Act of 24 July 1998 on the introduction of the basic 3-trier territorial division. The head of region (wojewoda) represents the Council of Ministers in the region. The head of region supervises the institutions exercising the powers of the state. The regional kuratorium oświaty are included in the regional administration and they are responsible for pedagogical supervision in schools. Upon the 1998 reforms of administration and self government the heads of regions are mainly responsible for supervision. The regional government is the responsibility of self government bodies the marshall of the region and the regional council.

• The territorial self government takes part in exercising of the public rule. The major part of the regional self government's tasks is implemented in its own name and on its own responsibility. Starting 1998 the following three levels of territorial self government have been operational: gmina, powiat and województwo.

Gmina is the basic – as indicated in the Constitution – self government body. Its responsibilities include all the public matters of local importance which are not defined as responsibility of other bodies. It is obliged to fulfill the needs of the local community in the following areas: health services, social security, culture and education. It is responsible for running przedszkole, szkoła podstawowa and gimnazjum. This body operates on the basis of the Act of 8 March 1990 on the local self government.

Powiat was established in 1998 as a second level of territorial self government. It supports gmina in all the functions that seem too broad for its scope of action. It has the following responsibilities: running od post-gimnazjum schools, hospitals, and the management of public roads. It is also responsible for counteracting unemployment, and protection of consumers' rights. It operates on the basis of the Act of 5 June 1998 on district self government.

Województwo self government was established in 1998 as a third level of territorial self government. Its responsibilities include the regional economical and social development as well as the establishment and running of public teacher training and in-service training centres, pedagogical libraries, and schools and institutions of regional and supraregional importance. Its scope of activities does not interfere with the independence of powiat and gmina. It operates on the basis of the Act of 5 June 1998 on the regional self government.

1.3. Religions

Freedom of conscience and freedom of religion are guaranteed by the Constitution. The Church (of all confessions) and the State are independent and autonomous. There is no official religion in Poland.

The Roman Catholic Church is the biggest church in Poland. The overwhelming majority (around 90%) of the population are Roman-Catholic if the number of the baptised is taken into consideration (34.4 million of baptised people in 2003). The Catholic Church also includes the Uniate Church (Greek-Catholic) with the congregation of approximately 82 thousand.

The Orthodox Church has the congregation of 550 thousand (1.3% of the population). There are about thirty Protestant Churches with a congregation above 150 thousand (0.4% of the population) - the biggest one in this group is the Evangelical-Augsburg Church (more than 80 thousand members). There exist also about 20 Churches or other religious congregations, which assemble a total number from several dozen to more than 5 thousand followers (the only exception is Jehovah witnesses assembling 126 thousand members).

Although the Roman Catholic Church is the most numerous one, its legal relationship to the state was not regulated for a long time (in contrast to other Churches and religions). On January 8, 1998, the conclusion of the agreement (Concordat) between the Holy See on one hand and the Republic of Poland on the other was ratified by the Sejm. The Concordat was signed by the President.

When it comes to education, the most important regulation is that the state guarantees the introducing - according to parents' and students' will - of religious education (as an optional subject) into teaching schedules of all public schools (pre-school, primary and secondary). The inclusion of religion in pre-school education is a novelty in comparison to previous regulations, though in practice such lessons have been

provided in most institutions. The Church has the right to run education institutions, i.e. pre-schools and schools of all levels according to canon law regulations and official principles scheduled in relevant acts (e.g. School Education Act, higher education acts, etc.)

1.4. Official and Minority Languages

Polish language is the official language in Poland – this is stated in the Constitution and in the Act on the Polish Language.

If compared to other European countries, Poland is very homogenous as regards nationality. It is estimated that no more than 3% of total population is the population of national minorities. Starting the 1989 the rebirth of national and ethnic identity has been observed among the minorities. The network of schools offering teaching in languages of national minorities or additional classes in these languages for pupils from national minorities – the number of such schools had quadrupled since 1990.

The minorities' right to protect, retain and develop their cultural identity is guaranteed by the Constitution and by the Act of 6 January 2005 on Ethnic and National Minorities and on the Regional Language. This act defines tasks and competencies of the state administration and territorial self government bodies with respect to the implementation of the rights of ethnic and national minorities.

The Act includes as follows:

- 9 national minorities: Byelorussian, Czech, Lithuanian, German, Armenian, Russian, Slovak, Ukrainian and Jewish
- 4 ethnic minorities: Karaim, Lemko, Romany and Tatar.
- One community using the regional language of Kashubian.

The implementation of the rights of ethnic and national minorities with respect to learning of the minority language or education in the minority language as well as the right to learn about the history and culture of the minority takes place on the basis of rules defined in the School Education Act of 7 September 1991.

According to the article 13 of the School Education Act a public school supports pupils in retaining of their national, ethnic, linguistic and religious identity with a particular emphasis on history and culture. Upon parents' request the teaching may be organised in:

- Separate groups, classes and schools
- Groups, classes and schools with additional language, history and culture teaching
- Interschool educational institutions.

Detailed rules related to this kind of provision are defined in the Regulation by the Minister of National Education of 14 November 2007 on conditions and ways of implementing tasks related to supporting the national, ethnic and linguistic identity of pupils from national and ethnic minorities and the community using the regional language in pre-schools, schools and educational institutions.

In the school year 2008/09 the following numbers of pupils were learning the mother tongue other than Polish:

- 33 833 pupils in 579 szkoła podstawowa and interschool institutions 69.5% of which were learning German, 20.5% Kashubian, 4.4% Byelorussian, 2.9% Ukrainian and 0.9% Lithuanian. There are several schools for Slovak and Lemko minorities.
- 12 318 pupils in 217 gimnazjum and interschool institutions 77% of which were learning German, 8.8% Kashubian, 7.3% Byelorussian, and 4.2 % Ukrainian.
- 1 345 pupils in 19 liceum ogólnokształcące 57.1% of which were learning Byelorussian, 22.2% Ukrainian, and 11% Kashubian.

In total in the school year 2008/09 there were around 47.5 thousand pupils enrolled in schools for national and ethnic minorities and in schools organising additional classes in the languages of national and ethnic minorities.

1.5. Demographic Situation

In Poland 38.2 million people inhabit an area of 312 685 square kilometers. Average density of population is 122 persons per square kilometer. The śląskie region has the highest density of population index – 381 persons per square kilometer. The lowest index is observed in the warmińsko-mazurskie and podlaskie regions (59 and 60 persons per square kilometer respectively).

Starting the post-war period a very dynamic demographic processes have been observed in Poland – in the years 1946 – 1988 the number of inhabitants increased by 14 million. Since 1989 a process of limited replacement of generations has been observed. In 1999 the decrease in the number of population was observed for the first time and it lasted for 9 years. It was mainly caused by a drop in a number of births and a negative net international migration. The 2008 was the first year in 11 years when positive net growth of population was noted – the number of inhabitants grew by 20% in comparison with the previous year. In 2009 the growth of population was also noted which was due to the growing number of births and diminishing negative net international migration rate (a visible growth in final migration flows was observed in 2006).

It seems that recently observed demographic changes (increase in the number of births or marriages) show a visible breakthrough in the development of population. However, overcoming a deep demographic depression in Poland may still take many years. Fertility rate is still the lowest among the EU countries and one of the lowest in Europe. In 2008 the fertility rate equaled 1.39 which means increase of 0.17 points in comparison with 2003, when this rate was at its lowest level for over 50 years. This also means that the rate is still lower (by 0.75 points) than the optimum level defined as favorable from the demographic point of view.

Deep demographic depression of the 90-ties (twentieth century) and a high level of emigration noted especially since 2004 (mostly young people) will lead, and soon, to increasing difficulties in the demographic development, on the labour market and in the social security system. According to the long range demographic prognosis for the period up to 2035 the number of Poles will decrease steadily and the rate of this decrease will grow steadily. The process of ageing of the Polish society will occur. The participation of population in post-production age will increase. The so-called demographic burden index (balance between the number of population in post-production age and that of population in production age) will increase from 56 in 2007 to 73 in 2035.

See also 1.7. Statistics

1.6. Economic Situation

The transformation of Polish economy commenced in the 90ties (twentieth century) and constituted a transfer from the centrally steered economy to free market one. It involved in particular: change in the structure of ownership of economic entities (privatization) cancelling the state control over the foreign trade, liberalization of financial flows between Poland and other countries, introduction of legislation stimulating the development of entrepreneurship and competition on the internal market, liberalization of prices and introduction of internal exchange of the Polish zloty and of unitary rate of currencies. The reform process is very advanced, however, not completed as e.g. the privatization process. In spite of recent good macroeconomic ratings the competiveness of Polish economy is still insufficient. The government has announced further reforms presented in the National Reforms Programme 2008-2011. The envisaged activities will include, among others, the reform of public finances, encouragement to the freedom of economic activity, support to innovation and R&D.

Upon Poland's accession to the European Union in 2004 a period of good economic performance commenced in Poland. The growth of export stimulated growth in production and employment and as a result the increase of internal consumption. At the beginning the growth of production was achieved with no investment due to some production potential still present in the Polish economy. Further growth of demand resulted in increased investment which contributed to a relatively high economic growth.

Due to Poland's strong economic links with other EU Member States (in 2007 78.9% of total Polish export was implemented in the EU) economic situation in the EU has a particular importance to the condition of the Polish economy. In 2007 the Polish economy was still growing. The 2008 was a year of a gradual economic slowdown in Poland. However, the Polish economy still noted a high rate of growth and the global financial crisis had a limited effect on it. According to the Central Statistical Office the Polish GDP grew by 4.8% in 2008 including an impressive 6% in the first quarter and a very limited 2.8% in the last one. The economic indicators noted in 2008 show both a certain strength of Polish economy and some growing difficulties. In 2009 after 3 years of high rate of economic growth a drop in this rate was observed. According to initial estimations the GNP was 1.7% higher than in the previous year (in comparison with the growth of 0.5% in 2008).

It should be stressed that Poland was the only EU Member State which noted economic growth in 2009. After clear slow down in the first 6 months of the year it has been recently observed that the dynamic of production has improved in industry, sales, services in transport and communication as well as in foreign trade.

It has been estimated that in 2009:

- The sold industry production was 3.5% lower than in 2008,
- Sales were around 1.3% higher than in 2008,
- Global production in agriculture increased by 2.8% (similar rate of growth as in the previous year),

During the 11 months of 2009 the foreign trade noted a small increase in export rates (including that to EU Member States) and decrease in import rate, which resulted in the general improvement of previously negative foreign trade balance, in comparison with the rate noted in the previous year.

In 2009 an average employment rate in the enterprise sector was 1.2% lower than a year ago mainly due to the drop in industrial processing. The unemployment rate was increasing gradually and in December 2009 equaled 11.9% (increase of 2.4% in the framework of one year).

The percentage of graduates and young persons among the unemployed has increased but the percentage of those permanently unemployed or with no qualifications – has dropped.

Source: Central Statistical Office, Information on the socio-economic situation of the country – year 2009.

See also 1.7. – Statistics

1.7. Statistics

1. Population by gender (2008)

Men	18 408 405	48.3%
Women	19 707 504	51.7%
Total	38 115 909	100%

2. Population by age (%)

Age	1990	1998	1999	2001	2002	2003	2004	2005	2006	2007
0-6	11.4	8.2	7.7	7.3	7.1	6.9	6.8	6.6	6.6	6.6
7-14	13.8	12.5	11.8	11.2	11.0	10.4	10.2	9.7	9.4	9.1
15-19	7.4	8.6	8.7	8.7	8.7	8.1	8.0	7.4	7.4	7.1
20-24	6.5	8.0	8.2	8.3	8.3	8.6	8.6	8.7	8.7	8.5
25-64	50.8	51	51.6	52.1	52.4	53.1	53.4	54.3	54.6	55.3
65-79	8.1	9.8	10.1	10.3	10.5	10.6	10.6	10.6	10.5	10.5
80+	2.0	1.9	1.9	2.1	2.0	2.3	2.5	2.7	2.8	2.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100	100	100

- 3. Density of population 122 persons per square kilometre
- 4. Population in towns and cities 61.3 %
- 5. Population in rural areas 38.7 %

6. Natural movement of population (per 1000)

	1980	1990	1996	1998	1999	2001	2002	2003	2004	2005	2006	2007	2008	2009
marriages *	8.6	6.7	5.3	5.4	5.7	5.0	5.0	5.1	5.0	5.4	5.9	6.5	6.8	6.7
divorces *	1.1	1.1	1.0	1.2	1.1	1.2	1.1	1.3	1.5	1.8	1.9	1.7	1.7	1.9
live births *	19.5	14.3	11.1	10.2	9.9	9.5	9.3	9.2	9.3	9.6	9.8	10.2	10.9	11.2
deaths *	9.9	10.2	10.0	9.7	9.9	9.4	9.4	9.6	9.5	9.7	9.7	9.9	10.0	10.1
natural increase (‰)	+9.6	+4.1	+1.1	+0.5	0.0	+0.1	-0.1	-0.4	-0.2	-0.1	0.1	0.3	0.9	1.0

^{*}per 1000 inhabitants

7. Internal migrations (in thousands)

	1981- 1990	1991- 1995	1996	1998	1999	2001	2002	2003	2004	2005	2006	2007	2008
Net migration in towns	+1344.0	+317.9	+23.3	+8.6	+2.8	-6.5	-17.6	-30.4	-41.6	-32.6	-35.1	-47.9	-38.9

8. International migrations (in thousands)

		1991- 1995	1996	1998	1999	2001	2002	2003	2004	2005	2006	2007	2008	2009
immigration	17.3	32.5	8.2	8.9	7.5	6.6	6.6	7	9.4	9.3	11	15	15.3	15.0
emigration	267.0	112.7	21.3	22.2	21.5	23.4	24.5	20.8	18.9	22.2	47	35	30.1	16.0

9. GDP dynamics (in %)

1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
-11.5	-8.0	+1.5	+3.8	+5.2	+7.0	+6.0	+6.8	+4.8	+4.1

2000	2001	2002	2003	2003	2004	2005	2006	2007	2008	2009
+4.0	+1.0	+1.4	+3.8	+3.8	+5.3	+3.2	+6.2	+6.7	+4.8	+1.7

10. Inflation, unemployment

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	200 9
Average annual inflation %	27.8	19.9	14.9	11.8	7.3	10.1	5.5	1.9	1.1	3.5	2.1	1.3	2.5	4.2	4.0
Unemploy ment %	14.9	13.2	10.3	10.4	13.1	15.1	17.4	18.0	18.0	19.0	17.6	14.8	11.4	9.5	11.9

11. The rate of unemployment by level of education in September 2009 (%)

The unemployed by level of education						
Higher	9.5					
Post-secondary and secondary vocational						
Secondary general						
Basic vocational	28.5					
Primary and below	28.1					

12. The rate of unemployment by age in September 2009 (%)

The unemployed by age						
24 years and below	23.1					
25 - 34	29.1					
35 – 44	18.1					
45 – 54	21.1					
55 and above	8.6					

Source: Central Statistical Office, Registered unemployment I-III quarter of 2009.

2. General Organization of the Education System and Administration of Education

Please refer to the subdivisions for more details.

2.1. Historical Overview

In the Middle Ages in Poland, just as in other European countries, there was a small number of schools, run mostly by religious organizations and churches. In the period of the Renaissance the development of schools took place; the idea of schools for all, regardless of social or financial status was also introduced. The Cracow Academy, later called Jagiellonian University, was founded in 1364. It was the first in Poland and one of the first universities in Central Europe. It was followed by the University of Vilnius (1578), Lvov (1661) and Warsaw (1816).

In 1773, in the period of the Enlightenment, the first in the world lay education authority (ministry of education) was established under the name of the Commission of National Education. The Commission introduced a lot of progressive reforms in the area of the organization of education processes and teaching contents. This institution promoted the idea that education was not only the responsibility of citizens but first of all the responsibility of the State.

Partition Period

The reforms of the Commission of National Education and the development in education linked to those reforms were destroyed at the end of the 18 century, when Poland – partitioned by three neighbouring countries (Russia, Prussia and Austria) - lost its independence for 123 years.

In practice, the "Polish" schools were being transformed together with the education systems of Russia, Prussia and Austria. Assuring the wide access to education was a predominant trend, while less attention was paid to the teaching contents and the curricula.

As far as the wide access to education is concerned, the Russian-occupied part of the Polish territory remained the one with the most limited access. Only a small number of children attended school - in rural areas only three-grade schools were established, which served several villages.

In the Prussian territory a one-class school with one teacher was almost in every village (i.e. education comprised all age groups simultaneously in one class-room). A common and compulsory primary education (for children over six years of age) was introduced in the Austrian partition in 1895. Roughly speaking it can be stated that compulsory education lasted 6 years in rural areas and 7 years in towns. After the First World War the principles of Austrian education system were partially incorporated in the areas of other partitions and they strongly influenced the educational policy of independent Poland at the beginning of the 1920s.

Inter-War Period 1918-1939

The unification - from the organisational point of view - of the three different education systems was one of the basic educational tasks of the re-established Polish state. The Decree on seven-year compulsory school of

7 February 1919, and the Act on establishing and running common public schools of 1922 served this purpose. The Act of 11 March 1932 marked some progress in the reform of the Polish education system, in spite of some disadvantages and the criticism from the contemporary left-wing. It prepared the legislative framework for the unification of education standards, raised the importance of vocational training and provided a better background for future teacher training.

Years 1945 to 1989

In the first years after the Second World War the education policy was based on instructions and ministerial decrees rather than on a parliamentary act. The eight-year compulsory school was introduced for a short period of time and then, in 1949, the concept of a seven-year school was introduced. The two-stage (two-level) system of secondary education ceased to exist. The whole education system was based on a 7-year primary and a 4 year secondary schooling.

It was not before 1961 that the act on education was passed. It prepared grounds for a complex reform of the education system. During this period primary education (extended to eight-years) and secondary education (in terms of school curricula) were reformed.

In the 1970s a rather unfortunate reform of rural education was implemented; there were also some attempts noted to implement a ten-year compulsory school.

The Period of Political Transformation after 1989

The period of political transformation, commenced in 1989, was mainly related to the changes in politics (free elections) and economy (free market). Major changes in the area of general public services, among others, in health protection and education were postponed until the end of 90-ties. Changes in the education system in the early days of transformation were most visible in the area of values. They were concerned with the removal of past years ideology from the textbooks, with breaking up of the states monopoly in organization of schools (establishment of grounds for the development of non-state schools), attempts to increase the influence of parents and local communities on the school life, introduction of religion classes into schools, preparation of a wider offer of foreign language teaching (through, among others, the establishment of foreign language teacher training colleges, especially for the English teachers). The process of transferring responsibilities for running schools to newly established territorial self-governments. With time local self-governments acquired high level of expertise in expenditure of public funding, so in the end taking over of primary schools by self-governments has resulted in a better quality of services. Due to growing educational aspirations of youth, including interest in higher education, enrolment in vocational schools, and in particular in basic vocational schools, has become more limited. (Before transformation basic vocational schools were chosen by 50% of pupils.) Vocational school were associated with obsolete and inefficient economy from before the transformation.

In higher education the Act of September 1990 introduced the three following changes: self-government of academic community, grounds for the development of non-state higher education institutions and employment of staff on the basis of open competition.

Attempts to reform the education system in the framework of preparations for accession to the EU

During the first 10 years of transformation (in the 90-ties) no substantial changes were made to the structure of the education system and the organization of teaching. A necessity to modernize the public services just

before the accession to the EU (which took place in May 2004) became a factor triggering the substantial changes – in public administration, health care, education and social security. This way the reform of the education system became one of four major reforms supported by minor reforms such as reform of childcare, which were gradually implemented starting the year 1999.

The overall reform of the education system of 1999 included as follows:

- Completion of decentralization of education system management including transfer of school running tasks to the new types of territorial self-government (powiat self government and województwo regional self-government) this applied to schools above the level of primary education, including educational institutions, continuing education centres, psychological and pedagogical support centres, teacher training colleges, in-service teacher training institutions and pedagogical libraries.
- Changes in the structure of the education system based on the introduction of a 2-stage cycle of teaching after the shortened primary education cycle in a 3-year gimnazjum (ISCED 2) and in 3-year postgimnazjum schools (with an exception of technikum which is of 4 years duration) (ISCED 3).
- The above mentioned change in the structure resulted in prolongation of general compulsory education by one year (in 6-year primary and 3-year lower secondary school) which led to the improvement in the level of key competencies of youth as shown by the results of OECD/PISA survey in Poland.
- Reorganization of school network, especially in rural areas, including improvement of the school transport system
- Modernization of school premises and equipment, especially in terms of ICT.
- Curricular reform planned in order to balance the amount of knowledge, scope of skills and attitudes (due to previous educational aims focused on memorizing of data and information by pupils).
- Pupil assessment reform based on the introduction of external examination system (implemented starting 2002) run by the Central Examination Commission and 8 regional examination commissions established in 1999.
- Implementation of teacher professional advancement system and the new remuneration system linked to the professional advancement scheme.
- Promotion of teacher in-service training.
- Establishment of links between the financial support to educational institutions and the number of pupils enrolled.

The 1999 reform was not fully implemented (due to the change in government in autumn 2001 and changes in educational policy priorities). This applies mainly to structural changes at the level of upper secondary education and revision of core curricula. As a result a clear incoherence was observed between teaching in gimnazjum and in post-gimnazujm schools, which is one of main reasons for the implementation of the 2009 curricular reform. Corrections introduced to the reform starting 2002 envisaged keeping of the main division into school types at the level of ISCED 3, eg. Licea ogólnokształcące, technika and szkoły zasadnicze (basic schools) supplemented by a new type of school – specialized upper secondary school (lyceum profilowane)

which only in terms of terminology fulfilled the concept of never implemented licea profilowane as they were envisaged by the 1999 reform (this type of lyceum proved to be unsuccessful over the years). The reform correction included a several-years delay in the implementation of external examination system at the post-gimnazjum level.

The education system reform continued throughout the following changes (starting 1 of September 2004):

- one year pre-school preparation class has become obligatory for all the 6-year-olds
- 2-year uzupełniające liceum ogólnokształcące leading to egzamin maturalny and receipt of świadectwo maturalne have become operational
- 3-year technikum uzupełniające leading to vocational qualifications diploma upon passing of the exam and to egzamin maturalny and receipt of świadectwo maturalne have become operational
- 3-year special schools preparing SEN pupils (with moderate and severe mental handicaps and pupils with multiple handicaps) for employment leading to the receipt of preparation to employment certificate have become operational.

In 2004 the new egzamin zawodowy exams confirming vocational qualifications were introduced. In 2005 a first egzamin maturalny was implemented according to the new rules and classes for the early support of child's development were introduced (for children with diagnosed disabilities – from the time of diagnosis up to the 6 years of age).

In parallel changes in the system of higher education were introduced which concentrated on the issue of growing numbers of young people whishing to enter HEIs. The main changes in this area are as follows: establishments of vocational higher education institutions (on the basis of Act of 26 June 1997 on Higher Vocational Schools, which was later revoked by the Act of 27 July 2005 "Law on Higher Education") and establishment of non-public higher education institutions.

In order to summarize the efforts of pre-accession education reform in Poland it is worth pointing out that in spite of frequent changes in government and education policy the main success was achieved – the much higher than before transformation number of young people with educational aspirations has been absorbed by the education system. This success led to the fact that just a few years after accession Poland is one of Europe's leaders in promotion of upper secondary education (ISCED 3) and is one of the countries with the high level of growth of the student population in higher education. In the years 1990-2005 the number of students has increased 5 times (from over 400 000 up to nearly 2 million), which was combined with the increase in the number of HEIs (from 112 to 456 in the years 1990-2008). Such an impressive growth in educational aspirations and enrolment in ISCED 3 (mainly in schools ending with egzamin maturalny exam) and at the level of higher education demands attention with respect to the quality of education challenge.

2.2. Ongoing Debates and Future Developments

2.2.1. Planning of education development in Poland in relation to the absorption of the European Funds in 2007-2013

Upon Poland's accession to the EU planning of the education development reached a certain momentum – a possibility of using additional EU funds for the development of education. In the years 2007-2013 4.2 billion

EUR will be directed to support education development, including 2.7 billion EUR for the development of school education system and 1.5 billion EUR for the development of higher education (additional funds for the development of research and science should be mentioned here which usually influence development of higher education – 2.6 billion EUR). The planning process regarding the European funds is based on the new document – Strategy for the development of education for years 2007-2013 accepted by the Polish government in August 2005. This strategy is concerned with the school education system, higher education and adult education systems. The main aim is to increase the level of education in the society, so the minimum of secondary education becomes more common (70%) in the age group 25-45 in 2013, with a parallel provision of high quality of education and improving the qualifications of adults, especially of vocational ones and those related to general competencies necessary for functioning in the modern society. The strategy claims that education will help everybody to implement their aspirations, prepare them for active and responsible participation in social, cultural and economic life, effectively counteract the exclusion and marginalization of individuals and social groups, react to changes linked to the development of science, new technologies and globalization, quickly and in a flexible way react to changes at the labour market.

Detailed aims of the strategy include:

- In school education:
- Creating equal opportunities for pupils
- Counteracting social pathology
- Adjusting the content and methods of teaching to pupils abilities
- Improvement in the quality of management
- Improvement of education system efficiency, as well as of the in-service teacher training and employment of teachers.

In higher education:

- Improvement of higher education institutions management
- Introduction of changes into the system of financing HEIs
- Introduction of financial support to students in a form of social and motivation related stipends
- Improvement of quality and promotion of modern teaching methods
- Improvement of cooperation between HEIs and the economy sector
- Opening of HEIs to continuing education
- Internationalization of studies creation of the European Higher Education Area.

In continuing education:

- Stimulation of pro-educational attitudes among citizens
- Promotion of continuing education linked to acquisition and improvement of vocational qualifications and general competencies
- Preparation of a clear system of vocational qualifications
- Preparation of a system for recognition of vocational qualifications acquired outside the system through certification (formal recognition) and practical recognition (by employers)
- Priority given to older persons and those with low qualifications, and young persons, also HEIs graduates (promotion of entrepreneurship and competition), introduction of efficient mechanisms of co financing of the costs of continuing education from public and private funds.

Implementation of strategy's aims is carried out through activities in 3 priority areas of the Lisbon Strategy set in the 2010 perspective: better access, support to openness and improvement of quality in education. The main directions for the achievement of set goals are as follows:

- Reconstruction of early support system (early diagnosis and support to children with development disabilities and health problems)
- Dissemination of pre-school education and earlier start of compulsory education (lowering of the age of starting compulsory education to 6 years of age, and provision of compulsory pre-school education for 5-year olds, introduction of new forms of pre-school education)
- Promotion of a new model of school functioning (open school as local centre for culture, continuing education and active citizenship)
- Improvement of importance of cultural education
- Adjustment of school network to the demographic changes, including development of continuing education centres
- Development of distance learning at various levels from primary to higher education
- Removal of barriers in access to education for persons with SEN
- Changes in curricula core curriculum focused on key competencies with greater school autonomy
- Improvement of external examination system, inclusion of mathematics in to the Matura exam
- Changes to vocational training enhancing the importance of key competencies and learning of vocation through practical training in close cooperation with employers
- Assuring better access for children and youth to educational and vocational guidance, development of stipend system

Development of continuing education integrated with the traditional education system

- Improvement of society's cultural competencies
- Preparation for mobility in international educational area and in the international labour market
- Improving the performance of teaching and academic staff (changes in the employment measures for teachers allowing for more flexible educational policy by territorial self-governments, changes in teacher training leading to better practical preparation with respect to the key competencies and new skills linked to the concept of open school, promotion of academic staff of national and international importance
- Efficient management in education and higher education.

Strategy for the development of education in the years 2007-2013 gives basis for planning of activities in school education, higher education, and continuing education with the use of European funds in the above mentioned period. Planning of EU funds expenditure is arranged in so called operational programmes, two of which are of importance from the point of view of expenses on education, continuing education and higher education (with funds planned for the years 2007-2013 mentioned in brackets and including support by European funds with required own co funding):

- Operational Programme Human Capital including:
- Priority III High Quality of education system (1 billion EUR)
- Priority IV Higher Education and Research (0.9 billion EUR)
- Priority IX Development of education and competences in regions (1.7 billion EUR).
- Operational Programme Infrastructure and environment including:
- Priority XIII Infrastructure for higher education (0.6 billion EUR).

Funds directed to the development of science and research in the Operational Programme Innovation Economy are also important to the development of higher education, in particular the Priority I Research and Development of Modern Technologies (1.3 billion EUR) and the Priority II Infrastructure for R and D (1.3 billion EUR).

Current priority actions in education, continuing education and higher education are included in the National Reform Programme for years 2008-2011 for the implementation of the Lisbon Strategy, in particular in the Implementation Document for this Programme approved by the government on 19 May 2009. In Priority "Active Society" Action 1 "Development of education in society and knowledge based economy" it is envisaged that the following tasks will be co financed in the framework of projects implemented in Operational Programmes – Human Capital and Infrastructure and Environment:

- Preparation and implementation of LLL Strategy
- Preparation and implementation European Qualifications Framework (OP HC)

- o Preparation and implementation of systematic solutions aiming at the improvement of quality and effectiveness of education and training (OP HC)
- O Development of modern academic centres training specialists in the new technologies (OP IE)
- o Introduction of new study areas related to the needs of modern economy and labour market (OP HC)
- Changes in the education system (OP HC)
- o Curricular reform in pre-school and general education

Reform of higher education system (OP HC and OP IE).

- o Promotion of pre-school education, especially for 5-year olds
- o Modernization of vocational training system
- o Modernization of pedagogical supervision system and improvement of teacher professional status
- o Introduction of innovative programmes and teaching methods
- Development of continuing education and promotion of LLL
- o Establishment of partnerships of bodies organizing the formal and non-formal education process and offering support to informal learning
- Promotion of formal continuing education
- o Support to educational services including to educational institutions, programmes, methods and forms of continuing education
- o Promotion of LLL
- Promotion of modern information and communication methods in the process of training and self-study (OP HC)
- O Development of digital educational platforms, improving school ICT and multimedia equipment
- o Development of distance learning.
- Upgrading of vocational qualifications of staff (OP HC) in different sectors including among others the improvement of teacher training and in-service teacher training systems.

2.2.2. Planning of education development in Poland with a prospect of 2020

"Strategy for the development of education 2007-2013" does not fulfill the criteria of a complex and coherent strategy of LLL. EU Member States have pledged to prepare such strategies before 2006, which is prior to the planning of absorption of European funds for the years 2007-2013. The complex and coherent LLL strategy (based on the concepts of lifewide learning, learning outcomes and LLL) was agreed in the EU in the framework of establishment of so called European LLL Area (2000-2002) and European Qualifications Framework (2005-2008). The main elements of European LLL Area and EQF are as follows:

- Comprehensive attitude towards learning, e.g. appreciation and use of all forms of learning formal, non-formal and informal with a parallel assumption that informal learning is the widest possible area of organized learning (learning at work, in companies, offices and social organizations)
- Opening of learning to everybody without limiting it to pupils, students and continuing education courses participants, namely persons studying in the school, higher and continuing education systems
- Opening of qualifications systems to everybody, namely modification of qualifications systems so that identification, assessment and recognition of learning outcomes would be independent of place, form and time of learning (this is main rule applied in EQF based on the description of qualifications as learning outcomes, e.g. regardless their context national regional, sectoral and branch related one).
- Personalized education and training though focusing on learners, namely adjustment of education and training to the individual needs and abilities of learners and modification of effectiveness indicators for education and training with the use of indicators applied to persons and not just institutions
- Effective investment in learning based on respect for personal demands of learners and not on the offer by educational institutions
- Preparation of individuals for LLL including updating and acquisition of new qualifications at different stages of life also in the second part of the professional career.

Preparation of a document fulfilling the above mentioned aims is a part of a process of arranging strategic documents initiated in the second part of 2009 and was defined in the "Plan for arrangement of development strategy" approved by the government in November 2009. This plan includes the concept of replacement of all the existing strategies related to functioning of different sectors of the state (including the above motioned "Strategy for the development of education in the years 2007-2013) by 9 so called development strategies related to the: 1) innovation and efficiency of economy, 2)human capital, 3)transport, 4) energy and environment security, 5) efficient state, 6) social capital, 7) regional development, 8) national safety, 9) balance development of agriculture and rural areas.

In the framework of this process it is also planned that a strategic document will be drafted (not included in a set of development strategies) under a working title "Perspective for LLL" which will support all the development strategies. All these strategies include pledges to stimulate the development of LLL and qualifications (in a given area). The support function is understood here as the assurance of coherent actions for LLL and development of qualifications in all areas of strategic development.

The Cross-sectoral Team for LLL, established by the Prime Minister in a Decision nr 13 of 17 February 2010, is responsible for the preparation and monitoring of the implementation of the "Perspective for LLL" document which includes the National Qualification Framework.

2.3. Fundamental Principles and Basic Legislation

The Polish education system (education of all levels below the level of higher education) is based on the following legislation (parliamentary acts):

- The School Education Act of 7 September 1991 (with further amendments)
- The Act of 8 January 1999 on the Implementation of the Education System of the Education System Reform (with further amendments)
- The Act of 26 January 1982 Teachers' Charter (with further amendments of 1996)

The higher education system in Poland is based on the following legislation (parliamentary acts):

- The Act of 27 July 2005 "Law on Higher Education"
- The Act of 12 September 1990 on the Academic Title and Academic degrees (with further amendments)
- The Act of 17 July 1998 on Loans and Credits for Students (with further amendments)

The basic principles of the Polish education system are included in the School Education Act of 7 September 1991 with further amendments. "Education in the Republic of Poland is a common welfare of the whole society; it is guided by principles contained in the Constitution of the Republic of Poland as well as by the instructions of the Universal Declaration of Human Rights, the International Covenant of Civil and Political Rights and the Convention on the Rights of the Child. Education and upbringing, respecting the Christian system of values, is based on universal ethical principles. Education and upbringing serve the developing of young people's sense of responsibility, admiration of the fatherland and respect for the Polish cultural heritage, while being open, at the same time, to values of European and world's cultures. The objective of the school is to provide each pupil with conditions necessary for his/her development and to prepare him/her for the fulfillment of family responsibilities and civil duties based on the principles of solidarity, democracy, tolerance, justice and freedom".

The basic formulated principles of the system of education are included in the first chapter of the Act:

"In particular this system should provide:

- implementation of the right of each citizen of the Republic of Poland to education and the right of children and youth to be educated and cared for;
- support of the family's educational role;
- possibility for various entities to establish and run schools and institutions;
- adjustment of the contents, methods and organisation of education to pupils' psychological and physical abilities, and the possibility of taking advantage of psychological and pedagogical support and of special forms of teaching;

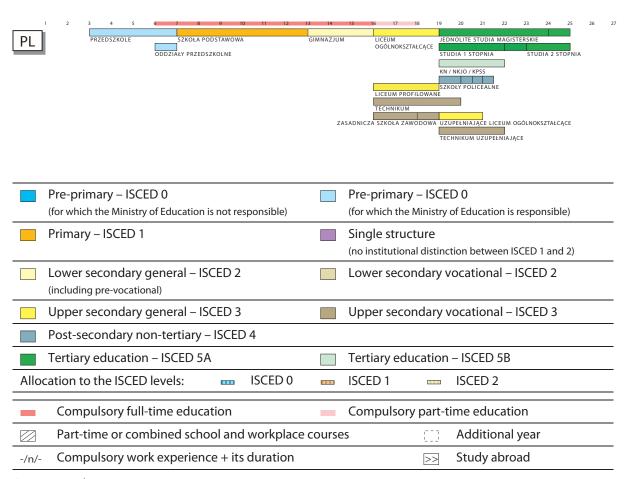
• possibility for the disabled and socially maladjusted children and youth to be taught at all types of schools;

- care for the seriously disabled and socially maladjusted children and youth through individual teaching, use of individual curricula and participation in remedial classes
- care for particularly gifted pupils;
- wide access to secondary schools;
- possibility for adults to complete general education;
- diminishing educational inequalities between particular regions of the country, and especially between urban and rural areas;
- creation of safe and hygienic conditions for pupils at schools and other institutions;
- dissemination of environmental education;
- particular care for pupils in a difficult financial situation and having poor living conditions;
- adjustment of education to the labour market needs
- provision of career guidance to pupils.

This Act regulates the division of competencies in the field of administration of each school (pre-school institution) - according to different state administration levels (central, regional, local). It sets the rules of pedagogical supervision. It is the first time since the Second World War that the legislation (parliamentary act) has regulated the establishment, running and financing of non-state schools. It also defines the rights of school heads, teachers, pupils and parents.

2.4. General Structure and Defining Moments in Educational Guidance

Organisation of the education system in Poland, 2009/10



Source: Eurydice.

In accordance with the Polish law (the School Education Act of 7 September 1991) the education system comprises pre-school institutions, szkoła podstawowa, gimnazjum and post-gimnazjum schools. In the light of the existing law, institutions of higher education are excluded from the system. (They form a separate higher education system or sector.)

Apart from the above mentioned schools, there are the following elements of the education system: psychological and educational centres for guidance and counseling, education and care institutions, special education and care institutions, special care institutions, artistic schools, continuing education centres, practical training centres, in-service training centres, institutions providing care to pupils attending schools away from their homes, voluntary labour camps, teacher training and in-service training institutions and teachers' (pedagogical) libraries.

A child aged 3 to 5 may receive pre-school education, which is not compulsory, but all the six year-old children attend either przedszkole or pre-school classes (*oddziały przedszkolne*) organised in primary schools as the Ministry of Education introduced an obligatory 0 grade starting the school year 2004/05.

Starting the school year 1999/2000 children between the ages of 7 and 13 attend new szkoła podstawowa for a period of 6 years. (The single continuous 8-year structure ceased to exist in the year 2000). As it comes to primary schools, they are divided into two stages: the first stage (grades 1 to 3) offering integrated early school education and the second stage (grades 4 to 6) at which subject teaching is provided. At the end of the 6-year primary school pupils have to take an external obligatory test (set by external examination commissions and assessed by examiners selected by these commissions). The external test which of informative character (it is not an examination) was introduced for the first time in April 2002.

The 8-year single structure primary school graduates could continue their education in a 4-year general upper secondary school, 4 or 5-year technical upper secondary school, 4-year liceum techniczne or liceum zawodowe or in 3-year basic vocational school.

At the end of the first four types of schools pupils could take egzamin dojrzałości, which gave them the right for admission to higher education. Those who did not pass this examination or who were not accepted by higher education institutions, could continue their education in post-secondary schools of duration varying between 1 and 2/2.5 years.

The leavers of zasadnicza szkoła zawodowa (in the old structure of education) entered the world of work with the qualification of robotnik wykwalifikowany.

From 1999/2000 (based on the Law of 8 January 1999), all primary school leavers continue their education in 3-year gimnazjum.

At the end of this school pupils take a compulsory external examination organised by the regional examination commission. According to the original reform policy, upon the completion of gimnazjum, they were to choose between the two options:

- 3-year liceum profilowane with egzamin maturalny at the end
- 2-year zasadnicza szkoła zawodowa

At present (on the basis of the Education System Act amended on the 27 of June 2003) gimnazjum graduates can continue their education in the following types of schools:

- zasadnicza szkoła zawodowa with the minimum duration of 2 years and maximum duration of 3 years which leads to obtaining of a diploma confirming vocational qualifications upon passing of an exams as well as further education in supplementary schools.
- 3-year liceum ogólnokształcące leading to receipt of świadectwo maturalne upon passing of egzamin maturalny.
- 3-year liceum profilowane offering education in specializations of general vocational education which leads to receipt of świadectwo maturalne upon passing of egzamin maturalny.

• 4-year technikum leading to receipt of vocational qualifications upon passing of an examination, and also offering a possibility of receipt of świadectwo maturalne upon passing of egzamin maturalny.

• 3-year special schools preparing pupils with SEN for employment leading to receipt of a certificate confirming preparation for employment.

Graduates of 2 or 3-year zasadnicza szkoła zawodowa also have a possibility of taking egzamin maturalny, upon their successful completion of the 2-year uzupełniające liceum ogólnokształcące or a 3-year technikum uzupełniające.

Graduates of liceum ogólnokształcące can, after an interview, continue their education in szkoła policealna of maximum 2.5 years duration which leads to receipt of a diploma confirming vocational qualifications upon passing of an examination.

Egzamin maturalny has gradually replaced entrance examinations to universities and has an external character. According to the School Education Act, the external egzamin maturalny was introduced in the spring of 2005.

2.5. Compulsory Education

In the school year 2004/05 the one-year obligatory pre-school preparation for 6-year olds was introduced.

The Act of 25 July 1998 amending the School Education Act of 1991, Article 15, defines compulsory education in the following way:

- education is compulsory until the age of 18
- full-time compulsory education starts during the calendar year in which the child reaches 7 years of age and lasts until the end of gimnazjum, yet no longer then he/she reaches 18 years of age.

Upon completion of gimnazjum compulsory education can be implemented through:

- Attending of a public or non-public post-gimnazjumschool
- Participation in classes organised in out-of-school forms in public or non-public institutions (with accreditation)
- Participation in classes organised by legal bodies or individual persons with accreditation for running educational activities
- Following vocational preparation offered by the employer, based on separate regulations.

2.6. General Administration

The relevant minister of education is responsible for the whole system of education (in 2008 the Minister of National Education). Only a few ministers can run public schools and educational institutions, the minister of culture can open and run public artistic schools, institutions for pupils in artistic schools as well as institutions

for in-service teacher training for teachers of artistic subjects, the minister of agriculture can open and run public schools of agriculture, agricultural institutions of regional and above-regional importance as well as institutions for in-service teacher training for teachers of agricultural subjects, the minister of environment can open and run public forestry schools and the minister of internal affairs, minister of national defense and minister of justice can open and run schools in correctional institutions and prisons (on the basis of article 29 of the School Education Act).

The reform of the state administration system and the education reform have led to the situation that only the national educational policy is developed and carried out centrally, while the administration of education and the running of schools, pre-school institutions and other educational establishments are decentralized. The responsibility for the administration of public przedszkole and szkoła podstawowa (and since 1999/2000 also gimnazjum) has been delegated to gmina. It has become the statutory responsibility of districts to administer post-gimnazjum schools, artistic and special schools. The regional self-governments (województwo) run only schools of supra-regional importance. 16 regional kurator oświaty are responsible for pedagogical supervision.

2.6.1. General Administration at National Level

General administration of the education system is the responsibility of the minister of education, (in 2008 the Minister of National Education), his deputy ministers (a secretary of state and under-secretaries of state) and one Director General, who is responsible for the efficient functioning of the ministry – the office providing services to the minister. Deputy ministers are responsible for such matters as the school system, economic aspects of the education system, international co-operation, physical culture, sport and tourism.

The Structure and Organisation of the Ministry

There are 17 organisational units (departments, offices and sections) in the structure of the Ministry of National Education. Departments are divided into sections. Moreover, The Minister's Political Cabinet is included in the Ministry's structure.

- Department of General Education and Care
- Department of Vocational and Continuing Education
- Department of Increasing Educational Opportunities
- Department of Strategy
- Department of International Co-operation
- Department of Social Communication
- Department of Economics
- Department of Structural Funds
- Department of Legislation

- Department of Curricula and Textbooks
- Bureau for Supervision and Audit
- Bureau of Organisation
- Administration Bureau
- Bureau for Staff and Training
- Bureau for Defense and Classified Information Protection

Duties and Powers of the Minister

The Minister co-ordinates and carries out the state education policy, co-operates in this respect with regional authorities (wojewoda) and other relevant units involved in running of the education system, organises the state competitions for pupils, and has a right to contract organisation of such competitions to other institutions, such as higher education institutions, research units or associations or other institutions.

By means of regulations, the Minister defines:

- Requirements and procedures for school admission and transition from one school to another;
- Principles for organizing the education of Polish citizens' children staying temporarily abroad, as well as the assistance to Polish emigrants in teaching history, geography and the Polish language.
- The scope of services for Polish teachers working abroad;

Moreover, by means of regulations the Minister will define:

- Outline timetables;
- Core curricula for pre-school education, core curricula for general education, specialized education and general vocational education;
- Rules for assessing and promoting pupils and for conducting tests and examinations;
- Record-keeping methods concerning the teaching process and educational activities, as well as the types of these records.
- Rules and conditions for implementing innovations and experiments by schools or other institutions;
- Organization of the school year;
- Establishing rules for study courses and national competitions;

- Requirement standards for the vocational qualifications examination
- Rules and organization of psychological-pedagogical support in schools and institutions
- Rules and conditions for the organization of tourist and sightseeing activities by schools.
- Rules for remuneration of examiners and academic teachers

The Minister also defines by means of regulations:

- Upon motion by relevant Ministers defines in a regulation the classification of vocations for vocational education as well as areas of general vocational training related to particular branches of economy.
- Detailed conditions and rules for approval by school head of pre-school and school curricula for use in the given institution
- Detailed conditions to be fulfilled by textbooks to be approved for use at school
- Conditions to be met by persons to be registered as experts, and conditions and procedures for cancelling of such registration
- Amount and procedure for payments in the textbook approval procedure, as well as conditions for the remuneration of experts
- Procedures for the position of kurator competition, specimen of competition announcement, rules for the competition jury, voting system and a possibility of cancelling of the competition procedure, if found invalid
- Organization of kuratoria oświaty and rules for establishment of branches
- Detailed conditions and procedures for exercising pedagogical supervision, including its forms, a list of positions and qualifications necessary for pedagogical supervision
- Requirements for those who apply for the position of school head and other management positions in particular types of schools and institutions
- Competition rules for the post of school head and rules for the competition commission
- Types of schools and institutions where no pedagogical council is established due to specific organization of such school/institution
- Types of schools and institutions where no parents council is established
- Types of schools and institutions where no pupils self-government is established
- Detailed rules and conditions for approval and cancellation of approval of public school establishment

- Framework statutes for public schools and institutions
- Conditions and procedures for approval of individual study programmes and organization of such programmes' implementation
- Types of schools for adults, continuing and practical education institutions, in-service training centres
- Detailed conditions for accreditation and its cancellation
- Conditions and procedures for education of adults in out-of-school forms- acquisition of general knowledge, skills and vocational qualifications
- Conditions and procedures for organization of practical training in school workshops, labs and school farms
- Types and detailed rules for functioning of public education and care units as defined in the art. 2 points 3,5, and 7 of the Education System Act, detailed rules for functiong of public psychological and pedagogical support centres, including the specialist ones, detailed rules for functioning of pedagogical libraries
- Composition of expert teams, procedures for their establishment, detailed rules for functioning of these teams, appeal procedures, specimen of statements, detailed rules for directing children and youth to special education, individual one year compulsory pre school education and individual education
- Conditions of organizing early support to children development
- Condition of organizing teaching, upbringing and care for children and youth with SEN including conditions for implementation of exams and tests and their forms, in pre-school institutions, mainstream schools and in integration pre-schools, schools and classes
- Rules for organization of individual one year pre-school compulsory education and individual education
- Organization of education as well as conditions and rules for implementation of special upbringing and care activities
- Detailed rules and conditions for establishment, restructuring and liquidation as well as organization of colleges, and the rules for educational supervision over the colleges
- Teacher training standards for colleges
- Detailed conditions and procedures of approval and cancellation of accreditation for non-public inservice teacher training institutions
- Conditions and procedures for establishment, restructuring and liquidation as well as organization of in-service teacher training institutions, including their statutory activities, and tasks for methodological advisers, as well as conditions and procedures for passing advisor's tasks to teachers

• Deadlines for transferring social support funds to gminy and procedures for establishment of amounts

- Conditions for the organization of leisure activities for children and youth
- Conditions and procedures for recognition of school certificates and Matura certificates acquired abroad, as well as types of school certificates and Matura certificates acquired abroad which are recognized as equal to certificates defined in the Education System Act as those not requiring recognition
- Conditions of directing pupils abroad for educational purposes and teachers for in-service purposes
- Conditions and procedures for admission of foreigners in public kindergartens and schools
- Amount of stipend for non-Polish citizens who receive grants
- Conditions and rules for employment of teachers with no Polish citizenship in public schools and institutions
- General safety and hygiene rules for public and non-public schools and institutions.

The relevant minister of education establishes and runs:

- Schools, clusters of schools and school consultation centres at the diplomatic representations, consulates and Polish military representations in order to educate Polish citizens temporarily based abroad
- Public national teacher training institutions

The minister can also establish and run:

- Public schools and institutions of experimental kind
- Public national continuing education institutions.

The relevant minister of culture establishes and runs public artistic schools and institutions for pupils in artistic schools as well as institutions for in-service training for artistic school teachers.

The relevant minister of agriculture can:

- Establish and run public agricultural schools and agricultural institutions of regional and national character training in relevant vocations (vocations defined by the minister of agriculture, the minister of rural development, or the minister of agricultural markets).
- Establish and run public in-service teacher training institutions for teachers of vocational subjects taught in agricultural schools.

The relevant minister of environmental protection can establish and run public forestry schools. The relevant minister for internal affairs, the minister of national defense and the minister of justice can establish and run the relevant public schools and institutions.

The following matters are under supervision of the minister of higher education (starting May 2006 – the Minister of Science and Higher Education): development of research in Poland, studies for students and PhD students, and functioning of higher education institutions.

There are 14 organizational units (departments and offices) in the structure of the Ministry of Science and Higher Education. Departments are divided into sections. Moreover, the Minister's Political Cabinet is included in the Ministry's structure.

- 1. Bureau of Director General
- 2. Minister's Bureau
- Bureau of Defense
- 4. Department of Budget and Finances
- 5. Department of Financial Support to Higher Education Institutions
- 6. Department of Tools for Research Policy
- 7. Department of Audit and Supervision
- 8. Department of Supervision and Organization of Higher Education
- 9. Department of European Affairs and International Relations
- 10. Department of Legislation
- 11. Department of Strategy
- 12. Department of Computing Systems
- 13. Department of Implementation and Innovation
- 14. Department of International Programmes and Recognition of Qualifications

2.6.2. General Administration at Regional Level

Regional level in Poland means the level of województwo. In 1998 there were 49 regions. From 1999 this number has been reduced to 16.

Kurator oświaty exercises pedagogical supervision over educational institutions at the regional level. Kurator oświaty is nominated by the Head of Region (*wojewoda*), so he is a regional administration official supervised

by the Head of Region (who is subordinated to the Prime Minister). Summing up, it can be stated that this officercarries out the policy of the minister of education, but he is subordinated to the Head of Region.

On behalf of the Head of Region kurator oswiaty is responsible for the implementation of tasks defined in the Education System Act and in the regulations relevant to the given region. These are as follows:

- Pedagogical supervision over public and non-public schools and educational institutions, including central in-service teacher training institutions located in the given region.
- Administrative decisions in certain fields defined by the Education System Act.
- Co-operation with school councils.
- Administrative decisions regarding public and non-public schools as an administrative body superior to the self-territorial government units; and administrative decisions regarding compulsory education and removal of pupils from schools as a body superior to a school head.
- Implementation of the state educational policy, cooperation with territorial self-government units in creation and implementation of the local and regional educational policy coherent with the state policy.
- Preparation of plans for the use of funds for in-service teacher training earmarked in the regional budget upon consultation with relevant trade unions.
- Organisation of subject "Olympics", competitions and contests for pupils in the given region.
- Cooperation with regional examination commissions.
- Diagnosis of teachers' needs in terms of in-service training, organisation and coordination of activities related to in-service teacher training, cooperation with school running bodies, promotion of inservice teacher training, especially of the training related to the innovation in education approach.
- Support to the organisation of tests and exams.
- Cooperation with territorial self-government units with regard to the financial situation of schools and institutions.
- Cooperation with relevant bodies on the matter of conditions for children's development including prevention of pathologies and support to such organisations and institutions.
- Coordination, support and supervision of organisation of summer and winter holidays in the given region.
- Implementation of other tasks, e.g. those related to military defense.

At the motion of kurator oświaty, the Head of Region can establish representations, or branches, of kuratorium oświaty (so-called delegatury) for smaller areas of the region. The head of such branch receives relevant powers from the chief educational officer.

At the regional level, regional self-governments are responsible for running certain types of educational institutions. These are:

- teacher training institutions
- in-service teacher training centres
- teachers' libraries
- schools and institutions of importance for a given region or the whole country

2.6.3. General Administration at Local Level

General Administration at the District Level

District level in Poland is the level of powiat (established on the force of the Act on the introduction of the three-tier administrative division of the country of 24 July 1998). There were 373 districts at first. At the beginning of 2003 their number increased to 379.

District authorities are responsible for running of the following types of schools: public special primary and special gimnazjum, post-gimnazjum schools including those with integration classes, sports schools, and schools for sport champions.

Pedagogical supervision is excluded from their control – it is the responsibility of kurator oświaty (regional level).

General Administration at the Local Level

The local level in Poland is the level of gmina. There are 2 479 local communes, most of which are rural.

Gmina is responsible for running of the pre-school institutions (including those with integration classes and special przedszkole), szkoła podstawowa and gimnazjum, including those with integration classes (apart from special primary school and gimnazjum as well as artistic schools, schools placed at prisons and correctional institutions). Pedagogical supervision is excluded from their control - it is the responsibility of kurator oświaty.

2.6.4. Educational Institutions, Administration, Management

The head teacher (of a school or pre-school) is selected by the school running body, through open competition, for a five-year tenure. In some cases, agreed with kurator oswiaty, this period may be shortened, but it should not be shorter than one school year.

In consultation with the school running body e.g. the commune or the district, the head teacher appoints and dismisses his/her deputy and other executive staff upon consulting the school council, pedagogical council or the school running body (commune or district), if those posts are in agreement with the statutes of a school (pre-school institution).

In particular, the head teacher of a school or an educational institution:

- manages the school (institution) and represents it externally;
- exercises pedagogical supervision;
- takes care of pupils and provides a background for their harmonious psychological and physical development through various pro-health activities;
- implements the resolutions of the school council or the teachers' council (undertaken in accordance with their competencies);
- is in charge of financial means and is responsible for their proper use;
- co-operates with higher schools and teacher training institutions in the field of organizing teacher training
- is responsible for the organization and implementation of the tests and exams in his/her school
- creates conditions for volunteers, associations and other organizations to undertake activities at school, with respect to scouting organizations in particular, which have statutory aims including upbringing and care activities or promotion and offering of additional educational activities to the given school or institution.

The head teacher, being the manager of an institution employing teachers and non-teaching staff, decides on the following matters:

- employment and dismissal of teachers and non-teaching staff;
- in co-operation with the school running body the system of salaries (in general it is determined at the central level, so there are hardly ever variations in salaries);
- discipline and reprimands;
- proposals concerning rewards and honors awarded at upper levels.

The head teacher (of school or pre-school) is partially relieved from a duty to teach in the classroom. The number of the head teacher's obligatory teaching hours depends on the size of the school. The head teacher of a school with up to four classes is obliged to teach 12 hours a week, while his teaching duty is reduced to 3 hours a week in a school with 17 or more classes.

Pedagogical council should be established in every school (or educational institution) employing at least 3 teachers. This council is a collegial body concerned with the implementation of statutory tasks related to education and care. Teachers employed in schools with less than 3 teachers are members of pedagogical council of the school which supervises the local school where they work. Pedagogical council includes the following members: teachers employed in the school or institution, staff employed in other institutions offering practical vocational training to pupils of that school, staff responsible for education and care of pupils in boarding schools who are employed as teachers and care takers. Persons invited by the council's

head or upon the council's motion can also participate in such meetings as advisors, this includes representatives of organizations and associations focused on education and care activities, in particular the scouting instructors. The school head is the head of school's pedagogical council.

The school head is obliged to present, minimum twice during every school year, general conclusions resulting from the implementation of pedagogical supervision procedure and information on the school's activities.

The school pedagogical council is particular responsible for:

- Approval of school action plan upon opinion of issued by the school council
- Approval of decisions related to marking and promotion of pupils
- Approval of decisions concerning innovations and pedagogical experiments in school on the basis of opinion by the school council
- Establishing the organization of in-service teacher training in that school
- Approval of decisions concerning relegation of pupils

The school pedagogical council is particular responsible for issuing opinions on:

- Organization of school activities, including the weekly time table of compulsory and extracurricular classes
- Draft document on school finances
- Motions by the school head concerning rewards and medals for teachers
- School head's proposals on the division of tasks among teachers within the obligatory tasks related to basic pay and those educational tasks which lead to additional remuneration.

Pedagogical council drafts the school statutes or any amendments to such statutes and presents them to the school council. Pedagogical council can apply for dismissal of teacher from the post of school head, or any other managerial position in that school. The body in charge of appeal has a right to open an investigation procedure and pass the results of such procedure to the pedagogical council witin 14 days from the date of appeal. Motions by pedagogical council are passed by the majority of votes in the presence of minimum 50% of council members.

2.7. Internal and External Consultation

Please refer to the subdivisions for more details.

2.7.1. Internal Consultation

In the education system

The creation of a National Education Council at the post of Minister of Education has been envisaged by the School Education Act. This council is a social opinion-making body in the area of education.

The council is created by the Minister of Education upon the motion by the regional education councils. The council issues opinions with respect to the educational policy, budget, the scope of teaching and legal regulations. The council consists of regional education councils' representatives, one per regional council and one teacher unions' representative. Its term is envisaged for 3 years. No such council has been established to date.

The Minister of National Education established the National Education Council on the 6 of March 2008. The council includes 9 members – ex deputy ministers of education and has advisory capacity.

According to the signed agreement the National Education Council is the support body to the Minister of National Education. It has the following tasks: preparation of opinions for the Minister of National Education concerning the directions of change in education, presentation of proposals of such change in education and issuing opinions on legislation and surveys offering proposals of systemic changes in education. The Minister is in charge of Council's activities. The Council should hold its meetings minimum once every three months.

School/institution councils can operate in schools and institutions:

The school council participates in solving school internal problems and:

- Approves the school statutes
- Presents motions concerning the school financial plan related to special funds and issues opinions on the school financial plan
- Can apply to school running body to implement school/school head/teacher evaluation procedures, the application is binding for the school running body
- Issues opinion on school activity plan, on application of innovation and experimental pedagogical solutions and other issues relevant in school's functioning
- Can undertake evaluation of school activities/ condition and can issue motions addressed to the school head, pedagogical council, school running body, regional education council, in particular related to extracurricular activities and additional classes.

In order to support the statutory activities of school the school council can collect funds from voluntary donations and other sources. The rules of spending of such funds are defined in the internal regulations.

The school council includes (in equal numbers):

Teachers elected by all teachers

- Parents elected by all parents
- Pupils elected by all pupils.

School councils in szkoła podstawowa do not include pupils, and their participation in school councils in gimnazjum is not obligatory. The council should include minimum 6 members. The voting procedure is defined in the school statutes. The statutes can also recommend participation by members other than those listed above. The school council term lasts for 3 years. The school statutes can allow for exchange of one third of its members once a year.

The school council decides on its internal regulations and elects its chairman. All the meetings are recorded. The school head can participate in the council meetings in advisory capacity. Other guests - advisors can be also invited by the chairman. School councils can cooperate on the basis of jointly established procedures. The council is established by the school head on his/her initiative, upon a motion by the parents' council, and in the case of lower and upper secondary schools, upon a motion by the pupils' self-government.

Parents' councils representing all the pupils' parents operate in schools and institutions. The parents' councils include:

- In schools one representative per class elected by secret ballot during the first parents school year meeting
- In institutions minimum 7 representatives elected by secret ballot during the meeting of all parents
- In artistic schools minimum 7 representatives elected by secret ballot during the meeting of all parents.

The parents council establishes its own regulation for their activities, and in particular:

- Internal structure and procedures
- Detailed rules concerning the election of members.

Parents' councils can cooperate on the basis of jointly established procedures.

Parents' council can issue motions related to all school matters to school head and other school bodies, to the school running body or the body responsible for pedagogical supervision.

The parents' council can in particular establish in cooperation with the pedagogical council:

- School care programme encompassing all care related activities directed at pupils and implemented by teachers
- Prevention programme adjusted to pupils' needs as well as to the needs of local community encompassing all prevention related activities directed at pupils, teachers and parents.

The parents council can also issue opinions on the programme and time table for improvement of efficiency in teaching or care of the school, and issue opinions on the financial plan proposed by the school head.

The pupils' self-government operates in schools and it is established by all pupils in the given school. The rules concerning the election and functioning of self-government bodies are defined in the regulations established by all pupils in an equal, secret and popular vote. The self-government bodies are the only bodies representing all pupils.

The regulations concerning pupils self-government cannot be contradictory to the school statutes. The self-government can propose motions to the school council, pedagogical council and school head which concern school matters, and in particular those related to the fulfillment of basic rights of pupils such as:

- A right to know the curriculum, its content and purpose as well as expectations towards learners
- A right to open and justified assessment of progress in learning and conduct
- A right to organize the school life in such a way that sensible balance between learning effort and possibilities of developing pupils' own interests is assured
- A right to publishing a school newspaper
- A right to organization of cultural, educational, sports and entertainment events according to the pupils' needs and organizational capacity of the school (in cooperation with the school head)
- A right to choose a teacher responsible for pupils' self-government supervision.

In the higher education system

The minister of higher education exercises supervision over legality of actions undertaken by HEIs in relation to legislation, statutes and the content of HEI establishment document, as well as in relation to the legibility of expenditure of public funding. The Minister of higher education can require information and explanations from the HEIs management, and in the case of non-public HEIs, from the founder, and can undertake checks of HEI activities.

The minister of higher education defines by means of regulations as follows:

- Names of fields of study
- Training standards for particular fields of study and levels of education
- Teacher training standards
- Conditions to be fulfilled by organizational units in order to offer studies in a particular field and level of teaching
- Detailed conditions for establishment and functioning of HEIs branches basic organizational units and teaching centres

• Procedures for administrative and financial operations by the Main Council of Higher Education and its disciplinary commission, remuneration for members of the Main Council of Higher Education and its disciplinary commission, members of the State Accreditation Commission and experts nominated by them, conditions for the reimbursement of travel costs for Main Council of Higher Education and its disciplinary commission, members of the State Accreditation Commission and experts nominated by them

- Scope for data and information included in the document giving legal basis for the establishment of a non-public HEI
- Record keeping for non-public HEIs and associations of non-public HEIs and the detailed procedure for giving access including procedures for report preparation
- Detailed procedure for supervision of HEIs and clusters of HEIs
- Conditions for directing persons abroad for educational, teaching and training purposes and their particular rights
- Forms of study courses and training in which foreign students can be enrolled
- Requirements to be met in order to enroll foreigners in study courses, PhD studies, training and participation in R and D
- Rules for establishing the amount of stipends
- Rules for establishing tuition fees in public HEIs for study courses, doctoral studies, training and participation in R and D
- Requirements to be met by foreigners fulfilling the repatriation legislation requirements and rules for establishing the amount of their stipends
- Conditions to be met by HEIs established by overseas HEIs in order to offer study courses at the particular level and in the particular field of study
- Conditions and procedures for applying for funding for non-public HEIs
- Costs indicators for particular macro study fields and interdisciplinary full time studies
- Rules for division of funding between non-public HEIs and procedures for granting as well as procedures for accounting and reporting on the use of these funds
- Conditions to be fulfilled by the candidate for a post of certified librarian and certified documentation and scientific information employee
- Detailed rules for disciplinary and clarification procedures
- Amount of minimum and maximum basic remuneration for particular posts and amount and conditions for granting of other elements of salary: monthly remuneration elements paid to academic staff in advance, and other elements of academic teacher's salary, list of basic employment posts and qualification

requirements for non-academic staff, cases when the academic teachers loses his/her right granted function benefit, period of employment and other periods of service leading to obtaining time of service benefit, rules for calculation of hourly basic remuneration rate and of benefits based on the monthly salary

- Detailed rules and procedures of Ministers' prizes
- Conditions to be met for implementation of classes based on methods and techniques of distance learning
- Conditions and procedures for transfer of achievements
- Kinds of vocational titles granted to graduates of first and second cycle studies and to gradates of uniform magister degree studies
- Conditions for issuing and specimen of diplomas, including the diploma supplement
- Conditions of issuing and specimen of diplomas of completion of study courses offered jointly by various HEIs and research institutions including the foreign ones, including the diploma/certificates supplements
- Detailed conditions and procedures for granting and disbursement of minister's stipends
- Rules for study record keeping in HEIs
- Recognition procedures, bodies responsible for recognition procedures, conditions for immediate recognition with no recognition procedure, types of documents to be attached to applications for recognition of diplomas of completion of study courses, deadlines for recognition procedures, conditions for defining fees for recognition procedures, specimen of certificate issued upon completion of the recognition procedure
- Conditions and procedures for organization of doctoral studies, their provision, procedures, conditions, amounts and criteria for granting doctoral stipends and social support benefits for doctoral students
- Detailed rules for disciplinary and clarification procedure
- Safety at work and hygiene regulations for HEIs.

Moreover, the minister, upon the motion by the General Council of Higher Education, can define by means of regulations the standards of training for a given area of study, taking into consideration qualifications required from the graduate in this area, outline curricula, duration of studies and scope of practical placements and requirements for particular types of studies.

The General Council of Higher Education is an elective body of the higher education system. The council cooperates with the Minister of Science and Higher Education and with other governmental bodies in the establishment of the state educational policy in the area of higher education: 1) it issues opinions and proposes motions in all matters related to the higher education and science, 2) it issues opinions on legal regulations, 3) it issues opinions on the proposal of the state budget related to the higher education system

and on the rules of distributing state subsidy to the higher education institutions, 4) it issues opinions on the proposals of statutes for higher education institutions.

The State Accreditation Commission, established by the Decision nr 54 of 28 December 2001 by the Minister of National Education and Sport (on the basis of the article 38 of the Act on the Schools of Higher Education of 12 September 1990 with further amendments - amendment of 22 June 2001), is the legal higher education body responsible for the improvement of teaching quality. Its activities are related to all the higher education institutions regulated by the "Law on Higher Education" Act of 27 July 2005.

The commission presents opinions and motions to the Minister related to the:

- creation of higher education institutions, granting the higher education institution a right to open studies in a given area and at the given level of study, as well as a right to the creation of a branch or a faculty in a location different from the home institution,
- assessment of teaching quality in a given study area, including the training of teachers and teaching conditions.

The commission co-operates with national and international organizations, which are involved in teaching quality assessment and accreditation matters.

Academic HEIs enrolling over 50% of total number of students enrolled in academic HEIs can establish a Conference of Rectors of Polish Academic HEIs. Vocational HEIs enrolling over 50% of total number of students enrolled in vocational HEIs can establish a Conference of Polish Vocational HEIs.

2.7.2. Consultation involving Players in Society at large

The participation of social partners (individuals, institutions and organisations) in the school work does not yet occur on a large scale. There are no pupils' organisations at the level higher than the school. The National Convention of Parents and Parent's Councils is an organisation representing pupils' parents. However, legislative framework concedes significant rights to parents and pupils as members of the school councils - they have the same rights as teachers - and all these three groups have equal representations (one third each) in the school councils. In the majority of schools, however, parents are neither able nor willing to cooperate with the school. Although several years have passed since the first school councils were established, and legislators expressed their intention to have regional councils and one national council established, until now no council of this type has been registered at the regional or the national level.

Teachers' Unions play a considerable role in shaping of the current educational policy. The Minister of National Education is obliged by law to consult the Teachers' Unions regarding drafts of all new regulations.

In several towns, on the initiative of teachers and educators, social councils for education have been established. For example, such a social council existed at the Mayor's of Warsaw office.

One can observe a slow but systematic growth of the importance of the "Pupil's Ombudsmen", appointed a few years ago at kuratorium oświaty. At first they operated in several secondary schools in Warsaw only.

2.8. Methods of Financing Education

Financing of Schools

As from 1999, and in its complete form from 2000, all educational tasks carried out by the three levels of territorial self-government are financed within the framework of a general subsidy from the State Budget. The only exception – in the year 2000 – was artistic education, the responsibility for which was still with the respective Minister (i.e. the Minister of Culture).

In the year 2000 a uniform system of allocation of funds with the use of an algorithmic formula based on the number of pupils was adopted for the whole education system.

This formula is based on the real number of pupils, adequately increased by the system of weightings (taking into account specific conditions in which a particular school functions, i.e. rural areas, small towns, as well as specific educational tasks, i.e. special education, integration of SEN pupils (both disabled and socially maladjusted in mainstream education, vocational education, sports schools). The means of dividing the general subsidy for territorial self-government units is announced once a year (in December) by the Minister of Education in a regulation.

The territorial self-government unit, as the body running and supporting the school, is responsible for the designing of a budget programme (i.e. a plan of expenditure) for all schools and educational institutions in its area.

Educational investments belong to the self-governments' own tasks, although they can be also co-financed from the State Budget through the regional authorities.

Public spending on education and care in 2008 amounted to 49.2 billion PLN which constituted 3.9% of GDP.

Financing of Higher Education Institutions

A public higher education institution shall receive State-budget subsidies for: the tasks related to the teaching of full-time students and full-time doctoral students, and the training of research staff, as well as to the maintenance of the higher education institution, including renovation work; the tasks related to non-reimbursable financial support for students and for doctoral students, the co-funding or funding of investments, including investment projects supported by public Community funds, and the tasks related to the teaching and medical rehabilitation of disabled students.

The above mentioned subsidies shall be granted from the part of the State budget which is administered by the minister responsible for higher education.

A higher education institution may be granted other funds from the State budget and budgets of local government units or their associations.

The minister responsible for higher education shall specify, by regulation, the requirements and procedure for non-public higher education institutions to apply for the subsidies, and the method of monitoring their use.

Public spending on higher education sector in Poland amounted to 11 191.0 million PLN in 2008 (including 11 091.0 million PLN from the State budget and 100.0 million PLN from the budgets of territorial self-government units), which equaled to 0.88% of GDP.

The rules and procedure for funding research and development work in a higher education institution eligible for finance from the funds designated in the State budget for research shall be laid down in the Act of 8 October 2004 on the Principles of Financing Science (see also point 6.3.).

2.9. Statistics

Table 1. Pupils and schools (both state and non-state schools for children and youth including special schools)

Type of school	Pupils (in thousands)		Schools		
	1999/2000	2008/09	1999/2000	2008/09	
Primary schools	3958.0	2294.4	17743	14067	
Gimnazjum	615.3	1381.4	6121	7204	
General upper secondary school	864.0	688.0	2156	2451	
Vocational schools (secondary technical and basic vocational)	1552.3	880.0	8066	5206	
Post-secondary schools*	205.5	344.1	2328	3369	

^{*} Post-secondary schools for youth and adults, including colleges – day, evening and extramural courses.

Table 2. Non-state education with state school rights for children and youth including special schools – pupils and schools

Type of institution	Scho	ols	Pupils		Non-public school pupils as a percentage of the total number of pupils (in %)	
School year	1999/2000	2008/09	1999/2000	2008/09	1999/2000	2008/2009
Primary schools	368	617	31409	43861	0.79	1.9
Gimnazjum	355	588	5914	35507	1.96	2.57
General upper secondary schools	439	389	40986	23595	4.74	3.43
Vocational schools (secondary technical and basic)	306	263	25905	19644	1.7	2.2
Post-secondary schools*	1072	2111	83393	230168	40.57	66.88

^{*} Post-secondary schools for youth and adults, including colleges - day, evening and extra-mural courses.

Table 3. HEIs and students

HEIs	Institutions			Students (in thousands)			s)	
	1990/91	2000/01	2005/06	2008/09	1990/91	2000/01	2005/06	2008/09
HEIs total	112	310	445	456	403,8	1584.8	1953.8	1927.8
Non-public HEIs	10*	195	315	325	13.6*	472.3	620.8	659.4

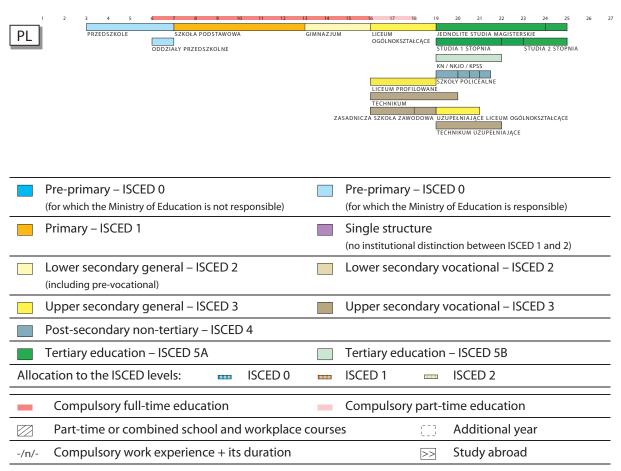
^{* - 1991/92} academic year

[&]quot;Education in the school year 2008/09", the Central Statistical Office, Warsaw 2010.

[&]quot;Higher Education Institutions and their Financing in 2008", the Central Statistical Office, Warsaw 2010

3. Pre-primary Education

Organisation of the education system in Poland, 2009/10



Source: Eurydice.

Please refer to the subdivisions for more details.

3.1. Historical Overview

Pre-school education in Poland comprises children aged 3 to 6 (younger children may attend nursery institutions supervised by the Ministry of Health). Under the School Education Act of 1991 all pre-school institutions are considered the first level of education. It is worth mentioning that the notion "pre-school education" is hardly ever used in Poland; the most popular terms are: "pre-school care and upbringing" or "pre-school upbringing".

For several years institutions of pre-school education have been performing mainly care functions. Since the end of the Second World War the emphasis has been moving towards "education", mainly due to the introduction of the state curriculum. Than, upon the introduction of basic reading and writing skills (preparation to writing), the tasks of pre-school institutions have been defined as educational and care taking.

