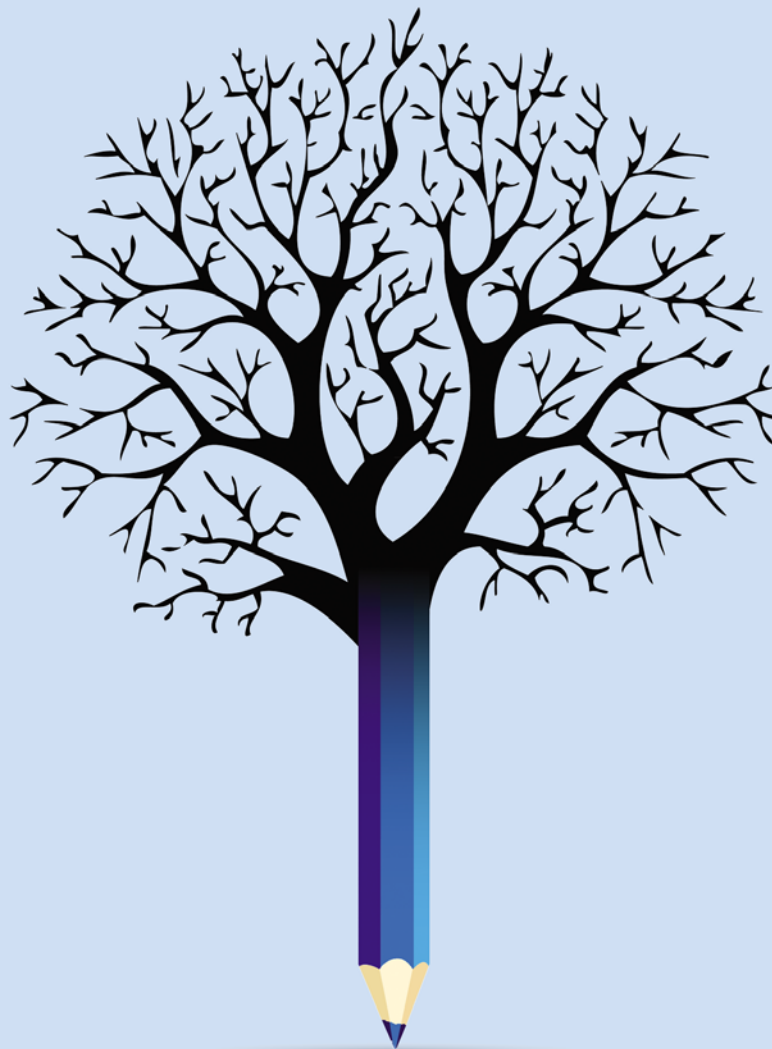




EDUCATION POLICY OUTLOOK POLAND



EDUCATION POLICY OUTLOOK

This **policy profile on education** in Poland is part of the *Education Policy Outlook* series, which presents comparative analysis of education policies and reforms across OECD countries. Building on the substantial comparative and sectorial policy knowledge base available within the OECD, the series includes country profiles and a comparative report. It offers a comparative outlook on education policy by providing: a) analysis of individual countries' educational context, challenges and policies (education policy profiles) and of international trends and b) comparative insight on policies and reforms on selected topics. The first volume, *Education Policy Outlook 2015: Making Reforms Happen*, was released in January, 2015.

Designed **for policy makers, analysts and practitioners** who seek information and analysis of education policy that takes into account the importance of national context, the country policy profiles offer constructive analysis of education policy in a comparative format. Each profile reviews the current context and situation of a country's education system and examines its challenges and policy responses, according to six policy levers that support improvement:

- Students: How to raise outcomes for all in terms of 1) equity and quality and 2) preparing students for the future
- Institutions: How to raise quality through 3) school improvement and 4) evaluation and assessment
- System: How the system is organised to improve education policy in terms of 5) governance and 6) funding.

Some country policy profiles contain spotlight boxes on selected policy issues. They are meant to draw attention to specific policies that are promising or showing positive results and may be relevant for other countries. This country profile also includes a spotlight on the European Union perspective for Poland, based on challenges and recommendations identified by the Council of the European Union and the European Commission as part of their activities with EU member countries.

Special thanks to the Government of Poland for its active input during consultations and constructive feedback on this report. We also thank the European Commission for its valuable analytical and financial support for the development of 11 OECD-EU Country Profiles over the course of 2015-16.

Authors: This country policy profile was prepared by Sylvain Fraccola, Daria Jarczewska, Judith Peterka, Beatriz Pont, Diana Toledo Figueroa, from the Education Policy Outlook team of the Policy Advice and Implementation Division, led by Richard Yelland. Andrew McQueen contributed to the revision of the profile. Sophie Limoges and Susan Copeland provided editorial support. This profile builds on the knowledge and expertise of many project teams across the OECD's Directorate for Education and Skills, to whom we are grateful. Krzysztof Kania and Mónica Képe-Holmberg contributed on behalf of the European Commission Directorate-General for Education and Culture.

Sources: This country profile draws on OECD indicators from the Programme for International Student Assessment (PISA), the Survey of Adult Skills of the Programme for International Assessment of Adult Competencies (PIAAC), the Teaching and Learning International Survey (TALIS) and the annual publication *Education at a Glance*. It also refers to country and thematic studies, such as OECD work on early childhood education and care, teachers, school leadership, evaluation and assessment for improving school outcomes, equity and quality in education, governing complex education systems, vocational education and training, and tertiary education. Much of this information and documentation can be accessed through the OECD Education GPS at <http://gpseducation.oecd.org>.

Most of the figures quoted in the different sections refer to Annex B, which presents a table of the main indicators for the different sources used throughout the country profile. Hyperlinks to the reference publications are included throughout the text for ease of reading, and also in the References and further reading section, which lists both OECD and non-OECD sources.

More information is available from the OECD Directorate for Education and Skills (www.oecd.org/edu) and its web pages on Education Policy Outlook (www.oecd.org/edu/policyoutlook.htm), as well as on the EU Education and Training Monitor (http://ec.europa.eu/education/tools/et-monitor_en.htm) and Eurydice (<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Poland:Overview>).



TABLE OF CONTENTS

Highlights.....	4
Equity and quality	
High performers and average equity indicators	7
Preparing students for the future	
Improving transitions to the labour market.....	9
School improvement	
A well-trained workforce	11
Evaluation and assessment to improve student outcomes	
Strengthening the national evaluation framework.....	13
Governance	
A central framework with high autonomy at local and school levels	15
Funding	
Increasing expenditure per student	17
Annex A: Structure of Poland's education system.....	19
Annex B: Statistics.....	20
References and further reading	23
Figures	
Figure 1. Student performance in mathematics, literacy and impact of economic, social and cultural status.....	5
Figure 2. Upper secondary and tertiary attainment.....	5
Figure 3. Percentage of low and top performers.....	8
Figure 4. Students in education and not in education, by educational attainment and work status	10
Figure 5. School principals' and students' views on learning environment	12
Figure 6. Student assessment by purpose	14
Figure 7. Decisions in public lower secondary schools, by level of government.....	16
Figure 8. Expenditure on educational institutions as a percentage of GDP	18
Spotlights	
Spotlight 1. The European Union perspective: Poland and the Europe 2020 Strategy.....	6
Spotlight 2. Raising the quality of vocational education and training	10
Spotlight 3. Shifting focus to transversal skills and learning outcomes.....	12
Spotlight 4. Building an institutional culture of collaboration between levels of governance.....	16



HIGHLIGHTS

Poland's educational context

Students: Recent reforms have led to rapid improvements in Poland's educational performance. Poland remains above the OECD average in PISA 2012, with improving scores in mathematics, reading and science. The impact of socio-economic background on students' performance in mathematics in Poland is around the OECD average. Enrolment in early childhood education is below the OECD average, with increases for older children, from around 52% of 3-year-olds to 86% of 6-year-olds (compared to the OECD average of 74% of 3-year-olds and 97% of 6-year-olds). Education is compulsory from age 5 to age 16. Key characteristics of the Polish education system include comprehensive secondary schooling and tracking from age 16, and little grade repetition. Student selection mechanisms (such as school choice and the possibility for schools to apply selective admission criteria) can hamper equity if not managed appropriately. Poland has one of the largest shares of attainment of at least upper secondary education among 25-34 year-olds across all OECD countries. Poland also has an above-average proportion of students enrolled in vocational education and training (VET) programmes, which do allow transition from VET to tertiary education. Tertiary attainment of 25-34 year-olds is above the OECD average and has increased sharply in the last two decades. Literacy and numeracy skills of 16-65 year-olds in Poland are below the average of countries participating in the Survey of Adult Skills, while 16-24 year-olds score above the average in literacy and around the average in numeracy.

Institutions: The level of autonomy over curriculum and assessment in schools in Poland is above the OECD average, and autonomy over resource allocation is below average. Practically all lower secondary teachers participate in a pre-service teacher-training programme that lasts five years and includes a mandatory teaching practicum, although only tertiary level education (a bachelor's degree) is required. Teaching conditions for primary and secondary teachers include below-average class size, teaching time and salaries. The Teachers' Charter guarantees special status to the teaching profession. Compared to the other countries participating in TALIS, a higher-than-average proportion of teachers in Poland would choose to work as teachers if they could decide again, while a lower-than-average proportion consider that the teaching profession is valued in society.

System: Governance of the education system in Poland is a shared responsibility of central and local authorities. The national education policy is developed centrally. Local authorities run primary and lower secondary schools, while districts (*powiat*) run schools above lower secondary level. Regions are responsible for pedagogical supervision and implementation of national education policy. Schools employ teachers directly and make slightly less than half of decisions at the lower secondary level. Expenditure on education institutions as a percentage of GDP (for all education levels combined) is below the OECD average, as is the share of private expenditure. However, the share of private expenditure has been increasing at primary, secondary, post-secondary non-tertiary level and decreasing at tertiary level. At primary, secondary and post-secondary non-tertiary levels of education, Poland had one of the greatest increases in expenditure per student among OECD countries over the period 2005-12.

