

PERMANENT MISSION
OF THE REPUBLIC OF POLAND
TO THE UNITED NATIONS OFFICE
AT GENEVA



MISSION PERMANENTE
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A GENEVE

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The Permanent Mission of the Republic of Poland to the United Nations Office and other International Organizations at Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights and has the honour to transmit herewith the reply of the Government of the Republic of Poland to the Questionnaire on norms and standards for quality of education, sent by the Special Rapporteur on the right to education.

The Permanent Mission of the Republic of Poland to the United Nations Office and other International Organizations at Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, January 20, 2012



Enclosure – 19 pages

Office of the United Nations High Commissioner for Human Rights
Geneva

OHCHR REGISTRY

24 JAN. 2012

Recipients :.....SPD.....
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Questionnaire
on norms and standards for quality of education,
by the Special Rapporteur on the right to education

1. Please list existing national laws, regulations and policies establishing norms and standards for quality of education in your country. Please also indicate any guidelines on the quality of education.

National legislation:

- 1) Act of 26 January 1982 - The Teachers' Charter (Ustawa z dnia 26 stycznia 1982 r. - Karta Nauczyciela (Dz. U. z 2006 r. Nr 97, poz. 674, z późn. zm.));
- 2) School Education Act of 7 September 1991 (Ustawa z dnia 7 września 1991 r. o systemie oświaty (Dz. U. z 2004 r. Nr 56, poz. 2572, z późn. zm.));
- 3) Regulation of the Minister of National Education of 30 June 2006 on the programme requirements for initial teacher training (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 7 września 2004 r. w sprawie standardów kształcenia nauczycieli (Dz. U. Nr 207, poz. 2110));
- 4) Regulation of the Minister of National Education of 12 August 1997 on initial teacher training institutions (with further amendments) (Rozporządzenie Ministra Edukacji Narodowej z dnia 12 sierpnia 1997 r. w sprawie zakładów kształcenia nauczycieli (Dz. U. Nr 104, poz. 664, z późn. zm.));
- 5) Regulation of the Minister of National Education of 30 June 2006 on the programme requirements for initial teacher training in teacher training and foreign language teacher training colleges (Rozporządzenie Ministra Edukacji Narodowej z dnia 30 czerwca 2006 r. w sprawie standardów kształcenia nauczycieli w kolegiach nauczycielskich i nauczycielskich kolegiach języków obcych (Dz. U. nr 128, poz. 897));
- 6) Regulation of the Minister of National Education of 12 March 2009 on the detailed qualification requirements for teachers, and on schools and cases in which teachers without a higher education qualification or a diploma of a teacher training institution may be employed (Rozporządzenie Ministra Edukacji Narodowej z dnia 12 marca 2009 r. w sprawie szczegółowych kwalifikacji wymaganych od nauczycieli oraz określenia szkół i wypadków, w których można zatrudnić nauczycieli niemających wyższego wykształcenia lub ukończonego zakładu kształcenia nauczycieli (Dz. U. Nr 50, poz. 400));
- 7) Regulation of the Minister of National Education and Sport of 31 December 2002 on the safety and hygiene in public and nonpublic schools and institutions (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 31 grudnia 2002 roku w sprawie w sprawie bezpieczeństwa i higieny w publicznych i niepublicznych szkołach i placówkach (Dz. U. z 2003 r. Nr 6, poz. 69 z późn. zm.));
- 8) Regulation of the Minister of National Education of 21 May 2001 on the outline statutes of public nursery schools and public schools (Rozporządzenie Ministra Edukacji Narodowej z dnia 21 maja 2001 r. w sprawie ramowych statutów publicznego przedszkola oraz publicznych szkół (Dz. U. Nr 61, poz. 624 późn. zm.));
- 9) Regulation of the Minister of National Education of 30 April 2007 on the conditions and rules for pupil assessment, eligibility for assessment and promotion, and examinations and tests in public schools, with further amendments (Rozporządzenie Ministra Edukacji Narodowej z dnia 30 kwietnia 2007 r. w sprawie warunków i sposobu oceniania, klasyfikowania i promowania uczniów i słuchaczy oraz

przeprowadzania sprawdzianów i egzaminów w szkołach publicznych (Dz. U. Nr 83, poz. 562, z późn. zm.);

