



# Strengthening inclusive education in Poland

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Project 617443 CBHE-JP coordinator Gracienne Lauwers (prof. dr.)

<http://edulaweu.eu>



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Erasmus+ Programme  
of the European Union

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Legislative framework

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RZECZYSPOLITEJ POLSKIEJ

THE CONSTITUTION OF THE REPUBLIC OF POLAND  
OF 2nd APRIL, 1997

EUROPEAN PARLIAMENT LEGISLATIVE RESOLUTION  
on the application by the Republic of Poland to become a member of the European Union (AA-AFNS 1-4 — C5-0122/2003 — 2003/0991(GVAV C))

Convention on the Rights of Persons with Disabilities

**Dz.U. 2017 poz. 1591**

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Changes needed



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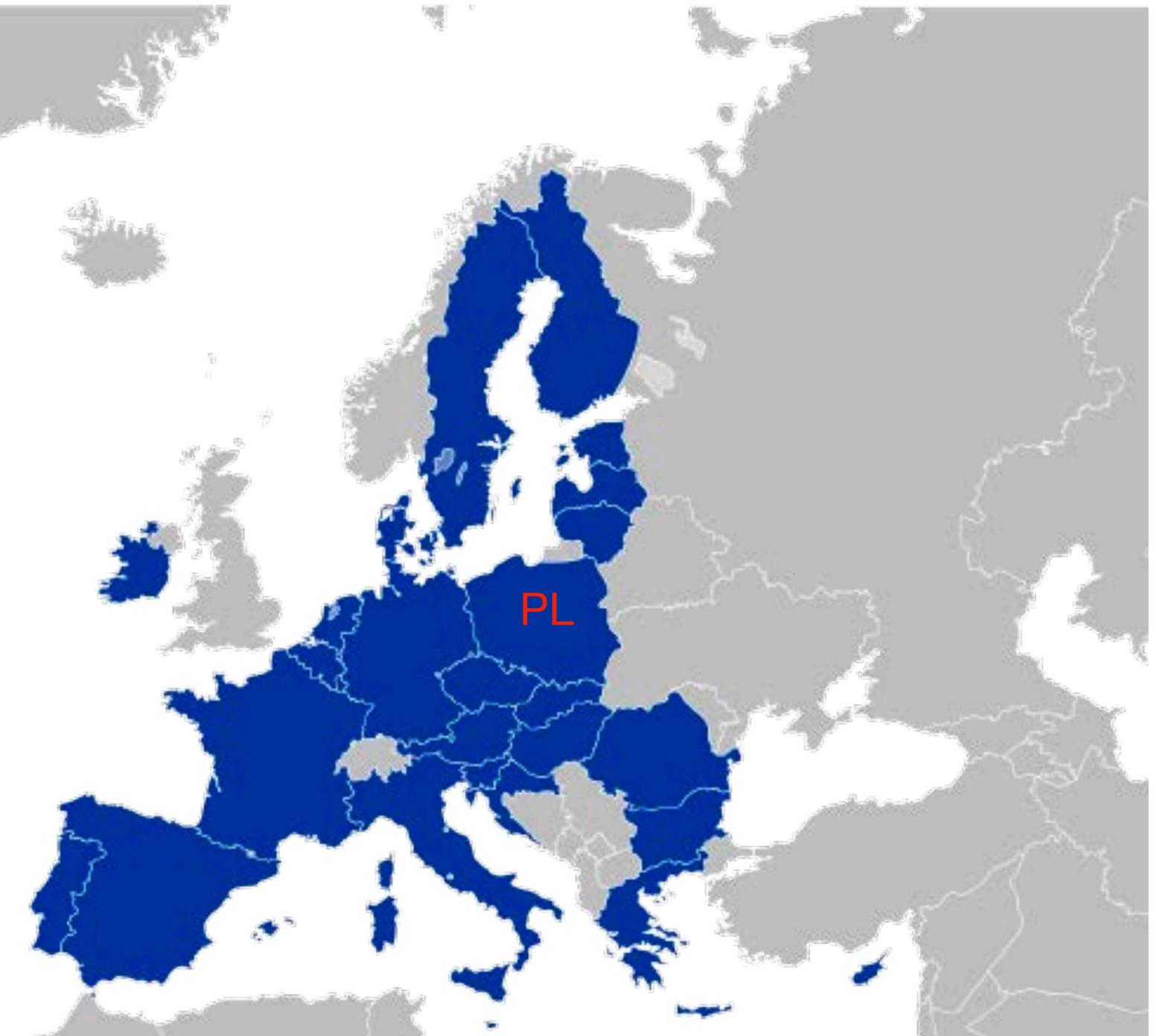


# Disability Systems Change in Poland

Introduction



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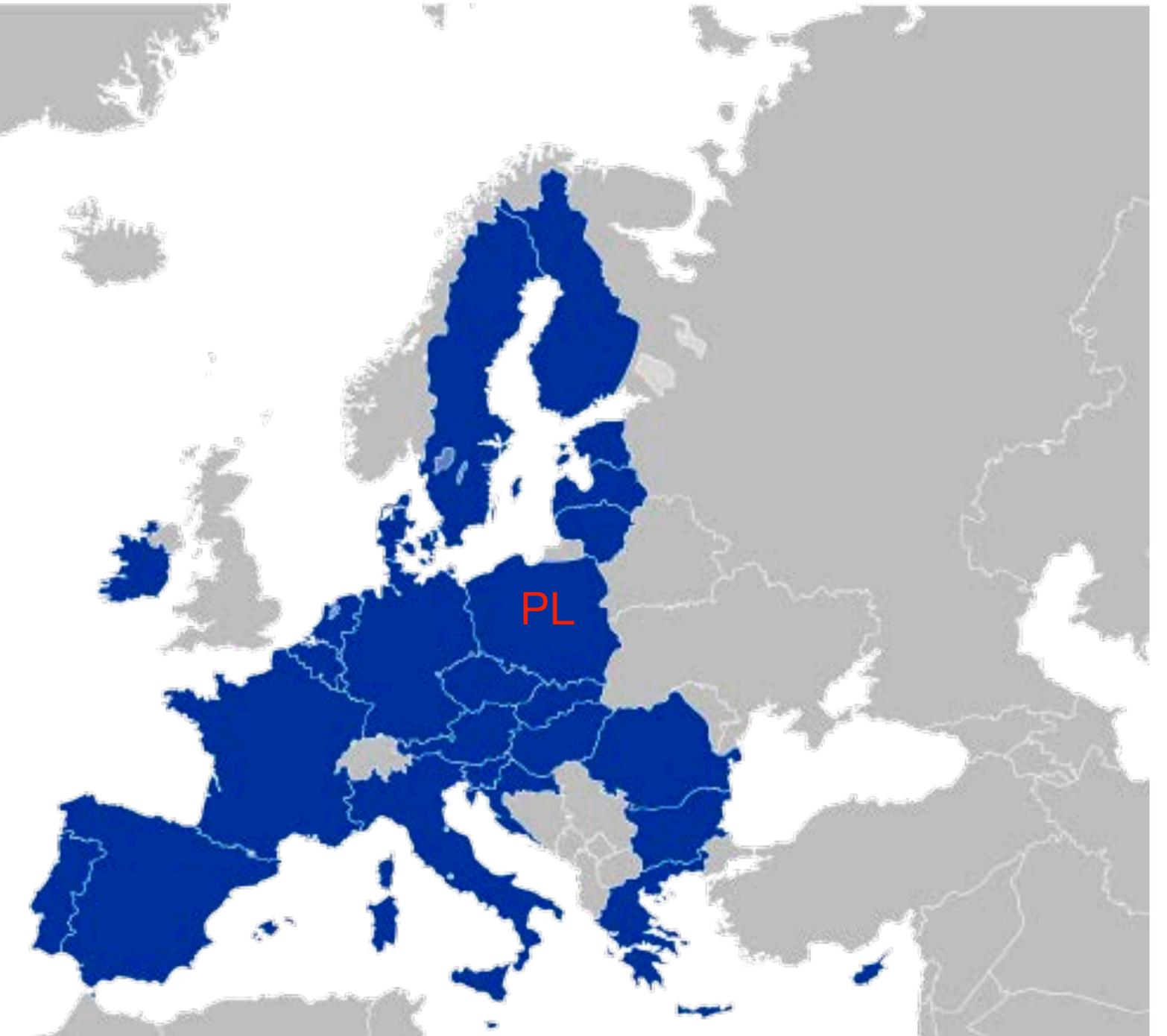


