

Poland's Education System: Striving for Equity and Inclusion to Fulfill the Right to Education

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The modern Polish emerged in the aftermath of World War II, addressing the significant challenge of rebuilding the country's social and economic frameworks. Since then, it has undergone extensive reforms, particularly since the fall of communism in 1989. Significant adjustments to educational policies were required due to this crucial shift to a market economy to better reflect democratic values and satisfy the needs of a society that was changing quickly. These reforms aimed to make the education system more inclusive and equitable, ensuring that all citizens have access to a quality education. Priorities shifted to include students with diverse educational needs and to prepare them for a dynamic future, which is in line with the larger objectives of economic development and social justice. Through these initiatives, Poland has consistently worked to uphold the right to an education, adjust to new circumstances, and create an atmosphere that encourages personal development and lifelong learning.

Poland's commitment to education is enshrined in its Constitution, which guarantees the right to education for all citizens. Poland is actively working to improve access to education through various

initiatives and policies. One key strategy is the provision of free and compulsory education, ensuring that all children have the opportunity to attend school without financial barriers. Additionally, Poland offers financial support programs, scholarships, and grants to students from low-income families, helping to alleviate the financial burden associated with education. Efforts to reduce regional disparities in educational resources and outcomes are also underway, with targeted investments in rural and underserved areas to improve school infrastructure and access to quality education. Furthermore, Poland is expanding early childhood education programs to provide a strong foundation for learning from an early age. By investing in digital technologies and resources, the country is also working to bridge the digital divide and ensure that students have access to modern educational tools. These efforts underscore Poland's commitment to creating an inclusive education system where every child, regardless of background or location, has equal opportunities to learn and succeed.



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Since September 1, 2017, the Polish educational system has been undergoing reform. The Law on School Education and the Provisions introducing the Law on School Education are two significant Acts passed by the Parliament in December 2016.

The Law on School Education is a comprehensive framework that directs educational reform with the goal of improving the standard, accessibility, and inclusivity of the Polish educational system. Poland's commitment to providing equitable education for all is based on this law, which is periodically updated to reflect shifting societal needs and educational paradigms. The law describes the phases of early childhood education through secondary education and the overall organization of the Polish educational system. It

requires compulsory education from the age of seven until the conclusion of lower secondary school, which is usually at the age of fifteen or sixteen.

The national curriculum framework established by the law specifies the requirements for what subjects students should study at each educational level. With its comprehensive and inclusive design, this curriculum meets the needs of a wide range of learners and guarantees that every student receives a well-rounded education. The law highlights continuous professional development and lays out the requirements for teachers. Its goal is to guarantee that educators have the expertise and abilities required to address the varied requirements of their pupils. The law places a strong emphasis on inclusivity and making sure that students with special educational needs (SEN) get the help they need. It also offers guidelines for individualized education plans (IEPs) and additional support services. It requires that special education (SEN) students be integrated into mainstream schools whenever feasible. Furthermore, the law addresses the financial aspects of education, ensuring adequate funding for schools and financial support for students from low-income families. This provision aims to reduce economic barriers to education and promote equal opportunities for all students.

The OECD (Organisation for Economic Co-operation and Development) notes that Poland has made strides in reducing educational inequalities. Efforts to provide equal opportunities for students from different socio-economic backgrounds have been successful. Policies aimed at supporting disadvantaged students, including financial aid and targeted support programs, have helped bridge the gap. Poland's students routinely outperform the OECD average in reading, math, and science on the Program for International Student Assessment (PISA), demonstrating strong academic performance. Poland's excellent curriculum and successful educational reforms are demonstrated by this impressive performance. Poland has carried out several tactical adjustments over time with the goal of raising educational standards and results. Modernizing the curriculum, improving teacher preparation, and boosting funding for school infrastructure have been the main goals of these reforms.

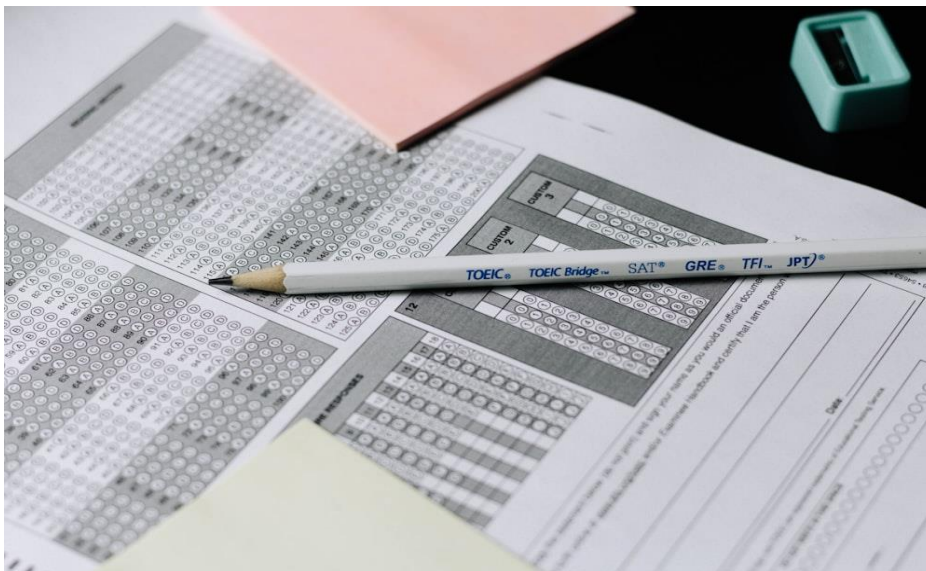


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Poland has improved access to education significantly, but there are still several obstacles in the way of its goal of achieving universal access. The ongoing existence of regional differences in educational resources and outcomes is one of the main obstacles. There can be disparities in access to high-quality education because rural and less affluent areas frequently lack the same infrastructure, skilled teachers, and educational opportunities as urban centers. Targeted investments in teacher preparation programs, school infrastructure, and underprivileged areas' support services are necessary to address these regional disparities. Additionally, the achievement of universal access to education in Poland is significantly hampered by socioeconomic inequality. Low-income children may encounter obstacles like limited parental support, poor nutrition, and restricted access to educational resources, all of which can have a detrimental effect on their academic performance. All students must have equal access to educational opportunities, regardless of their socioeconomic background, which necessitates the implementation of comprehensive support systems that include targeted interventions, financial assistance programs, and community partnerships.

In conclusion, Poland deserves praise for its efforts to increase educational access, but there are still big obstacles in the way of attaining universal access. Persistent socioeconomic disparities and the integration of students with special educational needs (SEN) present ongoing challenges, despite the nation's progress in reducing regional disparities and promoting inclusivity. Nonetheless, Poland's numerous efforts and laws targeted at building a more inclusive and equitable educational system demonstrate the country's dedication to tackling these issues. Providing teachers with sufficient resources, training, and support will help Poland prioritize integrating students with special educational needs (SEN) into regular classrooms. SEN students can flourish in the classroom and contribute to their overall success by emphasizing inclusive education practices and customized support plans.

Overall, Poland needs to take a multifaceted approach to achieve universal access to education that tackles structural inequalities, advances equity, and cultivates an inclusive culture within the educational system. Poland can get closer to achieving its goal of a society in which every person has the chance to learn, develop, and prosper by keeping these initiatives as a top priority and making investments in the future of its students.

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