Key policy issues

To improve equity in education, Poland should continue its efforts to increase participation in early childhood education, particularly in rural areas. It needs to reduce the skills mismatch in the labour market and continue to strengthen its VET system, while further increasing numeracy and literacy skills of adults and strengthening adult learning. Poland should also continue to improve conditions for teachers and support their professional development to enable them to apply innovative practices and provide individualised support to students, particularly disadvantaged students. Key issues and goals also include the need to facilitate evidence-informed policy development based on various sources of information and build capacity at all levels of administration. In addition, Poland needs to foster equity and quality in higher education.

Recent policy responses

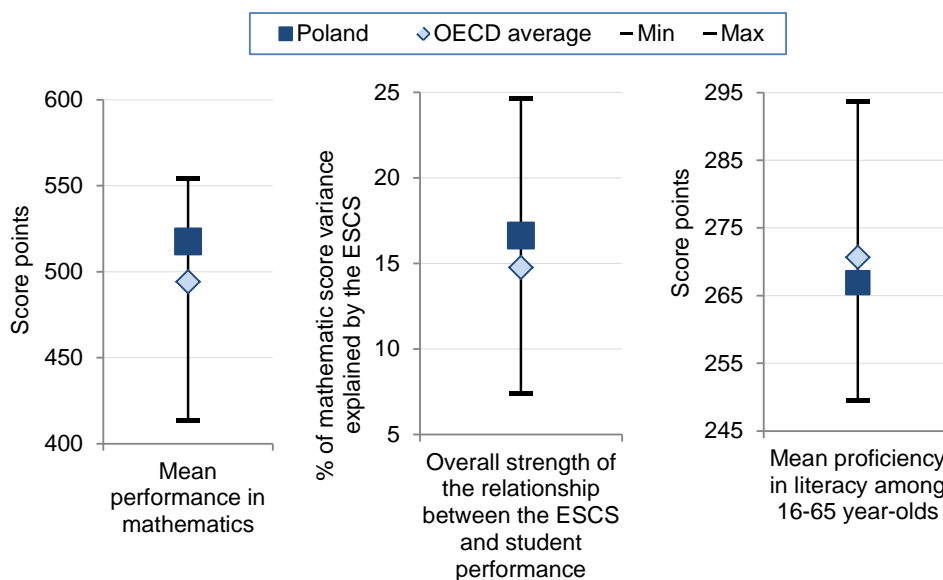
Starting in 2009, the age of entry into primary education was progressively lowered from 7 to 6. Entry at age 6 became compulsory in 2015. Enrolment in early childhood education became compulsory for 5-year-olds in 2011. The [School Education Act](#) (2013) limits fees for pre-primary education.

To strengthen the VET system, several reforms and initiatives were implemented, including curriculum reform (2008), modernisation of the national qualifications framework and fostering closer links with employers. Two general strategies, the [Strategy for the Development of Human Capital 2020](#) (2013) and the [Lifelong Learning Perspective](#) (2011), aim to further tie the education system to labour markets and increase student mobility. The [Improvement of the Governance of School Education](#) project aims to strengthen the role of local governments in managing and financing education.



Poland achieved above-average scores in mathematics, reading and science in PISA 2012. Performance in reading, mathematics and science has been rising across PISA cycles. The impact of students' socio-economic status on mathematics scores (16.6%) is around the OECD average (14.8%). Literacy and numeracy proficiency among adults (16-65 year-olds) is below the average of OECD countries participating in the 2013 OECD *Survey of Adult Skills*, while younger adults (16-24 year-olds) perform at around the OECD average in numeracy and above the OECD average in literacy.

Figure 1. Performance of 15-year-olds in mathematics, relationship between student performance and economic, social and cultural status (ESCS) (PISA 2012) and performance of adults in literacy (PIAAC)

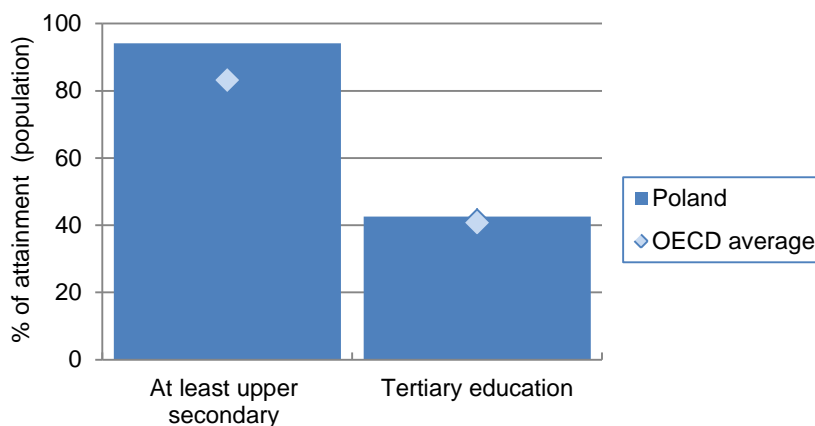


Note: "Min"/ "Max" refer to OECD countries with the lowest/highest values.

Sources: *PISA 2012 Results: What Students Know and Can Do (Volume I, Revised edition, February 2014): Student Performance in Mathematics, Reading, and Science*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264208780-en>; OECD (2013), *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264204256-en>.

In 2012, the share of 25-34 year-olds in Poland who had at least an upper secondary education was above the OECD average (94%, compared to the OECD average of 83%). The proportion of 25-34 year-olds who have attained tertiary education in Poland increased sharply between 2000 and 2014, from 14% to 43% (compared to the OECD average of 41% in 2014) (Figure 2).

Figure 2. Upper secondary and tertiary attainment for 25-34 year-olds (2014)



Source: OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.



Spotlight 1. The European Union perspective: Poland's education and training system and the Europe 2020 Strategy

In the European Union's growth and employment strategy, *Europe 2020*, education and training is recognised as a key policy area in contributing to Europe's economic growth and social inclusion. The European Union set a two-fold target in education by 2020: reducing the rates of early school leaving below 10%, and reaching at least 40% of 30-34 year-olds completing tertiary or equivalent education. Countries set their own related national targets. The Europe 2020 goals are monitored by the EU's yearly assessment of the main economic and growth issues.

The *European Semester Country Report 2015* identified a number of challenges for Poland in education:

- Despite increased funding, the coverage of childcare facilities for children below the age of 3 continues to be limited, and challenges remain in reducing disparities in access to early childhood education. To address these issues, a statutory obligation was introduced requiring municipalities to provide a place in pre-school education for all 4-year-olds by September 2015 and all 3-year-olds by September 2017.
- Poland performs relatively well in reducing early school leaving, and its PISA results are above the OECD average, but improving key competences remains a challenge. The socio-economic background of students still seems to play a significant role in their education outcomes, and differences in achievement are apparent between different types of upper secondary schools. Low levels of digital and foreign language skills constitute a key challenge. Most importantly, surveys point to the fact that the education system is failing to equip students with key competences relevant to the labour market, such as analytical skills, problem-solving, critical thinking, teamwork, and creativity. Another challenge is to improve training of teachers to enable them to teach these competences required in the labour market.
- Vocational education and training does not yet seem well-aligned to labour market needs. Poland started implementing reforms of its VET system in the 2012/13 school year. But there are still major challenges in fostering better co-operation between enterprises (especially small and medium enterprises) and VET schools, particularly related to developing work-based learning and improving the skills of VET teachers. Other challenges include providing high-quality career guidance and strengthening co-operation between regional and local authorities to ensure efficient investment in the VET system.
- Although Poland is on track to achieve its national target of a 45% tertiary attainment rate by 2020, the quality and labour market relevance of higher education could be further improved. An increase in the numbers of highly skilled workers performing medium- or low-skilled jobs suggests a mismatch in the labour market. Furthermore, evidence points to a lack of effective career guidance, and graduates seem to lack key competences relevant to the labour market.
- Low participation in lifelong learning continues to hinder employability of adults, especially older workers. In this respect, the key challenge is adjusting skills supply to skills demand. Adult participation in lifelong learning remains particularly low, especially among those aged 55-64 (0.8% of the population). Moreover, the results of the OECD Adult Skills Survey show an urgent need to improve the skills of older adults in numeracy, literacy and particularly in problem-solving in technology-rich environments. Participation in lifelong learning tends to be low among those with a lower level of education, as well as those in the agricultural and industry sectors.



EQUITY AND QUALITY: HIGH PERFORMERS AND AVERAGE EQUITY INDICATORS

Poland has among the highest PISA scores in the OECD and **average equity indicators**. In 2012, Poland had a greater share of top performers (16.7% of students at or above Level 5, compared to the OECD average of 12.6%) and a lower share of low performers (14.4% of students below proficiency Level 2, compared to the OECD average of 23.1%) (Figure 3). Across PISA cycles, performance of students in Poland has increased in mathematics, reading and science, while performance in creative problem-solving was below the OECD average in PISA 2012. The impact of socio-economic background on student performance is around the OECD average (Figure 1).

Early childhood education and care (ECEC) policies aim to foster equity, while facing coverage challenges. About 52% of 3-year-olds and 66% of 4-year-olds were enrolled in early childhood education in 2013 (compared to the OECD average of 74% of 3-year-olds and 97% of 4-year-olds). A large majority of students in pre-primary education (82%) attend public institutions, significantly above the OECD average (61%). Despite growth of the number of childcare institutions, the demand for places is still greater than the supply, particularly in rural areas. In 2014, Poland introduced compulsory foreign language instruction in pre-primary education for all 5-year-olds.

There are several **system-level** policies in place to promote equity in education. Full-time compulsory education (*kształcenie obowiązkowe*) covers students from age 5 to age 16, including the final year of pre-primary education, six years of primary education and three years of lower secondary education. For 16-18 year-olds, there is an obligation to continue education (*obowiązek nauki*), either full-time or part-time, in or out of school. Tracking (the stage at which students are separated into either general or vocational/technical educational pathways) begins at the age of 16, later than the OECD average of age 14. The rate of grade repetition is one of the lowest among all OECD countries: only 4.2% of students report having repeated a grade at any level of education (compared to the OECD average of 13.3%). Poland is also one of the best performers in the European Union in tackling early school leaving. Only 5.4% of 18-24 year-olds with lower secondary education or less are no longer in education or training (compared to the EU average of 11.1% in 2014). However, there is a persistent gender gap, with more boys (7.3%) leaving school early than girls (3.3%). School choice can hamper equity if not managed appropriately. Primary and lower secondary students in Poland are assigned to school catchment areas (*rejon szkolny*), but they can choose to attend another public or private school. Admission criteria are at the discretion of school managing authorities.