In the seventies pre-schools were very popular, especially in towns and cities, so they tended to be overcrowded.

From the end of the 1980s pre-school education witnessed the decrease in the number of 3 to 5-year olds enrolled. This was due partly to the introduction of fees. However, the number of 6-year olds enrolled in the one-year preparatory class in pre-schools increased visibly.

In the following years the enrolment in pre-school institutions never went beyond the figure of 50 % for 3-6 year-olds. The fact that local authorities took over the responsibility for pre-school education establishments in 1990-93, resulted in the closure of many institutions and in the reduction of the number of teachers employed.

In the second half of the 1990s a growing concern about pre-school education institutions was noticed again - as a result of the improvement of parents' economic situation. However, a smaller - in comparison to the previous period - number of institutions and a still existing demand for pre-school education have resulted in the increasing number of children within classes (too many children in comparison with the size of the premises and the numbers of staff). Often, especially in towns and cities, the rule of 25 children per class is breached.

In the school year 2008/2009 63.06% of the 3 to 6 year-olds population attended pre-school establishments. Still, in towns more children attend pre-school institutions (78.43%) than in rural areas (42,66%). Six-year olds accounted for an overwhelming majority among children attending przedszkole. This was due to the introduction (starting 1 September 2004) of a legal obligation for every 6-year old child to complete one-year pre-school preparatory class either in przedszkole or in a pre-school establishment based at szkoła podstawowa (an amendment to the 7th of September 1991 School Education Act).

3.2. Ongoing Debates and Future Developments

All children who are 6 years of age in a given calendar year are obliged to attend one-year school preparatory class in przedszkole or in a pre-school class in szkoła podstawowa.

The decision whether the children aged 3 to 5 should attend pre-school education still remains up to their parents' discretion.

Children in Poland in their majority still commence their compulsory schooling in szkoła podstawowa at the beginning of the school year when they are 7 years of age.

Starting 1 September 2009 a new amendment to the School Education Act has been prepared aiming at the gradual lowering of initial age of starting compulsory education from the age of 7 to 6. During the following three school years (2009/10, 2010/11 and 2011/12) the parents and the school heads will decide whether their 6-year old children commence education in primary school or not. In this period the following conditions will be applied in order to admit a six-year-old in the first grade of primary school: suitable conditions in a given school, one year of pre-school preparation completed by the candidate and a positive opinion by the psychological- pedagogical support centre on the child's readiness for school education.

Starting 1 of September 2009 all 5-year olds have a statutory right to one year of pre-primary education in przedszkole or in a different type of pre-school institution. Preparation of conditions for implementation of

this right will be delegated to gmina. Starting 1 of September 2011 all 5-year olds will be obliged to complete one-year of pre-primary education in przedszkole or other pre-school institutions.

Starting 1 of September 2012 all 6-year olds will be obliged to start compulsory education in primary school.

3.3. Specific Legislative Framework

The School Education Act of September 7, 1991 (with subsequent amendments in 1995) and the Teachers' Charter of 1982 defining the teachers' rights and obligations (with amendments in 1996 and the following years, the most recent one in 2009) constitute the main legislative framework.

The act also introduced such notions as "public education system" and "non-public education system" including "public institutions of pre-school education" and "non-public institutions" and defines the principles of their functioning.

Furthermore, the Act of 1990 on Local Self-governments (with subsequent amendments) has also influenced the functioning of kindergartens. This act resulted in passing of the task of running public pre-school institutions to local self-governments (gmina). Provision of public pre-school education is the gmina's own task, and it includes the provision of an obligatory one-year school preparatory class for 6-year olds and conditions for 5-year-olds to take an advantage of their right to a one-year preparatory pre-school class. A local self-government establishes, runs, restructures and closes down public institutions of pre-school education.

Gmina is responsible for their functioning, for repairs and investments, for administrative and financial services, for provision of teaching aids and equipment necessary for teaching, for the appointment of headmasters (on a competition basis), for their dismissal, and for review of the yearly organisation timetables on the basis of the regional kurator's opinion.

The regional kurator oświaty is in charge of pedagogical supervision in pre-school establishments. Both the local government and the regional kurator oświaty can intervene in pre-school activities only within the framework of legislation, leaving scope for school heads and teachers to decide on such issues as curricula or organisational matters. This means that many important decisions are taken at the establishment.

There are also detailed regulations issued by the Minister of Education, such as:

- on the framework statutes for public pre-schools and schools (2001)
- on the core curricula for przedszkole and general education in particular types of schools (23 December 2008),
- on the rules and procedures for admission to public pre-schools and schools (2004),
- on keeping records of the teaching process by pre-schools and schools (19 February 2002, last amendment of 7 August 2009),
- on provision of psychological and pedagogical support in public schools (2003),
- on validation for school use of pre-school education curricula, curricula and textbooks (8 June 2009)

• on the withdrawal of such validation and on types of other forms of pre-school care, conditions for their establishment and organisation and rules for their functioning (10 January 2008 and the amendment of 13 June 2008).

3.4. General Objectives

Pre-school upbringing includes support to child's development and education starting age 3 to the commencement of schooling.

The main aim of pre-school education has been defined by the core curriculum for pre-school education in the Regulation of the 23 of December 2008 by the Minister of National Education on the core curriculum for pre-school and general education in particular types of schools (Appendix 1 "Core curriculum for pre-school education for przedszkole and pre-school classes in szkoła podstawowa and other forms of pre-school education and care").

The main aim of pre-school education is as follows:

- Support to children in the development of their talents and shaping of intellectual skills necessary for coping with everyday life and further education,
- Building of a system of values including directing children towards better recognition of good and evil,
- Shaping of emotional resistance,
- Development of social skills,
- Creation of conditions for playing and learning of children with different physical and intellectual abilities in one group,
- Care for children's health and their physical development,
- Construction of children's knowledge about the world, development of ability to present their own reflections in an understandable way,
- Introduction of children into the world of aesthetic values and development of self expression through music, drama and visual art,
- Shaping of a sense of belonging in a community, in a family, peer group, national community,
- Provision of better educational chances to children through supporting their curiosity, activity and independence and the skills and knowledge relevant to undertaking school education.

The above mentioned aims are implemented in 15 areas of pre-school education. Detailed skills characteristic for children who complete pre-school education have been listed and allocated to every area.

The core curriculum is accompanied by detailed guidelines regarding the organization of pre-school activities including the time table for pre-school institutions.

3.5. Geographical Accessibility

The main division line between the areas of good and poor pre-school education accessibility may be drawn between urban areas and big cities on the one hand and rural, sparsely populated areas on the other. The establishment of pre-schools and schools in some sparsely populated rural areas is often impossible due to the low numbers of children.

Demographic and geographical factors influence the opportunities for the improvement of accessibility at different levels of education, including the pre-school education. In some sparsely populated rural areas the number of children and pupils is too small to make the establishment of schools and pre-school institutions possible.

According to the School Education Act, if the distance between the child's home and the school or przedszkole exceeds 3 km in the case of 6-year olds – gmina authorities are obliged to provide free transport to a local pre-school or school with a pre-school class (this obligation applies only to the 6-year olds).

The accessibility of pre-school education for children aged 3 to 5 amounted to 52.7% in the school year 2008/09. As in the previous years, the level of accessibility is higher in towns – in the school year 2008/09 it was 70.52%, and much lower in the rural areas – 28.5.

Full accessibility of pre-school education in the school year 2008/09 applied only to the last year of pre-school education (the six-year-olds).

3.6. Admission Requirements and Choice of Institution/Centre

The enrolment in public przedszkole is provided on the free access basis. The parents decide on the choice of a pre-school in most cases taking into consideration local institutions within the area of their own commune. The age of a child is the main criterion - children must have reached 3 years of age. In particular cases it has been made possible to admit children of 2.5 years of age upon the school head's approval (this change was introduced by the amendment of the School Education Act in 2003).

In some pre-schools an additional limitation appears when the number of places is not sufficient for the children aged 3 to 4 years.

In the case of przedszkole, which is particularly attractive to local parents and the number of applications is higher than the number of places, according to the legislation the six-year-olds and children of single parents should be considered as having a priority during the admission. (Regulation of 20 February 2004 by the Minister of National Education and Sport on admission to a public pre-school). The detailed admission rules for particular pre-schools are defined in its statutes.

3.7. Financial Support for Pupils' Families

According to the School Education Act the commune is in charge of the establishment and running of public przedszkole and the provision of free of charge classes in these schools in the framework of core curriculum for pre-school education, during the time of up to 5 hours a day.

Any classes lasting longer than 5 hours and all extracurricular activities are paid for by the parents. They also pay for their children's meals. The rules related to such payments and the amounts to be paid are established by the commune.

Every commune can organise support to financially disadvantaged families with young children in various forms, e.g.: full or partial pre-school fee waivers, or financial and material support.

3.8. Age Levels and Grouping of Children

The criterion of age is considered the most important one. Most pre-school institutions are divided into four forms (classes for 3-, 4-, 5- and 6-year-olds). A combination of different age-groups is possible when other criteria are taken into consideration (such as children's interests, talents or in a special pre-school - disabilities). Such combination of different age groups is also possible due to educational reasons - children of different ages stimulate each other's development.

In rural areas, due to demographic reasons (small number of children), countryside pre-schools have on average two (6-year olds and other children) or one class only. The number of children in one class cannot exceed 25 with an exception of integration and special przedszkole and special pre-school classes where the limits are lower. In integration przedszkole and classes the number of children is 15 to 20, including 3-5 disabled ones. In special przedszkole or classes this number is 6 to 16 depending on the type of disability.

As a rule, two teachers working in shifts take care of one class (the first one - up to 12 o'clock, the second - from 12 o'clock). They can either work with one age group or accompany the children during the whole four-year period in the pre-school institution (depending on the system, tradition, or the headmaster's decision).

In integration przedszkole and pre-school units with integration classes additional teachers are employed who have been trained in special education, as well as specialists in revalidation.

6-year old children who due to their health problems endorsed by a certificate issued by the psychological-pedagogical centre have a right to follow home education can receive this kind of tuition in a framework of 4 to 6 hours a week. The classes are organized on the basis of the Regulation by the Minister of National Education of 18 September 2008 on the means and types of organization of one-year compulsory individual pre-school education and individual tuition for children and youth.

3.9. Organisation of Time

The new core curriculum recommends the following time table for pre-school education and care in pre-school institutions: one fifth of the total time should be devoted to play, one fifth – to outdoor activities, one fifth – to educational activities, and the remaining two fifths teachers ought to devote to care and organisational matters.

Organisation of time in pre-school institutions is presented in the form of a time-table established by the school head with the parents' expectations taken into consideration. In general the rule of spending some of the play time in the garden of pre-school institutions is observed every day. The teacher in charge of a particular class prepares a detailed time-table for his/her group on the basis of the general time-table and taking into consideration the needs and interests of children.

3.9.1. Organisation of the Year

Przedszkole is open throughout the school year with the exception of breaks established by the running body upon the school head's request, which takes into consideration the parent's needs.

Pre-school classes in szkoła podstawowa function through out the school year, apart from breaks established by the school running body.

Other forms of pre-school education are as follows: pre-school centre, where classes take place on particular days of the week, and pre-school club where classes are offered throughout the school year, apart from breaks established by the school running body.

3.9.2. Weekly and Daily Timetable

Minimum working time for przedszkole and pre-school classes in schools is 5 hours a day. Most pre-schoolinstitutions work around 9 hours a day and are open 5 days a week. During the day children participate in activities organised or suggested by the teacher and they play spontaneously in the classroom or in the garden. The duration of activities depends on the age of children: for the 5 to 6-year olds it is around 30 minutes. For younger children (3 to 4 years of age) the duration of activities is around 15 minutes.

In the pre-school centre classes take place on particular days of the week, and in the pre-school club classes are offered everyday.

The minimum opening time for other forms of pre-school education (pre-school centre and pre-school club) is 3 hours a day and 12 hours a week.

Classes are offered in groups enrolling 3 to 25 children. According to the regulation the school running body in charge of the centre or club decides on the organizational matters, in particular assuring hygienic and safe conditions for educational activities.

3.10. Curriculum, Types of Activity, Number of Hours

The Regulation of 23 December 2008 by the Minister of National Education includes the current core curriculum for pre-school education, namely the "Core curriculum for pre-school education for przedszkole and pre-school classes in szkoła podstawowa and other forms of pre-school education and care".

This document constitutes the basis for preparation of individual curricula (so-called "author's curricula"), for pre-school institutions by teachers and other persons, on the basis of which teachers organise their activities with children.

The curriculum considers teacher's activities as an entity which is directed at encouraging children to interact with adults and peers. This means defining detailed aims, preparation of the content of teaching in accordance with the core curricula, application of goal-centered teaching methods including individual approach to children related to their needs and abilities and methods of preparation of so-called school diagnosis (child's level of readiness for school education).

The conditions and procedures for approval of pre-school curricula by the Minister of National Education for use in przedszkole, pre-school classes and other forms of pre-school education have been defined in the Regulation by the Minister of 8 June 2009.

Przedszkole, pre-school classes and institutions offering other forms of pre-school education are obliged to follow a curriculum prepared/selected for use in a given institution (pre-school or pre-school class in a primary school) by an individual teacher or a team of teachers. The selected curriculum is accepted for use by the school/pre-school head. In the case of other forms of pre-school education the curriculum is accepted for use by the head of the pre-school institution or primary school acting as an employer for the particular teacher in charge of classes.

In pre-school education there are no subjects as it is understood in the school system. Education is considered globally and it is based on the main activity - play.

One of the important tasks of pre-school institutions is to create suitable conditions for support of child's individual development and preparation for school education. Pre-school pupil learns occasionally and spontaneously while playing. Pre-school teachers enable children to undertake various forms of activity, to develop their self-reliance and ability to cooperate and coexist in a group in safe conditions suited to their needs and abilities. Children participate in games aiming at improvement of their speech, visual and aural skills as well as eliciting their interest in reading.

Teaching and upbringing within the framework of core curriculum in pre-school institutions is free of charge, and the time devoted to implementation of this curriculum cannot be shorter than 5 hours a day.

Upon their parents' consent the children can attend additional fee-paying activities such as foreign language classes. In some pre-school institutions, especially in cities, all children aged 5-6 are enrolled in additional English languages classes and gmina pays for it. Such solutions are implemented on the commune's initiative and not very common.

3.11. Teaching Methods and Materials

There are no official recommendations or guidelines with respect to methods. In general work with children is based on the spontaneous child's activity. The environment of przedszkole stimulates and directs this activity leading to learning and creativity. Playing and activities stimulating development are the most common methods here.

Some pre-school institutions follow or adapt methods related to certain methodological theories, e.g. Montessori play groups. Some institutions apply various methods of working with children in order to supplement their own ideas.

In the inter-war period Mary Montessori's theory influenced the shaping of pre-school education system in Poland. After the war there was no room for alternative education. The revival of various theories in education can be seen at present.

Attempts to implement some world-wide theories such as Laban's creative gymnastics, Freinet's techniques, the "Good Start" method by Marta Bogdanowicz, the projects' method by L. Katz or Waldorf are noted in some Polish pre-school institutions.

Still, the majority of 6-year olds are enrolled in pre-school institutions, so kindergarten teachers introduce tasks related to elementary reading skills. Global methods are used in teaching of reading in pre-school institutions, among them Glen Doman's method and the model of Natural Language Learning (based on the experience of New Zeland educators). However, the most popular method, practiced in Polish przedszkole, is the analytic-synthetic-visual method. After a period of preparatory games (global recognizing of words) teachers pass on to introducing letters, then word-reading, then reading and understanding. The child who can read naturally undertakes an effort of writing. The teacher develops the child's interest presenting the writing patterns and creating the writing friendly environment.

The modern Polish pre-school institution is striving towards the construction of a model of education based on expression, which is concentrated on the development of child's positive self-image, building of the child's inner world and the ability of expressing oneself leading to self-control.

3.12. Evaluation of Children

There are no formal principles for evaluating or monitoring of the pre-school children. A child graduating from the pre-school education does not receive any document including an assessment of his/her knowledge and skills. The only exception is the so-called "balance-sheet of the child aged 6", which is connected with the recruitment to szkoła podstawowa (schools collect information on their future pupils one year in advance). This form of evaluation concerns only the health and physical development of a child. It is aimed at the selection of pupils that ought to be directed to special education.

The decision on the postponing of the start of compulsory education of a 7-year old is taken by the head of a primary school upon the opinion of the psychological-pedagogical advice centre.

In public przedszkole the teachers are in charge of the constant monitoring of children.

On the force of the Regulation by the Minister of National Education and Sport introducing the statutes of przedszkole, the teacher was made responsible for continuous observation of the child and keeping up-to-date records of his/her achievements in order to become familiar with the child's needs and to make it possible to co-operate with medical, educational and psychological specialists. The gathered information helps the teacher in his/her daily work with the child and in the co-operation with the child's parents in the support of his/her development.

The new core curriculum defines an obligation for teachers to carry out an assessment of child's readiness for undertaking school education (pre-school diagnosis). This assessment takes place at the beginning of the school year proceeding the child's enrollment in grade 1 of szkoła podstawowa. It aims at the collection of information related to:

• giving the parents information on their child's readiness for undertaking education in the primary school,

- giving the teacher grounds for preparation of an individual programme for the support of child's development and its corrections,
- giving the staff in the psychological-pedagogical centre information necessary for further profound diagnosis, if needed.

3.13. Support Facilities

Pre-school education is aiming at the reduction of influence of geographical and economic differences on children's development. This mainly concerns rural areas, and some pathological groups in towns.

Separate regulations define the principles of psychological and educational assistance for pupils. A head teacher of every przedszkole is responsible for its provision. This assistance is given on the teacher's, psychologist's or parents' suggestion.

The psychological and educational assistance in przedszkole is organised in the form of remedial classes and speech therapy, or other activities of a therapeutic character. These lessons are provided by teachers trained in educational therapy.

Speech therapy is carried out by teachers – specialist in speech therapy and the number of pupils in a group should not exceed 2-4.

Pre-school institution collects separate individual records for every child provided with psychological-pedagogical support. Documentation includes records of tests and actions undertaken by the teacher, psychologist, speech therapist, and physician (based on the 2009 amendment to the regulation of 19 February 2002 on documentation and record keeping in schools and institutions).

A psychologist can be employed in przedszkole. It is his/her duty to diagnose the children and to carry out or organise different forms of psychological therapy. He/she should also perform an advisory role to teachers and parents. Due to financial reasons specialists such as a psychologist or a speech therapist are now employed only in some pre-school institutions in large towns.

As the majority of children attending pre-school institutions are pupils aged 5 and 6, the remedial classes are mainly focused on this age-group and the assistance is aimed at compensating shortcomings in attaining school maturity.

A tendency to establish institutions and classes of an integration character (healthy children learning together with their disabled peers) has been developing since the beginning of the 1990s. In the school year 2008/2009 there were 198 integration przedszkole with 981 integration classes. Moreover, in 115 mainstream przedszkole there were 224 integration classes. In integration pre-schools and integration classes in mainstream kindergartens there were in total 4599 disabled children enrolled.

The issue of education for children from national, ethnic and regional minorities is regulated by the Regulation by the Minister of National Education of 14 November 2007 on conditions and procedures for

implementing tasks related to support of national, regional and ethnic identity by schools and kindergartens.

In order to support the national, regional and ethnic identity the kindergarten head organizes, at the parents" request, teaching of the relevant language in the kindergarten. In pre-schools where teaching is carried out in minority or regional language, classes are also offered in the Polish language (4 hours a week). In the situation when the number of children volunteering for minority or regional language teaching is low, upon the head teacher's request inter pre-school groups can be established for groups of children with minimum 3 participants. Classes in inter pre-school group are offered in the capacity of 3 hours a week.

In the school year 2008/09 minority language teaching was offered in total in 219 kindergartens for 5858 children.

3.14. Private Sector Provision

In the school year 2008/09 children attending non-public przedszkole constituted over 10% of the total number of children participating in pre-school education. 92 114 children attended 1324 non public przedszkole including 1042 non-public przedszkole in towns and 282 in rural areas. Most of those pre-school institutions were run by individual and legal persons or religious organisations, etc.

3.15. Organisational Variations and Alternative Structures

Apart from the above mentioned institutions (przedszkole and pre-school classes), integration classes and special przedszkole, educational legislation did not allow for any other forms of alternative pre-school education. However, due to the general decrease in numbers of pre-school institutions (mainly for economic reasons), there were some initiatives undertaken, mainly in rural areas, aiming at the provision of short time pre-school activities such as children's clubs or pre-school centres. They are organised by foundations and associations with the support by local authorities.

In the years 2004-2008 the Minister of National Education in the framework of Sectoral Operational Programme Human Resources Development (structural funds) supported financially NGOs selected in an open competition for "Alternative pre-school education forms" which implemented their projects in rural areas in the whole country.

Implementation of this project resulted in an increased interest in pre-school education for 3-5 year olds in rural areas. Organizational solutions prepared in the framework of this project –alternative forms of pre-school education – have become a source of inspiration for establishment of pre-school centers and clubs which complement the network of pre-school institutions in the rural areas.

On the 7th of September 2007 the Polish Parliament accepted amendments to the Act on the Education System which allowed for organisation of new forms of pre-school education and care for children aged 3-5. According to the intention of the policy makers the new forms should be organised by local authorities in areas with special demographic and geographical conditions as supplementary to existing networks of pre-school institutions.

As pre-school institutions the new forms can be public or non-public. Establishment and running of new forms of pre-school education and care fall within the own tasks of the local self-government.

As in pre-school institutions, the core curriculum will be implemented in new forms of pre-school education and care, and qualified pre-school teachers will be in charge of classes.

Institutions and individuals wishing to organise such forms of pre-school education and care have to obtain a permit from the relevant local authority. Upon of receipt of such permit they will obtain a subvention of 50% of expenses per child in pre-school education in a public institution in a given gmina.

Undertaking of new forms of pre-school education and care requires also registering of such forms in a register of non-public pre-school forms at a given gmina. Subvention to run this kind of non-public pre-school education and care institution equals 40% of current expenditure per child in public przedszkole in a given gmina.

The regional kurator oświaty exercises pedagogical supervision over such forms of pre-school education and care. This is operational starting 1 of January 2008.

On the basis of the Act 2007 the Minister of National Education has issued a regulation on new forms of preschool education and care, conditions for their establishment, organisation and functioning.

Two new forms have been defined: pre-school centre which offers classes several times a week, and pre-school club which offers classes throughout the whole year with a set of breaks defined by the point running body. Minimum number of teaching hours is 3 hours a day and 12 hours a week for both forms. In both forms classes are organised in groups of 3 to 25 children. The pre-school centre/club running body decides on the organisation of education and care with particular emphasis on the safe and hygienic educational environment.

Moreover, there are many examples of alternative education in terms of curricula. Pre-school teachers often apply such methods as those used in Montessori or Waldorf pre-school institutions. The methods are applied on selective basis and often lead to the creation of new ideas which correspond to the local situation and needs. One of the examples of the alternative education is the so-called Wrocław School of Future. As far as pre-school education is concerned, this proposal goes far beyond the traditional cognitive paradigm. Main directions of working with children are situated within the "paradigm of imagination".

3.16. Statistics

Table 1. Pre-school enrolment rate by age (2008/2009). Source: Central Statistical Office (GUS)

Age of children	Population	Children in pre-school institutions	% of total	Children in pre- school institutions in towns	%	Children in pre- school institutions in rural areas	% of total
3 -6 years	1 415 806	892 868	63.06	633 474	78.43	259 394	42.66
3 -5 years	1 064 153	560 491	52.67	431 308	70.52	129 183	28.55
4 years	353 607	188 263	53.24	148 002	72.71	40 261	36.83
5 years	348 311	223 243	64.09	160 390	81.02	62 853	41.80
6 years	351 653	332 377	94.52	202 166	100.0	130 211	83.70

Table 2. Przedszkole pre-school classes in szkoła podstawowa pre-school centres and pre-school clubs in 2008/2009

	Pre-school institutions	Przedszkole	Pre-school classes attached to szkoła podstawowa	Pre-school centres	Pre-school clubs
Total	17 280	8 038	9 033	83	126
Towns	7 351	5 359	1 951	9	32
Rural areas	9 929	2 679	7 082	74	94

⁻⁸³ pre-school centres attended by 1 1767 children,

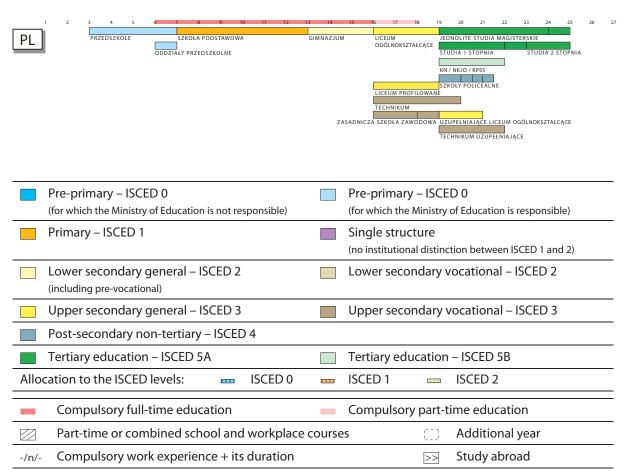
Tabel 3. Teaching of national minority languages In pre-school institutions (based on data provided by the Education Information System at the Ministry of National Education of 30 September 2008.

Minority language	Number of pre-school institutions	Number of children
Byelorussian	3	88
Hebrew	2	83
Kashubian	20	189
Lithuanian	4	96
Lemko	1	10
German	172	5172
Romany	4	19
Slovak	3	68
Ukrainian	10	133

⁻¹²⁶ pre-school clubs attended by 2 375 children.

4. Primary Education

Organisation of the education system in Poland, 2009/10



Source: Eurydice.

Primary education is comprehensive and obligatory for all pupils (99% of the population). Children who are 7, or will be seven in the given school year, start their education at szkoła podstawowa. Starting 1 September 2012 an obligation for 6-year olds to start education in the first grade of primary school will be introduced. Education lasts for 6 years. Public primary education is free of charge for all pupils. All non-public primary schools have to obtain the rights of public schools. At the end of a primary school an external compulsory test is carried out.

One-year compulsory pre-school preparation of 6-year-olds has been introduced since the 1 of September 2004 as a part of the reform process. Starting 1 September 2011 an obligation for 5-year olds to undertake a one-year pre-primary preparation for school education will be introduced. Early support to child's development activities have been also introduced (envisaged for children with diagnosed disabilities below the age of 6).

Please refer to the subdivisions for more details.

4.1. Historical Overview

The 8-year single structure primary school was the basic element of the Polish education system in the years 1961 -1999 (under the Act passed by the Parliament in 1961, and implemented in 1966). Before that, the primary school was of 7 years duration. Some unsuccessful attempts to extend education to ten years in the single structure school were undertaken in the 1970s. Since the school year 1999/2000 the reformed szkoła podstawowa comprises grades 1 to 6 with pupils aged 7 to 13 (Act of 25 July 1998 amending the School Education Act).

4.2. Ongoing Debates and Future Developments

The document "Strategy for the Development of Education in 2007-2013" envisages that the integral education system in Poland will:

- Create conditions for pupils' development, for the full use of their abilities and for attaining of their individual goals
- Prepare pupils for active and responsible participation in social, cultural and economic activities at the local, national and global level
- Counteract exclusion and marginalization of individuals and social groups
- React to developments in the field of science, technology and to globalization
- Comply with the developments in the labour market in a flexible and prompt way.

Activities planned to be implemented by the Ministry of National Education by 2012 aim at the: completion of the educational reform and simplification of educational legislation leading to modernization of the Polish schools and opening them to the World.

The reform of the education system will be continued throughout:

- Enhancing of autonomy of the local self government in implementation of educational tasks
- Increasing the autonomy of school heads in matters related to the organisation of education and remuneration of staff
- Support for the civic involvement of pupils, parents and teachers
- Lowering of age of compulsory schooling and adjusting of relevant school curricula
- Supporting children of migrant workers in their effort to continue their education abroad.

I. Main targets related to the completion of the educational reform are as follows:

• Improving access to education for young learners – including the introduction of compulsory preschool education for 5-year olds to be implemented gradually in the years 2009-2011.

• Lowering the age of compulsory schooling to 6 years combined with a related curricular reform and the reform of methodological counseling – to be implemented gradually in the years 2009-2012.

- Curricular reform in primary schooling adjusting curricula to the age of pupils to be introduced gradually starting in the grade 1 in September 2009.
- Introduction of corrections related to ways of organising of psychological and pedagogical supervision and to special education to be implemented starting 2009.
- II. Simplification of educational legislation enhancing the autonomy of local self-government and school heads will be achieved through:
- Taking into consideration a possibility for additional remuneration depending on the job performance
- Enhancing the role of Central Examination Commission and its further development as a central body responsible for supervision of quality in education
- Survey of tasks (in 2008) carried out by regional krator oswiaty with a view to transfer of some of them to local self-governments, Central and Regional Examination Commissions and to leave some of them with the head of region to be implemented starting September 2009.
- Simplification of regulations concerning outline time tables, assessment and examinations giving more autonomy to school heads and teachers and making them more user friendly, especially for pupils and parents.
- Electronic and easily accessible register of pupils, schools and school running bodies, making possible for schools to keep their records in the electronic form only starting 2009.
- Establishment of legal framework leading to introduction of so called educational vouchers starting 2011, promotion of good practice starting 2008, preparation of info materials for local self-governments.
- III. Opening of the Polish education system to the world and enhancing of civic activity will be implemented throughout:
- Promoting participation in culture, organisation of Polish language teaching, teaching of Polish history and geography abroad in order to support the bond between Poles abroad and their home country, promotion of Polish leading to assuring its position as a language taught in the highest number of countries.
- Dissemination of exams proving Polish language proficiency and making possible taking of Polish egzamin maturalny by pupils educated in other education systems.
- Teaching Polish and adjusting the differences in school curricula for pupils in Poland who come from different education systems such as children of refugees, Polish citizens returing to Poland after a long stay abroad, children of EU citizens working in Poland.
- Enhancing the international dimension of school cooperation and exchange of youth.

• Support and development of active involvement by parents, local communities and NGOs, targeted at fulfillment of all sorts of educational needs and civic activity of young people.

• Inspiring local self-governments and NGOs to organise additional classes at schools providing educational and preventive activities, also with the support of UE funds.

IV. A number of corrections to educational legislation aimed at the fulfillment of needs of local school communities will be proposed:

- Changes in rules related to the choice of textbooks
- Relaxing of the rules related to the school uniforms
- Changes in rules related to setting of prices of school meals
- Correction to the legislation related to school reading canon
- Implementation of the governmental programme "Safe and friendly school" aiming at the creation of an atmosphere of cooperation, mutual respect and dialogue in schools
- Moving from the concept of central purchase of school equipment to the concept of local self government units undertaking such purchases.

A time table for the implementation of curricular changes is as follows:

2009/2010 - grade I

2010/2011 - grade II

2011/2012 – grade III

2012/2013 - grade IV

2013/2014 - grade V

2014/2015 - grade VI, the test will have been adjusted to the new curriculum.

4.3. Specific Legislative Framework

The basic legislation for primary education is the School Education Act of 7 September 1991 (with subsequent amendments). The reformed 6-year szkoła podstawowa, which started functioning in 1999/2000, is based on two new acts of parliament: The Act of 25 July 1998 amending the School Education Act and the Act of 8 January 1999 on the implementation of the reformed education system. The detailed legislative framework can be found in the regulations issued by the minister of education. These concern, among others, regulations on the core curricula, outline timetables, organisation of school year, rules of organisation and assessment of final tests upon the completion of primary education.

As far as financing is concerned, the yearly regulation on the distribution of the educational subvention between territorial self-government units is relevant insofar as it defines the total amount of subsidies for local authorities. At the same time the annual State Budget Act defines the general subvention directed to all gmina which are school running bodies for the majority of primary schools in Poland.

4.4. General Objectives

General education in primary school is divided into two stages:

1) first stage of education including grade I to III of szkoła podstawowa – integrated teaching (in new core curriculum defined as early school education)

2) second stage of education including grades IV to VI of szkoła podstawowa.

General objectives of the reformed 6-year primary school are included in the Regulation by the Minister of National Education and Sport of 26 February 2002 on Core Curricula for General Education. These objectives refer to three main education dimensions, i.e. knowledge, skills and moral education, the integration of which in educational processes is strongly emphasized.

General objectives of primary school are as follows:

- to develop the ability of self-expression, reading and writing, the ability to solve arithmetic problems, the ability to use simple tools, to develop habits of social life,
- to develop cognitive abilities enabling mature understanding of the world,
- to develop conscious cognitive motivation to prepare pupils for undertaking tasks which require a systematic intellectual and physical effort,
- to develop aesthetic and moral sensitivity of children and their creative abilities,
- to strengthen children's self-confidence and their ability to achieve valuable, though difficult, goals,
- to develop the ability of distinguishing the real world from the imaginary world, historical persons from invented characters,
- to develop the need and the ability to take care of one's body, health and dexterity; to make children aware of threats against physical, mental and moral health,
- to develop the awareness of one's self, family, social, cultural, technical and natural environment,
- to strengthen the sense of cultural, historical, ethnic and national identity,
- to create conditions supporting the development of imagination, and the ability of verbal, artistic, musical and motoric expression, assure conditions for smooth physical and psychological development and pro-health behaviour

• to ensure care for and development of children in a friendly, safe and healthy environment, emphasizing ties with the family,

- to take into account individual needs and to ensure equal opportunities,
- to create conditions supporting the development of self-dependence, sense of duty, responsibility for one's self and the nearest surroundings,
- to create conditions supporting individual and group actions, undertaken on behalf of others.

Starting September 2009 in the first grades of szkoła podstawowa the new core curriculum will be implemented based on the Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for Pre-school and General Education in particular types of schools. The main aims of general education in primary school according to the new core curriculum are as follows:

- 1. Pupils are to acquire a basic set of information/knowledge on facts, theories and practice related in particular to topics and phenomena close to their experience,
- 2. Pupils are to acquire skills related to the use of knowledge and information in carrying out tasks and solving problems,
- 3. Pupils are to develop attitudes related to efficient and responsible functioning in the contemporary world.

Early school education is aiming at the support of children in their intellectual, emotional, social, ethical, physical and aesthetic development. In the new curriculum the scope of information and skills has been defined separately for a pupil completing education in grade I and separately for a pupil completing education in grade III. The scope of information and skills defined for a pupil completing education in grade III has been defined in a form of requirements. Separate curriculum for grade I has been designed in order to underline the continuity of the education process commenced in the kindergarten and continued in primary school. Early school education is a process dived into 3 years of school education. This means that knowledge and skills acquired by the pupil in grade I will be repeated and developed in grades II and III. The scope of information and skills which a pupil graduating from grade I and then, from grade III, should posses is adjusted to an average pupil's abilities.

4.5. Geographical Accessibility

As primary education is compulsory, primary schools are most evenly distributed. Due to the demographic reasons, rural schools are much smaller than urban ones. Rural schools are attended by about 41.84% of the total number of pupils (about 38% of the Polish population live in the countryside), but rural schools amount to 71.07% of the total number of schools.

If the distance between a school and the pupil's place of living (in rural areas) exceeds 3 km (grades 1 to 4) or 4 km (grades 5 to 6), the commune is responsible for either providing free-of-charge transport or paying fares for public transport. In sparsely populated areas some children commute to schools located at a distance exceeding 10 kilometers.

4.6. Admission Requirements and Choice of School

Children are admitted to szkoła podstawowa at the age of seven (they must reach 7 years of age during the calendar year in which they start compulsory education). At parents' suggestion, a child who becomes six before September 1 (the beginning of a school year) may also start education if he/she is mature enough from psychological and physical point of view. The decision on admission is taken by the school head after consultation with a centre for guidance and counseling.

In some well justified cases, the admission may be postponed, but not longer than for one year. As regards children with special educational needs, school attendance may be adjourned up to the end of the civil year when they have reached the age of 10.

Communes are divided into school districts in order to provide an even access to schools. All changes of school district boundaries require the approval of kurator oswiaty. Children are admitted easily to a school in their district. If there are places in a relevant class, children from another school district may be admitted to school on their parents' request.

4.7. Financial Support for Pupils' Families

Public szkoła podstawowa is free of charge. The parent council established in a given school can collect funds from voluntary donations by parents or other sources. Such funds can be also spent on statutory school activities (education and care). See also point 4.5 – free transport to primary school.

Pupils in families with a monthly income below 351 PLN per person are entitled to the following types of support:

- financial support for purchase of textbooks in the year 2009/10 (children in grades 1 to 3 of szkoła podstawowa), based on the proof of purchase (invoice in the child's name). The support cannot exceed:
- 150 PLN for one pupil in grade 1
- o 150 PLN for one pupil in grade 2
- 170 PLN for one pupil in grade 3.
- So-called school benefits are available to poor pupils in all kinds of schools. The benefits are endorsed by local authorities on the basis of local regulations. The local self-government decides on the detailed rules and procedures for granting such benefits. The benefit can be disbursed once a month, once every two months, once every three months or once a year. In the school year 2009/2010 the maximum amount is between 72.80 and 182 PLN per month for one pupil. The application should be submitted at school or in the educational department of the local self-government authorities (if pupil attends school outside his local council area). Documents proving the level of income should be attached to the application which can be submitted either by the parents or by the school head. The grant is meant to cover the following expenses: enrolment in FLT, sports, dancing, drama or other extracurricular activities, also purchases such as school equipment, rucksacks, PE outfits, textbooks, school aids, copybooks, etc. as well as to cover the costs of the internet connection or participation in a school trip.

• School grant can be offered to pupils who find themselves in a particularly difficult situation for a defined period of time. No income criteria are applied here. The application should be submitted not later than 3 months after the tragic event. The grant can be offered even several times a year, and one installment can amount to 455 PLN. It is aimed at covering expenses linked to education or purchase of educational aids.

In order to support pupils' proper development the school authorities can organise a school cafeteria. School meals served in such cafeteria are paid for, the fee is established by the school running body. The fee includes costs of meals only, staff remuneration and running costs are paid from different sources. The school running body can offer fee waivers to some parents (taking into consideration difficult financial situation of the family, particular circumstances).

4.8. Age Levels and Grouping of Pupils

The reformed 6-year szkoła podstawowa, introduced in the school year 1999/2000 under the Act of 8 January 1999 on the Implementation of the Education System Reform, is divided into 2 stages:

- Stage I grades 1 to 3, integrated teaching, in the new core curriculum of 23 December 2008 operational starting 1 September 2009 this stage is called early school education
- Stage II grades 4 to 6.

No special test or examination is envisaged during transition between these 2 stages. Class composition is based on the age of pupils. The minimum and maximum numbers of pupils per class are not defined in the legislation.

4.9. Organisation of School Time

Organisation of the school year for primary schools is defined by the Ministry of Education in a separate regulation. The Ministry issues annually the so-called school year calendar specifying the dates of the start and the end of the school year, season holidays, winter and summer holidays, other free days as well as dates of tests and exams.

4.9.1. Organisation of the School Year

The school year (for primary and secondary schools) is divided into two semesters: 1) from the day of the start of lessons (the first working day of September) till the last Saturday preceding the winter holidays; 2) from the Monday directly after the winter holidays till the last day of school lessons (the first Friday after the June 18). With respect to the winter break, regional variations exist in Poland. The winter holidays must, as a rule, come in the period between mid-January and the end of February, and last for two weeks. The timing of the winter break is defined by kurator oświaty in agreement with the respective regional authority. In Poland there are also Christmas and Easter breaks.

The school year lasts for maximum 38 weeks, which means that the minimum number of school days is 178.

In the school year 2008/09 the number of school days was 180.

4.9.2. Weekly and Daily Timetable

According to the Regulation by the Minister of National Education and Sport of 18 April 2002 on the Organisation of the School Year, either five or six days per week, depending on school working conditions, may be school days. Primary schools, in which shift coefficient, indicating the proportion of the number of classes to the number of classrooms, equals 2 at least, may have 5 or 6 school days per week throughout the school year or introduce an alternate workweek schedule based on the seasons of the year. Decisions in this matter, upon consultation with the school council and the teachers' council, are made by the school head.

At the level of primary school there are minimum 18 compulsory lessons (periods) per week (grades 1-3) and 24 in senior grades (4-6). On top of these figures 2 hours of religion or ethic classes (non-obligatory) should be added at all levels and 3 to 4 hours left to the discretion of the school head.

According to the Regulation by the Minister of National Education and Sport of 12 February 2002 on Outline Timetables in Public Schools the weekly number of compulsory lessons, additional lessons and religion/ ethic classes cannot exceed:

- in grades 1 to 3 of szkoła podstawowa 23 hours
- in grades 4 to 6 of szkoła podstawowa 28 hours

Changes introduced gradually starting 1 September 2009:

I stage of education – main proposals:

- 1. Early school education includes 63 hours a week in the given education stage (it covers 10 educational areas: Polish language, music, art, social issues, natural sciences, maths, modern foreign language, ICT, technology, PE);
- 2. The outline time table defines the minimum number of hours of such obligatory areas as foreign language, music, art, and PE;
- 3. Distribution of teaching hours between the remaining obligatory areas will be decided upon by the teacher in charge of those classes;
- 4. It is envisaged that so called hours left to the school head's discretion will be devoted, as to date, to various classes increasing the pupils' educational opportunities;
- 5. No changes are envisaged in the organization of religion classes (pupils who do not participate in such classes should be enrolled in ethic classes (one hour a week).

Lessons start usually at 8 a.m. and finish at around 2-3 p.m. in upper grades if a school works in one shift (they last longer if a school works in two or three shifts). Each lesson (period) lasts 45 minutes, but in grades 1 to 3 of szkoła podstawowa the teacher decides about the length of lessons. Breaks are considered sufficient if they last at least 5 minutes, but no longer than 25 minutes. The duration of the school day also depends on the size of the school building, on the number of classrooms and other rooms facilitating after-school activities. Pupils attend primary school for five days a week (from Monday to Friday). If the number of grades is at least double in comparison with the number of classrooms, then the classes may be conducted for six

days a week throughout the school year, or in the alternate system, i.e. 5 days one week, 6 days every second week. The school weekly timetable is established by school heads upon consultation with the school and pedagogical council.

4.10. Curriculum, Subjects, Number of Hours

The scope of primary education is determined by three elements: the core curriculum, outline timetables and educational standards.

Core curricula have to be respected by each school - but teachers are free to follow one of the selected curricula from the list approved for school use by the Minister or prepared on the individual basis as well as use various textbooks (selected from a list approved by the Minister).

Stage 1 of the Reformed szkoła podstawowa (grades 1 to 3)

Stage 1 of the reformed 6-year szkoła podstawowa covers grades 1, 2, and 3. Teaching at this stage is designed to ensure smooth transition from pre-school to school education. It is arranged on an integrated basis.

Educational activities are conducted according to a timetable prepared by the teacher, in which the duration of lessons and breaks is influenced by the pupils' activity.

The teacher has to observe the principle of continuity in the teaching process.

It is recommended that every day elements of physical education (motor activities) are conducted in a classroom, amounting to at least 3 hours per week altogether.

Core curriculum for this education stage is included in the Regulation by the Minister of National Education and Sport of 26 February 2002 on Core Curricula for Pre-school and General Education.

The outline timetable for this stage is included in the Annex to the Regulation by the Minister of National Education of 12 February 2002 on the Outline Timetables for Public Schools.

Stage 1 (grades 1-3, szkoła podstawowa)			
Compulsory educational activities Number of teaching hours per week in a period of 3			
Integrated teaching	54		
Religion/ Ethics	6		
Hours left to the school head's discretion	12		
Total	72		

The outline timetable serves as the basis for the school head to prepare a school timetable divided into school years. There are 15 hours of integrated teaching a week in the first grade, 16 in the second grade and 17 in the third grade. For some pupils so-called remedial classes can be organised (2 hours a week in grades 1 to 3), 3 hours in the grades 1 to 2 are left to the discretion of the school head, and 4 hours in the grade 3.

The school running body is allowed to increase the number of compulsory teaching hours by a number not exceeding 3 hours per week for one grade in one school year. However, the weekly number of compulsory

teaching hours as well as religion/ethics classes and additional classes cannot exceed a maximum of 23 hours in grades 1 to 3.

Since 1 September 2008 two obligatory teaching hours a week of a modern foreign language have been introduced starting grade 1 of szkoła podstawowa.

Changes introduced gradually starting 1 September 2009:

I stage of education – main developments:

- 1. Early school education includes 63 hours a week in the given education stage (it covers 10 educational areas: Polish language, music, art, social issues, natural sciences, maths, modern foreign language, ICT, technology, PE);
- 2. The outline time table defines the minimum number of hours of such obligatory areas as foreign language, music, art, and PE;
- 3. Distribution of teaching hours between the remaining obligatory areas will be decided upon by the teacher in charge of those classes;
- 4. It is envisaged that so called hours left to the school head's discretion will be devoted, as to date, to various classes increasing the pupils' educational opportunities;
- 5. No changes are envisaged in the organization of religion classes (pupils who do not participate in such classes should be enrolled in ethic classes (one hour a week).

Stage 2 of the reformed szkoła podstawowa

Stage 2 of the reformed 6-year szkoła podstawowa covers grades 4, 5 and 6. Teaching at this stage is arranged in subjects listed in the outline timetable (Polish language, history and civics, modern foreign language, mathematics, natural science, music, art, technology, computer sciences, physical education, religion or ethics).

In addition to separate subjects, the following "educational paths" have been introduced at this stage:

- health education
- ecological education
- reading and media education
- education for society
- education for family life
- o cultural heritage of the region

patriotic and civic education

The school head is responsible for the inclusion of these paths in the curricula implemented by particular teachers.

Core curriculum for this education stage is included in the Regulation by the Minister of National Education and Sport of 26 February 2002 on Core Curricula for Pre-school and General Education.

The outline timetable for this stage is included in the Annex of the Regulation by the Minister of National Education and Sport of 12 February 2002 on the Outline Timetables for Public Schools.

	Stage 2 (grades 4-6, szkoła podstawowa)			
No.	Compulsory educational activities	Number of teaching hours per week in a period of 3 years		
1.	Polish language	16		
2.	History and civics	4		
3.	Modern Foreign Languages	8		
4.	Mathematics	12		
5.	Natural science	9		
6.	Music*	2		
7.	Art*	2		
8.	Technology	2		
9.	Computer sciences	2		
10	Physical education	9+3		
11.	Lessons with Class Tutor	3		
Tota	İ	72		
Relig	gion /Ethics	6		
Hours left to the School Head's discretion		9		
Total 87		87		

^{*} These subjects can be combined in one art subject

The outline timetable serves as the basis for the school head to prepare the school timetable divided into school years.

The school running body is allowed to increase the number of compulsory teaching hours by a number not exceeding 3 hours per week for one grade in one school year. However, the weekly number of compulsory teaching hours as well as religion/ethics classes and additional classes cannot exceed a maximum of 28 hours in grades 4 to 6.

Changes introduced gradually starting 1 September 2009:

II stage of education – main developments:

- 1. Obligatory teaching in grades IV to VI includes 74 hours a week at this stage of education;
- 2. The outline time table defines the minimum number of hours for all obligatory classes;

3. Obligatory classes include the following subjects: Polish, modern foreign language, music, art, history and society, natural sciences, maths, ICT, technology, PE (including 50% of classes in optional groups), class meetings;

- 4. No changes are envisaged in the organization of religion classes (pupils who do not participate in such classes should be enrolled in ethic classes (one hour a week);
- 5. Pupils can participate in the preparation for family life classes (14 hours a year);
- 6. In ICT classes pupils are to be divided into groups so one PC is taken by one pupil;
- 7. A possibility of combing classes in blocks has been envisaged (provided that core curriculum for every class included in the block is implemented; teacher takes responsibility for assessment of pupils in every subject included in the block (both single and end-of the year marks); the teacher in charge of the block has to fulfill qualification requirements necessary for teaching of every subject included in the block);
- 8. During PE classes the number of pupils in one group should be between 12 and 26;
- 9. Hours left to the school head's discretion as to date they are devoted to various classes increasing the pupils' educational opportunities.

4.11. Teaching Methods and Materials

Teachers have the right to choose forms and methods of teaching. Methods depend on the number of pupils per class and on school equipment (e.g. the number of computers, DVD players or video machines). Some lessons require the class to be divided into smaller groups (e.g. foreign languages, technology or computer science).

General school curriculum can be:

- Prepared by a teacher individually or in cooperation with other teachers;
- Chosen from the set of curricula prepared by other author(s) e.g. from among those available on the market, approved for the use at school by the Minister of National Education;
- Prepared by other author(s) and modified by the teacher the curriculum is presented by the teacher with the scope and rationale for the proposed changes.

The curriculum proposed by the teacher should be adjusted to the needs and abilities of the pupils.

School curricula are approved for the use at school by a school head of the given school upon teacher(s) request upon consultation with the school pedagogical council.

Teacher has a right to select a textbook from among the textbooks approved for the use at school. By the 15 of June the school head announces the list of textbooks to be in use at this particular school during the coming school year.

Schools have to install on school PCs special Internet protection software guarding pupils from improper content of some web pages. The software is to protect pupils from pornographic, aggressive, antisocial, and discriminating content.

4.12. Pupil Assessment

The education system reform encompasses the introduction of a new coherent standardized evaluation system. It includes internal evaluation and external evaluation.

Internal evaluation is carried out by school teachers on the basis of requirements defined in relation to the curricula implemented in the given school. This type of evaluation aims at the assessment of educational attainments of pupils, and it focuses on the support to the pupil's development.

External evaluation is carried out by institutions external to the school itself – the Central Examination Commission and regional examination commissions – and it is based on the national examination standards. These standards are defined by the relevant minister of education and announced in the regulations. This type of evaluation is applied at the end of a particular level of education in order to asses its results. The Central Examination Commission and the 8 regional examination commissions have been established in order to prepare and implement this type of evaluation.

Internal Evaluation

Pupils are assessed separately in each subject. Evaluation depends entirely on the teacher of the given subject. The results of the assessment carried out during a school year are taken into account in the end-of-year assessment. Assessment is divided into partial, periodical (semester) and annual assessment.

In grades 1-3 of szkoła podstawowa the assessment is descriptive and applies to educational attainments and behaviour separately. Both kinds of assessment are prepared once a year. Starting grade 4, the teacher has the following scale of marks at his/her disposal: 6 -excellent, 5 - very good, 4 - good, 3 - satisfactory, 2 - acceptable, 1 - unsatisfactory. School marks as well as the criteria on which they are based should be open to the pupil and his/her parents.

Pupils also receive marks for their behaviour (conduct) according to the scale: excellent, very good, good, acceptable, unacceptable, inadmissible. The mark for behaviour (conduct) should not influence subject marks or promotion to a higher grade or graduation. However, under specific circumstances the pedagogical council of the school can decide upon pupil's repetition of a given grade or stop his/her graduation from school due to his/her inadmissible behaviour.

Moreover, pupils may take a verifying examination if the semester or annual mark, given by the teacher, is too low in their or their parents' opinion. This exam is also organised for pupils, whose results cannot be assessed due to other reasons such as an individual study programme, out-of-school study or a long period of illness.

External Evaluation

The reform of the school system has introduced an external standardized test upon the completion of szkoła podstawowa (grade 6). For the first time it was conducted in 2002 by the Regional Examination Commissions. The test is obligatory for all pupils and taking this test is one of the conditions for graduation from primary

school. Only pupils with moderate and severe mental handicaps are exempt from this obligation. Other pupils have a right to apply to be exempt from this test. The test aims at the assessment of skills defined in the national standards. The skills are divided into 5 areas: reading, writing, reasoning, use of information and practical application of knowledge. All pupils pass this test, as the results are used for information purposes only, and it does not give basis for any selection or ranking of pupils. Every pupil who graduated from szkoła podstawowa has to be admitted in gimnazjum in his/her school area.

4.13. Progression of Pupils

In grades 1-3 pupils are promoted automatically if their achievements are assessed positively. Repetitions of the year at this level of education are exceptional, and have to be justified by psychologists and accepted by parents (Regulation by the Minister of National Education of 21 March 2001 on Pupil Evaluation, Eligibility for Assessment, Promotion and Examinations and Tests in Public Schools with further amendments).

Starting grade 4, a pupil is promoted to a higher grade if he/she has received yearly marks higher than "unsatisfactory" for all compulsory subjects. In the case of one "unsatisfactory" mark he/she can take an exam.

A pupil who has not passed the exam is not promoted to the higher grade.

The teachers' council of primary school may decide about conditional promotion of a pupil who has received mark 1 (unsatisfactory) in one subject only. If the pupil missed over 50% of compulsory classes and there is no basis for his/her assessment, he/she can take a so-called classification exam on the day agreed with the pupil and his/her parents. The pupil can be granted with conditional promotion only once during the whole cycle of primary education.

A pupil completes the school year or graduates with distinction if his/her average yearly mark in all compulsory subjects is 4.75 or above and his/her behaviour mark is at least very good.

In comparison to the other levels of education, szkoła podstawowa has the highest efficiency. In 2006 pupils repeating a class accounted for barely 0.65% of all pupils.

A vast majority of pupils repeating classes are boys (nearly 77% in 1996/97 and 66% in 2007/08).

4.14. Certification

All public szkoła podstawowa as well as non-public schools (which are obliged to have the rights of public schools), issue certificates in a standardized form. The forms of these documents and the rules of filling them in are defined in relevant regulations by the relevant minister of education (e.g. certificates with distinction have a vertical red-and-white stripe and the overprint "with distinction").

Certificates of completing each grade are necessary when children change school (place of living), while świadectwo ukończenia szkoły podstawowej is required for admission to gimnazjum (From 2003 every pupil receives the result of the final compulsory test provided by the Regional Examination Commission together with świadectwo ukończenia szkoły podstawowej).

4.15. Educational Guidance

There are 559 centres for psychological and pedagogical support in Poland including the 29 specialist ones. Their tasks include the following: support to children, youth, parents and teachers in learning difficulties, and behaviour problems also connected with drugs, alcohol, therapy in the case of development problems and prevention of addictions.

The second field of activity of these centres is focused on counseling and guidance when a child chooses a school. Some centres have rights to issue certain certificates, e.g. a certificate of needs for special education.

Some large schools employ special teachers (school pedagogues), psychologists, or speech therapists who contribute to the solving of individual or internal school problems and conflicts.

4.16. Private Education

The tradition of the Polish non-state education after the Second World War has not been very long. The first "social" schools appeared at the end of the 1980s. They were called "social" or "civic" in order to distinguish them from public schools, but, at the same time, to stress the fact they were not private. Their functioning did not bring profit to their "owner's" (teachers, parents, i.e. people who called into being the Civic Educational Association).

In the decade 1990-2000, both social and private (in this number religious) schools started to develop dynamically. The School Education Act of 7 September 1991 created the legislative framework for the development of non-public education in Poland.

Non-public schools may be established and run by corporate bodies or physical persons.

Non-public primary schools have to acquire the status of public schools, as they provide compulsory education to their pupils. Acquisition of such status is subject to the following requirements: implementation of classes in the scope (number of hours, duration of school activities) not lower than the numbers of hours/weeks defined in outline time tables for public schools, application of rules for assessment and promotion of pupils and organization of tests, apart from entrance examinations, keeping school records according to the rules defined for public schools and employment of teachers with relevant qualifications required for employment in public schools at the same level. If these conditions are not fulfilled the school is subject to closure.

Non-public schools, having the legal status of a public school, are subsidized either by the local government budgets (the commune and the district) or they receive financial support directly from the state budget. They are eligible for a grant of 100 per cent of the average current expenditure per pupil in a public school of the same type. Pupils in non-public primary schools make barely 1.64% of the total number of pupils at this level of education. In 2007/08 there were 531 non-public primary schools, with the number of pupils amounting to 38 553. Most of these schools were civic (522), i.e. run by social organisations and associations.

4.17. Organisational Variations and Alternative Structures

Disabled and ill pupils who have difficult access to school or cannot take part in classes at all have a possibility to follow the school programme on the individual basis. A document confirming such situation

allows them to have classes at home or individually at school or other institution where the pupil is at the time. The weekly number of hours is for 0 grade -4 to 6 hours, in szkoła podstawowa: for grades 1 to 3 -6 to 8 hours, and for grades 4 to 6-8 to 10 hours.

Particularly gifted pupils can receive a right to follow an individual study programme. These pupils study a chosen subject (or a group of subjects) under the supervision of a particular teacher or higher education institution teacher. School assessment system includes particular rules for assessment of these pupils' results and for presenting them on the school certificates.

Pupils can also follow compulsory education out of school, e.g. in their own homes taught by parents. This arrangement has to be formally endorsed by an agreement between the parents and the school head of the local school. These pupils are obliged to take relevant examinations. In the school year 2007/08 there were 9231 such pupils (increase of around 650% in comparison with the previous year).

4.18. Statistics

Table 1. Number of schools, teachers, pupils, and leavers – special education excluded in the school year 2007/2008

	Total	Towns	Rural areas
Schools	13540	3916	9624
Teachers	183981	97841	86140
Pupils	2347921	1366004	981917
Leavers	461078	265275	195803

Table 2. Enrolment rates for the age group 7-12

	2007/08
Gross	98.2%
Net	96.8%

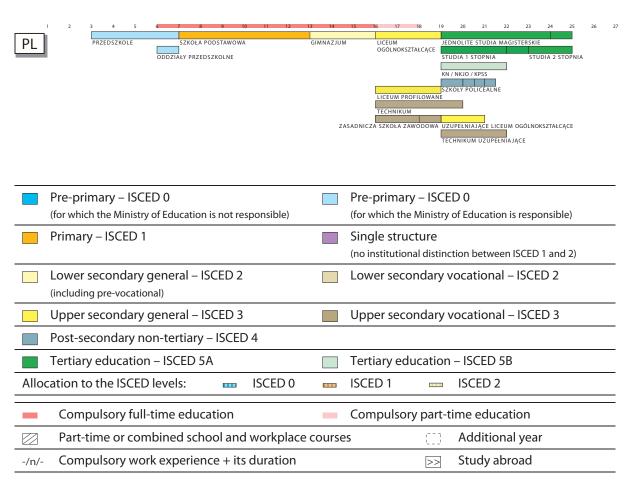
Table 3. Pupils repeating grades in the school year 2007/2008 by gender-special education excluded

	Total	Towns	Rural areas
Total of which:	26086	14128	11958
Girls	8852	4597	4255

Information from the web pages of Ministry of National Education www.men.gov.pl and Central Examination Commission www.cke.edu.pl

5. Secondary and post-Secondary non-Tertiary Education

Organisation of the education system in Poland, 2009/10



Source: Eurydice.

Please refer to the subdivisions for more details.

5.1. Historical Overview

The Act of 1961 established the organisational model of secondary education which had been functioning until 1999. In the framework of the education system reform in 1999 three-year gimnazjum were established as a first (lower) level of the secondary school. Since 2002 upper secondary schools have been operational.

<u>Upper secondary schools before the reform</u>

The upper secondary education covered the age group 15 to 18 or 19 (20). After the completion of the 8-year single structure primary school, pupils had a choice between the following schools:

• general upper secondary school - an institution offering 4 years of full-time general education for students aged 15 to 19.

- liceum techniczne an institution offering 4 years of full-time general education, supplemented with general technical and general vocational subjects for students aged 15 to 19. This type of school was comparatively new, established in the school year 1995/96.
- liceum zawodowe an institution offering 4 years of full-time general and vocational education for students aged 15 to 19.
- technical upper secondary school an institution offering 5 years of full-time general and technical education for students aged 15 to 20. Starting the school year 2002/2003 this institution was gradually replaced by 4-year technikum and 3-year liceum profilowane.
- basic vocational school an institution offering 3 years of full-time basic vocational education for students aged 15 to 18.

General upper secondary school was a school offering egzamin dojrzałości. Liceum techniczne, liceum zawodowe and technical upper secondary school were secondary vocational schools and offered egzamin dojrzałości as well. Only basic vocational schools did not prepare for egzamin dojrzałości and its leavers had no possibility to enter higher education sector.

5.2. Ongoing Debates and Future Developments

The education system reform continues through launching of the following (starting 1 of September 2004):

- 2-year uzupełniające liceum ogólnokształcące leading to egzamin maturalny and receipt of świadectwo maturalne
- 3-year technikum uzupełniające leading to vocational qualifications diploma upon passing of the exam and to egzamin maturalny and receipt of świadectwo maturalne
- 3-year special schools preparing for employment for SEN pupils with moderate and severe mental handicaps and pupils with multiple handicaps leading to the receipt of preparation to employment certificate.

In 2004 the examinations confirming vocational qualifications and in 2005 egzamin maturalny were implemented according to the new rules.

The document "Strategy for development of continuing education until the year 2010" envisages the implementation of various activities related to the lifelong learning concept:

- Increasing access to continuing education
- Raising the quality of continuing education
- Co-operation and partnership

- Increasing investment in human resources
- Creation of information resources on continuing education and the development of advisory services
- Recognizing the role and significance of continuing education.

The National Development Plan for the years 2007-2013 points out three areas for activities related to the priority of "Knowledge and competencies":

- Better access to education. This priority will be implemented throughout:
- Creating equal educational opportunities for pupils
- Better access to higher education
- Support to continuing education
- Wide provision of training in ICT
- Support to openness of the education system. This priority will be implemented throughout:
- Increase of society's involvement in education
- O Development and promotion of European co-operation in education
- Development and promotion of entrepreneurial, innovative and pro-ecological attitudes
- In-service training and staff development
- Higher quality in education. This priority will be implemented throughout:
- Increasing the level of key competencies and promotion of science education
- O Development and improvement of standards, programmes, methods and conditions of teaching
- Improvement of quality of teaching staff, academic staff and staff supporting and managing the teaching process
- Effective management in education, creation of quality assessment culture
- Dissemination and promotion of science.

The governmental document "The Solidarity State" envisages the following changes:

- Revision of the core curricula for general education
- Preparation of vocational education programmes based on the labour market research
- Preparation of a new parliamentary act on national education
- Establishment of a National Institute of Moral Education as an institution of dialogue and cooperation for the rebirth of moral education for children and youth
- Establishment of the National Research Centre contributing to the development of research and economy in Poland.

Due to some observed cases of aggression in schools targeted at peers and teachers, it has been decided that a national programme "Zero tolerance to violence in schools" (working title) will be launched. The European ministers of education have been invited to present their experience in this area and to cooperate in preparing efficient solutions to the problem.

See also 5.7.2.

Activities planned to be implemented by the Ministry of National Education by 2012 aim at the: completion of the educational reform and simplification of educational legislation leading to modernization of the Polish schools and opening them to the World.

The reform of the education system will be continued throughout:

- Enhancing of autonomy of the local self government in implementation of educational tasks
- Increasing the autonomy of school heads in matters related to the organisation of education and remuneration of staff
- Support for the civic involvement of pupils, parents and teachers
- Lowering of age of compulsory schooling and adjusting of relevant school curricula
- Supporting children of migrant workers in their effort to continue their education abroad.

I. Main targets related to the completion of the educational reform are as follows:

- 1. Curricular reform for general education in gimnazjum and post-gimnazjum schools aiming at the coherence of content and to be implemented in grade 1 of the gimnazjum starting September 2009.
- 2. Planning of changes to curricula and organisation at the level of post-gimnazjum school and those related to vocational and continuing education starting September 2012.
- 3. Introduction of corrections related to ways of organising of psychological and pedagogical supervision and to special education to be implemented starting 2009.

II. Simplification of educational legislation enhancing the autonomy of local self-government and school heads will be achieved through:

- 1. Taking into consideration a possibility for additional remuneration for teachers depending on their job performance.
- 2. Enhancing the role of Central Examination Commission and its further development as a central body responsible for supervision of quality in education.
- 3. Survey of tasks (in 2008) carried out by regional kurator oswiaty with a view to transfer of some of them to local self-governments, Central and Regional Examination Commissions and to leave some of them with the head of region to be implemented starting September 2009.
- 4. Simplification of regulations concerning outline time tables, assessment and examinations giving more autonomy to school heads and teachers and making them more user friendly, especially for pupils and parents.
- 5. Electronic and easily accessible register of pupils, schools and school running bodies, making possible for schools to keep their records in the electronic form only starting 2009.
- 6. Establishment of legal framework leading to introduction of so called educational vouchers starting 2011, promotion of good practice starting 2008, preparation of info materials for local self-governments.
- III. Opening of the Polish education system to the World and enhancing of civic activity will be implemented throughout:
- 1. Promoting participation in culture, organisation of Polish language teaching, teaching of Polish history and geography abroad in order to support the bond between Poles abroad and their home country, promotion of Polish leading to assuring its position as a language taught in the highest number of countries.
- 2. Dissemination of exams proving Polish language proficiency and making possible taking of Polish egzamin maturalny by pupils educated in other education systems.
- 3. Teaching Polish and adjusting the differences in school curricula for pupils in Poland who come from different education systems such as children of refugees, Polish citizens returning to Poland after a long stay abroad, children of EU citizens working in Poland.
- 4. Enhancing the international dimension of school cooperation and exchange of youth.
- 5. Support and development of active involvement by parents, local communities and NGOs, targeted at fulfillment of all sorts of educational needs and civic activity of young people.
- 6. Inspiring local self-governments and NGOs to organise additional classes at schools providing educational and preventive activities, also with the support of UE funds.
- IV. Some amendments to the educational legislation are going to be proposed in order to fulfil the needs of local communities:

- Changes in rules concerning the choice of textbooks.
- Relaxing the rules on school uniforms.
- Corrections to procedures regulating the prices of meals in school cafeterias.
- Corrections to legislation on the canon of readings.
- Implementation of the governmental programme "Safe and friendly school" in the years 2008-2013.
- Abandoning of the central purchase of school equipment system and offering support to local self-governments with respect to building such a system at a local level.

A new core curriculum has been introduced in the Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for Pre-school Education and General Education in particular types of schools. This curriculum is to be introduced starting 1 of September 2009 in grade 1 of gimnazjum.

General education at the III and IV stage is aiming at:

- 1. Acquisition by pupils of particular scope of information/knowledge regarding facts, rules, theories and practices;
- 2. Acquisition by pupils of abilities to use the information/knowledge during tasks implementation and problem solving;
- 3. Shaping of pupils' attitudes related to efficient and responsible functioning in the modern world;

The most important skills to be acquired by pupils at the educational stages III and IV are as follows:

- 1. Reading ability to understand, use and process the texts, including texts of culture, leading to the attainment of own goals, individual development and active participation in the community life;
- 2. Mathematical thinking ability to use mathematical tools in everyday life and formulation of conclusions based on mathematical thinking;
- 3. Scientific thinking ability to use scientific knowledge for identification and solving of problems as well as an ability to formulate conclusions based on empirical observation related to nature and society;
- 4. Ability to communicate in the mother tongue and foreign languages, both in speech and in writing;
- 5. Ability to use ICT in an efficient way
- 6. Ability to look for, select and analyze information in a critical way;
- 7. Ability to identify own educational needs;
- 8. Ability to work in a team.

School education activity is defined by:

1. School set of curricula which, taking into consideration the upbringing aspect, encompasses the whole school activity from the teaching point of view;

- 2. School upbringing and care programme including all the content and actions of upbringing/care character
- 3. Prevention programme adjusted to pupils' development needs and to the needs of the given community, including all the content and activities of prevention character.

Schedule for the implementation of changes

2009/2010 - I grade of gimnazjum

2010/2011 - II grade of gimnazjum

2011/2012 - III grade of gimnazjum, leaving examination adjusted to the new core curriculum;

2012/2013 – I grade of lyceum, technikum and basic vocational school

2013/2014 - II grade of lyceum, technikum and basic vocational school

2014/2015 – III grade of liceum, technikum and basic vocational school, egzamin maturalny adjusted to the new core curriculum;

2015/2016 - IV grade of technikum and I grade of liceum uzupełniające

2016/2017 – II grade of liceum uzupełniające

5.3. Specific Legislative Framework

Secondary education in Poland is based on the following legislative acts:

- the School Education Act of 7 September 1991 with further amendments,
- the Act of 8 January 1999 on the implementation of the reformed education system, with further amendments,
- the Teachers' Charter of 26 January 1982 with further amendments.

Moreover, functioning of secondary schools is based on the regulations by the relevant minister of education . The most important of them are:

• Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for Preschool Education and General Education in particular types of schools

• Regulation by the Minister of National Education and Sport of 26 February 2002 on Core Curricula for Pre-school and General Education

- Regulation by the Minister of National Education and Sport of 12 February 2002 on Outline Timetables in Public Schools
- Regulation by the Minister of National Education of 7 September 2004 on Conditions and Rules for Pupil Evaluation, Eligibility for Assessment, Promotion and Examinations and Tests in Public Schools with further amendments

Secondary vocational schools' functioning is also regulated by the following legislation:

- Regulation by the Minister of National Education and Sport of 16 January 2002 on Vocational Education Profiles
- Regulation by the Minister of National Education and Sport of 26 February 2002 on core curricula in the profiles for general vocational education
- Regulation by the Minister of National Education of 26 June 2007 on the occupational classification in vocational education
- Regulation by the Minister of National Education of 8 June 2009 on approval of kindergarten and school curricula and approval of textbooks for the use at school.

However, the most important changes to the structure of secondary education have been introduced by the act amending the following acts: the Teachers' Charter, the School Education Act and the Act on the Implementation of the Education System Reform of 21 November 2001. As a result, since the school year 2002/03 the reformed upper secondary schools have become operational.

5.4. General Objectives

Please refer to the subdivisions for more details.

5.4.1. Lower secondary education

In gimnazjum the teachers are to introduce pupils into the world of science, support them in their independent work, help them to take decisions regarding their future education and prepare them for active participation in social activities.

Education in gimnazjum while supporting pupil's personal development and introducing him/her into active participation in the society aims in particular at:

- Introduction of pupils into science through becoming familiar with the language, notions, definitions and methods relevant to particular subjects at the level making possible their further education,
- Development of pupil's individual interests,

- Introduction of pupils into the world of culture and art,
- Development of pupils' social skills through the acquisition of positive experience in functioning in a peer group.

5.4.2. Upper secondary education

The main objective of general upper secondary education is to:

- Teach pupils to formulate their opinions in speech and in writing with the proper use of various techniques,
- Introduce pupils to required notions and to help them to acquire sound knowledge at the level allowing them to undertake studies in HEIs or to finding particular employment,
- Help pupils to understand and not only to memorize relevant information,
- Help pupils to develop an ability to observe particular relations (causality, as well as function, time and space based relations),
- Support pupils in the development of an analytical and synthetic thinking,
- Enable pupils to use practical information and knowledge in an integral way leading to the better understanding of the world, people and oneself,
- Introduce pupils to the rules of individual and social development,
- Teach pupils about the national cultural heritage in the context of the European and world culture.

In liceum ogólnokształcące and liceum profilowane as well as in technikum the pupils develop new skills in order to be able to use their knowledge in the modern world. In particular they are to be prepared for the employment.

The teachers are to create conditions for the pupils to:

- Plan, organise and assess their own knowledge, and to take responsibility for one's education,
- Communicate efficiently in various situations, to present their own point of view, and to take into consideration the views of other people, to use their mother tongue in a proper way, and to be prepared for public presentations,
- Cooperate efficiently in a team, to build human relations, to take individual and group decisions, and to act effectively on the basis of existing rules,
- To solve problems in a creative manner,
- To find, sort and use information coming form different sources, to use ICT efficiently,

- To apply knowledge in practice and to generate experience and habits,
- To develop one's mind and personal interests,
- To learn about methods and techniques of negotiations to be used in solving of social conflicts and problems.

In their educational tasks the teachers are to support the pupils' parents in their upbringing tasks in order to enable pupils to take responsibility for their own life and individual development. The teachers create a school environment supporting the comprehensive personal development of pupils (in its physical dimension – related to pupils' health, psychology, intellectual, moral and spiritual development) as well as to pupils' social development. At the same time the teachers support:

- Development of cognitive interests directed towards the search of truth, goodness and beauty in the world,
- A sense of usefulness of particular school subjects, and of the entire education at this level,
- Strive towards goodness in its individual and social dimension, an ability to comply one's goodness with the interests of others, responsibility for oneself with the responsibility for others, one's freedom with the freedom of others,
- Search and strive for great goals and important values in life throughout hard work,
- Preparation for family life, for life in a local community and in a state,
- Strive to recognize moral values, to make choices and to define the order of values,
- Creation of dialog-centered attitudes, ability to understand the others.

Pupils in liceum ogólnokształcące, liceum profilowane and technikum are in particular prepared for undertaking the challenges of the modern world such as globalization, exchange of information, scientific progress. The comprehensive development of pupils and the balanced development of the country require that the school curricula in these three schools are based on the following aspects: openness to the world, identity based on the cultural heritage of the country, general knowledge, and an ability to use it in practice, as well as an ability to understand and define of the changing reality, bold search for the new and unknown, but also following the rules of ethics. The teachers point to ideal models in their educational effort, according to which the pupil is to be mature, well prepared for a life in the society, honest, able to live with the others and for the others. The core curricula for these three schools envisage education at the basic level, while in liceum ogólnokształcące teaching of particular, selected subjects is also envisaged at the advanced level.

5.4.3. Post-secondary school

Szkoła policealna is an institution based on the curricula of post-gimnazjum general school. It enables its students to obtain qualifications at the level of secondary technical education in worker and non-worker occupations. Training in such a school takes no longer than 2.5 years and leads to acquisition of a diploma confirming vocational qualifications upon passing of an examination. The graduates who hold świadectwo

dojrzałości (or świadectwo maturalne) may apply for admission to higher education institutions according to the general rules.