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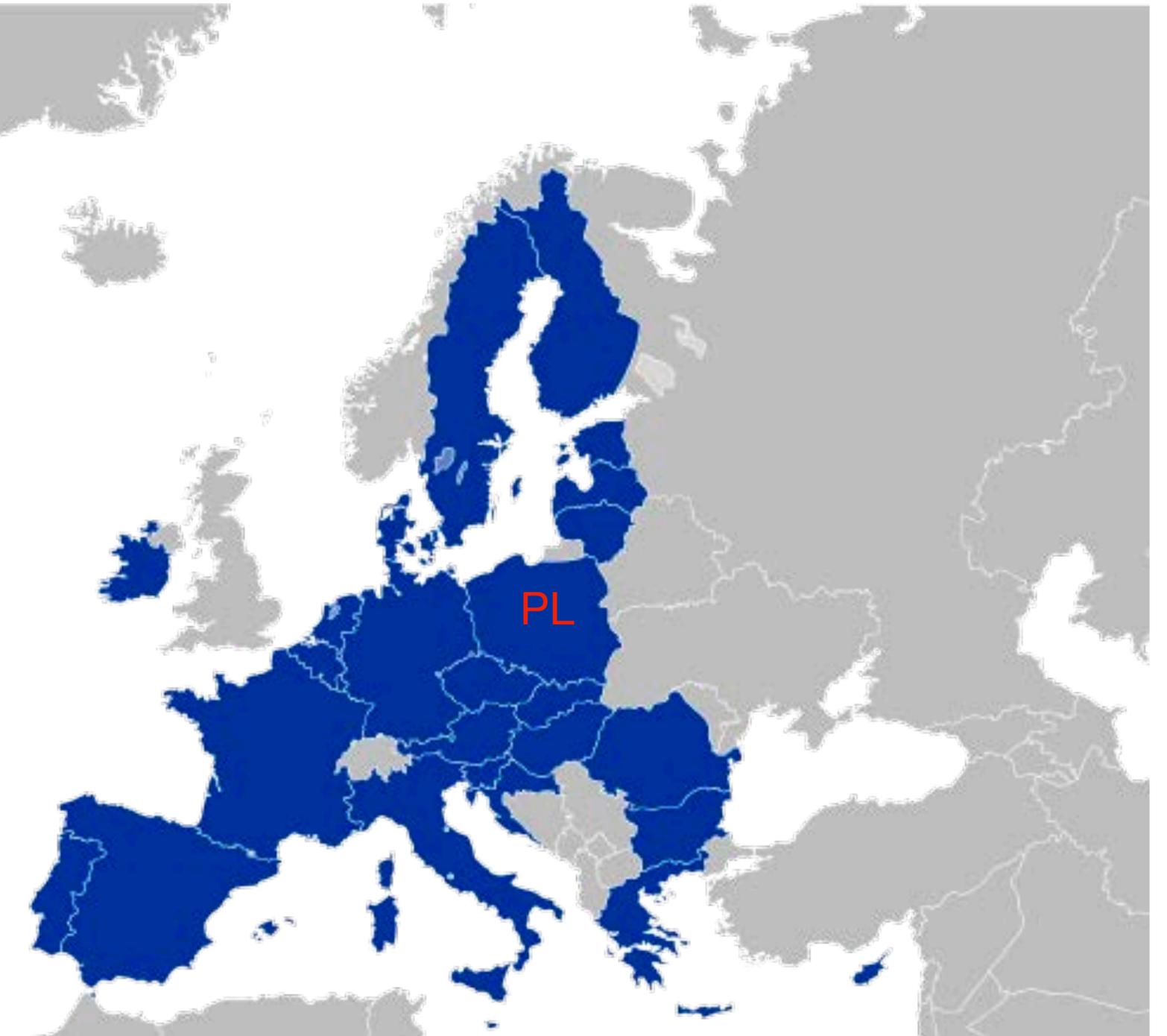
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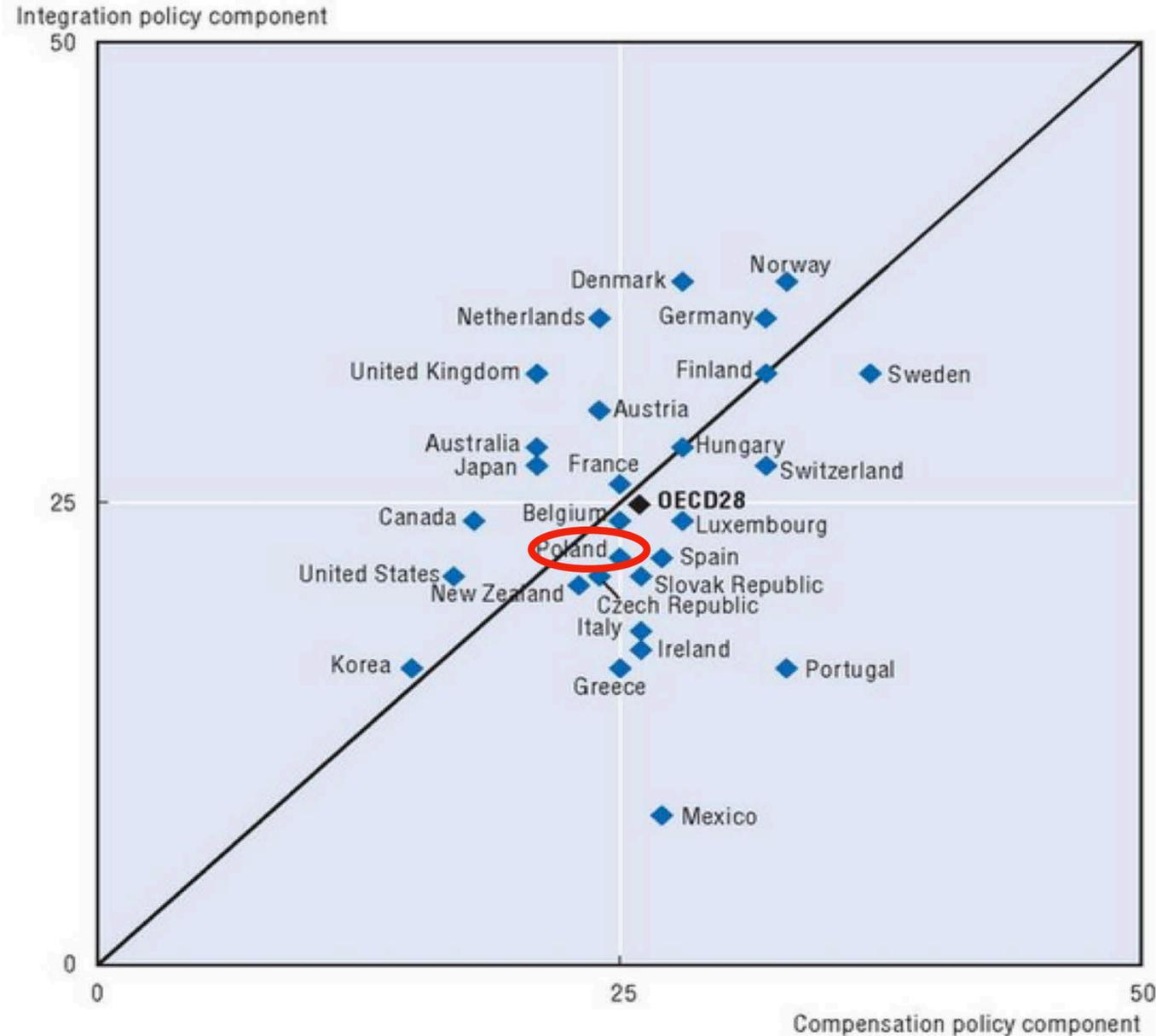
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Convention on the Rights of Persons with Disabilities