Disadvantaged students in Poland perform less well than their peers, as has been the case in many OECD countries, with some improvements in recent years. Student resiliency in Poland (students who succeed at school despite a disadvantaged background) had one of the largest increases among OECD countries between 2003 and 2012, from 5.3% to 7.8%, and was above the OECD average of 6.1% in 2012. In addition, there are significant differences in access to educational opportunities between urban and rural regions. According to the [Polish Educational Research Institute](#), 24% of the population in urban regions attained tertiary education in 2009, compared to only 16% of the population in rural regions.

The challenge: Increasing participation in ECEC and tackling regional disparities in access.

Recent policies and practices

Early childhood education became compulsory for 5-year-olds in 2011. Starting in 2009, the age of entry to primary education was progressively lowered from 7 to 6. In 2014, primary education at age 6 became compulsory for those born in the first half of the year. Starting in the 2015/16 school year, it became compulsory for all 6-year-olds.

Parliament amended the School Education Act ([Ustawa o systemie oświaty](#), 2013) to:

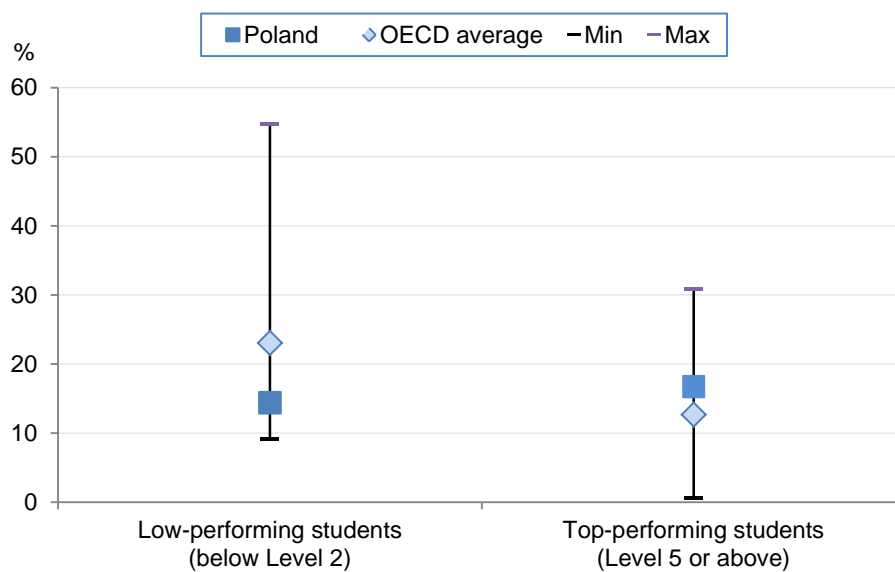
- provide the right to participate in pre-primary education to all 4-year-olds starting in September 2015 and facilitate access to all 3-year-olds starting in September 2017
- limit the fee paid by parents for each hour of pre-primary education beyond the five free compulsory hours to PLN 1 (USD 0.30), with earmarked grants to local governments from the state budget to cover additional costs.

The Ministry of Labour and Social Policy developed a nation-wide [Maluch \(toddler\) programme](#) to increase the number of ECEC places for children under the age of 3.

[Free schoolbooks](#) were introduced in 2014, with gradual implementation in primary and lower secondary education, starting with students in first grade of primary education during 2014/15.



Figure 3. Percentage of low and top performers, PISA 2012



Note 1: "Min"/ "Max" refer to OECD countries with the lowest/highest values.

Source: OECD (2014), *PISA 2012 Results: What Students Know and Can Do (Volume I, Revised edition, February 2014): Student Performance in Mathematics, Reading and Science*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264208780-en>.



PREPARING STUDENTS FOR THE FUTURE: IMPROVING TRANSITIONS TO THE LABOUR MARKET

Labour market perspectives play an important role in the decision to stay in education. In Poland, younger adults (16-24 year-olds) perform around the average in numeracy and above the average in literacy, compared to their peers in other OECD countries participating in the *Survey of Adult Skills*. They also perform higher than their older counterparts (55-65 year-olds) in numeracy and literacy. Polish 16-65 year-olds perform below the OECD average in problem-solving in technology-rich environments. Adult participation in education is low: 35.3% of 16-65 year-olds participate in formal or non-formal education in Poland (compared to the average of 51.9%). In 2012, unemployment rates for individuals from all educational levels (7.7%) were slightly above the OECD average (7.3%). Youth unemployment is most acute among VET graduates. About 21% of Polish 15-29 year-old upper secondary and non-tertiary post-secondary graduates are neither employed nor in education or training (NEET), significantly above the OECD average of 15.8% (Figure 4). Chances of employment increase with levels of educational attainment in Poland. The difference in employment rates between people with less than upper secondary education and those with tertiary qualifications was 45 percentage points in 2012, among the highest such difference across all OECD countries.

Upper secondary education lasts three years. In 2012, Poland had one of the largest shares of attainment of at least upper secondary education among 25-34 year-olds across all OECD countries (94%, compared to the OECD average of 83%) (Figure 2). Around 51% of students in Poland enrol in general upper secondary programmes, which prepare students for direct entry to higher education.

Vocational Education and Training is available to those who have completed lower secondary school. Around 49% of students enrol in upper secondary vocational programmes. Students can attend technical upper secondary schools (four years), which also offer the university entrance certificate (*matura*), or basic vocational schools (three years). Both types of schools lead to vocational qualifications. Upper secondary graduates can pursue further VET in post-secondary non-tertiary schools. VET is also provided in State Schools of Higher Vocational Education, part of the higher education system.

In Poland, **tertiary education** is offered at both public and non-public institutions. By OECD standards, Poland has a large non-public higher education sector serving around 25% of higher education students. Tertiary attainment is increasing: 27% of 25-64 year-olds held a tertiary qualification in 2014, compared to 11% in 2000. This increase is linked to higher attainment levels of younger generations: the difference between tertiary attainment of 25-34 year-olds and 55-64 year-olds in Poland is 29 percentage points, the second largest difference across OECD countries. The graduation rate of students from doctoral or equivalent programmes (0.6%) is below the OECD average (1.7%). According to an *OECD Study*, Poland needs to improve equity in access to higher education by further supporting disadvantaged students and ensuring the quality of private higher education.

The challenge: Reducing the skills mismatch in the labour market, continuing to improve the VET system and increasing participation in lifelong learning.

Recent policies and practices

The *Lifelong Learning Perspective* (*Perspektywa Uczenia się przez całe życie*, 2011) aims to increase mobility and flexibility in the labour market. The *Polish Qualifications Framework for Lifelong Learning* (2006-16) includes development of the National Qualifications Framework for Higher Education (2006), the Polish Qualifications Framework (2008) (aligned to European standards), the *Integrated Qualifications System* (2016) and Standards of Validation and Quality Assurance, which also cover the non-formal education sector.

Poland began implementing reforms of its VET system in 2012 (see Spotlight 2), and lower secondary schools are required to provide students with *career guidance and counselling services* (2013).

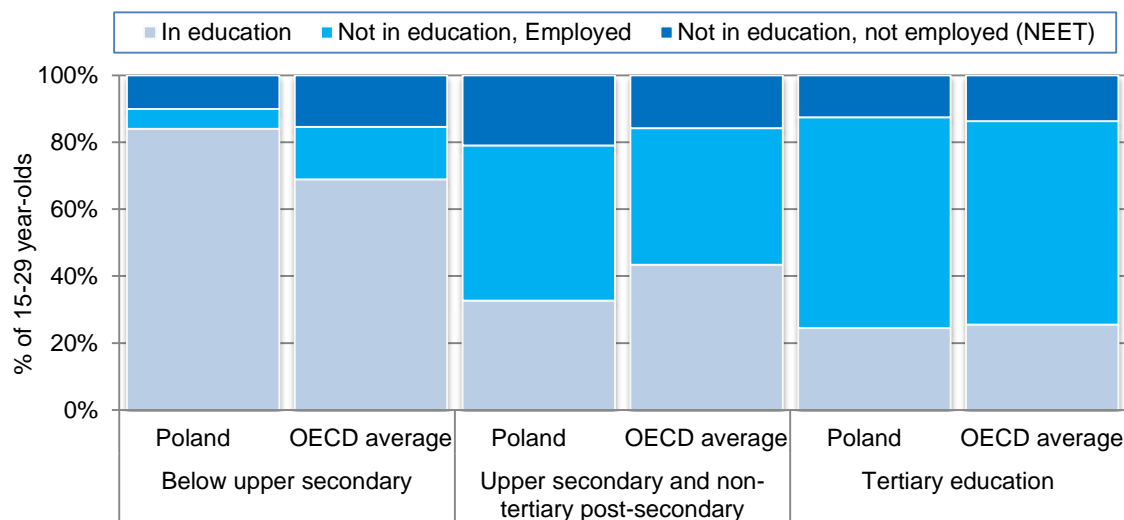
The *Strategy for the Development of Human Capital 2020* (*Strategia Rozwoju Kapitału Ludzkiego 2020*, 2013) sets out a long-term vision to improve the quality of higher education and better adjust educational offerings to labour-market needs.

The reform of *Higher Education in 2011* and *amendments in 2014* establish a system of tracking graduates' career paths based on anonymised data from the social security system, increase the autonomy of higher education institutions (HEIs) in designing curricula, and introduce a three-month obligatory internship in practical programmes and greater involvement of employers in curriculum design and the teaching process. HEIs have also been enabled to validate learning outcomes achieved outside the formal system.