5.5. Types of Institution

Lower secondary school

• a 3-year gimnazjum concluded with an exam giving access to the upper secondary education.

Post-gimnazjum schools:

- zasadnicza szkoła zawodowa duration 2 to 3 years, the graduates receive a diploma confirming vocational qualifications upon passing of an exam, it is possible to continue education in a 2-year uzupełniające liceum ogólnokształcące or in a 3-year technikum uzupełniające
- 3-year liceum ogólnokształcące which enable pupils to take egzamin maturalny and obtain świadectwo maturalne
- 3-year liceum profilowane teaching is carried out in the general profiles of vocational training, it enables the pupils to take egzamin maturalny and obtain świadectwo maturalne
- 4-year technikum which enable pupils to obtain a vocational qualifications diploma upon passing of an exam, and to take egzamin maturalny and obtain świadectwo maturalne
- 2-year uzupełniające liceum ogólnokształcące for the leavers of zasadnicza szkoła zawodowa; it enables pupils to take egzamin maturalny and obtain świadectwo maturalne
- 3-year technikum uzupełniające for graduates of zasadnicza szkoła zawodowa which enables pupils to take egzamin maturalny and obtain świadectwo maturalne, as well as to obtain a vocational qualifications diploma upon passing of an exam
- szkoła policealna of max. 2.5 years duration which offer vocational qualifications diplomas upon passing of an examination to graduates with upper secondary education
- 3-year special schools preparing for employment for pupils with moderate and severe mental disabilities and for pupils with multiple disabilities, graduation from this school leads to the receipt of a diploma confirming preparation for employment

5.5.1. Lower secondary education

Gimnazjum is a new institution, which was introduced in the school year 1999/2000, offering 3-years of full-time general lower secondary education for pupils who completed the reformed 6-year szkoła podstawowa. It is compulsory for all pupils.

The Minister of Education has overall responsibility for these state and municipal funded institutions (gmina is responsible for running these schools). They can be public or private establishments. Gimnazjum is in most cases co-educational. Non-public gimnazjum are run by associations, foundations, religious organisations

and individual persons. No tuition fees are payable in public establishments. Gimnazjum can be run as separate institutions or in clusters of schools (together with another school of a different level e.g. with szkoła podstawowa or liceum ogólnokształcące), in special school and care centres (for disabled or socially maladjusted children and youth).

5.5.2. Upper secondary education

Upper secondary schools after the Reform

On the 21st of November 2001 changes at the upper level of secondary education were introduced by the force of the following acts - the amended Teachers' Charter, the amended School Education Act and amended Act on the Implementation of the Education System Reform.

At present the following post-gimnazjum schools are operational:

- 2-3-year zasadnicza szkoła zawodowa (pupils aged 16 to 18/19) which enables pupils to obtain a diploma confirming vocational qualifications upon passing of an exam, it is possible to continue education in a 2-year uzupełniające liceum ogólnokształcące or in a 3-year technikum uzupełniające.
- 3-year liceum ogólnokształcące (pupils aged 16 to 19) which enable pupils to take egzamin maturalny and obtain świadectwo maturalne.
- 3-year liceum profilowane (pupils aged 16 to 19) teaching is carried out in the general profiles of vocational training, it enables the pupils to take egzamin maturalny and obtain świadectwo maturalne.
- 4-year technikum (pupils aged 16 to 20) which enable pupils to obtain a vocational qualifications diploma upon passing of an exam, and to take egzamin maturalny and obtain świadectwo maturalne.
- 2-year uzupełniające liceum ogólnokształcące (pupils aged 18/19 to 20/21) for the leavers of zasadnicza szkoła zawodowa which enable pupils to take egzamin maturalny and obtain świadectwo maturalne (operational since 1 September 2004).
- 3-year technikum uzupełniające (pupils aged 18/19 to 21/22) for graduates of zasadnicza szkoła zawodowa which enables pupils to take egzamin maturalny and obtain świadectwo maturalne, as well as to obtain a vocational qualifications diploma upon passing of an exam (operational since 1 September 2004).

In 2004/05 a new type of special school has been introduced: a 3-year special school preparing for employment for pupils with moderate and severe mental disabilities (aged 16 to 24 years) and for pupils with multiple disabilities, graduation from this school leads to the receipt of a diploma confirming preparation for employment.

5.5.3. Post-secondary school

The type of education classified as post-secondary non-tertiary under ISCED (Revised Version), is considered to be a part of secondary education in Poland.

Szkoła policealna is organised on the basis of general post-gimnazjum school. It enables their students to acquire vocational qualifications at the level of secondary technical education or their equivalents. This

school prepares graduates of liceum ogólnokształcące and liceum profilowane for employment in worker or non-worker occupations. Training in such schools takes no longer than 2.5 years (in kolegium nauczycielskie and nauczycielskie kolegium języków obcych – 3 years). Graduates receive a diploma which defines vocational qualifications at the level of technik or robotnik wykwalifikowany. Szkoła policealna includes post-secondary vocational schools, kolegium pracowników służb społecznych and teacher training institutions: kolegium nauczycielskie and nauczycielskie kolegium języków obcych. This post-secondary school is organized for youth, adults and SEN pupils.

There are 3337 (public or non-public) post-secondary schools with 301 563 pupils enrolled (school year 2007/2008).

These schools are managed by the central administration units, local self-government units, non-governmental organizations and associations.

5.6. Geographical Accessibility

If the distance between gimnazjum and the pupil's home exceeds 4 km, the commune is responsible for either providing free-of-charge transport (gym-buses) or paying fares for public transport. The commune receives special subvention to cover costs of this transport.

In the school year 2007/08 35.1% of all gimnazjum pupils attended schools in rural areas. The difference in size of a rural gimnazjum and a town one is smaller than in the case of primary schools in rural and town areas – 52.02% of gimnazjum are located in the countryside.

Post-gimnazjum schools are mainly located in towns (more than 93.52% of the total number of secondary school pupils are those in urban schools). In rural areas, agricultural schools make the majority of vocational schools. In the last few years the number of rural general upper secondary schools has increased. Nevertheless the secondary educational accessibility depends on the distance from the pupil's home to the nearest town. The costs of transport to upper secondary schools are covered mainly by pupils' parents.

5.7. Admission Requirements and Choice of School

Please refer to the subdivisions for more details.

5.7.1. Lower secondary education

The only admission requirement is successful completion of the 6-year szkoła podstawowa and the attainment of the świadectwo ukończenia szkoły podstawowej certificate. Starting the year 2003, this certificate is issued by the Regional Examination Commission of the external standardized test's results. The test is obligatory for all pupils.

5.7.2. Upper secondary education

The number of points indicated on the gimnazjum leaving certificate (based on results achieved in chosen areas of study and other achievements) including the points received at the gimnazjum examination decides about the pupils' admission to an upper secondary school.

The detailed admission rules are defined by each post-gimnazjum school which opens admissions to new pupils.

Schools with open admissions define the following:

- Maximum number of points to be gathered in chosen study areas and for additional achievements,
- Educational activities which become basis for the calculation of points,
- Calculation rules (how many points for the given mark),
- Rules for the calculation of points for particular achievements listed on the school leaving certificate.

The winners of regional competitions (subject competitions which encompass the curriculum of at least one subject) are admitted to the post-gimnazjum school of their choice regardless the criteria applied to other candidates.

The following types of schools, to which admissions will be held, have been listed in the legislation on the reform of the education system: a 2-year zasadnicza szkoła zawodowa, a 3-year liceum ogólnokształcące, a 3-year liceum profilowane and a 4-year technikum.

It has been proposed that the number of possible points gathered at the exam is to be equal to the number of possible points gathered for chosen educational activities and other candidate's achievements.

It has been proposed that candidates to upper secondary schools should be informed on the admission rules and criteria by the school head not later than 3 months before the beginning of admissions.

5.7.3. Post-secondary school

Szkoła policealna admits first of all graduates of liceum ogólnokształcące. Most of them require only a secondary school leaving certificate.

5.8. Registration and/or Tuition Fees

Education in public secondary schools is free of charge. In the case of non-public schools the school running bodies define the tuition fee. Many schools allow for fee waivers or reductions for the most talented pupils or for those from underprivileged families.

5.9. Financial Support for Pupils

Financial support can be offered to pupils in the following forms:

• School social benefit – allocated to pupils in difficult financial situation e.g with income of 351 PLN per person a month. The benefit can be offered in the form of full or partial covering of expenses related to education such as enrolment in classes or purchase of textbooks. The benefit amounts to 72.80 – 182 PLN a month. The benefit is granted for a period not longer than one school year (September to June). It cannot be used as financial support to families in difficult financial situation, but it is solely directed to pupils to support

them in their educational effort and to improve their educational chances. According to the Education System Act offering support to pupils in difficult financial situation is defined as the task of local self-governments. Local authorities receive funding to provide such support. The funding is transferred to local authorities as a task related subsidy. This means that local self-governments can top up the benefit system with their own funding or prepare their own programmes targeted at pupils in need in cooperation with NGOs and voluntary organisations.

- School support benefit can be granted to pupils who find themselves in a particularly difficult situation for a defined period of time due to an unfortunate event. This grant can be allocated in financial or material means in order to cover expenses related to education, once or in installments throughout the school year. It amounts to 5 times the family benefit (which is 455 PLN). The local authorities can disburse towards such grants up to 5 % of all funding granted from the central budget for financial support in the given area.
- School grant for good school or sports results school grant for good school results can be granted to a pupil who achieved a very high average mark in the given semester. School grant for good sports results can be offered to pupils with top sports results at the interschool level and above. The amount of such grant cannot exceed the double amount of the family allowance. Such grants are disbursed by the school authorities. The school head offers such grants (including motivation grants) upon opinion of the pedagogical council. Funding comes from the school budget.
- Prime Minister's Scholarship is granted to a pupil of an upper secondary school (leading to the receipt of świadectwo maturalne) who has fulfilled the following criteria: received an end of year certificate with the highest average mark in the given school or shows particular talents in minimum one subject area having at least good marks in the other subjects.
- The Minister's of Education Scholarship can be granted to a particularly gifted secondary school pupil, e.g. to a winner of international and national subject competitions, scientific competitions or to a pupils with excellent results achieved while following an individual study programme at school.

EU Grants from the European Social Fund constitute another form of financial support to pupils. They are granted to pupils by powiat authorities. Pupils applying for such grants have to fulfill the following criteria:

- to be a pupil of an upper secondary school ending with egzamin maturalny,
- he/she has to live in a rural area or a small town up to 5 thousand inhabitants (or a town up to 20 thousand inhabitants) with no public post-gimnazjumschool leading to egzamin maturalny),
- the family income cannot exceed 1080 (1160 for disabled pupils) PLN per person a month. However, the regional authorities can define different income thresholds for this type of grant.

In order to support pupils' proper development the school authorities can organise a school cafeteria.

School meals served in such cafeteria are paid for, the fee is established by the school running body.

The fee includes costs of meals only, staff remuneration and running costs are paid from different sources.

The school running body can offer fee waivers to some parents or pupils in the case of:

- difficult financial situation of the family
- particular circumstances.

5.10. Age Levels and Grouping of Pupils

Please refer to the subdivisions for more details.

5.10.1. Lower secondary education

Gimnazjum is targeted at pupils aged 13 to 16. It is considered the third stage of general compulsory school education (Stages 1 and 2 constitute primary education). The class composition is based on the pupils' age.

5.10.2. Upper secondary education

Gimnazjum graduates – the age of pupils in upper secondary education is between 16 and 18/19/20 years. The upper secondary education is not divided into cycles.

5.10.3. Post-secondary school

Graduates of the old type of institution – general secondary school – the age of pupils is between 19 and 20/21 years.

5.11. Specialization of Studies

Please refer to the subdivisions for more details.

5.11.1. Lower secondary education

Gimnazjum is a compulsory, general education school. It provides education by subjects, the widest possible variety, but at the basic level. One of the aims of this stage is to identify the abilities and interests of the pupils and to help them make a rational choice of a further education route.

5.11.2. Upper secondary education

Before the reform in order to prepare graduates for future studies, general upper secondary schools provided general teaching, but often with a certain specialization meaning the increased number of hours of chosen subjects. The following specializations were the most common ones in general upper secondary schools:

- humanities specialization (with leading subjects such as mother tongue, history, modern foreign languages, sometimes education or psychology);
- mathematics specialization (with leading subjects such as mathematics, physics and astronomy)

• biology-chemistry specialization (leading subjects: geography, biology with hygiene, environmental studies, chemistry);

- general specialization (without leading subjects);
- other specializations (with leading subjects mentioned above or others).

At present in all types of upper secondary schools (general, specialized and technical) the obligatory core curricula defined for the basic level of teaching are implemented. In liceum ogólnokształcące starting grade 1 there are 2 to 4 subjects chosen to be taught at the advanced level on the basis of the core curricula. The advanced level of teaching can be implemented for a given class or a group of pupils from different classes.

As far as vocational education is concerned, the number of occupations and vocational education specializations is decreasing. The Classification of Occupations and Vocational Education of 1982 comprised 527. Changes implemented in 1986 reduced this number to 241. The classification developed in 1993 comprises 138 occupations (excluding vocational education specializations). It promoted wide-specialization education (vocational clusters), favouring occupational mobility. In the second half of the nineties the number of professions started growing again - up to 157 in 1997, and 195 in 2002. At present the 2007 classification of occupations in vocational education includes 202 professions.

In the structure of vocational education as a whole, within seven groups of specializations in basic vocational schools and within 16 groups of specializations in secondary vocational schools, the technological-engineering groups dominate (about 25.19% of pupils), then come the services to population groups (20.96%), and the economics and administration groups (15.75% of pupils). These are followed by other groups such as social groups, production and processing, health services, architecture and building.

5.11.3. Post-secondary school

Szkoła policealna provides courses within more than 20 groups of specialization: teacher education, arts, economics and administration, medical studies, technology, agriculture, forestry and fishery, transport and communication, services and others.'

The most popular specializations include: teacher education, economics and administration, medical services, services to population and computing.

5.12. Organisation of School Time

The organisation of a school year is defined by the Minister of National Education in a separate regulation. The Ministry issues annually the so-called school year calendar specifying the dates of the start and the end of the school year, tests and examinations and school holidays.

The School Education Act of 7 September 1991 does not prescribe the duration of courses in individual types of public post-secondary schools. Their duration varies, reflecting the flexibility of curricula – differences in curricula for particular occupations and of the relevant outline timetables.

5.12.1. Organisation of the School Year

The school year in secondary schools is divided into two semesters: 1) from the day of the start of lessons (the first working day of September) till the last Saturday preceding the winter holidays; 2) from the Monday directly after the winter holidays till the last day of school lessons (the first Friday after June 18). With respect to the winter break, regional variations exist in Poland. The winter holidays must, as a rule, come in the period between mid-January and the end of February, and last for two weeks. The timing of the winter break is defined by kurator oświaty in agreement with a respective regional authority. In Poland there are also Christmas and Easter breaks.

The school year lasts for maximum 38 weeks, which means that the minimum number of school days is 178.

In the school year 2007/08 the number of school days in gimnazjum equaled 191 and 190 in upper secondary schools.

5.12.2. Weekly and Daily Timetable

In gimnazjum the number of compulsory lessons ranges from 26 to 28, in liceum ogólnokształcące from 28 to 30 hours, in liceum profilowane from 30 to 31 hours, in technikum 31-33 while in vocational schools it ranges between 30 and 32 hours. On top of these figures 2 hours of religion or ethic classes (non-obligatory) should be added at all levels and 1 to 2 hours left to the discretion of the school head.

According to the Regulation by the Minister of National Education and Sport of 12 February 2002 on the Outline Timetables in Public Schools the weekly number of compulsory lessons, additional lessons and religion/ ethic classes cannot exceed:

- in all grades of gimnazjum 31 hours
- in all grades of 3-year liceum ogólnokształcące, 3-year liceum profilowane, 4-year technikum and zasadnicza szkoła zawodowa 35 hours in total.

Lessons start usually at 8 a.m. and finish around 2-3 p.m. if a school works in one shift (they last longer if a school works in two or three shifts). Each lesson (period) lasts 45 minutes. Breaks are considered sufficient if they last at least 5 minutes, but no longer than 25 minutes. The duration of the school day also depends on the school building size, on the number of classrooms and other rooms facilitating after-school activities. Pupils attend secondary schools for five days a week (from Monday to Friday). If the number of grades is at least double in comparison with the number of classrooms, then the classes may be conducted for six days a week throughout the school year, or in the alternate system, i.e. 5 days one week, 6 days every second week.

5.13. Curriculum, Subjects, Number of Hours

Please refer to the subdivisions for more details.

5.13.1. Lower secondary education

Core curricula for gimnazjum were included in the Regulation by the Minister of National Education and Sport of 26 February 2002 on Core Curricula for Pre-school and General Education.

A new core curriculum has been introduced in the Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for Pre-school Education and General Education in particular types of schools. It will be introduced starting 1 September 2009 in the grade 1 of gimnazjum. The text below is related to the core curriculum of 2002.

Core curriculum has to be respected by every school – but the teachers are free to follow one of the selected curricula (from a set of those approved for use in schools by the Minister) or to prepare their own as well as use various textbooks (selected from a list approved by the Minister).

The teaching at this stage is arranged in subjects, taught by specialist teachers.

Beside separate subjects, the following "educational paths" have been introduced at this stage:

- philosophical education
- reading and media education
- health education
- ecological education
- regional education cultural heritage of the region
- civil defense
- European education
- Polish culture in the context of Mediterranean civilization.

The school head is responsible for the inclusion of these paths in the school curriculum. Implementation of these paths is assured by subject teachers through the inclusion of their content in the subject curricula.

The outline timetable for this stage was included in the Annex of the Regulation by the Minister of National Education and Sport of 12 February 2002 on the Outline Timetables for Public Schools with further amendments.

	Stage 3 (grades 1-3 of the gimnazjum)			
No.	Compulsory educational activities	rities Number of teaching hours per week in a period of 3 years		
	Polish language	14		
	History	6		
	Civic education	3		
	Modern Foreign Language	9		
	Mathematics	12		
	Physics and astronomy	4		
	Chemistry	4		
	Biology	4		
	Geography	4		
	Fine art/ Music*	3		
	Technology	2		
	Computer studies	2		
	Physical education	9+3		
	Lessons with Class Tutor	3		
Tota	i	82		
Relig	ion /Ethics	6		
Hour	s left to the School Head's discretion	6		
Tota	I	94		

^{*} can be taught as one Art subject

The non-compulsory subjects are as follows: religion or ethics (6 hours) and 6 hours left to the discretion of the school head. These can be devoted to teaching compulsory subjects or educational paths or to the organisation of compensation classes for groups of pupils.

On the basis of the outline timetable, the school head develops the school timetable, divided into school years.

The school running body is allowed to increase the number of compulsory teaching hours by a number not exceeding 3 hours per week for one grade in one school year.

The weekly number of compulsory teaching hours, additional teaching hours and religion/ethics classes cannot exceed a total maximum of 31 hours in all grades of gimnazjum.

A new core curriculum has been introduced in the Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for Pre-school Education and General Education in particular types of schools. The changes introduced in the first grade of gimnazjum in the school year 2009/10 on the basis of this curriculum and the new outline timetables are as follows:

1. In the new outline time table there is no defined number of hours per week (in 3 years cycle) divided into particular compulsory subjects. However, the total number of obligatory teaching hours is defined and amounts 88 hours per week. There are also 6 hours a week in a 3-year cycle envisaged for teaching religion or ethics.

2. Among obligatory subjects the second modern foreign language has been introduced as well as education for safety, arts and technical classes (technology). The cross curricular path "preparation for family life" is going to be implemented as a separate subject.

- 3. The outline time table sets the minimum number of hours (in a 3-year cycle) for all the obligatory subjects: Polish language 450 hours, modern foreign language and second modern foreign language 450 hours (distribution between the 2 languages is not defined), music 30 hours, arts 60 hours, history 190 hours, civic education 65 hours, geography 130 hours, biology 130 hours, chemistry 130 hours, physics 130 hours, maths 385 hours, ICT 65 hours, technology 60 hours, PE 385 hours (including 505 of classes in optional groups), education for safety 30 hours, and classes with the class teacher 95 hours.
- 4. The pupil can take advantage of additional 30-hours classes to which he/she is directed by the school, according to the assessment of his/her needs (this is aimed at the increase of educational opportunities in Polish and maths; separate classes for particularly gifted pupils are envisaged, and separate provision will be offered to those who have problems with learning), also special therapy (pedagogical, speech therapy, etc) recommended by specialists will be included here.
- 5. Pupils can attend religion classes on the same basis as to date (those who do not attend these classes should be enrolled in ethics 1 hour a week).
- 6. Pupils can attend preparation for family life classes (14 hours a year).
- 7. A possibility of combing classes in blocks has been envisaged (provided that core curriculum for every class included in the block is implemented; teacher takes responsibility for assessment of pupils in every subject included in the block (both single and end-of the year marks); the teacher in charge of the block has to fulfill qualification requirements necessary for teaching of every subject included in the block.
- 8. During language classes the pupils should be divided into groups depending on the level of command of the language in question (in classes with over 30 pupils 50% of practical/lab classes is to be carried out in sub groups).
- 9. In ICT classes pupils are to be divided into groups so one PC is taken by one pupil; during PE classes the number of pupils in one group should be between 12 and 26.
- 10. Hours left to the school head's discretion as to date they are devoted to various classes increasing the pupils' educational opportunities: work with gifted pupils or pupils with learning problems, as well as classes developing pupils educational interests.

5.13.2. Upper secondary education

A new core curriculum has been introduced in the Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for Pre-school Education and General Education in particular types of schools. The text below is related to the core curriculum of 2002.

The teachers implement curricula, which are based on the full core curriculum defined for a given type of school. The curricula can be either selected from a list approved by the Minister or prepared by teachers on the individual basis. The choice of textbooks is carried out by the teacher from a list approved by the Minister for the use in schools.

Beside separate subjects, the following cross curricular themes have been introduced at this stage (in liceum ogólnokształcące, liceum profilowane and technikum):

- reading and media education
- ecological education
- European education
- philosophical education
- health education
- regional education cultural heritage of the region
- preparation for family life

The school head is responsible for the inclusion of these themes in the school curriculum. Their implementation is assured by subject teachers through the inclusion of their content in the subject curricula. They can be also implemented in the framework of separate classes.

The number of teaching hours (45-minute periods) per week (the Regulation by the Minister of National Education and Sport of 12 of February 2002 on the Outline Timetables in Public Schools) in a period of 3 years in liceum ogólnokształcące is as follows:

Compulsory subjects	Number of lessor	ns per week in a period of 3 years
Polish language	14	
2 foreign languages		15
History		5
Civic education		2
Culture studies		1
Mathematics		9
Physics and Astronomy	3	+2
Chemistry	3	
Biology	3	
Geography	3	
Introduction to management	2	
Information technology	2	
Physical Education	9	
Defence Training	2	
Lessons for Class Tutor	3	
Lessons for additional subject teaching envisaged in the curriculum	10	
Total		88

Additionally, there are 6 non-compulsory hours of religion or ethics and 4 hours left to the school head's discretion, which gives a total of 98 hours of classes a week in a three-year cycle.

The number of teaching hours for 4-year technikum (the Regulation by the Minister of National Education and Sport of 12 of February 2002 on the Outline Timetables in Public Schools) is as follows:

Compulsory subjects	Number of lessons per week in a period of		
		4 years	
Polish language		14	
2 modern foreign languages		15	
History		5	
Civic education		2	
Cultural studies		1	
Mathematics		9	
Physics and astronomy	3	+1	
Chemistry	3		
Biology	3		
Geography	3		
Introduction to management	2		
Information technology	2		
Physical education		12	
Defence training	2		
Lessons for Class Tutor	2		
Lessons for vocational training according to vocational curriculum for a given profession	50		
Total		129	

Additionally 8 non-compulsory hours (45-minute periods) of religion or ethics and 5 hours left to the school head's discretion, which gives a total of 142 hours of classes a week in a four-year cycle.

The number of teaching hours for zasadnicza szkoła zawodowa (the Regulation by the Minister of National Education and Sport of 12 of February 2002 on the Outline Timetables in Public Schools) is as follows:

Compulsory subjects	Number of lessons per week in a period of 2 years, grades 1 to 2
Polish language	5
Modern foreign languages	3
History and civic education	2
Mathematics	4
Physics and astronomy	2
Geography with environmental protection	2
Introduction to management	1
Physical education	6
Defence training	2
Lessons for Class Tutor	2
Vocational training according to relevant curriculum	34
Total	63

Moreover, there are 4 non-compulsory hours of religion or ethics and 3 hours left to the school head's discretion, which gives a total of 70 hours of classes a week in a two-year cycle.

The number of hours for 3-year liceum profilowane (the Regulation by the Minister of National Education and Sport of 12 of February 2002 on the Outline Timetables in Public Schools) is as follows:

Compulsory subjects	Num	ber of lessons p	er week in a period of 3 years
Polish language	14		
2 foreign languages		15	
History			5
Civic education			2
Culture studies			1
Mathematics			9
Physics and Astronomy		3	+2
Chemistry		3	
Biology		3	
Geography		3	
Introduction to management		2	
Information technology		2	
Physical education		9	
Defence training		2	
Lessons for Class Tutor		3	
Lessons for profile teaching		13	
Total		91	

Additionally, there are 6 non-compulsory hours of religion or ethics and 5 hours left to the school head's discretion, which gives a total of 102 hours of classes a week in a three-year cycle.

The weekly number of compulsory teaching hours, additional teaching hours and religion/ethics classes cannot exceed a total maximum of 35 hours in all grades of the 3-year liceum ogólnokształcące, 3-year liceum profilowane, 4-year technikum and zasadnicza szkoła zawodowa.

5.13.3. Post-secondary school

No data available.

5.14. Teaching Methods and Materials

Subject teachers have a right to choose methods of teaching, depending on the number of pupils per class and on school equipment (e.g. the number of computers or other teaching aids).

Some lessons need the division of the class into smaller groups (e.g. foreign language teaching, technology or computer science).

General school curriculum, curriculum for a particular vocation and curriculum for a general vocational profile training can be:

- Prepared by a teacher individually or in cooperation with other teachers;
- Chosen from the set of curricula prepared by other author(s) e.g. from among those available on the market, approved for the use at school by the Minister of National Education;
- Prepared by other author(s) and modified by the teacher the curriculum is presented by the teacher with the scope and rationale for the proposed changes.

The curriculum proposed by the teacher should be adjusted to the needs and abilities of the pupils.

School curricula for general education, vocational curricula and curricula for general vocational profile training are approved for the use at school by a school head of the given school upon teacher(s) request upon consultation with the school pedagogical council.

The teacher has a right to select a textbook from among the textbooks approved for the use at school. By the 15 of June the school head announces the list of textbooks to be in use at this particular school during the coming school year.

Schools have to install on school PCs special Internet protection software guarding pupils from improper content of some web pages. The software is to protect pupils from pornographic, aggressive, antisocial, and discriminating content.

5.15. Pupil Assessment

Please refer to the subdivisions for more details.

5.15.1. Lower secondary education

The system of pupil evaluation at the gimnazjum is based on the amended School Education Act of 7 September 1991 and on the Regulation by the Minister of National Education and Sport of 7 September 2004 on Conditions and Rules for Pupil Evaluation, Eligibility for Assessment, Promotion and Examinations and Tests in Public Schools (with further amendments).

Internal evaluation

Pupils are assessed separately in each subject. The evaluation depends entirely on the teacher. The results of the assessment carried out during the year are taken into account in the end-of-year assessment. The assessment is divided into partial, periodical, and annual assessment.

The teacher has the following scale of marks at his/her disposal: 6 -excellent, 5 - very good, 4 - good, 3 - satisfactory, 2 - acceptable, 1 - unsatisfactory. School marks as well as the criteria for them should be open to the pupil and his/her parents.

Pupils also receive marks for their behaviour (conduct) according to the scale: excellent, very good, good, acceptable, unacceptable, and inadmissible. The mark for behaviour (conduct) should not influence subject marks or promotion to a higher grade or graduation. However, under specific circumstances the pedagogical council of the school can decide upon pupil's repetition of a given grade or stop his/her graduation from school due to his/her inadmissible behaviour.

Moreover, pupils have the right to take a verifying examination if the periodical or annual mark, given by the teacher, is in their or their parents' opinion too low.

External evaluation

At the end of the 3rd year of the gimnazjum, an external standardized examination is organised. It was conducted for the first time in May 2002 by Regional Examination Commissions. This examination checks abilities, skills and knowledge in the field of humanities and science. It is compulsory for all pupils. Upon graduation the pupil receives a certificate from the examination commission on his/her results in this examination. The examination results are comparable on a national scale.

5.15.2. Upper secondary education

The system of pupil evaluation for all types of upper secondary schools is based on the amended School Education Act of 7 September 1991, and on the Regulation by the Minister of National Education and Sport of 7 September 2004 on Conditions and Rules for Pupil Evaluation, Eligibility for Assessment, Promotion and Examinations and Tests in Public Schools with further amendments.

Internal evaluation

Pupils are assessed separately in every subject. The assessment depends entirely on the teacher. The results of the assessment carried out during the year are taken into account in the end-of-year assessment. The assessment is divided into partial, periodical, and annual assessment.

The teacher has the following scale of marks at his/her disposal: 6 -excellent, 5 - very good, 4 - good, 3 - satisfactory, 2 - acceptable, 1 - unsatisfactory. School marks as well as the criteria for them should be open to the pupil and his/her parents.

Pupils also receive marks for their behaviour (conduct) on the scale: excellent, very good, good, acceptable, unacceptable, and inadmissible. The mark for behaviour (conduct) should not have the influence on subject marks or promotion to the higher grade. Moreover, pupils have the right to take a verifying examination if the periodical or annual mark, given by the teacher, is in their or their parents' opinion too low.

External evaluation

The new egzamin maturalny replaced the old egzamin dojrzałości and is conducted starting the year 2005 for the graduates of post-gimnazjum, general and specialized upper secondary schools and in the following years for the graduates of technical upper secondary schools, supplementary general and technical upper secondary schools. Graduates of CLIL classes in liceum ogólnokształcące who completed the preparatory class at the beginning of their education in this school in 2004/05 had a choice between the old type matura examination and the new one.

The new examination consists of two parts – the oral one assessed at school and of the totally external written part assessed by examiners named by the regional examination commissions. The Central Examination Commission and 8 Regional Examination Commissions are fully responsible for the new external examination the.

The examination confirming vocational qualifications called egzamin zawodowy is an exam assessing the level of knowledge and skills in the given vocation defined in the examination standards. This iexamination has replaced the egzamin z nauki zawodu and egzamin z przygotowania zawodowego exams.

First vocational exams have been introduced according to the following schedule:

- In zasadnicza szkoła zawodowa:
- o in the 2-year training cycle in 2004,
- o in the 3-year training cycle in 2005,
- In technikum in 2006
- In technikum uzupełniające in 2007
- In szkoła policealna in the years 2006-2008.

Up to the school year 2005/06 the vocational examination was conducted twice a year in the summer exam session and in the winter one.

Starting the school year 2006/07 vocational examinations are conducted once a year – in the period between June and August, the precise date is decided by the head of the Central Examination Commission.

5.15.3. Post-secondary school

Graduates of szkoła policealna, as in vocational schools, can take an exam confirming their vocational qualifications.

The examination confirming vocational qualifications, referred to as egzamin zawodowy, is aimed at the assessment of knowledge and skills related to a given vocation which are defined in the examination standards. Egzamin zawodowy, which has been introduced in post-secondary schools in the years 2006-2008, has replaced egzamin z nauki zawodu and egzamin z przygotowania zawodowego.

5.16. Progression of Pupils

A pupil is promoted to a higher grade if he/she has received "acceptable" (2) marks or above for all compulsory subjects at the end of the school year.

In the case of one "unsatisfactory" (1) mark the pupil can take an exam in this subject.

A pupil who is not promoted and has not passed the exam has to repeat the same grade.

The teachers' council of gimnazjum may decide about conditional promotion of a pupil who either has received mark 1 (unsatisfactory) in one subject only, or has not been eligible for assessment having more than 50% of school absence. The pupil can be granted with conditional promotion only once during gimnazjum.

If the pupil missed more than 50% of compulsory classes and if there is no basis for assessment, he/she can take a so-called classification exam on the agreed day.

5.17. Certification

Please refer to the subdivisions for more details.

5.17.1. Lower secondary education

At the end of each school year pupils receive certificates in a standardized form.

Starting the year 2002 graduates receive school leaving certificates, and the additional document with the external examination results.

5.17.2. Upper secondary education

All public upper secondary schools, and those non-public schools that possess the rights of public schools, issue certificates in a standardized form (the form of these documents and rules of filling them in are defined in respective regulations).

A graduate of a post-gimnazjum school receives a school leaving certificate. A graduate who graduated with distinction, receives a school leaving certificate with distinction.

A graduate of a post-gimnazjum school: general, specialized and technical secondary school, supplementary general and technical secondary schools and a graduate of a post-primary school (open to graduates of the old-type 8-year primary school) who passed the egzamin maturalny examination receives the świadectwo maturalne certificate. The certificate includes the results of written and oral parts of this exam. A graduate who has taken this exam again and has improved his/her results in one or more subjects, receives an annex to the certificate. The certificate and its annexes are issued by the regional examination commissions. The certificate is a document allowing the holder to apply for admission to higher education institutions.

A graduate of a post-gimnazjum school: technical and supplementary technical secondary school and basic vocational school who passed the egzamin zawodowy examination, receives a diploma confirming vocational qualifications. The diploma includes the name of vocation for which the qualifications have been confirmed, results of the exam (both written and practical parts). Diplomas confirming vocational qualifications are issued by regional examination commissions. The diploma confirming vocational qualifications can be accompanied, upon graduate's request, by a supplement describing the graduate's qualifications or by a description of the vocation based on the core curricula for training in a given vocation. The supplement can be issued in a foreign language.

5.17.3. Post-secondary school

A graduate of szkoła policealna is awarded a school leaving certificate. A graduate who completed the school with distinction receives a school leaving certificate with distinction. The graduate of the school who passed the egzamin zawodowy examination receives a diploma confirming vocational qualifications. The diploma includes the name of the vocation for which the qualifications have been confirmed, as well as the results of written and practical parts of the exam . Diplomas confirming vocational qualifications are issued by regional examination commissions. The diploma confirming vocational qualifications can be accompanied, upon graduate's request, by a supplement describing the graduate's qualifications or by a description of the vocation based on the core curricula for training in a given vocation. The supplement can be issued in a foreign language.

5.18. Educational/Vocational Guidance, Education/Employment Links

There are 559 public centres for psychological and pedagogical support in Poland (including 29 specialist ones). Their tasks include as follows: support to children, youth, parents and teachers in learning difficulties, and behaviour problems also connected with drugs, alcohol, therapy in the case of development problems and prevention of addictions.

The second field of activity of these centres is focused on counseling and guidance when a child chooses post-gimnazjum school or his/her future profession.

Some large schools employ special teachers, psychologists, speech therapists or career advisers who organise special classes and contribute to the solving of individual or internal school problems.

The National Labour Office has been providing guidance and youth training for the last few years. Its activity aims at the young unemployed or those vocational school leavers who enter the labour market or want to change their profession.

Unemployment rate is very high among young people those below the age of 24 make one-third of the total number of unemployed. The employers impose growing demands on the secondary school leavers. There are only a few institutions which provide the school with regular vocational information and guidance. Some of them help the school with the purchase of teaching equipment and provide tools for school workshops.

Students of post-secondary vocational schools have access to available free assistance services as well as educational and career guidance.

Graduates of post-secondary schools who are entering the labour market have access to employment services and career guidance offered by the state employment services. They may also use services provided by private employment agencies.

5.19. Private Education

The tradition of the Polish non-state education after the Second World War has not been very long. The first "social" schools appeared at the end of the 1980s. They were called "social" or "civic" in order to distinguish them from public schools, but, at the same time, to stress the fact they were not private. Their functioning did not bring profit to their "owner's" (teachers, parents, i.e. people who called into being the Civic Educational Association).

In the decade 1990-2000, both social and private (in this number religious) schools started to develop dynamically. The School Education Act of 7 September 1991 created the legislative framework for the development of non-public education in Poland.

Non-public schools may be established and run by corporate bodies or physical persons.

Non-public schools may acquire the status of public schools, if they implement curricula based on the core curriculum, adopt the principles of evaluation and assessment of pupils' achievements as decided by the Ministry of Education, and employ qualified teachers.

Non-public schools, having the legal status of a public school, are subsidized either from the local government budgets (the commune and the district) or they receive financial support directly from the state budget. They are eligible for a grant of up to 100% of the average current expenditure on a pupil in a state school of the same type.

In the school year 2007/08 non-public gimnazjum (with public school rights) pupils accounted for 2.31% of the total number of gimnazjum pupils while in liceum ogólnokształcące this proportion equaled around 3.37%. Pupils in non-public secondary vocational and basic vocational schools equaled 1.97% of the total number of pupils in those schools in the school year 2007/08. From among 384 non-public general upper secondary school, the majority are run by social organisations and associations. 93 schools are denominational. The majority of 245 non-public vocational schools are also run by social organisations (138).

Non public post-secondary schools report the greatest share of enrolment. The total number of their students amounts to over 181 thousand, which makes 60% of the total number of pupils in post-secondary

schools. In 2007/08 there were 1987 non-public post-secondary school with public school rights and 308 such schools with no public school rights.

5.20. Organisational Variations and Alternative Structures

Handicapped and ill pupils who have difficult access to school or cannot take part in classes at all have a possibility to follow the school programme on the individual basis. A document confirming such situation allows them to have classes at home or individually at school or other institution where the pupil is at the time. The weekly number of hours is 10 to 12 for gimnazjum and 12 to 16 hours in post-gimnazjum schools. In the school year 2007/08 3,800 gimnazjum pupils followed the individual programme. The relevant data for post-gimnazjum schools is 1,703 pupils.

Particularly gifted pupils can receive a right to follow an individual study programme. These pupils study a chosen subject (or a group of subjects) under the supervision of a particular teacher or higher education institution teacher. School assessment system includes particular rules for assessment of these pupils' results and for presenting them on the school certificates.

5.21. Statistics

Table 1. Number of schools, pupils, and teachers in the school year 2007/2008 (adult and special education excluded)

Type of school	schools	pupils	teachers
Gimnazjum	6326	1420188	105631
Post-gimnazjum:			
Liceum ogólnokształcące and uzupełniające liceum ogólnokształcące	2409	712894	48077
Zasadniczna szkoła zawodowa	1031	200789	11451
Technikum, technikum uzupełniające and liceum profilowane	3685	671484	50041

Table 2. The egzamin maturalny examination results in general upper secondary school in the school year 2006/07 (special schools excluded).

Type of school	Graduates			
	Total	Who have taken egzamin maturalny	Who have received swiadectwo maturalne	Who have received swiadectwo maturalne in %
Liceum ogólnokształcące	232652	228769	222795	95.8
Technikum and liceum profilowane	165266	150006	96484	64.32
Artistic upper secondary schools	2969	2319	2206	74.3

Table 3. Enrolment rates in secondary education in 2007/08

Type of school	Age groups	% of youth population	
		Brut	Net
Gimnazjum	13-15	101.0	95.3
Liceum ogólnokształcące and liceum profilowane	16-18	61.7	50.3
Technikum see b)	16-18	37.7	26.0
Zasadnicza szkoła zawodowa	16-18	14.7	13.0
Szkoła policealna	19-21	17.2	9.2

a) including post-primary general upper secondary school for adults and post-gimnazjum supplementary general upper secondary school

b) including post-primary and technical and supplementary technical secondary school

c) including special schools preparing for employment

Table 4. Post-secondary schools in the school year 2007/08

	institutions	pupils
public schools	1042	103934
non-public schools	2295	197629
total	3337	301563

"Education in the school year 2007/2008", the Central Statistical Office, Warsaw 2008.

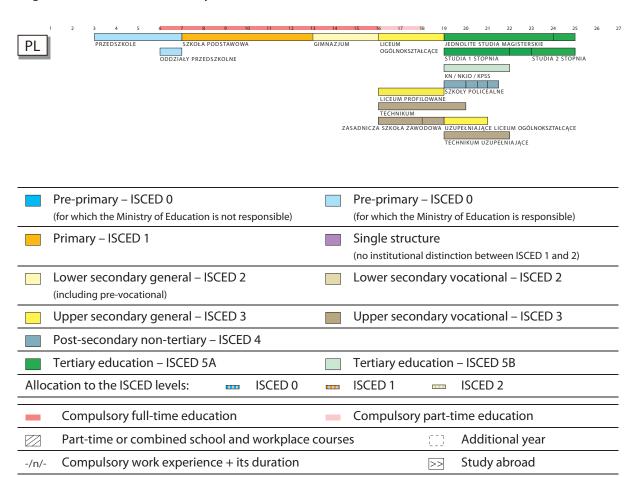
Information from the web pages:

Ministry of National Education www.men.gov.pl

 $Central\ Examination\ Commission\ \underline{www.cke.edu.pl}$

6. Tertiary Education

Organisation of the education system in Poland, 2009/10



Source: Eurydice.

Tertiary education currently includes the following types of programmes:

- <u>college programmes</u> (ISCED 5B), provided by public and non-public kolegium nauczycielskie, nauczycielskie kolegium języków obcych and kolegium pracowników służb społecznych, which last 3 years and are classified as tertiary education for international comparisons, but are not recognised as higher education in the national legislation;
- <u>degree programmes</u> (ISCED 5A), provided by both public and non-public uczelnia akademicka <u>and</u> uczelnia zawodowa which comply with relevant requirements, including:
- o first-cycle (licencjat degree) programmes which last 3 to 4 years and lead to the degree of licencjat or 3.5 to 4 years and lead to the degree of inżynier, depending on the field of study;
- o second-cycle (magister degree) programmes which last 1.5 to 2 years and lead to the degree of magister or an equivalent degree, depending on the field of study;

o long-cycle (magister degree) programmes which last between 4.5 and 6 years and lead to the same degree of magister or the same equivalent degree as second-cycle programmes; however, no new long-cycle programmes may be launched in most of the existing fields of study as of the academic year 2007/08;

• <u>third-cycle or doctoral programmes</u> (ISCED 6) which last 3 to 4 years and are provided by: units of uczelnia akademicka authorised to confer either the post-doctoral academic degree of doktor habilitowany or the academic degree of doktor in at least two different disciplines of a given area of science; and <u>research institutions</u> other than higher education institutions (units of the Polish Academy of Sciences and research and development institutions) authorised to confer the post-doctoral academic degree of doktor habilitowany.

Moreover, both teaching and research institutions offer non-degree postgraduate programmes (ISCED 5A), open to holders of licenciat and magister degrees, which last 1 to 2 years. However, these programmes are considered a part of continuing or adult education – see: Chapter 7.

6.1. Historical Overview

The oldest Polish university is the Jagiellonian University in Cracow, founded in 1364 by King Kazimierz Wielki (Casimirus the Great). In the following centuries, the University of Vilnius was founded by King Stefan Batory in 1578, and the University of Lvov by King Jan Kazimierz in 1661.

Before World War II, Poland had 6 universities (in Cracow, Vilnius, Lvov, Warsaw, Wrocław and Poznań) and 3 technical universities (technical universities in Warsaw and Lvov, and the Academy of Mining and Metallurgy in Cracow).

After World War II, a number of new higher education institutions were established. There were 83 institutions in 1950 and 91 in 1981, including 10 universities, 18 technical universities, 11 pedagogical higher education institutions, 9 agricultural academies, 6 academies of economics, 10 medical academies, 17 schools or academies of fine arts, and 2 theological academies. All of them were state higher education institutions. During the period of 'real socialism' the higher education management system was centralised.

The transformation of the political system in 1989 brought major changes in the higher education system. The new Higher Education Act (HEA) of 12 September 1990 granted autonomy to higher education institutions (HEIs), including a large degree of independence from the public administration and academic freedom (in teaching and research), introduced new intermediate management mechanisms (a competitive financing system), and provided a basis for the development of self-governance within institutions. The 1990 HEA also established the General Council for Higher Education, an elective representative body of higher education, which co-operates with the minister responsible for higher education and other public authorities in designing the national policy in the area of higher education.

Moreover, the 1990 HEA allowed HEIs to offer fee-based programmes, thus encouraging the development of part-time (evening and extramural) degree programmes in public HEIs.

At the same time, the 1990 HEA provided a basis for the establishment of non-state (non-public) HEIs. Until 1990, Poland had only seven non-public institutions, including the Catholic University of Lublin, theological institutions and higher education seminaries, established on the basis of specific regulations and administered by churches and denominational organisations. The first non-public institutions established on the basis of the 1990 HEA began to enrol students in the academic year 1991/92. Subsequently, the non-public sector expanded rapidly to include 325 institutions in the academic year 2008/09.

The Act of 26 June 1997 on Schools of Higher Vocational Education created a legal basis for the establishment of wyższa szkoła zawodowa (uczelnia zawodowa authorised to provide only licencjat degree programmes).

As a result of the new legislation adopted after 1989, the higher education sector extended considerably its provision and became more diversified in terms of the types of institutions and programmes offered. The total number of HEIs grew from 112 in the academic year 1990/91 to 456 in the academic year 2008/09. The 456 currently existing institutions include 131 public institutions and 325 non-public institutions (13 of which are administered by churches and denominational organisations). Moreover, since the mid-1990s, HEIs have been gradually introducing two cycle-programmes (licencjat degree programmes followed by second-cycle magister degree programmes). These were originally offered as an alternative to long-cycle magister degree programmes and will soon replace long-cycle programmes in most fields of study.

The expansion of the higher education sector was also encouraged by, and combined with, the growing educational aspirations of young people and, consequently, the growing demand for higher education. As a result, the number of students increased almost fivefold to 1,927800 students, including 15 862 foreign students, in the academic year 2008/2009 (as compared to 403, 824 students in 1990/1991). In 2008/09, 65,8% of all students were enrolled in public HEIs. The gross enrolment rate increased from 12.9% in the academic year 1990/01 to 52.7% in 2008/09. For statistical data concerning the number of students and enrolment rates in recent years, see: section 6.19.

On the basis of the 1990 HEA amended in 2001, the State Accreditation Committee (SAC) was established by the Minister of National Education and Sport on 1 January 2002 (currently operating on the basis of the new 2005 Law on Higher Education). The primary responsibilities of the SAC include: 1) assessing the quality of education in fields of study, including compliance with the requirements for the provision of degree programmes; 2) reviewing applications for the establishment of higher education institutions; and 3) reviewing applications of higher education institutions for the authorisation to provide degree programmes in a given field and at a given level of study.

On 8 October 2004, the Polish Parliament adopted a new Act on the Rules for Financing Research, thus repealing the Act of 12 January 1991 on the State Committee for Scientific Research. The 2004 Act (amended 15th June 2007) lays down the rules for the financing of research from the State budget and sources other than the State budget. According to the new rules, the level of funding provided for research in the State budget should reach the level of expenditure defined in the Lisbon Strategy. Funding for research includes funds for the implementation of the national policy in the area of research, technology and innovation, and funds for statutory research activities, capital projects supporting R&D activities, various types of research projects, international cooperation in the area of research, activities supporting research, and programmes and actions defined by the minister responsible for research. The minister is supported by the Research Council, a consultative and advisory body.

6.2. Ongoing Debates and Future Developments

• **New secondary school leaving examination.** After the introduction of egzamin maturalny in 2005, admission to first-cycle and long-cycle degree programmes is based on results of this examination. Thus, higher education institutions (HEIs) may not organise entrance examinations in subjects taken by student applicants at egzamin dojrzałości. However, each HEI may specify which results of egzamin maturalny provide the basis for admission to degree programmes. Introduction is planned of a compulsory examination in mathematics in 2010.

• **Status of colleges.** Recently, discussions were also held about the status of programmes offered by colleges (currently including kolegium nauczycielskie, nauczycielskie kolegium języków obcych and kolegium pracowników służb społecznych) which are classified as tertiary education for the purpose of international comparisons, but are not recognised as higher education in the national legislation. One proposal designed to bring the status of colleges closer to that of HEIs was to establish a special accreditation committee which would carry out quality assessment in accordance with the same procedures as used in the higher education sector. Another proposal involved integrating college programmes with licencjat degree programmes provided in HEIs. No decisions have been taken yet.

New degree programme requirements (national standards for degree programmes).

- Strategy for the development of research in Poland until 2015. The Committee on Science and Technology Policy of the Council for Science prepared a strategy for the development of science in Poland up to the year 2015, sent in April 2008 for inter-ministerial and public consultation.
- Building on Knowledge: Reform of science for the development of Poland. In September 2008 The Ministry for Science and Higher Education announced a package of five draft laws: On the Polish Academy of Sciences, On Research Institutes, On the National Centre for Science, on the National Centre for Research and Development, and on the principles for the finance of science. Together these constitute the realization of the framework set forth in the draft framework for reform of the system of science and higher education. Increase in the competitiveness of Polish science with respect to European and world science by creation of a new system of organizational structures and procedures was indicated as the aim of the reform. This would allow improvement of the quality of Polish science, growth of links between the scientific and economic sectors by introduction of mechanisms aiming at increasing the extent of practical economic application of the results of scientific research and development work, bringing the standards of Polish science in to line with international standards, and harmonisation of procedures for finance of science with those of leading world institutions financing research, increase in the extent to which young scientists share in benefiting from funds dedicated for science, creation of conditions for application of the principles of good scientific practice and scientific integrity. Legislative work is currently proceeding on drafts of these laws.
- **Pact for Knowledge:** On September 30 2008 the Pact for Knowledge was signed by representatives of the media, the scientific community, the economic sector and non-governmental organizations a social coalition for science in the XXI st century and a leap forward in Poland. The signatories declared among other things that science is a priority overriding other divisions, giving absolute support for introduction of transparency in research and of ethical standards in science, and supporting action aimed at more effective economic exploitation of the findings of research.
- Partnership for Knowledge: a new model for academic careers. A plan for reform of the academic career path was made available for public consultation. It constitutes an elaboration in detail of the framework presented in the draft framework for reform of the system of science and higher education, a new model for academic careers. Within the reform the following are foreseen, among others,
- Raising the level of doctorates by among other things introduction of a competitive procedure for admittance to non fee-charging doctoral studies, increase in the proportion of foreign reviewers in the doctoral procedure, introduction of the requirement that an external document be obtained to confirm knowledge of a modern foreign language.
- Simplification and shortening of the habilitation procedure by among other things retaining the degree of doktor habilitowany awarded by the Central Commission while abandoning kolokwium habilitacyjne,

habilitation lecture and the obligation to present a habilitation thesis, at the same time limiting the role of the home departmental council or scientific council in procedures for award of the degree of doktor habilitowany.

- Opening of public HEIs to outstanding foreign researchers by among other things introduction of a special procedure for award of the degree of doktor habilitowany to foreign citizens, to Polish citizens in the post of Assistant Professor who obtained their doctoral degrees abroad, and to Polish citizens who obtained their doctorate in Poland and who held posts as independent academic workers abroad for at least 5 years, having significant scientific achievements.
- Improvement of staffing policy in HEIs and research institutes by among other things introduction of legal requirements that all research, research and teaching and teaching posts are filled on the basis of a competition procedure, introduction in public HEIs and research institutes competitions for the post of director of departments, scientific sections laboratories and other units, announcement of these competitions on the internet site of the Ministry along with results of the competitions and academic CVs of the successful candidates; Encouragement of a remuneration policy to motivate rectors (directors of research units) introduced with the help of variable increments to salary correlated with the results of evaluations of achievement in research and teaching.
- Increase in the rights derived from possession of an academic title by among other things introduction of the principle that only persons with academic titles may be given tenure, introduction of additional retirement benefits for retired titular professors.
- Increase in transparency of the functioning of the Central Commission for degrees and Titles (CK).
- Partnership for knowledge: reform of studies and student affairs. A plan for reform of studies and student affairs has been made available for public consultation constituting a detailed elaboration of the framework presented in the Draft framework of reform of the system of research and higher education, studies and student affairs. Within the reform are foreseen among others:
- Creation of special paths for outstanding students and doctoral candidates- special grant programme, Minister's Prize and additional finance of leading doctoral programmes.
- Greater **attention to students as consumers** and attention to their rights including obligatory evaluation by students of teaching by academic staff and inclusion of this in their periodic assessments, allowing the possibility of public defence of masters theses, recognition of the Students Parliament of the Polish Republic and the National Council of Doctoral Students as legal entities.
- Decrease of the administrative burden- including the possibility of abandonment of the student record book as the means of documentation of a student's achievement. Definition of a catalogue of the educational services at public and non-public HEIs for which additional payment by the student is required together with a clear definition of the prohibition of further charges.
- Internationalisation of the study process including continued institution of the Bologna Process with definition of National Qualification Frameworks in the area of higher education, stimulation by additional finance of the development of the education offered in foreign languages.
- Better preparation of higher education graduates for the needs of the economy and for functioning in the employment market –including support for realisation of the educational process with participation of

economic entities including classes for students conducted by employees of those entities, who are not academic teachers; stimulation of education in collaboration with employers including that commissioned by employers with the aim of better preparation for the needs of the employment market, introduction of obligatory monitoring of subsequent graduate careers by HEIs.

- Increase in the effectiveness of spending public money for financial assistance of students including introduction of regulations establishing tax-free stipends by government and local government bodies, including stipends from European union funds.
- One effect of the debate about proposals for the "partnership for knowledge" was the acceptance by the Council of Ministers of the document "Założenie do nowelizacja ustawy –prawo o szkolnictwie wyższym....."Principles for amendment of the law: the law on higer education and the law on academic degrees, and titles and degrees and titles in the fine arts" on the 30th of October 2009. The changes proposed by the government are intended to promote implementation of the strategic aims described in the document "Poland 2030. Development Challenges". The measure of the success of the proposed changes should be the attainment by the best Polish Universities of places in the top 20 in European rankings by 2030 and a 50% increase in the number of foreign students studying in Poland over the next 5 years. The Założenie "Principles" include such changes as: Differentiation of HEIs according to criteria of the actual character and real quality of the research and teaching carried out, and not simply according to their legal status, into three (descriptive) categories: elite institutions capable of competing with best universities in Europe; institutions well adapted to the socio-economic development of the region and of the country; and vocational institutions carrying out teaching activities and fulfilling local needs.
- Increase in the autonomy of HEIs with respect to definition and realization of their missions.
- Return toward task based financing
- Increased emphasis on the effectiveness of institutions' activity, in particular on the quality of academic research and teaching carried out, and institutions' links to the socio-economic environment
- Quality-based finance of HEIs
- Finance of those organizational units of public and non-public HEIs within the framework of areas of knowledge defined according to field that gain the status of Leading National Academic Centres (KNOW) (a status awarded on the basis of competition to the 3 best HEI units in the country as a whole). Finance includes salary increments for employees and elite stipends for students and doctoral students.
- Finance of organizational units of public and non-public HEIs with a field of study assessed as outstanding by the State Accreditation Commission-PKA (the PKA will award no more than 25 such assessments at that level annually)
- Finance of establishment of internal quality assurance systems for teaching and of the National Qualifications Framework in so far as they influence to a significant extent education in a given unit, regardless of the legal status of the HEI.
- 30% of the best doctoral students will receive supplements to their stipends.
- Improving the quality of education

• Basic organizational units of HEIs having the right to award habilitation will be able to themselves define and offer the fields of study. Their programmes will be exempted from the obligatory programme requirements defined in the Regulation of the minister responsible for higher education matters.

- HEIs will be obliged to improve institutional systems for ensuring the quality of education. Evaluation of the quality of education will be directed towards assessment of the degree to which the educational process guarantees achievement of goals set. To this end membership of the State Accreditation Commission (PKA) will be increased to include employers' representatives.
- Two kinds of teaching quality assessments will be introduced by the PKA: programme evaluations (concerning fields of study) and institutional evaluations (concerning basic organizational units of an institution).
- Better realisation of the research and teaching potential of Polish HEIs
- Obligation of HEIs to elaborate and adopt rules protecting intellectual property and the bases for commercialization of the results of academic research.
- For commercialization of academic findings HEIs by means of spin-off firms HEIs will have to create special companies for this purpose according to trade regulations.
- Granting of wider powers to the rector with respect to creation, transformation and liquidation of basic organizational units and to creation of local affiliated campuses and external organizational units since as the person responsible for the functioning of the HEI, and above all for its finances, (s)he should possess the competence to decide about the organizational structure of the institution (s)he manages.
- Integration of HEIs with the socio-economic environment. Creation of knowledge regions.
- Introduction of the possibility for education jointly with an employer, and also education commissioned by an employer.
- Introduction to systems of evaluation of the teaching quality of HEIs, particularly those with a vocational profile (after introduction of the National Qualifications framework, KRK), criteria measuring the degree to which education is linked to the needs of the socio-economic environment.
- Obligatory creation of Councils in public vocational HEIs. The aim of a Council would be to build links between the HEI and its socio-economic environment. Its competences would include the relation of the HEI with its environs and strategic management.
- Designation of Leading National Academic Centres (KNOW)
- KNOWs will be centres carrying out academic research at the highest level or with the perspective of reaching that level in the not too distant future given financial support.
- KNOWs will be designated in annual competitions in 8 areas of knowledge defined according to fields: humanistic, social, strict, technical, medical, concerning health, nature, agriculture and forestry, and art.

• Designation of KNOWs (by a commission including international experts) will take into account parametric assessments carried out by the Committee for Evaluation of Academic Units (KEJN)

- The status of KNOW will be able to be held by basic organizational units of HEIs or academic centres created from at least two units, from basic organizational units of an HEI or an institute of the Polish Academy of Sciences or a research institute
- Finance of KNOW in the form of a dedicated grant from the Quality Fund will last for 5 years with the possibility of extension for a further five years. Evaluation of results will take place five years after introduction of the first competition
- Strengthening the position of the rector as an element of an HEI
- Optimalisation of the functioning of representative organizations (the General Council for Higher Education, State Accreditation Commission (PKA) etc).
- Modification of the pattern of academic careers (including simplified paths for academic promotion in order that the prospect of achieving the next degree or academic title motivates academics and aids their academic development included here are simplification and shortening of habilitation procedures; introduction of a transparent competition procedure for university posts, and wider opening of HEIs to researchers from abroad; increasing the efficiency of the workings of the Central Commission for Degrees and Titles).
- In the area of studies: increase in access to higher education, better preparation of graduates for the needs of the economy and for functioning in the labour market, internationalization of studies, greater autonomy (**Upodmiotowienie**) of students and regard for their rights .
- The Ministry for Science and Higher Education announced on the 19th of January 2009 a public tender for Selection of an organizational and substantive coordinator for the process of elaboration of sectoral strategy projects for the development of higher education up to 2020 with special attention to the period up to 2015. On the 3rd of July the Regulation was announced as the result of which preparation of the draft strategy for development of higher education in Poland to 2020 was awarded to a consortium formed by Ernst and Young Business Advisory and the Gdańsk Institute for Market Economics (Instytut Badań Nad Gospodarką Rynkową).It is expected that the draft strategy will be presented in 2010.
- In parallel work has been carried out since the 1st of April 2009 on a draft strategy prepared by the academic world. This has been prepared by a consortium composed of: the Conference of Rectors of Academic Schools in Poland, the Conference of Rectors of Vocational Schools in Poland, the Conference of Rectors of Public Vocational Schools. Presented on the 2nd of December 2009 the draft strategy includes the following proposals for change:
- Popularisation of lifelong learning as a task for the state and HEIs, having fundamental significance for the process of education of the knowledge-based society, for adaptation of the skills of those in education to real social and economic needs, for equalisation of educational opportunities at the higher education level and for compensation for the results of unfavourable demographic trends.
- Raising the quality of education, in particular by developments of university systems for ensuring quality and establishment of new principles for accreditation of programmes and institutions, having reference to assessment of the functioning of those systems.

- Introduction of the national qualifications framework for higher education.
- Adaptation of the outcomes of education to social and economic needs
- Internationalisation of the educational activities of HEIs in particular by introduction of classes held in foreign languages, increase in the number of students following part of their studies abroad and of the number of foreign student in Poland, an also increase in mobility of academic staff.
- Limitation of pathological phenomena in the educational process by introduction of the principle of "zero tolerance" by HEIs for unethical behaviour by employees and students.
- Increase in the effectiveness of research activity both at the individual and institutional level.
- Rationalisation of academic career paths and academic promotion, in particular by introduction of revised principles of academic promotion.
- Introduction of differentiated paths for making use of competition mechanisms leading to achievement of the status of flagship institutions or of research universities by consortia of HEIs, or HEIs formed by fusion of higher education institutions, selected through competition.
- Introduction of the idea of a new social mission for higher education as a result of introduction to mission statements and statutes of HEIs tasks connected with service to the surrounding community, preceded by a national debate about new tasks for HEIs.
- Ensuring the influence of external stake-holders on higher education by introduction of institutional solutions guaranteeing their participation in decision processes at the system and institution levels.
- Improvement of the competitive position of Polish HEIs, in particular by gaining the most prestigious international accreditations and by participation in networks, consortia and other European joint activities.
- Introduction of regulations for typology, classification and benchmarking in higher education with the aim of creation of conditions for making objective the evaluations of HEI achievements and taking into account the character of their mission and the scope of activity carried out.
- Modification of the role, scope and means of action of the ministry responsible for higher education, and also of central institutions mediating between the ministry and HEIs.
- Introduction to higher education as far as possible taking into account the general legal conditions, the principles of convergence of -public and non-public- sectors by aiming to ensure equal rules of competition between public and non-public HEIs with the goal of increasing access to high quality studies by students, and within this- at the same time as introduction of principles of general fees in public HEIs- non-public HEIs fulfilling defined conditions and requirements including those concerning quality of studies and transparency of operation (including financial operation), by support from the state budget based on competition, to cover part of the costs of offering full-time studies and fulltime doctoral studies, with a separate dedicated stream of funding available to the Government Agency National Fund for Higher Education (NFSW).
- Introduction of new structural solutions favouring retention of the resources of higher education, enabling change of formal/legal status of HEIs from non-public to public or vice versa.

• Introduction of new structural solutions and mechanisms of HEI management in particular introducing to the statutes of a public HEI the possibility of constituting a trustee council as the body supervising management of the HEIs resources

- Introduction of new principles and mechanisms for allocation of budgetary resources to HEIs including by means of opening a National Fund for Higher Education (NFSW) using state budget funds entrusted to a newly opened institution -the Government Agency for NFSW and allocation by it to HEIs of all types and branches funds for educational tasks and other costs related to them, using differentiated streams of funding, the competition mechanism, and multi-year contracts as the basis for transfer of funds for restructuring, consolidation and development of HEIs
- Raising the level of finance of higher education and science from state budget and non-budget funds to a level related to the GNP
- Introduction of universal partial payment for studies with a universal system of access to credit and student loans.
- Change in the **state work p**lan in the area of functioning and tasks concerning higher education, and work on the state budget within a framework of multi-year planning

6.3. Specific Legislative Framework

<u>Legislation concerning colleges (teacher training colleges, foreign language teacher training colleges and colleges of social work) which are classified as ISCED 5B institutions for international comparisons, but are not recognised as HEIs in the national legislation</u>

- Act on the Education System of 7 September 1991, as amended
- Regulation of the Minister of National Education of 12 August 1997 on initial teacher training institutions, as amended,
- Regulation of the Minister of Social Policy of 24 March 2005 on kolegium pracowników służb społecznych,
- Regulation of the Minister of National Education of 30 June 2006 on the programme requirements for initial teacher training in kolegium nauczycielskie and nauczycielskie kolegium języków obcych,
- Regulation of the Minister of Social Policy of 7 April 2005 on the programme requirements for initial training in kolegium pracowników służb społecznych.

The Act on the Education System of 7 September 1991 covers initial education below the higher education level (school education) and continuing or adult education. It applies to both public and non-public schools and other educational/training establishments. The Act includes provisions regulating the following matters: types of establishments forming part of the education system below the higher education level; responsibilities of central and local government bodies as regards the management of education; specific responsibilities of central and kuratorium oświaty; bodies representing social partners in the school education system; arrangements for pre-primary education, full-time and part-time compulsory education; management and financing of public schools and other public establishments; organisation of education in

public schools and other public establishments; procedures for the establishment of non-public schools and other non-public establishments, and basic arrangements for their functioning; general arrangements concerning initial and in-service teacher training institutions; and general arrangements concerning education of non-nationals in Poland. Detailed arrangements are laid down in regulations adopted by the minister responsible for school education on the basis of this Act.

The Regulation of the Minister of National Education of 12 August 1997 on initial teacher training institutions applies to public and non-public teacher training colleges and foreign language teacher training colleges. The Regulation defines the types of teachers trained in colleges, and procedures for the establishment and liquidation of public and non-public colleges and programmes offered in colleges. It lays down arrangements concerning pedagogical supervision over colleges exercised by the educational authorities and academic supervision exercised over a given college by a HEI, the internal organisation of colleges and the provision of education in colleges.

The Regulation of the Minister of Social Policy of 24 March 2005 on colleges of social work applies to public and non-public colleges of social work. The Regulation defines the areas in which colleges provide their programmes and courses, and procedures for the establishment and liquidation of public and non-public colleges and programmes offered by colleges. It lays down arrangements concerning the internal organisation of colleges and the provision of education in colleges, pedagogical supervision over colleges exercised by the educational authorities and academic supervision exercised over a given college by a HEI.

The Regulations of the Minister of Social Policy of 7 April 2005 and of the Minister of National Education of 30 June 2006 on the programme requirements for training in colleges of social work and in teacher training colleges and foreign language teacher training colleges, respectively, lay down "national standards" for programmes to be offered by colleges. Both Regulations specify the duration of programmes, groups of courses (subjects) to be taught, the minimum course load and general curricular contents, the scope and duration of practical placements, and the profile of graduates. The requirements provide a basis for the development of curricula to be implemented in colleges.

Legislation concerning higher education:

- Article 70 of the Constitution of the Republic of Poland
- Act of 27 July 2005 The Law on Higher Education
- Main regulations adopted by the minister responsible for higher education:
- o Regulation of the Minister of Science and Higher Education of 19 December 2008 on types of vocational titles awarded to graduates and the pattern for diplomas and certificates awarded by HEIs;
- o Regulation of the Minister of Science and Higher Education of 21 September 2007 on criteria and procedure for granting and accounting for financial resources for science for academic stipends for outstanding young scientists;
- o Regulation of the Minister of Science and Higher Education of 12 July 2007 on the degree programme requirements for individual fields of study and levels of study, and on the procedure for the establishment of interdisciplinary degree programmes and degree programmes in macro-fields of study and the requirements to be fulfilled by higher education institutions in order to provide such programmes;

o Regulation of the Minister of Science and Higher Education of 19 December 2006 on doctoral programmes provided by organisational units of higher education institutions;

- o Regulation of the Minister of Science and Higher Education of 3 October 2006 on the requirements and procedures for the transfer of student achievements;
- o Regulation of the Minister of Science and Higher Education of 27 July 2006 on the requirements to be fulfilled by organisational units of higher education institutions in order to provide degree programmes in a given field and at a given level of study;
- o Regulation of the Minister of Science and Higher Education of 13 June 2006 on the names of fields of study;
- Act of 8 October 2004 on the Rules for Financing Research
- Act of 14 March 2003 on Academic degrees and Title and on degrees and Title in Art
- Act of 17 July 1998 on Loans and Credits for Students
- Regulation of the Minister for Science and Higher Education of the 16th of August 2006 concerning particular conditions and the process for award and payment of ministerial stipends for academic achievement and ministerial stipends for outstanding sporting achievement
- Regulation of the Minister for Science and Higher Education of the 2nd of November 2006 concerning documentation of the progress of studies
- Regulation of the Minister for Science and Higher Education of the 8th of June 2006 with regard to the conditions to be fulfilled when determining study regulations in HEIs not fulfilling the requirements of articles 56 pt 2 and 58 pt 4 of the Law on Higher Education
- Regulation of the Minister for Science and Higher Education of the 9th of May 2008 concerning the principles for distribution of the budget allocation for public and non-public HEIs.
- Regulation of the Minister for Science and Higher Education of the 2nd of April 2007 concerning indices of the cost of particular fields, macrofields and full time interdisciplinary studies, and doctoral studies in particular academic fields.
- The law of the 8th of October 2004 concerning the principles for finance of science.
- The law of the 14th of March 2003 concerning academic degrees and titles and about titles and degrees in the field of art.
- The law of the 17th of July 1998 concerning student loans and credit.

The Law on Higher Education of 27 July 2005 (LoHE) repealed the Higher Education Act of 12 September 1990, the Act on Schools of Higher Vocational Education of 26 June 1997, and the Act on Military Higher Education of 31 March 1965. It applies to public and non-public HEIs; it does not apply to HEIs and higher education seminaries administered by churches and denominational organisations, except the Catholic

University of Lublin, unless the LoHE or an agreement between the Government and the authorities of churches or denominational organisations provides otherwise. The LoHE defines: 1) the basic terms used in HE, including higher education institution (HEI), public and non-public HEI, university-type and nonuniversity type HEIs, degrees, first-cycle, second-cycle and third-cycle programmes, non-degree postgraduate programmes, full-time and part-time programmes, field and macro-field of study, interdisciplinary programmes, etc.; 2) the requirements to be fulfilled by HEIs in order to use the terms "uniwersytet", "uniwersytet techniczny", "politechnika", "uniwersytet with another adjective" and "akademia" in their names; 3) basic tasks of HEIs. It specifies the main national-level institutions and bodies in the higher education system (the General Council for Higher Education, the State Accreditation Committee and Rectors' Conferences) together with their main responsibilities and general organisational arrangements. It lays down arrangements concerning the establishment and liquidation of public and non-public HEIs; supervision over HEIs; international co-operation of HEIs in the area of education and research; system of governance of HEIs; the internal structure of HEIs; their property and finances; employees of HEIs; the organisation of degree programmes and doctoral programmes; rights and duties of students and doctoral students; financial support for students and doctoral students; student and doctoral student self-government bodies; and order and security on the premises of HEIs.

The law introduced a series of changes

- Strengthening of the autonomy of HEIs by increasing the role of an HEI's statutes defining such matters as structure of the institution, principles and procedure for employment of lecturers and strengthening the role of the rector in the management of the institution.
- Definition of the new division of HEIs into academic and vocational institutions
- Definition of the conditions for use of the names of particular types of HEI: university, technical university, university with an adjectival description, polytechnic and academy
- Increase in the number of autonomous HEIs by introduction of a new definition of autonomous HEI. Fully autonomous HEIs are public and non-public HEIs possessing the right to award the academic degree of doctor in at least four disciplines. Such an HEI is fully autonomous with respect to granting of statutes and creation, restructuring and abolition of basic organizational units, launch and creation of fields of study and offer of studies in cooperation with other HEIs or research units.
- Introduction of regulations allowing creation of consortia of HEIs (public and non-public) to carry out defined tasks jointly.
- Legal strengthening: beside the State Accreditation Commission (PKA) and the General Council for Higher Education, the Conference of Rectors of Academic Schools in Poland and the Conference of Rectors Vocational Schools in Poland as advisory bodies giving opinions to the state authorities
- Definition of new forms of study. Full time and part time studies introduced in place of the system of daytime, evening, extramural and extension studies
- Strengthening of regulations ensuring student mobility and comparability of study programmes above all by introduction of obligatory use of the system of credit transfer and accumulation of student achievement- the ECTS credit system.

• Introduction of the possibility of studies conducted jointly by various HEIs and academic institutions including foreign HEIs and institutions, with the possibility of award of a diploma of one HEI and a certificate confirming the participation of the remaining institutions in the didactic process.

- Introduction of the possibility of creation by HEIs of academic enterprise incubators and technology transfer centres allowing better exploitation of the intellectual and technical potential of HEIs and transfer of the results of academic work to the economy.
- Introduction of distance learning as a method of education.
- Introduction, in accordance with the Bologna Declaration of three cycle studies. Present vocational studies ending with the vocational title of licencjat or inżynier become first cycle studies, supplementary masters (uzupełniące studia magisterskie) studies, second cycle studies and doctoral studies 3rd cycle studies Definition of the right to conduct doctoral programmes in HEIs with the right to award the academic title of doctor in two fields. Hitherto the right has been reserved to HEIs entitled to award the habilitation degree.
- Granting participants of doctoral programmes right analogical to those of students with respect to material assistance, participation in the senate and committees of basic units of HEIs and to creation of student self government for doctoral students.
- Detailing the principles for award of grants from public funds for financing the activities of HEIs and also for the use of budget funds by non-public institutions. A new system has been introduced for collecting fees for educational services (for studies in foreign languages, for classes outside the study plan)
- Introduction of anew solution allowing an HEI's senate to introduce its own policy for academic salaries taking into account salary increases using the mid year index of increase in salaries paid from the state budget, set in the budget legislation for a given year.
- Introduction of regulations limiting to a certain extent the acceptance of additional posts by lecturers (this rule is an attempt to solve the problem of lecturers holding several fulltime posts simultaneously) The holding of additional posts by a lecturer at more than one additional employer or engagement in business activity connected with an additional full time post, without the prior agreement of the rector constitutes grounds for termination of contract in a public HEI where this is the main place of work.
- Giving detail to the changes introduced by the law of the 28th of May 2004 in the system of material aid ensuring the same the right to students in public and non public HEIs, in full time and part time study, to grant payments financed by the state budget.
- Summing up it can be said that the Law on higher education aims to ensure better functioning of HEIs, wider access to higher education, assurance of quality of education, and compatibility with European systems of higher education.