# Variation in Disability Policy Orientation Among OECD Members

Figure 3.1. **Large variation in disability policy orientation across the OECD**  
Compensation (X axis) and integration (Y axis) policy codes in 2007 for 28 OECD countries, country values on the two ordinal 50-point scales of the OECD disability policy typology indicator



## POLICY ORIENTATION

OECD compares countries on 2 dimensions:

- Compensation (sickness benefits easily available)
- Integration (availability of special employment programmes, in-work benefits)
- 1990-2007: move to: less compensation, more integration (modest effect)
- Much remains to be done...

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## Introduction



## Legislative framework



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## From integration to inclusion



## Changes needed



# Article 70 of the 1997 Constitution of the Republic of Poland



## THE CONSTITUTION OF THE REPUBLIC OF POLAND OF 2nd APRIL, 1997

As published in *Dziennik Ustaw* No. 78, item 483

### *Article 70*

1. Everyone shall have the right to education. Education to 18 years of age shall be compulsory. The manner of fulfilment of schooling obligations shall be specified by statute.
2. Education in public schools shall be without payment. Statutes may allow for payments for certain services provided by public institutions of higher education.
3. Parents shall have the right to choose schools other than public for their children. Citizens and institutions shall have the right to establish primary and secondary schools and institutions of higher education and educational development institutions. The conditions for establishing and operating non-public schools, the participation of public authorities in their financing, as well as the principles of educational supervision of such schools and educational development institutions, shall be specified by statute.
4. Public authorities shall ensure universal and equal access to education for citizens. To this end, they shall establish and support systems for individual financial and organizational assistance to pupils and students. The conditions for providing of such assistance shall be specified by statute.
5. The autonomy of the institutions of higher education shall be ensured in accordance with principles specified by statute.

# Polish Educational Law

Main Acts concerning school education from pre-primary to post-secondary non-tertiary



- ▶ Law on School Education and Provisions introducing the Law on School Education of 2016

U S T A W A

z dnia 14 grudnia 2016 r.

Przepisy wprowadzające ustawę – Prawo oświatowe<sup>1)</sup>

Opracowano na  
podstawie Dz. U.  
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949, 2203, 2245, z  
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- ▶ Teachers' Charter of 1982

**U S T A W A**

z dnia 26 stycznia 1982 r.

**Karta Nauczyciela**

Opracowano na podstawie: t.j. Dz. U. z 2021 r. poz. 1762.

# Who do special educational needs apply to?



- Students with a special education certificate:
  - with disabilities (specific types of disability)
  - at risk of social maladjustment and socially maladjusted

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# Who do special educational needs apply to?