The *Competency Development Programme* (2015) aims to develop transversal skills of all students in higher education, through modernised teaching methods, including new technologies, module teaching and interdisciplinary studies. The *Internationalisation of Higher Education Programme* and the information campaign "Ready, Study, Go! Poland" aim to increase the degree of internationalisation of higher education.



Figure 4. Percentage of 15-29 year-olds in education and not in education, by educational attainment and work status (2014)



NEET: Neither Employed, nor in Education and Training (by higher education status)

Source: OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.

Spotlight 2. Raising the quality of vocational education and training

In 2012/13, Poland began implementing reforms of the VET system that are to be fully implemented by 2016/17. These reforms aim to improve effectiveness and relevance of the VET system and to adjust it to current needs of the labour market. Some of the main changes include:

- a new classification of occupations in VET and definition of a register of occupations possible to acquire within initial and continuing VET
- a re-orientation of the VET core curriculum towards learning outcomes
- a requirement to seek advice from regional and district employment councils on introduction of new occupations by VET schools
- a monitoring programme ([Monitoring and Improving the Implementation of New Core Curricula in VET](#)) to gather information on implementation of new VET curricula.

In addition, the Minister of National Education defined the school year 2014/15 as the [Year of VET Professionals](#) (*Rok Szkoły zawodowców*). This is linked to a set of continuing initiatives that will be financed from the state budget and EU Structural Funds. The main features of the programme include:

- promoting VET through strategic media communication campaigns to change the perception of VET as “second choice” education
- fostering collaboration between employers and the Ministry of Education to increase the number of professional opportunities and adjusting provision of skills to the needs of the labour market
- funding for employers to cover the cost of vocational programmes for youth
- enhancing career guidance and counselling for VET students (including a [vocational website](#))
- signing the Four-Party Agreement between the Ministries of Economy, Education, Treasury and Labour to promote VET and provide support, including measures for employers engaged in VET in special economy zones.



SCHOOL IMPROVEMENT: A WELL-TRAINED WORKFORCE

The key to raising achievement in schools is the creation of positive **learning environments** that enable school leaders and teachers to succeed. According to students' views, teacher-student relationships appear to be less positive than in other OECD countries (Figure 5). While more students in Poland arrive late for school than the average of their OECD peers (42.4%, compared to the OECD average of 35.3%), they report less noise and disorder in the classroom (25%, compared to the OECD average of 32%). Students in Poland receive fewer hours of compulsory instruction time than their peers in other OECD countries: 635 hours per year in primary education and 810 hours in lower secondary education (compared to the OECD average of 804 hours in primary education and 916 hours in lower secondary education).

School leaders in Poland work in schools where responsibilities for curriculum and assessment are the highest among all OECD countries, but their level of autonomy for resource allocation is below the OECD average. School leaders must hold an approved qualification in educational management. They are appointed by the school managing body for a five-year term. The main responsibilities of school leaders include school management, pedagogical supervision and oversight of funding. Polish school leaders engage to a smaller extent in instructional leadership than their peers in other OECD countries (Figure 5).

It is important to attract and develop new **teachers** in order to maintain the quality of the education system. In Poland teachers are, on average, younger than in other OECD countries, and there are more female teachers (74%, compared to the OECD average of 67%). Admission to teacher training programmes is based on results of the upper secondary final exam (*matura*). Pre-primary and primary teachers must complete at least a bachelor's degree, including a mandatory teaching practicum. Secondary teachers must complete a master's degree. Teacher training graduates start teaching as "trainee teacher" and can then be promoted to "contract teacher". Further career stages ("appointed teacher" and "chartered teacher") are linked to professional development and salary increases. Teachers can be employed as career civil servants or as employees with contractual status. The special status of teachers is defined in the Teacher's Charter (*Karta nauczyciela*). More teachers in Poland take part in professional development (94%) than in other countries (88%) participating in the 2013 *OECD Teaching and Learning International Survey* (TALIS). The two areas where Polish lower secondary teachers report the highest need for professional development are teaching students with special educational needs and knowledge of new technologies in the workplace.

Teaching conditions in Poland include lower salaries, class sizes, teacher-student ratios and teaching time than in other OECD countries, at both primary and secondary level. Teachers' salaries are low compared to those of other tertiary educated workers. Lower secondary teachers earn 86% and upper secondary teachers 84% of the salary of similarly educated workers (compared to the OECD average of 86% for lower secondary teachers and 91% for upper secondary teachers). Polish teachers' salaries continue to rise. Since 2005, they have increased by at least 20% (all levels of education combined), the second highest increase across all OECD countries over this period. A smaller-than-average proportion of teachers in Poland consider that the teaching profession is valued in society (18%, compared to the TALIS average of 31%) and a higher percentage would choose to work as teachers if they could decide again (80%, compared to the TALIS average of 78%).

The challenge: Investing further in high-quality teaching, increasing the status of the profession and strengthening professional development.

Recent policies and practices

The new *Core Curriculum of 2008*, introduced gradually since 2009/10, has been defined in terms of general and detailed learning outcomes regarding knowledge and skills to be acquired by each pupil by the end of specific stages of education (see Spotlight 3).

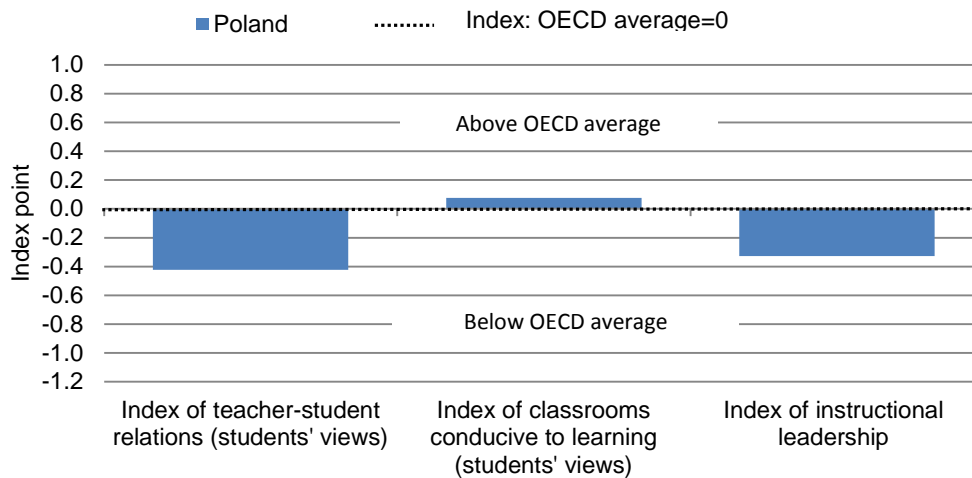
Poland will invest in information and communications technology (ICT) infrastructure and online teacher and student support materials for all Polish students and teachers to promote the use of innovative didactic methods supported by ICT. Under the *Digital School programme* (2012), open educational resources (*e-textbooks*) are made publicly available, and more free schoolbooks will gradually be introduced.

The Ministry of Education has launched several projects to promote safety and health in schools, including *Fruits and Vegetables in Schools* (2014) and the Programme of Health Promotion and Prevention of Health Problems of Children and Youth, for which teachers received educational materials. A website called *Bank of Good Practices* was also created for schools to share best practices in implementing health promotion. The programme called *A Safe and Friendly School* (2014-16) aims to encourage a healthy life style and participation in extra-curricular activities.

As a result of a research project conducted by the Polish Educational Research Institute, a *Good Practices Data Base* has been developed to support teachers and school managers with information on quality teaching, assessment materials and other tools.



Figure 5. The learning environment, PISA 2012



Source: OECD (2013), *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201156-en>.

Spotlight 3. Shifting focus to transversal skills and learning outcomes

In 2008, the Ministry of National Education began modifying the national core curriculum for general education and school vocational training programmes. The new curriculum shifts from narrow, subject-related requirements (described by the intended content of instruction) to more general, transversal skills and competences defined by learning outcomes. The focus is now on experimentation, scientific inquiry, problem-solving, reasoning and collaboration. The learning outcomes guide examination standards, which have shifted focus from assessment of knowledge to evaluation of more general skills. The new curriculum framework for general education sets the same programme requirements for the first year of all types of upper secondary schools (vocational and general) (ISCED 3).

These new regulations also increase the autonomy of schools to develop their own programmes instead of referring only to programmes and textbooks from the list accepted by the ministry. School principals have been granted flexibility to manage instruction time defined for subjects in the curriculum framework. They are simply required to ensure that outcomes defined in the national curriculum have been attained.



EVALUATION AND ASSESSMENT TO IMPROVE STUDENT OUTCOMES: STRENGTHENING THE NATIONAL EVALUATION FRAMEWORK

The **evaluation and assessment framework** in Poland is defined by the Ministry of National Education (*Ministerstwo Edukacji Narodowej*) and implemented by a regional system and by schools themselves. The ministry also establishes core curriculum requirements, allowing a high degree of autonomy for schools.

System evaluation uses national assessments of learning outcomes and international student assessments to monitor performance of the education system. In Poland, national standardised examinations are carried out at the end of primary education (Grade 6), at the end of lower secondary education (Grade 9) and at the end of upper secondary education (*matura*). Poland also monitors student performance through large-scale international studies such as PISA, TIMSS and PIRLS. In addition, the Educational Research Institute (*Instytut Badań Edukacyjnych*) analyses the functioning and effectiveness of the education system.

School evaluation in Poland comprises external and internal evaluation and compliance checks. The Supreme Audit Office (*Najwyższa Izba Kontroli*) assesses use of funding and financial management of educational institutions. The education superintendent offices (*Kuratoria Oświaty*) supervise **external evaluations** of public and non-public schools. During a five-day external school evaluation, the quality of a school is assessed according to an established set of standards. External school evaluations in Poland have an advisory character, and schools formulate their own action plans based on the findings. Schools receive the findings in an official report, but binding recommendations are made only if legal obligations have been breached. In addition, national reports describing good practice based on assessment of high-performing schools are made publicly available. **Internal evaluation** is mandatory for every school and is performed by the school principal in co-operation with teachers. Schools can define the internal evaluation process autonomously, but teacher training centres may provide assistance.