Regulation of the Minister of Science and Higher Education of 19 December 2008 on types of vocational titles awarded to graduates and the pattern for diplomas and certificates awarded by HEIs defines the titles awarded after completion of first- and second-cycle studies as well as long cycle studies in particular fields of study or groups of fields and defines the pattern for diplomas for all disciplines (including completion of doctoral and post graduate studies) The Regulation also defines the basis for issue of diploma supplements which constitute an integral part of the diploma of completion of higher education.

Regulation of the Minister of Science and Higher Education of 21 September 2007 on criteria and procedure for granting and accounting for financial resources for science for academic stipends for outstanding young scientists defines the bases for award by competition of academic stipends to young scientists (under the age of 35). These criteria comprise: Outstanding level of research conducted; academic achievements to date including prizes and distinctions; achievements to date in practical application of scientific research or development work, in particular patent applications, patents, including economic exploitation or other forms of introduction of scientific results and development work in economic life; the significance of research work carried out for realisation of the aims of state science, technology and innovation policy; proper use of previously awarded financial resources for science.

The Regulation of the Minister of Science and Higher Education of 12 July 2007 on the degree programme requirements for individual fields of study and levels of study lays down the requirements for degree programmes (first-cycle, second-cycle and, where applicable, long-cycle programmes) in all 118 existing fields of study and general guidelines for the development of curricula to ensure high quality of education, as well as arrangements concerning the establishment and provision of interdisciplinary degree programmes and degree programmes in macro-fields of study by higher education institutions. It entered into force on 1 October 2007; HEIs are required to respect the new requirements as from the first year of a degree programme, but may also introduce relevant changes in curricula for higher years in degree programmes at their own discretion.

The Regulation of the Minister of Science and Higher Education of 19 December 2006 on doctoral programmes provided by organisational units of higher education institutions lays down the requirements and procedures for the establishment and provision of doctoral programmes, and the procedures, requirements and criteria for the award of doctoral scholarships and other types of financial support for doctoral students.

The Regulation of the Minister of Science and Higher Education of 3 October 2006 on the requirements and procedures for the transfer of student achievements, which entered into force on 1 January 2007, obliges all HEIs to introduce ECTS as a credit transfer and accumulation system in their licencjat and magister degree programmes. In accordance with the Regulation, one ECTS credit corresponds to 25-30 hours of workload, and the number of credits to be allocated to one semester and one academic year is 27-33 and at least 60 respectively. The credit ranges for degree programmes are as follows: 180-240 credits for first-cycle programmes, 90-120 for second-cycle programmes, and 270-360 for long-cycle programmes.

The Regulation of the Minister of Science and Higher Education of 27 July 2006 on the requirements to be fulfilled by organisational units of higher education institutions in order to provide degree programmes in a given field and at a given level of study defines detailed requirements, including minimum staff resources, for the provision of first-cycle, second-cycle and long-cycle programmes in individual fields or groups of fields of study.

The Regulation of the Minister of Science and Higher Education of 13 June 2006 on the names of fields of study (with changes introduced in 2009) defines the names of all 119 fields of study in which degree programmes may be offered (see: a list in section 6.10.2 – Branches of Study). Moreover, it obliges all HEIs to replace long-cycle programmes in 101 fields of study with two-cycle programmes; only two-cycle programmes may be launched in these fields as of the academic year 2007/08 (for details, see: section 6.10.2.).

The Regulation of the Minister of Science and Higher Education of the 16th of August 2008 concerning particular conditions and procedures for award and payment of ministerial stipends for academic achievement and stipends for outstanding achievement in sport defines the necessary conditions for a

student to obtain a stipend for academic achievement or for outstanding achievement in sport, the form of applications, the procedures for their submission and for payment of stipends awarded.

The Regulation of the Minister of Science and Higher Education of the 2nd of November 2006 concerning documentation of the progress of studies defines the way in which an HEI documents the progress of studies, carries out corrections, gives duplicates and, legalizes documents for use overseas, as well as the levels and method of charging fees for these activities and for provision of the student index/transcript, student identification card, diploma and documents confirming completion of studies

The Regulation of the Minister of Science and Higher Education of the 8th of June 2006 with regard to the conditions to be fulfilled when determining study regulations in HEIs not fulfilling the requirements of articles 56 pt 2 and 58 pt 4 of the Law on Higher Education contains a list of 17 types of information which must appear in the study regulations of this type of HEI

The Regulation of the Minister of Science and Higher Education of the 9th of May 2008 concerning the principles for distribution of the budget allocation for public and non-public HEIs contains detailed algorithms allowing definition of the amount of grant for particular types of HEI, taking into account funds allocated in connection with non-returnable material assistance for students and doctoral students, the funds allocated for investments and for tasks connected with education and medical rehabilitation of disabled students

The Regulation of the Minister of Science and Higher Education of the 2nd of April 2007 concerning indices of the cost of particular fields, macrofields and full time interdisciplinary studies, and doctoral studies in particular academic fields defines the indices of cost of particular fields, macrofields and full time interdisciplinary studies, and fulltime doctoral studies in particular academic fields and the fine arts.

The Act of 8 October 2004 on the Rules of Financing Research lays down the rules for financing R&D and other research-related activities from the State budget and other sources, and the rules for HEIs applying for funds to finance their statutory research and in-house research. The Act also abolished the State Research Committee.

The Act of 14 March 2003 on Academic degrees and Title and on degrees and Title in Art defines the terms "academic degrees" and "academic title", the rules for awarding academic degrees and titles, the powers of the State Commission for Academic degrees, and the framework for doctoral studies in research institutions other than HEIs. The academic degrees are the degrees of doktor (doctoral degree) and doktor habilitowany (postdoctoral degree) in a given area of science, and doktor of arts and doktor habilitowany of arts in an artistic discipline respectively. The academic title is the title of profesor in a given area of science or the title of profesor of arts in an artistic discipline. The academic degrees of doktor and doktor habilitowany are awarded by authorised organisational units of research institutions, including HEIs. Such authorisations are granted by the State Commission for Academic degrees (attached to the Prime Minister's office), on the basis of an opinion given by the General Council for Higher Education in the case of HEIs. The title of professor is conferred by the President of Poland upon a request from the State Commission for Academic degrees.

The Act of 17 July 1998 on Loans and Credits for Students defines the rules for organisation, financing, granting and paying loans and credits for students enrolled on degree and doctoral programmes. Credits are a form of refundable financial support offered in addition to non-refundable support.

6.4. General Objectives

Tertiary programmes are offered by colleges, including kolegium nauczycielskie, nauczycielskie kolegium języków obcych and kolegium pracowników służb społecznych (ISCED 5B), higher education institutions (ISCED 5A and ISCED 6) and research institutions (only ISCED 6).

A general framework for colleges is set by the 1990 Act on the Education System, but specific arrangements for these three types of colleges are laid down in separate legislation. Thus, there are no general aims for colleges defined in the legislation. However, all three types of colleges, including both public and non-public colleges, aim primarily to prepare students for professional activity and provide initial training programmes in specific areas. In addition, they may offer in-service or continuing education courses in the areas corresponding to their initial training programmes.

The following main general aims are defined for all higher education institutions, including both university and non-university type ones, in the 2005 Law on Higher Education: 1) teaching students to prepare them for employment; 2) educating students in the spirit of responsibility for the Polish State, consolidation of democratic principles and respect for human rights; 3) conducting research and development work, and providing research services; 4) training and advancement of research staff; 5) disseminating, and contributing to, achievements of science, national culture and technology, among other things by collecting and making available library and information resources; 6) providing training to enable the acquisition and development of knowledge; 7) creating conditions for the physical development of students; and 8) conducting activities benefiting local and regional communities. However, uczelnia zawodowa authorised to provide only first-cycle (licencjat degree) programmes may conduct R&D and train research staff, but are not required to do so.

The primary aim of research institutions other than higher education institutions is to conduct R&D activities, but a large number of them also train prospective research staff by providing doctoral programmes.

For specific aims of programmes at each level, see: college programmes, degree programmes and doctoral programmes below.

6.4.1. College programmes

College programmes (ISCED 5B) offered in all three types of colleges prepare students for employment. Kolegium nauczycielskie trains teachers for pre-primary (nursery) schools, primary schools and education-and-care establishments. Nauczycielskie kolegium języków obcych train teachers of foreign languages for all levels of school education – from pre-primary to post-gimnazjum schools and other establishments providing education or training below the higher education level. Both types of colleges may also be authorised to provide courses leading to a pedagogical qualification, required to practise the teaching profession, and in-service teacher training courses. Kolegium pracowników służb społecznych train prospective social workers, and may also offer in-service training courses in the areas of welfare and social work.

6.4.2. Degree programmes

Degree programmes (ISCED 5A), which are provided by both uczelnia akademicka and uczelnia zawodowa, include first-cycle (licencjat degree) programmes, second-cycle (magister degree) programmes and/or long-cycle (magister degree) programmes. First-cycle programmes aim to provide knowledge and skills in a specific area of study, preparing students for work in a specific profession. Graduates of first-cycle programmes have access to second-cycle programmes. Second-cycle and long-cycle programmes aim to

provide specialist knowledge in a specific area of study, preparing students for creative work in a specific profession. The completion of both second-cycle and long-cycle programmes provides access to third-cycle (doctoral) programmes.

6.4.3. Doctoral programmes

Doctoral (third-cycle) programmes (ISCED 6), which are offered by uczelnia akademicka and research institutions, aim to provide advanced knowledge in a specific area or discipline of science, preparing students for independent research and creative activity and for the award of the academic degree of doktor. Thus, they facilitate the preparation of an applicant for the procedure to award this academic degree. However, completion of a doctoral programme is not a precondition for the award of this degree (for requirements, see: section 6.15.3.— Certification). Holders of the academic degree of doktor may continue their research career to obtain first the academic degree of doktor habilitowany and subsequently the academic title of profesor.

6.5. Types of Institution

Please refer to the subdivisions for more details.

6.5.1. Teacher training colleges, foreign language teacher training colleges and colleges of social work

Kolegium nauczycielskie, nauczycielskie kolegium języków obcych and kolegium pracowników służb społecznych are classified as tertiary education institutions (ISCED 5B) for international comparisons, but are not recognised as HEIs in the national legislation. They operate on the basis of the legislation concerning school education and form part of the school education system. Teacher training colleges and foreign language teacher training colleges have existed since 1990, whereas first colleges of social work were established in 2005. In the academic year 2007/08, there are 17 public teacher training colleges, 46 public foreign language teacher training colleges and 11 public colleges of social work.

All three types of colleges provide 3-year programmes leading to a diploma. First two types specialise in teacher training, and thus are also referred to in the legislation as "initial teacher training institutions". The third type specialises in the training of social workers.

First two types are established and administered by local government units, whereas the third type is established and administered by the local government body at the voivodship (province) level. The establishment of a public college requires a favourable opinion to be given by the minister responsible for school education in the case of teacher training colleges and foreign language teacher training colleges or the minister responsible for social security in the case of colleges of social work.

All types of colleges are supervised academically by a HEI which offers Master's degree programmes in the field of study corresponding to the specialisation field in a given college. Detailed arrangements concerning such academic supervision are laid down in an agreement obligatorily concluded between the body administering a given college and a given HEI. Moreover, pedagogical supervision is exercised by the minister responsible for school education in the case of teacher training colleges and foreign language teacher training colleges, and by the educational superintendent (head of the regional educational authorities) in a given voivodship (province) in the case of colleges of social work

6.5.2. Higher education institutions

Until recently, HEIs were divided into "higher education schools" and "wyższa szkoła zawodowa" (schools of higher vocational education). They were established and operated on the basis of separate legislation (1990 Higher Education Act, and 1997 Act on Schools of Higher Vocational Education respectively). The 2005 Law on Higher Education, which repealed the legislation previously in force, distinguishes uczelnia akademicka and uczelnia zawodowa.

Uczelnia akademicka (university-type) is HEIs in which at least one organisational unit (e.g. faculty) is authorised to award the academic degree of doktor. This institution may provide degree programmes (ISCED 5A), including first-cycle programmes leading to a licencjat or inżynier degree and/or second-cycle or long-cycle programmes leading to a magister degree, and doctoral programmes (ISCED 6).

Uczelnia zawodowa (non-university) is HEIs which provide the same types of degree programmes as uczelnia akademicka, i.e. first-cycle, second-cycle and/or long-cycle programmes, but are not authorised to award the academic degree of doktor or provide doctoral programmes. This institution includes HEIs referred to as wyższa szkoła zawodowa which are authorised to provide only licencjat degree programmes.

In order to be authorised to provide <u>degree programmes</u> (ISCED 5A), university-type and non-university HEIs are required to comply with the same requirements. They are laid down in the Regulation of the Minister of Higher Education and Science of 27 July 2006 on the requirements to be fulfilled by organisational units of HEIs in order to provide degree programmes in a given field and at a given level of study. First-cycle programmes may be provided by organisational units of university-type and non-university HEIs which:

- have designed a degree programme in a given field (aims of the programme, profile of the graduate, and curricula complying with the programme requirements for a given field of study as laid down in the relevant legislation);
- comply with the requirements concerning the minimum number of academic staff holding the academic title of profesor or doktor habilitowany and those with the academic degree of doktor ("minimum staff resources"), and the requirements concerning the ratio of the minimum staff resources to students;
- have adequate infrastructure (lecture halls, laboratories, etc.);
- provide access to a library with literature recommended for students of a given field of study;
- organize student practical placements provided for in the programme requirements for a given field or define conditions for practical placements to be organised independently by students.

The minimum staff resources are defined for individual fields of study or groups of fields of study. For example: at least 6 academic teachers with research achievements in the area of philology, including at least 2 with the academic title of profesor or the academic degree of doktor habilitowany and at least 4 with the academic degree of doktor for the field of philology; at least 2 academic teachers with the academic title of profesor or the academic degree of doktor habilitowany and at least 3 with the academic degree of doktor and scientific or artistic achievements in relevant areas for the fields of archaeology, ethnology, history of art, culture studies, musicology, cultural heritage protection, and papermaking and printing. The ratios of the minimum staff resources to students are defined for groups of fields of study. At present, the ratios may not be lower than (the ratios to be respected as from October 2007):

- 1:25 for arts;
- 1:180 for economics, business and administration;
- 1:180 for humanities and social sciences, except for philology: 1:50;
- 1:60 for mathematics and natural sciences;
- 1:60 for medical areas, except for medicine and dentistry: 1:40;
- 1:180 for law;
- 1:80 for agriculture, forestry and veterinary medicine;
- 1:80 for engineering and technology,
- 1:80 for physical education.

<u>Second-cycle and long-cycle programmes</u> may be provided by <u>organisational units of university-type and non-university HEIs</u> which comply with the requirements listed above for first-cycle programmes and which conduct research in the discipline or area related to a given field of study. However, the minimum staff resources for second-cycle and long-cycle programmes include a larger number of the academic staff holding the academic title and the relevant academic degree than for first-cycle programmes. The required ratios of the minimum staff resources to students are the same as for first-cycle programmes (see: above).

In order to provide <u>doctoral programmes</u>, organisational units of <u>university-type HEIs</u> must be authorised to award either the academic degree of doktor habilitowany or the academic degree of doktor in at least two different disciplines of a given area of science. Such authorisations are granted by the State Commission for Academic degrees on the basis of the quality of research and the number of staff holding the academic title of profesor or the academic degree of doktor habilitowany, after consultation with the General Council for Higher Education. An organisational unit of uczelnia akademicka is required to have 8 or 12 staff members with the academic title of profesor or the academic degree of doktor habilitowany in order to be authorised to award the academic degree of doktor or the academic degree of doktor habilitowany respectively.

In the academic year 2008/09, Poland had a total number of 456 HEIs, including 131 public institutions. The following types of HEIs may be currently distinguished (according to the Central Statistical Office):

- universities (uniwersytety) (18),
- technical HEIs (wyższe szkoły techniczne) (24),
- agricultural HEIs (wyższe szkoły rolnicze) (8),
- HEIs for Economics (wyższe szkoły ekonomiczne) (83),
- pedagogical HEIs (wyższe szkoły pedagogiczne) (17),
- medical universities/academies (akademie medyczne) (9),

- schools/universities of maritime studies (wyższe szkoły morskie) (2),
- universities/academies of physical education (akademie wychowania fizycznego) (6),
- schools/academies of art studies (wyższe szkoły artystyczne) (21),
- HEIs for Theology (15)
- military higher education institutions (uczelnie wojskowe) (5),
- government service higher education institutions (uczelnie służb państwowych) (2),

Circa 70% of public HEIs is university-type which provides licencjat and magister degree and doctoral programmes, with remaining ca 30% being non-university which provide both licencjat and magister degree programmes.

As explained in the previous sections, doctoral programmes may also be provided by units of research institutions other than HEIs (Polish Academy of Sciences and research and development institutions) which are authorised to award the academic degree of doktor habilitowany. Such research institutions are not discussed as a separate type of institutions providing tertiary programmes because they are primarily research rather than educational institutions. Like in the case of HEIs, authorisations to award the academic degree of doktor habilitowany are granted by the State Commission for Academic Degrees on the basis of the quality of research and the number of staff (12) holding the academic title of profesor or the academic degree of doktor habilitowany.

6.6. Admission Requirements

Please refer to the subdivisions for more details.

6.6.1. College programmes

College programmes provided in all three types of colleges, including kolegium nauczycielskie, nauczycielskie kolegium języków obcych and kolegium pracowników służb społecznych, are open to holders of świadectwo maturalne. Applicants are also required to obtain a positive result in the admission procedure. Admission rules and procedures are adopted by the Programme Council, a collective body established in each college. Moreover, those applying for admission to teacher training colleges or foreign language teacher training colleges must have a medical certificate confirming that they fulfil health requirements for the teaching profession.

6.6.2. Degree programmes

General requirements for admission to degree programmes, which are provided by higher education institutions (HEIs), are the same for both uczelnia akademicka and uczelnia zawodowa.

Access to first-cycle programmes, leading to a licencjat or inżynier degree, and long-cycle programmes, leading to a magister degree, is open to holders of świadectwo maturalne. After the introduction of egzamin maturalny in 2005, admission to first-cycle and long-cycle degree programmes must be based on results of

this examination. Thus, HEIs may not organize entrance examinations in the subjects taken by student applicants at egzamin maturalny. However, each HEI may specify which results of egzamin dojrzałości provide the basis for admission to first-cycle and long-cycle programmes. Additional entrance examinations may be conducted by HEIs, upon the consent of the minister responsible for higher education, only when it is necessary to assess the knowledge or skills which are not assessed by egzamin dojrzałości or when an applicant holds an upper secondary school leaving certificate obtained abroad.

Access to second-cycle programmes is open to holders of a licencjat or inżynier degree and magister or an equivalent degree.

While respecting these general admission requirements, each HEI may define its own additional admission conditions and procedures, including the number of places available to students, except in medical fields of study (numerus clausus). Admission conditions and procedures may be similar across a HEI or may vary according to the field of study. Different conditions and procedures may be applied by different HEIs for the same fields of study. Admission conditions and procedures must be published by each HEI not later than by 31 May of the year preceding the academic year to which they refer.

The maximum number of students to be enrolled in each medical field of study (medicine, dentistry, nursing and midwifery) by individual HEIs concerned is specified in a regulation by the minister responsible for health, in consultation with the minister responsible for higher education. The maximum enrolment levels take into account the teaching capacity of the HEIs concerned and the demand for graduates in these fields of study.

In HEIs where applicants must meet any additional conditions, student enrolment is carried out by admissions committees appointed by the head of a given organisational unit (e.g. faculty) or other body indicated in the statutes of a given HEI. Admissions committees take decisions in any matters related to student enrolment. Applicants may appeal against decisions of an admissions committee to the institutional admissions committee; decisions in such cases are taken by the rector and are final. \

6.6.3. Doctoral programmes

Access to doctoral programmes, which are provided by uczelnia akademicka and research institutions other than HEIs, is open to applicants who hold a magister degree and fulfil admission conditions laid down by a given institution. Detailed admission conditions are defined by the board of the organisational unit authorised to provide doctoral programmes in a given institution, and must be published not later than by 31 May of the year preceding the academic year to which they refer.

6.7. Registration and/or Tuition Fees

<u>Teacher training colleges, foreign language teacher training colleges and colleges of social</u> <u>work</u>

No tuition fees are charged by public colleges for courses taught as part of full-time programmes, except when courses are repeated by college students as a result of their unsatisfactory learning achievements. Tuition fees may be charged for part-time programmes. The amount of such fees is determined by the director of a given college, in consultation with the body administering a given college, on the basis of expected teaching costs.

There are no registration fees. However, public colleges may charge fees for entrance examinations. The amount of such fees is determined by the director of a given college on the basis of expected costs of entrance examinations.

In justified cases, college students may be exempted from fees for entrance examinations or for part-time programmes by the director of a given college.

Higher education institutions

No tuition fees are charged by public HEIs for full-time degree programmes (first-cycle, second-cycle or long-cycle programmes) and full-time doctoral programmes. However, public HEIs may charge fees for:

- specific courses provided as part of full-time degree programmes and full-time doctoral programmes which are repeated by students as a result of their unsatisfactory learning achievements;
- programmes or courses taught in a foreign language;
- courses which are not included in a study programme;
- part-time degree programmes and part-time doctoral programmes.

The amount of such fees is determined by the rector of a HEI, but it may not exceed the costs incurred by a given HEI in order to launch and provide programmes or courses. Detailed rules for charging fees, including the procedure and conditions for partial or full exemption from such fees, are laid down by the senate of a given HEI.

There are no registration fees. However, public HEIs charge fees related to the process of admission to degree programmes. The maximum amount of such fees is determined annually in a regulation of the minister responsible for higher education. The maximum fees related to the admission process in the academic year 2009/10 are as follows 150 PLN for applicants in the fields of study where the admission process involves artistic aptitude tests and in the fields of architecture and urban planning, and interior design; 100 PLN for applicants in the fields of study where the admission process involves a physical fitness test, and 85 PLN for applicants in all other fields of study.

Students enrolled on degree programmes and doctoral students are entitled to free medical services in healthcare institutions which receive public funds. Medical insurance contributions for both categories of students are paid by their HEIs.

Participation in student and doctoral student organisations is voluntary; thus, no compulsory contributions are paid to such organisations.

Arrangements concerning doctoral programmes and doctoral students in research institutions other than HEIs are the same as those for HEIs, except that the amount of the fees mentioned above is determined by the head of a given research institution.

6.8. Financial Support for Students

Students in teacher training colleges, foreign language teacher training colleges and colleges of social work

College students are covered by the legislation concerning financial support from the State budget or local government budgets for pupils and other learners in schools and establishments providing education below the higher education level (1991 Act on the Education System, as amended). They are entitled to receive non-refundable financial support until the completion of their college programme, but not longer than up to the age of 24 years. Two types of financial support are available: maintenance support, including school grants and school aid benefits, and incentive support, including school scholarships for learning and sporting achievements.

School grants may be awarded in the following forms: fully or partially covered costs of participation in extracurricular educational activities and educational activities organised outside a given college; fully or partially covered costs related to education received away from the student's place of residence; in-kind educational support, in particular the purchase of textbooks; in-cash payment in case the above-mentioned forms of support are considered inadequate by the body awarding school grants. The criterion of eligibility for a school grant is the level of monthly per capita income in the student's family, which may not be higher than the amount specified in the legislation on social welfare. School grants are usually paid on a monthly basis. School aid benefits may be awarded to students who are temporarily in a difficult financial situation for reasons beyond their control. Such benefits may be granted in the form of an in-cash benefit to cover costs related to education or in-kind educational support, once or several times in a year, independently of a school grant. Both types of financial support are financed from the funds received as a specific-purpose subsidy by the communes (lowest-level local government units) from the State budget.

<u>Scholarships for learning achievements</u> may be awarded to students who have a high average mark in a semester preceding the one in which it is awarded. <u>Scholarships for sporting achievements</u> may be awarded to students who have ranked high in sport competitions at least at an inter-school/college level. Both types of scholarships are financed from revenues of the local government units.

Students in higher education institutions

Financial support for students enrolled on degree programmes and doctoral students is granted in the form of non-refundable and refundable support.

Non-refundable support

In accordance with the 2005 Law on Higher Education, students enrolled on degree programmes in all types of HEIs may apply for State-budget financial support in the following forms: a maintenance grant, a special grant for disabled persons, a meals grant, an accommodation grant, a scholarship for learning or sporting achievements, a scholarship for learning achievements awarded by the minister, a scholarship for outstanding sporting achievements awarded by the minister, and an aid payment. Students may receive financial support in several forms at the same. Maintenance grants may be awarded to students in a difficult financial situation. The eligibility criterion is the level of monthly per capita income in the student's family; the level of income giving entitlement to a maintenance grant is determined by the rector of a given HEI, but may not be lower than the amount specified in the legislation on social welfare. Special grants for disabled persons may be awarded to students with a disability confirmed by a certificate from a competent authority.

Meals grants may be awarded to students in a difficult financial situation according to the same criterion as maintenance grants. Accommodation grants may be awarded to full-time students in a difficult financial situation, living in a student dormitory or another facility, if the daily travel from their place of permanent residence to their HEI prevented them otherwise from, or significantly hindered them in, studying. The financial situation of students applying for such grants is assessed according to the same criterion as in the case of maintenance grants. The two above-mentioned types of scholarships for learning or sporting achievements may be awarded to students who have obtained a high average mark for a year of study or have been highly placed in international or national sport contests respectively. Aid payments may be granted to students who are temporarily in a difficult financial situation for reasons beyond their control.

In accordance with the 2005 Law on Higher Education, <u>doctoral students</u> may be awarded State-budget financial support in the form of: a <u>maintenance grant</u>, a <u>meals grant</u>, an <u>accommodation grant</u>, a <u>scholarship for learning achievements</u> and an <u>aid payment</u>, <u>and a special grant</u> for disabled persons. Financial support in these forms is granted in accordance with the same criteria as support for degree programme students, except for a scholarship for learning achievements. A scholarship for learning achievements may be awarded to a doctoral student in the first year of a doctoral programme who achieved very good or good results in the admissions process; and a doctoral student in the second and further years of a doctoral programme who achieved very good or good results in examinations, and who demonstrated progress in research work and the preparation of the doctoral thesis, as well as particularly strong commitment to teaching, in the academic year preceding the award of a scholarship. Moreover, doctoral students may be awarded a <u>doctoral scholarship</u> if they teach classes as part of their practical training or carry out research which is of major importance to the development of the institution or to the accomplishment of its mission. A decision awarding a doctoral scholarship is taken by the rector of a given HEI who also specifies its amount and the period of entitlement to such a scholarship.

Refundable financial support

Refundable financial support is granted to students under 25 years of age enrolled on all types of degree programmes in all types of HEIs and doctoral students in the form of <u>student credits and loans</u> on the basis of the Act of 17 July 1998 on Student Loans and Credits. Student credits and loans are financed from the financial resources of commercial banks, with the costs of interest partly covered from the State budget.

Doctoral students in research institutions other than HEIs

Doctoral students in research institutions other than HEIs are eligible to apply for doctoral scholarships. Doctoral scholarships may be awarded to: students in the first year of a doctoral programme who achieved very good or good results in the admissions process; and students in the second and further years of a doctoral programme who achieved very good or good results in examinations, and who demonstrated progress in research work and the preparation of the doctoral thesis, as well as particularly strong commitment to teaching, in the academic year preceding the award of a scholarship.

6.9. Organisation of the Academic Year

The duration of the academic year in kolegium nauczycielskie, nauczycielskie kolegium języków obcych and kolegium pracowników służb społecznych is specified in the relevant legislation. The academic year lasts between 1 October and 30 September in the following year, and includes 2 semesters of classes, winter and summer examination periods, public holiday breaks and winter and summer holidays.

The academic year in higher education institutions usually begins on 1 October and lasts until the end of June. It is divided into two semesters. Apart from the summer holidays, there are also the following breaks: two weeks of winter holidays (first half of February) and two shorter breaks at Christmas and Easter. Detailed arrangements concerning the academic year are laid down by individual HEIs.

6.10. Branches of Study, Specialisation

Please refer to the subdivisions for more details.

6.10.1. College programmes

Kolegium nauczycielskie and nauczycielskie kolegium języków obcych provide programmes in the fields of study ("speciality fields") corresponding to subjects or types of classes taught in, schools and other educational establishments. Where a foreign language is the speciality field offered, all courses are taught in this language. Kolegium pracowników służb społecznych provides programmes in the field of social work.

The duration of all programmes offered in the three types of colleges is 3 years.

6.10.2. Degree programmes

All three types of degree programmes, including first-cycle (licencjat degree), second-cycle (magister degree) and long-cycle (magister degree) programmes, are offered by HEIs in officially recognised fields of study (for requirements to be fulfilled by HEIs in order to provide programmes, see: section 6.5.2.– Types of institutions).

Fields of study are the same for uczelnia akademicka and uczelnia zawodowa. All 118 currently existing fields are listed in the Regulation of the Minister of Science and Higher Education of 13 June 2006 on the names of fields of study (see: the list below). At present, degree programmes in most fields of study may be offered as first-cycle programmes, second-cycle programmes and/or long-cycle programmes; the exceptions are medicine, dentistry, pharmacy, veterinary medicine, law and psychology where only long-cycle are offered. However, in line with the Bologna Process, all HEIs are required by the above-mentioned 2006 Regulation to introduce two-cycle programmes (first-cycle programmes followed by second-cycle programmes) and replace any long-cycle programmes still in place in 101 of all 118 existing fields of study. Programmes in four of the remaining 17 fields, i.e. cosmetology, dentistry techniques, medical rescue and social work, will be provided only as first-cycle programmes. Programmes in 11 fields, including acting, art conservation and restoration, canon law, dentistry, law, medical analysis, medicine, moving image production and photography, pharmacy, psychology and veterinary medicine, will be provided only as long-cycle programmes. Programmes in the fields of theology and directing will be provided either as two-cycle programmes or as long-cycle degree programmes. These arrangements are applicable to degree programmes commencing in the academic year 2007/08.

The following fields of study are listed in the 2006 Regulation:

- 1) Acting
- 2) Administration

3)	Agricultural and forestry engineering
4)	Agriculture
5)	Animal husbandry
6)	Archaeology
7)	Architecture and urban planning
8)	Art conservation and restoration
9)	Astronomy
10)	Automation and robotics
11)	Aviation and astronautics
12)	Biology
13)	Biomedical engineering
14)	Biotechnology
15)	Canon law
16)	Chemical and process engineering
17)	Chemical technology
18)	Chemistry
19)	Civil engineering
20)	Commodity science
21)	Composition and music theory
22)	Computer science
23)	Computer science and econometrics
24)	Conducting
25)	Cosmetology
26)	Cultural heritage protection

27)	Cultural studies
28)	Dance
29)	Dentistry
30)	Dentistry techniques
31)	Design
32)	Dietetics
33)	Directing
34)	Economics
35)	Electrical engineering
36)	Electronic engineering and telecommunications
37)	Environmental engineering
38)	Environmental protection
39)	Ethnology
40)	European studies
41)	Family studies
42)	Film and television production management
43)	Finance and accountancy
44)	Fine arts education
45)	Fisheries Science
46)	Food technology and human nutrition
47)	Forestry
48)	Geodesy and cartography
49)	Geography
50)	Geology

51)	Graphic arts
52)	Health and safety at work (added in 2009)
53)	History
54)	History of art
55)	Horticulture
56)	Instrumental studies
57)	Interior design
58)	Internal security
59)	International relations
60)	Jazz and stage music
61)	Journalism and social communication
62)	Landscape architecture
63)	Law
64)	Logistics
65)	Management
66)	Maritime (ocean) engineering
67)	Materials engineering
68)	Mathematics
69)	Mechanical engineering
70)	Mechatronics
71)	Medical analysis
72)	Medical rescue
73)	Medicine
74)	Metallurgy

75)	Midwifery
76)	Mining and geology
77)	Moving image production and photography
78)	Music education
79)	Musicology
80)	National security
81)	Navigation
82)	Nursing
83)	Oceanography
84)	Painting
85)	Papermaking and printing
86)	Pedagogy
87)	Pharmacy
88)	Philology
89)	Philosophy
90)	Physical education
91)	Physics
92)	Physiotherapy
93)	Polish philology
94)	Political science
95)	Power engineering
96)	Production management and engineering
97)	Psychology
98)	Public health

99)	Scenography
100)	Scientific information and library science
101)	Sculpture
102)	Security engineering
103)	Social policy
104)	Social work
105)	Sociology
106)	Sound engineering
107)	Spatial management
108)	Special pedagogy
109)	Sport
110)	Technical and computer education
111)	Technical physics
112)	Textile engineering
113)	Theatre studies
114)	Theology
115)	Tourism and leisure studies
116)	Transport
117)	Veterinary medicine
118)	Vocal studies
119)	Wood technology

Public HEIs offer degree programmes mainly in the following groups of fields of study:

• universities: humanities, social sciences, business and administration, law, journalism and information, science, teacher education;

• technical universities: engineering and technology, architecture and building, transport, environmental protection, business and administration;

- agricultural universities/academies: agriculture, environmental protection, veterinary medicine;
- universities/academies of economics: business and administration
- pedagogical universities/academies: education science, social sciences, humanities
- medical universities/academies: medicine, dental studies, nursing, midwifery, pharmacy
- schools/universities of maritime studies: engineering and technology, navigation, business and administration;
- universities/academies of physical education: physical education, sport, physiotherapy
- schools/academies of art studies: fine arts, music, performing arts
- military higher education institutions: fields relevant to the military service, engineering and technology, navigation
- government service higher education institutions: fields related to the police and fire brigade service, engineering and technology
- (most of the above being uczelnia akademicka is authorised to provide both licencjat and magister degree programmes in these areas);
- uczelnia zawodowa authorised to provide only licencjat degree programmes (until recently referred to as public "wyższa szkoła zawodowa"): business and administration, social sciences.

The duration of degree programmes in both uczelnia akademicka and uczelnia zawodowa is as follows:

• first-cycle programmes leading to a licencjat or inżynier degree: 3 to 4 years when leading to licencjat and 3.5 to 4 years when leading to inżynier, depending on the field of study;

second-cycle programmes leading to a magister degree6.15.2. – Certification.

6.10.3. Doctoral programmes

Doctoral programmes, offered in uczelnia akademicka and research institutions other than HEIs, prepare for the award of the academic degree of doktor or doktor of arts in the following areas and disciplines:

- Biological sciences (biochemistry, biophysics, biology, biotechnology, ecology, microbiology)
- Chemical sciences (biotechnology, chemistry, chemical technology)
- Economic science (economics, management, commodity science)

- Pharmaceutical sciences
- Physical sciences (astronomy, biophysics, physics, geophysics)
- Humanities (archaeology, library science, ethnology, philosophy, history, history of art, language studies, cultural studies, literature studies, political science, cognitive and social communication science, art studies, management, education, psychology, religion studies, sociology)
- Forestry sciences (wood science, forestry)
- Mathematical sciences (computer science, mathematics)
- Medical sciences (medical biology, medicine, dentistry)
- Physical culture science
- Earth sciences (geophysics, geography, geology, ocean science)
- Law (administration, law, canon law)
- Agricultural sciences (agronomy, agricultural engineering, environmental management, horticulture, fisheries studies, food and nutrition technology, animal husbandry)
- Engineering and technology (architecture and urban planning, automation and robotics, biocybernetics and biomedical engineering, biotechnology, machine building, civil engineering, electronic engineering, electrical engineering, geodesy and cartography, mining and engineering geology, computer science, chemical engineering, materials engineering, environmental engineering, mechanical engineering, metallurgy, chemical technology, telecommunications, transport, textile engineering)
- Theological sciences
- Veterinary sciences
- Military sciences
- Film studies
- Music studies (conducting, instrumental studies, composition and music theory, sound engineering, eurhythmics, vocal studies)
- Plastic arts (fine arts, applied arts)
- Theatre studies.

Doctoral programmes in both HEIs and research institutions other than HEIs last between 3 and 4 years, the predominating model being a four-year programme. The exact duration of a doctoral programme is determined in regulations establishing such a programme in a given unit of a HEI or other research institution.

6.11. Curriculum

Please refer to the subdivisions for more details.

6.11.1. College programmes

Curricula in teacher training colleges and foreign language teacher training colleges

Programmes launched between the academic years 1992/93 and 2006/07 at the latest are based on the requirements laid down in the 1992 Ordinance of the Minister of National Education on framework timetables, minimum curriculum requirements for compulsory subjects and curricula approved for use in initial teacher training institutions. These requirements specify the courses to be taught, the minimum number of hours to be allocated for each course, and the minimum duration of practical training (teaching placement at school). Colleges developed their own detailed curricula in accordance with these requirements.

Programmes launched as from the academic year 2008/09 are based on the requirements laid down in the Regulation of the Minister of National Education of 30 June 2006 on the programme requirements for initial teacher training in kolegium nauczycielskie and nauczycielskie kolegium języków obcych. These programme requirements, which are a set of national standards, define the profile of a graduate, groups of courses to be taught, the minimum number of hours to be allocated for each course, framework content of courses, and the minimum duration and content of practical training (teaching placement at school). Colleges develop their own detailed curricula, while respecting the requirements laid down in the Regulation.

Curricula in colleges of social work

Programmes are based on the requirements laid down in the Regulation of the Minister of Social Policy of 7 April 2005 on the programme requirements for initial training in kolegium pracowników służb społecznych.. These requirements, which are a set of national standards, define the groups of courses to be taught, the minimum number of hours to be allocated for each course, framework content of courses, the minimum duration and content of practical training, and the skills required of graduates. Detailed curricula are developed by colleges in compliance with these requirements.

6.11.2. Degree programmes

Curricula for all three types of degree programmes in both uczelnia akademicka and uczelnia zawodowa, including first-cycle, second-cycle and long-cycle programmes, must comply with the programme requirements laid down in the Regulation of the Minister of Science and Higher Education of 12 July 2007 on the degree programme requirements for individual fields of study and levels of study, and on the procedure for the establishment of interdisciplinary degree programmes and degree programmes in macro-fields of study and the requirements to be fulfilled by higher education institutions in order to provide such programme, These programme requirements define the profile of a graduate, the duration of a given type of programme in a given field of study, the minimum total course load, the minimum number of hours to be allocated to each block of courses or individual courses, the number of ECTS credits, general contents for each block of courses or individual courses, and the duration and content of practical placements where applicable. Within this framework, detailed curricula are established by the boards of basic organisational units in a given HEI (e.g. faculty boards).

6.11.3. Doctoral programmes

Curricula for doctoral programmes are developed by the boards of the units providing such programmes in both HEIs and research institutions other than HEIs, and are approved by the authorities of a given institution. Curricula in both HEIs and other research institutions must specify the number of compulsory course hours to be attended, coursework to be completed and examinations to be passed in each year of study. In addition, doctoral students in HEIs are required to teach courses (for a maximum of 90 hours) as part of their practical training.

6.12. Teaching Methods

There are no general national regulations or guidelines concerning the teaching methods to be used in college, degree or doctoral programmes. Teaching is organised in the form of lectures, classes, workshops or seminars and/or practical training/placements, depending on the content of the curriculum for a given field or type of a programme. Teachers are free to decide on teaching methods and teaching materials. They use a wide variety of teaching methods and materials, ranging from traditional ones to those based on ICT.

The only aspect regulated in the legislation at national level is the size of student groups attending classes (except lectures) in colleges. The maximum size of a group is 20 students in kolegium nauczycielskie and kolegium pracowników służb społecznych, and, and 15 students in nauczycielskie kolegium języków obcych.

6.13. Student Assessment

Please refer to the subdivisions for more details.

6.13.1. College programmes

Each course is completed on the basis of an oral or written examination or the assessment of the work of a student during a course; the coursework is assessed by various methods, including papers/essays or projects. The grading scale is as follows: excellent - 6, very good - 5, good - 4, sufficient - 3, insufficient - 2. These marks, except the excellent mark, may be upgraded by 0.5 ("+"). Student performance during a course is assessed by the teacher responsible for a given course. Examinations are also conducted by the teacher responsible for a given course. The performance of students during practical training (a practical placement) is assessed by the teacher responsible for practical training in a given college and the supervisor in the institution where the placement takes place. Student learning achievements are recorded in their student record books. Detailed arrangements concerning student assessment, including assessment criteria and requirements to be fulfilled by students in order to complete courses and practical training and to be admitted to examinations, are laid down in the statutes and study regulations of a given college.

6.13.2. Degree programmes

Courses end with an oral or written examination or a pass based on the work of a student during a course, including papers/essays or projects. A pass is always given together with a mark (except for information classes and practical training/placements). Passes are obtained on the basis of the assessment carried out by the academic teacher responsible for a given course. An examination is also carried out by the academic teacher responsible for a given course. The performance of students during practical training (a practical placement) is assessed by the academic teacher responsible for practical training in a given HEI and the

supervisor in the institution where the placement takes place. Students learning achievements are recorded in their student record books.

Detailed arrangements concerning student assessment, including the grading scale applied, the frequency of assessment and the requirements for obtaining passes and taking examinations, are laid down in study regulations of individual HEIs. HEIs usually use the following grading scale: 2 – insufficient, 3 – sufficient, 4 – good, 5 – very good. A grade of 'excellent' is also used (but not taken into account when calculating the average grade). Recorded as 6 or 5!, it is given in cases of exceptional achievement by a student.

6.13.3. Doctoral programmes

Doctoral students in HEIs and research institutions other than HEIs are required to attend courses and take examinations provided for in the doctoral study regulations, to conduct research and submit reports on the progress in research, and to prepare their doctoral dissertation. Doctoral students in HEIs are also required to teach classes in a given organisational unit of their HEI. Examinations are conducted by the academic teacher (in HEIs) or research staff member (in other research institutions) responsible for a given course/type of classes. The progress in research and the preparation of a doctoral dissertation is assessed by the tutor of a doctoral student (academic teacher/researcher holding the academic degree of doktor habilitowany or the academic title of profesor in a given or related area). The teaching of classes by doctoral students in HEIs is assessed by the supervising academic teacher. Detailed arrangements are laid down in doctoral study regulations adopted by the unit in a HEI/research institution providing a given doctoral programme.

6.14. Progression of Students

Please refer to the subdivisions for more details.

6.14.1. College programmes

Detailed rules for taking examinations, progressing to the next semester and year, repeating a year and admitting to the final (diploma) examination are laid down in the study regulations adopted by individual colleges. However, all college students are allowed to take a resit examination, including the final examination, and an examination following a failed resit examination, conducted by an examination review board after an appeal made by a student to such a board. In order to be admitted to the final examination, students are required to complete all courses and practical placements as provided for in the curriculum, and to submit their diploma thesis which must then receive a positive assessment.

The director of a given college may strike a student from the register of college students in the cases specified in the statutes of individual colleges.

6.14.2. Degree programmes

Detailed rules for taking examinations, progressing to the next semester and year, repeating a year and admitting to the final (diploma) examination are laid down in the study regulations adopted by individual HEIs. However, all students are allowed to take a resit examination, including the final examination, and an examination following a failed resit examination, conducted by an examination review board after an appeal made by a student to such a board. In order to be admitted to the final examination, students are required to complete all courses and practical placements provided for in the curriculum, and to submit their final thesis

(except in medical fields) which must then receive a positive assessment. If the study programme does not provide for the preparation of a thesis and taking the final examination, students are only required to complete all courses and practical placements provided for in the curriculum.

In accordance with the Regulation of the Minister of Science and Higher Education of 3 October 2006, which entered into force on 1 January 2007, students will be required to obtain a minimum number of ECTS credits, specified on the basis of the study regulations, in order to progress to the next semester or academic year and to complete a degree programme.

The head of a basic organisational unit of a HEI (e.g. faculty) is obliged to strike a student from the register of students in case he/she has not taken up or withdrawn from study, has not submitted the final thesis or has not taken the final examination within the time limit specified in the study regulations. The head may also strike from the register a student who has made no progress in learning or has not completed successfully a semester or academic year within the time limit specified in the study regulations.

6.14.3. Doctoral programmes

Detailed rules for progressing and taking examinations are laid down in the doctoral study regulations by the units of HEIs and research institutions other than HEIs which provide doctoral programmes. In order to be admitted to the final stage leading to the award of the academic degree of doktor, applicants (students following a doctoral programme or other applicants because enrolment on a doctoral programme is not a precondition for the award of this degree – see: Certification in section 6.15.3.) are required to pass doctor

I examinations as decided by the board of a given unit and to submit their doctoral dissertation.

A student enrolled on a doctoral programme may be struck from the register of doctoral students in cases where he/she has not passed examinations provided for in the curriculum, has not demonstrated any progress in research or the preparation of the doctoral dissertation or has not submitted reports on the progress in his/her work. Such decisions are taken by the head of a given doctoral programme.

6.15. Certification

Please refer to the subdivisions for more details.

6.15.1. College programmes

College programmes end with egzamin dyplomowy taken before an examination board established by the director of a given college. College graduates are awarded a college diploma (*dyplom ukończenia kolegium*). A college diploma is issued in accordance with a specimen defined in a regulation by the minister of education, and is an officially recognised document.

College students may also supplement their study programme and take a licencjat examination before an examination board established by the rector of the HEI responsible for academic supervision over a given speciality field in their college. Upon passing such an examination, students are awarded a licencjat degree by the supervising HEI.

6.15.2. Degree programmes

All three types of degree programmes offered in university-type and non-university HEIs, including first-cycle, second-cycle and long-cycle programmes, end with egzamin dyplomowy / egzamin magisterski, except in medical fields. The examination is conducted by an examination board composed of academic teachers of the organisational unit of a HEI (e.g. faculty or department) which provides a given programme.

Students who have passed the final examination are awarded dyplom ukończenia studiów wyższych which confirms the completion of a given type of degree programme and the award of a relevant degree in a given field of study. If the study programme does not provide for the final examination, students are only required to have completed all courses and practical placements in order to obtain a diploma confirming the award of a relevant degree (the overall mark equals to the average mark for all the courses). The same diplomas and degrees are awarded by uczelnia akademicka and uczelnia zawodowa. Diplomas are issued in accordance with specimens defined in a regulation by the minister responsible for higher education and are officially recognised documents. At the graduate's request, a HEI is obliged to issue a copy of a diploma in one of the following languages: English, French, Spanish, German or Russian.

The following degrees are awarded to students upon completion of <u>first-cycle</u> (licencjat <u>degree</u>) <u>programmes</u>:

- licencjat in the following fields: humanities, natural sciences, mathematics, physics, chemistry, economics, administration, social sciences, medical areas (except nursing and midwifery), physical education and fine arts;
- licencjat *pielęgniarstwa* in the field of nursing;
- licencjat położnictwa in the field of midwifery;
- inżynier in the fields of engineering and technology (except architecture and urban planning), agriculture forestry, and in other areas where over 50% of courses are concerned with engineering or technology, agriculture or forestry;
- inżynier *architekt* after completing studies in the field of architecture and urban planning.
- inżynier architect krajobrazu after completing studies in the field of landscape architecture.
- inżynier *pożarnictwa* awarded to firemen of the State Fire Service after completion by them of studies in the field of civil safety engineering at the Main School of the Fire Service.

The following degrees are awarded to students upon completion of second-cycle and long-cycle (magister degree) programmes (for the fields of study in which second-cycle and/or long-cycle programmes are offered currently and will be offered in the future, see: 6.10.2.):

- magister in the following fields: humanities, natural sciences, mathematics, physics, chemistry, economics, social sciences, law, medical areas (except medicine, dentistry, nursing and midwifery) and physical education;
- magister pielęgniarstwa in the field of nursing;

- magister położnictwa in the field of midwifery;
- magister sztuki in the fields of fine arts;
- magister inżynier in the fields of engineering and technology (except architecture and urban planning), agriculture forestry, and in other areas where over 50% of courses are concerned with engineering or technology, agriculture or forestry;
- magister inżynier architekt in the field of architecture and urban planning;
- magister inżynier *pożarnictwa* awarded to firemen of the State Fire Service after completion by them of studies in the field of civil safety engineering at the Main School of the Fire Service.
- magister farmacji after completion of studies in the field of pharmacy.
- lekarz in the field of medicine;
- lekarz dentysta in the field of dentistry;
- lekarz weterynarii in the field of veterinary medicine.

A licencjat or inzynier degree entitles its holder to practise a given profession and provides access to second-cycle (magister degree) programmes. A magister or an equivalent degree entitles its holder to practise a given profession and provides access to doctoral programmes.

6.15.3. Doctoral programmes

Upon completion of a doctoral programme, students are awarded a certificate (świadectwo ukończenia studiów doktoranckich) in accordance with a specimen defined in a regulation by the minister responsible for higher education after consultation with the State Commission for Academic degrees. However, as mentioned in the previous sections, enrolment on a doctoral programme is not a precondition for the award of the academic degree of doktor. It may be awarded to a person who fulfils the following conditions:

- holds a magister degree or equivalent
- has successfully passed doctoral examinations, the precise scope of which is determined by the board of a given organisational unit; such examinations cover the core discipline corresponding to the topic of the doctoral dissertation, an additional discipline and a modern foreign language;
- has submitted and successfully defended a doctoral dissertation (public defence).

The academic degree of doktor (or the equivalent degree of doktor of arts for artistic areas) is awarded in a given area and discipline (for a list of areas and disciplines, see: 6.10.3.— Branches of study). All proceedings leading to the award of the degree are conducted, and the degree is awarded, by the faculty board in a HEI or the academic board in another research institutions. A resolution awarding the academic degree of doktor becomes valid immediately after its adoption by a given faculty/academic board.

6.16. Educational/Vocational Guidance, Education/Employment Links

Please refer to the subdivisions for more details.

6.16.1. Teacher training colleges, foreign language teacher training colleges and colleges of social work

Practical placements are organised as an integral part of training programmes in all three types of colleges. Kolegium nauczycielskie and nauczycielskie kolegium języków obcych organise practical placements for their students in schools and other educational establishments. Kolegium pracowników służb społecznych organise practical placements for their students in welfare services, non-governmental organisations, associations and other institutions and organisations involved in social work. Practical placements are organised on the basis of agreements concluded between a given college and the institution/organisation where placements will take place.

There are no special arrangements concerning career guidance in colleges. However, college students and graduates may obtain information and assistance from careers advisors working in public employment services and private employment agencies.

6.16.2. Higher education institutions

Practical placements for students are organised as an integral part of degree programmes in some fields of study.

A large number of HEIs have already established careers services/offices, drawing on the experience of their partner HEIs in other EU countries or more experienced HEIs in Poland, and/or in co-operation with the National Labour Office. Careers services provide information about jobs available for professionals in a given area, guidance in the choice of career paths and training for students or graduates as prospective job applicants. Moreover, students and graduates may obtain information and guidance from careers advisors working in public employment services and private employment agencies.

Co-operation between the higher education sector and the labour market is also supported by job fairs organised in many HEIs where employers present their job offers.

6.17. Private Education

Please refer to the subdivisions for more details.

6.17.1. Teacher training colleges, foreign language teacher training colleges and colleges of social work

Non-public colleges are established and operate on the basis of the same legislation as public colleges. All three types of non-public colleges are established and administered by natural persons or corporate bodies other than local government units. The establishment of a non-public college requires a permit to be granted

by the minister responsible for school education in the case of the first two types or by the minister responsible for social security in the case of the third type. In the academic year 2007/08, there are 3 non-public teacher training colleges, 30 non-public foreign language teacher training college and 3 non-public colleges of social work. Students of non-public colleges are entitled to the same forms of maintenance-related financial support as students in public colleges. Non-public colleges provide programmes and award diplomas in accordance with the same arrangements as outlined for public colleges in the previous sections.

6.17.2. Higher education institutions

A legal basis for the establishment of non-public HEIs was created by the Higher Education Act of 12 September 1990. As from the late 1990s, non-public "wyższa szkoła zawodowa", authorised to provide only licencjat degree programmes, could also be established on the basis of the Act on Schools of Higher Vocational Education of 26 June 1997. First non-public HEIs, except for several previously existing HEIs administered by churches and other denominational organisations, were registered in 1991. Since the early 1990s the non-public sector has expanded rapidly to include 325 HEIs (16 of which are administered by churches and other denominational organisations) in the academic year 2008/09. In the same academic year, students enrolled in non-public HEIs (659,4 thousand) accounted for 34,2% of the total student population (1,927,8 thousand) in the higher education sector. In terms of the number of students enrolled, there are considerable differences between individual non-public HEIs. Some of them have several hundred students, while others train several thousand students.

Non-public HEIs have been subjected to the same legislation as public HEIs. Like public HEIs, they were divided until recently into "higher education schools" and "schools of higher vocational education" (or "higher vocational education schools"), operating on the basis of the two separate Acts of 1990 and 1997 mentioned above. The 2005 Law on Higher Education, which repealed the legislation previously in force, divides non-public HEIs – like public HEIs – into uczelnia akademicka and uczelnia zawodowa. Most of the 325 currently existing non-public HEIs are uczelnia zawodowa; over 80 of them are authorised to provide both licencjat degree (first-cycle) programmes and magister degree (long-cycle and/or second-cycle), whereas over 225 may only provide licencjat degree (first-cycle) programmes. Only 11 of non-public institutions are uczelnia akademicka, authorised to award the academic degree of doktor and to provide doctoral programmes in at least one of their organisational units.

Non-public HEIs are established by natural persons or corporate bodies, except corporate bodies administered by national or local authorities. The establishment of a non-public HEI requires a permit granted by the minister responsible for higher education. The first permit is issued for a period of five years. After consultation with the State Accreditation Committee (SAC), the permit may be extended by the minister either for an indefinite period of time, if degree programmes provided in all fields of study have received a positive assessment by the SAC, or for a fixed period of time in any other case. The minister may refuse to extend the permit if activities of a non-public HEI are in breach of the law or the degree programmes provided in all fields of study have received a negative assessment by the SAC.

Students enrolled in non-public HEIs may apply for financial support in accordance with the same rules as students in public HEIs. Non-public HEIs are granted a State-budget subsidy for the tasks related to non-reimbursable financial support for students. If complying with the requirements laid down in the relevant legislation, non-public HEIs may also be granted a subsidy to cover a part of fees paid by full-time students and full-time doctoral students, and subsidies contributing towards the costs of various tasks (e.g. training of academic staff, maintenance, investment projects), specified in the 2005 Law on Higher Education, which are not related to the teaching of full-time students and full-time doctoral students.

Non-public HEIs are required to comply with the same requirements for the provision of degree and doctoral programmes as public HEIs. They provide degree programmes and/or doctoral programmes and award relevant degrees and academic degrees in accordance with the same arrangements as those outlined for public HEIs in the previous sections. However, non-public HEIs charge tuition fees for both full-time and part-time programmes offered. The levels of tuition fees are vary varied; they range from 1,600 to 8,000 PLN per year, depending on the institution, mode of study (full-time or part-time), field of study or even the year of study (higher fees in the first year, lower fees in the following years). As far as fields of study are concerned, a decided majority of non-public HEIs offer degree programmes in business and administration, social sciences and related areas. In recent years, students have shown growing interest in the fields of mathematics and computer science. A growing number of programmes have also been developed in so-called "cheap fields of study", i.e. those which do not require a high level of investment in equipment and laboratories. This is due mainly to the fact that non-public HEIs are dependant on tuition fees paid by students.

6.18. Organisational Variations, Alternative Structures

There are no specific national arrangements concerning distance learning in colleges.

As regards HEIs, the 2005 Law on Higher Education provides that courses taught as part of degree programmes may also be delivered using distance education methods and techniques. More detailed arrangements are laid down in the Regulation of the Minister of Science and Higher Education of 25 September 2007 on the requirements to be fulfilled for the use of distance learning methods and techniques to teach classes as part of degree programmes, and the Regulation of the Minister of Science and Higher Education of 9 May 2008 amending this Regulation. In order to teach classes using distance learning methods and techniques, a higher education institution must fulfil a number of requirements concerning academic teachers trained to use such methods and techniques, access to adequate IT infrastructure and software, electronic teaching materials, face-to-face meetings with tutors, on-going and periodic assessment of student progress and the monitoring of teachers teaching such classes. For both full-time and part-time programmes, the maximum number of class hours taught with the use of distance learning methods and techniques must not exceed 60% of the total number of class hours specified in the relevant degree programme requirements (excluding practical training and laboratory classes).

6.19. Statistics

STATISTICAL DATA CONCERNING COLLEGES

Number of students and teachers (FTE) in colleges, 2007/08

Type of college	Number	of students	Number of teachers	
	Public	Non –public with the rights of public		
Teacher training colleges	6208	810	507,17	
Foreign language teacher training colleges	19373	4648	1372,96	
Colleges of social work	1909	261	149,19	

Data broken down by public and non-public colleges are not available for numbers of teachers.. Data concerning teacher training colleges refers to 20 teacher-training colleges, 75 foreign language teacher

training colleges and 14 colleges for employees of the social services existing in the academic year 2007/08. Source: GUS (Central Statistical Office), Oświata i wychowanie w roku szkolnym 2007/08 (School education in the school year 2007/08), Warsaw 2008.

STATISTICAL DATA CONCERNING HIGHER EDUCATION INSTITUTIONS

Gross and net student enrolment rates, 1990/91-2008/09

Academic year	Net enrolment rate	Gross enrolment rate
1990/91	9.8	12.9
1995/96	17.2	22.3
2000/01	30.6	40.7
2001/02	32.7	43.6
2002/03	34.5	45.6
2003/04	35.3	46.4
2004/05	36.8	47.8
2005/06	38.0	48.9
2006/07	38.8	49.9
2007/08	39.7	51.1
2008/09	40.6	52.7

Number of full-time academic staff and non-academic staff, 2008/09 Full-time academic staff

	Number of full-time academic staff											
		R	esearch	and Te	aching S	taff			Teac	hing Staff		
	TOTAL	Total	Profes- sors	Rea- ders	Assis- tant Profes- sors	Assis- tants	Total	Senior lectu- rers	Lectu- rers	Foreign lang. tea- chers	Instru- ctors	L& SD&I staff*
HEIs, total	98631	7870 2	22896	1096	41164	13546	19929	11 516	5553	1681	872	327
Public HEIs	81784	6478 5	16940	557	35444	11844	16999	10470	4309	1200	768	252
Non- public HEIs	16847	1391 7	5956	539	5720	1702	2930	1046	1224	481	104	75

^{*} L&SDI staff – Qualified librarians and qualified scientific documentation and information staff

Full-time non-academic staff

	Number of full-time non-academic staff
HEIs, total	72 954
Public HEIs	62978
Non-public HEIs	9976

Number of students, including foreigners, in the academic year, 2008/09

T – Total		Mode of study			
P – Public HEIs N – Non-public HEIs		TOTAL	Full-time	Part-time	
TOTAL, incl.:	Т	1 927762	928133	99962	
	Р	1268366	807615	460751	
	N	659396	120518	538878	

	I_ I	=24224	24244	007747
Universities	Т	526381	318666	207715
	Р	509017	305669	203348
	N	17364	12997	4367
Technical universities	T	322111	217519	104592
	Р	305469	213092	92377
	N	16642	4427	12215
Agricultural universities/academies	Т	87556	57189	30367
	Р	86000	56920	29080
	N	1556	269	1287
Universities/schools of economics	Т	356561	75161	281400
	Р	76638	41507	35131
	N	279923	33654	246269
Pedagogical universities/academies	Т	107668	45152	62516
	Р	70055	40765	29290
	N	37613	4387	33226
Medical universities/academies	Т	5801	43255	14760
	Р	5801	43255	14760
HEIs for maritime studies	Т	10103	5044	5059
	Р	10103	5044	5059
Academies/universities of physical education	Т	28 184	17 868	10316
	Р	28 184	17868	110316
Academies of art	Т	15 736	10 506	5 230
	Р	14 740	9 821	4 919
	N	996	685	311
Theological HEIs	Т	7392	4099	3293
	Р	695	392	303
	N	6697	3707	2990
Other HEIs, incl. non-university HEIs	Т	391813	123298	268515
	Р	93208	62906	30302
	N	29860	60392	238213
HEIs supervised by the Ministry of National Defence	Т	13745	9221	4524
	Р	13745	9221	4524
HEIs supervised by the Ministry of Interior and Administration	Р	2 497	1155	1342
	N	2 497	1155	1342

T – Total		Total
P – Public HEIs		
N – Non-public HEIs		
TOTAL	T	15862
	Р	911230
	N	4632
Universities	Т	4418
	Р	4183
	N	235
Technical universities	Т	1161
	Р	1099
	N	62
Agricultural universities/academies	Т	235
	Р	235
	N	-
Universities/schools of economics	Т	2960
	Р	674
	N	2286
Pedagogical universities/academies	Т	151
	Р	89
	N	62
Medical universities/academies	Т	4359
	Р	4359
HEIs for maritime studies	Т	54
	Р	54
Academies/universities of physical education	Т	76
	Р	76
Academies of art	Т	272
	Р	267
	N	5
Theological HEIs	T	179
	P	31
	N	148
Other HEIs, incl. non-university HEIs	T	1985
	Р	151
	N	183
HEIs supervised by the Ministry of National Defence	T	12
. 12.5 Supervised by the ministry of Hutforlar Defence	P	12
HEIs supervised by the Ministry of Interior and Administration	T	-
The state of the s	P	
	۲	-

Number of students (2002/03-2008/09) and graduates (2002/03-2007/08) by group of fields of study

Groups of fields			St	udents			Graduates (first and second cycle)				
of study	2002 /03	2004/ 05	2005/ 06	2006/0 7	2007/0	2008/0 9	2002/0	2004/05	2005/06	2006/07	2007/08
TOTAL (in thousands)	1800. 5	1926.1	1953.8	1941.4	1937.4	1927.7	342.2	384.0	391.5	410.1	420.9
In %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Education science and teacher training	12.6	12.8	12.8	12.2	12	11.8	14.7	15.3	15.6	15.0	15.2
Arts	1.0	1.1	1.1	1.1	1.3	1.3	0.7	0.8	0.8	0.9	1.0
Humanities	7.9	7.8	8.0	9.0	8.8	8.1	7.6	6.9	7.1	8,3	8.1
Social and behavioural sciences	13.2	13.6	13.5	14.5	14.0	13.5	14.5	14.5	14.5	15.0	14.8
Journalism and information	0.7	0.8	0.9	0.9	1.0	1.1	0.5	0.7	0.9	0.9	1.0
Business and administration	28.7	26.1	25.7	22.5	23.0	23.5	33.2	34.4	31.3	25.9	25.6
Law	3.3	2.9	2.8	3.0	3.0	3.1	2.2	2.2	2.2	1.9	1.8
Life sciences	0.9	0.7	0.7	2.0	2.0	1.9	1.6	0.7	0.7	2.3	2.3
Physical sciences	1.9	1.8	1.8	1.7	1.6	1.5	0.9	1.5	1.5	1.6	1.5
Mathematics and statistics	1.0	0.8	0.8	0.8	0.8	0.9	0.8	0.7	0.7	0.9	0.9
Computing	3.1	5.5	5.3	5.2	4.9	4.5	1.3	3.4	4.0	4.1	3.7
Engineering and engineering trades	9.8	8.2	7.9	7.2	6.8	6.8	6.2	5.7	5.7	5.4	5.1
Manufacturing and processing	1.9	1.4	1.4	3.1	3.2	3.2	1.5	1.1	1.0	2.4	2.5
Architecture and building	2.9	2.9	2.9	3.0	3.2	3.6	1.6	1.9	1.9	2.3	2.0
Agriculture, forestry and fishery	2.0	2.0	2.0	2.0	1.9	1.8	1.9	1.6	1.6	1.8	1.8
Veterinary medicine	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Health	2.9	4.0	4.7	5.3	5.8	6.1	2.2	2.6	3.6	5.5	6.4
Social services	0.1	0.1	0.1	0.003	0.05	0.2	0.0	0.0	0.1	0.0	0.0
Personal services	2.1	2.9	3.3	3.5	3.7	3.8	1.3	2.3	3.0	3.6	3.7

Transport	0.7	0.8	0.8	0.8	0,9	0.9	0.5	0.6	0.5	0.6	0.6
services											
Environmental protection	3.0	3.0	2.9	1.4	1.4	1.4	2.7	2.7	2.7	1.2	1.2
Security services	0.3	0.5	0.3	0.2	0.2	0.3	0.2	0.4	0.5	0.2	0.1

Students, including foreign students by age, 2007/08

Age	Full-time programmes	Part-time programmes	TOTAL
18 years and under	4382	764	5 146
19	151495	59494	210989
20	170815	98487	269302
21	167223	105877	273100
22	152051	124218	276269
23	141208	127231	268439
24	77316	106191	183507
25	33379	72188	105567
26	13 615	46652	60267
27	6 158	31607	37765
28	3 215	24462	27677
29	1 875	20005	21 880
30 years and above	5 401	182 453	187 854
TOTAL	928133	999629	1927762

7. Continuing Education and Training for Young School Leavers and Adults

In accordance with the law about the system of education, continuing education may be organized and conducted in schools for adults, places of continuing education, places of practical education and in-service training centres.

The Minister of National Education is responsible for co-ordination in the field of adult education and in particular through the activities by the Department of Vocational and Continuing Education. The minister is responsible for co-operation with other ministers in the field of general vocational training, vocational training and in adult education, among others, with the Minister of Labour, Minister of Science and Higher Education, Minister of Economy, Minister of Regional Development, Minister of Culture and Minister of Health.

Public schools for adults are established and run by the central administration bodies or territorial self-government units. The Minister of Education can establish and run public adut education institutions. Non-public schools are established and run by legal bodies and individual persons (social organisations and associations, religious organisations, etc.). In 2007/2008 more than 263 000 students gained education and qualifications in all types of schools for adults (excluding post-secondary schools), a decrease in numbers of nearly 4% in comparison with the previous year. In the academic year 2008/09 over 144 thousand students with higher education diplomas were enrolled in post-graduate studies. Continuing education in out-of school forms is organised by schools, schools of higher education, employers, social organisations and associations, religious organisations. Participation of adult population in continuing education in out-of-school forms is relatively low (in comparison with other EU countries) and equals 5.6%. Low level of involvement in learning concerns mostly population aged 45-64, namely persons who completed their school education over 20 years ago. Shortcomings in their education are related to language and ICT skills, and an ability to enter the labour market (Report on Poland's Intellectual Capital, 2008).

7.1. Historical Overview

Adult Education before 1945

Adult education in Poland has a long tradition.

Basic forms of adult education in the 18th century included: literacy of rural community, health education, popularization of plant cultivation and new forms of handicraft. After Poland had lost its independence at the end of the 18th century (partition of the Polish state by its three neighbours) the out-of-school adult education was directed towards the protection of the Polish language, culture, history and tradition. Free Polish University, founded at the end of XIX century, became the first open university in Poland. Apart from adult education, it also prepared teachers for adult education, trained social wardens and educational animators.

After the World War I Poland regained its independence. A rapid development of adult education and its supporting institutions was noted then. The Folk Agricultural School Act was passed on July 9, 1920. According to it, powiat authorities were responsible for the foundation and maintenance of agricultural schools. In 1939 there were 169 district agricultural schools in 264 administrative districts.

The Central Bureau for Adult Courses was established in 1919. It was transformed into Adult Education Institute in 1928. The institute published textbooks, curricula, theoretical and teaching materials, journals; it was also the main centre for adult education research and studies. In 1919 the Stanisław Staszic Institute for Education and Culture was founded, too. Its activity was directed towards the development and coordination of educational activities in the country.

Adult Education in the Polish People's Republic (1945-1989)

The period of the Socialist state formation was characterized by tendencies towards centralization, unification and political indoctrination in education. It was a big obstacle to adult education. The adult education system was no longer autonomous, it was a part of the centralized system. There were no separate curricula for adults. The term "adult education" was replaced by new terms: "workers' training" and "working people's education". In principle – non-working people could not commence education in schools for adults. One of the characteristics of adult education at that time was its limitation to narrowly understood qualifications necessary for work and production.

Adult education was based on the Act on Educational System Development of July 15, 1961. This act was in force for thirty years. After the socio-political transformations in 1989, it was replaced by the new Act of September 7, 1991.

During the period that immediately followed the World War II adult education performed compensatory functions and it was directed towards the suppression of illiteracy. A special Act on Illiteracy Extirpation was issued on April 7, 1949. Those activities paved the way for the implementation of the Polish People's Republic policy. 1.2 million people were taught how to read and write. One million graduates completed primary school for working people and about 40 thousand adults completed lower level primary courses (grades I-IV of primary school) during the decade 1960-1970. The number of students attending secondary general evening and extra-mural schools for working people as well as secondary technical (evening and extra-mural) schools for working people increased from 146.5 thousand to 488 thousand (64 % were technical school students).

The decline of schools for working people was noted in the eighties. More than 50% of schools ceased to exist and the number of students went down by about 350 thousand. This phenomenon was caused among others by the lowering of the quality of schools for working people and by the fact that both the central authorities and the potential adult students showed less interest in this form of education.

The out-of school system of education, comprising mainly training and in-service training of industrial workers and party members, was functioning next to schools for workers. However, the establishment of out-of-school educational institutions was strictly "regulated" and controlled by the state. In-service training was held in enterprises. There were also regional and departmental (ministerial) centres for the training, in-service training and vocational training of the personnel of different levels, as well as specialized institutions which carried out educational activity. Among institutions which organised the biggest number of training courses were: the Union of Vocational Education Centres (Związek Zakładów Doskonalenia Zawodowego) - 741 thousand participants, the Polish Socialist Youth Union (ZSMP) - 231 thousand and National Defense League (LOK) - 214 thousand people (statistics from 1987).

Adult Education in the Republic of Poland

The School Education Act of September 7, 1991, has radically changed the existing principles of the functioning of the educational system. Only one Article of this Act (article 68) dealt with adult education. It

stated: "the Minister of National Education and the Minister of Labour and Social Policy, acting in consultation with other responsible ministers, will define - in regulations - principles for the improvement of vocational qualifications and the level of general education of adults". Thanks to this Act a possibility of organising non-state forms of adult education has appeared and this sector has developed quickly, especially in the sphere of out-of-school education.

When the School Education Act was amended in 1995, a term "continuing education" appeared and its functions and ways of implementation were defined. Duties of the Minister of National Education and the Minister of Economy, Labour and Social Policy in the field of continuing education were also defined in detail.

In the subsequent amendments to the School Education Act (e.g. in 1996, 2001 and in 2003) more attention was paid to adult education and changes in the legislation led to the improvement of conditions for the development of out-of-school forms and to the integration of school and out-of-school adult education systems, as well as ensuring the quality in education in out-of school institutions e.g. through the introduction of accreditation. After the year 2000 the number of training institutions grew and the range of courses offered enlarged.

7.2. Ongoing Debates and Future Developments

Activities undertaken in the field of continuing education are compatible with the aims of the ongoing reform of the whole education system. They are as follows: improving access to secondary education, promotion of equal access to education and improvement in quality of education. Activities undertaken in the field of continuing education are also compatible with the Lisbon Strategy and the Copenhagen Declaration. Issues related to continuing education, its quality and scope, including the improvement in the quality of training and promotion of continuing education are also included in the activities envisaged by the National Cohesion Strategy for the years 2007-2013 and operational programmes on which this strategy will be based, including the Sectoral Operational Programme for the Human Resources Development, a vital programme for the implementation of continuing education. This Programme aims at the following: improvement of level and quality of education and their links to the employment market, adjustment of human capital to the changing situation in the employment market and reduction of areas of social exclusion. All activities included in Priority III "High Quality of Education System" are of great importance and in particular the priority 3.4: "Opening of the education system to the concept of lifelong learning". It is also worth pointing out the fact that regional funds are being disbursed in an effective way which leads to leveling of educational opportunities for inhabitants of urban and rural areas (see also 7.5, 7.6). Adult education is also included in the "Programme of educational development in rural areas 2008-2013" prepared in 2008 by the Ministry of National Education. The operational goals of this programme are as follows: development of educational offer for adults and support to continuing education – lifelong learning, improvement of access to education for the disabled inhabitants of rural areas, stimulating rural communities to undertake educational, social and cultural activities (Programme of educational development in rural areas 2008-2013, Ministry of National Education, July 2008.)

The following legislation has been devoted to changing the national policy regarding continuing education:

• The 2009 amendment to the School Education Act – changes are not directly related to the continuing education, however, they influence the whole education system as the quality of education related supervision exercised by kuratorium has been strengthened, and the school heads have acquired a right to accept curricula/teaching aids proposed by teachers for the use at school. This change leads to the reinforced responsibility of teachers and school heads for the teaching process.

• The 2003 amendments to the School Education Act introducing important legal basis concerning continuing education.

- Operational Programmes in particular the Human capital Operational Programme which defines tasks related to the development and assurance of quality in continuing education
- The agreement between the Ministry of National Education and the representatives of employers and vocational associations which are to contribute towards future employment of graduates and towards continuing education, necessary in the modern society of scientific, technical and technological development.
- Planned changes in curriculum and organization at the upper secondary level, concerning vocational and continuing education implemented starting in 2007 (MEN, Main aims 2007)

Among various tasks envisaged for the next few years are, among others:

- Creation of sectoral programmes making possible the acquisition and improvement of vocational qualifications demanded by the labour market
- Creation of a network for continuing education and upgrading of the existing sites, including elearning
- Dissemination of programmes for adults upgrading the basic competencies (command of foreign languages, ICT) improving the graduates' chances on the labour market
- Creation of support to continuing education by the central and local authorities and social partners.