10) Regulation of the Minister of National Education of 23 December 2008 on the core curricula for pre-school education and general education in individual types of schools (Rozporządzenie Ministra Edukacji Narodowej z 23 grudnia 2008 r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Dz. U. z 2009 r. Nr 4, poz. 17));

11) Regulation of the Minister of National Education and Sport of 20 December 2003 on the accreditation of in-service teacher training institutions (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 20 grudnia 2003 r. w sprawie akredytacji placówek doskonalenia nauczycieli (Dz. U. Nr 221, poz. 2248);

12) Regulation of the Minister of National Education and Sport of 20 December 2003 on the accreditation of institutions providing continuing education in non-school settings (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 20 grudnia 2003 r. w sprawie akredytacji placówek i ośrodków prowadzących kształcenie ustawiczne w formach pozaszkolnych (Dz. U. Nr 227, poz. 2247 oraz z 2005 r. Nr 88, poz. 746));

13) Regulation of the Minister of National Education of 7 October 2009 on pedagogical supervision (Rozporządzenie Ministra Edukacji Narodowej z dnia 7 października 2009 roku w sprawie nadzoru pedagogicznego (Dz. U. Nr 168, poz. 1324));

14) Regulation of the Minister of National Education and Sport of 27 February 2003 on the organisation of special education-and-care activities in special schools established within hospitals and welfare institutions (Rozporządzenie Ministra Edukacji Narodowej z dnia 27 lutego 2003 r. w sprawie organizacji kształcenia oraz warunków i form realizowania specjalnych działań opiekuńczo-wychowawczych w szkołach specjalnych zorganizowanych w zakładach opieki zdrowotnej i jednostkach pomocy społecznej (Dz. U. Nr 51, poz. 446));

15) Regulation of the Minister of National Education of 18 September 2008 on certificates and opinions issued by opinion-giving committees attached to public psychological and educational support centres (Rozporządzenie Ministra Edukacji Narodowej z dnia 18 września 2008 r. w sprawie orzeczeń i opinii wydawanych przez zespoły orzekające działające w publicznych poradniach psychologiczno-pedagogicznych (Dz. U. Nr 173, poz. 1072));

16) Regulation of the Minister of National Education of 18 September 2008 on the organisation of the individualised compulsory pre-school preparatory year and individualised teaching for children and young people in special schools established within healthcare and welfare institutions (Rozporządzenie Ministra Edukacji Narodowej z dnia 18 września 2008 r. w sprawie sposobu i trybu organizowania indywidualnego obowiązkowego rocznego przygotowania przedszkolnego i indywidualnego nauczania dzieci i młodzieży (Dz. U. Nr 175, poz. 1086));

17) Regulation of the Minister of National Education and Sport of 3 February 2009 on the provision of early support for children's development (Rozporządzenie Ministra Edukacji Narodowej z dnia 3 lutego 2009 r. w sprawie organizowania wczesnego wspomaganie rozwoju dzieci (Dz. U. Nr 23, poz. 133));

18) Regulation of the Minister of National Education of 17 November 2010 on the rules for providing psychological and educational support to pupils in public nursery schools, schools and institutions (Rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. w sprawie zasad udzielania i organizacji pomocy psychologiczno-

pedagogicznej w publicznych przedszkolach, szkołach i placówkach (Dz. U. Nr 228, poz. 1487));

19) Regulation of the Minister of National Education of 17 November 2010 on the detailed operational arrangements for public psychological and educational support centres, including specialist centres rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. w sprawie szczegółowych zasad działania publicznych poradni psychologiczno-pedagogicznych, w tym publicznych poradni specjalistycznych (Dz. U. Nr 228, poz. 1488));

20) Regulation of the Minister of National Education of 17 November 2010 on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in special kindergartens, schools, classes and centres (Rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. w sprawie warunków organizowania kształcenia, wychowania i opieki dla dzieci i młodzieży niepełnosprawnych oraz niedostosowanych społecznie w specjalnych przedszkolach, szkołach i oddziałach oraz w ośrodkach (Dz. U. Nr 228, poz. 1489));