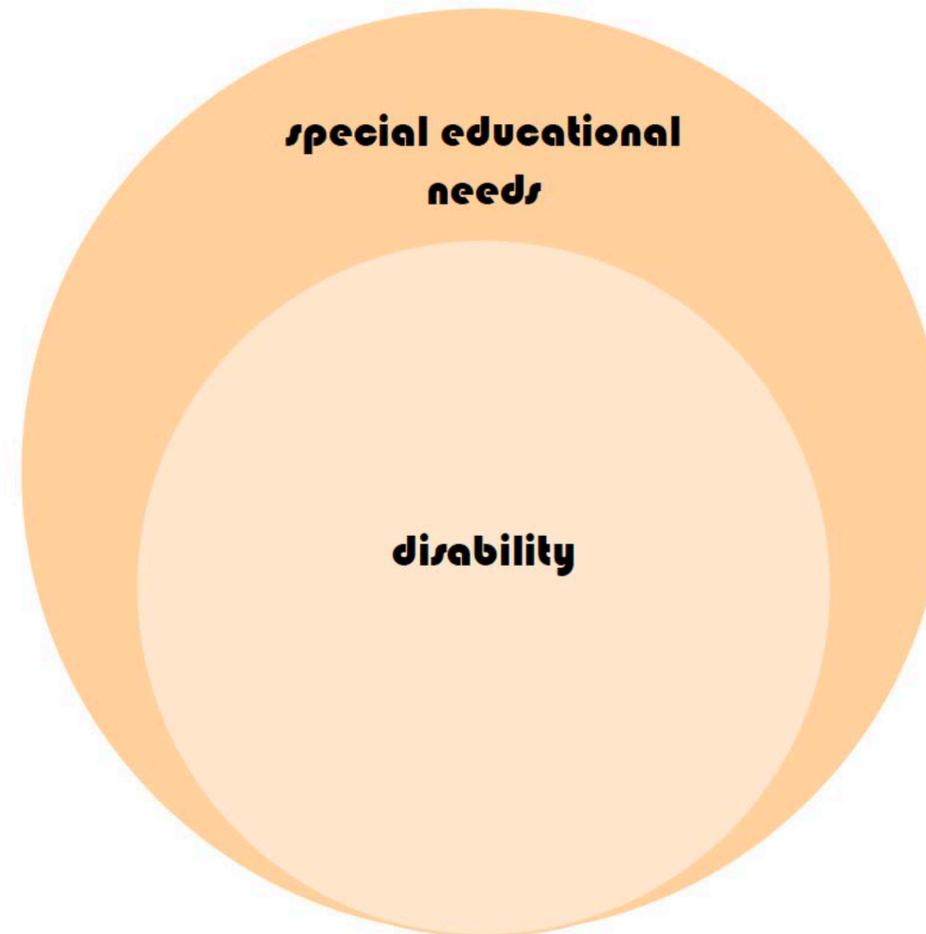
- Students with a special education certificate:
  - with disabilities (specific types of disability)
  - at risk of social maladjustment and socially maladjusted
  
- Students with a certificate of the need for individual education, for whom their health condition makes it difficult or impossible to attend school
  
- Students with special needs but without a special education certificate:
  - specially gifted
  - chronically ill
  - in a crisis or traumatic situation
  - having educational failures behind them
  - from neglected environments
  - adapting to the new environment

# Special Educational Needs (SEN)



„SEN” is used both in relation to:

- ▶ children who need special conditions during learning, corresponding to their individual abilities and limitations
- ▶ highly gifted students and their needs that differ from those of children with developmental disabilities



# Regulation of 9.8.2017

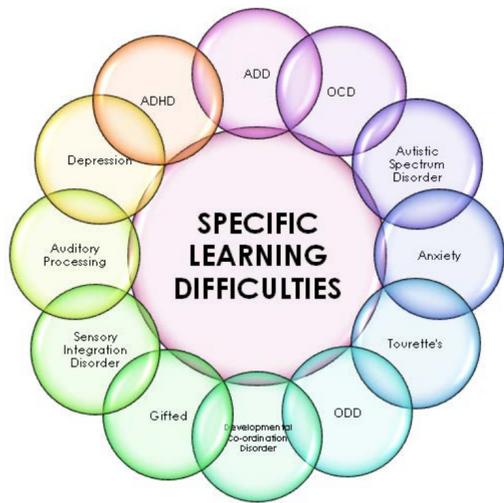
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The need to cover the student with psychological and pedagogical assistance in the kindergarten, school and institution results in particular from:

- ▶ disability
- ▶ social maladjustment
- ▶ risk of social maladjustment
- ▶ behavioural or emotional disorders
- ▶ special talents
- ▶ specific learning difficulties
- ▶ competence deficits and language impairments
- ▶ a chronic illness
- ▶ crisis or traumatic situations
- ▶ experienced educational failure
- ▶ environmental negligence related to the living situation of the pupil and his/her family, leisure activities and community contacts
- ▶ adaptation difficulties related to cultural differences or to a change of educational environment, including those related to previous education abroad



# Counselling and Guidance Centres (CGCs)

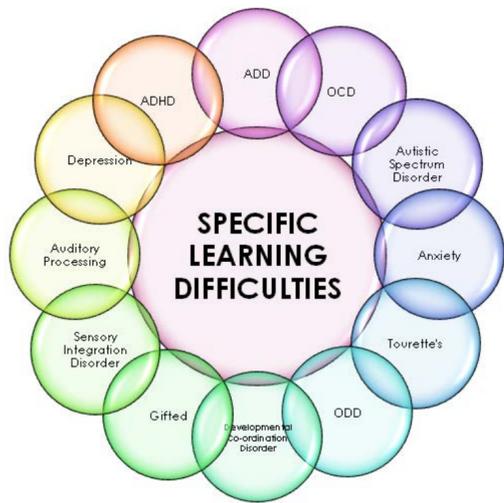
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- ▶ helping teachers to identify learners' individual needs and abilities
- ▶ providing support for teachers in solving learners' educational and behavioural problems
- ▶ activities to prevent addictions and other problems for children and young people
- ▶ mental health education for children and young people, parents and teachers
- ▶ providing support for teachers in co-operation with teacher training institutions and pedagogical libraries