School principals are responsible for **teacher appraisal**. The Education Superintendent Offices assess teachers only when a teacher disagrees with the principal's evaluation. Systematic assessment and appraisal of teachers contribute to the design of teachers' professional development. In TALIS 2013, teachers in Poland reported that feedback strengthens their professional confidence (69%), job satisfaction (68%), and motivation at work (69%). At the same time, almost half (43%) believe that appraisal performed in their school is only for administrative purposes and will not result in improved pay (67%), and that consistently underperforming teachers will not be dismissed (83%). Evaluation of school leaders is also the responsibility of the Education Superintendent Offices.

Student assessment is composed of assessments by teachers and central examinations. Teacher assessment is based on the framework established at school level. In PISA 2012, schools in Poland reported more often than in other OECD countries that they use assessment data extensively to make decisions about things such as student retention or promotion (98%, compared to the OECD average of 77%) (Figure 6).

The challenge: Using evaluation results to improve the quality of educational institutions.

Recent policies and practices

The [introduction of internal and external school evaluation](#) (*Reforma Nadzoru Pedagogicznego, 2009*) changed evaluation procedures. In addition, it aimed to change institutional culture by encouraging evidence-based decision making at the school level and facilitating access to assessment and evaluation data through an Internet platform (see Spotlight 4).

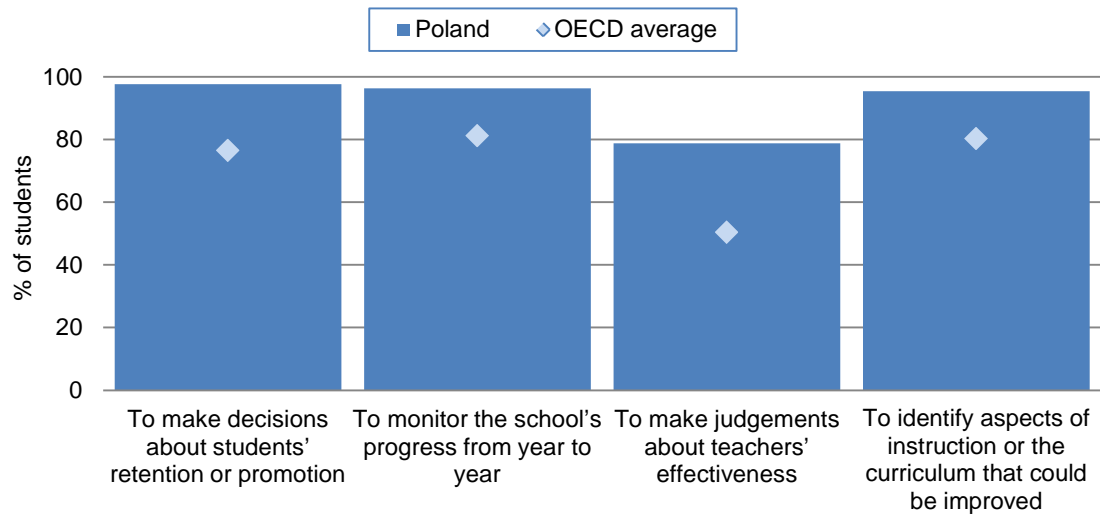
[Adjustments of external exams to the new curricula](#) (*Zmiany na sprawdzianie i egzaminie maturalnym od 2015 roku, 2015*) were introduced in 2009 (see School Improvement).

The [School Education Information System](#) (*System Informacji Oświatowej, SIO, 2014*) has been extended to help strengthen system evaluation. This anonymised system collects personal data for all students, seeking correlations among specific features of students, especially between learning processes, learning conditions and learning outcomes.

The [Amendment to the Law on School Education](#) (2015) introduced several changes to assessment policies in schools in Poland. The most wide-ranging changes were that 1) students' promotion to the next grade can no longer depend on their conduct; 2) the external exam after primary school will no longer have a cross-subject character (instead it will be focused on mathematics, Polish and one modern language); and 3) the external exam after lower-secondary school will be more focused on testing skills such as reasoning, problem-solving and transversal knowledge.



Figure 6. Percentage of students in schools where the principal reported the following uses for student assessments, PISA 2012



Source: OECD (2013), *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201156-en>.



GOVERNANCE: A CENTRAL FRAMEWORK WITH HIGH AUTONOMY AT LOCAL AND SCHOOL LEVELS

The **Polish education system** is steered by two ministries, and administered locally by a three-tier system of public administration. The Ministry of National Education (*Ministerstwo Edukacji Narodowej*) defines national education policy, sets the legal framework and curricula, validates textbooks and supervises regional assessment bodies for primary and secondary education. The Ministry of Science and Higher Education (*Ministerstwo Nauki i Szkolnictwa Wyższego*) sets standards at the tertiary level. Other bodies that shape education policy:

- The Centre for Education Development (*Ośrodek Rozwoju Edukacji*) supports schools and educational institutions in carrying out statutory tasks and improving performance. It also supports teachers in developing their pedagogic skills. Other bodies responsible for raising standards and promoting national education policy development include the National Centre for Supporting Vocational and Continuing Education (*Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej*) and the Educational Research Institute (*Instytut Badań Edukacyjnych*).
- The Education Superintendent Offices (*Kuratoria Oświaty*) implement national education policy at the regional level. Their main task is pedagogical supervision (school inspections) of public and non-public schools and teacher training institutions located in their region.
- The Central Examinations Commission (*Centralna Komisja Egzaminacyjna*) prepares external student assessments and oversees the work of eight regional examination branches.
- The General Council of Science and Higher Education (*Rada Główna Nauki i Szkolnictwa Wyższego*), advises the Minister of Science and Higher Education. The Polish Accreditation Committee (*Polska Komisja Akredytacyjna*) assesses the quality of tertiary education. The Rectors of Academic Schools in Poland (*Konferencja Rektorów Akademickich Szkół Polskich*), the Conference of Rectors of Non-University Higher Education Institutions (*Konferencja Rektorów Zawodowych Szkół Polskich*), the Students' Parliament of the Republic of Poland (*Parlament Studentów Rzeczypospolitej Polskiej*) and the National Representation of Doctoral Students (*Krajowa Reprezentacja Doktorantów*) participate in system-level governance through consultation.
- Other stakeholders include association bodies and trade unions such as the Polish Teachers' Union, (*Związek Nauczycielstwa Polskiego*), headmasters associations, such as the National Association of School Management Staff (*Ogólnopolskie Stowarzyszenie Kadry Kierowniczej Oświaty*), and non-governmental organisations, such as the Centre for Civic Education (*Centrum Edukacji Obywatelskiej*).

The decentralised Polish educational governance system is composed of 16 regions (*województwa*), 379 districts (*powiaty*) and 2 479 municipalities (*gminy*). **Municipalities** are responsible for establishing and administering preschool, primary and lower secondary education institutions. They have high levels of autonomy in financial decision making. **Districts** are responsible for upper secondary education (general, basic vocational schools, technical upper secondary schools and special schools). **Regional authorities** have a co-ordinating function in implementation of national education policy (via the Education Superintendent Offices) and ensure pedagogical supervision. Provincial governments oversee some VET institutions.

More decisions are made at **school level** in Poland than in other OECD countries (Figure 7). For example Polish schools decide on teaching practices, assessment policies, course content, hiring of teaching staff and distribution of merit-based and needs-based scholarships. In Poland, 97% of schools are public (above the OECD average of 82%).

Higher education institutions in Poland are autonomous bodies, which can decide, for instance, on admission criteria and assessment policies. Public HEIs are governed by a senate, with the rector as head of the institution. Academic units within institutions have their own individual heads and governing boards. There were 439 HEIs in Poland in 2014, of which 133 were public and 306 private.

The challenge: Supporting implementation of policy reforms through communication and evaluation

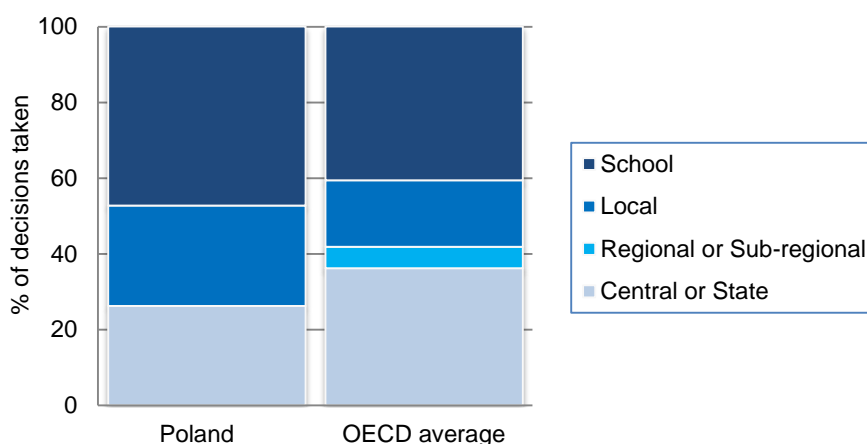
Recent policies and practices

The *Improvement of the Governance of School Education* project (*Doskonalenie strategii zarządzania oświatą na poziomie regionalnym i lokalnym*, 2010-12) aims to strengthen the role of local governments in management and financing education. New management tools and training have been introduced. At the same time, the University of Warsaw provides in-depth research and evaluation for local governments.

The *School of Co-operation* project (*Szkoła Współpracy*, 2013-15) aims to strengthen the role of students and parents in school decision-making by supporting co-operation with teachers and school leaders. An online platform has been created to share best practices, experiences and workshop materials.



Figure 7. Percentage of decisions taken in public lower secondary schools at each level of government (2011)



Source: OECD (2012), *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2012-en>.

Spotlight 4. Building an institutional culture of collaboration between levels of governance

An *OECD study* (2014), explores the strategies, processes and outcomes of Poland School Inspection Reform (*Reforma Nadzoru Pedagogicznego*, 2009). Introduced in 2009, this reform significantly changed the school inspection system (see Evaluation and assessment to improve student outcomes).