Some activities have been undertaken leading to the preparation of documents included in the Europass. Starting 1 January 2005 schools of higher education have been issuing new diplomas to graduates of all types and areas of studies. The new diploma consists of two parts: A – the diploma itself, and B – the diploma supplement, which is based on a model included in a regulation by the minister of higher education. According to the new Act "Law on Higher Education" study courses can be offered with the use of distance study methods and techniques.

7.3. Specific Legislative Framework

The following legal regulations define main tasks of continuing education:

- The School Education Act of September 7, 1991, with subsequent amendments, together with executive regulations, defines that continuing education can be provided on daily, extra-mural, and distance-learning basis. These tasks are carried out by centres for continuing education, practical training centres, and other institutions for in-service training. Institutions providing continuing education in out-of school forms can be run by e.g. associations, foundations and religious organisations. Folk universities are also considered to be providers of out-of-school type of continuing education.
- The important change in functioning of adult schools was introduced by the Act of 21 November 2001 "Regulations introducing the reform of school system" which introduced the new types of post-gimnazjum schools (see 7.5.).

• The amended version of the School Education Act (amendment of the 27 June 2003) introduced vital changes to adult education in Poland. A new rule was introduced which separated the continuing education centres (CKU) and practical education centres (CKP) from schools as institutions with different than schools statutory aims. This new position of CKUs and CKPs allowed them to integrate actions undertaken by various continuing education institutions and to create regional or national networks of continuing education institutions. Legislation related to the implementation of accreditation of continuing education centres was also prepared. The act also gives basis for support to education by associations, foundations and other non-government organisations in the area of education. Local authorities can delegate tasks related to education to these organisations. This change regulates the rules related to financing of non-public organisers of continuing education from the state budget. This is of particular importance in terms of support to adult education.

- The amended School Education Act (amendment of 19 March 2009) has introduced new regulations related the preparation of core curricula in a way that aims and content of teaching are formulated in a form of general and detailed requirements related to the knowledge and skills to be acquired by pupils. It also permits for the units of territorial self-governments to pass on a school or an institution to another body without the liquidation procedures, it strengthens the importance of pedagogical supervision and limits the school bureaucracy through precise division of duties to be performed between the territorial self-government units and kuratoria, which allows the kurator to concentrate on the supervision of the quality of teaching.
- The Act on Promotion of Employment and Institutions of the Labour Market of 20 April 2004 includes legal regulations concerning institutions of the labour market, e.g. public employment services, training institutions, social dialog institutions, institutions of local partnership. According to the act a Register of Training Institutions was established as one of the labour market tools. It includes public and non-public bodies offering education in out-of-school forms and registered as training institutions with the regional authorities, such institutions are considered to be institutions eligible to offer training to the unemployed. Such registration is open, among others, to institutions which present, among others, topics of offered training, information on the teaching staff and premises where the training takes place, on equipment and teaching aids and on the methods of assessment of the quality of training. The register has been established in order to disseminate and improve access to training activities and in order to improve the quality of such training. Public employment services co-ordinate activities in the area of continuing education and training of the unemployed and job seeking persons. The act is aiming at the increase of professional activity among the unemployed and at the involvement of more participants in the programmes focused on the promotion of employment. It is also to enhance the importance of social dialog and local partnership institutions. According to the introduced changes, institutions of the labour market and research institutions can receive funding from the central budget or from the Labour Fund for implementation of activities related to the development of services or instruments of the labour market and social integration. On basis of a law on employment and labour market institutions of 2004, a National Plan of Action Toward Employment is being elaborated, containing the principles of implementation of the European Employment Strategy.
- The Act "Law on Higher Education" of 27 July 2005 includes legal regulations regarding post-graduate studies and training courses offered to adults by higher education institutions.

The detailed rules and conditions for improvement of vocational qualifications and of general education of adults are included in the regulations by the Council of Ministers and by the Minister of Education and the Minister of Labour. The Minister of National Education defines in a regulation (Regulation of 3 February 2006 on acquisition and updating of general education, skills and qualifications by adults in out-of-school forms) the training organizers, the conditions to be met to offer such training and the conditions required for the organization of distance learning. The Minister of Labour defines in the Regulation of 7 April 2009 the

following aspects (among others): detailed conditions and procedures for vocational training for adults, procedures for refund of the costs of such training, and qualifications required for the staff in charge of such training.

The Minister of National Education, with support by other ministers, and in particular by the Minister of Labour, is responsible for co-ordination in the field of continuing education (adult education). The Department of Vocational and Continuing Education in the Ministry of National Education is responsible for continuing education and also for among others the following activities: establishment and running of public and non-public centres for continuing education, practical training centres and in-service training centres, as well as for the definition of principles and implementation of solutions in the field of distance learning, improvement of the system of accreditation of centres carrying out educational activities on an out-of-school basis, of recognition and confirmation of qualifications gained outside the school system including credit for vocational courses conducted by accredited centres in schools for adults as well as definition of the principles for conduct of examinations for vocational, journeyman and master craftsman titles.

7.4. General Objectives

Continuing education aims at the acquisition and extension of general knowledge, upgrading of vocational skills and qualifications needed for a given occupation, job or post. Vocational training aims at the adjustment of the knowledge and skills to developing technologies and work organisation, as well as to job changes.

The main objective of the training of the unemployed is to react quickly to current local market needs and to help the unemployed to adjust their qualifications to these needs.

7.5. Types of Institution

Adult vocational training and adult general education can be provided both in the school and out-of-school forms.

Adult education in the school forms is provided in primary schools, gimnazjum, basic vocational schools, upper secondary schools, post-secondary schools and in higher education establishments.

Vocational training and general education for adults in out-of-school forms (except post-graduate studies) can be organised in different forms by:

- public education institutions;
- non-public education institutions;

Continuing and practical education centres and in-service training centres are the most common public continuing education institutions. Continuing education centres can operate schools for adults. In 2008 (according to data from the SIO Education Information System) there were 108 continuing education centres which included schools, and 198 continuing education centres working on an out-of-school basis. In the same register are 149 practical training and 507 in-service training centres. Additionally, there are 836 non-public centres of continuing and practical education, the majority of which are foreign language teaching centres. Altogether, in 3647 schools for adults (all types), there were 263.9 thousand students. The number of general upper secondary schools for adults is increasing, while the number of basic vocational and technical

upper secondary schools for adults is falling. Primary schools for adults are very rare, there are only 6 of them in the whole country.

Non-public education institutions can be organised by:

- Social organisations and associations
- Religious organisations
- Individuals

Employers also organize training for their employees, either using their own human resources or outsourcing (external training institutions). A double system of registration and accreditation of training institutions is in operation. One system is operated by local government units on the basis of the law on education. The second, functioning as the Register of Training Institutions (RIS), is operated by regional labour offices. At the end of 2007 there were 7599 training institutions registered in RIS (8589 together with branches) 25% of which were institutions also registered with local governments (SIO Education Information System).

Postgraduate studies, considered to be a form of continuing education, are organised by public and non-public higher education institutions, research units and by units of the Polish Academy of Sciences.

According to the Act on Promotion of Employment and Institutions of the Labour Market of 20 April 2004 the powiat authorities (*starosta*) initiate, organise and fund (from the Labour Fund) education for the unemployed or other persons in order to improve their professional and other qualifications which is to result in the improvement of their chances in retaining employment or acquiring a new job. This training is organised by training institutions which are public or non-public institutions offering education in out-of-school forms. Organisation of such training is considered to be one of the most important services on the labour market offered by public employment institutions and employment agencies. Also the unemployed themselves can organise such training.

7.6. Geographical Accessibility

The network of training institutions is geographically varied. The highest number of training institutions is to be found in the following regions: mazowieckie (15% of those registered in RIS), and wielkopolskie (11%), while the lowest number is in the regions dominated by rural, underdeveloped areas. The majority of institutions (90% of those registered in RIS) operate in urban and rural areas at the same time. Among the registered institutions only 0.44% direct their offer to rural areas only which suggests that there is a lack of institutions specializing in the rural training market. The highest number of schools has been noted in the following regions: mazowieckie (436), wielkopolskie (391) and małopolskie (290), and the lowest – in podkarpackie (92). Research on continuing education in the małopolskie region suggests that the main barriers to undertaking education activities are: lack of need to continue education, lack of motivation, time, financial means, lack of suitable training offer, access to training (especially among inhabitants of rural areas and family obligations. Promotion of continuing education by local self-governments and dissemination of a message of positive influence of training on the local economy have been also assessed as insufficient. ("Research diagnosing situation in the area of continuing education in małopolskie region", Jagiellonian University, Kraków, 2008).

Although there is a lack of central resources for continuing education in out-of-school forms those interested in training may benefit from a range of courses offered with EFS funding. Professionally active persons can acquire support from their employers, while the unemployed – from the Labour Fund. The above mentioned research in małopolskie region points out the necessity to search for new solutions in public support to continuing education. (see also 7.7.and 7.8.).

7.7. Admission Requirements

Everybody who is over 18 years of age can attend schools for adults. An 18- year old person can also enter for an extramural exam in all subjects included in curricula of all types of schools for adults. In out-of-school forms the admission requirements are defined by the education providers. They usually depend on the aims of training. In the case of postgraduate studies the completed first cycle studies (licencjat or inżynier degree) or second cycle studies (magister

degree) are required. The payment of a registration fee is a usual requirement for candidates for courses or postgraduate studies. The institution offering post-graduate studies or courses can define the admission requirements if the study programme requires such solutions. The enemployed are directed to training on the basis of criteria defined together by the training organization and the employer (in the case of training organized at the employer's direct request).

The unemployed are directed by labour offices for a course on the basis of criteria agreed by the training institution and the employer (if a course is provided on employer's direct order). Qualifications required by the employer should be taken into consideration while preparing the training programme. The level of education completed, psychological and physical dispositions, work experience and some additional skills are, among others, taken into account as main admission requirements. While directing staff to training the rule of equal opportunity should be respected – this applies to the employee's gender, age, disability, political views and religion. Training can also take place on the unemployed person's request.

Upon the unemployed person's consent or suggestion, the district labour office can send him/her to a job practice if the unemployed is in a particular position within the job market (under the age of 25, with no qualifications, unemployed for a very long period). This job practice is held on the basis of the contract signed by the starosta and the employer and carried out according to the training programme defined in the agreement. During this period the unemployed receives a scholarship.

7.8. Registration and/or Tuition Fees

Adult education in public schools is financed from the territorial self-governments' resources. Educational tasks implemented by territorial self-government units are supported by the educational part of the general subvention, defined in the Annual Budget for a given year. The subvention is divided on the basis of the algorithm defined in a regulation by the Minister of Education. School running bodies the, i.e. powiat or gmina – self government territorial authorities – distribute these funds between particular schools, including schools for adults.

According to the School Education Act of September 7, 1991 with subsequent amendments, education in public adult schools is free of charge. However, because of insufficient financial resources of public schools, there is a possibility (on voluntary basis), to cover some of the expenses (except salaries) from students' self-government funds. The amount to be paid is defined by the students' self-government.

Education in non-public schools is paid for. Non-public schools with the rights of public schools receive a refund from the state budget.

Fees are also charged in out-of-school adult education institutions, e.g. examination fee is calculated on the average monthly salary basis.

Education at the level of post-graduate studies is fee-paying. The amount of tuition fee is defined by the organizer of post-graduate studies, namely public and non-public higher education institutions, research institutions and the Polish Academy of Sciences.

Resources for continuing education in out-of-school forms can come from:

- State budget
- Employers
- Own income of students
- European funds

According to research conducted by the Ministry of National Education in 2005 (see www.men.gov.pl) the majority of training courses is financed from the students' own funds. 1/3 of funds come from European Social Fund and employers contribute the lowest share.

Training and re-training leading to the increase of chances to find employment, improvement of vocational qualifications or to the increase of professional activity can be financed from the Labour Fund (Labour Fund is a state target fund based, among others, on obligatory employers' contributions). The powiat labour offices are responsible for initiating, organizing and financing of training schemes, professional training for adults and practical placements.

7.9. Financial Support for Learners

There is no model for finance of adult education on a national scale. The only regulated system of finance for adult education is connected wit the area of training for the unemployed who are seeking work. Its basis is to be found in the law on promotion of employment and institutions of the labour market. Employers can establish an institutional training fund directed to financing or co-financing of employers' and employees' training. Such fund can be also established by several employers on the basis of an agreement.

Costs of training for the unemployed directed to this training by starosta can be covered by the Labour Fund. Upon unemployed person's request starosta can cover the costs of post-graduate studies from the Labour Fund. The amount of reimbursed fees is defined in the act on promotion of employment.

If an employer requires his/her employee to undergo a particular type of training or in-service training, the employee can ask the employer for financial support. See also 7.8.

7.10. Main Areas of Specialization

The topics of training offered by institutions are more and more varied. This seems to be a reaction to the changing needs of the labour market related to vocational qualifications. Institutions registered in the RIS in 2007 most frequently offered training in the following areas (more than 5000 offers) transport services including driving courses, informatics and computer use, foreign languages, management and administration, career and personal development, teacher training and study of education (see Register of Training Institutions, Report 2007, www.ris.praca.gov.pl and www.psz.praca.gov.pl). The areas have not changed sine last year. There is no precise statistical data giving the number of students undergoing training in particular professions (groups of professions).

7.11. Teaching Methods

Teachers employed in both the school and out-of-school systems have a right to choose the teaching methods depending on the level of education, type of curriculum, numbers of students, their age, professional experience and available resources. Workshops are considered to be the most efficient method of teaching in the case of courses organised by large companies with considerable experience in in-service training (the number of institutions offering this type of training has grown slightly since last year). In the case of made to measure courses, the teaching methods can be defined by the employer ordering the course. Traditional teaching methods are often supplemented by ICT. According to the research conducted in małopolskie region courses and training sessions are the most popular form of training while e-learning methods are the least popular ones. Informal learning techniques were also pointed out as important – the course participants share their experience and knowledge with other employees.

Module based curricula are often encountered in continuing education. The completion of every module is confirmed with a relevant certificate. The completion of the full set of modules leads to the graduation from training in a given vocation. Module based curricula lead to more flexible time tables for students and supports individual learning which is very important in continuing education.

In schools for adults teachers themselves select curricula and textbooks. In schools for adults teachers have a right to choose the curriculum and textbooks from among the curricula and textbooks approved for the use in schools. A teacher has also got a right to prepare his/her own curriculum provided it includes the teaching content of core curriculum for the given subject.

As far as post-graduate studies are concerned, the teaching methods depend on the area of study and the aim of the course. The following methods are used in this type of courses: lectures, as well as active forms of participation such as workshops, practical placements and projects.

7.12. Trainers

RIS data show that in training institutions 1/5 of the trainers/lecturers were employed on a full-time, and the remaining 4/5 on a part-time basis. In 2006 a growth of 2% in the number of trainers/lecturers employed on a part-time basis. This is the result of implementation of training (a cycle of training) in the framework of the EFS which leads to employment of specialists for the needs of particular training events which are not to be repeated.

The National Centre for Supporting Vocational and Continuing Education (KOWEZiU) is in charge of the preparation and co-ordination of activities in the area of training and in-service training of teachers working in school for adults and in continuing education. It co-operates with CKU (Continuing Education Centres) and CKP (Practical Training Centres). The National Centre organises meetings and seminars disseminating most recent developments in the area of vocational and continuing education, as well as research results, publications and pedagogical innovations. It also co-operates with social partners with respect to the quality assurance in the area of vocational and continuing education.

Some universities provide training for future specialists in the area of continuing and adult education at the teacher training faculties.

Continuing Education Centres are in charge of providing advice to teachers and lecturers employed in adult education. The centres can also employ professional advisers specialized in adult education. Practical Training Centres are also involved in in-service training programmes for youth and adult school teachers.

Post-graduate studies and in-service training courses in higher education institutions are taught by academic teachers, and in relevant cases, by specialists from various fields of study with a significant professional experience and additional qualifications.

7.13. Learner Assessment/ Progression

In schools for adults, as it is the case in schools for children and youth, there are two evaluation systems implemented: internal and external. The internal student assessment system includes grades from 1 to 6 (1 – insufficient to 6 – excellent). In schools for adults students are promoted to higher level after every completed semester of study. A student graduates from the school (primary school, gimnazjum or upper secondary school) if at the end of the last semester he/she has received marks higher than insufficient for all the obligatory subjects. Moreover, in order to graduate from szkoła podstawowa the student has to take a test, and to graduate from gimnazjum he/she has to take an examination. The test/ examination results have no influence on the student's graduation. Both the test and examination are external and obligatory, based on the central examination standards for this particular level and on the standardized tools. The test/ examination results can be compared at the central level.

Assessment and promotion in extramural type of school is based on the examination system. This system includes exams in all the obligatory subjects defined in the school teaching programme. In basic vocational and upper secondary vocational schools students are obliged to take vocational exams as well. The organisation of semester exams in extramural schools is defined in the school statutes.

Vocational exam is aiming at the assessment of skills and knowledge related to a given vocation and defined in the examination standards. This exam is obligatory for all the graduates of post-gimnazjum schools: zasadnicza szkoła zawodowa, technikum, technikum uzupełniające and szkoła policealna. The examination content as well as the conditions and requirements for taking and passing of this exam are defined by the regional commissions in co-operation with the Central Examination Commission and published in an information brochure.

7.14. Certification

The completion of public schools for adults is a chance to obtain a certificate or an official diploma. Secondary general and vocational schools give a chance to obtain świadectwo maturalne and to continue

education at a higher education institution. School leaving certificates for six year primary, and lower and upper secondary education can also be obtained on the basis of extramural examinations. At all levels of education extramural examinations are exclusively in a written form. Extramural examinations remain connected to the external system of examination. Regional Examination Commissions are responsible for preparation and conduct of these examinations.

Lists of specimen certificates, diplomas, confirmation documents and other school documentation are defined by the Minister of National Education in a regulation (see Regulation by the Minister of National Education and Science of 3 February 2006) and separate lists of specimen certificates are defined by the Minister of Labour and Social Policy of 7 April 2009 on professional training of adults.

Upon completion of post-graduate studies and in-service training courses offered by HEIs (and other research institutions and R and D units offering post-graduate studies) the graduates receive diplomas of post-graduate studies, and upon the completion of a course – a certificate based on a specimen designed by the minister of higher education.

The Management Board of the Federation of Scientific-Technical Associations (NOT) and the Management Board of the Polish Economic Society are entitled to confer vocational specialization degrees to people with higher or secondary education.

7.15. Education/Employment Links

Public employment services are in charge of co-ordination of activities in the field of continuing education and training of the unemployed and job-seeking persons, of diagnosing needs of the labour market with respect to the continuing education and training of the unemployed and job-seeking persons, defining and implementation of tools leading to coherence between the needs of the labour market and areas of training and vocational training, and of initiation of the social dialog on the employment policy and continuing education of the unemployed and job seeking persons.

The training-employment relationship can be based on the following examples: training of employers and employees, co-operation between employers and training units, organisation of practical placements in enterprises for students in school and out-of-school education programmes, employment service and advice for professionally active persons, job seekers and the unemployed. According to the CVTS2 survey (Continuing Vocational Training Survey) carried out in 2003 in enterprises 41.4% of the enterprises involved trained their staff and 22% of all the staff underwent some kind of training. The enterprises offered training to staff aged 25-44, with high qualifications, specialists and holding higher posts, less often the training was offered to staff with lower qualifications, working part time or in danger of unemployment. In most cases the lack of interest in training for the employees was explained by the sufficient qualifications of the workers and the difficult economic situation in the company itself, preventing it from organising training. Level of education is of fundamental importance for remaining professionally active (see Education for the Labour Market p 130). Higher levels of education determine higher levels of involvement in continuing education. In a group of persons with the lowest level of education only every tenth persons participates in continuing education while in a group of persons with higher level of education (licencjat, magister degree) - nearly 80%. This means that continuing education is targeted at the population with low level of qualifications in a rather limited way.

The Operational Programme Human Capital (currently under preparation, see also point 7.2.) is designed to support social groups disadvantaged on the labour market.

Advisory and professional guidance activities can be organised by public educational institutions (centres for psychological-pedagogical support, career guidance officers in schools) and in the labour sector (advisers in labour offices and in Voluntary Labour Corps). These activities aim at the provision of suitable employees wanted by the labour market and at the upgrading of employees' skills in the light of changes observed in enterprises. In 2008 (SIO data from September 30th) there were 630 centres for psychological-pedagogical support operating in the education system.

7.16. Private Education

Continuing education in non-public schools with no rights of public institutions or in other non-public units is of private character. The costs of tuition are covered by the students, and in the case of training for employees it can be covered by the employer. It can be seen from RIS data that the largest group of training institutions is that of institutions created after 2001 (in 2007 they constituted 48% of those registered). Starting 2005 a number of training opportunities, partly financed from the European Social Fund, were offered to various groups of beneficiaries.

7.17. Statistics

Table 1a. Number of schools for adults in 2000/01 and 2007/08.

Type of school	2000/01	2007/08
Primary schools	21	6
Gimnazjum	72	122
General upper secondary schools	976	2280
Basic vocational schools	151	99
Upper secondary vocational/general vocational school	1710	1140

Table 1b. Students (in thousands) in schools for adults.

Type of school	2000/01	2007/08
Primary schools	0.7	0.1
Gimnazjum	4.8	12.2
General upper secondary schools	129.5	174.3
Basic vocational schools	13.5	5.6
Upper secondary vocational /general vocational school	193.3	71.7

Table 2. Institutions running schools for adults in the school year 2007/2008

	Szkoła podstawowa	Gimnazjum	Liceum ogólnokształcące	Zasadnicza szkoła zawodowa, upper secondary (technikum and liceum profilowane)
State administration units	3	9	9	39
Self-government units	1	75	639	710
Social organisations and associations	1	18	243	139
Religious organisations	-	-	3	1
other	1	20	1386	350
Total	6	122	2280	1239

Table 3. Foreign languages as compulsory subjects in schools for adults in the school year 2007/2008 (% of total pupils)

Type of School	English	French	German	Russian	Other
Primary	66.7	-	20.8	12.5	-
Urban	84.2	-	-	15.8	-
Rural	-	-	50.0	-	-
Lower secondary	56.6	0.9	27.1	14.9	0.5
Urban	57.1	0.9	26.2	15.3	0.5
Rural	41.0	-	59.0	-	-
General upper secondary schools	70.5	0.4	16.9	11.9	0.3
Basic vocational schools	50.5	0.1	31.0	18.4	-
Specialized secondary schools	62.1	-	23.4	14.3	0.2
Upper secondary technical and vocational school	49.7	0.4	33.9	15.8	0.2
Szkoła policealna	80.2	1.0	15.2	2.1	1.5

Table 4. Numbers of postgraduate students in HEIs, research institutes and other units in 2008/09

Name of unit	Stu	idents	Diplomas		
	Total	Including women (%)	Total	Including women (%)	
HEIs	144093	67.6	106108	70.5	
Units of the Polish Academy of Science	949	77.1	530	75.5	
Research institutes (other than the Polish Academy of Sciences)	128	31.3	484	86.2	
State School of Public Administration	157	33.8	54	42.6	
Medical Centre for Postgraduate Training of Physicians	23111	59.4	17735	57.8	
Total	168438	66.5	124911	68.8	

8. Teachers and Education Staff

Please refer to the subdivisions for more details.

8.1. Initial Training of Teachers

Initial training of teachers for the different levels and types of schools is provided within two sectors of education: the higher education sector and the school education sector.

The following types of higher education programmes providing training to future teachers function within the higher education sector:

- First-cycle studies (licencjat degree or equivalent)
- Second-cycle studies (magister degree)
- Uniform magister degree studies
- Post-diploma studies

The above mentioned studies are offered within uczelnia akademicka (those having rights to confer the academic degree of doktor) namely in uniwersytet, uniwersytet techniczny, politechnika and akademia, and in uczelnia zawodowa (with no rights to confer the academic degree of doktor). These HEIs function in both public and non public higher education sector.

Those functioning within the school education sector are kolegium nauczycielskie and nauczycielskie kolegium języków obcych (further on referred to as colleges, for the purpose of international comparison classified at the ISCED level 5B).

Teachers employed in the above mentioned colleges are considered, according to the Polish legislation, to be teachers of the school education sector.

At present, teachers who hold a higher education diploma, including mainly the holders of a magister degree, account for ca 97.32% of all professionally active teachers including 91.58% of those with a Master's degree (magister) and 5.74% with a Bachelor degree (licencjat).

8.1.1. Historical Overview

a. Training of teachers for przedszkole and szkoła podstawowa

In the 40-ties and 50-ties five-year teacher education lyceums were the basic type of teacher training institutions for this level. In addition to these, within the higher education sector, one teacher education school was established in 1946, and several teacher education schools were then set up in the 50-ties, initially providing three-year courses for primary school teachers of two subjects, and then four- and five-year magister degree courses for both primary and secondary school teachers. In the 60-ties the leading role in

the training of pre-school and primary school teachers was taken over by two-year post-secondary teacher training institutes, functioning alongside the above-mentioned teacher education lyceums which existed until 1973. In the 70-ties some of these institutes were transformed into three-year teacher training schools (functioning within the higher education sector) and then into teacher education schools providing five-year courses for primary and secondary school teachers. The remaining teacher training institutes were functioning until mid 90-ties. The first foreign language teacher training colleges were established in 1990 and the first teacher training in 1991, both functioning within the school education sector.

b. Training of teachers for secondary schools

In the 40-ties secondary school teachers were trained primarily by universities in three-, four- and five-year courses of study. In the 50-ties the establishment of teacher education schools was undertaken, teachers were initially trained in four-year courses and from the early 60-ties, in five-year magister courses. In the early 60-ties the Minister of Education issued a regulation which defined a requirement for teachers of general-education subjects in secondary schools to hold the title of magister.

c. Training of teachers for higher education schools

Academic teachers have been trained by a university-type HEI. Academic teachers starting their career should hold the title of magister or equivalent degree.

d. Training of teachers for special schools

Training of special education teachers has been provided in Poland since 1922. In the years 1922-1969 it was offered to those who held educational qualifications and had several years of teaching experience in mainstream educational establishments.

In 1970 three-year higher education vocational courses were established for secondary school graduates (with no preparation for teaching). Magister degree courses for future special education teachers were introduced in 1973 (initially lasting four years, now covering three or five years). In 1978 three-semester post-graduate studies were opened for those graduating from magister degree courses in other fields of study which comprised preparation for teaching. Moreover, two-semester studies are offered to magister degree holders (with preparation for teaching) who intend to work or already work in establishments where handicapped children are partially or fully integrated with other children.

8.1.2. Ongoing Debates

Striving for thorough and comprehensive preparation of teachers for their profession, the Ministry of National Education prepared new teacher training standards for Higher Education Institutions (for first and second cycle studies, as well as uniform magister degree and postgraduate studies). Teacher training standards for kolegium nauczycielskie and nauczycielskie kolegium języków obcych have also been prepared. Apart from the subject related and pedagogical training (psychology, pedagogy and teaching techniques) – the teacher has to learn how to use ICT in teaching and acquire good command of at least one foreign language. These new skills have been considered to be indispensable in working with a pupil in a modern school. Moreover, the teachers are trained in two specialties – the main subject and the additional subject which allows them to acquire qualifications for teaching of two subjects. This applies both to the HEIs (university-type and non-university) and in colleges (and nauczycielskie kolegium języków obcych).

The new legislation provides the model of a graduate by listing his/her competences:

- Competences related to the chosen specialties
- Competences related to psychology and pedagogy
- Competences related to teaching of a given subject
- Competences related to ICT
- Foreign language skills proficiency in at least one foreign language (at the B2 level)
- Ability to cooperate with pupils and other teachers, pupils' families and the local community in the implementation of educational tasks
- Ability to undertake educational tasks from beyond the scope of the given subject
- Ability to create plans for their own activities and to undertake activities promoting models of good pedagogical practice
- Ability to manage their own professional and personal development and to undertake in-service training
- Ability to apply the rules of law related to the education system and the teacher professional status.

8.1.3. Specific Legislative Framework

The legal act governing teacher training in the HEIs (both uczelnia akademicka and uczelnia zawodowa) is the Act of the 27 of July 2005 "Law on Higher Education".

The basic legal act governing teacher training in the colleges is the School Education Act of the 7th of September 1991. Detailed rules for the functioning of colleges are defined in the Regulation by the Minister of National Education of the 12th of August 1997 on teacher training establishments, which is an implementing act to the above-mentioned law.

The general and detailed requirements, the model of a graduate and content of the curriculum for teacher training are defined in the Regulation by the Minister of National Education and Sport of the 7 September 2004 on the teacher training standards and the Regulation by the Minister of National Education of 30 June 2006 on the teacher training standards in kolegium nauczycielskie and nauczycielskie kolegium języków obcych.

The legal act which sets out qualifications required of teachers is the Regulation by the Minister of National Education of the 10th of September 2002 on the detailed qualifications required of teachers and the definition of schools and cases where teachers without dyplom ukończenia studiów wyższych or completed training in both types of teacher training colleges may be employed. The provisions defined in these regulations must be respected by all institutions providing training for teachers.

8.1.4. Institutions, Level and Models of Training

The concurrent model of teacher training is a dominating model of teacher training in Poland. It applies mainly to training in pedagogical institutions including pedagogical academies, teacher training colleges and foreign language teacher training colleges, but it also occurs in all Higher Education Institutions. In the framework of each study area the students have a choice of teacher specialization, which means that they can acquire their teaching qualifications during studies, in parallel to their subject related training. For those who graduate with no teaching specialization and later decide to undertake the teaching profession, it is possible to acquire teaching qualifications during postgraduate studies or during in-service training. This constitutes an element of the consecutive teacher training model.

The following institutions are in charge of teacher training for all levels of education in Poland:

- uniwersytet and pedagogical academies (former higher teacher education schools) train teachers of various specializations for schools at all levels; they mainly prepare teachers of general-education subjects for primary and lower and upper secondary schools, teachers for pre-school education and early school learning, teachers and educators for educational and child care establishments, vocational guidance, pedagogical and psychological services (as well as other specialist units aiming at the support to children and youth) as well as school and pedagogical libraries. The Special Education Academy, prepares teachers for special schools and establishments of various types and at various levels. The Special Education Academy in Warsaw is the only higher education institution that provides teaching in the study area of special education with all the relevant specializations. In Poland, apart from the academy mentioned above, there are 18 other research and teaching institutions (institutes, chairs, departments) specialized in special pedagogy and in training teachers for special education.
- academies of physical education train teachers of physical education and those who offer remedial and compensation activities for schools and establishments of all types and at all education levels.
- politechnika trains teachers of vocational subjects for post-gimnazjum schools, teachers of technical skills and, on a limited scale, teachers of general-education subjects covering mathematics and natural sciences for schools of all levels and types.
- academies of fine arts and academies of music train teachers of fine arts and music for schools of various levels and types.
- academies of economics, academies of agriculture, academies of medicine and the Academy of Mining and Metallurgy train teachers of vocational subjects for post-gimnazjum schools.
- kolegium nauczycielskie (KN) trains teachers of various specializations for pre-schools, primary schools and basic vocational schools, educational and child care establishments as well as school libraries. They prepare for the integrated teaching in grades from I to III and to subject teaching in grades IV to VI.
- nauczycielskie kolegium języków obcych (NKJO) trains teachers of one foreign language for primary and secondary schools.

A person, who has higher education with a relevant pedagogical qualification or has graduated from a teacher training institution (college) can undertake a teaching job in a school or other educational establishment of his/her choice, as a fully qualified teacher.

In Poland there is no final on-the-job qualifying phase. A teacher undertaking his/her first job is employed for a period of one year in order to undergo a "trainee" period (staż) required for promotion to the post of contract teacher. A trainee teacher in Poland is not considered to be upgrading his/her qualifications, but taking an initial position on the promotion scale.

8.1.5. Admission Requirements

Admission rules and procedures as well as the scope of entrance examinations in higher education institutions are determined by their Senates. In case admission is not free, selection is carried out by enrolment committees which are established by respective deans or any other body referred to in the statute of a higher education institution.

Admission to first cycle or uniform magister degree studies is based on Matura examination results. The senate decides what level of Matura results is sufficient to be admitted in a higher education institution. The HEI can, upon the minister's of higher education consent, organize additional entrance exams only in cases when it is necessary to test knowledge and skills which cannot be tested during the Matura exam or in the case when the candidate is a holder of a foreign equivalent of the Matura certificate. If old Matura results (of so called egzamin dojrzałości) are presented as basis for admission, the senate can organize entrance exams.

Admission procedures in colleges are defined by the Programme Council. The candidate to be enrolled in a college ought to have a Matura certificate (or świadectwo dojrzałości) and present a health certificate on his/her aptitude for teaching profession as well as to be successful in the recruitment procedure.

8.1.6. Curriculum, Special Skills, Specialisation

The training of teachers in higher education institutions is mostly provided within fields of study which prepare specialists for various professions (e.g. studies in the field of chemistry prepare specialists for work in industrial enterprises, research institutes and laboratories as well as teachers of chemistry). Within a field of study students may either choose a teacher's specialization and acquire teacher's qualifications as part of their studies or complete studies without a specialization and acquire teacher's qualifications upon completion of post-graduate studies or qualification courses. Higher education institutions trained mostly teachers of one specialization, though recently – according to the teacher training standards - they have also started to introduce studies covering two specializations (two subjects), mainly combining related specializations (e.g. pre-school education with early school learning, mathematics with computer science or physics, chemistry with biology or physics, biology with environmental protection, etc.). Teachers may also be prepared to teach a second subject during post-graduate studies, which have a duration of minimum 3 semesters.

Syllabuses and curricula in higher education institutions are determined by their autonomous authorities. The General Council of Higher Education does, however, prepare proposals of the minimum curriculum requirements for individual fields of study which are defined by the minister of higher education in a regulation. The Minister of higher education also defines teaching standards for particular fields of study, minimum teaching requirements and the minimum number of contact hours (the minimum number of hours for three-year first-cycle studies (so called licencjat programmes) is 1 800 and for two-year second cycle studies magister programmes is 800). However, teacher training courses are normally not limited to the minimum number, and contact hours cover, depending on the field of study, a higher than a set minimum number of hours.

The Minister of National Education determines qualifications required of teachers and the minimum number of hours assigned for pedagogical preparation. According to the regulations issued by the Minister, pedagogical preparation must comprise:

- a minimum of 510 hours in the 3-year cycle preparing to teach 2 subjects: 330 hours of theoretical preparation and 180 hours of practical placement in a school
- a minimum of 480 hours in the 5-year cycle preparing to teach 1 subject (one major specialization): 330 hours of theoretical preparation and 150 hours of practical placement in a school
- a minimum of 600 hours in the 5-year cycle preparing to teach 2 subjects (major and minor specializations): 390 hours of theoretical preparation and 210 hours of practical placement in a school.

(Based on the Regulation by the Minister of National Education and Sport of 7 September 2004 on teacher training standards which came into force as of 2004/05.)

Colleges are required to apply teacher training standards for teachers in teacher training and foreign language teacher training colleges issued by the Minister of National Education which determine requirements concerning the teaching programmes, subjects, the duration and content of practical training, curriculum content and required skills (the number of contact hours in colleges varies from 2300 to 2500, depending on the specialization). Teacher training in colleges is provided within specializations which correspond to the subjects taught in schools or activities carried out in continuing education establishments. Except for foreign language teacher training ones, colleges prepare their students to teach two subjects.

As in the case of HEIs, the Minister of Education defines qualifications required from teachers and a minimum number of hours devoted to pedagogical training in colleges.

- In 3-year kolegium nauczycielskie preparing for teaching of 2 subjects there are 540 obligatory hours of pedagogical training (360 hours of theory and 180 hours of practical training).
- In 3-year nauczycielskie kolegium języków obcych there are 510 obligatory hours of pedagogical training (360 hours of theory and 150 hours of practical training).

(Based on the Regulation by the Minister of National Education of 30 June 2006 on the teacher training standards for the two types of colleges which came into force starting 2006/07.)

Colleges provide full-time day, evening and extramural studies for teachers. According to the new "Law on Higher Education" of 27 July 2005 students – future teachers are offered a possibility of full time and part time studies. All these types of studies apply the same teaching standards. In first and second cycle studies as well as uniform magister degree studies (in specialization "teacher training") a percentage of courses carried out in evening/extramural classes in relation to full-time (day) studies has been defined and amounts to 80% in the evening programmes and 60% in extramural programmes.

Requirements concerning the teacher qualifications are defined in the Regulation by the Minister of National Education and Sport of 10 September 2002 on the detailed qualifications required of teachers and the definition of schools and cases where teachers without dyplom ukończenia studiów wyższych may be employed.

Teachers have full qualifications to teach in special or integration schools if they have acquired teaching qualifications for the relevant level of education and qualifications to work with pupils with a given type of disability. Teachers who have graduated from a relevant specialization course in special pedagogy, completed a qualification course or the relevant postgraduate studies are qualified to be in charge of revalidation classes for disabled pupils in a school or in a boarding school.

8.1.7. Evaluation, Certificates

Student performance in the course of study at a higher education institution or college is assessed by teachers during classes as well as through tests and examinations. Teachers apply various methods to check the performance (oral examinations, written examinations, tests, etc.) It is normally a mark (in numbers) or a pass that is recorded in the student book. Higher education institutions use a four-grade scale (very good, fair, satisfactory, unsatisfactory), whereas colleges use a five-grade scale (excellent, very good, fair, satisfactory, unsatisfactory).

Students of magister courses are required to write a magister thesis during the final year of their study and then to take a diploma examination which includes the defense of their thesis. Although magister is formally a professional title, these theses are in most cases papers of a scientific character. Having passed a diploma examination, the graduate is awarded a diploma of the completion of higher education studies which includes inter alia data such as: the field of study and scope of studies, the final grade and the title obtained, i.e. magister, magister in higher education are the field of study and scope of studies, the final grade and the title obtained, i.e. magister in higher education are the field of study and scope of studies, the final grade and the title obtained, i.e. magister in higher education are the field of study and scope of studies, the final grade and the title obtained, i.e. magister in higher education are the field of study and scope of studies, the final grade and the title obtained, i.e. magister in higher education are the field of study and scope of studies, the final grade and the title obtained, i.e. magister in higher education are the field of study and scope of studies, the final grade and the title obtained, i.e. magister in higher education are the field of study and scope of studies, the final grade and the title obtained in the field of study and scope of studies, the field of study and scope of studies.

Students of licencjat or inżynier programmes in both uczelnia akademicka and uczelnia zawodowa are required to write a diploma thesis and take a diploma examination. Graduates are awarded a diploma of the completion of higher education which includes inter alia data such as: the field of study and the scope of studies, the final grade and the professional title obtained: licencjat or inżynier.

Like those in higher education institutions, students in colleges also write a diploma thesis and take a diploma examination. The topics of diploma theses in colleges normally relate to teaching and must take account of the practical placement. College graduates are awarded a college diploma which includes inter alia data such as the specialization, the final grade and the grade from the diploma examination. Every graduate (who has been awarded the diploma) has a right to read for a vocational title of licencjat in the higher education institution in charge of academic supervision over the college. In such cases a graduate receives 2 diplomas – the completion of a college diploma and completion of studies diploma with the title of licencjat issued by the supervising HEI. Graduates with this title may continue their studies in a higher education institution and obtain the title of magister.

8.1.8. Alternative Training Pathways

No data available.

8.2. Conditions of Service of Teachers

The conditions of service of teachers will be presented according to the following division:

- Teachers in pre-primary to post-secondary education
- Teachers in HEIs.

8.2.1. Historical Overview

Please refer to the subdivisions for more details.

8.2.1.1. Teachers in pre-primary to post-secondary education

In the 50-ties and 60-ties the conditions of service and the professional status of teachers in the school education sector were defined in the 1956 Act on the rights and duties of teachers. A new act, called The Charter of the Teachers' Rights and Duties, was issued in 1972 which covered also academic teachers. In 1982 two separate laws were issued: the "Teachers' Charter" defining the status of teachers in the school education sector, and the Higher Education Act defining the status of academic teachers.

8.2.1.2. Teachers in HEIs

The professional status and conditions of service of academic teachers have been determined by the acts on higher education, except for the years 1972-1982 when academic teachers were subject to the "Charter" of teachers' rights and duties covering teachers of all levels and types of schools.

8.2.2. Ongoing Debates

Please refer to the subdivisions for more details.

8.2.2.1. Teachers in pre-primary to post-secondary education

The amendment of the Teachers' Charter Act of 27 June 2003 introducing a new version of article 42, point 2, paragraph 2 rules that in the framework of 40-hour working week teachers are obliged to implement other tasks defined in the school statutes, in particular teaching additional classes (both educational and care taking). These classes are considered additional in the context of obligatory number of weekly teaching hours (defined in the same article, point 3). This change was not welcomed by the teachers and resulted in heated press debates.

The following amendment was introduced in the Act "Teacher's Charter" on the 21 November 2008: apart form the teaching hours defined in the legislation teachers employed in primary schools and gimnazjum (including special ones) are obliged to undertake education and care duties in day care units or teach classes defined as hours left to the discretion of the school head amounting to 2 hours a week. Teachers employed in post-gimnazjum schools (including special ones) are obliged to undertake 1 additional hour a week in the framework of classes defined as hours left to the discretion of the school head.

On the basis of the above mentioned legislation starting the 1 September 2009 the teachers will be obliged to teach – apart from obligatory teaching hours – additional hours devoted to activities increasing educational opportunities of pupils, development of their talents and skills, and in the case of primary schools and gimnazjum – also day care activities.

8.2.2.2. Teachers in HEIs

According to the Act of 27 July 2005 "Law on Higher Education" the following types of employees in higher education institutions are considered to be academic staff: research and teaching staff, teaching staff,

research staff, qualified librarians and qualified scientific documentation and information staff. An academic teacher can be employed at any one time in only one institution as the place of their primary employment. However, it is possible to acquire rector's consent for additional employment. The institution decides if employment is permanent or for fixed duration. The research and teaching staff and teaching staff are employed at the following posts: professor, associate professor, visiting professor, lecturer (adiunkt) and assistant.

A person holding the academic title of professor can be employed at the post of professor. A person holding the academic degree of doktor habilitowany or the academic title of profesor can be employed at the post of associate professor. A person employed at a different HEI and holding an academic degree of doktor habilitowany or the academic title of profesor can be employed at the post of visiting professor. A person holding at least the academic degree of doctor can be employed at the post of adiunkt. A person holding at least the professional title of magister or equivalent can be employed at the post of assistant.

The research and teaching staff are obliged to teach and educate students, to carry out research and development work, develop their research or artistic activities, and to participate in the performance of the organisational tasks in the institution.

Teaching staff are employed at the following posts: senior lecturer, lecturer, language teacher, or instructor. Persons holding the professional degree of magister or equivalent can be employed at the posts for teaching staff. Teaching staff are obliged to teach and educate students, to upgrade their professional skills and participate in organisational tasks in the institution.

8.2.3. Specific Legislative Framework

Please refer to the subdivisions for more details.

8.2.3.1. Teachers in pre-primary to post-secondary education

The legal act defining the professional status and conditions of service of teachers employed in the school education sector is the Act of the 26th of January 1982 – the Teachers' Charter. This act has been amended several times, with the last amendment introduced on the 21 of November 2008.

The provisions included in this act are developed in detail in a number of regulations by the Minister of Education (e.g. on the weekly compulsory teaching load, remuneration of teachers, rules and procedures for the appraisal of teacher performance, tasks of teachers holding managerial positions). The issues which are not covered in the Teachers' Charter are governed by the Labour Code which contains a set of rights and duties of all employees.

8.2.3.2. Teachers in HEIs

The basic legal act determining the status and conditions of service of academic teachers and other staff in university-type and non-university HEIs is the Act of the 27 July 2005 "Law on Higher Education" and a number of implementing regulations to this law. The Act applies to public and non-public HEIs.

The issues related to the entitlements and the procedure for awarding the academic degrees and the academic title are governed by the Act of the 14th of March 2003 on the Academic degrees and the Academic Title and on the degrees and Title in the Field of Art.

8.2.4. Planning Policy

Please refer to the subdivisions for more details.

8.2.4.1. Teachers in pre-primary to post-secondary education

The Ministry of National Education established on May 5th 2006 is responsible for planning of teacher resources for the pre-primary to post-secondary education sector.

8.2.4.2. Teachers in HEIs

The Ministry of Science and Higher Education established on May 5th 2006 is responsible for planning of teacher resources for the higher education sector.

8.2.5. Entry to the Profession

Please refer to the subdivisions for more details.

8.2.5.1. Teachers in pre-primary to post-secondary education

According to the Teachers' Charter, the post of a teacher may be taken by a person who has completed either a higher education course with appropriate pedagogical preparation or a course of study in a teacher training establishment (teacher training establishments now including colleges and in the past referring to teacher training institutes, pedagogical technical studies and teacher education lyceums). Any person graduating from a higher education institution with pedagogical preparation or a college graduate is as such recognized as a qualified teacher within the specialization he/she has completed. A teacher starting his/her first ever job undertakes a year-long "staż" in order to obtain a promotion degree of contract teacher, and then embarks on another "staz" of 2 years and 9 months leading to a promotion degree of appointed teacher. In the case of teachers who do not have the Polish citizenship or have not fulfilled the requirements for appointment as well as those who undertake additional employment in another school or establishment, an employment contract is signed between the teacher and the headmaster. However, the citizens of the European Union Member States are an exception here, as they can be employed on the appointment basis even if they are not Polish citizens, but they fulfill the remaining requirements for appointment. Their teaching qualifications are recognized on the basis of the Act of 26 April 2001 on the Rules of Recognition of Qualifications to Perform Regulated Professions acquired in the EU Member States). Candidate for teaching profession has to fulfill particular health requirements. These requirements are fulfilled when a person applying for a teaching post presents a relevant medical certificate before concluding the employment agreement. Teachers are employed by the school head on the basis of an open recruitment procedure.

8.2.5.2. Teachers in HEIs

The requirements concerning the level of education and the academic degree or title for the research-and-teaching staff, the research staff and teaching staff are defined by law (See also 8.2.2.2.). The statues of HEI can also define additional requirements and professional qualifications of persons employed as research and teaching staff. The post of assistant may be taken by a person holding the professional title of magister or equivalent, though it is also an option for students who prepare for this post during one of the two final years of study in the role of an assistant-trainee according to the rules defined in the statute of a higher education institution. The employment relationship with academic teachers is established on the basis of appointment

or employment contract. The first appointment in a given HEI is granted when a person has proved to be qualified for a post in an open competition procedure. The qualification criteria and the competition procedure are defined in the statutes of a higher education institution.

8.2.6. Professional Status

Please refer to the subdivisions for more details.

8.2.6.1. Teachers in pre-primary to post-secondary education

Teachers at the two bottom posts of the professional advancement system (namely trainee and contract teacher) are employed on the basis of employment agreement, according to the Teachers' Charter regulations. Teachers in 2 higher posts – appointed and chartered teachers may be employed on the basis of appointment according to the Teachers' Charter regulations. The head of school is an employer to all teachers working in one school.

Teachers employed on the appointment basis are not subject to civil service legislation. However, in performing his/her duties, the teacher is entitled to protection provided for civil servants. The body responsible for the school is ex officio obliged to defend the teacher when the rights he/she has been granted are infringed. In implementing the curriculum, the teacher is free to apply the methods chosen from those recognized in the contemporary pedagogy which he/she considers being most appropriate, he/she is also free to choose the textbooks and other teaching aids from those approved for use in school. However, he/she is required to improve his/her knowledge, using his/her priority right to participate in all forms of inservice training.

8.2.6.2. Teachers in HEIs

Employment of academic teachers is based on appointment or on employment agreement. Full time academic teachers are employed on the basis of appointment. In public HEIs the rector concludes an employment agreement with an academic teacher on the basis of a procedure defined in the statutes. In non-public HEIs a body defined in the institution's statutes concludes such agreement according to the procedure defined in the statutes. The academic teacher is officially an employee of a higher education institution in which he/she is employed on the appointment basis. The appointment is for either definite or indefinite period. First appointment is concluded upon the completion of a competition procedure. (The rules and procedures for such competition as well as qualification criteria are defined in the statutes). Promotion to the post of professor or associate professor of a person who holds a post of a rector in a public HEI is performed by the minister responsible for higher education upon the request by the HEI's senate.

Academic teachers are an intellectual and scientific elite. They enjoy the freedom to conduct scientific research, freedom of artistic creation and freedom of teaching. They benefit from the entitlements granted to creators in respect of the protection of copyrights. In addition to the teaching of students, their responsibilities include conducting of scientific research (not applicable to the teaching staff who may, but do not have to carry out such research), upgrading of professional skills and participation in organisational tasks in their institution. The performance of an academic teacher is subject to appraisal. Academic teachers may undertake additional employment (in one institution) outside their home institution (they are obliged to obtain the rector's approval for such activity), in other public and non-public higher education institutions as well as outside the education sector.

8.2.7. Replacement Measures

Please refer to the subdivisions for more details.

8.2.7.1. Teachers in pre-primary to post-secondary education

In the case of replacement of an absent teacher, an employment contract for a defined period of time (period of envisaged absence) is prepared for the contract, appointed or chartered teacher.

The absent teacher's duties can be also transferred to another full-time teacher working in the same school. In this case the following limits have to be applied:

- With no teacher's consent the number of additional teaching hours cannot exceed ¼ of the weekly number of hours (in most cases it is 4.5 teaching hours a week).
- With the teacher's consent the number of additional teaching hours cannot exceed ½ of the weekly number of hours (in most cases it is 9 hours a week).

A teacher with a teaching load of 27 hours a week cannot undertake further additional teaching hours, apart from ad hoc replacements.

Teachers receive remuneration for all additional teaching hours related to replacements of absent teachers, including both additional hours and ad hoc replacement hours. The Minister of Education defines the procedure of remuneration of teachers for additional hours and ad hoc replacement hours in a regulation.

8.2.7.2. Teachers in HEIs

In particular cases, justified by a necessity to implement the subject curriculum, the academic teacher may be obliged to undertake additional teaching but not exceeding ¼ of the obligatory number of teaching hours for research and teaching staff and ½ of the obligatory number of teaching hours for teaching staff. An academic teacher can be given, upon his/her consent, teaching hours additional to the number of teaching hours mentioned above. The rules and procedures for allocation of additional teaching hours are defined by the HEI's senate.

8.2.8. Supporting Measures for Teachers

Please refer to the subdivisions for more details.

8.2.8.1. Teachers in pre-primary to post-secondary education

While implementing the education and care programme the teacher can expect support from the teacher-specialist in education and teacher-psychologist at the school premises.

While implementing the curriculum the teacher can receive support from teachers – methodological advisers (either at the school premises or in the regional/local in-service teacher training centres). The support provided by teachers – methodological advisers is particularly appreciated by the teachers undertaking their first teaching job.

Trainee and contract teachers are entitled during the staż period to the support by the so-called "staż tutor" (allocated to them by the school head) – an experienced teacher employed in a given school at the post of appointed or chartered teacher.

In special classes of integration schools (as well as in special schools) teachers are entitled to the support by additional teaching staff (so-called support teachers). Moreover, in integration classes the following rules on the number of pupils in the class have been implemented: the number of SEN children – 3 to 5, and the number of all children in one class – 15 to 20.

8.2.8.2. Teachers in HEIs

Research and teaching staff can expect support from experienced academic teachers holding the academic title of profesor or an academic degree of doktor habilitowany as these teachers are obliged to participate in development and training of research staff.

8.2.9. Evaluation of Teachers

Please refer to the subdivisions for more details.

8.2.9.1. Teachers in pre-primary to post-secondary education

The school head carries out the evaluation of teachers' professional performance at all the levels of education (on his/her own initiative, or on the request of a teacher, kuratorium oświaty, school council or parents' council). During this evaluation the school head may request the opinion by the pupils' self-government. The period between the two consecutive assessments (including promotion related assessment) cannot be shorter than 1 year. The school head is obliged to evaluate teacher's performance within 3 months from the date of request. The evaluation is descriptive and it concludes with a general assessment:

- Outstanding
- Good
- Negative

The evaluation of teacher's professional attainments related to his/her promotion is carried out by the school head (having taken into consideration the degree of implementation of the professional development plan) in the following cases:

- In the case of trainee and contract teachers on the basis of assessment by the "staż tutor" and opinion by the parents' council
- In the case of the appointed teacher on the basis of opinion by the parents' council.

The evaluation of teacher's professional attainments can be either positive or negative. In the case of a negative one, the teacher has a right to apply for its revision to the pedagogical supervision body within 14 days from its receipt. The evaluation issued by the pedagogical supervision body is final. In the case when this evaluation is negative, another assessment can be carried out upon teacher's completion of one additional trainee period of 9 months (on the teacher's request and upon the school head's consent).

8.2.9.2. Teachers in HEIs

Academic teachers are subject to periodical assessment at least once every 4 years or upon the request by a head of a basic organisational unit in which they are employed. The criteria and procedures related to this assessment are defined in the school's statutes. While evaluating the academic teacher's performance the students are asked for their opinion.

8.2.10. In-service Training

Please refer to the subdivisions for more details.

8.2.10.1. Teachers in pre-primary to post-secondary education

In-service teacher training is not obligatory in the Polish education system, however, it is indispensable for the teachers' professional promotion.

In-service training is provided within two paths: as complementary education and as staff development. Complementary education covers the courses of study which lead to a higher level of education or additional qualifications, and staff development covers the forms of refreshment, which enrich the working techniques of teachers within the qualifications they already have. The financing of complementary education and staff development is guaranteed in the Teachers' Charter, which provides that the school running bodies allocate for this purpose an amount equal to 1% of the planned expenditure on teachers' salaries.

Complementary education courses are provided by higher education institutions and colleges as evening, extramural and part-time studies. Teachers choose the field of study or specialization depending on the level of education already achieved and their individual needs.

Training under staff development is provided by higher education institutions within post-graduate studies and teacher training colleges, which offer relevant courses, but the main providers of this type of in-service training are in-service teacher training establishments.

Historical Overview

During the past decades in-service teacher training establishments have changed their names and scope of competencies several times. The institution functioning in the 60-ties was the Centre of Teaching Methodology which ran a number of subordinate district-level centres of teaching methodology. The one providing in-service training in the 70-ties and 80-ties was the Institute of Teacher Training, directly subordinate to the Minister of Education, which functioned as an independent research-and-training establishment and had a large number of local branches. The Institute of Teacher Training was closed down in the early 90-ties and replaced by the National In-Service Teacher Training Centre which is a national-level establishment providing services to all teachers and making forecasts and analyses of both staff-related issues in the school education sector and needs in the area of teachers' complementary education and staff development for the whole country. The regional level has its regional centres of teaching methodology supervised by the kuratorzy (starting 1 January 1999 run by self-governments at the regional level) and which provide complementary education and staff development courses for teachers within a given region.

Specific Legislative Framework

The basic legal act governing the in-service teacher training establishments is the Education System Act issued in 1991. Detailed rules for the establishment and functioning of the in-service teacher training establishments are defined in the Regulation by the Minister of National Education of the 19 November 2009 on in-service teacher training establishments. The rights of teachers who complement their education within the school system (i.e. in higher education institutions and colleges) and who complement their education or upgrade skills as part of staff development outside the school system (i.e. in post-graduate studies and various courses or seminars) as well as the duties of employers with respect to the teachers who undertake studies and staff development activities are defined in the Teachers' Charter and regulations.

Decision-Making Bodies for In-Service Training

The statutory responsibility for in-service teacher training rests with the Minister of National Education.

The responsibility for in-service teacher training in individual regions rests with the respective school kurator oświaty as it is them who exercise the pedagogical supervision of schools, as well as with respective local governments at the regional level, as they are in charge of in-service teacher training centres [from January 1999].

Types of Institutions

Higher education institutions provide complementary education and staff development courses independently, within their autonomy.

The National In-Service Teacher Training Centre, functioning within the school education sector, provides staff development courses for the whole country, often together with foreign institutions or within the framework of international educational programmes.

The Regional Centres of Teaching Methodology, run by the respective regional self-government authorities, provide staff development courses and, though on a limited scale, complementary education courses within specializations which are in short supply in a given region.

Admission Requirements

Admission requirements vary according to the type of institution providing in-service training, the type of course, the number of places available and the number of candidates as well as the level of education represented by the interested teachers.

Teachers wishing to undertake part time studies in higher education institutions may be required to take an entrance examination or an interview, or to hold a diploma of the completion of a lower level of education (e.g. teachers holding the title of licencjat for complementary magister studies or those who have graduated from teacher training institutes and wish to upgrade their education to the level of licencjat or magister).

The National In-Service Teacher Training Centre admits to its courses teachers according to the needs as defined by the schools and the teachers themselves, and organises national courses for them.

The Regional Centres of Teaching Methodology analyze in-service teacher training needs in their respective regions and organise appropriate courses or workshops.

Each interested teacher has the possibility of participating in and choosing the suitable form of staff development or complementary education.

Curriculum, Duration of Studies, Specialisation

In higher education institutions and colleges teachers may undertake part time studies as well as post-graduate courses which enable them to acquire an additional specialization or pedagogical skills required to teach a particular subject. The curricula for such studies are the same as those in full-time studies, the difference being that in the case of part time studies teachers carry out a substantial part of the study on their own, and compulsory classes are held in the afternoon, on Saturdays or Sundays and during holidays.

In-service teacher training establishments offer pedagogical and methodological qualification courses (which are similar to post-graduate studies in respect of curricula and duration) and short staff development sessions, i.e. scientific and training conferences, seminars and workshops.

Evaluation, Certification

Teachers who complete post-graduate studies covering a given branch of knowledge or pedagogical skills obtain a certificate of the completion of post-graduate studies which includes, inter alia, the following information: duration of studies, scope of studies, final grade and a list of subjects covered during the studies together with the number of hours dedicated to theoretical and practical training.

Teachers who obtain pedagogical qualifications in qualification courses are given a certificate of the completion of such a course which includes, inter alia, the name and duration of the course. Teachers who upgrade their skills in various staff development sessions organised by higher education institutions or inservice teacher training establishments are given a certificate of the completion of a course including data on its content.

Training-Employment Relationship

Most of the teachers who complement their education or upgrade their skills are in-service teachers, and therefore they follow studies or attend staff development courses without a break in their work, taking training leaves instead. Teachers who have upgraded their level of education are automatically transferred to a higher category in the pay scales. Teachers who have obtained a professional specialization grade receive a relevant allowance in addition to their salary.

At present, great importance in in-service training is attached to providing teachers with the possibility to acquire an additional specialization, to teach a second subject.

In-service training of teachers in special education

In-service teachers may upgrade their qualifications during part-time and post-graduate studies. These courses are intended for graduates of teacher education degree courses in pre-school and early school education. Teachers working with disabled pupils may receive pedagogical and methodological support

from the central and regional in-service teacher training institutions. These institutions also provide training or qualification courses for teachers, also in the area of special education.

8.2.10.2. Teachers in HEIs

The Act of 27 July 2005 "Law on Higher Education" provides that an academic teacher is obliged to upgrade his/her professional qualifications. Article 134 of this act ensures academic teachers' right to research leave. The appointed academic teacher can receive, once every seven years, a paid research leave up to one year's duration. An academic teacher working on the habilitation thesis can receive a research leave up to 6 months duration. An academic teacher preparing his/her PhD thesis can obtain a research paid leave of maximum 3 months. Moreover, he/she can, upon rector's consent, receive unpaid leave for research purposes. Detailed rules regarding these leaves are defined in the HEI's statutes. The Regulation by the Minister of Science and Higher Education of 19 October 2006 on the conditions for directing persons abroad for research, teaching and training purposes and particular rights of such persons states that academic teachers can be directed abroad for training purposes e.g. to postgraduate and doctoral studies, research, artistic or specialist placements, language courses and other courses leading to upgrading of their professional skills, or to professional placements. They can be directed on their own expense, on the expense of the institution directing them or on the expense of another institution with respect to the subsistence and accommodation costs. The institution directing a person abroad can also allocate funds other than the subsistence and accommodation grant, in particular it can arrange for the reimbursement of travel costs, insurance, costs of research aids, and visa fees.

8.2.11. **Salaries**

Please refer to the subdivisions for more details.

8.2.11.1. Teachers in pre-primary to post-secondary education

The salaries of teachers are determined in the Act of 26 January 1982 on the Teacher's Charter and the Regulation by the Minister of Education on the remuneration of teachers. The regulation covers teachers of all levels and types of schools and establishments in the school education sector (from kindergartens to colleges and in-service teacher training establishments) as well as staff members of kuratorium oświaty and departments of the Ministry of Education holding pedagogical posts.

The salary of a teacher consists of a basic pay and the following allowances: the length of service, motivation, function, conditions of service, remuneration for additional working hours and staff replacement hours, awards and other payments due to the employment relationship (apart from the so-called social fund and social additional payments - housing and rural allowances).

The level of teacher's basic salary depends on the professional promotion grade, qualifications and the scope of obligatory teaching hours. The level of bonuses depends on the length of service, the quality of teaching, additional obligations or tasks, position held and difficult or hazardous employment conditions.

Before 2008 the average remuneration of a trainee teacher equaled 82% of a basic salary defined for state employees, which is defined annually in a budgetary Act.

The average remuneration of other teachers is as follows:

- For contract teacher 125%
- For appointed teacher 175%
- For chartered teacher 225%

of the average salary of a trainee teacher.

Starting 2009 on the basis of an amendment to the "Teacher's Charter" Act the average remuneration of teachers is defined as follows:

- For trainee teacher 100%
- For contract teacher 111%
- For appointed teacher 144%
- For chartered teacher 184%

of a basic amount defined yearly in the budgetary act.

This solution leads to a substantial increase of salaries of trainee and contract teachers, and to lesser extent, of remaining teachers.

8.2.11.2. Teachers in HEIs

The rules for the remuneration of academic teachers are defined by the Act of 27 July 2005 "Law on Higher Education" and the Regulation by the Minister of Science and Higher Education of 22 December 2006 on conditions for remuneration for work and allocation of other benefits related to employment for staff in public HEIs. Basic remuneration related to particular posts and the amount and conditions for allocating other elements of the salary in a public HEI are defined in such a way that the amount of an average monthly pay in relation to the basic amount defined in the Budget Act is not lower than 391.8% in a group of posts for professors, 261.2% in a group of posts for docent, adiunkt and senior lecturers and 130.6% in a group of posts for assistants, lecturers, language teachers and instructors. The salary of an academic teacher consists of a basic pay (determined by the post held), and other components (allowances) including, among others, function-related allowances, allowances for the length of service, work in conditions harmful to health, participation in student enrolment boards, reviews of doctoral and habilitation theses, and supervision of student practical placements. When on holiday the academic teacher receives pay equal to that when he is at work. Academic teachers can receive rector's awards as well as awards by the minister responsible for higher education for the achievements in research, teaching, in performing organisational tasks or for the overall achievement.

8.2.12. Working Time and Holidays

Please refer to the subdivisions for more details.

8.2.12.1. Teachers in pre-primary to post-secondary education

According to the amended Teachers' Charter, the working time of the teacher may not exceed 40 hours per week. This workload includes the minimum teaching load, which ranges from 15 to 30 hours depending on the post. The minimum teaching load for the basic group of teachers (in all types of schools) is 18 hours per week. At the teacher's request, his/her weekly workload may now comprise up to 27 hours per week, with any increase in the workload implying a proportionally higher salary.

Within this working time the teacher carries out teaching or care-taking activities, prepares himself/herself for these activities, corrects written exercises and performs tasks related to the school statutes as well as those connected with self-education and in-service training. The weekly compulsory workload related to contact hours, i.e. teaching, educational or care-taking activities carried out directly with pupils, varies according to the type of school or establishment and activities, e.g. it amounts to 25 hours for teachers in pre-schools, 18 hours – for teachers in special pre-schools, szkoła podstawowa, liceum ogólnokształcące, 15 hours – for teachers in teacher training colleges, 26 – for educators working in school common rooms, and 30 – for educators in dormitories.

Teachers working 18 hours a week can increase their teaching hours to 27 a week with a consent by the school running body, on the school head's request endorsed by the pedagogical council. This employment arrangement is defined as full time employment on the basis of labour law.

Teachers employed in administration agencies are required to work for 40 hours per week; teachers employed in in-service teacher training establishments and pedagogical libraries – 35 hours per week; those in schools providing extramural courses and in distance education establishments – 648 hours per year (this including the time for correcting and assessing written exercises as well as the time for holding examinations); those in teacher training colleges providing extramural courses – 450 hours, and those in foreign language teacher training colleges providing extramural courses – 360 hours per year (with this group having the most limited workload because they run courses in a foreign language).

In special cases justified by the necessity to implement a curriculum, a teacher may be required to work overtime for a payment, the overtime may not however exceed 1/2 of the weekly number of compulsory contact hours (with an exception of teachers who increased their number of working hours, and of those who reduced their weekly number of hours). The weekly number of contact hours is reduced for school heads and other teachers performing managerial functions in schools and establishments, depending on the size and type of school or establishment and the working conditions. The school head can also reduce (upon the agreement by the school running body) the number of contact hours for a teacher who is employed full time, so he/she can undertake in-service training, retraining, carry out scientific research or perform other jobs delegated by the pedagogical supervision bodies or school running bodies.

Holidays

Teachers are entitled to be paid for free time during school holidays as well as national and religious holidays. Summer holidays last ca 2 months. A teacher may be requested by the school head to hold examinations during the holiday time or to carry out tasks related to the ending of the school year, or the preparation of a new school year, the preparation of school curriculum, or participation in a particular in-service training session, but these activities may not last longer than 7 days. Teachers employed in schools, where no school holidays are provided, are entitled to have a holiday of 7 weeks at a time defined in the school leave timetable.

Furthermore, a teacher who has worked in school for at least 7 years has the right to take a paid sick leave for a period of up to 1 year, if a medical board considers it is justified by the teacher's health condition, the leave is to be devoted to undergoing of a prescribed treatment. The leave is granted by the school head. A female teacher is entitled to a paid maternity leave of 20 weeks and starting 2010 she is allowed to take 2 additional weeks. If she does not wish to take those two additional weeks they can be transferred by the child's father. One of the parents has the right to take a child care leave for a period of up to 3 years per child.

In-service teachers upgrading their qualifications under extramural and evening studies have the statutory right to take paid training leaves in order to attend compulsory classes, to prepare for examinations and to write a magister thesis (they are normally granted 21 days off to take part in classes and examination sessions and 21 days to write their thesis). They may also be granted shorter holidays to participate in conferences, seminars and training workshops.

8.2.12.2. Teachers in HEIs

The working time of an academic teacher is determined by the scope of his/her teaching, scientific and organisational duties. The types of teaching activities included in the teaching load are defined by the Senate of a higher education institution. In the case of the research-and-teaching staff, the minimum teaching load is between 120 hours per year and the maximum load is 240 hours. The minimum teaching load for teaching staff is 240 hours and the maximum load is 360 hours, and for language teachers, instructors and other similar posts – 300 and 540 respectively.

Holidays

An academic teacher is entitled to a holiday of 36 working days per year. An academic teacher employed on part time basis is entitled to a holiday corresponding with his/her term of employment. The holiday should be used during the time when no classes are held. The procedure for granting holidays is defined by the Senate or another body listed in the statutes. In addition, the academic teacher may take paid or unpaid leaves for research, artistic or retraining purposes (see 8.2.10.2.). Full-time academic teachers who have worked for at least 5 years are entitled to one paid sick leave of up to 6 months, this requiring however a certificate provided by a physician caring for the particular teacher. The entire duration of a sick leave during the whole time of employment cannot in any case exceed 2 years.

8.2.13. Promotion, Advancement

Please refer to the subdivisions for more details.

8.2.13.1. Teachers in pre-primary to post-secondary education

According to the Teachers' Charter a teacher can obtain the following professional promotion grades:

- Trainee teacher,
- Contract teacher,
- Appointed teacher,
- Chartered teacher.

A possibility of granting an honorary title of education professor is also envisaged for chartered teachers with outstanding professional achievements.

Teacher's promotion depends on the following aspects:

- Obtaining of the required qualifications,
- Undergoing of a trainee period which is completed with a positive assessment of the teacher's professional achievements (during this staż the teacher follows an individual professional development plan),
- Obtaining of the acceptance by the qualification commission, and, in the case of a contract teacher, passing of an exam in the presence of an examination commission.

The path to promotion is relatively difficult for a teacher. Apart from the acquisition of professional promotion grades and changes in the amount of salary determined by level of education, the professional promotion grade and the length of service, modest opportunities of promotion are available for teachers inside the school, because the scale of functions and positions is very limited in the present structure. A teacher with the required qualifications, promotion grade and length of service may obviously apply for the post of school head, kurator oświaty or an inspector in the school education administration. The teacher with relevant qualifications may also move from a primary school to a secondary school, or take up a post of advisor or teacher-consultant in an in-service teacher training establishment. However, it is often the case that such promotions take place as a result of an external offer and are not built into the teaching career. Some posts (e.g. school head or kurator oświaty) are available only under a competition and for a term fixed by law. This is therefore not a permanent promotion, and the teacher may lose his/her post in the subsequent competition and thus come back to the group of his/her former peers. Although taking courses and obtaining professional promotion grades is available to teachers, those who have completed a course or obtained a promotion grade have no guarantee to acquire a managerial position.

The following posts are distinguished in schools and establishments in the school education sector: teacher, teacher-methodological adviser, teacher-consultant, head (of e.g. a laboratory, school workshop, teacher practical placement programme, dormitory), deputy headmaster, headmaster; in kuratorium oświaty: inspector, senior inspector, head of unit, director of unit, deputy superintendent, kurator oświaty; and in the Ministry of Education: inspector, senior inspector, chief inspector, head of unit, deputy director and director of department.

8.2.13.2. Teachers in HEIs

The academic and professional career of academic teachers distinguishes professional titles, academic degrees and the academic title as well as posts held in the institution. Magister is a professional title, doktor and doktor habilitowany are academic degrees, and professor is an academic title (conferred for lifetime by the President of Poland for all scientific achievements). The posts for the research-and-teaching staff include: assistant, lecturer (adiunkt), visiting professor, associate professor and professor, and those for the teaching staff include instructor, lecturer or senior lecturer. Young assistants should hold the title of magister, lecturers (adiunkci) – the academic degree of doktor, associate professors – the academic degree of doktor habilitowany, and the teachers employed in the post of professor should hold the academic title of professor. First appointment in a HEIs is based on a competition procedure. Teachers taking the post of professor or associate professor nominated as a rector of a public HEI are appointed by the minister responsible for higher

education acting on the proposal of the Senate. Those who obtain the academic degrees and the academic title are promoted in the structure of posts and receive a higher salary.

Academic teachers may also be promoted to managerial positions in the authorities of a higher education institution, these including rector, vice-rector, dean or vice-dean of a faculty and head of any other organisational unit. The bodies selecting candidates for managerial positions and the selection procedure are indicated in the statute of a higher education institution.

8.2.14. Transfers

Please refer to the subdivisions for more details.

8.2.14.1. Teachers in pre-primary to post-secondary education

Teachers look for jobs on an individual basis, directly in schools and educational establishments. They are also free to change their job or give up work in the school education sector and undertake employment in other sectors of the national economy. Moreover, a teacher may be transferred - at his/her own request or ex-officio upon his/her agreement – to a different post in the same or another school, in the same or another place, or to the same post in another school, in the same or another place. The ex-officio transfer of a teacher to another place may take place only when he/she is provided with accommodation in the new place and his/her spouse is offered a job, if the latter is a teacher. Furthermore, the teacher who has been transferred receives a refund of the costs related to the transport of his/her property as well as a settlement allowance equal to his/her two-month salary. A teacher who is moving due to his/her professional transfer can receive additional days off (maximum 7 days). A teacher is formally transferred to another school by the school head of the new school upon agreement of the school head of the school where he/she has been employed so far. An appointed teacher may be transferred to another school by the body responsible for the school only in case it is necessary to fill a post of teacher with required qualifications. In these cases the period of transfer may not be longer than 3 years, and the teacher retains the right to return to his/her former school. If the school to which the teacher has been transferred is situated in another place, he/she is entitled to have a four-day working week, to receive a benefit equal to 20% of his/her salary and to be provided with accommodation in the place of temporary employment.

8.2.14.2. Teachers in HEIs

The higher education institution in which the academic teacher is employed on the basis of appointment constitutes his/her prime place of employment. Academic teachers normally have close links with their home institution, but many of them undertake additional employment (upon the rector's consent) in other higher education institutions or outside the education sector (as experts, consultants, specialists, etc.). The phenomenon of additional employment was largely influenced by the development of the non-public higher education sector after 1990, with the non-public schools becoming an extremely absorptive labour market and simultaneously offering in many cases much higher salaries than those in public schools. Exofficio transfers of academic teachers to another higher education institution are not a common practice as higher education institutions enjoy very extensive autonomy and freedom with respect to employment. A teacher may change his/her job on the basis of an agreement between the parties involved or hand in his/her notice in one school and undertake employment in another one, while respecting the provisions defined by law (e.g. leaving at the end of an academic year and at three months' notice).

8.2.15. Dismissal

Please refer to the subdivisions for more details.

8.2.15.1. Teachers in pre-primary to post-secondary education

It is not easy to dismiss an appointed or a chartered teacher and it involves a procedure defined by the law. A teacher may be dismissed in the case of total or partial liquidation of a school. Where a teacher may no longer be employed in the school, the school head either grants to him/her the status of "inactivity" or – at the teacher's own request – terminates their employment. The teacher who has the "inactivity" status retains the right to receive his/her basic salary for a period of 6 months, and the teacher with whom the employment has been terminated is entitled to receive a compensation equal to his/her six-month basic salary. The school head is required first to re-employ a teacher with the "inactivity" status, whenever such a possibility arises.