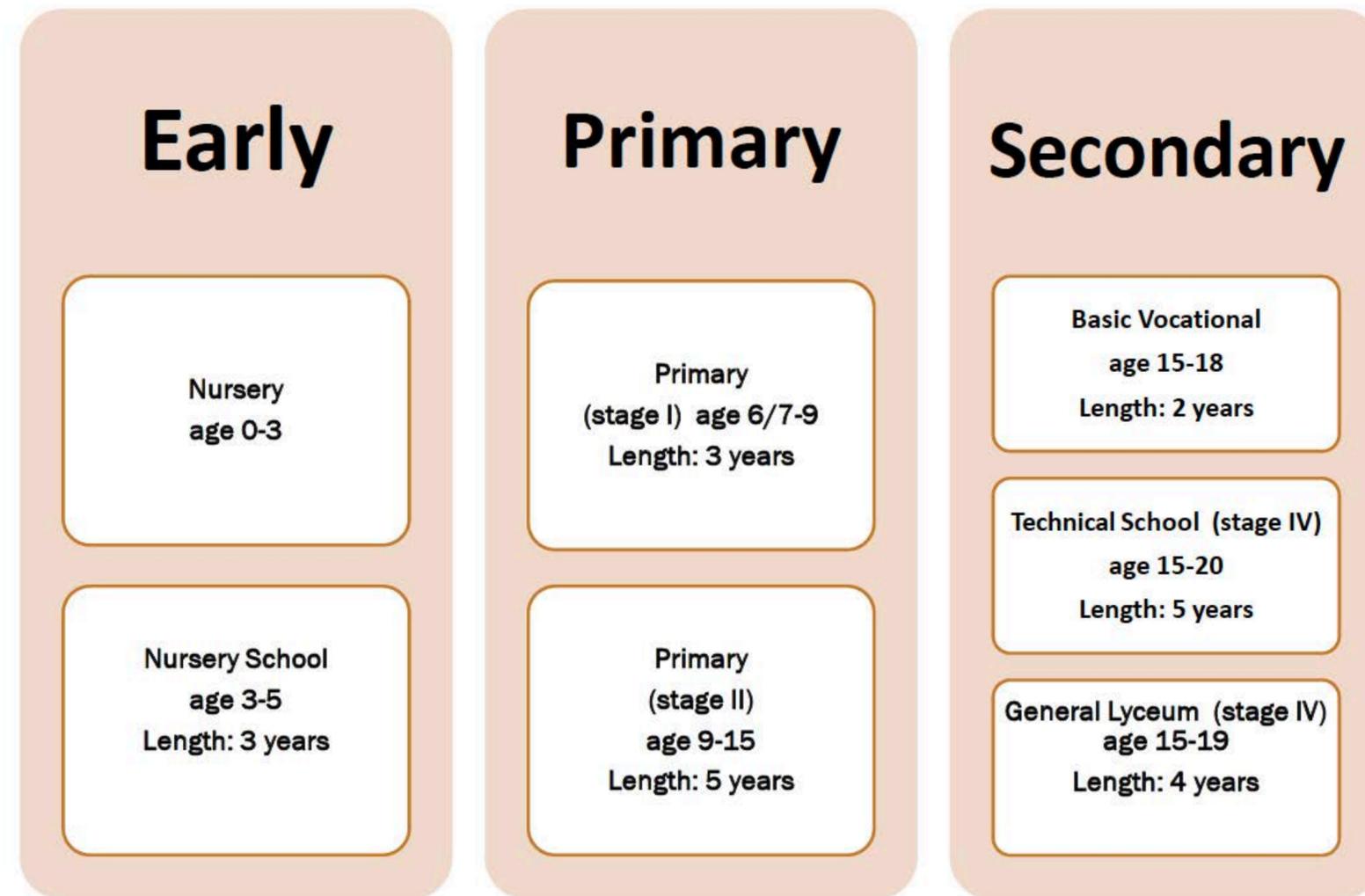
# Primary and Secondary Education in Poland

- ▶ Typical population: compulsory from ages 5-18, 19, or 20
- ▶ Children with SEN: compulsory from age 7, available up to age 24 with ID

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# Psychological and educational support

- ▶ classes to develop aptitudes, learning skills or emotional and social competences
- ▶ corrective and compensatory or remedial classes
- ▶ speech therapy classes
- ▶ individualised learning paths or programmes or individual teaching at home for learners who cannot attend school due to their health

Dz.U. 2017 poz. 1591

Dziennik Ustaw / 2017 / poz. 1591

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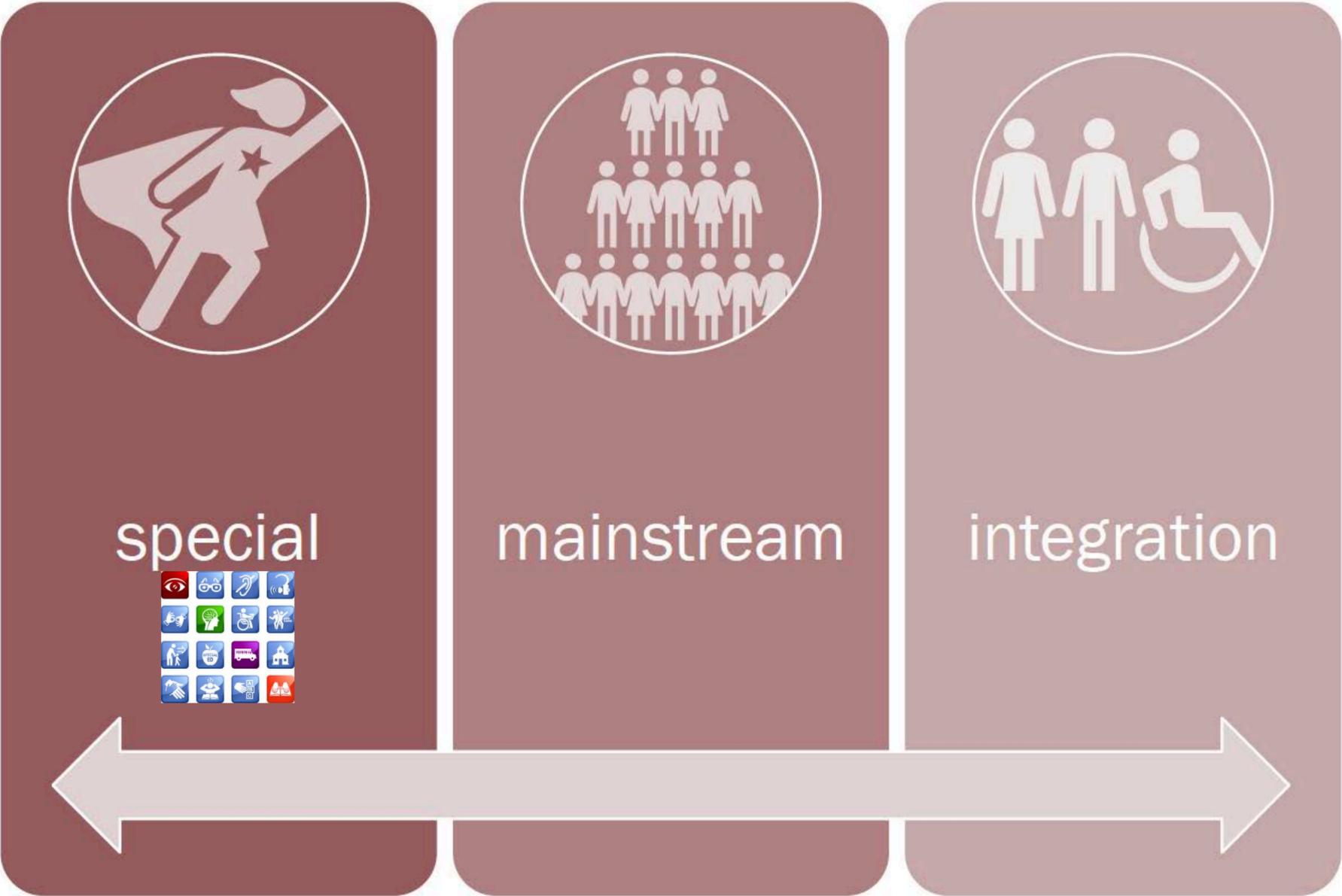
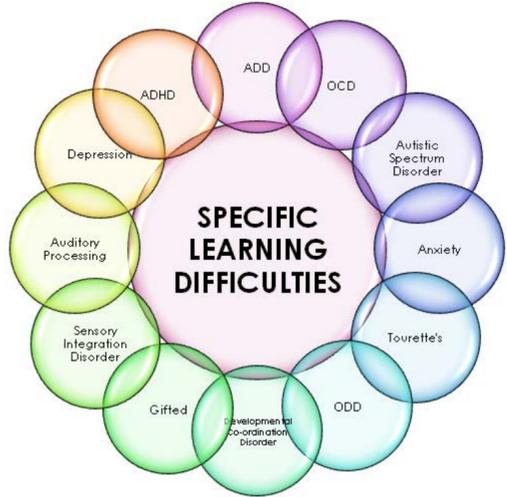
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# Special education