The results of the analysis highlight its impact on organisation of inspectorates and introduction of modern principles such as teamwork and self-evaluation. Evidence also points to changed attitudes among important actors in the education system about relevance of data to support internal and external school evaluation. The overall goals and aims of the reform seem to have gained support of the various stakeholders, although they did report perceived deficiencies in implementation and communication. In particular, they noted insufficient capacity to roll out the reform and a lack of trust that evaluation could be used for improvement rather than just for assessment purposes.

The following key recommendations were made to improve implementation of the reforms:

- *Promote the aims of the reform to a broader audience:* Communicate reform goals in a clear way, give guidelines for their interpretation and implementation, and promote reform – not only to expert groups but also to a broader audience – to gain support for the envisaged cultural change.
- *Extend the scope of the decision-making process leading to reform:* Facilitate participation of all key actors in designing the reform, including education superintendents (*Kurator Oświaty*) (who often felt left out), in order to enhance ownership and acceptance.
- *Foster development of the research tools needed for school evaluation:* Emphasise standardised tools to ensure comparability and build capacity needed at the local level to apply research tools.
- *Develop a new culture of evaluation:* Present a clear strategy for evaluation, outlining its purpose and methods. Facilitate continuous discourse on the chosen strategy among key actors so as to be able to adjust the strategy where necessary. In addition, build trust at the local level and in schools for the use of evaluation results.

Source: Mazurkiewicz, Walczak and Jewdokimow (2014)



FUNDING: INCREASING EXPENDITURE PER STUDENT

Poland's overall **investment in educational institutions** at most levels of education is below the OECD average (4.8% of GDP, compared to the OECD average of 5.3%). Only at post-secondary non-tertiary level is Poland's investment in educational institutions equal to the OECD average (0.1% of GDP) (Figure 8). Between 2000 and 2012, expenditure on education as a percentage of GDP decreased by 0.1 percentage points (compared to the OECD average of an increase of 0.4 percentage points). In Poland, almost all expenditure on educational institutions across all levels of education comes from public sources (88.1% in 2012, compared to the OECD average of 83.5%), while the share of private expenditure (11.9%) is below the OECD average (16.5%). Private expenditure is highest at the tertiary level (22.4%, compared to the OECD average of 30.3%). From 2005-12, public expenditure at primary, secondary and post-secondary non-tertiary level increased by 15% (above the OECD average of 14%), and at the tertiary level it increased by 14% (below the OECD average of 33%). Private expenditure at primary, secondary and post-secondary non-tertiary level increased by 38% (just above the OECD average of 37%) and at the tertiary level it decreased by 7% (compared to an average increase of 26% across OECD countries).

Annual expenditure per student in public institutions from primary through tertiary levels in 2012 was USD 7 398, below the OECD average of USD 10 220. However, Poland is catching up, as expenditure per student has increased faster than the OECD average at all levels of education, boosted by an overall drop in student population. At the primary, secondary and post-secondary non-tertiary level, there was an increase of expenditure per student of 62% (compared to the OECD average of 21%), while the number of students decreased by 23% (compared to the OECD average of 3%).

Funding for public schools in Poland is defined annually by the central government in the Budget Act. Funding is distributed by local and regional bodies. These intermediate authorities have a high degree of autonomy in deciding on allocation criteria for the lump sums they receive from the government. The amount of centrally designated grants depends on the number of students and teaching staff, as well as other factors such as the needs of particular age groups, specific courses provided in schools or schools in remote areas. Local authorities may allocate their own resources to schools, mainly for the purpose of teacher salaries, but this is relatively limited. Non-public schools may receive the same entitlements as public schools.

According to the 2014 Report of the Central Statistical Office of Poland, 76.4% of funds for **higher education** come from public sources. Public higher education institutions receive lump sums from the state budget based on the number of students enrolled. There are no tuition fees for full-time students at public institutions, but part-time students and students in non-public HEIs pay tuition fees. Fee-based non-public HEIs may receive public funds. **VET education** is jointly funded by employers and the Labour Fund, a special fund under the jurisdiction of the Ministry of Labour.

Demographic changes due to low birth rates and emigration require schools, and local and regional authorities in Poland to plan and allocate funds efficiently. Between 2003 and 2011, local authorities have closed many small schools. Rural primary schools have been most affected. The number of rural primary schools fell by 9.3% (1 424 rural schools closed).

The challenge: Adjusting funding to current challenges and supporting access to higher education for disadvantaged students.

Recent policies and practices

The [Reform of the Financing System for Higher Education](#) (*Reforma Systemu Finansowania Uczelni Wyższych*, 2014) aims to encourage high quality standards and increase competitiveness of Polish HEIs worldwide. Performance-based criteria were introduced to determine funding levels. The reform was initiated following an [assessment of the use of public funding for research and science](#) (2009-11) conducted by the Supreme Audit Office (*Najwyższa Izba Kontroli, nr P/11/070*).

Poland introduced a [merit-based grant programme](#), starting in 2016, for study at top foreign universities to promote excellence in higher education. To avoid brain drain, bursary recipients must commit to work in Poland for five years after graduation.

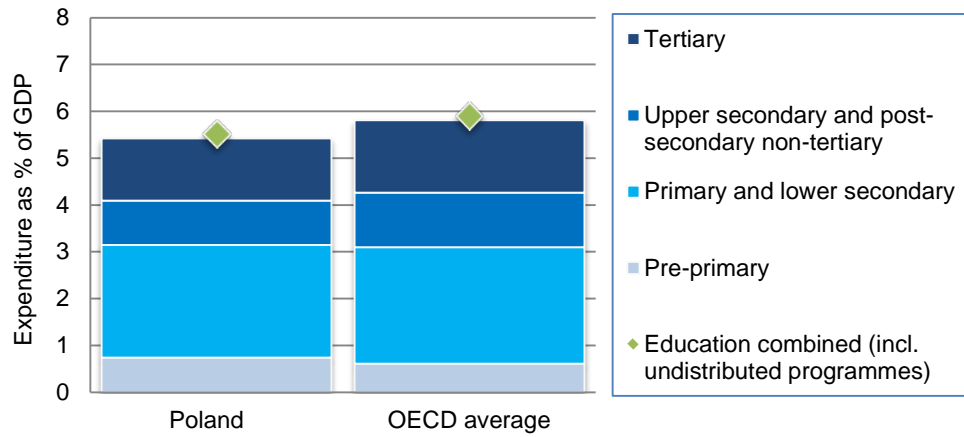
[The Act on the Implementation of the State Budget for 2015](#) made it compulsory for local authorities to allocate funds for the education of special needs students in amount not lower than the threshold defined in the formula in the [Regulation on the Division of Government Subventions](#) (2014).

To increase tertiary participation rates among students from low-income families, the [system of scholarships](#) (2011) has been significantly broadened by changing the ratio between merit grants and income-based grants in favour of income-based grants and raising by 30% the income threshold for eligibility to get a maintenance grant.

To enable students with disabilities to study at public and non-public HEIs, financial support has been allocated from the state budget for activities such as remuneration of sign language interpreters and training courses to raise awareness of the presence of the disabled at universities (USD 11.5 million in 2015).



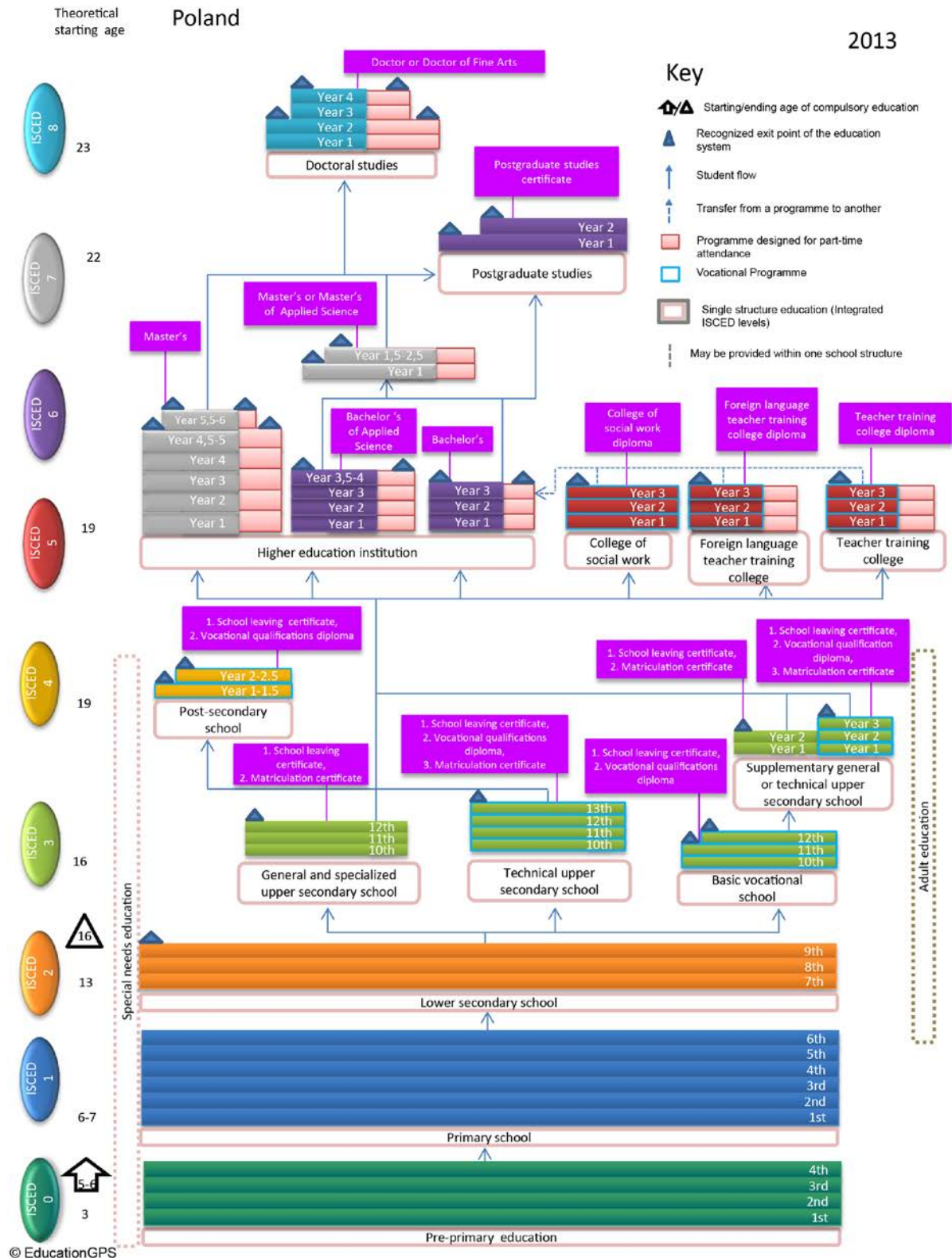
Figure 8. Expenditure on educational institutions as a percentage of GDP, by level of education (2012)



Source: OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.