21) Regulation of the Minister of National Education of 17 November 2010 on the on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in public or integration kindergartens, schools and classes (Rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. w sprawie warunków organizowania kształcenia, wychowania i opieki dla dzieci i młodzieży niepełnosprawnych oraz niedostosowanych społecznie w przedszkolach, szkołach i oddziałach ogólnodostępnych lub integracyjnych (Dz. U. Nr 228, poz. 1490));

22) Regulation of the Minister of National Education of 12 May 2011 on the types of, and the detailed operational arrangements for, public institutions, the conditions to be provided for children and young people attending them, the level of fees and rules for charging fees from parents (Rozporządzenie Ministra Edukacji Narodowej z dnia 12 maja 2011 r. w sprawie rodzajów i szczegółowych zasad działania placówek publicznych, warunków pobytu dzieci i młodzieży w tych placówkach oraz wysokości i zasad odpłatności wnoszonej przez rodziców za pobyt ich dzieci w tych placówkach (Dz. U. Nr 109, poz. 631));

23) Regulation of the Minister of National Education of 17 November 2010 on the outline statutes for public psychological and educational support centres, including specialist centres (Rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. zmieniające rozporządzenie w sprawie ramowego statutu publicznej poradni psychologiczno-pedagogicznej, w tym publicznej poradni specjalistycznej (Dz. U. Nr 228, poz. 1492));

24) Regulation of the Minister of National Education of 30 January 1997 on the rules for providing on the principles of organizing rehabilitation and education activities for children and young people profoundly mentally retarded (Rozporządzenie Ministra Edukacji Narodowej z dnia 30 stycznia 1997 r. w sprawie zasad organizowania zajęć rewalidacyjno-wychowawczych dla dzieci i młodzieży upośledzonych umysłowo w stopniu głębokim (Dz. U. Nr 14, poz. 76));

25) Regulation of the Minister of National Education and Sport of 12 February 2002 on the outline timetables in public schools (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 12 lutego 2002 r. w sprawie ramowych planów nauczania w szkołach publicznych (Dz. U. Nr 15, poz. 142, z późn. zm.)).

European guidelines:

- 1) Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (“ET 2020”) - 2009/C 119/02
- 2) Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) 2009/C 155/02
- 3) Bruges Communiqué on closer European cooperation in vocational education and training in 2011- 2020.
- 4) Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century: an agenda for European cooperation on schools (2008/C 319/08)

National guidelines on vocational education:

Regulation of the Minister of National Education of 23 December 2011 *on the classification of the professions in vocational education* is a part of the changes in the vocational training system to improve the quality of vocational training and adapt the educational offer to the needs of a changing labor market.

A new classification of vocational education indicates:

- 1) professions, for which education is carried out by schools;
- 2) types of secondary schools where education for a particular profession can be carried out, i.e. three-year vocational schools for young people, four-year technical schools for young people and post-secondary schools;
- 3) qualifications specified in the professions, for which education can be carried out on qualifying professional courses;
- 4) professions for which qualifications are not specified (art education professions);
- 5) applicants – ministers who requested the professions to be introduced to the classification;
- 6) areas of education to which the professions, which are introduced to the classification of the professions in vocational education, are assigned.

A new approach to acquiring professional education is to specify the individual qualifications of particular professions, each of which includes specific knowledge and skills. Vocational schools will continue training for professions, based on specified skills. Training in individual qualifications will be carried out on qualifying professional courses. The completion of the courses will entitle to accede to the external examinations of the qualifications in the profession.

Confirmation of all qualifications within the profession and possession of the school-leaving certificate will mean both getting a profession and a diploma. The use of a certificate confirming a single qualification will be also possible.

The Regulation implements the concept of harmonizing basic training period at vocational school. From 1 September 2012, the training for all professions in basic vocational schools will last three years.

Graduates of vocational schools will have the opportunity to continue their education at secondary schools for adults, from the second class, and complete qualifications in a profession on professional qualification courses.

New classification of the professions in vocational education covers 200 professions, in the scope of which 251 qualifications specified.