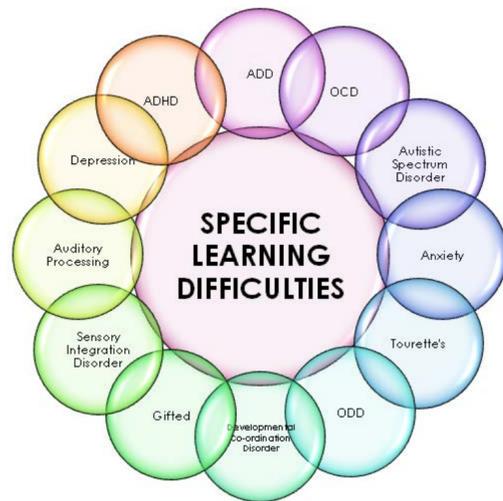
based on a decision on special education (SE certificate) issued by a counselling and guidance centre and provided to:

- ▶ learners with disabilities, including mild, moderate and severe intellectual disabilities; deafness or hearing impairment; blindness or visual impairment; motor disability, including aphasia; autism, including Asperger's syndrome; multiple disabilities
- ▶ socially disadvantaged learners
- ▶ learners at risk of social disadvantage

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## From integration to inclusion

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## Changes needed



# Education for All

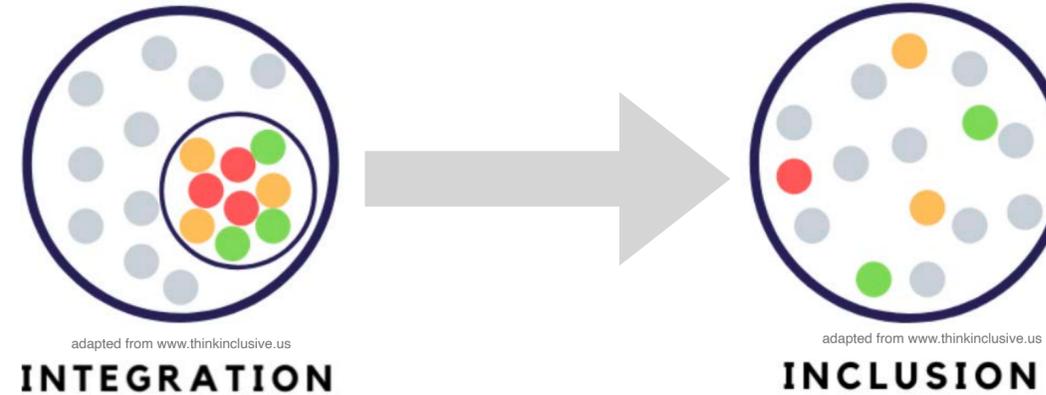


- ▶ In **inclusive** settings, the curriculum is adapted to respond to student diversity, e.g., Universal Design for Learning (UDL)
- ▶ The idea of “education for all” first emerged during the formation of UNESCO in 1945
- ▶ **Inclusive** education is central to the “Education For All” (EFA) and European Union agenda for change
- ▶ EFA does not suggest the inclusion of children with intellectual disability

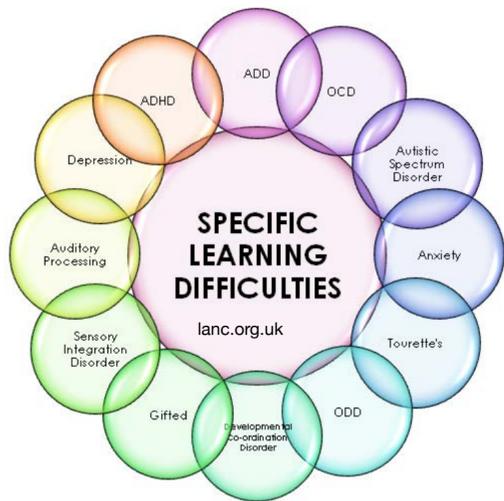


# Beyond Integration

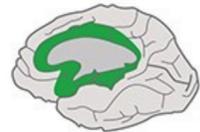
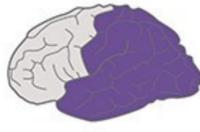
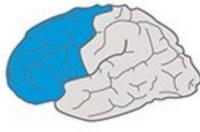
- ▶ **Integration** allows students with disabilities to study in mainstream environments
- ▶ **Inclusion** gives students the right to a high quality education



- ▶ In **integrated** settings, students need to adapt to the existing curriculum and are at risk for marginalization if they cannot adapt
- ▶ In **inclusive** settings, the curriculum is adapted to respond to student diversity, e.g., Universal Design for Learning (UDL)



## Universal Design for Learning Guidelines

 <b>Provide Multiple Means of Engagement</b> <i>Purposeful, motivated learners</i>	 <b>Provide Multiple Means of Representation</b> <i>Resourceful, knowledgeable learners</i>	 <b>Provide Multiple Means of Action &amp; Expression</b> <i>Strategic, goal-directed learners</i>
<b>Provide options for self-regulation</b> <ul style="list-style-type: none"> <li>+ Promote expectations and beliefs that optimize motivation</li> <li>+ Facilitate personal coping skills and strategies</li> <li>+ Develop self-assessment and reflection</li> </ul>	<b>Provide options for comprehension</b> <ul style="list-style-type: none"> <li>+ Activate or supply background knowledge</li> <li>+ Highlight patterns, critical features, big ideas, and relationships</li> <li>+ Guide information processing, visualization, and manipulation</li> <li>+ Maximize transfer and generalization</li> </ul>	<b>Provide options for executive functions</b> <ul style="list-style-type: none"> <li>+ Guide appropriate goal-setting</li> <li>+ Support planning and strategy development</li> <li>+ Enhance capacity for monitoring progress</li> </ul>
<b>Provide options for sustaining effort and persistence</b> <ul style="list-style-type: none"> <li>+ Heighten salience of goals and objectives</li> <li>+ Vary demands and resources to optimize challenge</li> <li>+ Foster collaboration and community</li> <li>+ Increase mastery-oriented feedback</li> </ul>	<b>Provide options for language, mathematical expressions, and symbols</b> <ul style="list-style-type: none"> <li>+ Clarify vocabulary and symbols</li> <li>+ Clarify syntax and structure</li> <li>+ Support decoding of text, mathematical notation, and symbols</li> <li>+ Promote understanding across languages</li> <li>+ Illustrate through multiple media</li> </ul>	<b>Provide options for expression and communication</b> <ul style="list-style-type: none"> <li>+ Use multiple media for communication</li> <li>+ Use multiple tools for construction and composition</li> <li>+ Build fluencies with graduated levels of support for practice and performance</li> </ul>
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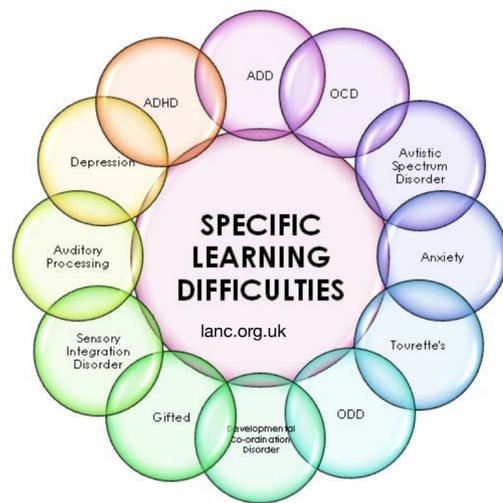
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# What is Universal Design for Learning (UDL)?