ANNEX A: STRUCTURE OF POLAND'S EDUCATION SYSTEM



Source: OECD (2012-13), "Poland: Overview of the education system", *OECD Education GPS*, http://gpseducation.oecd.org/Content/MapOfEducationSystem/POL/POL_1997_EN.pdf.



ANNEX B: STATISTICS

#	List of key indicators	Poland	Average or total	Min OECD	Max OECD
Background information					
<i>Political context</i>					
1	Public expenditure on education as a percentage of GDP, 2012 (EAG 2015)	4.3%	4.8%	3.5%	7.7%
<i>Economy</i>					
2	GDP per capita, 2012, in equivalent USD converted using PPPs (EAG 2015)	22 869	n/a	16 767	91 754
3	GDP growth 2013 (OECD National Accounts)	1.6%	1.3%	-3.9%	4.1%
<i>Society</i>					
4	Population density, inhab/km ² , 2014 (OECD Statistics)	121.6	142	3.1	507
5	Population aged less than 15 as a percentage of total population, 2010 (OECD Factbook 2014)	15.2%	18.6%	13.1%	29.6%
6	Foreign-born population as a percentage of total population, 2011 or latest available year (OECD Factbook 2014)	1.8%	0%	0.3%	42.1%
Education outcomes					
7	Mean performance in mathematics (PISA 2012)	518	494	413	554
8	Annualised change in mathematics performance across PISA assessments (PISA 2012) ^{4,5}	2.6	-0.3	-3.3	4.2
9	Annualised change in reading performance across PISA assessments (PISA 2012) ^{4,5}	2.8	0.3	-2.8	4.1
10	Annualised change in science performance across PISA assessments (PISA 2012) ^{4,5}	4.6	0.5	-3.1	6.4
11	Enrolment rates of 3-4 year-olds in early childhood education and primary education as a percentage of the population of the same age group, 2013 (EAG 2015)	60%	81%	22%	100%
12	% of 25-64 year-olds whose highest level of attainment is lower secondary, post-secondary non-tertiary education or below, 2014 (EAG 2015)	0%	15%	0%	33%
13	% of 25-34 year-olds whose highest level of attainment is at least upper secondary education, 2014 (EAG 2015)	94%	83%	46%	98%
14	% of 25-34 year-olds whose highest level of attainment is tertiary education, 2014 (EAG 2015)	43%	41%	24%	68%
15	% of 25-64 year-olds whose highest level of attainment is vocational upper-secondary or post-secondary non-tertiary education, 2014 (EAG 2015)	55%	26%	6%	67%
Unemployment rates of 25-34 year-olds by educational attainment, 2014 (EAG 2015)					
16	Below upper secondary	23.6%	19.1%	4.7%	55.9%
	Upper secondary and post-secondary non-tertiary	11.7%	10.2%	3.7%	36%
	Tertiary education	6.5%	7.5%	2.9%	32.5%
Students: Raising outcomes					
<i>Policy lever 1: Equity and quality</i>					
17	First age of selection in the education system (PISA 2012)	16	14	10	16
Students performing at the highest or lowest levels in mathematics (%), (PISA 2012)					
18	Students performing below Level 2	14.4%	23%	9.1%	54.7%
	Students performing at Level 5 or above	16.7%	12.6%	0.6%	30.9%
Variance in mathematics performance between schools and within schools as a percentage of the OECD average variance in mathematics performance (PISA 2012)					
19	Between-schools percentage of variance	20%	37%	6%	65%
	Within-schools percentage of variance	76%	63%	34%	90%
20	% of students reporting that they have repeated at least a grade in primary, lower secondary or upper secondary schools (PISA 2012)	4.2%	12.4%	0.0%	36.1%



#	List of key indicators	Poland	Average or total	Min OECD	Max OECD
21	Percentage of variance in mathematics performance in PISA test explained by ESCS (PISA 2012) ⁴	16.6%	14.8%	7.4%	24.6%
22	Score difference in mathematics performance in PISA between non-immigrant and immigrant students AFTER adjusting for socio-economic status (PISA 2012) ⁴	m	21	-29	66
23	Score differences between boys and girls in mathematics (PISA 2012) ⁴	4	11	-6	25
<i>Policy lever 2: Preparing students for the future</i>					
Adjusted mean proficiency in literacy among adults on a scale of 500 (Survey of Adult Skills, 2012)					
24	Among 16-65 year-olds (adjusted)	266.9	270.7	249.4	293.6
	Among 16-24 year-olds (adjusted)	281.5	278.0	260.0	297.0
Upper secondary graduation rates in % by programme of orientation, 2013 (EAG 2015)					
25	General programmes	53%	52%	19%	82%
	Pre-vocational/ vocational programmes	40%	47%	0%	0%
First-time graduation rates, by tertiary ISCED level, 2013 (EAG 2015)					
26	Short tertiary (2-3 years), ISCED 5	1%	11%	0%	28%
	Bachelor's or equivalent, ISCED 6	m	36%	9%	61%
	Master's or equivalent, ISCED 7	m	17%	3%	40%
	Doctorate or equivalent, ISCED 8	0.6%	1.7%	0.2%	3.6%
27	% of 15-29 year-olds not in education, employment or training, 2012 (EAG 2015)	16%	16%	7%	32%
Institutions: Improving schools					
<i>Policy lever 3: School improvement</i>					
28	Mean index of teacher-student relations based on students' reports (PISA 2012)	-0.42	0.00	-0.42	0.47
29	Mean index of disciplinary climate based on students' reports (PISA 2012)	0.08	0.00	-0.33	0.67
% of teachers above the age of 50 by education level, 2013 (EAG 2015)					
30	Primary education	23%	31%	16%	57%
	Lower secondary education	22%	34%	17%	63%
	Upper secondary education	29%	38%	26%	73%
Number of teaching hours per year in public institutions by education level, 2013 (EAG 2015)					
31	Primary education	629	772	569	1 129
	Lower secondary education, general programmes	555	694	415	1 129
	Upper secondary education, general programmes	551	643	369	1 129
Ratio of actual teachers' salaries to earnings for full-time, full-year adult workers similarly educated, 2013 (EAG 2015)					
32	Primary education	0.85	0.80	0.52	1.09
	Lower secondary education, general programmes	0.86	0.86	0.52	1.24
	Upper secondary education, general programmes	0.84	0.91	0.48	1.24
33	Growth rate of teachers' salaries between 2005 and 2013 in lower secondary education, 2013 (EAG 2015)	22%	2%	-32%	31%
34	% of lower secondary education teachers who report a "moderate" or "large" positive change on their knowledge and understanding of their main subject field(s) (TALIS 2013)	52.4%	53.5%	26.7%	86.2%



#	List of key indicators	Poland	Average or total	Min OECD	Max OECD
<i>Policy lever 4: Evaluation and assessment to improve student outcomes</i>					
35	Percentage of lower secondary education principals who report that they use student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes (TALIS 2013)	94.8%	88.8%	58.5%	99.5%
% of students whose school principals reported that assessments are used for the following purposes (PISA 2012)					
36	To make decisions about students' retention or promotion	98%	77%	1%	98%
	To monitor the school's progress from year to year	96%	81%	48%	100%
	To make judgements about teachers' effectiveness	79%	50%	14%	88%
	To identify aspects of instruction or the curriculum that could be improved	95%	80%	49%	99%
% of lower secondary education teachers reporting appraisal/feedback from the school principal on their work with this frequency (TALIS 2013)					
37	Once every two years or less	51.1%	33.9%	3.2%	88.8%
	Once per year	23.3%	41.5%	9.5%	82.1%
	Twice or more per year	25.7%	24.7%	1.0%	49.6%
Systems: Organising the system					
<i>Policy lever 5: Governance</i>					
% of decisions taken at each level of government in public lower secondary education, 2011 (EAG 2012)					
38	Central or state government	26%	36%	0%	87%
	Regional or sub-regional government	0%	6%	0%	36%
	Local government	26%	17%	0%	100%
	School government	47%	41%	5%	86%
<i>Policy lever 6: Funding</i>					
Annual expenditure per student by educational institutions, for all services, in equivalent USD converted using PPPs for GDP, 2012 (EAG 2015)					
39	Pre-primary education	6 505	7 612	3 416	19 719
	Primary education	6 721	8 247	2 577	20 020
	Secondary education	6 540	9 518	2 904	20 617
	Tertiary education	9 799	15 028	7 779	32 876
Relative proportions of public and private expenditure on educational institutions, 2012 (EAG 2015)					
40	Public sources	88%	83%	60%	98%
	All private sources	12%	17%	2%	40%
	Index of change in expenditure on educational institutions, public sources, (constant prices, 2005=100)	115	114	75	165
	Index of change in expenditure on educational institutions, all private sources, (constant prices, 2005=100)	538	137	76	538
Notes					
1. The average, total, minimums and maximums refer to OECD countries except in TALIS and the Survey of Adult Skills, where they refer to participating countries.					
2. "m": included when data is not available.					
3. "NP": included if the country is not participating in the study.					
4. Statistically significant values of the indicator are shown in bold (PISA 2012 only)					
5. The annualised change is the average annual change in PISA score points from a country's/economy's earliest participation in PISA to PISA 2012. It is calculated taking into account all of a country's/economy's participation in PISA. See www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf .					
6. "n/a": included when the category is not applicable.					