The employment of an appointed teacher may be terminated in the following cases:

- at the teacher's own request;
- in the case of an illness lasting longer than 2 years (where the teacher may be on a sick leave for one year and be granted a leave to recover for the following year, after which he/she receives a pension for the disabled);
- when the teacher has reached the retirement age; if the teacher has reached the retirement age, but has not obtained his/her pension rights, the school head prolongs his/her employment, but for a period not longer than 2 years after reaching his/her retirement age
- when the teacher has been given a negative assessment for his/her performance (which is very rarely the case because it requires that a procedure defined by law has to be followed, and in addition to that the teacher may appeal against such a decision to the body exercising the pedagogical supervision which must establish an evaluation team composed of several persons, these including inter alia specialists inspectors, methodological advisors as well as a representative of the school board, the parents' committee and the teachers' trade unions).

Teacher's employment may be terminated by law in the following cases (applicable to all types of teachers):

- Teacher's dismissal on the disciplinary basis including cases of teachers being banned from teaching for 3 years since the dismissal and cases of permanent ban from teaching.
- Teacher's sentence to the loss of public rights or the rights to practice the teaching profession or full loss of ability to perform legal actions.
- Sentence for a crime committed on purpose.
- Upon completion of a 3-month period in prison.
- Disclosure that the teacher was employed on the basis of false or invalid documents or against the rules of teachers' employment defined in the Teachers' Charter.

8.2.15.2. Teachers in HEIs

The rules and procedures for the termination of the employment relationship with a teacher are defined in the Act of 27 July 2005 "Law on Higher Education". Dismissals of academic teachers on the basis of a negative evaluation of their performance or due to the breach of law by them are uncommon. A teacher may be dismissed in the strictly defined cases, e.g. as a result of a long illness, lasting longer than 2 years (when he/she receives a pension for the disabled), quitting the job, losing public rights or rights to practice the teaching profession, disclosure that the teacher was appointed on the basis of false or invalid documents, expiry of the employment period, upon completion of a 3-month prison sentence or in the case of undertaking additional employment or starting economic activity without rector's consent.

8.2.16. Retirement and Pensions

Please refer to the subdivisions for more details.

8.2.16.1. Teachers in pre-primary to post-secondary education

Teachers have the right to receive pensions as defined in the legislation on retirement pensions and pensions for the disabled from the Social Security Fund. However, teachers are considered to be exercising a profession of a particular kind. According to the general regulations, the retirement age in Poland is 65 years for men and 60 years for women.

Teachers with a service period of 30 years, including 20 years served at a special post (i.e. as a teacher, educator, tutor or inspector), are entitled, upon their resignation, to a retirement pension or a pension for the disabled. Those who have worked for 20 years in special education could retire after 25 years of service. These regulations applied to persons born between the 31 December 1948 and 1 January 1969 and allowed teachers to retire upon meeting of the requirements regarding the years of service regardless their age before 2008. Starting 2009 teachers born after the 31 December 1948 but before 1 January 1969 will be allowed to receive so called teacher compensation allowance upon meeting of the same conditions related to the years of service but also upon reaching of the age stipulated in the act on teacher compensation allowance. The regulations in the act are constructed in such a way that the required age in years 2009-2014 will be 55 years for women and men, and it will increase gradually in order to achieve the level of 59 years for women and 64 years for men in the years 2013-2032. Starting the year 2033 the possibility of obtaining the teacher compensation allowance will disappear and teacher retirement at the age of 60 for women and at the age of 65 for men will be the only possible solution. The basis for a retirement pension or a pension for the disabled is determined according to the general rules, but in this case the basis includes also payments for overtime, allowances, services in kind, if the teacher is not entitled to them upon his/her retirement, and all rewards for professional attainments received during the years are taken as the reference period for the calculation of the amount of a retirement pension or the pension for the disabled.

8.2.16.2. Teachers in HEIs

Academic teachers and their family members have the right to receive pensions as defined in the legislation on retirement pensions and pensions for the disabled from the Social Security Fund. A man may retire after 30 years of service, these including 20 years in the education sector or scientific institutions, when he has reached the age of 60. For women, it is 25 years of service, including 20 years in the education sector or scientific institutions, and the age of 55 respectively. Academic teachers normally work for a much longer period, often reaching a very old age in service, though a higher education institution may terminate the employment relationship with a teacher holding the post of professor or associate professor when he/she

has reached the age of 70, and with teachers holding other posts when they have reached the retirement age, i.e. 65 years for men and 55 years for women. The basis for the calculation of a retirement pension or the benefit for the disabled is determined according to the general rules defined in the regulations on the retirement pension and pension for the disabled from the Social Security Fund, but in this case the basis also includes payments for overtime, allowances and all rewards received for professional achievements during the years which are the reference period for a retirement pension or a pension for the disabled.

8.3. School Administrative and/or Management Staff

Please refer to the subdivisions for more details.

8.3.1. Requirements for Appointment as a School Head

A candidate for a position of a school head has to be an appointed or chartered teacher, have a minimum of 5 years experience of employment in education and must have a completed course in education management. Schools can be also managed by persons with no teaching position who have been appointed to the head position by the school running body, upon consultation with the pedagogical supervision institution. Heads of school (heads of pre-school and other education institutions) are recruited in accordance with the open competition rules. They are employed by the school running body for a period of 5 school years, while in some justified cases they can be employed for a shorter period, but with a minimum of 1 school year.

In a school (or przedszkole) where the posts of deputy heads are envisaged, the school head nominates his/her deputies and dismisses them upon consultations with the school council, pedagogical council and the school running body, e.g. gmina or powiat.

8.3.2. Conditions of Service

The school head has the following responsibilities:

- Management and organisation school activities and representing the school to the outside world
- Pedagogical supervision
- Care of all pupils and creation of conditions for pupils' psychological and physical development through pro-health activities
- Implementation of decisions taken by the school and pedagogical council (taken within the scope of their competencies)
- Management of financial resources and taking the responsibility for their proper use
- Co-operation with schools of higher education and teacher training institutions in organisation of practical placements for students.

The school head is both the employer and the head of institution employing teachers and non-teaching staff. In connection with this he/she:

- Appoints and dismisses teachers and non-teaching staff
- Awards rewards and fines
- Applies for rewards and medals to higher instances.

The school head (this applies to pre-school institutions as well) is exempt from the part of the teaching load, which is obligatory to all teachers (18 hours a week in primary and secondary schools). The weekly teaching load depends on the size of school he/she is in charge of. The head of a small school (up to 4 classes) is obliged to teach 12 hours a week. In a school with 17 and more classes the school head teaches 3 lessons a week.

8.4. Staff involved in Monitoring Educational Quality

Pedagogical supervision is designed in order to improve the education system and according to the Education System Act includes as follows:

- 1. Assessment of conditions for teaching, upbringing and care activities performed by schools, institutions and teachers
- 2. Analysis and assessment of teaching, upbringing and care results and of other statutory activities by schools and institutions
- 3. Provision of support to schools, institutions and teachers in undertaking of their education, upbringing and care related tasks
- 4. Inspiration for teachers in order to encourage them to introduce pedagogical, methodological and organizational innovations.

Pedagogical supervision is exercised according to plans but it can be also implemented on ad hoc basis and it takes into consideration the rules of open requirements and the rules of school record keeping based on various sources including the information gathered during supervision activities carried out by the school head.

Main aims of pedagogical supervision have been defined as follows:

- 1. Creation of effective work conditions for school teams (school heads plus teachers) aiming at the improvement of quality of school activities through provision of record on school's quality records.
- 2. Provision of information and tools for measuring the level of implementation of requirements for schools defined in the supervision regulations.
- Making it possible to carry out analysis related to the quality of education provided by schools.

Pedagogical supervision is implemented at the following three levels:

• Central level– by the Minister of Education, the Minister of Culture and National Heritage (with respect to the artistic schools) and the Minister of Agriculture and Development of Rural Areas (with respect

to agricultural schools), the Minister of Environment (with respect to forestry schools), and the Minister of Justice (in respect to correctional institutions, shelters for the underage pupils, diagnosis-consultation centres and schools in those institutions).

- Regional level (województwo) by kurator oświaty
- School or institution level– by the school head.

8.4.1. Requirements for Appointment as an Inspector

In kuratorium oświaty and in other units responsible for pedagogical supervision (and other organizational subunits) the following posts are defined as having the requirement of holding pedagogical qualifications:

- In the ministries:
- o advisory inspectors (*wizytator*), senior advisory inspectors and main advisory inspectors.
- In kuratorium oświaty:
- kurator oświaty and their deputies in charge of co-ordination of activities by the units responsible for pedagogical supervision,
- heads of organisational units by definition responsible for pedagogical supervision
- o advisory inspectors (*wizytator*) and senior advisory inspectors.
- In specialist units responsible for pedagogical supervision:
- the head of the unit and other employees holding managerial posts and performing statutory and legal tasks in the area of pedagogical supervision,
- o advisory inspectors (*wizytator*), senior advisory inspectors and main advisory inspectors.

The requirements for teachers undertaking employment at the above mentioned posts are as follows:

- A diploma of magister degree studies
- Minimum 5 years of experience in teaching
- In-service training courses related to administration or management completed or a minimum of 2 years experience in a managerial position at school, in a unit or teacher training institution or 2-years experience in a body responsible for pedagogical supervision or body responsible for running a school
- Academic teachers with the minimum 5 years experience in teaching at a higher education institution and completed courses in the field of administration and management.

Persons who are in charge of evaluation are obliged to complete, once every 2 years at a minimum, in-service training in the area of evaluation organized by the Minister of National Education.

8.4.2. Pedagogical supervision forms

- Evaluation
- Support
- Supervision

Evaluation

Evaluation of educational activities is a practical assessment survey which is to lead to the conclusion measuring the level of school's performance in relation to the requirements defined by the state authorities on the basis of process assessment and also in relation to the effects of undertaken teaching, upbringing and care activities and to the conditions for implementing school's activities, quality of management and its functioning in the local community.

Evaluation undertaken by a body responsible for pedagogical supervision is defined as external evaluation.

Evaluation undertaken by the school head is defined as internal evaluation.

External evaluation includes in particular:

- 1. Collection and analysis of information on the school/institution's educational activities
- 2. Definition of level of school performance in terms of requirements stated in the regulations on supervision

These requirements have been formulated in four areas of schools/institutions activity:

- 1. Effects of teaching, upbringing and care as well as other school's/institution's statutory activities
- 2. Processes taking place in the school or institution
- 3. Functioning of school/institution in the local community, in particular in terms of cooperation with pupils' parents
- 4. School/institution management.

External evaluation carried out in a school/institution is aiming at the assessment of meeting the requirements in relation to five following levels:

- 1. Level A very high level of meeting requirements by the school/institution
- 2. Level B high level of meeting requirements by the school/institution

- 3. Level C average level of meeting requirements by the school/institution
- 4. Level D basic level of meeting requirements by the school/institution
- 5. Level E low level of meeting requirements by the school/institution.

Evaluation carried out in all the areas of school / institution functioning is a global type of evaluation or, in particular aspects of school activity – problem related evaluation.

As a result of implemented evaluation the supervision body drafts a report pointing out the levels of meeting of all relevant requirements. This report does not include one single assessment of school performance but the assessment of meeting of each evaluation requirement separately.

In the case when, during external assessment, the school/institution receives level E assessment in even one requirement area (in terms of effects), the school/institution receives an order issued by the supervision body to prepare a programme (including a time table) of teaching or upbringing efficiency improvement , and in the case of non-public schools/institutions – an order to remove the relevant deficiencies by a given deadline.

If meeting of requirements from outside the "effects" area is assessed to be at the E level, the school/institution will be obliged to implement actions aiming at the improvement in the given area.

Supervision

The body exercising the pedagogical supervision is also supervising the aspects related to observing legislation by schools/institutions in terms of teaching, upbringing and care and other statutory activities performed by the schools/institutions. The supervision activity aims at assessment of state and conditions for teaching upbringing and care activity as well as other statutory activities performed by the schools/institutions in relation to educational legislation. Issues selected for supervision activities in pedagogical supervision plan drafted by the kurator corresponds with general directives defined by the minister of education and with general state educational policy and recommendations mentioned in the School Education Act article 35 part 2, point 1 and 2 of the act. If necessary, supervision activities can be undertaken in other areas, and kurator can undertake ad hoc supervision actions.

Supervision activity is carried out by a person or a team nominated by the pedagogical supervision body.

Person certified to undertake supervision:

- 1. Thoroughly and independently evaluates the situation
- 2. Collects necessary proofs as the basis for supervision results
- 3. Allows the school/institution head to take active part in the supervision exercise
- 4. Prepares relevant documentation on supervision activities.

Support

Pedagogical supervision bodies are also required to provide support to schools and institution e.g. by:

1. Preparation and publication of results of pedagogical supervision activities, including those on external evaluation and legislation related checks

- 2. Dissemination of examples of good practice
- 3. Organization of conferences and debates for school/institution heads.

Pedagogical supervision bodies are also required to support schools and institutions in the use of evaluation results in the process of quality improvement.

8.4.3. School head's involvement in pedagogical supervision

The school head (or head of an institution) carries out the following tasks in pedagogical supervision capacity in cooperation with other teachers holding the managerial positions:

- 1. Implements the internal evaluation process and uses its results for improving the quality of school/institution's performance
- 2. Supervises the observance of educational legislation (related to the school/institution's education, upbringing and care activities) by teachers
- 3. Supports teachers with respect to fulfillment of their task in particular through:
- a) Organization of training and debates
- b) Motivating them to undertake in-service teacher training and development
- c) Presentation of pedagogical supervision results.

8.5. Educational Staff responsible for Support and Guidance

The teacher "pedagog" and teacher psychologist are teachers responsible for support to teaching activities and for educational and psychological advice provided usually in schools.

The teacher "pedagog" (specialist in education) is usually a graduate from 5-year magister level studies with specialization in education, special education or rehabilitation. The main responsibilities of staff in this category include identifying pupils' individual needs, analyzing reasons for school failure and providing educational support to pupils, including the exceptionally gifted, as well as to teachers and parents. The teacher "pedagog" supports the care activities of teachers in accordance with the school care programme, organises activities designed to prevent pathological phenomena in schools and helps pupils and their parents to take decisions on their future study options. They have to give 6 hours of remedial classes a week.

The teacher psychologist is trained in the field of psychology. The main responsibilities of staff in this category include identification of the strengths and weaknesses of pupils, provision of psychological and pedagogical support and advice on the pupils' choice of future training and profession, organisation of actions to prevent and deal with behavioural disorders as well as supporting teachers in implementation of the school care programme. They are not obliged to teach.

The teacher methodological adviser and teacher consultant are responsible for providing methodological advice and organisation of in-service teacher training courses.

The teacher methodological adviser offers his/her support in schools or in regional/ local in-service teacher training centres. He/she is responsible for provision of methodological support to teachers, and particularly new entrants to the teaching profession.

The teacher consultant prepares and runs in-service teacher training courses, including those related to education management, as well as organises training seminars and conferences.

8.6. Other Educational Staff or Staff working with Schools

The following types of staff are employed in schools: administrative staff, economic staff, technical and service staff. Additionally support teachers are employed in schools for children with moderate and severe mental disabilities, for deaf, mute and blind children, and for pupils with multiple disabilities as well as for pupils with motoric disabilities in grades 1 to 4 of szkoła podstawowa. In justified cases support teachers can be employed in grades 5 to 6 of szkoła podstawowa and in gimnazjum. Voluntary workers are also becoming more popular, e.g. persons following their replacement military service).

The teacher librarian is employed in all types of educational institutions enrolling pupils aged between 7 and 19/21. In addition to their responsibility for the library service, teacher librarians are obliged to instruct each class in use of the library for 1 to 2 hours a year per class throughout the school year. These lessons take place in the library.

8.7. Statistics

Table 1. Full-time and part time teachers in persons according to the type of school in the school year 2009/10.

Type of school/institution	Full and part	Full time	Part time
	time teachers	teachers	teachers
Pre-school institutions	63 236	58 508	4 728
primary schools	206 636	174 328	32 308
gimnazjum	99 579	81 539	18 040
basic vocational schools	3 793	2 621	1 172
general upper secondary schools	35 824	26 015	9 809
specialized upper secondary schools	1 296	953	343
technical upper secondary schools	9 469	6 814	2 655
post-secondary schools	10 612	1 795	8 817
teacher training colleges	624	279	345
foreign language teacher training colleges	1 295	758	537
colleges of social work	208	74	134
artistic schools	5 749 3 060		2 689
special schools preparing for employment	976	870	106
Pedagogical-psychological and specialist support centres	8 223	7 382	841
library and cultural animation schools	2 917	2 351	566
others	208 837	169 744	39 075
Total	659 076	536 911	122 165

Table 2. . Full-time and part time teachers in full time equivalents according to the type of school in the school year 2009/10.

Type of school/institution	Full and part	Full time	Part time
	time teachers	teachers	teachers
Pre-school institutions	58 789.00	4 094.14	62 883.14
primary schools	175 060.00	30 144.96	205 204.96
gimnazjum	82 021.00	17 907.35	99 928.35
basic vocational schools	2 656.00	1 163.88	3 819.88
general upper secondary schools	26 533.00	9 849.88	36 382.88
specialized upper secondary schools	962.00	369.41	1 331.41
technical upper secondary schools	6913.00	2 506.37	9 419.37
post-secondary schools	2 045.00	4 874.98	6 919.98
teacher training colleges	283.00	228.64	511.64
foreign language teacher training colleges	801.00	439.94	1 240.94
colleges of social work	74.00 64.26		138.26
artistic schools	3 261.00	2 546.29	5 807.29
special schools preparing for employment	872.00	102.20	974.20
Pedagogical-psychological and specialist support centres	7 503.00	729.80	8 232.80
library and cultural animation schools	2 375.00	407.15	2782.15
others	171 175.00	32 624.62	203 814.71
Total	541 323.00	108 053.87	649 376.87

Table 3. Full time and part time teachers according to their professional promotion grade in the school year 2009/10.

	Persons in thousands	%
Trainee teacher	33.184	5.03
Contract teacher	130.029	19.73
Appointed teacher	203.267	30.84
Chartered teacher	273.527	41.50
Teacher with no grade	19.069	2.9
Total	659.076	100

Table 4. Full time and part time teachers in persons according to the school status in the school year 2009/10

Type of school and institution	Full time and part time In total	Full time teachers	Part time teachers
Public schools and institutions	614 129	516 893	97 236
Non-public schools and institutions	44 947	20 018	24 929
Schools and institutions in total	659 076	536 911	122 165

Source: the System of Information on Education, 30 September 2009, Ministry's of National Education Statistical Centre

9. Evaluation of Educational Institutions and the Education System

Please refer to the subdivisions for more details.

9.1. Historical Overview

The evaluation of school/institutional performance concerns determination of the degree to which specified requirements have been fulfilled within the areas of the effect of teaching, upbringing and care activities, processes taking place in the school/institution, management of the school/institution and its functioning in the local environment. The evaluation is carried out in the framework of pedagogical supervision. This term is applied to all activities undertaken by institutions and persons responsible for educational efficiency in schools.

In Poland the state supervision over schools was introduced by the Commission for National Education (in 1773). The supervision model kept changing together with the social and political circumstances. In some periods the control function prevailed over the support and advice and in the remaining periods – the opposite model prevailed. In the Peoples' Republic of Poland ideological control over the education system was one of the most important tasks of the supervision system.

Before the reform of the education system (which commenced in 1999), evaluation of the effects of the work of a school/institution assessment used to be based on subjective assessments of the achievements of pupils carried out by individual teachers (only semester and the end of year "insufficient" mark had to be approved by the teachers' council). A more objective measurement of pupil achievements (and teachers' effectiveness) were the so-called "subject competitions", organised at the regional and national levels. They were very attractive for the pupils as they guaranteed the winners' free admission to secondary schools and universities. This type of evaluation, however, reflected in the number of subject competition winners, concerned a very limited number of pupils and teachers, and only the best ones.

Since the beginning of the nineties the pedagogical supervision has been geared mainly towards advisory activities. The 1999 reform of the education system allowed for a new attitude to be developed and the assessment of pupils' achievements was divided into two new types – internal evaluation and external evaluation.

The external pupils' evaluation system was established on the basis of the following legislation: the Act of 25 July 1998 amending the School Education Act and the Regulation of 19 April 1999 on the Conditions and Rules for Pupil Evaluation, Eligibility for Assessment, Promotion and Examinations and Tests in Public Schools (currently the Regulation by the Minister of National Education of 30 April 2007 concerning conditions and means of assessment, classification and promotion of pupils and students and conduct of tests and examinations in public schools). All tests and examinations at the end of each type of school are organised by newly established agencies – regional examination commissions (see 9.3. and 9.4.2.). The main aims of the external evaluation system are:

- to assure better quality control in education;
- to support diagnosis of pupils' achievements;

to enable the comparison of the results of tests and examinations at the national level.

Examination commissions are obliged to forward information concerning the exams' results to schools, local authorities and other school running bodies as well as to kurator oswiaty and to the Minister. Reports prepared by the commissions make it possible for the above-mentioned institutions to undertake actions targeted at the increase of quality in education.

The separation between pedagogical supervision and administrative supervision was also implemented on the basis of the following legislation: Act of 25 July 1998 amending the School Education Act.

The assessment of schools is done by school inspectors from kuratorium oświaty (pedagogical supervision) and school running bodies, actually mainly local government authorities – gmina and powiat (administrative supervision).

The Polish education system covers three levels of pedagogical supervision. The Minister of Education exercises supervision over kurator oświaty (level 1). They, in turn, supervise schools (level 2) and school heads supervise teachers in their own schools (level 3).

Currently, the basic legislation concerning aims and tasks of pedagogical supervision is as follows:

The School Education Act of 7 September 1991

The Regulation by the Minister of National Education of 7 October 2009 on pedagogical supervision. In accordance with this law, pedagogical supervision includes:

- Assessment and monitoring of teaching/care conditions in schools
- Assessment of conditions and effects of teaching and care and of other statutory activities
- Support to schools and teachers in their teaching and care related tasks
- Offering inspiration to teachers in implementing pedagogical, methodological and organizational innovations

Subject in particular to supervision are:

- Accordance of teacher employment with the qualifications required
- Realization of the basic programme and framework teaching plans
- Compliance with the principles of assessment, classification and promotion of pupils, and conduct of examinations as well as compliance with the regulations concerning compulsory school attendance and compulsory education.
- Compliance with the statutes of the school or institution
- Observation of the rights of children's rights and of the rights of pupils, and propagation of knowledge of these rights.

Ensuring that pupils have safe and hygienic conditions for learning, upbringing and care.

In accordance with the above Regulation the forms of pedagogical supervision are:

- Evaluation
- Monitoring
- Support

Evaluation

Evaluation carried out by an agency exercising pedagogical supervision is external evaluation.

Evaluation carried out by the head of the school or institution in cooperation with other teachers is internal evaluation.

Evaluation comprises:

- Collection and analysis of information about the educational activity of the school or institution
- Determination of the extent to which a school or institution has fulfilled the requirements set in a regulation by the minister responsible for education and upbringing

These requirements are embraced within four areas of the activity of a school or institution

- The effects of teaching, upbringing and care activity and other statutory activities of a school or institution
- Processes taking place in the school or institution
- Functioning of the school or institution in the local environment in particular with respect to cooperation with pupils' parents.
- Management of the school or institution.

The requirements set to a school or institution do not cover the whole range of possible issues connected with the obligations of a school or institution has toward its pupils, wards, and their parents. The requirements set to schools or institutions indicate rather the strategic and priority tasks chosen in order to help them plan their work. When analyzing the requirements set therefore one should not seek a 'holistic' picture but see rather aspects worthy of emphasis as being key aspects.

Evaluation conducted within a school or institution has the aim of assessment of fulfillment of requirements at one of the five following levels:

1) Level A –indicating a very high degree of fulfillment of requirements by a school or institution

2) Level B –indicating a high degree of fulfillment of requirements by a school or institution

- 3) Level C –indicating a middling degree of fulfillment of requirements by a school or institution
- 4) Level D –indicating a basic degree of fulfillment of requirements by a school or institution
- 5) Level E –indicating a low degree of fulfillment of requirements by a school or institution

Requirements at the levels D and B (taking into account distribution between different types of school and kind of institution) were contained in an annex to the above mentioned Regulation.

Failure by a school or institution to fulfill requirements at level D indicates level E while fulfillment of requirements at a level higher than D but lower than B indicates level C. Fulfillment by a school or institution of requirements at a level higher than those defined at level B indicates Level A.

Evaluation will be carried out in all areas of the functioning of a school or institution- total evaluation. In addition great importance is attached to **problem evaluation** carried out in the areas of various problems chosen from the range of activities of a school or institution. The agency exercising pedagogical supervision defines problems chosen from the range of activity of the school or institution undergoing evaluation taking into account the scope of the agency for pedagogical supervision.

The agency exercising pedagogical supervision over a school or institution will conduct evaluations in accordance with the procedures set down in the Regulation. With this aim the agency exercising pedagogical supervision will call into being a team to conduct the evaluation of the school or institution from among those entitled to conduct evaluations. In order to conduct an external evaluation in schools or institutions in which pedagogical supervision is exercised by more than one agency, these agencies will be able to designate a joint team to conduct the evaluation.

An element motivating schools and institutions to be concerned about the quality of their work is solution contained in the regulation concerning the obligation to take into account during an external evaluation the results of internal evaluation conducted in the school or institution. This means that the team conducting an external evaluation in a school or institution is obliged to inform itself of the results of an internal evaluation and to compare these results with the findings of its own investigations.

Monitoring

The agency exercising pedagogical supervision monitors the school or institutions observation of legal regulations in the area of teaching, upbringing and care activity, and other statutory activities of the school or institution.

The aim of monitoring activity is to make an evaluation of the state and conditions of teaching, upbringing and care activity and other statutory activities of the school or institution with respect to its legality.

The themes of monitoring arising from the plan for pedagogical supervision of Kuratoria will accord with the basic lines of implementation of the state's educational policy as determined by the minister responsible for education and upbringing, as well as with the guidelines and recommendations defined in the law concerning the system of education (the minister decides the basic lines of implementation of the state's educational policy by Kuratoria and monitors the proficiency and effectiveness of pedagogical supervision

exercised by kuratoria). In te case of need arising for exercise of monitoring in other areas, kuratoria may make use of the possibility of conducting *ad hoc* monitoring.

Support

Within the range of tasks of agencies exercising pedagogic supervision (kuratoria) will remain assistance of the work of schools or institutions by (among others)

- preparation and publication on the agency's web site of
- analyses of results of pedagogical supervision carried out, including results from external evaluation and monitoring of observation of legal regulations.
- Examples of good practice
- Organization of conferences and consultations for directors of schools and institutions
- Promotion of use of evaluations in the process of improvement of the quality of teaching, upbringing and care activities, and other statutory activities of a school or institution

It will also be the task of agencies exercising pedagogical supervision to assist the work of schools and institutions to promote use of evaluations in the process of improvement of the work of schools and institutions.

The head of a school or institution has the task of organizing assistance for teachers. In particular:

- Organization of training and consultations with the aim of improving the quality of the educational activities of a school or institution, assisting teachers' development and inspiring them to make pedagogic innovations;
- Motivating teachers improve and undertake professional development
- Presenting to teachers the findings of pedagogical supervision.

9.2. Ongoing Debates and Future Developments

The aim of the Regulation (of 7 October 2009) concerning pedagogical supervision is to strengthen the system of supervision steering it toward carrying out analyses and assessments of the quality of both schools and institutions.

Pedagogical supervision will be carried out in a planned manner or *ad hoc* and will take into account the extent to which requirements are in the public domain and the principles for obtaining information about a school or institution from various sources, taking into account information gained during supervision carried out by the director of the school or institution.

A reason for introducing changes is the fact that current pedagogical supervision is insufficiently concentrated on assessment of the quality of work of a school or institution and does not ensure it the

proper support aimed at improving the level of education and implementation or plans for improvement and development. Internal pedagogical supervision carried out by heads of schools or institutions is only to a small extent used to improve the quality of work of those schools and institutions.

The most important reasons deciding the necessity for improvement and strengthening of the system of pedagogical supervision and assessment of the quality of work of schools and institutions are:

- Ineffectiveness and inability to adapt of the present system of pedagogical supervision to the pace and scope of change and educational needs of society (studies of work of individual kuratoria confirms the negligible utility of present pedagogical supervision for raising the quality of work in schools and institutions.
- Unsatisfactory work aimed at improving the quality of education of schools, institutions and of the agencies operating them leading to educational inequality between social groups, a problem in less developed parts of the country. Here it should be emphasized that equalization of educational opportunities was one of the fundamental aims of the education reform, but this task is only incompletely performed by present agencies of pedagogical reform.
- The necessity of obtaining accurate information indispensable for creation of state education policy, and also education policy at regional and local levels.
- Ensuring opportunities for diversified personal and social development of pupils and teachers, appropriate to their aspirations and abilities

A fundamental assumption of the new model of pedagogical supervision delimits three supervisory tasks of the agencies exercising that supervision, including kuratoria. The tasks are;

- Assessment of the educational activity of schools and institutions;
- Monitoring observation of legal regulations concerning teaching, upbringing and care activities of schools, institutions and teachers;
- Assisting the work of schools, institutions and teachers in their teaching upbringing and care activities, and in other statutory activities.
- Hitherto pedagogical supervision has concentrated mainly upon investigating the conformity of the activity of schools and institutions to legal requirements. Separation of evaluations directed at study of processes in schools and institutions and their influence on achieved effects constitutes implementation of the law's requirement for "analysis and assessment of the effects of teaching upbringing and care activities, and other statutory activities of schools, and institutions.

9.3. Administrative and Legislative Framework

The following legislation is directly related to the evaluation system:

The Education System Act of 7 September 1991 (with further amendments)

• The Regulation by the Minister of National Education of 30 April 2007 on the conditions and rules for assessment and promotion of pupils and students as well as implementation of examinations and tests in public schools

- The Regulation by the Minister of National Education and Sport of 3 February 2003 on the vocational qualifications examination standards
- The Regulation by the Minister of National Education of 23 December 2008 on the core curricula for preschool and general education in different types of schools.

The following legislation is indirectly related to the evaluation system:

• The Regulation by the Minister of National Education of 12 March 2009 on the detailed qualifications required of teachers and the definition of schools and cases where teachers without **dyplom ukończenia** studiów wyższych or completion of studies at a teacher training institutionmay be employed.

9.4. Evaluation of Schools/Institutions and assessment of pupils' achievements

Please refer to the subdivisions for more details.

9.4.1. Internal Evaluation of schools/institutions and internal assessment of pupils' achievements

See subdivisions.

9.4.1.1. Internal Evaluation of schools/institutions and internal assessment of pupils' achievements – primary & secondary level

The process of pupil assessment consists of two elements: internal ongoing assessment done by teachers at school and external examinations or tests at the end of each type of school, organised and conducted by Regional Examination Commissions. Both elements are aimed at evaluating the progress made by pupils with respect to knowledge and skills. Teachers at schools are responsible for the definition of requirements, based on core curricula, and for the establishment of criteria for the assessment of pupil achievements. Pupils and parents are informed about these criteria.

The new legislation on school pedagogical supervision requires from schools continuous internal assessment of quality as a method of quality assurance in teaching. Practically it means that the school evaluates, if possible, the level of efficiency and effectiveness in all areas of school activities.

The head of a public school or institution, as a person coordinating school/institution activities and assuring the eligibility and effectiveness of the educational process, is responsible for the implementation of the internal evaluation process and the use of its results for undertaking of actions aiming at the improvement of school's/institution's performance.

Internal evaluation can be implemented in respect to the requirements defined in an attachment to a regulation or in relation to other aspects of school's/ institution's functioning considered by the school head as important.

The school head (head of institution) is obliged to prepare a school pedagogical supervision plan once a year which contains, among others, aims, subject of internal evaluation and the timetable for its implementation as well as topics and dates for the checks on eligibility of implemented activities.

Before the end of the school year (by the 31 August) the school/institution head is obliged to present to the pedagogical council the results of pedagogical supervision in the given school year.

The school head can implement tasks related to the pedagogical supervision in various forms, e.g. with the use of observation by a teacher in charge of educational, upbringing and care activities and other activities undertaken in order to implement the school's/institution's statutory tasks.

9.4.1.2. Internal Evaluation – Higher Education Institution level

In some higher education institutions – especially uczelnia akademicka, possessing the right to confer magister and doktor degrees – evaluation procedures exist with respect to academic employees.

Evaluation covers both teaching and research work, progress in academic career, publications, international co-operation, etc.

Younger staff (assistants) are expected to defend doctoral thesis within the period not exceeding 8 years from the beginning of their employment at uniwersytet. Similarly, academic staff possessing doctoral degrees are expected to obtain doktor habilitowany degree within 9 years. Most higher education establishments execute these regulations – academic staff members who do not fulfill these requirements have to leave the job.

As far as internal student evaluation is concerned, slight changes have been noted. In some higher education institutions or faculties, flexible programmes of study have been introduced. Within the framework of these programmes, the number of optional subjects is extended, among which the student can choose those of interest to him/her. The only requirement concerns the minimum number of credits to be scored in optional subjects.

Some HEIs, or some faculties within them, have implemented evaluation in the form of simple questionnaires to be completed by students - a rather informal way of assessment. At the end of nineties this assessment was included as a permanent element of accreditation procedures at Polish higher education institutions. The findings can be used to improve the quality, organisation and methods of teaching and learning as well as to review the conditions and scope of studies.

According to the Act of 27 July 2005 "Law on Higher Education" every HEI is obliged to assess all the academic teachers at least once in every four years. Detailed rules for academic teacher assessment are defined in the HEI statutes. During academic teacher assessment regarding teaching duties students are asked for their opinion.

9.4.2. External Evaluation of schools and institutions and external assessment of pupils' achievements

Please refer to the subdivisions for more details.

9.4.2.1. External Evaluation of schools/institutions and external assessment of pupils' achievements at regional & local levels

Starting the 1st of January 1999, on the force of the Act of 24 July 1998 on the introduction of the three-tier administrative division of the country, there are 16 województwo, 379 powiat and 2478 gmina in Poland. New persons were appointed to be kurator oświaty in all regions – their task is mainly evaluation of the school performance, but it is limited to educational (pedagogical) supervision.

The staff employed in kuratorium oswiaty and qualified to exercise pedagogical supervision is responsible for evaluation and their task is to write reports on the condition of education.

The Regulation by the Minister of National Education and Sport of 7 October 2007 on the detailed rules for school pedagogical supervision requires from kurator oswiaty to be able to conduct the process of external evaluation of quality at schools/institutions in order to assure high quality of education, upbringing and care. New tasks in the area of pedagogical supervision, including internal evaluation at the regional level, are described in the point 9.1.

Administrative supervision (of teaching staff and finances) – but not educational supervision – is a duty of gmina authorities with respect to przedszkole, 6-year szkoła podstawowa, 3-year gimnazjum, and powiat authorities with respect to upper secondary schools (general, vocational, artistic and special schools).

What is a radical change to the Polish system of education, it is a new system of external evaluation of pupils' achievements (see: 9.1.). In accordance with the implemented education reform of 1999 which included the new legislation concerning the rules for pupil evaluation, (at present based on the Regulation of 30 April 2007 on the Conditions and Rules for Pupil Evaluation, Eligibility for Assessment, Promotion and Examinations and Tests in Public Schools) all tests and examinations at the end of each school are organized by newly established agencies: 8 Regional Examination Commissions supported and supervised by the Central Examination Commission.

The responsibilities of Examination Commissions are as follows:

- to prepare proposals of standard requirements to serve as the basis for tests and exams;
- to prepare tests and examinations;
- to conduct tests and examinations;
- to analyze results, formulate findings, keep appropriate records and prepare reports on tests and exams for school heads, local authorities, pedagogical supervision and finally for the Ministry of Education;
- to deliver training for examiners and candidates for examiners.

9.4.2.2. External Evaluation of Pupils' Achievements at national level

External evaluation, similarly to the internal one, aims at the increase in quality of education and at contributing to the recognition and equivalence of certificates (on the national and international scale). It enables diagnosis of school achievements and failures. Moreover, it helps the assessment of teachers' work.

Independent external evaluation (independent of pedagogical supervision, local administration, school heads) reveals whether the school and its staff keep up to national standards and, in an indirect way, tests the adopted curricula.

In external evaluation at the national level the main role is played by the Central Examination Commission. This Commission, in co-operation with research centres and employers' organisations, will define and standardize examination requirements and tools for measurement.

Centrally defined criteria enable regional commissions to design easily comparable tests and to keep the balance between the "knowledge" component and the "skills" component.

The external assessment system of pupils achievements consists of the following external standardized tests and examinations:

- at the end of the 6-year szkoła podstawowa (age 13) general, obligatory test with no selection function;
- at the end of the 3-year gimnazjum (age 16) general, obligatory examination;
- at the end of liceum ogólnokształcące (age 19/20), or 2-year uzupełniające liceum ogólnokształcące (age 20/21) or 3-year technikum uzupełniające (age 21/22) on the basis of 2-year zasadnicza szkoła zawodowa– general, not obligatory egzamin maturalny;
- graduates of zasadnicza szkoła zawodowa technikum, technikum uzupełniające and szkoła policealna take external standardized egzamin zawodowy.

Assessment of pupils achievements at national level. Primary Education

At the end of the 6-year szkoła podstawowa (age 13) the children take a test checking the level of knowledge and skills. This test is not of a selective nature – however, taking of this test enables the pupil to start education in gimnazjum. Its results provide pupils, parents as well as both schools with information about the level of achievements of the pupil in relation to the requirements of the core curriculum and adopted standards. For the first time it was conducted in 2002.

Assessment of pupils achievements at national level. Secondary Education

The reformed secondary school in Poland is divided into 2 levels: lower secondary (3-year gimnazjum) and upper secondary. At the end of each level there is an examination.

On completion of the 3-year gimnazjum (age 16), the pupils take an exam, the results of which are indicated on the gimnazjum leaving certificate. This examination checks abilities, skills and knowledge in the field of

humanities and science. Pupils' knowledge and skills are expressed in credits. This exam is to help pupils in their choice of future education. For the first time it was conducted in 2002.

Graduates of 3-year liceum ogólnokształcące, liceum profilowane (age 19), 4-year technikum (age 20) or 2-year uzupełniające liceum ogólnokształcące based on the 2/3-year zasadnicza szkoła zawodowa (age 20/21) or 3-year technikum uzupełniające on the same basis (age 21/22) will take the national egzamin maturalny entitling pupils for admission to higher education. It consists of two parts: external written and internal oral. In the new types of post-gimnazjum schools the new exam has been compulsory for all the graduates of general (since Spring 2005) and technical upper secondary schools (since 2006). In 2002 it was conducted for the first time for volunteers (around 5% of graduates chose the new version of this exam) still in the previous system of upper secondary education. As in the case of the competence test upon completion of primary school and the exam at the end of gimnazjum – requirement criteria for this examination have been defined by the Central Examination Commission.

The external egzamin maturalny (written part) covers compulsory and optional subjects. The Regulation of 30 April 2007 (with further amendments) on the conditions of assessment, classification and promotion of pupils and implementation of exams and tests in public schools states that the pupil has to pass exams in 3 compulsory subjects: Polish language, a modern foreign language and mathematics (starting school year 2009/10) Graduates of classes or schools with a national minority language have to take an additional exam in this language. Written egzamin maturalny exams in compulsory subjects are organized at 2 levels to be chosen by the pupil: basic and advanced. Beside compulsory subjects, each pupil has to choose one subject from the following: biology, chemistry, philosophy (starting school year 2008/09), physics and astronomy, geography, history, history of music, history of art, computing (starting 2008/09), Latin language and ancient culture (starting 2008/09), civic education, and knowledge about dance. It is possible to take optional subjects (1 to 3). These can be selected from among compulsory optional subjects and from among: computing, Latin language and ancient culture, ethnic minority language, modern foreign language or the regional language – kaszubski.

Internal, oral exams are taken in the Polish language, modern foreign language and in the national minority language – for those attending schools or classes with such language. They are carried out by the school, according to the regulations of the Regional Examination Commissions and under their supervision.

External written exam is the basic element of the entire examination – it is prepared and assessed by Regional Examination Commissions on the basis of the criteria set and approval issued by the Central Examination Commission (see 9.4.2.1.).

Egzamin zawodowy is an exam confirming vocational qualifications which allows to asses the level of knowledge and skills related to a given vocation as defined in standard requirements for this examination. This examination has replaced two vocational exams – egzamin z nauki zawodu and egzamin z przygotowania zawodowego

First egzaminy zawodowe were implemented for post-gimnazjum schools' graduates according to the following schedule:

- In zasadnicza szkoła zawodowa:
- O In 2-year training scheme in 2004
- In 3-year training scheme in 2005

- In technikum in 2006
- In technikum uzupełniające in 2007
- In szkoła policealna in 2006-2008.

The vocational examination confirming vocational qualifications is carried out by the regional examination commission. Proposals of examination papers and tasks are prepared by regional examination commissions, and it is the Central Examination Commission that decides which examination set will be given to the candidates taking the exam.

The examination confirming vocational qualifications consists of two stages:

- Written part (which consists of two parts)
- Practical part.

The written part takes place in schools attended by the candidates. The practical part takes place in an examination centre indicated by the head of the regional examination commission. This examination centre can be a school, a practical training centre, a continuing education centre or an appointed employer.

The exam confirming vocational qualifications is considered to be passed if the candidate received:

- 1. In the written part: minimum 50% of maximum points in part one and minimum 30% of maximum points in part two.
- 2. In the practical part: minimum 75% of maximum points.

The examination result is given by the regional examination commission. This result is final. The graduate who passed the examination receives a diploma confirming his/her vocational qualifications.

Upon the graduate's request the Europass – Diploma Supplement confirming vocational qualifications is appended to the vocational qualifications diploma. The document is prepared on the basis of description of graduate's qualifications or description of the given vocation defined in the core curriculum for the vocation. The document defines the scope of competences of the persons holding the vocational diploma and makes it easier to understand the importance of the diploma, defines the skills and qualifications, is directly linked to the vocation (in one country all the diploma holders receive the same type of supplement) and has the same structure in all EU countries. Europass neither replaces the original diploma confirming the vocational qualifications nor gives legal basis for formal recognition of the diploma by institutions in other countries, but it enables its holders to access the European labour market.

Diplomas and their supplements are issued by regional examination commissions.

Evaluation at the national level. Higher Education Institution, accreditation

From the beginning of the 90-ties there is a tendency in the Polish academic society to systematize and to formalize the quality assurance in higher education - by governmental legislation, as well as by other, independent initiatives.

Currently in Poland there are the following institutions aiming at the quality assurance in higher education:

The General Council of Higher Education is an elective body of the higher education system. The council cooperates with the Minister of Education and with other governmental bodies in the establishment of the state educational policy in the area of higher education:

- it issues opinions and proposes motions in all matters related to the higher education and science,
- it issues opinions on legal regulations,
- it issues opinions on the proposal of the state budget related to the higher education system and on the rules of distributing state subsidy to the higher education institutions,
- it issues opinions on the proposals of statutes for higher education institutions.

The State Accreditation Commission, established by the Decision nr 54 of 28 December 2001 by the Minister of National Education and Sport, is the legal higher education body responsible for the improvement of teaching quality. Its activities are related to all the higher education institutions regulated by the Act on the Schools of Higher Education and by the Act on the Schools of Higher Vocational Education.

The commission presents opinions and motions to the Minister related to the:

- creation of higher education institutions, granting the higher education institution a right to open studies in a given area and at the given level of study, as well as a right to the creation of a branch or a faculty in a location different from the home institution,
- assessment of teaching quality in a given study area, including the training of teachers and teaching conditions.

The commission co-operates with national and international organisations, which are involved in teaching quality assessment and accreditation matters.

9.5. Evaluation of the Education System

National tests and examinations have been discussed in the section 9.4.2.

The OECD/ PISA Programme for International Student Assessment is devoted to the assessment of skills of 15-year-old pupils. The programme will run for several years in 3-year cycles. The first PISA test was carried out in 2000, another ones in the years 2003, 2006 and 2009. Results of the 2009 survey will be announced in December 2010.

PISA 2006 survey was mainly targeted at sciences (while PISA 2000 was targeted at reading and PISA 2003 – mathematics). Due to the PISA survey structure so far only the results of the first survey results (regarding reading) can give sufficient basis for observing any trends in education. Changes regarding maths can be observed starting 2003 (when maths was the main focus of the survey) but the timing is to short to observe any clear trends. Changes to the results concerning science will be observed starting with the PISA 2012 only.

Reading literacy is understood as a complex activity and not just an ability to decode symbols and links between them. Reading includes understanding of what is being read – this can be tested through interpretation and the use of interpretation results for achievement of own targets. In this perspective reading is a basic activity of persons adjusting to the environment, especially those trying to overcome barriers and change the surroundings.

In the years 2000-2006 an average result in reading literacy for OECD countries (mainly EU Member States) dropped by 8 points in the PISA scale (this is mainly due to the incorporation of Turkey and Slovakia in the OECD average – countries which did not take part in the first survey).

The greatest drop was observed among the following EU countries: Spain (32 points), Bulgaria (28 points), UK (28 points), Italy (18 points), Austria (17 points), France (17 points), Greece (14 points). Countries which noted more limited drops are Ireland (10 points), Czech Republic (9 points), Sweden (9 points), and Belgium (6 points). Results for Denmark, Finland, Portugal and Hungary did not change. Latvia first noted one of the greatest improvements between 2000-2003 (33 points) and then – a decrease of 12 points. The Netherlands did not meet the PISA survey requirements in 2000. Luxemburg had a very low score in 2000 due to the problems with the choice of language. Estonia, Lithuania, Romania, Slovakia and Slovenia did not participate in PISA 2000. Cyprus and Malta are still not involved.

A noticeable increase of an average score in reading literacy was observed in Germany (by 11 points). The highest increase in the EU was noted in Poland – an average score in reading went up by 29 points which equals to the equivalent of one year of study. Among non-European countries only South Korea noted a similar increase (31 points).

Thanks to such visible progress Poland has advanced to the group of countries with clearly higher results in reading literacy than the OECD average (Poland – 508 points, OECD average – 492). Among the EU countries Poland takes the third place in reading literacy – behind Finland (547 points), and Ireland (517 points). The difference between Polish, Swedish and Dutch score (507 points each) as well as Belgian and Estonian score (501 points each) is statistically insignificant.

A similar situation is observed as far as the other measure of progress in education based on PISA results is concerned – proportion of pupils with lowest achievements (with maximum the lowest level of 5 reading literacy PISA levels). In most EU countries an increase in the percentage of low achievers was observed in the years 2000-2006 – the highest one in Bulgaria (11% points) and in the range of 6-9 % points in Spain, Italy, Czech Republic, Austria, France and the UK.

Here Poland also showed a significant progress – reduction in a number of low achievers by 7.1% points (however, mainly in the years 2000 – 2003 – by 6.5 % points). A greater progress was observed only in Latvia (a decrease in the number of low achievers by 9.4% points) but this is due to the even greater progress in the years 2000-2003 (by 12.6% points) and then a regress, namely increase in the number of low achievers by 3.2% points.

The character of statistical PISA survey does not allow for establishing cause-effect relations. It is however possible to point out that this clear progress in pupils' achievements in Poland is accompanied by two important phenomena which did not occur to such an extent in other EU and OECD countries:

• A wide reform of the education system of 1999 which encompassed 15-year-olds in 2001 (PISA 2000 measured the effects of the previous education system),

• Even greater than the above mentioned progress in reducing differences between schools in pupils achievements – the country where in 2000 one of the greatest differences between schools in pupils achievements were observed, in 2003 Poland became a so to speak "Scandinavian" country (traditionally the lowest level of differences between schools is observed in Scandinavia); the PISA survey confirmed the durability of this phenomenon.

Poland belongs to the leaders of education development in Europe measured through basic indicators monitoring achievement of the goals of Lisbon Strategy in education – so called benchmarks, and at the same time, it is in the group of low achievers among the EU Member States in the whole area of learning, including such complex indicators as LLL and innovation.

In order to achieve the main goals of the Lisbon Strategy aiming at the growth and employment the EU has set a number of sectoral goals, including those in the field of education (education and training). According to the European Commission the reforms in this area have not been implemented quickly enough in order to improve the competitiveness of the EU economy.

Five benchmarks (indicators with a set level of reference) are considered to be the most important EU indicators in the area of measurement and comparison of progress in education and training:

- 1. Benchmark related to the percentage of youth with low achievements in reading literacy in the whole population of youth at the end of compulsory education namely at the around 15 years of age (the Education and Training Programme is aiming, at the beginning of the current decade, to reduce a number of such youth in the EU Member States by a minimum of 20% until the year 2010 yet this number increased from 21.3% to 24.1% in the years 2000- 2006, while in Poland it decreased by 30.2% from 23.2% to 16,2%),
- 2. Benchmark of early school leavers (leaving education or training forms) with a set reference level of 10% of such leavers in the age group 18-24 to be achieved by 2010, this applies to persons with the maximum level of education set at lower secondary school, namely those who abandoned or did not undertake education at the upper secondary level (in 2008 the percentage of such youths was 14.9% for the EU and only 5% for Poland, which makes it the best score among the EU Member States),
- 3. Benchmark related to population of those achieving upper secondary education and above among those aged 20-24 with a set level of reference at a minimum of 85% of such persons to be reached by the year 2010 (in 2006 this indicator equaled 78.5% in the EU, and in Poland it amounted to 91.3% which constitutes one of the best scores in the EU),
- 4. Benchmark related to the increase in the number of MST graduates (graduates in maths, science and technology) with a set level of reference increase in the number of such graduates by 15% until 2010 (this is the only benchmark which has been already reached in both the EU and in Poland),
- 5. Benchmark related to the participation of adults aged 25-64 years in LLL, and precisely in education or training in the last 4 weeks before the date of survey (this benchmark is not related to informal education) with a set level of reference of 12.5% to be achieved by the year 2010 (in 2008 there were 9.5% of such persons in the EU and in Poland 4.7%).

European Commission in its detailed assessment of all countries has stressed that no EU country managed to achieve the reference levels in all benchmarks combined with a constant lasting growth of these indicators. Only Poland has noted the achievement of the set levels for four benchmarks in combination with their constant growth (benchmarks 1-4).

The Commission notes at the same time that Poland has poor results in the whole area of learning, namely learning in various forms, places and periods of life. This results in a low position of Poland in complex indicators measuring not only the scope of formal education but also the whole scope of learning. The complex indicator of LLL (lifelong learning, lifewide learning) is one of those above mentioned indicators, and so is the complex innovation indicator - European Innovation Scoreboard).

In economies and societies which have based their development on knowledge this type of learning prevails over school type education. In spite of Poland's significant achievements (often noted as one of the best in the EU) in the development of formal learning, especially in the area of school education (for 6 to 24-year olds), the assessment of Poland's LLL area is not positive.

9.6. Research on Education linked to Evaluation of the Education System

Higher schools receive subsidies for research from the Minister of Science and Higher Education. Higher education institutions apply to the ministry for financing of their statutory activities.

The majority of educational research is funded not from the central budget, but from the resources of individual higher schools, faculties or institutes. Also the Ministry of Education commissions research, which results help to take decisions related to the state educational policy. Some research projects are carried out without payment – e.g. magister theses or doctorates or in the framework of research organized for groups of students.

Certain projects – mainly opinions, expertise or analyses - are commissioned by the Ministry of Education, by the Parliament (Sejm) Education Commission, rarely by foundations.

The most significant among the existing educational research institutions are as follows:

- Institute for Educational Research (Instytut Badań Edukacyjnych) (<u>www.ibe.edu.pl</u>) carries out research on the following topics: educational policy, construction of standards for professional qualifications, development of the education system, modernization of teaching in general and vocational schools (also: education for the labour market and European integration), innovation and reforms in Poland. Comparative researches are also conducted.
- Centre for Science Policy and Higher Education (Centrum Badań Polityki Naukowej i Szkolnictwa Wyższego) (www.cbpniszw.uw.edu.pl) at Warsaw University. The main research topics are as follows: organisation of science policy, financing of education and higher education, choice of study, course of study, educational organisation and transformations on the labour market. The most important projects are: evaluation of teaching quality and contribution to international research on functional literacy.
- Faculty of Educational Studies (*Wydział Studiów Edukacyjnych*) at the Adam Mickiewicz University in Poznań (<u>www.wse.amu.edu.pl</u>). The following research areas are covered: transformations of the Polish pedagogy against changes of political context, axiological foundations of education, functioning of the school within local community, pathological phenomena in education, history of education and educational doctrines, methodology of educational research, functioning of the educating society, socialization of pupils and students, etc.

• Institute of Public Affairs (Instytut Spraw Publicznych) (www.isp.org.pl) – carries out research in the following areas: European integration, public opinion, social policy, education, legal, constitutional and systemic issues, matters associated with public administration, migration and Eastern policy. The results are published in various series and available in specialist bookshops throughout the country. Recently several surveys on the results of the education system reforms in Poland have been commissioned by the Ministry of Education.

• The Institute of Philosophy and Sociology of the Polish Academy of Sciences is a research and development institution. It aims at the implementation of advanced research in the areas of philosophy and sociology and the cognition and communication sciences. Apart from research activities the Institute operates in the areas of education and publishing. It aims at the promotion of science and research. The Institute prepared the OECD/PISA survey in Poland in the years 2003- 2009 and processed the OECD/PISA results in 2003 and 2006. (www.ifispan.waw.pl)

Educational research is also carried out in other institutes of the Polish Academy of Sciences: Institute of History of Science (www.ihnpan.waw.pl), Institute of Psychology (www.ippan.waw.pl), and the Institute of Political Studies (www.isppan.waw.pl).

Educational research is also carried out by other HEIs, mainly universities and pedagogical academies.

9.7. Statistics

The progress of education in Europe, including Poland, measured by five benchmarks of the Education and Training 2010 Programme (as in the report by the European Commission of 25 November 2009).

Five benchmarks with the set targets to be achieved by				Europe	Poland	
2010 (European Commission 25.11.2009) – the top indicators of educational progress in Europe			2000 Latest data available		2000	Latest data availa ble
1	Youths with low level of key competencies (Reading literacy according to the PISA survey)	Level of reference - 2010: Decreasing the number of youths with low level of achievement in reading by at least 20%	21.3%	2006: 24.1% Leaders: Finland (- 31.4%) Poland (- 30,2%)	23,2%	2006: 16.2%
2	Early school leavers (persons with lower secondary education and below who at the age of 18-24 are not involved in any kind of education or training)	Level of reference - 2010: Limiting the number of persons – early school leavers – to maximum 10% in the age group of 18-24-year-olds	17.6%	2008: 14.9% Leaders: Poland (5,0%) Czech Republic (5,6%)	7.4%	2008: 5.0%
3	Young people with upper secondary education and above	Level of reference - 2010: Increasing the number of persons with upper secondary education up to a minimum of 85% in the age group of 20-24- year olds	76.6%	2008: 78.5% Leaders: Slovakia (92.3%) Czech Republic (91,6%) Poland (91.3%)	88.8%	2008: 91.3%
4	Graduates of MST studies (maths, science, technology)	Level of reference - 2010: Increasing the number of MST graduates by at least 15%, namely up to 789 thousand (Progress is given in one year)	686 thousa nd	2007: +33.6% (917 thousand) Leaders: Portugal +14,9% Slovakia +12,6% Poland +12,2%	39.2 thousa nd	2007: 12.2% (growt h per year)
5	Adults aged 25-64 years involved in education or training (during 4 weeks before the survey)	Level of reference - 2010: Increasing the number of adults involved In education or training up to 12.5% at the minimum	2003: 8.5%	2008: 9.5% Leaders: Sweden (32.4%) Denmark (30.2%)	2004: 5.0%	2008: 4.7%

10. Special Educational Support

Please refer to the subdivisions for more details.

10.1. Historical Overview

The first type of special education to be developed in Poland was the education of deaf children, followed by the education of the blind, the socially maladjusted and the mentally disabled. Those emerging as last were schools for physically disabled children, chronically ill children and children with multiple disabilities.

In 1817 the Commission of Public Enlightenment (Education) of the Kingdom of Poland adopted "The Law on the Establishment of the Institute for Deaf-and-Mute People in Warsaw", this serving as the basis to set up an institution for the education of deaf children. Education at the Institute lasted four years, and its curriculum comprised elements such as creating images and assigning appropriate signs to them, developing special "reading" (lip-reading) skills, speaking and writing, basic numerical skills, religious and moral principles. These were later on supplemented with other subjects such as physics, history, geography and grammar as well as elements of lithography, carpentry, turnery and mechanics.

In 1842 the Institute began to admit children generally described as "sightless". Consequently, its original name was changed into the Institute for Deaf-and-Mute and Blind People in Warsaw. Following the establishment of the Society for the Care of the Blind, blind children were educated in Laski near Warsaw. Numerous effective methods for work with blind children were developed there to support general development of these children and to prepare them for life in the society. Moreover, a number of additional subjects were taught, these including knitting, artistic weaving, furniture making and metal dressing.

The first school for the socially maladjusted was opened in Studzieniec (for boys) in 1876 and in Puszcza Mariańska (for girls) in 1891. They were organised by the Society of Agricultural Settlements and Handicraft Alms-Houses. The educational rigour in these establishments was lessened, with correctional education activities based on friendly relations and mutual trust. However, the first models of artisan type training were introduced in 1629 in the Institute for Moral Improvement for Children in Mokotów (a Warsaw district nowadays). Major changes in this stream of education took place after the World War II, when the staff for correctional education activities was extended to include not only special education teachers but also judges for juveniles, professional guardians, public guardians as well as psychologists, psychiatrists and neurologists.

Although the first school for children with slight mental disabilities was established in Poznań in 1897, the actual development of education of the mentally disabled began after Poland had regained its independence (1918). An important event in this area was the establishment of the National Institute of Special Education which trained special education teachers.

The care for chronically ill and physically disabled children was first provided in the form of the so-called camps. Such camps were organised in Rymanów-Zdrój in 1886, in Rabka in 1890, in 1909 in Krynica, in Busko-Zdrój in 1918 and 1920 and in Otwock in 1919. In the years following the regaining of independence the establishment of such schools was continued, starting with the "health-resort school" in Otwock (1919). Three years later primary school was established, and later a secondary school in the antituberculosis sanatorium in Zakopane was set up. The system of care was subsequently extended to cover trachomatous children (Witkowice near Cracow, 1923), epileptic children (Tworki, 1923) and those with paraplegia (Busko-Zdrój, 1926).

During the nazi occupation of Poland very few schools and centres for children with mental handicaps were operational, their functioning considered to be a sign of defense of moral and humanitarian values and of protest against the programme of extermination of the disabled. In areas incorporated into the Third Reich the special schools were closed. In the General Gubernia the following institutions were functioning: the Deaf and Mute Institute in Warsaw, three schools for the mentally handicapped, centres for "morally neglected" boys and girls and the Institute for the Blind in Laski near Warsaw.

After the end of the Second World War special education was reborn and new schools and institutions for war invalids were established. These institutions were aiming at helping the invalids to become independent and to find employment. In 1956 a regulation on compulsory schooling was passed which enabled children not fit to follow mainstream primary education to enroll in special schools.

In the 60-ties and 70-ties new special schools were established including schools, institutes, schooling and care centres which include several schools (and sometimes pre-schools) and boarding facilities. Up to date 300 of such centres have been operational. The introduction of hospital-based schooling was a novelty in those times aimed at children who due to prolonged illness (e.g. tuberculosis) had to be in hospital for a long time. Vocational schools for mentally handicapped youth also were established. In 1962 individual teaching at home was introduced for disabled pupils. In 1963 a first so-called "school of life" was opened in Poland offering education to children with severe mental disabilities. In 1968 a system of preparing and publishing of special textbooks was launched.

In 1993 legislation on educating children with special educational needs was introduced. It allowed for the establishment of integration classes and schools. In the years 1994-97 revalidation and care classes for children with severe mental disabilities were introduced.

The reform of the education system allowed for the introduction of the disabled into the mainstream schools.

10.2. Ongoing Debates and Future Developments

Continuation of the education system's reform includes the implementation of 3-year special schools preparing pupils with moderate and severe mental disabilities (as well as the pupils with multiple disabilities) for work leading to the receipt of a certificate proving the graduate's preparation for employment. The schools have been operational since the 1 September 2004.

In 2005 early development support activities were introduced for children with diagnosed disabilities up to the age of 6.

It has been envisaged in the document "Strategy for the Development of Continuing Education until 2010" that local programmes will be developed and implemented in order to remove barriers in access to education, with a particular emphasis on the disabled and on bringing the continuing education to their homes.

A 6-year old is obliged to undertake one year of pre-school preparation in a kindergarten or pre-school class in a primary school (Starting 2011 this obligation will apply to 5-year olds). One year of obligatory pre-school preparation starts in a calendar year when the child reaches the age of 6. In the case of children with SEN certificate a child can enter pre-school education at the age of 6 and above, however not longer than until the end of the calendar year when he/she reaches the age of 10. Compulsory schooling can be postponed for

these children until the end of the calendar year when he/she reaches the age of 10. (Starting 2012 compulsory schooling can be postponed until the age of 8 only).

Starting 1 of September 2009 it is possible to organize teaching of 6-year olds in the first grade of primary education (including those with SEN); (to date, so-called 0 grades were organized in special schools where children not attending przedszkole were prepared for entering school education).

The aims of the Operational Programme "Knowledge and competencies" of the National Development Plan 2007-2013 are as follows:

- Counteracting social exclusion through education
- Enhancing education for economy based on knowledge
- Assuring of high quality of the education system.

10.3. Definition and Diagnosis of the Target Group(s)

Special education comprises children and youth with developmental disabilities who require special organisation of work and working methods. This education can be applied in general schools, integration schools or classes or in special schools or classes, or as individual teaching.

Special education comprises the following groups of children with special educational needs:

- children with slight mental disabilities;
- children with moderate or severe mental disabilities;
- deaf children;
- children with hearing impairment
- blind children;
- partially sighted children;
- physically disabled
- chronically ill;
- psychotic
- autistic children and children with multiple disabilities;
- socially maladjusted children, drug addicts, children with difficult behaviour.

In public psychological-pedagogical advice centres there are teams of experts who issue opinions on:

• existing need for special education including directing children to remedial classes for severely mentally disabled pupils

• existing need for individual teaching for children who are not able to come to school on the regular basis due to their health problems

These teams recommend the form of special education to be provided - in mainstream schools, integration schools or classes, in special schools or classes or in special educational centres.

Assistance for children with special educational needs in Poland comprises guidance and counseling, outpatient's services, care and assistance in school, education and care in special schools and pres-school institutions. Guidance and counseling services are provided by Guidance and Counseling Centres (Psychological and Educational Services Centres). Their tasks include the following:

- recognizing the state of psychological and physical development of children and young people aged 3 to 18 (and over), and registering deviant children living in their area;
- medical diagnosing (physical development and its impairments), psychological diagnosing (intellectual development, psychometrics, functions of analyzers, personality), educational diagnosing (advancement in learning, the scope of deficiencies) and social diagnosing (situation and living conditions in the family);
- delivering opinions concerning the form of educational and remedial or correctional and compensatory assistance for children with various deviations and disorders as well as directing disabled children to special schools and establishments or other special education institutions;
- carrying out medical examinations for children and young people who attend special schools and przedszkole in order to reconsider, if necessary, the possibility of sending some of them back to their original mainstream schools (correcting first diagnoses);
- undertaking preventive treatment activities, these including guidance for teachers and parents, measures designed to influence the environment;
- organisation of therapeutic centres.

All persons receive assistance from Guidance and Counseling Centres free of charge and on a voluntary basis.

Results of psychological, pedagogical and medical examination, carried out by specialists attached to a given centre or external experts, serve as the basis for an opinion qualifying children and young people for suitable forms of special education (including individual teaching arrangements). Such opinions are delivered by a special commission composed of the director or deputy director of a centre as its chairman, a psychologist, a teacher, a specialized medical adviser as well as other persons if required. These commissions also qualify socially maladjusted children and young people or those with drug addiction for correctional education establishments, and those who are entirely or partially deprived of parental care for care-and-education establishments.

The principles and procedures for qualifying disabled children and young people for special education and on the rules for directing children to suitable schools and establishments are defined in the Regulation of the Minister of Education of 12 February 2001.

The other relevant regulations are as follows:

• Regulation of the Minister of National Education and Sport of 7 January 2003 on principles of providing and organising psychological and educational assistance to pupils in public przedszkole, schools and units;

- Regulation of the Minister of National Education and Sport of 11 December 2002 on the detailed organisation and operational rules for public psychological and educational guidance centres and other public specialist services and on the framework statutes for these centres;
- Regulation of the Minister of National Education and Sport of 11 December 2002 on the framework statutes for public psychological and educational guidance centres and other public specialist centres;
- Regulation of the Minister of National Education of 18 September 2008 on the certification and opinions issued by teams attached to public psychological-pedagogical support centres.

In 2007/08 there were 559 public psychological and educational guidance centres (including 29 specialist guidance centres and 36 branches).

10.4. Financial Support for Pupils' Families

Gmina organises transport and care during transport for SEN pupils in their area or it reimburses costs of transport of the pupil and his/her caretaker if transport is provided by parents. The detailed regulations are as follows:

- 6-year-olds with SEN are to be transported to the nearest kindergarten, pre-school class in a primary school, or centre providing children and youth with severe mental disabilities participation in revalidation and care activities, this also applies to mentally disabled children with multiple disabilities who undertake one year of compulsory pre-school preparation,
- Disabled pupils are to be transported to the nearest primary and lower secondary school, and pupils with motoric disabilities and moderate/severe mental disability also to the nearest post-gymnasium school, not longer though than until the age of 21,
- Disabled children and youth with severe metal disabilities are to be transported in order to participate in revalidation and care activities, this applies also to children and youth with mental disabilities and multiple disabilities in order to enable them to fulfil the obligation of compulsory education (full and part time), not longer though than until the age of 25.

Disabled children have been included in the national programme contributing to the purchase of textbooks. Children from underprivileged families who start their first year at szkoła podstawowa receive a set of textbooks free of charge.

Every year several types of textbooks and additional books for blind, partially blind, deaf and slightly/moderately and severely mentally disabled pupils are published. These textbooks are distributed to relevant schools free of charge by kuratorium oświaty.

10.5. Special Provision within Mainstream Education (integrated provision)

Integration school (integration przedszkole) or integration class is defined as a school or class in which children with special educational needs study together with other pupils. A school (pre-school) is considered to be an integration one if all the classes are integration ones. Przedszkole and schools with integration classes are defined as having both mainstream and integration classes.

In the school year 2007/08 in 5200 integration classes organised in szkoła podstawowa, gimnazjum and post-gimnazjum schools there were 18 014 disabled pupils – 10.11% of all disabled pupils.

Wider integration of SEN pupils in mainstream education (both at pre-school and school level) and in integration schools aims at education in peer groups as close to their homes as possible. In these circumstances non-disabled pupils learn of tolerance, solidarity and democracy while studying with their disabled friends.

Public schools and pre-schools organise special classes. This is an arrangement supporting integration at the organisational level. Special classes may follow either educational programmes from a corresponding type of special przedszkole or a selected curriculum from a mainstream przedszkole. Teaching in special classes is based on curricula and outline timetables implemented in a corresponding type of special or mainstream school.

The number of pupils enrolled in special classes of mainstream schools ought to be equal with the number of pupils attending special school classes.

In 2007/08 there were 3945 pupils enrolled in special classes organised in mainstream primary schools, gimnazjum and post-gimnazjum schools (2.2% of all disabled pupils).

Apart from the integration education, public mainstream schools and przedszkole may organise integration classes with individual disabled pupils. Children with various disabilities (hearing impairment, sight impairment, chronically ill, physically disabled, socially maladjusted) attend mainstream schools and very often follow the curriculum of a mainstream school. Only moderately or severely mentally disabled children, when attending a mainstream school, follow the curriculum of a special school.

In the school year 2007/08 there were 52 945 individual disabled pupils enrolled in mainstream classes in przedszkole, szkoła podstawowa, gimnazjum and post-gimnazjum schools – 29.71% of all disabled pupils.

10.5.1. Specific Legislative Framework

Special education is an integral part of the Polish education system. This is an arrangement provided for in the School Education Act of 7 September 1991. New definitions and rules for organisation of special education were introduced by the amendments of this act. The reformed school education system (at the primary and lower secondary levels), special education included, has been implemented under the Act of 8 January 1999 (on the implementation of the education system reforms). The Act of 15 March 2002 amending the School Education (and other acts) introduced the new types of post-gimnazjum schools.

The list of regulations based on the School Education Act:

Related to psychological-pedagogical support and identification of needs for special education

• Regulation of the Minister of National Education and Sport of 7 January 2003 on principles of providing and organising psychological and educational assistance to pupils in public pre-schools, schools and units;

- Regulation of the Minister of National Education and Sport of 11 December 2002 on the detailed organisation and operational rules for public psychological and educational guidance centres and other public specialist services and on the framework statutes for these centres;
- Regulation of the Minister of National Education and Sport of 11 December 2002 on the framework statutes for public psychological and educational guidance centres
- Regulation of the Minister of National Education of 18 September 2008 on the certification and opinions issued by teams attached to public psychological-pedagogical support centres.

Related to early support of children's development

• Regulation of the Minister of National Education and Sport of 3 February 2009 on organisation of early support to children's development

Related to school documentation, admissions, school time tables and framework statutes of schools and preschools

- Regulation of the Minister of National Education and Sport of 19 February 2002 on rules for teaching and care related documentation management for public pre-schools, schools and institutions and on types of that documentation
- Regulation of the Minister of National Education and Sport of 20 February 2004 on conditions and procedures for admission of pupils to public schools and transferring pupils from one school to another
- Regulation of the Minister of National Education and Sport on 12 February 2002 on outline time tables in public schools
- Regulation of the Minister of National Education and Sport of 21 May 2001 on framework statutes for public przedszkole and schools

Related to education in special, mainstream and integration schools

• Regulation of the Minister of National Education and Sport of 18 January 2005 on the conditions for organisation of education and care for disabled children and youth and socially maladjusted pupils in przedszkole, schools and classes (mainstream and integration)

Related to individual teaching

 Regulation of the Minister of National Education of 18 September 2008 on the organisation and rules for individual compulsory one-year of pre-school preparation and individual teaching of children and youth

Related to special schools based at health centres and hospitals

• Regulation of the Minister of National Education and Sport of 27 February 2003 on the organisation and conditions of implementation of special educational activities in special schools organised in hospitals and social care institutions.

Related to special education establishments

- Regulation of the Minister of National Education of 7 March 2005 on detailed rules for activities by public institutions, conditions for children and youth offered in such institutions as well as amounts and rules related to fees paid by parents for their children staying in such institutions
- Regulation of the Minister of National Education of 7 March 2005 on framework statutes of public institutions.

10.5.2. General Objectives

The main objective of the school is in particular to prepare disabled children and youth for life in integration with the society by:

- ensuring through special methods the most comprehensive development of pupils within their capacities;
- preparation for family life and functioning in the local community
- preparing them to practice an occupation.

While implementing these objectives, the school should provide pupils with knowledge and skills as well as develop socially valuable attitudes. In preparing the pupil for active participation in the social life, the school should:

- provide him/her with knowledge about social structures;
- teach him/her to use material and cultural resources;
- prepare him/her to perform social roles related to his/her professional life;
- provide him/her with knowledge about nature and its rules;
- teach him/her to follow the rules of hygiene, to take care of his/her health and to organise active leisure.

Teaching and educational activities designed to prepare the pupil for the economic and social life aim to:

- develop skills and attitudes required in work;
- instill the sense of discipline, order, thrift and responsibility for work to be done;

develop the ability to co-operate and co-exist in a group.

10.5.3. Specific Support Measures

The number of pupils in an integration class should be between 15 and 20 including 3 to 5 disabled pupils. A school with integration classes can additionally employ teachers with special pedagogical qualifications (so called support teachers). A support teacher can (depending on the needs of the disabled pupil) work during all the activities of the class or only during the selected ones. Specialist teachers can also work individually with disabled pupils teaching them various educational techniques, e.g. Braille alphabet, sign language and other educational techniques such as independent movement or techniques of seeing. In small schools the integration classes include children with various disabilities (blind, deaf, with physical disabilities). In large schools with several classes at one level it is possible to divide the children into classes in a way which stimulates their development. In the Centre for Psychological and Pedagogical Support an Unit for Support to Development and Integration has been established. This unit organises in-service teaching and qualification courses for teachers, prepares teaching materials and publications and organises conferences and workshops.

The regional methodological centres and centres for psychological and pedagogical support provide support to integration schools and classes.

10.6. Separate Special Provision

Special school or special class is a school or class for pupils who have been directed to follow special education including those in hospitals, sanatoria, or social support units.

Depending on special educational needs, the type and the level of disability of children and young people, the following public and special establishments could be set up and run:

- przedszkole (for children aged 3 and above up to their school entry, but not longer than to 10 years of age, starting age 2012 not longer than to 8 years of age)
- 6-year szkoła podstawowa
- 3-year gimnazjum
- 2 to 3-year zasadnicza szkoła zawodowa
- 3-year schools preparing for employment organised for pupils with moderate and severe mental disabilities as well as for pupils with multiple disabilities leading to the receipt of a certificate confirming their preparation for employment
- 3-year liceum ogólnokształcące
- 3-year liceum profilowane
- 4-year technikum

szkoła policealnaspecial boarding-schools (one or more special schools with boarding facilities)

special education and care centres (with boarding facilities and special rehabilitation programmes).