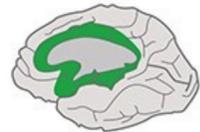
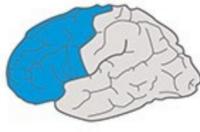
UDL views learning differences as variabilities rather than disabilities

- ▶ Multiple means of engagement to appeal to different learning-styles and motivational preferences of students
- ▶ Multiple means of representation to optimize understanding for all students
- ▶ Multiple means of expression to allow students to demonstrate what they know

(Adapted from CAST, 2012)



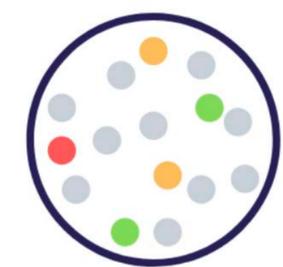
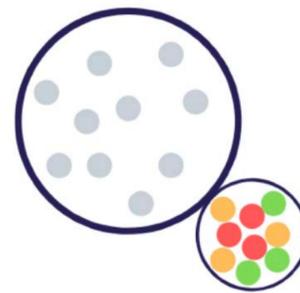
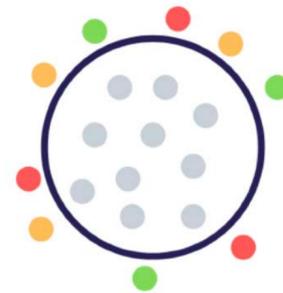
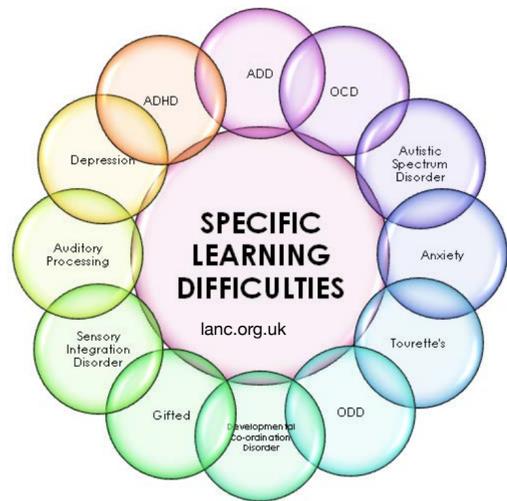
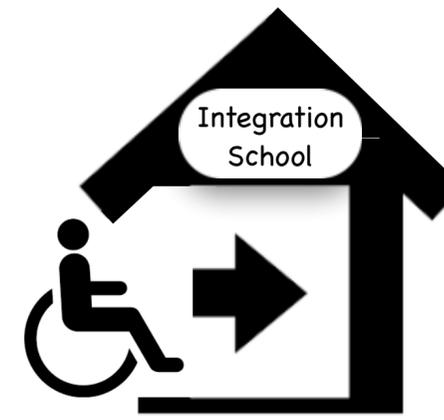
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# Meeting the Needs of All Students

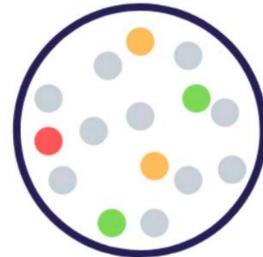
- ▶ Progressing from an integrated to an inclusive education system for students with disabilities requires a transformation of special education from a mainstreaming or integration concept to an inclusive concept



# Toward Inclusion



adapted from [www.thinkinclusive.us](http://www.thinkinclusive.us)



**INCLUSION**

- ▶ “Inclusive education is still a relatively new and controversial idea of educational awakening. Its revolutionary idea lies in the fact that - in contrast to the concept of segregation, firmly rooted in the mentality and the current practice that students with disabilities require a separate stream of education in special schools - inclusive education implies a fundamental reform of the current system of education. It involves allowing students with disabilities to learn with peers with the ordinary public schools, for valuing and supporting all students (and not only those with disabilities, but also the so-called difficult, the pathological, ethnic minority, etc.) and adapting schools to students with diverse needs, not vice versa.”

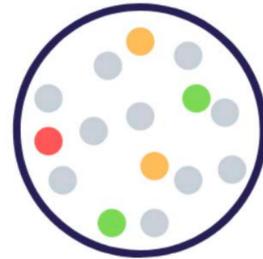
Firkowska-Mankiewicz, A. [2013]. Inclusive Education: Road to the Future.

Available: <http://www.abcd.edu.pl/>

# Summary



adapted from [www.thinkinclusive.us](http://www.thinkinclusive.us)