REFERENCES AND FURTHER READING

- Central Statistical Office of Poland (*Główny Urząd Statystyczny*), <http://stat.gov.pl/en>.
- Educational Research Institute (*Instytut Badań Edukacyjnych*)
<http://eduentuzjasci.pl/images/stories/badania/rose/r01.pdf>.
- European Centre for the Development of Vocational Training (2011), *Vocational Education and Training in Poland: Short description*, Publications Office of the European Union, Luxembourg,
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4105>.
- European Commission, Eurostat, <http://ec.europa.eu/eurostat>.
- European Commission (2015), *Country Report Poland 2015*, European Commission, Brussels,
http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_poland_en.pdf.
- European Commission/EACEA/Eurydice (2015), *The Teaching Profession in Europe: Practices, Perceptions, and Policies, Eurydice Report*, Publications Office of the European Union, Luxembourg,
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/184EN.pdf.
- European Commission/EACEA/Eurydice (2014), *Education and Training Monitor 2014: Poland*, Publications Office of the European Union, Luxembourg, http://ec.europa.eu/education/tools/docs/2014/monitor2014-pl_en.pdf, http://ec.europa.eu/education/tools/et-monitor_en.htm.
- European Commission/EACEA/Eurydice (2014), *Financing Schools in Europe: Mechanisms, Methods and Criteria in Public Funding*, Eurydice Report, Publications Office of the European Union, Luxembourg,
<http://dx.doi.org/10.2797/7857>.
- European Commission/EACEA/Eurydice (2014), *Teachers' and School Heads' Salaries and Allowances in Europe, 2013/14*, Publications Office of the European Union, Luxembourg,
<http://bookshop.europa.eu/en/teachers-and-school-heads-salaries-and-allowances-in-europe-2013-14-pbECAM15001/>.
- European Commission/EACEA/Eurydice (2013), *Description of National Education Systems*, Publications Office of the European Union, Luxembourg,
<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Poland:Overview>.
- European Commission/EACEA/Eurydice (2013), *Funding of Education in Europe 2000-2012: The Impact of the Economic Crisis*, Eurydice Report, Publications Office of the European Union, Luxembourg,
<http://dx.doi.org/10.2797/50340>.
- European Commission/EACEA/Eurydice (2014), *Education and Training Monitor 2014*, European Commission, Brussels, http://ec.europa.eu/education/library/publications/monitor14_en.pdf.
- European Commission/EACEA/Eurydice (2013), *Key Data on Teachers and School Leaders in Europe*, 2013 Edition, Eurydice Report, Publications Office of the European Union, Luxembourg,
http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/151EN.pdf.
- Fulton, O., et al. (2007), *OECD Reviews of Tertiary Education: Poland 2007*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264039131-en>.
- Graduates' Ombudsman's Office (*Rzecznik Praw Absolwentów*) (2014), *Report on Academic Career Offices*, Warsaw, http://www.nauka.gov.pl/q2/oryginal/2014_12/2663966cbc2fb419b94e7326a1e68788.pdf.
- Herbst, M. (Ed.) (2012), *Decentralizacja Oświaty* [Decentralisation of Education], Centre for Education Development (*Ośrodek Rozwoju Edukacji*), Warsaw,
http://www.euroreg.uw.edu.pl/dane/web_euroreg_publications_files/2175/herbst_2012_decentralizacja_oswiaty.pdf.
- Kamil Ś. and K.Grodecka (2013), *Open Educational Resources in Poland: Challenges and Opportunities*, UNESCO Institute for Information Technologies in Education, Moscow,
<http://iite.unesco.org/pics/publications/en/files/3214727.pdf>.
- Mazurkiewicz, G., B. Walczak and M. Jewdokimow (2014), "Implementation of a New School Supervision System in Poland", *OECD Education Working Papers*, No. 111, OECD Publishing, Paris,
<http://dx.doi.org/10.1787/5jxrlrxgcb6b-en>.
- Ministry of National Education (*Ministerstwo Edukacji Narodowej*), <http://men.gov.pl/>.
- Ministry of Science and Higher Education (*Ministerstwo Nauki i Szkolnictwa Wyższego*), <http://www.nauka.gov.pl/>.



- National Reform Programme (NRP) 2015, Poland:
http://ec.europa.eu/europe2020/pdf/csr2015/nrp2015_poland_pl.pdf.
- OECD Education GPS, <http://gpseducation.oecd.org/>.
- OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris,
<http://dx.doi.org/10.1787/eag-2015-en>.
- OECD (2015), *Education Policy Outlook 2015: Making Reforms Happen*, OECD Publishing, Paris,
<http://dx.doi.org/10.1787/9789264225442-en>.
- OECD (2015), *The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264229945-en>.
- OECD (2014), *Education at a Glance 2014: Country Notes: Poland*, OECD Publishing, Paris,
<http://www.oecd.org/edu/Poland-EAG2014-Country-Note.pdf>.
- OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris,
<http://dx.doi.org/10.1787/eag-2014-en>.
- OECD (2014), *PISA 2012 Results: Creative Problem Solving (Volume V): Students' Skills in Tackling Real-Life Problems*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264208070-en>.
- OECD (2014), *PISA 2012 Results: What Students Know and Can Do (Volume I, Revised edition, February 2014): Student Performance in Mathematics, Reading, and Science*, PISA, OECD Publishing, Paris,
<http://dx.doi.org/10.1787/9789264208780-en>.
- OECD (2014), *Skills Beyond School: Synthesis Report*, OECD Reviews of Vocational Education and Training, OECD Publishing, <http://dx.doi.org/10.1787/9789264214682-en>.
- OECD (2014), TALIS 2013: Country Note Poland, OECD Publishing, Paris, <http://www.oecd.org/poland/TALIS-2013-country-note-Poland.pdf>.
- OECD (2014), *OECD Economic Surveys: Poland 2014*, OECD Publishing, Paris, http://dx.doi.org/10.1787/eco_surveys-pol-2014-en.
- OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264196261-en>.
- OECD (2013), *Higher Education in Regional and City Development: Wrocław, Poland 2012*, OECD, Publishing, Paris, <http://dx.doi.org/10.1787/9789264188914-en>.
- OECD (2013), *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264204256-en>.
- OECD (2013), *PISA 2012 Results: Excellence through Equity (Volume II): Giving Every Student the Chance to Succeed*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201132-en>.
- OECD (2013), *PISA 2012 Results: Ready to Learn (Volume III): Students' Engagement, Drive and Self-Beliefs*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201170-en>.
- OECD (2013), *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201156-en>.
- OECD (2012), *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris,
<http://dx.doi.org/10.1787/eag-2012-en>.
- OECD (2012), *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264130852-en>.
- OECD (2006), *Starting Strong II: Early Childhood Education and Care*, OECD Publishing, Paris,
<http://dx.doi.org/10.1787/9789264035461-en>.
- OECD (2005), *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264018044-en>.
- Polish Eurydice Unit, Ministry of National Education and Ministry of Science and Higher Education (2014), *Foundation of the Development of the Education System*, Warsaw,
https://www.polsl.pl/en/Documents/The%20System%20of%20Education%20in%20Poland_FRSE_2012.pdf.
- Pont, B., Nusche, D. and H. Moorman (2008), *Improving School Leadership, Volume 1: Policy and Practice*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264044715-en>.
- Supreme Audit Office (*Najwyższa Izba Kontroli*), www.nik.gov.pl/.

This paper is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries or the European Union.

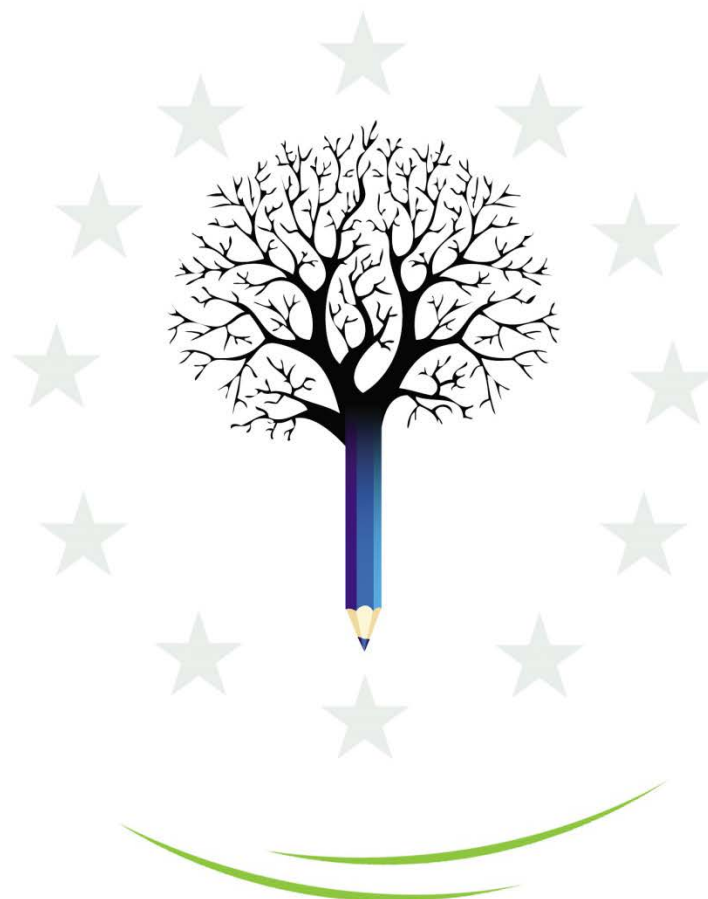
This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

Photo credits: Cover © Shutterstock/Sasha Chebotarev

© OECD 2015

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of the source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.

How to cite this document:
OECD (2015), Education Policy Outlook: Poland, available at: www.oecd.org/education/policyoutlook.htm



www.oecd.org/edu/policyoutlook.htm