The number of pupils per special school class should be as follows:

- from 10 to 16 pupils in schools for children with slight mental disabilities;
- from 6 to 8 pupils in schools for children with moderate and severe mental disabilities;
- from 8 to 10 pupils in schools for blind and partially sighted children;
- from 6 to 8 pupils in schools for deaf and partially hearing children;
- from 10 to 16 pupils in schools for chronically ill children;
- from 6 to 8 in schools for children with psychic disorders;
- from 2 to 4 pupils in schools for autistic children and children with multiple disabilities;
- from 8 to 12 pupils in schools for physically disabled children;
- from 10 to 16 pupils in schools for the socially maladjusted, drug addicts and children with behavioural disorders.

Moreover, correctional institutions are organised for socially maladjusted children, drug addicted children and those with deviant behaviour (on the basis of the Act on Social Support).

Special education may be provided by, both public and non-public schools, or establishments. The responsibility for the establishment, administration and maintenance of special przedszkole is a task of gmina and of special schools (and special education centres) - of powiat.

Pupils are entitled to receive psychological and educational assistance. This type of assistance supports psychological and physical development as well as enhances the effectiveness of learning by correcting deviations, correcting deficiencies or reducing gaps in the knowledge or skills to be acquired within the framework of a curriculum as well as by eliminating causes and symptoms of disorders, including behavioural deviations. Pre-schools institutions organise such assistance in the form of specialist therapeutic activities. Schools and correctional establishments may in turn provide teaching and remedial classes or specialist activities (socio-therapy or other therapeutic activities). These activities may be organised for pupils coming from social environments which do not ensure effective education or for pupils with learning difficulties.

In the school year 2007/08 a total number of 2595 disabled children were educated in special kindergartens (22.42% of all disabled children educated in kinderdgartens).

In the school year 2007/08 a total number of 89 104 disabled children and young people were educated in special schools of different levels (primary, gimnazjum and post-gimnazjum) – 50% of all disabled pupils.

10.6.1. Specific Legislative Framework

See 10.5.1.

10.6.2. General Objectives

See 10.5.2.

10.6.3. Geographical Accessibility

Gmina is obliged by law to organise transport and care for SEN pupils attending primary schools and gimnazjum (compulsory education) in their area. Transport can be provided by the means of a school bus or by a specially designed rented car or by the child's family car. Disabled pupils who live in areas with no suitable schools can enroll in boarding schools in 352 special education and care centres and 51 special care centres.

10.6.4. Admission Requirements and Choice of School

In general, special education establishments admit children and young people who have been qualified as "in a need for special education" by a Guidance and Counseling Centre, with the type of disability and the age being the key criteria. The compulsory schooling can be delayed only for one year. The choice of type of special education (special school, school with integration classes) is left to the pupil's or his/her parents' discretion.

10.6.5. Age Levels and Grouping of Pupils

A special primary school (as indeed any mainstream school) comprises two levels of education: the basic level covering grades I to III (integrated teaching) and grades IV to VI. The third level (stage) of education is the 3-year special gimnazjum. The fourth educational level comprises vocational or general education. Disabled pupils with no mental disabilities can study in upper secondary schools with egzamin maturalny at the end which gives them a right to access higher education institutions or in other post-gimnazjum schools. They can also study in basic vocational schools, which give them professional qualifications. Pupils with moderate and severe disabilities can follow vocational training in vocational classes preparing them for work.

Special education for disabled pupils with no mental disabilities and with minor mental disabilities is organised as a system where pupils are divided into classes and teaching is based on the lesson system. In some classes the system of multi-level education can be observed where 2 or 3 groups of pupils with different levels of knowledge may be distinguished.

10.6.6. Organisation of the School Year

The organisation of the school year is the same for all the schools in the country.

A boarding school can work for 6 days in a week. The religious holidays can be combined with winter holidays. The timing of winter holidays is decided by kurator oświaty for the region in question.

10.6.7. Curriculum, Subjects

Curricula implemented in special schools (with the exception of schools for children with moderate and severe mental disabilities) are based on the common core curriculum prepared for the given education stage.

General school curriculum, curriculum for a particular vocation and curriculum for a general vocational profile training can be:

- Prepared by a teacher individually or in cooperation with other teachers;
- Chosen from the set of curricula prepared by other author(s) e.g. from among those available on the market, approved for the use at school by the Minister of National Education;
- Prepared by other author(s) and modified by the teacher the curriculum is presented by the teacher with the scope and rationale for the proposed changes.

The curriculum proposed by the teacher should be adjusted to the needs and abilities of the pupils.

School curricula for general education, vocational curricula and curricula for general vocational profile training are approved for the use at school by a school head of the given school upon teacher(s) request upon consultation with the school pedagogical council.

The teacher has a right to select a textbook from among the textbooks approved for the use at school. By the 15 of June the school head announces the list of textbooks to be in use at this particular school during the coming school year.

The outline timetables provide for additional 30 contact hours per week in a period of 3 years at each stage of compulsory education. Provision of 6 hours of classes of alternative communication techniques is envisaged for pupils with multiple disabilities and autistic pupils. The Outline Timetables for special schools are very similar to those in mainstream schools.

In special schools for children and youth with moderate and severe mental disabilities, different curricula and outline timetables are envisaged.

The Outline Timetables for the 6-year primary special school and 3-year special gimnazjum for pupils with moderate and severe mental disabilities are as follows:

Educational activities	Number of teaching hours per week in a period of 3 years
SZKOŁA PODSTAWOWA Stage 1 (grades I-III)	
Integrated teaching	50
Religion/Ethics	6
Hours left to the School Head's discretion	10
Total	66
Remedial teaching	30
SZKOŁA PODSTAWOWA Stage 2 (grades IV-VI)	
Functioning within environment	19
Technology	15
Fine arts	15
Music and gymnastics	12
Physical education	12
Religion/Ethics	6
Total	79
Remedial teaching	30
GIMNAZJUM Stage 3	
Functioning within environment	15
Technology	26
Fine arts	25
Music and gymnastics	6
Physical education	12
Religion/Ethics	6
Total	90

10.6.8. Teaching Methods and Materials

Special schools apply the same teaching methods as mainstream schools. However, stronger emphasis is placed on the individualization of work with each pupil. While the teacher is free to choose particular methods and forms of work as well as teaching instruments, he/she is required to apply the following teaching and educational principles of special pedagogy:

- Having profound understanding of the pupil and offering him/her specialist assistance.
- Adjusting teaching activities to the pupil's abilities and needs and to the conditions in the environment:
- o individualization of requirements, methods, selection of teaching instruments, organisation and pace of work;
- o accessibility of teaching contents;

- o graduation of problems.
- Ensuring active and conscious participation of the child in the teaching and learning processes.
- Using demonstration as a teaching method and presenting examples.
- Aiming at integrated impact (coherence, correlation within subjects and between subjects, cooperation of specialists).
- Ensuring "durability" of attainments, developing the ability to use and improve them:
- o systematic approach (pre-planned and logical structure of teaching material),
- "durability" of knowledge (continuous reinforcement of acquired knowledge and skills),
- o combining theory and practice (every-day applications).

Teaching in the first three classes of special schools for mentally disabled children is organised according to the so-called "working centres" method. It is based on global teaching where the so-called "working centres" are distinguished; these include topics or issues which when taught require the child to observe, to identify important features, to distinguish cause-and-effect relationships, to absorb information related to a given issue, and to express the knowledge in specific and abstract terms.

The following four main methods are used in teaching children with impaired hearing: oral, dactylographic, sign language and combined.

Library-therapy is a new method applied in correctional education. It is described as "a programme of activity based on interactive processes which involve the use of printed and non-printed materials, both imaginative and informative; with the assistance of a librarian or another specialist, this programme provides an insight into normal development or the possibility of introducing changes to emotionally disturbed education".

10.6.9. Progression of Pupils

Assessment of pupils

Pupils are assessed throughout the school year.

In grades I-III of szkoła podstawowa pupils are subject to descriptive assessment. Starting with the grade IV, annual or periodical assessment is based on a six-grade scale including the following marks: excellent (6), very good (5), good (4), satisfactory (3), acceptable (2), unsatisfactory (1). Children's behaviour is assessed on the basis of the following scale: excellent, good, acceptable, unacceptable.

In the case of pupils with moderate and severe disabilities the descriptive assessment is used at all levels of education.

As stated in the Minister's of National Education and Sport Regulation of 7 September 2004 on the conditions and rules for pupil evaluation, classification, promotion, and examinations and tests in public schools, with a

written opinion of a guidance and counseling centre or other specialist guidance centre as the basis for his/her decision, a school teacher may adjust educational requirements to individual psycho-physical and educational needs of the pupil, in case of the pupil who has been recognized as having development deficiencies which prevent him/her from meeting these requirements.

Special school pupils take the test organised at the end of szkoła podstawowa and the examination organised at the end of gimnazjum – in the form taking into account their deficiency. This also applies to egzamin maturalny. Disabled secondary school leavers may take this examination in a written and oral form in special classrooms or at home and in a manner adjusted to their speaking, writing and motoric abilities. If necessary, the examination takes place in a separate classroom or at the pupil's home.

Only pupils with moderate and severe mental disabilities are not obliged to take compulsory tests and exams. Pupils with multiple disabilities can be excused from the obligation to take the test and examinations.

Promotion

As provided for in the above-mentioned Regulation, the disabled pupil is promoted to the following grade if he/she has received periodical and annual marks according to the school grading scale and to the specific criteria in all subjects and compulsory classes (except subjects and classes from which he/she was exempted). Pupils are promoted to higher grades on the basis of the decision by the school's pedagogical council.

10.6.10. Educational/ Vocational Guidance, Education/Employment Links

Those with slight mental disabilities complete szkoła podstawowa, gimnazjum and zasadnicza szkoła zawodowa. They can also acquire qualifications to practice an occupation. Blind, deaf, chronically ill and physically disabled pupils may also complete (apart from the above mentioned schools), full upper secondary schools e.g. technikum (with the title of technik), liceum profilowane or liceum ogólnokształcące.

Most gifted graduates may continue their studies in higher education institutions. In the academic year 2007/08 the number of disabled students in all types of higher education institutions amounted to 22 980, which accounted for around 1.19% of the student population.

Pupils with moderate or severe mental disability and pupils with multiple disabilities can enroll in 3-year schools preparing for employment which lead to the acquisition of a certificate confirming their preparation for employment.

10.6.11. Certification

All special school leavers, except those with moderate and severe mental disabilities, receive the same school certificates as pupils in mainstream schools. Pupils in schools for children with slight mental disabilities are awarded final school certificates with a "the pupil followed the curriculum adjusted to individual abilities and needs on the basis of the public psychological-pedagogical centre's guidance" inscription. Pupils with moderate and severe disabilities are awarded final school certificates on a special form, in accordance with the descriptive assessment rules.

Pupils who graduate from a 'preparation for employment' class are awarded certificates which state on the second page in the section 'compulsory educational activities' that the pupil has followed 'preparation for work' curriculum based on the core curriculum for the given vocation'.

Final exams – see point 10.6.9.

10.6.12. Private Education

Schools can be public, non-public or non-public with public school rights. Primary schools and gimnazjum can be public or non-public with public school rights only. A public school is an educational institution established by the central administration, local/district/regional authorities, a legal body or by an individual person. It provides free education, implements core curricula and assessment procedures established by the Minister of Education. A non-public school is an educational institution run by legal bodies or individual persons on the basis of their incorporation into the register of non-public schools, which is supervised by the local authorities. A non-public school can acquire rights of a public school (a right to issue state certificates) if it implements the minimum curriculum and applies the assessment procedures defined by the Minister of Education.

10.7. Special Measures for Children/Pupils of Immigrants

All children of immigrants enrolled in public mainstream schools are subject to particular teachers' attention although they are not considered to be SEN pupils. (See 10.3.– categories of disability).

With respect to the implementation of the Directive 77/486/EEC the following legislation has been prepared and partly implemented in Poland:

- The Act of 21 December 2000 amending the School Education Act
- The Regulation by the Minister of National Education and Sport of 4 October 2001 on the admission of persons with no Polish citizenship in public przedszkole, schools, teacher training institutions and units.

The legislation rules in force since 1 January 2001 (with further amendments) are as follows:

- Persons who are not Polish citizens have a right to benefit from education in public przedszkole, and if they are subject to compulsory schooling in public primary schools and gimnazjum, in artistic schools as well as in institutions, including artistic institutions, on the same conditions as the citizens of Poland.
- In public post-gimnazjum schools (...) the following types of immigrants can benefit from education on the same conditions as the citizens of Poland:
- Migrant employees, citizens of EU and EFTA member states, if employed in Poland together with members of their families, provided they are located in Poland.
- Persons of Polish origin in the light of the repatriation legislation
- Persons who gained the right to settle down in Poland

- Persons who gained such right on the basis of international agreements
- Persons with a refugee status

The remaining categories of immigrants can benefit from this type of education either as grant holders or on the basis of tuition fees.

The legislation rules implemented upon Poland's accession to the EU (May 2004) are as follows:

- Persons who are not Polish citizens, are subject to compulsory schooling and do not have any or have insufficient command of the Polish language to follow mainstream classes, have a right to participate in additional, free Polish language classes. This language tuition is organised by the relevant local authorities. It can be organised in the following forms:
- Preparatory course (minimum 15 foreigners enrolled)
- Additional Polish language classes (less than 15 foreigners enrolled).
 Polish language tuition is offered for no longer than one school year and it covers at least 2 teaching hours a week. The weekly number of teaching hours is decided upon by the school head in agreement with gmina.
- Persons who are not Polish citizens and are subject to compulsory schooling can follow classes of their country of origin language organised by the diplomatic, consular or cultural/ educational unit of their country of origin at the school premises. Organisation of such classes requires consent by the school head and the local educational authorities. The school offers its premises and teaching aids free of charge. The duration of classes devoted to learning of the language and culture of the country of origin cannot exceed the maximum of 5 hours a week.
- Migrant workers from the EU member states who are or were employed in Poland, as well as the members of their families living in Poland, can benefit from the right to be enrolled in public post-gimnazjum schools (...) on the same conditions as the citizens of Poland.

10.8. Statistics

The number of special education institutions and the number of SEN pupils in the school year 2007/08

Institution	Number of institutions	Number of pupils
Special pre-school institutions	79	2595
Special primary schools	790	27 284
Gimnazjum	816	33 042
General upper secondary schools	40	1890
Special vocational and specialized upper secondary schools of which:		
- basic vocational schools	369	17 429
- vocational and specialized secondary schools	56	1 556
Special schools preparing for employment	370	7 857
- post-secondary schools	20	602
Total	2 540	92 255

The number of disabled pupils in primary schools, gimnazjum and in post-gimnazjum schools (2007/08)

	Organisational form						
	Special school	Special class in mainstream school	Integration class	Mainstream class	Individual teaching		
Primary schools	27 284	2304	11 084	27 392	5878		
Gimnazjum	33 042	1613	5290	19 352	3829		
Post-gimnazjum schools	28 778	Not available	1640	6201	1303		

Disabled pupils as a percentage of all pupils: primary schools 2.9%, gimnazjum 4.13%, post-gimnazjum school 2.23%

Disabled students in the academic year 2007/2008

(data of 30 November 2007 – data by the Central Statistical Office)

System of studies	Number of disabled students enrolled in all HEIs							
	Total	Including women	Deaf and with impaired hearing	and with red sight	With impaired movement		ner Ilities	
				Blind aı impaire	Able to walk	Unable to walk	Other disabilities	
Full time studies	12 569	7029	872	1063	2818	251	7565	
Part time studies	10 419	6470	619	811	2498	252	6239	
Total	22 988	13 499	1 491	1874	5316	503	13 804	

Disabled students constitute 1.19% of all students. The number of disabled students has increased by 15.4% in comparison with the previous year.

11. The European and International Dimension in Education

The European Union does not regulate matters related to education, considering it the domain of individual member states. However, the Union aims – as it was stated in the Maastricht Treaty – at supporting and complementing actions undertaken by member states through the development and implementation of Community programmes, through the promotion of exchange and the creation of the sense of European identity. This is closely connected with the promotion of the European dimension in education.

On 14 February 2002 the ministers in charge of education and training in EU countries and the European Commission set themselves the following goals to be achieved by 2010 'for the benefit of citizens and the European Union as a whole':

- the highest quality will be achieved in education and training and Europe will be recognized as a worldwide reference for the quality and relevance of its education and training systems and institutions;
- education and training systems in Europe will be compatible enough to allow citizens to move between them and take advantage of their diversity;
- holders of qualifications, knowledge and skills acquired anywhere in the EU will be able to get them effectively validated throughout the Union for the purpose of career and further learning;
- Europeans, at all ages, will have access to lifelong learning;
- Europe will be open to cooperation for mutual benefits with all other regions and should be the most-favoured destination of students, scholars and researchers from other world regions.

A meeting of the European Council held in Lisbon in March 2002 initiated the so-called Lisbon Process. The European Council defined the new approach to political co-operation, including the area of education. The "open method of co-ordination" is to assure high coherence in attaining of the most important EU goals through support to the member states in their efforts to produce their own educational policy directed to those common goals. Poland's accession to the EU in May 2004 means that the Polish education system has to join the efforts to achieve the above-mentioned common goals. The majority of the assumptions of the European Union's education policy (e.g. the Bologna or Copenhagen Declarations) are reflected in Polish educational policy. There is continuing adaptation of the Polish education system to the requirements of the modern employment market and the needs of a knowledge based society, enriching education with a European dimension and strengthening actions favouring greater professional and social integration.

The EU supports recognition of qualifications through bringing closer together the national education systems. This will be achieved not through the harmonization of systems, but with the support of European Qualification Framework for the LLL. Before 2012 all the documents confirming qualifications issued in the EU will refer to one of the eight reference levels defined in the European Qualification Framework (EQF).

EQF is a product of so-called Copenhagen Process' Forum which allowed 32 countries (including the EU Member States) to discuss the issues of vocational education and training. The Forum participants work not only on the European System of Credits for vocational education and training and on a project of the European Network for Quality Assurance in vocational education and training.

Also the Bologna Process is a pan European undertaking. It was initiated by the signing of the Bologna Declaration document in 1999 which aimed at significant changes to the higher education systems in Europe. 29 countries signed the Declaration, and at present 46 countries participate in the implementation of its goals. Creation of the European Higher Education Area by the year 2010 is an ultimate goal of this process. In the framework of the European Higher Education Area (EHEA) the countries which signed the Bologna Declaration declare the creation of suitable conditions for mobility of students, graduates and HEIs employees as well as the provision of conditions for offering modern education of high quality and space for self-development to those enrolled in higher education establishments. The Ministers of Higher Education meet at conferences once every two years: in Prague (2001), Berlin (2003), Bergen (2005), London (2007) and Leuven /Louvain-la-Neuve (2009) – in order to discuss the situation related to the implementation of the changes in question and to define priorities for the forthcoming activities. Every conference is concluded with an official communication which presents detailed aims for the coming years.

The year 2009 has been announced by the European Commission as the European Year of Creativity and Innovation. This is to help the wider public to realize the importance of creativity in various areas, including education.

The European and international dimension of education in Poland is a vast area comprising such topics as the Polish model of European education, teaching content and methods adjusted to European standards but at the same time preserving Polish specificity, the development of the sense of European identity, participation in creating a common Europe, education according to the principles of democracy and respect for human rights, popularization of information on European systems and institutions and on various aspects of European integration, EU assistance with respect to Polish education and Polish co-operation with the other European Union member states in the framework of Community programmes, both multilateral and bilateral.

11.1. Historical Overview

Co-operation between Poland and the European Union commenced with Polish involvement in education programmes supported by the PHARE funds.

In the context of changes occurring in Poland and Hungary, in December 1989 the Council of Ministers of the European Communities (at the behest of the Commission of the European Communities and with the approval of the European Parliament) took a decision about the establishment of the Phare Programme (Poland and Hungary: Assistance to the Restructuring of the Economy). The Programme is based on the Phare Regulation No 3906/89 published in Official Journal L 375 of 23 December 1989, with subsequent amendments. The Phare Programme covered 11 countries: Albania, Bulgaria, the Czech Republic, Estonia, Lithuania, Latvia, Poland, Romania, Slovakia, Slovenia and Hungary. The amount of financial assistance to individual countries depended on their population, GDP and other qualitative indicators. Poland received 25% of the Phare budget, of which 250 MECU was allocated to education.

The assistance through the Phare programmes in the field of education (VET, UPET, MOVE, TESSA, TERM, IMPROVE, SMART, TEMPUS) consisted both of long-term strategic and structural measures as well as in short-term measures like know-how, grants, expertise and training aimed at the supply of the most urgent needs in the field of education. These programmes were implemented by special units, in co-operation with and under the supervision of the Ministry of National Education, on the basis of a Financial Memorandum and Operational Sector Programme signed annually by the representatives of the Polish Government and the European Commission.

VET Programme

The VET Programme (Vocational Education and Training in Poland) was implemented by the Task Force for Training and Human Resources – Co-operation Fund in 1991 – 1995, with the resources granted by the European Community in 1990. The total budget of the Programme amounted to 2 800 000 ECU. These funds were meant to support

- the development of the aid strategy, and aid co-ordination (the following were organised: a G-24 conference on human resources development strategy and co-ordination of foreign aid, four international seminars on occupational standards, the assessment of international co-operation in the field of vocational education and training, the development of vocational qualifications at the local level and joint actions of trade unions, social partners and labour offices aimed at reducing unemployment),
- vocational education and training (comparative analysis and proposals of vocational education reforms in Poland, the support of co-operation of vocational and technical schools with their Western partners with the purpose of modernising curricula, teaching materials, methods and school management),
- teacher training (seminars and study visits, the purchase of teaching aids),
- distance learning (creation of teaching materials, the purchase of equipment, training courses and study visits, institutional support for the National Centre for Distance Education),
- support for the Ministry of Labour and Social Policy (enlargement and equipment of the training centre of the Ministry of Labour and Social Policy, training courses, conferences and the purchase of teaching materials needed for social assistance, social dialogue, local community integration, the training of the personnel of labour offices and job-clubs),
- assistance to employers (study visits, language teaching, conferences, educational and technical support for the International School of Trade in Rynia, an international seminar on management, the establishment of and the support for the FORUM association of managers),
- assistance to trade unions (training in tripartite dialogue, collective negotiations, property changes, equipment of the "Solidarity" training centre in Lublin).

UPET Programme

The UPET Programme (Upgrading Education and Training in Poland) was carried out by the Task Force for Training and Human Resources – Co-operation Fund in 1993-1995 with the funds granted by the European Community in 1991. The total budget amounted to 1 000 000 ECU. These funds were meant to support:

- modernization of curricula for vocational and technical education (creation of curricula for modular training in 29 occupations covering six economic sectors),
- foreign language teacher training colleges (modernization of teaching methods and the purchase of equipment for colleges in Bydgoszcz, Legnica and Wrocław),
- strategic and evaluation measures of the Ministry of National Education (the development of qualification standards for vocational education, the development of the national assessment system for

general education, the development of accreditation system for teacher training and the development of theoretical background for the strategies and evaluation unit).

MOVE Programme

The MOVE Programme (Modernisation of Vocational Education) was carried out by the Task Force for Training and Human Resources – Co-operation Fund in 1993-1996 with the use of funds granted by the European Community in 1992. The budget amounted to 5 000 000 ECU. It was spent on:

- A programme for schools (modernization of curricula in four subjects: physics, elements of computer science, foreign languages, environment protection, development of the curriculum for a new subject called "introduction to the world of work", pilot implementation of these curricula in 60 schools, the training of teachers, the purchase of equipment),
- A programme for school heads (training in the country and study visits abroad for the management staff of 60 schools the training concerned the implementation of modernized curricula and school management in the conditions of decentralization),
- The development of pedagogical supervision institutions (the training of the staff of 10 institutions in the field of administration and management in the conditions of decentralised education, the implementation of modernized curricula and the purchase of equipment),
- The development of information networks (the support of co-operation between different participants in the MOVE Programme facilitating information and experience exchange publication of bulletins, organisation of meetings and the production of computerized database).

TESSA Programme

The TESSA Programme (Training and Education in Strategically Significant Areas) was carried out by the Foundation for the Development of the Education System in 1993-1997 with the use of funds granted by the European Community in 1992. The budget amounted to 4 000 000 ECU. It was spent on:

- post-secondary education (the review of legal, financial and administrative foundations of post-secondary education),
- innovations (short-term training programmes at post-secondary level)

The following were considered strategically significant areas: management, ecology, public administration, economics and law with the view to adjusting them to the "acquis communautaire" of the European Union, foreign language teaching.

TERM Programme

The Programme TERM (Training for Education Reform Management) was carried out by the Foundation for the Development of the Education System in 1994-1997 with the use of funds granted by the European Community in 1993. The budget amounted to 10 million ECU. It was meant to support:

• the development of educational policy of the Ministry (expertise, equipment, training, study visits with respect to 4 topics: the examination and evaluation system, teacher training standards, financing of schools, vocational curricula based on the examples of economics and mechanics),

- institutional support for the Ministry (long-term training in Poland and abroad for policy-makers in human resources management, in education systems of the European Union, in foreign languages; the purchase of equipment),
- the improvement of management in education (training programmes on educators' working methods, organisation development, quality control, communication, reform management, the use of multimedia all meant for the officers of pedagogical supervision institutions, teacher trainers, school heads and local self government administration. Altogether 1500 persons were trained. A computerized system for education management was designed, equipment was purchased.),
- work-shadowing for 120 partners from Poland and the EU,
- networking (support for educational associations, publications and equipment, study visits, support for TERM Programme participants),
- evaluation (the assessment of the effectiveness of TERM, the training of the Polish researchers and evaluators, seminars, conferences, study visits, equipment),
- ad hoc projects (small projects for the strategic aims of the TERM Programme).

IMPROVE Programme

The Programme IMPROVE (Implementation of Modernized Programmes for Vocational Education) was carried out by the Task Force for Training and Human Resources – Cooperation Fund in 1995-1997 with the use of funds granted by the European Community in 1994. The budget amounted to 4 million ECU. It was spent on:

- supporting innovations in vocational schools with modular programmes (training and study visits for teachers implementing modernized curricula, development of tools for and the evaluation of modular training, seminars, publications, equipment),
- introducing the mechanisms of acquiring pre-vocational skills in the system of general education (a report, the creation of pre-vocational skills modules and their integration in curriculum).

SMART Programme

The Programme SMART (Strategic Measures for Achieving Reform Targets) was carried out by the Foundation for the Development of the Education System. The Programme started in 1996 using the funds granted by the European Community in 1995. The budget amounted to 7 million ECU. It was designated for:

• support for educational policy (3 reports: on the financing of education, on school performance, on vocational guidance; the training of experts in planning, strategic analysis and evaluation; seminars on quality control, assessment, teacher training and the improvement of school performance),

• development of the system of pupil assessment (support for the pilot phase of the "Nowa Matura" Programme, which has been implemented for several years in Poland with funds from the state budget; support for the establishment of the Agency for Measurement of Achievement; support for the implementation of the training of personnel of selected kuratorium oświaty and members of Regional Examination Commissions in different aspects of assessment and examinations, and then cascade transfer of acquired skills and knowledge; support for the creation of a data processing system with the aim of collecting, processing and monitoring statistical data on examinations; the purchase of equipment; support for the participation of Polish specialists in international school subject networks),

- support for curriculum development (the development of curricula responsive to market needs, in which the following key competencies would be included: the ability to plan, organise and evaluate one's learning process, the ability to efficiently communicate in different situations, the ability to solve problems in a creative manner, the ability to use computers efficiently; the training of programme specialists, school heads and teachers, who are to develop study materials on the design of curricula integrating the above key competences, and then cascade transfer of the acquired skills and knowledge; support for subject specialists' associations),
- support for the attainment of high quality in teacher training (support for accreditation and quality control in teacher training colleges, the modernization of teacher training processes through the improvement of teacher training curricula, seminars and conferences).

TEMPUS Programme

The Tempus Programme was implemented in the years 1990 - 2000 in the TEMPUS Bureau of the Foundation for the Development of the Education System. The Programme was set up on the basis of the EC Council of Ministers' Decision of 7 May, 1990, for its pilot phase of 1990/91-1993/94 (TEMPUS I), afterwards twice prolonged for the periods of 1994/95-1997/98 (TEMPUS II) and the period of 1999-2000 (TEMPUS II BIS). For the Tempus Programme the amount of 220 million Euros was designated.

The main objective of the Programme in its first phase, i.e. support for the reforms of the higher education systems in the Central and Eastern European countries and the Federation of Independent States, was enlarged in the second phase to account for the support of co-operation and integration procedures with the EU partners. In the third phase this objective embraced the implementation of the pro-accession strategy, which meant the support given by higher education establishments for the process of integrating Poland into the European Union.

The Programme consisted of the following actions:

- Joint European Projects (JEP). In total 580 JEPs were implemented, on which 90 per cent of the total Programme's budget was spent. JEPs were meant to support mainly structural changes in the higher education institutions of the Central and Eastern European countries and the Federation of Independent States, through co-operation with EU partners.
- Individual Mobility Grants (IMG). Granted for visits abroad of one week's to one year's duration aimed at the following: lectures / classes conducted in a higher education institution abroad, participation in training courses, placements, development of instructional materials to be used in the home country, collection of data on the system of higher education, participation in conferences, seminars, preparation of JEP. With the entry of Poland to SOCRATES / ERASMUS, IMGs were cancelled as from 1998/99.

• Compact Measures (CME), in the years 1990-1994 known as Complementary Measures, were aimed at support for institutional reforms at faculty and university level, the popularisation of the TEMPUS achievements, the development of higher education policy. They were discontinued in TEMPUS II BIS.

The outcomes of the TEMPUS Programme for Poland can be summarised as follows:

- the establishment of new and the restructuring of existing university units (inter-university units organising training for the personnel from those branches of industry which are of key importance for the economy, e.g. environment protection, management, European integration European studies),
- the transformation of the uniform magister studies and the implementation of the two-cycle system of inżynier / licencjat + magister,
- the development of new and the modernization of the existing curricula in priority fields (see above); and the implementation of new specializations and the harmonization of curricula for 6 medical specializations, according to the European Council's recommendations,
- instructional materials and publications both in the traditional (student's textbooks, manuals) and modern forms (software, audio, video, etc.),
- modernization of equipment (hardware, unique professional equipment),
- transfer of know-how during longer study visits and placements,
- co-operation between universities and enterprises the foundation at the universities of the centres of technology transfer and training,
- the reform of the university administration through the computerization of libraries, the modernization of financial services and the training of personnel for foreign co-operation bureaux.

The European dimension was introduced in school curricula together with the reform of the education system in 1999. European topics were introduced into the core curricula for grades 4 to 6 of the new 6-year szkoła podstawowa within the framework of the "History and society" subject and into core curricula for the new 3-year gimnazjum in the framework of 2 cross-curricular themes - "European education" and " Polish culture in the light of Mediterranean civilization", and within the subject "History".

In connection with the accession of Poland to the EU in the years 2004-6 the education sector received support from the European Social Fund. It is estimated that in the years 2004-6 Poland received 1960 million Euro.

In the years 1998-2006 international cooperation in the field of education took place within the framework of Community education programmes:

- SOCRATES (a detailed description of the results of cooperation from 1998-2006 is available in a publication of the Foundation for the development of the education System "The Socrates programme in Poland", Warsaw 2007)
- Leonardo da Vinci

YOUTH

These programmes focus on international cooperation broadly understood between educational institutions of member states of the European Union, Countries of the EEA, EFTA and candidate states to Union structures. The programmes are continued in a new form in the framework of the "Lifelong Learning" programme (which at present also includes the Leonardo da Vinci programme) and "Youth in Action".

Since 1999 Poland has participated in the Fifth Framework Programme for Research, Technical Development and Demonstration Activities (5FP) with activities foreseen for the years 1998-2002. Polish scientific and research establishments (including higher education institutions) took part in the following actions financed within the programme:

- Thematic programmes (improvement of the quality of life and management of living resources, creation of a user-friendly information society, promotion of competitive and sustainable growth, energy environment and sustainable development
- Horizontal programmes (confirming the international role of community research, promotion of innovation and encouragement of participation of SMEs, improving human research potential and the socioeconomic knowledge base)
- Direct actions (Joint Research Centre)

The total budget for the programme in the period 1998-2002 amounted to 13700 mln euro.

During the years 2002-2006 Poland took part in the VIth Framework Programme for Research, Technical Development and Demonstration Activities. This programme was the main instrument serving to create the European Research Area. The total budget for the VIth Framework programme amounted to 17,5 mld euro.

European Year of Languages 2001 in Poland

The Council of Europe with the participation of the European Commission and UNESCO undertook the initiative to declare 2001 the European Year of Languages. With object of coordination of the Year in Poland the National EYL Committee was established. The European Year of Languages had two aims in Poland:

- Propagation of teaching of foreign languages, national and ethnic languages
- Promotion of the Polish language among foreigners (Polish as a foreign language) and among Poles abroad (as a mother tongue)
- Within the framework of the EYL some 1100 events took place. These included conferences & seminars, festivals, fetes, picnics demonstration language lessons, and language workshops exhibitions, presentations, competitions and games. International activities within the framework of EYL comprised: the seminar "the languages of our neighbours" in Frombork with the participation of representatives of the states of the Baltic Sea region and of ethnic and minority associations in Poland; Adult Learners' Week in Europe and the internet game "Hello". In addition 8 publications were produced including folders about the Polish language in French, English and Polish, a guide to language teaching and a guide to the Language Portfolio.

Academic Recognition

The 'Matra' project was implemented in the period from January 2003 to December 2004 within the framework of pre-accession assistance from the government of the Kingdom of the Netherlands. The project dealt with strategies for recognition of professional qualifications gained within the EU within the framework of the general system. On the Polish side participants in the project included the Ministry of national Education and the Bureau for Academic Recognition and International Exchange (ENIC/NARIC). The aim of the project was introduction of a system of professional qualifications in regulated professions and preparation of Polish institutions for issue of decisions in questions of recognition of professional qualifications. Detailed information concerning academic recognition and the "Matra" project is available on the web site of the NARIC (www.buwiwm.edu.pl).

European competition for schools "Europe at school"

The competition "Europe at school" was organised annually (since 1991/1992) by the Ministry of Education, by the European Centre of Warsaw University and by the Information Centre of the Council of Europe in Warsaw, under the auspices of the President of the Republic of Poland.

The competition dealt with the following topics:

- "Environment and the quality of life a challenge for Europe"
- "Europe at school"
- "Together at school"
- "A future deeply rooted in the past a challenge for young Europeans"
- "Information communication Europe"
- "European culture of the 21st century"
- "Human rights and me"
- "United Europe a challenge to the citizens of the XXIst Century"
- "Better environment better Europe"
- "Our histories our European future"
- "Europe in the World" contemporaneousness and solidarity, understanding and tolerance challenges of the future
- "Understanding Europe through culture and sport" (2003/04)
- "A Citizen in a Changing Europe" (2004/05)

• "The idea of partnership in a Europe of many nations" (2005/06, the last edition of the competition in Poland).

11.2. Ongoing Debates and Future Developments

The Polish Government has accepted a National Reform Programme for the years 2005-2008, a document presenting the actions the Polish Government intends to undertake in order to achieve the fundamental aims of the renewed Lisbon Strategy.

In January 2006 the Council of Ministers accepted the task of elaborating a "Strategy for Development of the Country 2007-2015" this being- with respect to other strategies and programmes- the primary strategy document for the socio-economic development of Poland over a period of several years. The strategy will form the basis for preparation of National Strategic Frames of Reference, operational programmes and development programmes of national and local government. Its assumptions define the following priorities of the Strategy:

- Increase of competitiveness/innovation in the economy
- Improvement of the condition of basic infrastructure, both technical and social
- Increase in employment and the quality thereof
- Building of an integrated community, of a system of security and of principles of cooperation
- Regional development and increase of the territorial cohesion of the country

A National Coherence Strategy 2007-2013 has been produced based on the above "Strategy". Its draft foresees allocation of all resources in Poland of the European Social Fund for the years 2007-2013 to the Human Capital Operational Programme. In the framework of the Programme the following areas will be supported: employment, education, social integration, development of employees' and enterprises' potential to adapt, development of human resources in rural areas, building of effective and efficient public administration, and promotion of the health of the workforce. The programme was prepared with the aim of realizing the Lisbon Strategy in Poland. High quality education answering to the needs of the labour market is one of the 10 priorities of the programme.

11.3. National Policy Guidelines/Specific Legislative Framework

The most important political fact for Poland at present is activity within the framework of the European Union. Poland entered into official diplomatic relations with the European Economic Community (EEC) in September 1988 and starting in December 1989 the European Community launched the PHARE programme bringing economic assistance to Poland and Hungary. The official Polish application for EU membership was submitted on the 8th of April 1994 and the accession negotiations lasted from March 31st 1998 to December 13th 2002. On the 7th and 8th of June 2003 a referendum took place in which Polish voters showed support for Polish accession to the EU. Since May 1st 2004 Poland has been a member state of the European Union.

In accordance with its negotiating stance the Polish side accepted in full the *acquis communitaire* in the field of education and reported no negotiating difficulties in the area of "Education, training and youth". Negotiations in the field of education were closed by November 10th 1998.

In accordance with the provisions of articles 149 and 150 of the Treaty on European Union –the sphere of education with regard to both structure and content of education remains within the competence of individual member states.

In spite of the full autonomy of member states in the field of education, legal regulations exist concerning assurance of equal access to education at all levels for citizens of member states and application by those states of mechanisms for recognition of professional qualifications. In order to introduce such regulation the law concerning the system of education, the law concerning higher education and the law concerning tertiary vocational schools were amended. A law concerning the rules for recognition of qualifications to practice regulated professions acquired in EU member states was passed, and work undertaken on a law concerning the rules for recognition of qualifications acquired in EU member states for undertaking or carrying out certain activities.

Amendment of the law concerning higher education (including tertiary vocational education) enables EU member states' citizens who live and work in Poland and their families to study in Polish higher education institutions on the same basis as Polish citizens. A new Law on Higher Education, was also prepared with the aim of facilitating international cooperation in the field of higher education.

In spite of the full autonomy of member states in the field of education, in the negotiating position Poland's active adherence to the realization of a common educational policy was noted. This includes, inter alia:

- Polish participation in the EU education programmes: "Lifelong Learning" (LLP), Youth in Action (see 11.4.2.).
- Introduction of the provisions of the Bologna declaration into Polish higher education
- Action undertaken to improve the quality of teaching at all levels of education
- Recognition of diplomas (certificates) for academic and professional purposes
- Development of continuing education
- Use of modern information technology in teaching (ICT)
- Encouraging pupils and teachers to learn foreign languages.

In addition to cooperation within the European Union Poland follows a policy of cooperation in the field of education with various international organizations. The most important of these are:

- The OECD (Organization for Economic Cooperation and Development)- Poland has been a full member since November 22nd 1996. The aim of the organization is promotion of economic growth in member states and promotion of world trade.
- The Council of Europe the Polish delegation joined the roll of members of the Council of Europe on November 26th1991 and occupies 12 seats in the Parliamentary Assembly: 3 for senators and nine for members of the lower house. The main aim of the Council of Europe is protection of the dignity of the citizens of Europe and progress toward ensuring the unity of the continent by monitoring observance of the basic values of democracy, human right and the rule of law.

UNESCO (Organization for Education, Science and Culture) - the organization was created in 1945 with Poland as one of 44 founder members. At present UNESCO has 186 member states. The main aim of UNESCO is to maintain peace and security by influencing the fields of education science and culture of individual members, by cultural exchanges and mutual understanding of various cultures, as well as cooperation between nations to ensure respect for justice, rule of law, human rights and basic freedoms. These tasks are carried out through support for education and scientific research and collaboration in the field of cultural exchanges.

11.4. National Programmes and Initiatives

Please refer to the subdivisions for more details.

11.4.1. Bilateral co-operation

"Polish-German Youth Cooperation" organization (Jugendwerk)

The activities of this organization are concentrated on the area of initiation and facilitation of contacts between German and Polish youth and on development of existing cooperation. The organization receives financial funds from the budgets of both states allowing it to support various forms of exchange programmes and cooperation between the youth of both states as well as to carry out its own programmes of promotion and education. Between 1993 and 2007 more than 1 million 500 thousand people took part in Polish-German programmes financed by "Polish – German Youth Cooperation" and in total more than 38000 youth exchange projects were financed. PGYC also promotes the development of Polish-German partnerships of schools. Each year some 200 new partnerships of schools from Poland and Germany are formed totaling at present c 1500 (see also www.pnwm.org).

Collegium Polonicum in Słubice.

The Collegium Polonicum is a joint unit of the Adam Mickiewicz University in Poznań and the Viadrina European University in Frankfurt an der Oder. It carries out teaching and research activities and supports the activities of Polish and German academics. It is concerned with, among other things, problems of European integration and research about border regions. On the basis of the agreement of October 2nd 2002 between the Ministry of National Education and Sport and the Ministry of Science, Research and Culture of the Federal State of Brandenburg, the Collegium accepts not only students who plan to carry out part of their studies or graduate courses in the partner institutions, but also students and graduates of other higher education institutions. See also http://www.cp.edu.pl/pl/index.html

The Polish-Lithuanian Youth Exchange Fund, the implementer of which is the Foundation for the Development of the Education System finances projects aiming to support cooperation between Polish and - Lithuanian youth in order to build friendly cooperation between the Polish and Lithuanian nations.

Within the framework of the Fund it is possible to obtain support for projects of the two kinds described below.

• Format 1 involves Polish-Lithuanian youth exchanges, seminars and courses whose aim is exchange and propagation of examples of good practice between Polish and Lithuanian organizations implementing youth policy and working with young people.

• Format 2 involves other projects prepared and implemented by organizations encouraging exchanges and other initiatives of Polish and Lithuanian young people....festivals, meetings, information projects aimed at inspiring cultural cooperation, propagation of tolerance, better acquaintance and understanding between Polish and Lithuanian young people, publications aimed at bringing the Polish and Lithuanian nations closer together.

Detailed information on http://frse.org.pl/fundusz polsko litewski

The Stipend Fund was initiated in the year 2009 in the framework of scientific cooperation Programme **Sciex-NMS**^{ch} between Switzerland and the New EU Member States. The Programme is envisaged for the years 2009-2016. It will contribute towards reduction of economic and social discrepancies between members of the enlarged EU through the personal development of researchers from Poland, and through the promotion of stable Polish-Swiss partnerships in the area of research.

Projects implemented in the framework of the Stipend Fund aim mainly at the creation of research partnerships which will contribute towards the development of abilities of particular researchers, and towards establishment or improvement of contacts between scientists from Switzerland and Poland. The total budget devoted by Switzerland towards the Polish Fund amounts to 12 million CHF. The Fund is to be implemented between 1 April 2009 and 31 December 2016. The Swiss institution CRUS (Conference of Rectors of Swiss Universities) is responsible for the implementation of the Fund in Poland.

In the framework of the Fund the following types of projects can be co-financed:

- Stipend supported visits by doctoral students and young researchers (with a PhD) aiming at scientific research in Swiss research institutions, stipends are granted for a period between 6 to 24 months.
- Visits by independent Polish or Swiss researchers aiming at the preparation of research projects or related to the implementation of such project, e.g. 5-day stays in Switzerland or Poland.

The Stipend Fund is open to representatives of all areas of study. Detailed information is available at : http://sciex.pl/.

Other initiatives

Learning@Europe is a project initiated by the Polytechnic of Milan sponsored by the global Accenture foundation. The guiding theme of the project is "National identification in Europe", in the 2004/05 and cooperation involved two Polish and two Italian secondary school classes (in total 6 countries were involved). The aim of the project is to create and propagate the idea of a European virtual school-an innovative educational environment based the latest technology and on educational (www.learningateurope.net). The 2004/05 session of the programme involved study supported by technology using games and cultural competition. The programme was evaluated highly and the subsequent (2005/06) edition involved students in the 14-19 age group from 94 schools in 16 different European countries (detailed report on this edition of the programme is available at the above mentioned web page). In the 2006/07 edition 75 new schools from 10 new countries were added to the project. Poland was represented by 17 schools -in total 34 classes. The aim of the 2006/07 edition was to make L@E a permanent element of European education.

Within the Ministry of Science and Higher Education the Department of International Cooperation is responsible for bilateral cooperation. Information regarding bilateral agreements is available at the following address: http://www.nauka.gov.pl/mn/index.jsp?place=Menu08&news_cat_id=39&layout=2#umowy

11.4.2. Multilateral programmes and initiatives

Participation in European Educational Programmes

LLP (Lifelong Learning Programme)

The LLP anew educational programme of the European Union implemented in the period from 1st January 2007 to 31st December 2008 is based on the following programmes: Comenius (pre-school and school education), Erasmus (higher education), Leonardo da Vinci (vocational education) and Gruntvig (adult education) and on an intersectoral programme (cooperation in the field of lifelong learning, promotion of language learning, development of teaching through ICT, dissemination of results and exchange of good practice) and the Jean Monnet programme (social integration also in the context of migration, support for institutions working in the field of education throughout Europe). The integrated programme supports mobility, partnership, analysis, observation and research as well as ensuring technical assistance for lifelong learning. For detailed information see www.frse.org.pl

Implementation of the VII Framework Programme for research and technical development began in 2007 with a view to the period 2007-2013. It is the largest mechanism for finance and shaping of scientific research on the European level with a total budget of 54 billion euros (which constitutes a growth of 63% in comparison with the VI Framework Programme). The VIIth Framework Programme encompasses four specific areas: cooperation, ideas, people and capacities. The Programme also includes support for the Joint Research Centre and the Euratom Programme. Realization of the Programme will conform to realization of the aims of the Lisbon Strategy (for detailed information see www.kpk.gov.pl)

In connection with its membership of the European Union Poland was able to participate in the third edition of the TEMPUS programme implemented in the years 2000-2006. Poland participated in previous editions of the programme as a beneficiary (1990-2000 see historical overview 11.1). The involvement of Polish higher education institutions took the form of support for the processes of transformation and reform starting in partner countries which are beneficiaries of the programme (these are countries included in the assistance programmes TACIS, CARDS, MEDA). The third edition of the TEMPUS programme came to a close on 31st December 2006. A further, fourth phase of the programme is foreseen for the years 2007-2013. For detailed information see http://tempus.org.pl/tempus.4.

Polish higher education institutions may also take part in the Erasmus Mundus programme. This is a programme of cooperation and exchange in higher education with the aim of raising the quality of and increasing the attractiveness of study in Europe and of encouraging the best students (first degree graduates) and academic teachers worldwide to obtain experience and qualifications in the European Union. The budget for the programme for the years 2004-2008 is 230 million euro. At present a second edition of the Erasmus Mundus programme for the years 2009-2013 has been launched First joint initiatives in the framework of the new edition will commence in the academic year 2010/11. For detailed information about the programme see http://erasmus.org.pl

Scholarship and Training Fund

Three EFTA countries (and members of EEA, European Economic Area) namely Norway, Iceland and Liechtenstein offered non-refundable financial support to Poland in a form of two instruments: the EEA Financial Mechanism and the Norwegian Financial Mechanism also called the Norwegian Funds.

In the framework of Scholarship and Training Fund which is in 90% supported by the EEA Financial Mechanism and Norwegian Financial Mechanism (and in 10% by the Polish state Budget) the following initiatives are financed:

- Student and staff mobility organized on the basis prepared within the Erasmus programme,
- Individual stipends for young researchers (below the age of 40) and study visits for staff in educational institutions (educational establishments, vocational education/training institutions, adult education institutions, etc),
- International projects implemented by Polish institutions and institutions from the donor countries which aim at the improvement of quality of education and increased participation in international undertakings (organization of joint seminars, conferences, preparation and production of joint publications, analysis and research related to needs and directions of development of Polish educational institutions, intensive courses for students, cooperation projects for schools),
- Projects aiming at the improvement of quality of education and functioning of Polish HEIs, in particular concerning the preparation of Polish HEIs for enrolment of foreign students, among others preparation of study courses in foreign languages, preparation of joint courses and innovative methods of training, improvement of cooperation of HEIs with industry and non-academic institutions),

Detailed information see also http://www.fss.org.pl/

European Language Label in Poland.

The European Language Label competition has been organized in Poland since 2002. The aim of the competition is to reward and propagate innovative initiatives concerning teaching and learning of languages, characterized by high quality, versatility, originality and innovation. In 2007 the sixth round of competition took place. In previous editions of the competition (in the years 2002-5) a total of 81 Polish projects received awards (13 in 2002, 20 in 2003, 22 in 2004, and 26 in 2005). In 2006 19 institutions received awards followed in 2007 by a further 16. When awards were given for the first time also to individuals in 2005 12 foreign language teachers received them, 14 more in 2006 and a further 112 in 2007. In 2007 for the first time 13 Learner of the Year awards were made to pupils.

The ceremony for award of prizes in the VII th edition of the European Language Label competition took place at the Ministry of National Education on 12 December 2009. The jury selected 23 projects. Among competition winners were projects implemented by schools, pre-school institutions, HEIs, private language schools, schools teaching Polish to foreigners, universities of the third age, museums, societies and NGOs. The European mark of quality in the teaching and learning of foreign languages is awarded in three categories: the competition for institutional projects (14 awarded prizes in 2008), the individual competition for teachers (6 teachers received prizes in 2008) and the competition for pupils, with the motto "languages are my passion" (3 projects awarded prizes). In2009 the EEL awards were presented in the Ministry of National Education on the 11 of December. 7 projects were awarded in the institutions competition and 6

projects in the competition for individual teachers (13 awards to projects in total). In 2009 the EEL Selection Committee did not award any projects in the competition for pupils.

For detailed information see http://www.frse.org.pl.

<u>eTwinning</u>

eTwinning is support for schools wishing to cooperate with partner schools in other European countries with the aid of the internet (eTwinning is the main action of the EU programme eLearning promoting introduction of information technology in education and the systems of training in Europe). eTwinning involves various forms of cooperation including exchange of information and teaching materials. Detailed information concerning the programme is available at http://www.frse.org.pl.

European Languages Day

On the initiative of the Council of Europe since 2002 September 26th has been observed as the European Day of Languages.

In 2009 the main celebrations were organized on the 24-25 of September by the EUNIC (European Union National Institutes for Culture) in cooperation by other educational institutions. The programme included performances for children, concerts, dancing shows, competitions. Information points were open which presented the wide offer of language courses and the EU educational programmes.

<u>Language Workshops - Council of Europe</u>

The Council of Europe's European Centre for Modern Languages organises courses on foreign language teaching in the form of workshops for teachers (since March 2003). In 2004 8 workshops, and in 2005 a further 4 workshops, were organized. Invitations to further workshops have been issued in 2006. In 2007 the Council of Europe's European Centre for Modern Languages announced the launch of a programme for the years 2008-2011 entitled "Empowering Language Professionals: Competences – Networks –Impact - Quality". Detailed information is available on the web page www.ecml.at.

The Council of Europe also operates the PESTALOZZI training programme for education professionals. The programme is aimed at teachers (including head teachers, inspectors, teaching advisors and authors of text books) at primary, middle and upper secondary schools in the 49 signatory states of the European Cultural Convention. Each year within the framework of the programme some 50 (3-5 day) workshops/seminars are organized in various countries of Europe. The themes of the European workshops are closely connected with the Council of Europe's priorities for action in the field of education (eg civic education, education about human rights, teaching remembrance of the Holocaust, education of Roma children, intercultural education, the image of the "other" in teaching history, multilingualism, diversity, citizenship). Each year c. 2000 teachers from various European states take part in the programme and of these c 500 are reimbursed for travel costs by the Council of Europe.

In November 2003 and 2004 Polish schools, youth organizations and local authorities had an opportunity to join the initiative "Global Education Week" promoted by the North-South Centre of the Council of Europe. In 2003 the Global Education Week was focused on the theme "Conflict and Human Security: the world we live in, the world we want" and in 2004 "Together for a World without Poverty". Global Education Week was marked in 2005 and again in November 2006 with festivals, fairs, competitions and conferences. In 2007 Global Education Week was celebrated with the slogan "6 billion - One Humanity", in 2008 the leading theme

was inter-cultural dialogue, and in 2009 the leading slogan was "Food for all!". (for detailed information see www.tydzienedukacjiglobalnej.pl).

The EUROPASS document, a single document presenting qualifications and competences, and leading to the creation of a uniform European framework for transparency of qualifications and competences is available in Poland. EUROPASS was accepted by a decision of the European Parliament and Council on the 25th of December 2004, coming into force on the first of January 2005.

The new EUROPASS document includes:

- Europass -CV
- Europass -mobility
- Europass -diploma supplement
- Europass diploma supplement confirming vocational qualifications
- Europass-language passport.

Two documents (Europass CV and Europass language passport) are filled in by individuals, and the remainder by authorized institutions.

• Matters related to Europass documents are dealt with by the Foundation for the Development of the Education System.

For detailed information concerning EUROPASS- see http://europass.frse.org.pl

Since September 2002 the construction of a Polish version of the European Portfolio of Languages has been under way. The Portfolio is a language passport proposed by the Council of Europe and enabling pupils/ students to register systematically the consecutive stages of their foreign language learning process, from early childhood up to adulthood, while recording all their intercultural experiences. All the activities related to the European Portfolio of Languages are based on the publication by the Council of Europe "Common European Framework of References for Languages: learning, teaching, assessment" (the Polish edition – CODN November 2003). The initial pilot project devoted to testing of the new Portfolio has already been completed, and the main pilot project took place in the period between October 2003 and March 2004. The Polish versions of the European Portfolio of Languages for pupils aged from 3 to 6 years, for pupils aged from 6 to 10 years, and for those from 10 to 15 and of a Portfolio of Languages for adults are complete (see also www.codn.edu.pl/portfolio). The portfolio for pupils of upper secondary schools and for students are also ready. The Polish portfolio proposes 5 languages: Polish, English, French, German and Russian.

Other initiatives related to the European Union

Task Force for Training and Human Resources (BKKK) – Cooperation Fund Foundation

Task Force for Training and Human Resources (BKKK) was formed at the Ministry of National Education in 1989 in order to manage the programmes of assistance to reform the Polish education system established by the governments of various countries. Since 1990 the BKKK has operated within the structure of the

"Cooperation Fund "Foundation. At present the Foundation implements programmes, educational activities and initiatives aimed at adaptation of the directions of human resource development to the needs of a modern and open labour market. One of the programmes operating within the Foundation is ReferNet (national leader of CEDEFOP Network). Programmes implemented and coordinated by the Cooperation Fund Foundation are financed from European Community funds and the state budget. For detailed information see www.bkkk-cofund.org.pl

Cooperation is developing with the educational institutions of the European Union-with the European University Institute in Florence, and with the College of Europe in Bruges, a branch of which operates in Natolin, Warsaw.

Poland has been a member of the European Agency for Dvelopment in Special Needs Education since 2005. This organization was founded in 1996 as an international forum for exchange of knowledge and experience in the field of education of pupils with special needs. At present 27 European countries are members (for detailed information see: www.european-agency.org).

2009 - European Year of Creativity and Innovation

In the framework of the European Year of Creativity and Innovation the following initiatives have been implemented in Poland: research projects, conferences, seminars, exhibitions and concerts which are to underline the importance of finding creative and innovative solutions to contemporary problems. During the Year a number of debates has been planned in order to promote new and challenging ideas and their outcomes which they can bring to the society and economy. Detailed information on the implementation of the Year in Poland are available at the web page http://www.innowacje2009.pl

International Visegrad Fund

The International Visegrad Fund was created in June 2000 by the prime ministers of the Czech Republic, Slovakia, Poland and Hungary (V4 countries) with the aim of contributing to closer cooperation between these countries, of strengthening ties between them and of integration with the European Union. The aims of the Fund are achieved through support of activities in a number of priority areas including development of youth exchanges. At present the Visegrad Fund stipends for study in V4 countries are also available to candidates from the neighbouring countries – non-EU member states (Belarus, Croatia, Romania, Russian Federation, Serbia, Montenegro and Ukraine). Detailed information is available at www.visegradfund.org.

CEEPUS

Is the first multilateral cooperation programme in the field of education in Central Europe established on the basis of an international multilateral agreement. Poland has taken part in the programme since 1994. The other participants are Austria, Hungary, Bulgaria, Croatia, the Czech Republic, Romania, Serbia, Montenegro, Slovakia and Slovenia.

In the framework of the CEEPUS Programme:

- Inter-university networks have been established with the participation of partners from at least three countries.
- Stipends have been awarded for short study visits, semester-long visits and practical placements.

• Training seminars, language courses and specialist courses have been conducted.

Up to the present 350–400 Polish students, students of doctoral programmes and academic teachers have taken part each year in various forms of education and upgrading of qualifications. The second 5-year period of the CEEPUS agreement expired in 2004. In connection with this a new agreement CEEPUS II was drawn up with the accession of all existing participants of the programme plus Albania and Macedonia. The bases of functioning of the Programme remain without significant change, but greater emphasis will be placed on recognition of periods of study taking place in foreign partner HE institutions and of the examinations taken there. Participants in cooperation and academic exchange activities implemented within the framework of the CEEPUS programme have been mainly universities of technology (c. 55%) and universities (c. 30%) (detailed information, including the latest proposals for 2009/10 is available at www.buwiwm.edu.pl).

Other multilateral programmes

Other multilateral cooperation programmes in which Polish Universities participate are:

- The European Jean Monnet Programme devoted to the propagation of studies concerning European integration, particularly in the fields of law, economics, political science and history. At present it operates within the LLP.
- The COPERNICUS Programme assisting the development and cooperation of higher education institutions.
- The COST cooperation programme in the field of technical research which allows scientific research to be coordinated at the European level.

11.4.3. National Programmes and Initiatives

Funds from the European Social Fund

Support for the education sector includes the following activities; increasing access to education-promotion of lifelong learning, improving the quality of education with respect to the needs of the labour market, strengthening of cooperation between the research and development sector and the economy, and development of regional educational infrastructure, development of the infrastructure of the information society, development of skills connected with the needs of the regional labour market, equalization of educational opportunity through stipend programmes, regional innovation strategies and transfer of knowledge and development of local infrastructure for education and sport. **The Office for Introduction of European Social Funds** in the Ministry of National Education is responsible for implementation of activities co-financed from the ESF within the priority area development of the knowledge based society (see also www.efs.gov.pl).

Use of structural funds for educational purposes takes place via the European Social Fund. The main aim of the ESF is support for Community social policy, directed toward prevention and reduction of unemployment as well as human resources development and social integration in the workplace.

The following projects were co-financed within the framework of the European Social Fund (SOP human resources development) in 2004-2006:

• In the framework of action 2.1 increasing access to education-promotion of lifelong learning projects financed include alternative forms of pre-school education, purchase of specialized equipment for pupils with special educational needs, computer laboratories for schools, internet multimedia information centres in school and teaching libraries, creation of educational internet portals, and elaboration of teaching programmes for distance learning in selected subject areas of higher education.

• In the framework of action 2.2-raising the quality of education directed to the needs of the labour market projects financed include provision of computer equipment to schools, and teacher training departments, provision of specialized computer equipment (with software) to psychological/pedagogical advice centres, provision of computer equipment to centres for continuing education and for practical education (together with software, creation of data bases of accredited institutions, modernisation of the central data base and that of District Examinations Commissions, training of educational administrators in accreditation procedures, elaboration of a handbook of procedures for accreditation of non-school continuing education centres, preparation of teachers for conduct of external examinations, research and publication of materials about external examinations, elaboration of materials for career advice for pupils, postgraduate studies and in-service courses for teachers (ICT and foreign languages) support for professional training and preparation of staff for distance learning provision.

The final report of the evaluation of educational activities co-financed by the European Social Fund in the years 2004-2006 (Actions 2.1 and 2.2 of the Sectoral Operating Programme Development of Human Resources and Action 2.2 of the Integrated Operating Programme of Regional Development) is available at http://www1.men.gov.pl/dfs/sprawozd/index.php.

The Operational Programme Human Capital 2007-2013 (PO KL) is one of the operating programmes serving to implement the National Cohesion Strategy (of the National Strategic Reference Framework) for the years 2002-2013. It came into being in order to optimalise exploitation of the human resources potential of the country through raising te level of employment and social cohesion. The Operational Programme Human Capital is the only programme in Poland in the financing perspective 2007-2013 co-financed by the European Social Fund (EFS). At the same time it is the largest undertaking of this kind in the history of the European Union. Such areas as employment, education and social integration are supported within the framework of the Programme. Implementation of the programme also promotes development of the adaptation potential of employees and enterprises, development of human resources in the countryside and will slowly create a capable and effective public administration.

The main aim of the Programme is growth in employment and social cohesion, to which the following six detailed aims are intended to contribute:

- Raising the level of professional activity and capacity for employment of the unemployed or professionally inactive;
- Reduction of the area of social exclusion;
- Improvement of the abilities of employees and enterprises to adapt to changes in the economy;
- Making education of society more widespread at every stage of education, at the same time increasing the quality of educational services and the strength of their connection to the needs of the knowledge based society;

• Increasing the potential of public administration for elaboration of policy and provision of high quality services and strengthening of partnership mechanisms;

Growth of territorial cohesion

The PO KL is 85% financed from European funds (European Social Fund) and 15% form national resources. Overall more than 11.4 billion Euros are foreseen for the implementation of the programme of which the ESF contribution constitutes more than 9,7 billion Euros. As a result of implementation of the Programme **Polish education will receive ESF support at the level of 2,3 billion Euros** (Priority III "High Quality Education System" - more than 8,55 million Euros from ESF and priority IX "Development of Competences and Education in the Regions"- and c. 1,448 million Euros from the ESF). For detailed information see http://www.efs.gov.pl

Initiatives in primary and secondary schools

European clubs functioning in many schools promote European integration, develop European identity and enable international co-operation (there are over 1800 such clubs at present). An educational programme "School European Clubs" was prepared by the Centre for In-service Teacher Training in Warsaw. The programme included the publication of a manual for teachers taking care of such clubs, while the Office of the Committee for European Integration partly covered the publication costs (over 2500 copies were distributed among European Clubs in Polish schools) and the costs of training of 2500 teachers in charge of such clubs. Teacher trainers in European education were trained in the framework of this programme and workshops offered to teachers in charge of School European Clubs. In addition European projects were implemented in schools.

Language projects implemented by the CODN foreign languages workshop

- DELFORT- a nationwide project of in-service training for teachers of German, in cooperation with the Goethe Institute Inter Nationes (September 2001-December 2004)
- Young Learners a project carried out in cooperation with the British Council and the Goethe Institute concerning early start in language/ teaching of foreign languages in grades 1-3 of szkoła podstawowa (launched in 1999). The project involves training of educational staff specialising in methodology of teaching languages at the early school level; development of framework curricula for qualification and in-service courses in the field of Young Learners; training of teachers and elaboration of training materials for Young Learners educators (Trainers' Pack); and materials for use in classes 1-3 (Teacher's Pack). In a series of courses up to 2001 62 teachers of English and 35 of German were retrained (Teacher Trainers).
- INSETT a nationwide programme of in-service training for teachers of English carried out in cooperation with the British Council, launched in 1994. British Council funding has now ceased and the project is financed exclusively from the Polish side. INSETT offers training in the form of courses, workshops and seminars, and on average 7000 teachers take part in training activities during the course of a given year. Nine of the twelve centres coordinating INSETT are located in foreign language teacher training colleges or in universities.

All three of the above projects were awarded the European Language Label.

The CODN runs also the following projects introducing the European dimension into foreign language teaching: French language teaching – Concorde project, Spanish LT – Hola and Italian LT – project Formatore. All three projects are based on the introduction of "Common European Framework of References for Languages: learning, teaching, assessment" into the teaching of foreign languages in Poland. CODN also runs the Cofran programme (programme for upgrading teachers of the French language), the Rossica (programme for the Russian language) and the project "Bilingual Teaching". CODN also runs a project "Polonia Education" which includes training and preparing Polish teachers for teaching abroad. Before 2007 over 700 teachers were trained and directed to teaching Polish pupils abroad – over 40 000 children, youth and adults in 11 countries (for detailed information concerning the language projects of CODN see www.codn.edu.pl).

There are in Poland two countrywide "Olympiads" testing post-primary pupils' knowledge about the European Union: the Olympiad about Knowledge of the European Union organized by the University of Szczecin and the KONTRA Association; and the all-Poland competition about Knowledge of Europe organized by the Pułtusk School of Humanities. Regional competitions are organized by regional European information centres, schools, NGOs, kuratorium oświaty and local authorities.

In the framework of additional classes devoted to European topics, cultural and artistic events are organized in schools, e.g. European Day, European Union Day, school debates, newsletters and radio programmes devoted to Europe and Europeans, fairs, exhibitions, national cafes and presentations of national cuisine and dances.

In Higher Education Institutions

In the light of Poland's accession to the European Union various activities have been undertaken aiming at the implementation of the Bologna Declaration in the Polish higher education system. In this area European Integration is defined as co-operation in the framework of the European Higher Education Area. This process includes the following elements: introduction of comparable degrees and diplomas, dissemination of ECTS, removal of obstacles to student and staff mobility, development of the European dimension in education, further development of 3-cycle studies and promotion of European cooperation in the field of improving the quality of higher education.

The Conference of Ministers responsible for Higher Education of countries participating in the Bologna Process, which took place in Bergen in 2005, identified the following priorities:

- Development of doctoral studies and integration of higher education and research
- The social dimension of the Bologna Process- i.e. assuring access to study especially for students from socially disadvantaged groups.

Two key documents were adopted:

- Standards and guidelines for quality assurance in education
- A framework structure of qualifications and skills of graduates in the European Higher Education Area

The next Conference of Ministers responsible for Higher Education took place in London on the 17th and 18th May 2007. The London Communiqué emphasizes achievements and indicates direction for further

development of the Bologna Process. It asserts among other things that the National Qualification Structures (Frameworks) should be based on the principles of the Qualifications Structure for the European Higher Education Area, but at the same time should be compatible with the EU Recommendations on the European Qualification Framework. The Ministers accepted a voluntary self- financing independent and transparent Register of Accreditation Commissions, and also an external Strategy contained in the annex to the Communiqué entitled the "European Higher Education Area in a global context". Accepted as priorities for 2009 were:

- Further elimination of barriers to mobility;
- Creation of a national strategy for the social dimension of higher education;
- Collection of a data base on mobility and the social dimension;
- Drawing attention to the employability of graduates of all levels of higher education;
- Broad promotion of the principles of the Bologna Process in other parts of the world.

The next Ministerial conference took place in Leuven/Louvain–la-Neuve on the 28th-29th April 2009. The Conference ended with the adoption of the Communiqué signed by the Ministers responsible for higher education in the 46 countries of the Bologna Process. The implementation process of this declaration depends upon specific character of higher education systems in particular countries. The document takes stock of the achievements of the Bologna Process and establishes the priorities for the European Higher Education Area (EHEA) for the next decade. These are:

- social dimension of higher education
- lifelong learning, including the implementation and development of national qualifications frameworks
- employability and maintaining and renewing a skilled workforce through close cooperation between governments, higher education institutions, social partners and students
- student-centred learning and the teaching mission of higher education
- linkage between Education, research and innovation
- academic and cultural internationalization of European higher education
- increasing student mobility and ensuring that in 2020 at least 20% of those graduating in the EHEA should have had a study or training period abroad; joint degrees and programmes as well as mobility windows shall become more common practice
- data collection in order to monitor progress made in the attainment of the objectives set out in the social dimension, employability and mobility agendas
- multidimensional transparency tools identifying and comparing higher education institutions across the EHEA (classification of European HEIs)

• funding of higher education institutions

During the Conference the Stocktaking Report 2009, pointing out the Bologna Process implementation techniques in particular states, was presented. For details see:

http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Stocktaking report 2009 FINAL.pdf

A special conference, however, bringing together the achievements of the Bologna Process is planned for 12th-13th March 2010 in Budapest and Vienna. The conference will be co-organized by ESU.EUA and EURASCHE.

The Law on Higher Education of 2005 takes full account of the recommendations of the Bologna Process. In December 2004 the Minister of National Education and Sport established, in co-operation with the European Commission, a Team of Bologna Process Promoters (currently called the Bologna Experts Team). The team's task is to promote the aims of the Bologna Process in the academic world. The members of the team serve also as advisors in the implementation of the Bologna Process including the introduction of ECTS. At present the team includes 21 members from different higher education institutions including a representative of The Students' Parliament of the Polish Republic.

In 2007 the Team organized six seminars devoted to the implementation of the Bologna model of study in the Polish higher education system. In 2008 further 18 seminars took place, and 27 more were organized from January to December 2009. For detailed information see www.frse.org.pl (Erasmus).

Diploma Supplement

The idea of introduction of an additional document to be issued together with the completion of studies diploma (the model of such a document was designed by experts from the European Commission, the Council of Europe and UN - UNESCO/CEPES) has been widely approved by the Polish higher education institutions. 69 Polish higher education institutions of different types took part in the pilot project launched in the academic year 2000/01 by the Ministry of National Education and Sport (NARIC). A supplement form was prepared in the Polish and English versions.

The pilot project was assessed positively by the Ministry. In the light of a clear need for the existence of such an additional document (providing full information on the type of studies, as well as academic and vocational qualifications obtained) the Ministry decided to introduce it at all higher education institutions. On the 23 July 2004 the Minister of National Education and Sport signed a regulation concerning the types of diplomas and vocational titles and on the models of diplomas issued by HEIs. Since the 1st of January 2005 all HEIs issue a new diploma consisting of two parts (part A – the diploma itself, and part B – the diploma supplement) to graduates of all types of studies. The diploma supplement provides information on the studies undertaken, the graduate's qualifications, on the higher education institution and on the Polish education and higher education systems. The supplement is issued in Polish and, at the request of the graduate, in English (before January 2007 also in French, German, Spanish or Russian).

Credit transfer systems

Some universities embarked on the preparation of a system of credits for different study areas on the basis of ECTS in the middle of the 1990s. This was implemented within the framework of Tempus/Phare projects, and then in the "Lifelong Learning"/ Erasmus Programme. The Law on Higher Education of the 27th July 2005 lays

on higher education institutions the obligation to apply the credit point system. The Ministry of Science and Higher Education prepared a detailed decision of 3rd October 2006 which obliges Polish higher education institutions to introduce a system of transfer and accumulation of credits at the licencjat and magister levels. The decision came into force on 1st January 2007.

Academic staff and student mobility

See 11.6.

Quality of teaching

Assurance of teaching quality remained for a long time within the responsibilities of individual HEIs, due to the wide autonomy of universities. According to the Act on the Schools of Higher Education of 1990, certain functions related to quality assessment were performed by the academic Main Council of Higher Education. In the case of schools of higher vocational education the Accreditation Commission of Higher Vocational Education was in charge of quality assessment. Upon the amending of the legislation related to higher education in July 2001, in January 2002 the State Accreditation Commission (SAC) was created, which was in charge of quality assessment in all types of non-military higher education institutions, both state and non-state, including the higher vocational schools. The Commission's opinions give basis for the Minister's decisions on granting the rights to open and run higher education studies, to create new HEIs or their branches or branches at a different location. The Commission also carries out day to day assessment of existing schools of higher education. At present the basis of the SAC's operation is the legislation "The Law on Higher Education" (for detailed information see www.pka.edu.pl).

Teaching standards are being adjusted to qualifications requirements already implemented in the EU countries for regulated professions. This is to ensure that people who undertake studies in Poland will have qualifications comparable to those acquired in the other EU countries, and will be able to undertake employment in any EU member state. A National Qualification Framework is currently being elaborated by a special team established by the Ministry for Higher Education and Science.

European dimension

Issues of European integration are studies as an area of specialization in subjects such as:

- Political science
- International relations
- Law
- Economics

In addition in many HEIs postgraduate studies are offered in the fields of European Studies/European integration. Since 2004/05 HEIs have been able to offer licencjat programmes in "European Studies".

See also 11.5.

Development of three-cycle studies

The majority of Polish universities have adjusted their study structure to the 3+2+3 (years) model, namely licencjat / inżynier studies, magister studies and doctoral studies. The new Law on Higher Education prepared the conditions for introduction of 2-cycle studies while the decision of the Minister of Science and Higher Education in 2006 place an obligation on HEIs to introduce such a structure of higher education. From the academic year 2007-8 101 of 118 existing fields of study are conducted exclusively as 2-cycle studies, 4 fields are offered exclusively as first cycle studies, 11 fields are offered exclusively as unified magister studies and in 2 fields students are able to choose between 2-cycle studies and unified magister studies. The same law creates the basis for a 3-cycle structure, but this is not mandatory.

Joint degrees

The "Law on Higher Education" created the basis for award of joint diplomas on completion of licencjat, inżynier and magister studies (first-cycle, second-cycle and uniform studies) by various HEIs or scientific/research institutions, including foreign institutions. This does not apply to doctoral studies.

Recognition of certificates and diplomas in the context of Polish membership in the EU

In the European Union recognition of education applies to academic recognition and vocational recognition.

Academic recognition is based on the system of transfer and accumulation of credits (ECTS) (See also Credit systems above). The Department of International Programmes and Recognition of Education in the Ministry of Science and Higher education deals with academic recognition and equivalence of diplomas. In the case of recognition for professional purposes, it is necessary to distinguish between recognition of qualifications for work in regulated professions from recognition of qualifications to work in other professions. In the case of the regulated professions the relevant EU directives are applied. In the case of other professions recognition is matter for the employer. A regulated profession is one practiced only when qualification requirements and other conditions outlined in separate regulations are satisfied. Detailed information concerning recognition of professional qualifications and the data base of regulated professions in Poland is available at the following web site: www.buwiwm.edu.pl (in English and Polish versions)

On March 17th 2004 Poland ratified the "Convention on the Recognition of Qualifications concerning Higher Education in the European Region" (the so-called Lisbon Convention). The Convention came into force on the 1st of May 2004.