2. Please describe briefly applicable norms and standards and minimal requirements, especially with regard to the following:

(Please specify, if there are different norms for different types of education institutions including: (i) primary schools, (ii) secondary schools)

In accordance with art. 22 item 2 of School Education Act of 7 September 1991, minister responsible for education determines by regulation:

- 1) outline timetables in public schools,
- 2) core curricula for pre-school education and general education in individual types of schools,
- 3) conditions and rules for pupil assessment, eligibility for assessment and promotion, and examinations and tests in public schools

a) School infra-structure

Pursuant to article 5, item 7 of the Act of 7 September 1991 *on the education system*, a school or education institution authority (a unit of local government) is obliged to ensure conditions for the school operation, including safe and hygienic conditions for learning, education and care as well as to carry out repairs of school buildings and facilities and other investment projects in that field, e.g. removal of architectural barriers impeding access to schools for disabled pupils. Units of local government may receive funding from the state budget, in the frame of the division of 0,6% of educational provision of the general subsidy.

School infrastructure norms and standards are stipulated in the regulation of the Minister of National Education and Sport of 31 December 2002 *on the safety and hygiene in public and nonpublic schools and institutions*. They include, inter alia, equipment of the rooms where classes are held, rules to conduct sport activities and to act in case of accidents in which are involved people who are in the care of school or institution.

According to the Regulation of the Minister of National Education of 17 November 2010 *on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in special kindergartens, schools, classes and centres*, kindergartens, schools and centers are required to provide conditions for learning, specialized equipment and teaching aids, adequate to the individual developmental and educational needs and psychophysical opportunities of students.

The core curriculum for early childhood education (grades I-III primary school) recommends that classrooms consisted of two parts: educational and recreational. It is recommended to equip the rooms with thematic corners (eg. nature, sport, etc.), library, etc., as well as to provide students with the possibility of leaving some of their school textbooks and other supplies in the school.

b) Class size and pupil-teacher ratio

Pursuant to article 5, item 7 of the Act of 7 September 1991 *on the education system* the authority that runs a school is responsible in particular for ensuring the safe and hygienic conditions for education and care.

The issue of determining the maximum number of students in school divisions remains within the competence of the school or institution.

Number of students in special and integration school divisions and in kindergarten divisions is indicated in the Regulation of the Minister of National Education and Sport of 21 May 2001 *on the outline statutes for public nursery schools and public schools*.

The core curriculum indicates that education in grades I-III of primary school was made in peer groups of no more than 26 children.

In 2009/2010, the ratio of pupils to teachers in primary education was 13:1 and in lower secondary education – 17:1.

Only one teacher is responsible for all subjects at the first stage of instruction, with the exception of foreign language teaching (specialist teachers).

From the fourth year on, each subject is taught by a specialist teacher.

c) Teacher qualification

Teachers must have a higher education qualification. The type of training required depends on the stage of education.

1. Primary education stage: the teacher is required to graduate from the first or second cycle studies (they last 3 or 5 years, teachers are awarded the titles of *licencjat* or *magister*) – ISCED 5A (B.A. or M.A.), or from teacher training colleges (they last 3 years and finish with a diploma) – ISCED 5B.

2. Lower secondary education stage: a degree of *licencjat* or *magister* is required (ISCED 5A Bachelor or Master).

3. Upper secondary education stage: a *magister* degree is required (ISCED 5A Master only). The completion of a professional training is also required at all the levels of education. The concurrent model prevails, though the consecutive model is also available for all 3 levels of primary and secondary education.

According to teacher training standards, teachers should undergo continuous professional development, they should be competent to teach two subjects, they should be computer literate and have a good command of a foreign language (at least at the B2, B2+ level of the Common European Framework of References for Languages).

The amended *Teachers' Charter*, adopted on the 18th of February 2000, has introduced four categories in the teaching career: trainee teacher, contract teacher, appointed teacher and chartered teacher.

Chartered teachers with an outstanding record may also be awarded the title of honorary school education professor.

Trainee and contract teachers have the status of contractual employees (on the basis of the *Teachers' Charter*). Appointed and chartered teachers enjoy the status of career civil servants (also on the basis of the *Teachers' Charter*).

Qualification requirements for teachers working with students in special schools and centers are determined in the Regulation of the Minister of National Education of 12 March 2009 *on the detailed qualification requirements for teachers, and on schools and cases in which teachers without a higher education qualification or a diploma of a teacher training institution may be employed*.

Pursuant to the Regulation of the Minister of National Education of 17 November 2010 *on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in public or integration kindergartens, schools and classes*, in public and integration kindergartens, schools and classes are