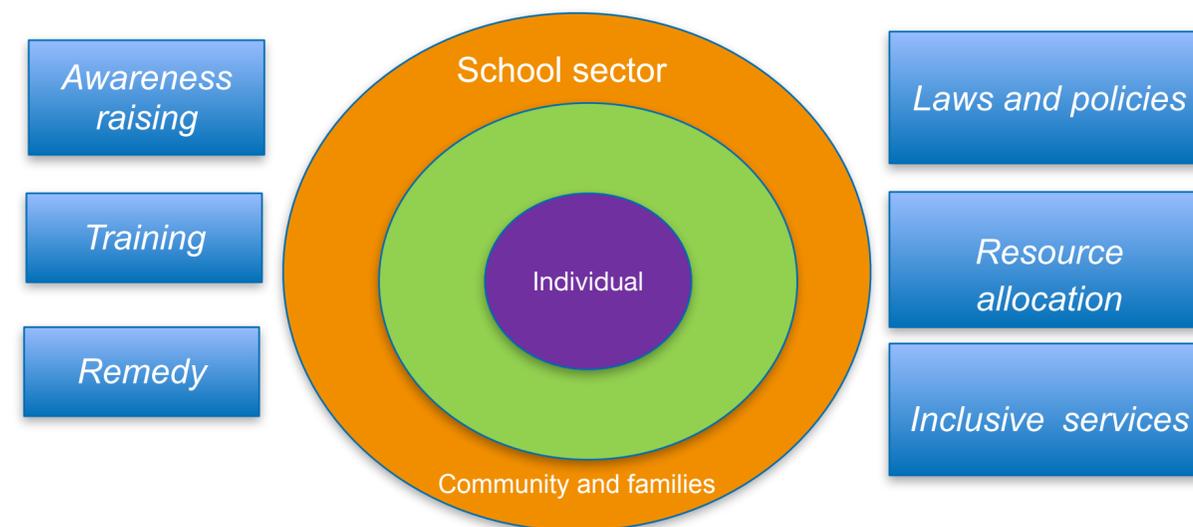
**INCLUSION**

- ▶ Special Education serves as an auxiliary and is applicable in those situations in which persons with disabilities cannot attend public schools
- ▶ Special educators refer to types and degrees of disability, as well as other variables to determine the functioning of the student
- ▶ Special education is designed for pupils with moderate and severe intellectual disabilities and those with profound and multiple disabilities – also those with mental illness and with aggressive behaviour
- ▶ Most educators share the opinion, that the possibility of integration is also determined by other personal factors such as level of physical, emotional development, level of psychological resilience, cognitive abilities, motivation.

# Education for all

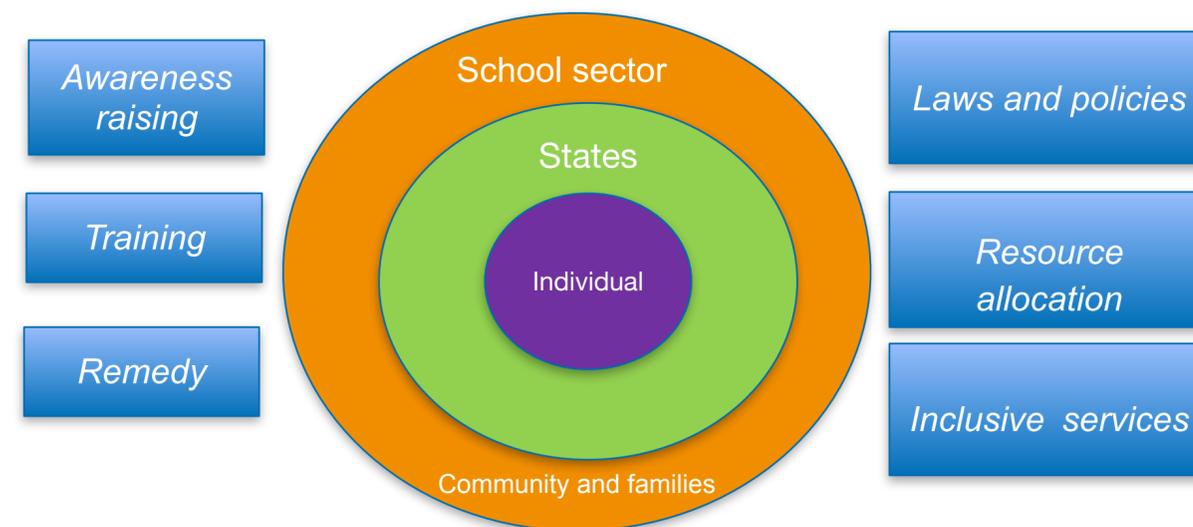


- ▶ Strengthening the role of psychological-educational counselling centres and special schools
- ▶ Comprehensive assistance for each child and student - especially with disabilities - and their families
- ▶ A new, better formula of support developed by experts and practitioners
- ▶ Defined standards for the employment of a psychologist in schools and institutions
- ▶ A defined standard of employing a psychologist, special educator, vocational counsellor and speech therapist in schools and institutions.



# Specialised Inclusive Education Centres

- ▶ Pilot activities from September 2021 - 16 centres across Poland, at special schools
- ▶ Supporting schools in better organisation of inclusive education
- ▶ Providing training and counselling for teachers and parents
- ▶ Supporting teachers in choosing methods of working with students with special educational needs
- ▶ Providing specialised activities with children using resources of special schools
- ▶ Supporting a pupil in obtaining adapted textbooks, learning materials and equipment adapted to their needs
- ▶ For parents, opportunities for consultation, counselling, support groups and even therapeutic classes.



# Why does Poland need further changes?

## Introduction



## Legislative framework

**SEJM**  
RZECZYSPOLITEJ POLSKIEJ

**THE CONSTITUTION OF THE REPUBLIC OF POLAND  
OF 2nd APRIL, 1997**

EUROPEAN PARLIAMENT LEGISLATIVE RESOLUTION  
on the application by the Republic of Poland to become a member of the European Union (AA-AFNS 1-4 — C5-0122/2003 — 2003/9901(GAV C))

Convention on the Rights of Persons with Disabilities

**Dz.U. 2017 poz. 1591**

Dziennik Ustaw / 2017 / poz. 1591

**Rozporządzenie Ministra Edukacji Narodowej z dnia 9 sierpnia 2017 r.  
w sprawie zasad organizacji i udzielania pomocy psychologiczno-  
pedagogicznej w publicznych przedszkolach, szkołach i placówkach**

## From integration to inclusion



Przygotowania do pilotażu  
Specjalistycznych Centrów  
Wspierania Edukacji  
Włączającej

## Changes needed



# Why do we need change?



- ▶ over 2 million pupils (approximately 34%) are covered by psychological and pedagogical assistance
- ▶ every year the number of pupils diagnosed with the need for special education is increasing every year (currently it is over 200,000, i.e. almost 4% of the school population)
- ▶ 80% of persons with autism examined by the Polish Supreme Audit Office (NIK) do not find employment
- ▶ need to ensure better preparation for work and independent living

## Introduction



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## Legislative framework



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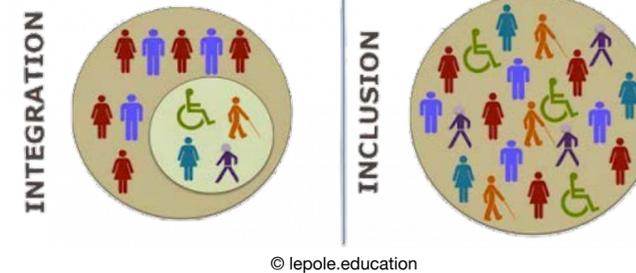
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## From integration to inclusion



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## Changes needed



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