Work is continuing in the Ministry for Science and Higher Education on preparation of National Framework of Qualifications for the Polish education system.

Other national initiatives

Documents by the European Commission related to education are translated and published in the Polish language (www.men.gov.pl). An Internet Study programme— the European Union is now operating, developed according to the principles of distance learning. This programme aims at the provision of information on the European Union to all interested parties, and support to candidates in competitions for posts in the EU institutions. Teaching materials are available on the web page of the Office of the Committee for European Integration.

A wide range of information on the EU institutions and their functions is available in Poland through numerous publications by the Office for Official Publications by the European Commission, the Council of Europe Publishing Office, the Office of the Committee for European Integration and through information materials offered by the Centre for European Information in Warsaw. The Centre offers "European lessons" at its premises for pupils of various types of school.

On the web site of the Office of the Committee for European integration there is an interactive service devoted to public debate on the proposals of the European Commission (http://debata.ukie.gov.pl)

11.5. European/ International Dimension through the National Curriculum

The European dimension in general education is based on the Regulation by the Minister of National Education and Sport of 26 February 2002 on the Core Curriculum in Pre-school and General Education in particular types of schools.

The Minister of National Education signed a new Regulation on 23 December 2008 concerning core curricula for pre-school education and general education in particular types of schools. The Regulation is in force from the beginning of the 2009-10 school year in kindergartens, first grades of primary school and first grades of gimnazjum.

11.5.1. Pre-primary education level

There are no teaching programmes related to the European or international dimension at this level.

New core curriculum (2008)

A child completing przedszkole knows that Poland is a member of the European Union.

11.5.2. Primary education level

Teaching programmes related to the European or international dimension are present in teaching programmes for both educational stages at this level of education.

Stage I – grades 1-3 (integrated teaching)

At this level children become acquainted with images of children's life in other countries.

Stage II - grades 4-6

In the framework of subject "Polish language" the children are presented with the tradition of national and European culture, mainly through readings selected from European literature.

Within the framework of the subject "history and society" the children develop a sense of belonging in the European and World Communities through becoming familiar with the most important events and persons

of European and World history, topics selected from European history, as well as the Mediterranean roots of Polish culture. The pupils learn about co-operation and integration between Poland and the European Union.

New core-curriculum

Stage 1. – classes 1-3 (integrated teaching)

A pupil completing the first grade knows his/her nationality, that he/she lives in Poland and that Poland is in Europe; he/she knows the national symbols (flag, emblem, national anthem) and can recognize the flag and anthem of the European Union.

A pupil finishing the third grade is tolerant towards other nationalities, cultural traditions and knows that all people have equal rights.

Stage 2. classes 4-6

Within the framework of the subject History and Society the pupil is able to answer questions about Poland in the European Community using the concepts of the European Union, European solidarity international relations and can recognize the Union's symbols: the flag and the anthem of the European Union.

11.5.3. Secondary education level

Lower secondary education level

At this stage 2 out of 8 cross-curricular themes are related to the European dimension in education:

a) European education

- Within this cross-curricular theme the school is obliged to:
- Present the functioning of the most important European organizations
- Present goals, organization and institutions of the European Union
- Point to the real possibilities for youth co-operation and participation in the public life of the integrated Europe
- The cross-curricular theme covers the following topics:
- O Poland in Europe. Examples of past relations between Poland and other European countries.
- The basis of the order based on common history and civilisation Greek philosophy, Roman law and the Bible.
- Creators of the European Communities: R. Schuman, A. De Gasperi, K. Adenauer and others.

Goals and assumptions for the European Communities. Short history of Treaties. 0 0 Various conceptions of the EU's development. 0 European Council, Council of the European Union, European Commission, European Parliament, European Court of Justice, Court of Auditors. 0 European market. European currency. Educational policy of the European Union: between the curricular differences and forms of co-operation. Co-operation and youth exchange programmes. Recognition of qualifications and education. Process of Poland's integration in the European Union. Negotiations. Costs and benefits for Polish citizens arising from European Union membership. 0 European security. NATO, OSCE, UN. 0 Council of Europe. 0 Visegrad Group. Other regional organizations. Human rights. 0 0 Spiritual dimension of the European Community (teachings of John Paul II). Textbooks approved by the Ministry of National Education and Sport for the "European Education" cross-curricular theme: 0 H. Konopka – European Education. Cross-curricular theme for gimnazjum. Editor. S. Żurek – European Paths. Sources of our civilisation. \bigcirc

b) Polish culture in the light of Mediterranean civilization

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This cross-curricular theme aims, among other things, at making students aware of the culture of antiquity as a source of European and Polish culture, through seeking ancient values in the Europe of the Middle ages and the present day.

K. Ruchniewicz – European Education. Europe close or distant?

New core curriculum (starting 2009 - first grades of gimnazjum)

The school should devote great attention to the effectiveness of teaching in the areas of the natural and strict sciences-in accordance with the priorities of the Lisbon Strategy.

Within the framework of the subject Knowledge about Society:

• Poland's relations with other states. The pupil presents the main directions of Polish foreign policy (relations with the member states of the European Union, the United States, relations with neighbours); characterizes Poand's defence policy; membership of NATO, participation in international peacekeeping missions and military operations, presents the relations of Poland with selected countries on the basis of in formation collected by him/herself; explains what embassies and consulates do.

- European Integration; the pupil presents the aim and stages of European integration (Treaty of Rome, Maastricht Treaty, Nice, Lisbon); explains what the most important European institutions do (Council of Europe, European Council, European Parliament, European Commission); explains how the principles of subsidiarity and solidarity are realised in the European Union; explains the origin and purposes of funds in the EU budget; and shows member states on the map of the EU and justifies his/her opinion on the subject of further integration and widening of membership.
- Poland in the European union. The pupil presents the rights and obligations arising from EU membership; prepares information on the subject of use of EU funds by Polish citizens, enterprises and institutions; formulates and justifies his/her own opinion on the benefits arising from EU membership with reference to examples from his/her own surroundings and from the country as a whole.
- International cooperation and conflict. The pupils explains what the United Nations does, its main parts (General Assembly, Security Council, Secretary General) and selected international organizations: shows on te map the locations of the most important international conflicts and discusses the x course of and attempts to solve one of them.
- Problems of the contemporary world. The pupil compares the situation in states of the global South and global North and explains using examples the meaning of interdependence; justifies the need for humanitarian aid and engages (in far as s/he is able) in the activity of institutions (including NGOs) delivering it; explains, referring to examples, the meaning of globalisation in the spheres of culture, economy and politics; evaluates its consequences; considers how his/her behaviour may affect the lives of others in the world (eg saving water and energy, well considered shopping); assesses the situation of immigrants and refugees in the contemporary world; explains what terrorism is and in what way attempts are made to combat it.

Upper secondary education level

The "European Education" cross-curricular theme is continued in order to:

- Elicit interest in matters related to European Integration, government action in this area and the consequences of integration for every inhabitant of Poland.
- Clarify the main rules of the European Union's functioning.
- Support pupils in their independent search for information related to the European Union.
- Point out real possibilities of youth co-operation.

In the framework of "European Education" cross-curricular theme the following topics are taught:

• The European integration process in the light of history: factors of integration and disintegration. Poland and Poles in the process of building the united Europe.

• European countries' (including Poland's) route to the European Union. System, procedures and fields of negotiations. Calendar of accession. The goals of Poland's integration to the European Union. Preaccession activities and programmes by the government.

- Member States' societies' and Polish society's attitudes to the integration process. Various options in political life and public opinion of the Member States. Catalogue of hopes and fears. Visions of Poland's and Poles' place in the united Europe. EU standards.
- Goals of integration. Three pillars of the unification process. Various concepts of the future united Europe.
- Evolution of EU law. European Constitution. Mutual relations between EU law and national law.
- Evolution of the EU institutions. Decision making procedures.
- EU Economy. Poland's place in the light of EU economic policies, especially with respect to the Common Agricultural Policy.
- Unified European employment market and its accessibility for the Polish citizens. European social issues and ways of dealing with them.
- Member States on their way to the Economic and Monetary Union.
- European security in the international and internal dimension. Poland's security in the framework of the European Union and NATO.
- Rights and duties of citizens, European citizenship, civic dimension in the European Integration process.
- Europe of values. Spiritual dimension of Europe education and culture. Education as a tool for creating equal opportunities for Polish youth in Europe. Possibilities of co-operation.
- Territorial self-governments in the European Union. Co-operation of Polish self-governments with self-governments in the EU Member States. Euroregions.
- Poland's place in the European organisations, including the Council of Europe.
- Poland and its neighbours. Poland in the regions of Central Europe and the Baltic Sea. Poland and Eastern Europe.

Textbook approved for use in the framework of the cross-curricular theme "European Education" at this level: T. Kaczmarek, J.J. Parysek – *Our Europe. Handbook of European Education*.

Topics related to the European/ international dimension in education can be found also in core curricula for the following subjects: civic education, history, geography or foreign languages (at all the levels of general education).

The core curricula present only the basic topics for European Education in schools and serve as a basis for the preparation of detailed curricula on European Integration issues. One of the first programmes offered in the area of European Education was a multimedia learning kit "Educational Kit - Everyday Europe" prepared by CODN (Centre for In-service Teacher Training). This kit contains a textbook, a teacher's manual, a video cassette and PC software.

New core curriculum (it will be operational starting 2012 in first grades of liceum and technikum)

The school should devote much attention to the effectiveness of teaching in the natural and strict sciences - in accordance with the priorities of the Lisbon Strategy.

Within the framework of the subject "Knowledge about Society" (basic level) the theme 'Education and Work in Poland and the European Union' is discussed.

Within this subject the pupil will (among other things)

- 1. Present the conditions for young Poles to begin studies in the EU and find information on this theme with respect to a selected country;
- 2. Explain the consequences of Poland's entry to the Schengen Zone; know the rules of safe travel in Europe and the world (avoidance of risk, how to proceed in cases of theft or accident, availability of assistance including medical help;
- 3. Explain what possibilities exist for young people to earn money, what contracts they may enter into and the principles according to which their income is taxed;
- 4. Discuss the general principles of taking up employment and of setting up one's own business in the European Union (on the basis of information available on the internet); prepare a Europass CV.

Within the framework of the subject "Knowledge about Society" (extended level) the following themes are discussed;

- 1. The Global and European system of protection of human right
- 2. International relations at the global level
- 3. Globalization of the contemporary world
- 4. Systems of security and cooperation
- 5. European integration
- 6. Europe among the world powers
- 7. Poland in the European Union

11.5.4. Tertiary education level

In Poland there are no general core curricula for schools of higher education. Higher education institutions have full autonomy with respect to the preparation of their own curricula.

In many schools of higher education European specialisations are introduced by such faculties as law or economics. Attached to universities are European research centres, European documentation centres and European centres. The major units teaching European Studies or related subjects are: the European Centre at Warsaw University, the Economics Academy in Cracow, A. Mickiewicz University in Poznan, Warsaw School of Economics, Gdańsk University, the Jagiellonian University in Cracow, the University of Łódź, Toruń University, Wrocław University, Pułtusk School of Humanities, the Higher School for Management and Marketing in Warsaw and the Centre for European Studies at the Polish Academy of Sciences.

Moreover, many non-state higher education institutions offer courses in European Studies as well as in such areas as international relations and international law, world economy and MBA programmes.

The teaching organised for foreign students in the Polish higher education institutions and conducted in foreign languages (mostly English) is also a proof of an expanding European and international dimension in higher education. Information about higher education study opportunities in Poland in the field of European studies (broadly understood) prepared by the Task Force for Training and Human Resources has been published (books, internet, CD-ROM) see www.bkkk-cofund.org.pl. Information from the Task Force shows that European Studies are offered in 250 HE units in Poland.

11.5.5. Adult education

There is no detailed information available on the European or international dimension in adult education. Many organisations offering training for adults include courses on European integration in their educational offer. The number of institutions offering courses of Polish as a foreign language is growing.

11.5.6. Teachers & education staff

In the light of the institutional autonomy of teacher training higher education institutions and colleges the Ministry of Education issued a regulation on teacher training standards. These standards include, among others, preparation for teaching of two subjects, obligatory ITC training and mastering of at least one foreign language at the advanced level. These standards were introduced starting in the academic year 2003/04.

11.6. Mobility and Exchange

In general the majority of student and pupil mobility is implemented in the framework of international cooperation projects (Lifelong learning programme, YOUTH, CEEPUS) and financed from foreign funds. However, starting in the year 2003 the Minister of National Education and Sport earmarked national funds for support for international exchange and co-operation of children and youth. Projects prepared in the framework of international agreements have priority in the allocation of funds.

In 2008 the Minister for National Education announced an open competition for implementation of the public assignment, "International cooperation between schools and youth exchange". Preference was given to projects

- initiating long term cooperation between schools;
- realized within the framework of existing cooperation
- arising from international agreements concerning cooperation between schools and youth exchange
- addressed to disadvantaged children and young people, in particular to young people from backgrounds disadvantaged either socio-economically, culturally or geographically, or with special educational needs

The Programme of the Minister for Science and Higher Education "Support for international mobility of scientists"

The aim of the programme is to support the participation of Polish scientists in projects implemented in research centres abroad. The Regulation by the Minister for Science and Higher Education of 7 May 2008 concerning the programme "Support for international mobility of scientists" (Dz. U. Nr 84, poz 510) gives particulars of the regulations. See also www.nauka.gov.pl

A bilingual portal devoted to mobility and exchange of scientists is to be found at www.eracareers-poland.gov.pl.

11.6.1. Mobility and Exchange of Pupils/ Students

Mobility of pupils

Mobility of pupils is concentrated in school projects implemented in the framework of the Lifelong learning/Comenius programme (until the end of 2006-Socrates/Comenius).

Pupil mobility is eligible in the following types of Comenius projects:

- Comenius School Project
- Comenius Language Project
- School Development Project (operational since 2001)

In 2003 2071 pupils travelled from Poland in the framework of Comenius of projects, while in the year 2004 there were 3917 of them, with a further 4405 in 2005, in 2006 – 5106, and in 2007 – 3472.

Starting 2007 Comenius implements one of the main operational aims of the LLP – improvement of quality and increase in the mobility of pupils and teachers. At the application stage schools have been planning mobility activities. In the framework of bilateral and multilateral projects they have planned pupil mobility for the years 2007-2009: 14527 pupils including 447 with SEN, and in the years 2008-2010 – 4478 pupils.

Mobility of students

The possibility to undertake a study period abroad (in the EU countries) was offered to Polish students in 1990, when Poland and Hungary embarked on the implementation of the TEMPUS Programme (see 11.1.). During the whole period of its implementation around 13,000 students received grants to support their study period in the member states of the European Union. In 1998 the organisation of student mobility was taken over by the SOCRATES/Erasmus Programme (and starting 2007 it is organized in the framework of LLP).

Since Poland gained access to the SOCRATES/ Erasmus Programme 66,384 students have undertaken study periods at the partner EU higher education institutions: of these, 9974 Polish students travelled in academic year 2005/06, 11 219 in 2006/7 and 12 854 in 2007/08 (studies and practical placements).

In order to facilitate implementation of study periods abroad the following rules have been defined for student mobility within the framework of the SOCRATES/ Erasmus Programme:

- Preparation of the grant offer on the basis of bilateral agreements between the universities.
- Academic recognition studies in the partner institution are organised on the basis of the 'Learning Agreement' established prior to the student's arrival at the host institution, which guarantees full and automatic recognition of the study period abroad.
- Preparation of the 'Transcript of Records' document by the host institution including information on passes received, ECTS points and marks obtained in both the local and ECTS scale.
- Granting of passes of relevant semesters and subjects by the home institution on the basis of the 'Transcript of Records' document.
- Retention of all rights due to the student's studies at the home institution (e.g. the right to receive a grant) and a guarantee of receipt of all student rights at the host institution.

For detailed statistics on student mobility in the framework of the Erasmus Programme – see 11.7.

Student mobility is also implemented in the framework of the Comenius programme – the action "Language Assistants" covers language practical placements abroad of 3 to 8 months duration. Students from foreign language teacher training colleges and modern European language philology faculties – future foreign language teachers are eligible to participate in this kind of mobility, provided they have already completed the second year of their studies. Language assistants can be placed in pre-schools institutions, primary schools, gimnazjum, post-gimnazjum schools and adult education units (apart from higher education institutions). For Polish students-language assistants travelling to the EU - see statistics - 11.7.

Youth exchange

Youth exchange is mainly organised in the framework of the "Youth in Action" Programme (former YOUTH) (see also 11.4.2.). Action 1 within this programme supports bilateral and multilateral exchanges of youth groups from countries involved in the programme. Projects last between 6 and 21 days and make it possible for young people to become acquainted with the culture and everyday life in the partner countries. Particular attention is given to projects prepared by local organisations with no experience in international cooperation, and to projects with involvement of underprivileged youth. In the year 2002 5 249 participants from Poland were involved in the Action 1 "Youth Exchange" projects, in 2003 – 4 871, in 2004 – over 998, in

2005 –3720, in 2006 –2898, in 2007-2548, and in 2008 – 2419. In 2008 there were 127 Polish participants in exchanges with partner countries (Russia, Ukraine, Armenia, Azerbaijan, Georgia and the Balkan states).

11.6.2. Mobility and Exchange of Teaching and Academic Staff

Mobility of teaching staff

Mobility of teaching staff is concentrated in school projects implemented in the framework of the Comenius programme operating until 2006 within the framework of the SOCRATES Programme and from 2007 within the Lifelong Learning Programme.

Teacher mobility is eligible for funding in the following types of projects:

- In all types of partner school projects
- In preparatory visits
- In contact seminars
- In in-service training and language training for teachers
- In European Co-operation Projects (centralised action)
- In Thematic Networks (centralised action).

In 2003 2105 teachers travelled from Poland in the framework of partner Comenius school projects, in 2004 there were 4026, in 2005 – 4299 and in 2006 - 4832. In 2007 4522 teachers travelled from Poland within the framework of Comenius projects of all kinds.

Starting 2007 Comenius implements one of the main operational aims of the LLP – improvement of quality and increase in the mobility of pupils and teachers. At the application stage schools have been planning mobility activities. In the framework of bilateral and multilateral projects they have planned teacher and staff mobility for the years 2007-2009: 18,050 teachers including 21 with special needs and 300 persons from partner institutions, and in the years 2008-2010: 4267 teachers.

Polish beneficiaries participate in meetings, class/pupil exchange, staff exchange, study visits for school heads and practical placements.

Selected statistics - see 11.7.

During the assessment of Comenius projects' results it has been revealed that participation in such projects helps teachers to introduce new teaching techniques, to make better use of ICT in teaching of various subjects, which increases the attractiveness of classes and leads to the development of pupils' active involvement.

Mobility of academic staff

Mobility by Polish academic staff in the framework of the Erasmus programme:

- Academic year 2000/2001: 678 visits
- Academic year 2001/2002: 800 visits
- Academic year 2002/03: 884 visits
- Academic year 2003/04: 947 visits
- Academic year 2004/05: 1394 visits
- Academic year 2005/06: 1740 visits
- Academic year 2006/07: 2030 visits
- Academic year 2007/08: 2460 visitis.

Mobility by Polish academic staff to the EU member states is closely related to the implementation of the Bologna Declaration through the increase of quality of teaching, preparation of new study programmes and implementation of the ECTS in Polish HEIs.

Academic staff mobility is also implemented within the CEEPUS programme (see 11.4.2.).

11.7. Statistics

Statistics on overall pupil, student and teacher mobility are not available. For selected mobility statistics in the framework of Erasmus (tables 1-3) and Comenius programmes (tables 4-7) – see below.

Table 1. Polish student mobility within the Erasmus programme

Country	2005/06	2006/07	2007/08	Total in the years 1998/99 - 2007/08
				Total
Austria	293	286	324	903
Belgium	475	520	561	1556
Bulgaria	49	66	93	208
Cyprus	7	38	30	75
Czech Rep.	247	353	423	1023
Denmark	541	629	710	1880
Estonia	20	38	53	111
Finland	423	459	482	1364
France	1116	1188	1210	3514
Greece	182	184	393	759
Spain	968	1171	1521	3660
Holland	440	453	476	1369
Ireland	136	167	161	464
Iceland	7	14	22	43
Liechtenstein	0	0	0	0
Lithuania	84	120	137	341
Luxembourg	0	0	3	3
Latvia	36	42	52	130
Malta	4	9	11	24
Germany	2329	2384	2466	7179
Norway	100	154	153	407
Portugal	371	478	619	1468
Romania	22	24	34	80
Slovakia	109	160	182	451
Slovenia	76	101	115	292
Sweden	375	373	362	1110
Turkey	103	191	332	626
Hungary	70	109	155	334
UK	567	627	727	1921
Italy	824	881	1047	2752
Total	9974	11219	12854	34047

Table 2. Student mobility to Poland – Erasmus Programme

	2005/06	2006/07	2007/08	1998/99-2007/08
Country				Incoming students in Poland – total
Austria	53	73	75	329
Belgium	89	111	72	617
Bulgaria	34	39	59	145
Cyprus	0	0	1	1
Czech Rep.	135	147	144	475
Denmark	16	23	33	151
Estonia	8	5	12	27
Finland	62	58	69	503
France	459	514	571	2 763
Greece	43	31	22	188
Spain	345	471	675	2 236
Holland	71	56	55	380
Ireland	12	15	23	77
Iceland	0	0	0	1
Liechtenstein	0	2	0	2
Lithuania	84	111	118	355
Luxembourg	1	0	1	7
Latvia	25	41	38	118
Malta	0	1	3	4
Germany	652	669	649	3 666
Norway	10	20	14	63
Portugal	269	306	399	1 502
Romania	35	48	57	150
Slovakia	59	81	83	254
Slovenia	21	54	47	139
Sweden	35	47	28	270
Turkey	224	434	770	1 500
Hungary	34	51	80	182
UK	55	53	69	470
Italy	232	269	279	1 501
Total	3 063	3 730	4446	18 076

Table 3. Polish academic staff mobility within the Erasmus programme data from March 2008)

Country	Number of visits 2000/01	Number of visits 2001/02	Number of visits 2002/03	Number of visits 2003/04	Number of visits 2004/05	Number of visits 2005/06	Number of visits 2006/07	Number of visits 2007/08
Austria	14	22	24	36	40	48	47	71
Belgium	34	41	48	47	66	72	68	64
Bulgaria	-	-	-	-	7	17	37	35
Cyprus	-	-	-	-	1	3	5	4
Czech Republic	-	-	-	-	26	96	123	193
Denmark	22	19	19	30	27	36	38	64
Estonia	-	-	-	-	2	1	8	16
Finland	38	34	47	42	62	57	61	94
France	103	109	134	144	176	186	185	252
Germany	215	248	263	259	338	387	383	486
Great Britain	58	70	56	65	82	72	85	204
Greece	25	29	42	35	43	37	30	43
Hungary	-	-	-	-	11	24	21	57
Iceland	-	-	-	-	0	2	0	2
Ireland	6	8	5	6	13	18	15	22
Italy	52	50	79	83	121	178	220	287
Latvia	-	-	-	-	11	22	36	47
Liechtenstein	-	-	-	-	0	0	0	0
Lithuania	0	0	0	1	18	44	64	135
Luxembourg	0	0	0	0	0	1	0	0
Malta	-	-	-	-	0	1	0	8
Netherlands	24	34	21	29	31	44	38	69
Norway	-	-	-	-	14	8	15	44
Portugal	25	42	41	55	88	82	86	163
Romania	-	-	-	-	5	16	12	21
Slovakia	-	-	-	-	19	55	105	179
Slovenia	-	-	-	-	24	13	27	26
Spain	44	69	78	95	132	136	210	314
Sweden	18	25	27	20	28	45	44	58
Turkey	-	-	-	-	9	39	67	154
Total	678	800	884	947	1394	1740	2030	3 112

Table 4. Teacher mobility within the Comenius 1 projects (Data concerning number of teachers taking part in mobility not collected since 2007)

Host Country		Total	2003	2004	2005	2006
Austria	AT	470	84	144	119	123
Belgium	BE	469	72	122	112	163
Bulgaria	BG	183	17	53	53	60
Cyprus	CY	99	9	20	38	32
Czech Republic	CZ	677	78	205	172	222
Denmark	DK	203	40	57	58	48
Estonia	EE	128	12	18	54	44
Finland	FI	417	63	95	112	147
France	FR	1269	210	346	351	362
Germany	DE	2355	456	619	664	616
Great Britain	UK	1203	147	267	351	438
Greece	GR	389	22	117	132	118
Hungary	HU	406	29	82	152	143
Iceland	IS	47	11	7	12	17
Ireland	IE	178	27	27	68	56
Italy	IT	1926	263	529	582	552
Latvia	LV	174	11	57	48	58
Lithuania	LT	311	31	72	87	121
Luxembourg	LU	25	-	14	6	5
Malta	MT	107	7	25	47	28
Netherlands	NL	387	94	123	67	103
Norway	NO	241	23	77	64	77
Poland	PL	5	4	-	1	-
Portugal	PT	473	39	128	159	147
Romania	RO	509	56	123	159	171
Slovakia	SK	442	36	98	142	166
Slovenia	SI	140	11	37	48	44
Spain	ES	1400	189	399	389	423
Sweden	SE	426	64	118	95	149
Turkey	TR	405	-	52	154	199
Total		15464	2105	4031	4496	4832

Table 5. Pupil mobility within the Comenius 1 projects (Data concerning number of pupils taking part in mobility not collected since 2007)

Host Country		Total	2003	2004	2005	2006
Austria	AT	409	75	136	122	76
Belgium	BE	351	84	87	59	121
Bulgaria	BG	257	12	24	129	92
Cyprus	CY	81	4	11	35	31
Czech Republic	CZ	757	51	243	142	321
Denmark	DK	129	60	31	20	18
Estonia	EE	73	9	10	17	37
Finland	FI	328	74	89	94	71
France	FR	2524	456	668	641	759
Germany	DE	2531	379	668	738	746
Great Britain	UK	729	88	155	185	301
Greece	GR	205	6	48	86	65
Hungary	HU	534	29	55	172	278
Iceland	IS	4	0	0	0	4
Ireland	IE	91	7	0	66	18
Italy	IT	1928	271	570	511	576
Latvia	LV	161	4	68	26	63
Lithuania	LT	347	29	81	101	136
Luxembourg	LU	3	-	0	0	3
Malta	MT	48	1	13	20	14
Netherlands	NL	407	102	82	96	127
Norway	NO	150	40	19	50	41
Poland	PL	1	0	-	1	-
Portugal	PT	461	55	171	112	123
Romania	RO	448	35	138	149	126
Slovakia	SK	571	38	125	234	174
Slovenia	SI	165	6	58	46	55
Spain	ES	1116	123	271	308	414
Sweden	SE	273	33	48	92	100
Turkey	TR	417	-	48	153	216
Total		15499	2071	3917	4405	5106

Table 6a. Teachers participating in in-service training and language courses per country within the Socrates/Comenius Programme (data from the years 2003-2006).

Host Country		Total	2003	2004	2005	2006
Austria	AT	87	5	18	22	42
Cyprus	CY	5	1	1	-	3
Czech Republic	CZ	7	-	1	-	6
Germany	DE	149	18	62	16	53
Spain	ES	45	2	5	15	23
Finland	FI	8		-	5	3
France	FR	285	28	103	86	68
Greece	GR	1	-	1	-	-
Ireland	IE	203	19	52	71	61
Iceland	IS	6	-	4	0	2
Italy	IT	30	2	4	11	13
Latvia	LV	3	-	2	-	1
Malta	MT	11	1	4	1	5
Netherlands	NL	34	3	21	3	7
Portugal	PT	4	-	3	1	-
Sweden	SE	19	1	7	4	7
Great Britain	UK	1192	109	361	392	330
total		2089	189	649	627	624

Table 6b. Teachers participating in in-service training and language courses per country, Lifelong learning/Comenius programme (data from 2007).

Host Country		2007	2008
Austria	AT	11	30
Belgium	BE	1	3
Cyprus	CY	4	9
Czech Republic	CZ	2	0
Germany	DE	14	38
Spain	ES	62	53
Finland	FI	2	1
France	FR	25	65
Greece	GR	2	6
Ireland	IE	24	32
Iceland	IS	1	0
Italy	IT	16	15
Malta	MT	9	27
Portugal	PT	7	4
Romania	RO	1	0
Sweden	SE	1	4
Turkey	TR	5	3
Great Britain	UK	247	377
Bulgaria	BG	0	1
Latvia	LV	0	1
Slovenia	SI	02	2
total		434	671

Table 7a. Students travelling from Poland to European states as language assistants within the Socrates/Comenius Programme in the years 2003- 2006.

Host Country	Total	2003	2004	2005	2006
Austria	27	8	10	3	6
Belgium (Flanders)	7	-	2	1	4
Belgium (Wallonia)	9	1	2	2	4
Cyprus	1	-	-	1	-
Czech Republic	4	-	-	2	2
Denmark	19	4	5	4	6
Estonia	2	-	-	1	1
Finland	14	1	4	2	7
France	35	6	13	13	3
Germany	67	10	13	21	23
Greece	7	-	-	2	5
Hungary	4	-	-	2	2
Iceland	2	-	-	2	-
Ireland	13	-	2	4	7
Italy	47	7	13	13	14
Luxembourg	3	2	-	-	1
Netherlands	22	7	4	8	3
Norway	7	-	2	5	-
Portugal	12	3	4	5	-
Slovakia	1	-	1	-	-
Slovenia	1	-	1	-	-
Spain	42	7	10	11	14
Sweden	19	4	6	4	5
Turkey	1	-	-	-	1
United Kingdom	42	7	10	14	11
	408	67	102	120	119

Table 7b. Students travelling from Poland to European states as language assistants within the Lifelong learning/Comenius Programme in 2007.

Host Country	2007	2008
Austria	1	4
Belgium (Flanders)	0	0
Belgium (Wallonia)	5	1
Cyprus	0	0
Czech Republic	1	1
Denmark	4	4
Estonia	2	0
Finland	3	2
France	10	8
Germany	10	9
Greece	1	0
Hungary	1	0
Iceland	0	1
Ireland	8	5
Italy	9	5
Lithuania	0	1
Luxembourg	0	0
Netherlands	2	5
Norway	0	6
Portugal	5	6
Slovakia	0	0
Slovenia	1	0
Spain	12	25
Sweden	4	2
Turkey	1	1
United Kingdom	17	18
Total	96	104

GLOSSARY

akademia (akademii, akademie, akademiach): A higher education institution whose organisational units are authorised to confer the academic degree of * doktor in at least two disciplines, offering multi-disciplinary courses within three cycles of degree programmes for students aged 19 or more who hold the * świadectwo maturalne certificate. The institution is supervised by the Minister of Science and Higher Education.

doktor (doktora,doktorzy): Academic degree awarded by the faculty council or the academic council of the higher education institution to students who have obtained the * Dyplom doktora qualification. The abbreviation is Dr.

doktor habilitowany (doktora habilitowanego,doktorzy habilitowani): Academic degree certifying the highest academic level, awarded to students who have obtained the * Dyplom doktora habilitowanego qualification. The abbreviation is Dr hab.

dr: Abbreviation of the title * Doktor.

dr hab.: Abbreviation of the title * Doktor habilitowany.

dyplom doktora (dyplomu doktora,dyplomy doktora): Qualification certifying the completion of doctoral studies, awarded to students who have completed min. 3 years of the doctoral programme and passed the * Egzamin doktorski examination. It confers the academic degree * Doktor.

dyplom doktora habilitowanego (dyplomu doktora habilitowanego,dyplomy doktora habilitowanego): Qualification awarded to students who have passed the * Kolokwium habilitacyjne examination. It confers the academic degree * Doktor habilitowany. It mentions the specialisation.

dyplom ukończenia studiów wyższych (dyplomu ukończenia studiów wyższych, dyplomy ukończenia studiów wyższych,dyplomem ukończenia studiów wyższych): Qualification certifying the completion of university education. It confers the professional title * Licencjat or * Inżynier after completing first-cycle university studies (3 or 4 years) and the professional title * Magister or * Lekarz after completing uniform (5 to 6 years) or second-cycle (2 years) university studies.

dyplom ukończenia szkoły policealnej (dyplomu ukończenia szkoły policealnej,dyplomy ukończenia szkoły policealnej): Certificate of completion of post-secondary education (1 or 2/2.5 years), conferring the title of * Technik or * Robotnik wykwalifikowany.

egzamin dojrzałości (*egzaminu dojrzałości*, *egzaminy dojrzałości*): National examination, held at the end of upper secondary general, specialised and technical education. It was necessary to obtain * świadectwo dojrzałości. In upper secondary vocational education organized for the last time in 2004. In 2005 fully replaced by an external * egzamin maturalny.

egzamin doktorski (egzaminu doktorskiego,egzaminy doktorskie): National examination on completion of doctoral studies lasting min. 3 years, which is compulsory for obtaining the * Dyplom doktora qualification, conferring the academic degree * Doktor. It consists of the defense of a thesis and 2 oral examinations.

egzamin dyplomowy (*egzaminu dyplomowego,egzaminy dyplomowe*): National examination on completion of first-cycle university studies (3 or 4 years), which is necessary to obtain the * dyplom ukończenia studiów wyższych qualification, conferring the title * Licencjat or * Inżynier.

egzamin magisterski (egzaminu magisterskiego,egzaminy magisterskie): National examination on completion of uniform (5 to 6 years) or second-cycle (2 years) university studies. It is necessary to obtain the * Dyplom ukończenia studiów wyższych qualification which confers the title * Magister or * Lekarz (+ specialisation).

egzamin maturalny (*egzaminu maturalnego,egzaminy maturalne,egzaminem maturalnym*): National external examination, held at the end of upper secondary general, specialised and technical education. It is necessary to obtain * świadectwo maturalne. In 2005 it replaced * egzamin dojrzałości. See: * egzamin dojrzałości.

egzamin z nauki zawodu (egzaminu z nauki zawodu,egzaminy z nauki zawodu): Compulsory vocational examination, held at the end of basic vocational education (or post-secondary education lasting 1 year). Students obtained the title * Robotnik wykwalifikowany in an occupation or trade. In 2005 fully replaced by the new external * egzamin zawodowy examination.

egzamin z przygotowania zawodowego (*egzaminu z przygotowania zawodowego*, *egzaminy z przygotowania zawodowego*) : Compulsory vocational proficiency examination, held by upper secondary technical schools (or post-secondary schools of 2/2.5 years' duration). Students obtained the title * Technik in an occupation or trade. In 2008 it was fully replaced by the new external * egzamin zawodowy examination.

egzamin zawodowy (*egzaminu zawodowego,egzaminy zawodowe,egzaminem zawodowym*): A new external vocational examination, which replaced * egzamin z nauki zawodu and * egzamin z przygotowania zawodowego. For the first time introduced in * zasadnicza szkoła zawodowa (2-year cycle) in 2004.

gimnazjum (gimnazja,gimnazjach,gimnazjów): Institution, introduced in 1999/00, offering 3 years of full-time general lower secondary education for pupils aged 13 to 16 who left * Szkoła podstawowa. At the end of the programme pupils take a final external examination.

gmina (*gminy,gminami,gminach,gmin,gminq,gminie,gminę*): The lowest level of the three-tier administrative division of the territory of Poland (commune).

inż.: Abbreviation of the title * Inżynier.

inżynier (*inżyniera,inżynierowie*): Title awarded to students who have obtained the * dyplom ukończenia studiów wyższych qualification at the end of technical and agricultural first-cycle studies (4-years) at the higher education level. The abbreviation is * inż.

kolegium nauczycielskie (kolegium nauczycielskiego,kolegia nauczycielskie,kolegiów nauczycielskich,kolegiami nauczycielskimi,kolegiach nauczycielskich): Institution offering teacher training for employment in * przedszkole and * szkoła podstawowa, and - in the case of students who obtained the * licencjat title - in * gimnazjum. The certificate *świadectwo maturalne is required for admission. The completion of these 3-year studies leads to obtaining of a diploma. A possibility of obtaining of the *licencjat title is also offered by the higher education institution exercising academic supervision over this institution

kolegium pracowników służb społecznych (kolegia pracowników służb społecznych,kolegiów pracowników służb społecznych,kolegiami pracowników służb społecznych,kolegiach pracowników służb społecznych):

Institution offering training for social workers. The certificate *świadectwo maturalne is required for admission. The completion of these 3-year studies leads to obtaining of a diploma. A possibility of obtaining of the *licencjat title is also offered by the higher education institution exercising academic supervision over this institution

kolokwium habilitacyjne (kolokwium habilitacyjnego,kolokwia habilitacyjne): Oral examination which leads to the qualification certifying the highest academic degree * Dyplom doktora habilitowanego, conferring the degree * Doktor habilitowany.

kurator oświaty (kuratora oświaty,kuratorzy oświaty,kuratorem oświaty,kuratorzy oświaty,kuratorow oświaty,kuratorom oświaty,kuratorami oświaty,kuratorach oświaty): Educational Superintendent at regional level, responsible for pedagogical supervision in respective voivodship

kuratorium oświaty (kuratoria,kuratoriów,kuratoria oświaty,kuratoriów oświaty,kuratoriami,kuratoriami oświaty,kuratoriom oświaty,kuratoriach oświaty): Educational Superintendent's Office.

lekarz (*lekarza*, *lekarze*): Professional title awarded to students who have passed the * Egzamin magisterski examination and obtained the * Dyplom ukończenia studiów wyższych qualification in medicine or veterinary medicine (lekarz weterynarii).

licencjat (*licencjata*, *licencjaty*): Professional title awarded to students who have passed the * egzamin dyplomowy examination and obtained the * dyplom ukończenia studiów wyższych qualification at the end of first-cycle (3-year) university education.

liceum ogólnokształcące (liceum ogólnokształcącego,licea ogólnokształcące,liceach ogólnokształcących,liceum ogólnokształcącym,liceów ogólnokształcących,liceami ogólnokształcącymi): A 3-year upper secondary school offering general education to pupils aged 16 to 19 who left the *Gimnazjum. At the end of the programme pupils can take the final examination *Egzamin maturalny.

liceum profilowane (*liceum profilowanego,licea profilowane,liceum profilowanego,liceach profilowanych,liceów profilowanych,liceum profilowanym*): New institution (introduced in 2002/03) offering 3 years of general and specialised vocational education for pupils aged 16 to 19 who left the * Gimnazjum. At the end of the programme pupils can take the *Egzamin maturalne.

liceum techniczne (*liceum technicznego*): This institution offered 4 years of full-time general and vocational upper secondary education for pupils aged 15 to 19. It ceased to exist in 2004.

liceum zawodowe (*liceum zawodowego*): This institution offered 4 years of full-time general and vocational upper secondary education for pupils aged 15 to 19. It ceased to exist in 2004.

magister (magistra,magistrowie): Professional title awarded to students who have passed the * egzamin magisterski examination and obtained the * dyplom ukończenia studiów wyższych qualification at the end of uniform (5 years) or second-cycle (2 years) studies. The abbreviation is * mgr.

magister inżynier (magistra inżyniera,magistrowie inżynierowie): Professional title awarded to students who have passed the * egzamin magisterski examination and obtained the * dyplom ukończenia studiów wyższych qualification at the end of second-cycle technical and agricultural studies (2 years). The abbreviation is * mgr inż.

matura (matury): Synonym of * Egzamin dojrzałości.

mgr: Abbreviation of the title * Magister.

mgr inż.: Abbreviation of the title * Magister inżynier.

nauczycielskie kolegium języków obcych (nauczycielskiego kolegium języków obcych,nauczycielskie kolegia języków obcych,nauczycielskich kolegiów języków obcych,nauczycielskimi kolegiami języków obych,nauczycielskich kolegiach języków obcych): Institution offering training of foreign language teachers for employment in * przedszkole, * szkoła podstawowa, * gimnazjum and post-gimnazjum schools. The certificate *świadectwo dojrzałości is required for admission. The completion of these 3-year studies leads to obtaining of a diploma. A possibility of obtaining of the *licencjat title is also offered by the higher education institution exercising academic supervision over this institution. Abbreviation: NKJO

NKJO: Abbreviation of * nauczycielskie kolegium języków obcych.

politechnika (politechniki,politechnikach): A higher education institution whose organisational units are authorised to confer the academic degree of * doktor in at least six disciplines, including four in engineering and technological sciences. It offers technical courses within three cycles of degree programmes for students aged 19 or more who hold the * świadectwo maturalne certificate. The institution is supervised by the Minister of Science and Higher Education.

powiat (powiatu,powiaty,powiatach,powiecie,powiatem,powiatom,powiatów,powiatami): The intermediate level of the three-tier administrative division of the territory of Poland (district).

prof.: Abbreviation of the title * profesor.

profesor (profesora,profesorowie): Academic title conferred by the President of the Republic of Poland to holders of the degree of * doktor habilitowany for their significant achievements in research (or art) and teaching. Abbreviation: prof.

przedszkole (przedszkola,przedszkolem,przedszkolami,przedszkolach,przedszkolu,przedszkoli) : Institution offering 4 years of full-time pre-primary education for children aged 3-6/7. The admission is based on age.

robotnik wykwalifikowany (robotnika wykwalifikowanego,robotnicy wykwalifikowani): Title awarded to pupils who have obtained the certificate * świadectwo ukończenia szkoły zasadniczej, * świadectwo ukończenia liceum zawodowego or * dyplom ukończenia szkoły policealnej (upon completion of 1-year study courses).

świadectwo dojrzałości (świadectwa dojrzałości): Certificate awarded by upper secondary general, specialised and technical schools (until 2004 - also in * liceum techniczne and * liceum zawodowe) to pupils who completed the study programme and passed the * egzamin dojrzałości examination. It was a certificate necessary for admission to higher education. In 2005 fully replaced by * świadectwo maturalne.

świadectwo maturalne (świadectwa maturalnego,świadectwa maturalne): Certificate awarded by upper secondary general, specialised and technical schools to pupils who complete the study programme and pass the * egzamin maturalny examination. It is a certificate necessary for admission to higher education. In 2005 it replaced * świadectwo dojrzałości. See * Świadectwo dojrzałości

świadectwo ukończenia liceum ogólnokształcącego (świadectwa ukończenia liceum ogólnokształcącego): Certificate of completion of upper secondary general education (since 2002/03 - 3 years of study), awarded on the basis of school results, without a final examination.

świadectwo ukończenia liceum technicznego (świadectwa ukończenia liceum technicznego): Certificate awarded by schools of upper secondary technical education (4 years) to pupils at the end of the final year, on the basis of school results, without a final examination. This type of school ceased to exist in 2004.

świadectwo ukończenia liceum zawodowego (*świadectwa ukończenia liceum zawodowego*): Certificate awarded by schools of upper secondary vocational education (4 years) to pupils in the final year who have passed the * Egzamin z nauki zawodu examination. This type of school ceased to exist in 2004.

świadectwo ukończenia szkoły podstawowej (świadectwa ukończenia szkoły podstawowej): Certificate of completion of the 6-year primary school. It mentions the subjects studied and the marks obtained at the end of the final year. It is also required that pupils take an external obligatory test organised at the end of the sixth grade.

świadectwo ukończenia technikum (świadectwa ukończenia technikum): Certificate of completion of upper secondary technical education (since 2002/03 - 4 years of study), awarded on the basis of results in the final year and the marks in the external * egzamin zawodowy examination (since 2006).

świadectwo ukończenia zasadniczej szkoły zawodowej (świadectwa ukończenia zasadniczej szkoły zawodowej): Certificate of completion of basic vocational education (since 2002/03 - 2 or 3 years of study), awarded on the basis of marks in the final year and the result of external * Egzamin zawodowy examination (before 2004 - * Egzamin z nauki zawodu examination).

szkoła podstawowa (szkoły podstawowej,szkoły podstawowe,szkole podstawowej,szkołach podstawowych,szkołom podstawowym,szkół podstawowych): Institution introduced in 1999/00 offering 6 years of full-time primary education for pupils aged 7 to 13. The admission is based on age. At the end of the programme pupils take a compulsory external test.

szkoła policealna (*szkoły policealnej,szkoły policealne,szkół policealnych*): Institution offering advanced vocational and technical courses for students aged 19 who hold an upper general secondary school leaving certificate * świadectwo ukończenia liceum.

technik (*technika*, *technicy*): Title awarded to graduates from upper secondary technical schools or from post-secondary schools (of 2/2.5 years' duration).

technikum (technika,techników,technikach): A 4-year upper secondary school offering general and technical education to pupils aged 16 to 20 who left the * gimnazjum. At the end of the programme pupils can take the final examination * egzamin maturalny.

technikum uzupełniające (technikum uzupełniającego,technika uzupełniające,technikum uzupełniającym,techników uzupełniających,technikach uzupełniających): A new type of upper secondary general and technical school introduced in 2004/05 offering 3 years of education to pupils who have graduated from * zasadnicza szkoła zawodowa. At the end of the programme pupils can take the * egzamin maturalny examination.

uczelnia akademicka (uczelnie akademickie,uczelniach akademickich,uczelni akademickiej,uczelniom akademickim,uczelni akademickich,uczelniach akademickich): University-type higher education institution in which at least one organisational unit is authorised to confer the academic degree of * doktor. They are authorised to offer three cycles of degree programmes, including first-cycle studies (3 or 4 years) leading to the degree of * licencjat or * inżynier; second-cycle (2 years) or uniform (5 or 6 years) studies enabling graduates to obtain the degree of * magister or an equivalent degree, and third-cycle studies preparing for the award of the academic degree of * doktor.

uczelnia artystyczna (*uczelnie artystyczne*): Public higher education institution for art studies supervised by the Minister of Culture and National Heritage.

uczelnia medyczna (uczelnie medyczne): Public medical higher education institution supervised by the Minister of Health.

uczelnia morska (uczelnie morskie): Public higher education institution for maritime studies supervised by the Minister of Infrastructure.

uczelnia służb państwowych (uczelnie służb państwowych): Public government service higher education institution supervised by the Minister of Interior and Administration.

uczelnia wojskowa (*uczelnie wojskowe*) : Public military higher education institution supervised by the Minister of National Defence.

uczelnia zawodowa (uczelnie zawodowe,uczelni zawodowej,uczelniach zawodowych,uczelniom zawodowym,uczelni zawodowych): Non-university higher education institution providing first-cycle (3 or 4 years), second-cycle (2 years) or uniform (5 or 6 years) programmes which is not authorised to confer the academic degree of * doktor.

uniwersytet (uniwersytetu,uniwersytety,uniwersytetach,uniwersytecie): A higher education institution whose organisational units are authorised to confer the academic degree of * doktor in at least twelve disciplines, including at least two in humanities, social or theological sciences, in mathematical, physical or engineering and technological sciences, natural sciences and in legal or economic sciences. It offers multi-disciplinary courses within three cycles of degree programmes for students aged 19 or more who hold the * świadectwo maturalne certificate. The institution is supervised by the Minister of Science and Higher Education.

uniwersytet techniczny (uniwersytety techniczne,uniwersytetach technicznych): A higher education institution whose organisational units are authorised to confer the academic degree of * doktor in at least twelve disciplines, including at least eight in engineering and technological sciences. It offers technical courses within three cycles of degree programmes for students aged 19 or more who hold the * świadectwo maturalne certificate. The institution is supervised by the Minister of Science and Higher Education.

uzupełniające liceum ogólnokształcące (uzupełniającego liceum ogólnokształcącego,uzupełniające licea ogólnokształcące,uzupełniających liceów ogólnokształcących,uzupełniającym liceum ogólnokształcącym,uzupełniającymi licami ogólnokształcącymi): New institution, introduced in the school year 2004/2005, offering 2 years of general upper secondary education for pupils who left * zasadnicza szkoła zawodowa. At the end of the programme pupils can take the * egzamin maturalny examination.

województwo (województwa,województw,województwem,województwie,województwom,województwach): The highest level of the three-tier administrative division of the territory of Poland (province/region).

wyższa szkoła zawodowa (wyższe szkoły zawodowe,wyższych szkół zawodowych): Higher education institution offering multi-disciplinary vocational courses for students aged 19 and more who hold * świadectwo dojrzałości and meet institutional or faculty requirements. Starting 2005 the admission criteria are based on the results of * egzamin dojrzałości examination. Additional admission requirements vary depending on the type of institution or faculty. It is supervised by the Ministry of National Education and Sport.

zasadnicza szkoła zawodowa (zasadniczej szkoły zawodowej,zasadnicze szkoły zawodowe,zasadniczą szkołą zawodową,zasadniczej szkole zawodowej,zasadniczą szkołą zawodową,zasadniczą szkołę zawodowych, zasadniczych szkołach zawodowych, zasadniczych szkoł zawodowych,zasadniczymi szkołami zawodowymi): Institution offering 2 or 3 years of upper secondary vocational education for pupils who left the * Gimnazjum. The completion of this school gives qualifications for a particular trade or occupation.

LEGISLATION

Act of 10 May 2002 on the rules for recognition of qualifications acquired in the EU member states to perform certain activities: 10/05/2002

Act of 12 January 1991 on the establishment of the State Committee for Scientific Research: 12/01/1991, Dz. U. 1991 nr 8 poz. 28

with further amendments

Act of 12 September 1990 on schools of higher education (Act): 12/09/1990, Dz. U. 1990 nr 65 poz. 385

with further amendments

Act of 12 September 1990 on the academic title and academic degrees: 12/09/1990, Dz. U. 1990 nr 65 poz. 386

with further amendments

Act of 14 December 1994 on employment and counteracting unemployment (Act): 14/12/1994, Dz. U. 1995 nr 1 poz. 1

with further amendments

Act of 14 March 2003 on the academic degrees and the academic title and on the degrees and title in the area of art: 14/03/2003

Act of 15 July 1961 on Education System Development: 15/07/1961, Dz.U.1961 nr 32 poz.160

Act of 15 March 2002 amending the act on the education system and some other acts: 15/03/2002

Act of 17 December 1998 on pension and disability support system within Social Insurance Fund

Act of 17 July 1998 on loans and credits for students (Act): 17/07/1998, Dz. U. 1998 nr 108 poz 685

with further amendments

Act of 18 February 2000 amending the Teachers' Charter (Act): 18/02/2000, Dz.U. 2000 nr 19 poz. 239

Act of 18 March 2008 on rules of qualification recognition acquired in the EU states

Act of 19 August 1994 on the protection of mental health (Act): 19/08/1994, dz. U. 1994 nr 111 poz. 535

Act of 20 April 2004 on Promotion of Employment and Institutions of the Labour Market: 20/04/2004, Dz.U. 2004 nr 99 poz.1001

Act of 20 April 2004 on Promotion of Employment and Institutions of the Labour Market: 20/04/2004, Dz.U. 2004 nr 99 poz. 1001

Act of 20 July 2001 amending the Act on schools of higher education, the Act on higher vocational schools and amending some other Acts (Act): 20/07/2001, Dz.U. z 2001r. Nr 85, poz. 924

Act of 21 December 2000 amending the School Education Act: 21/12/2000, Dz.U. 2000 nr 122 poz. 1320

Act of 21 November 2001 amending the Act on the Teachers' Charter, the Act on the education system and the Act on the implementation of the education system reform (Act): 21/11/2001, Dz.U. z 2001r. Nr 144, poz. 1615

Act of 21 November 2008 amending the Teachers' Charter

Act of 22 May 2009 on teacher compensation benefits

Act of 24 July 1998 on the introduction of the three-tier administrative division of the country (Act): 24/07/1998, Dz. U. 1998 nr 96 poz. 603

Act of 24 May 1990 on the retirement benefits for employees and their families: 24/05/1990, Dz.U. 1990 nr 66 poz.390

Act of 25 July 1998 amending the Act on the education system of 7 September 1991 (Act): 25/07/1998, Dz. U. 1998 nr 117 poz. 759

Act of 26 April 2001 on the rules for recognition of qualifications acquired in the EU member states to perform regulated professions: 26/04/2001

Act of 26 January 1982 on the Teachers' Charter (Act): 26/01/1982, Dz. U. 1982 nr 3 poz. 19

with further amendments

Act of 26 June 1997 on higher vocational schools (Act): 26/06/1997, Dz. U. 1997 nr 96 poz. 590

with further amendments

Act of 27 April 1956 on the Rights and Duties of Teachers: 27/04/1956, Dz.U. 1956 nr 12 poz.63

Act of 27 April 1972 Charter of Teacher's Rights and Duties

Act of 27 June 2003 amending the Act on the Education System: 27/06/2003, Dz.U. 2003 nr 137 poz.1304

Act of 28 May 2004 amending the act on schools of higher education, act on higher vocational schools and on loans and credits for students and several other acts: 28/05/2004, Dz.U. 2004 nr 152 poz.1598

Act of 31 March 1965 on Higher Military Education: 31/03/1965, Dz.U. 1965 nr 14 poz.102

Act of 4 May 1982 on Higher Education: 04/05/1982, Dz.U. 1982 nr 14 poz.113

Act of 6 January 2005 on Ethnic and National Minorities and on the Regional Language. (Act): 6/01/2005

Act of 7 January 2005 amending the act on schools of higher education, the act on higher vocational schools and the act on credits and loans for students: 7/01/2005, Dz.U. 2005 nr 23 poz.187

Act of 7 October 1999 on the Polish Language (Act): 7/10/1999

Act of 7 September 1991 on the education system (Act): 07/09/1991, Dz. U. 1991 nr 95 poz. 425

with further amendments

Act of 8 January 1998 - Agreement (Concordat) between the Holy See and the Republic of Poland (Act): 8/01/1998

Act of 8 January 1999 on the implementation of the education system reform (Act): 08/01/1999, Dz. U. 1999 nr 12 poz. 96

with further amendments

Act of 8 March 1990 on local self-governments (Act): 08/03/1990, Dz. U. 1990 nr 16 poz. 95

with further amendments

Act of 8 October 2004 on rules concerning financing of research (Act): 8/10/2004

Act of 8 October 2004 on the rules of financing research : 8/10/2004, Dz.U. 2004 nr 238 poz.2390

Act on Folk Agricultural School: 09/07/1920, Dz.U.1920 nr 62 poz.398

Arrangement of development strategies by the Council of Ministers of 24 November 2009

Constitution of the Republic of Poland: 02/04/1997, Dz.U. 1997 nr 78 poz. 483

- compulsory education prolonged until the age of 18

Decision by the Council of the Ministers of 21 September 2004 on approving State Action Plan towards Employment in 2005: 21/09/2004

Decision by the Council of the Ministers of 28 December 2001 on approving State Support Programme for Local Authorities in Providing Free School Meals for Pupils: 28/12/2001

Decision by the Minister of National Education and Sport of 18 February 2003 on the allocation of funds in 2003 to international exchange and cooperation of children and youth: 18/02/2003

Decision nr 19/2003 by the Council of the Ministers of 28 January 2003 on the programme "School starting kit": 28/01/2003

Decision Nr 54 by the Minister of National Education and Sport of 28 December 2001 on the establishment of the State Accreditation Commission: 28/12/2001

Governmental Programme for years 2008-2013 "Safe and friendly school"

Infrastructure and Environment Operational Programme

Innovative Economy Operational Programme

Knowledge and Competences Operational Programme (government programme)

National Cohesion Strategy for the years 2007-2013

National Development Plan 2007-2013

National Development Plan for the Years 2004-2006: 14/01/2003

National programme "Zero tolerance to violence in schools" approved by the Council of Ministers No 28/2007 on the 6th of March 2007

National Reform Programme for the years 2005-2008

Operational Programme Human Capital

Ordinance by the Minister of National Education of 13 May 1991 on the scope and forms of support available to academic teachers undertaking post-graduate studies and other forms of professional training (Ordinance): 13/05/1991

Ordinance by the Minister of National Education of 3 October 1991 on the conditions of delegating persons abroad for scientific, teaching and training purposes and the detailed entitlements of these persons (Ordinance): 3/10/1991

Ordinance no. 29 of the Minister of National Education on principles for the organisation of care of handicapped pupils, their education in mainstream and integrated nursery schools, schools and establishments, and on the organisation of special education (Ordinance): 04/10/1993

Ordinance no. 29 of the Minister of National Education on principles for the organisation of care of handicapped pupils, their education in mainstream and integrated nursery schools, schools and establishments, and on the organisation of special education

Regulation by the Minister of National Education of 15 January 2001 on the rules of provsion and organisation of psychological and pedagogical support in public pre-schools, schools and educational institutions: 15/01/2001

Dz.U. z 2001r. Nr 13, poz. 110

Regulation by the Council of Ministers of 2 July 2007 on the detailed conditions for offering financial support to children and pupils for the purchase of textbooks and school uniforms

Regulation by the Council of Ministers of 27 April 2009 on detailed rules for financial support to children and pupils for purchase of textbooks

Regulation by the Council of Ministers of 5 August 1997 on co-operation in the field of vocational training: 05/08/1997, Dz.U. 1997 nr 100 poz 621

Regulation by the Council of Ministers of the 5 May 2006 on establishment of the Ministry of Science and Higher Education: 5/05/2006, Dz.U. 2006 nr 76 poz. 533

Regulation by the Head of the Council of Ministers on the detailed activities of the Minister of National Education: 5/05/2006, Dz.U. 2006 nr 76 poz. 538

Regulation by the Minister of Education and Science of 3 February 2006 on acquiring and complementing by adults general knowledge, skills and professional qualifications through informal and non-formal learning

Regulation by the Minister of Labour and Social Policy of 7 April 2009 on professional preparation of adults

Regulation by the Minister of National Education and by the Minister of Labour and Social Policy of 12 October 1993 on rules and conditions for upgrading professional qualifications and general education of adults with further amendments: 12/10/1993, dz.U. 1993 nr 103 poz. 373

Regulation by the Minister of National Education and Sport of 10 April 2003 on amendments to the regulation on the examination and test standards: 10/04/2003, Dz. U. Nr 90, poz. 846

Regulation by the Minister of National Education and Sport of 10 August 2001 on the examination and test standards: 10/08/2001, Dz. U. Nr 92, poz. 1020

Regulation by the Minister of National Education and Sport of 10 September 2002 on the detailed requirements concerning teacher qualifications and on the definition of schools and cases when teachers with no higher education degrees or teaching qualifications can be employed: 10/09/2002

Regulation by the Minister of National Education and Sport of 11 December 2002 on the detailed organisation and operational rules for public psychological and educational guidance centres and other public specialist services and on the framework statutes for these centres: 11/12/2002

Regulation by the Minister of National Education and Sport of 12 February 2002 on outline timetables for public schools: 26/02/2004, Dz.U. z 2004r. Nr 43, poz. 393

with further ammendments

Regulation by the Minister of National Education and Sport of 15 April 2003 on vocational education profiles (Regulation): 16/01/2002, Dz.U. z 2002r. Nr 8, poz. 65

Regulation by the Minister of National Education and Sport of 15 July 2006 on occupational classification in vocational education (*Regulation*): 18/04/2002, Dz.U. z 2002r. Nr 63, poz. 571

Regulation by the Minister of National Education and Sport of 15 March 1999 on the statutes for the Central Examination Commission: 15/03/1999, M.P. Nr 11, poz.159

Regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of school year (Regulation): 18/04/2002

Dz.U. z 2002r. Nr 46, poz. 432

Regulation by the Minister of National Education and Sport of 18 April 2002 on the Organisation of the School Year

Regulation by the Minister of National Education and Sport of 18 February 1999 on the establishment of local examination commissions and definition of their territorial areas: 18/02/1999, Dz. U. Nr 14, poz. 134 i Nr 41, poz. 417

Regulation by the Minister of National Education and Sport of 19 February 2002 on the rules of keeping the teaching records in public pre-schools, schools and educational institutions: 19/02/2002, Dz.U. z 2002r. Nr 23, poz. 225

Regulation by the Minister of National Education and Sport of 20 February 2004 on the rules and procedures for admission to public pre-schools and schools: 20/02/2004, Dz.U. z 2004r. Nr 26, poz. 232

Regulation by the Minister of National Education and Sport of 23 April 2004 on the detailed rules for organisation of pedagogical supervision: 23/04/2004, Dz.U. z 2004r. Nr 89, poz. 845

Regulation by the Minister of National Education and Sport of 23 July 2004 on the types of diplomas and vocational titles and on the models of diplomas issued by HEIs: 23/07/2004, Dz.U. z 2004r. Nr 182, poz. 1881

Regulation by the Minister of National Education and Sport of 23 September 2003 on teacher training standards: 23/09/2003

Regulation by the Minister of National Education and Sport of 26 February 2002 on core curricula for pre-school education and general education in particular types of schools: 26/02/2002, Dz.U. z 2002r. Nr 51, poz. 458

Regulation by the Minister of National Education and Sport of 26 February 2002 on the core curricula for general vocational training: 26/02/2002

Regulation by the Minister of National Education and Sport of 27 December 2001 on the distribution of educational subvention between territorial self-government units in 2002: 27/12/2001, Dz.U. z 2001r. Nr 156, poz. 1822

Regulation by the Minister of National Education and Sport of 27 February 2003 on the organisation and conditions of implementation of special educational activities in special schools organised in hospitals and social care institutions: 27/02/2003

Regulation by the Minister of National Education and Sport of 3 February 2003 on the vocational qualifications examination standards: 03/02/2003, Dz. U. Nr 49, poz. 411

Regulation by the Minister of National Education and Sport of 30 April 2007 on Conditions and Rules for Pupil Evaluation, Eligibility for Assessment, Promotion and Examinations and Tests in Public Schools with further amendments: 7/09/2004

Regulation by the Minister of National Education and Sport of 31 March 1999 on the statutes for the local examination commissions - version: 31/03/1999, M.P.nr 12, poz.169 i Nr 16, poz.226)

with further amendments of 11 March 2003

Regulation by the Minister of National Education and Sport of 4 April 2003 on rules for applications by non-state higher education schools for state budget funds: 4/04/2003, Dz.U. 2003 nr 62 poz.558

Regulation by the Minister of National Education and Sport of 4 April 2003 on rules for applications by state higher education schools for state budget funds: 4/04/2003, Dz.U. 2003 nr 62 poz.559

Regulation by the Minister of National Education and Sport of 4 October 2001 on the admission of persons with no Polish citizenship in public pre-schools, schools, teacher training institutions and units: 4/10/2001, Dz.U. Nr 131, poz.1458

Regulation by the Minister of National Education and Sport of 7 February 2005 on the framework statutes for public psychological and educational guidance centres and other public specialist services: 11/12/2002

Regulation by the Minister of National Education and Sport of 7 January 2003 amending the regulation on the rules for assessment, classification and promotion of pupils and students and organisation of examinations and tests in public schools: 07/01/2003

Regulation by the Minister of National Education and Sport of 7 January 2003 on principles of providing and organising psychological and educational assistance to pupils in public pre-schools, schools and units: 07/01/2003

Regulation by the Minister of National Education and Sport of 7 September 2004 on teacher training standards: 7/09/2004, Dz.U 2004 nr 207 poz.2110

Regulation by the Minister of National Education and Sport of 7th January 2003 on the adaptation period and the competence test during the procedure leading to the recognition of teaching qualifications acquired in the other EU member states.: 7/01/2003, Dz.U 2003 nr 5 poz.47

Regulation by the Minister of National Education and Sport of 8 April 2004 on the types and models of diplomas with further amendments: 8/04/2004, Dz.U. 2004 nr 115poz 1198

Regulation by the Minister of National Education and Sport of 8 June 2009 on validation for use at school of pre-school education curricula, curricula and textbooks: 8/06/2009, Dz.U. 2009 No. 89 stance 730

Regulation by the Minister of National Education and Sport of 8 May 2004 on the occupational classification in vocational education (*Regulation*): 8/05/2004

Regulation by the Minister of National Education and Sport of the 23 April 2003 on conditions and procedures for establishment, restructuring and liquidation as well as organisation and functioning of in-service teacher training establishments, including their obligatory activities, tasks of methodological advisors, conditions and procedures for assigning advisory tasks to teachers: 23/04/2003, Dz.U. 2003 nr 84 poz. 779

Regulation by the Minister of National Education of 10 October 1991 on the detailed qualifications required of teachers and the definition of schools and cases where teachers without a higher education diploma may be employed with further amendments: 10/10/1991

Regulation by the Minister of National Education of 12 August 1997 on teacher training establishments with further amendments: 12/08/1997, Dz.U. 1997 nr 104 poz 664

Regulation by the Minister of National Education of 12 February 2001 on the recognition of a need for special or individual teaching of children and youth, and on detailed rules of directing to special education or individual teaching: 12/02/2001, Dz.U. z 2001r. Nr 13, poz. 114

Regulation by the Minister of National Education of 13 August 1999 amending the Regulation on the types, organisation and operational rules of care-and-education and correctional education establishments: 13/08/1999, Dz. U. 1999 nr 67 poz. 758

Regulation by the Minister of National Education of 15 december 2006 on detailed rules on excercising pedagogical supervision, list of posts for which pedagogical qualifications are required, qualifications necessary for pedagogical supervision and qualifications of persons who can be employed in research and as experts

Regulation by the Minister of National Education of 15 February 1999 amending the regulation on detailed qualifications required from teachers and definition of schools and situations in which teachers with no higher education degrees can be employed: 15/02/1999, Dz.U. z 1999r. Nr 14, poz.127

Regulation by the Minister of National Education of 15 January 2001 on the detailed operational rules for public psychological and pedagogical support centres, and other specialist public centres, and on the framework statues of these centres: 15/01/2001, Dz.U. z 2001r. Nr 13, poz. 109

Regulation by the Minister of National Education of 18 September 2008 on statements and opinions issued by teams placed in public psychological and pedagogical support centres: Dz. U. 2008 nr 173 poz 1072

Regulation by the Minister of National Education of 18 September 2008 on the procedures for organising of one year individual compulsory pre-school preparation and individual teaching of children and youth: Dz. U 2008 nr 175 poz. 1086

Regulation by the Minister of National Education of 19 April 1991 on the volume, rules and procedure for granting paid leaves to academic teachers for scientific, artistic and professional training purposes: 19/04/1991, Dz. U. 1991 nr 41 poz. 168

Regulation by the Minister of National Education of 19 March 1997 on the remuneration of teachers: 19/03/1997, Dz. U. 1997 nr 29 poz. 160

with further amendmends

Regulation by the Minister of National Education of 19 March 2009 on adaptation stage and aptitude test in the process of qualification recognition for teaching profession

Regulation by the Minister of National Education of 19 November 2009 on in-service teacher training centres

Regulation by the Minister of National Education of 20 February 2004 on conditions and procedures of admission of pupils to public pre-schools and schools, and on the transfer of pupils from one type of school to the other

with further ammendments

Regulation by the Minister of National Education of 21 March 2001 on Pupil Evaluation Eligibility for Assessment. Promotion and Examinations and Tests in Public Schools with further ammendments: 21/03/2001, Dz.U. 2001 nr 29 poz 323

with further amendments

Regulation by the Minister of National Education of 21 May 2001 on the statutes of public pre-schools and public schools (Regulation): 21/05/2001, Dz.U. z 2001r. Nr 61 poz. 624

with further amendments

Regulation by the Minister of National Education of 21 September 2000 amending the regulation on the rules and procedures for the approval of curricula and textbooks for use in schools and on recommendation of teaching aids: 21/09/2000

Dz.U. z 2000r. Nr 90, poz.1000

Regulation by the Minister of National Education of 21 September 2000 on the types of in-service teacher training institutions, principles of their establishment, transformation, liquidation and operational rules: 21/09/2000, Dz.U. z 2000r. Nr 85, poz.956

Regulation by the Minister of National Education of 23 December 2008 on core curriculum for preschool education and general education in particular types of schools

Regulation by the Minister of National Education of 24 June 1996 on the posts and remuneration of higher education staff other than academic teachers: 24/06/1996, Dz. U. 1996 nr 79 poz. 373

Regulation by the Minister of National Education of 25 September 2008 changing the regulation on conditions and rules for assessment, classification and progression of pupils and students and implementation of tests and exams in public schools: Dz. U. 2008 nr 178 poz. 1097, http://

Regulation by the Minister of National Education of 26 June 2007 on classification of vocations in vocational education

Regulation by the Minister of National Education of 27 July 2007 changing the regulation on the rules for issuing and on specimen of certificates, state diplomas and other school prints, procedures for amendments and duplicates, and rules for legalisation of documents for legal exchange with other countries and rules for payment for the above mentioned procedures:

Regulation by the Minister of National Education of 30 January 1997 on the principles of organisation of correctional education for children and youth with severe mental handicaps (Regulation): 30/01/1997, Dz. U. 1997 nr 14 poz. 76

Regulation by the Minister of National Education of 30 June 2006 on the teacher training standards for teacher training colleges and foreign language teacher training colleges: 30/06/2006, Dz.U. z 2006r. Nr 126, poz. 897

Regulation by the Minister of National Education of 6 January 2009 on the approval for the use at school of pre-school and school curricula, textbooks and cancelling of such approval: Dz. U. 2009 nr 4 poz. 18

Regulation by the Minister of Science and Higher Education of 12 July 2007 on the degree programme requirements for individual fields of study and levels of study, and on the procedure for the establishment of interdisciplinary degree programmes and degree programmes in macro-fields of study and the requirements to be fulfilled by higher education institutions in order to provide such programme: Dz.U. 2007 nr 164 poz. 1166

Regulation by the Minister of Science and Higher Education of 12 October 2006 on the conditions for directing persons abroad for research, teaching and training purposes and particular rights of such persons: 12/10/2006, Dz.U. 2006 nr 190 poz. 1406

Regulation by the Minister of Science and Higher Education of 19 December 2008 on the types of professional titles conferred to graduates and specimen of diplomas and certificates issued by higher education institutions

Regulation by the Minister of Science and Higher Education of 21 September 2007 on criteria and procedures for granting and control of financing for study and research stipends for young oustanding researchers

Regulation by the Minister of Science and Higher Education of 22 December 2006 on conditions for remuneration for work and allocation of other benefits related to employment for staff in public HEIs: 22/12/2006, Dz.U. 2006 nr 251 poz. 1852

Regulation by the Minister of Science and Higher Education of 3 October 2006 on the requirements and procedures for the transfer of student achievements: 3/10/2006, Dz.U. 2006 nr 187 poz. 1385

Regulation by the Minister of Science and Higher Education of 7 May 2008 on the programme "Support to international mobility for researchers": Dz. U. 2008 nr 84 poz 510

Regulation by the Minister of Science and Higher Education of 9 May 2008 changing the regulation on conditions to be fulfilled for classes in higher education to be offered with the use of methods and techniques of distance learning

Regulation by the Ministry of National Education of 7 October on pedagogical supervision:

Regulation by the Ministry of Science and Higher Education of 13 June 2006 on the names of the fields of study: 13/06/2006, Dz.U. 2006 nr 121 poz. 838

Regulation by the Prime Minister No. 13 of 27 February 2010 on Interministerial Team for lifelong learning, including National Qualification Framework

Regulation of the Minister of National Education of 11 May 2001 amending the regulation on remuneration of academic teachers: 11/05/2001, Dz.U. 2001 nr 52 poz. 542

Regulation of the Minister of National Education of 12 October 2005 on the recognition of qualification titles of skilled worker or master: 12/10/2005, Dz.U. z 2005r. Nr 215, poz. 1820,

Regulation of the Minister of Science and Higher Education of 25 September 2007 on the requirements to be fulfilled for the use of distance learning methods and techniques to teach classes as part of degree programmes: Dz.U. 2007 nr 188 poz. 1347

Regulation of the Minister of Science and Higher Education of 31 October 2007 amending this Regulation on the requirements to be fulfilled for the use of distance learning methods and techniques to teach classes as part of degree programmes: Dz.U. 2007 nr 208 poz. 1506

Regulation of the Minister of Social Policy of 24 March 2005 on colleges of social work: 24/03/2005, Dz.U. 2005 nr 61 poz. 544

Regulation of the Minister of Social Policy of 7 April 2005 on the requirements for programmes in colleges of social work: 7/04/2005, Dz.U. 2005 nr 62 poz. 555

Rozporządzenie Ministra Edukacji Narodowej z 31 stycznia 2005 r. w sprawie wysokości minimalnych stawek wynagrodzenia zasadniczego nauczycieli, ogólnych warunków przyznawania dodatków do wynagrodzenia zasadniczego oraz wynagradzania za pracę w dniu wolnym od pracy

Rozporządzenie Ministra Edukacji Narodowej z dnia 24 marca 2009 r. zmieniające rozporządzenie w sprawie wysokości minimalnych stawek wynagrodzenia zasadniczego nauczycieli, ogólnych warunków przyznawania dodatków do wynagrodzenia zasadniczego oraz wynagradzania za pracę w dniu wolnym od pracy

Rozporządzenie Ministra Edukacji z 13 sierpnia 1999 r. w sprawie szczegółowych zasad sprawowania nadzoru pedagogicznego: 13/08/1999, Dz. U. 1999 nr 67 poz 759

Strategy for Development of the Country 2007-2015

Strategy for the development of education 2007-2013

The Law on Higher Education of the 27th July 2005 (Act): 27/072005

The Regulation by the Minister of Science and Higher Education of 27 July 2006 on the requirements to be fulfilled by organisational units of higher education institutions in order to provide degree programmes in a given field of study: 27/07/2006, Dz.U. 2006 nr 144 poz. 1048,

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As of 5th May 2006 Ministry of Science and Information Society Technologies has been replaced by Ministry of Science and Higher Education.

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