

# *International Education Guide*

FOR THE ASSESSMENT  
OF EDUCATION FROM THE REPUBLIC OF POLAND



I Q A S

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE

Government of Alberta   
Canada 



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## WELCOME TO THE ALBERTA GOVERNMENT'S INTERNATIONAL EDUCATION GUIDES

The International Qualifications Assessment Service (IQAS) developed the International Education Guides for educational institutions, employers and professional licensing bodies to help facilitate and streamline their decisions regarding the recognition of international credentials.

These guides compare educational systems from around the world to educational standards in Canada. The assessment recommendations contained in the guides are based on extensive research and well documented standards and criteria. This research project, a first in Canada, is based on a broad range of international resources and considerable expertise within the IQAS program.

Organizations can use these guides to make accurate and efficient decisions regarding the recognition of international credentials. The International Education Guides serve as a resource comparing Alberta standards with those of other countries, and will assist all those who need to make informed decisions, including:

- employers who need to know whether an applicant with international credentials meets the educational requirements for a job, and how to obtain information comparing the applicant's credentials to educational standards in Alberta and Canada
- educational institutions that need to make a decision about whether a prospective student meets the education requirements for admission, and that need to find accurate and reliable information about the educational system of another country
- professional licensing bodies that need to know whether an applicant meets the educational standards for licensing bodies

The guides include:

- a country overview
- a historical education overview
- descriptions of school education; higher education; professional, technical and vocational education; teacher education
- grading scales
- educational credentials documentation
- a bibliography
- placement recommendations for comparison with established standards and application in Alberta, Canada

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## COUNTRY OVERVIEW

### LAND

Often referred to as an Eastern European country, Poland is actually located west of the geographic centre of Europe. The capital, Warsaw, is located in the central-east part of the country on the Vistula River. Warsaw's metropolitan area covers approximately 517 square kilometres.

Alberta is seven hours behind UTC and thus eight hours behind Poland, which lies within the Central European Time (CET) zone.

Poland is the ninth largest country in Europe. With a total area of 312, 679 square kilometres, it is approximately half the size of Alberta's 661,190 square kilometres.

FIGURE 1: LOCATION OF POLAND IN EUROPE



Source: <http://pl.wikipedia.org>, 2009

Poland's current boundaries were established after the Second World War at the Yalta Conference in 1945 and sealed at the conference in Potsdam that same year. Today, Poland shares borders with Germany to the west, the Czech Republic and Slovakia to the south, and Ukraine, Belarus, Lithuania and Russia to the east. Poland has 770 kilometres of Baltic Sea coastline (440 kilometres as an official sea border), and shares maritime boundaries, including agreements about sovereignty over international and/or territorial waters, with Germany and Russia.

FIGURE 2: MAP OF POLAND



Source: www.

worldatlas.com, 2009

Poland is primarily flat, with some rolling hills. Many rivers crisscross the country, the most significant of which is the Vistula, running from the mountains to the coast. The Baltic Sea coastline boasts many picturesque beaches and sand dunes. In the north, thick forests interspersed with lakes and marshes dominate the landscape. In the northeast, Europe's last stand of primeval forest provides a home to Europe's only wild bison and the forest horse, *tarpan*. The Sudety Mountains and the Carpathian Mountains border Poland's southern boundary.

Due to its geographic location Poland has a moderate, transitory climate influenced by the humid winds of the Atlantic Ocean and the hot, dry air currents of Euroasia. Six seasons may be distinguished:

- a snowy winter of one to three months
- an early spring with alternating wintry and spring-like conditions
- a predominantly sunny spring
- a warm summer with plenty of rain and sunshine
- a sunny, warm autumn
- a foggy, humid pre-winter period

Poland is rich in natural resources. It is among the world's largest producers of black and brown coal, copper, zinc, lead, sulphur, rock salt, silver and construction minerals. The country has been famous since antiquity for its amber,



transported along the Amber Route from the Baltic Sea to the Adriatic coast. The largest amounts of amber, often called Baltic gold, were found at the mouth of the Vistula River and on the Sambia Peninsula (now in Russia's Kaliningrad Region).

Poland's topography and climate support agriculture as an important part of the country's life and economy. In spite of heavy industrialization in the communist era, Poland remains one of Europe's last agrarian societies, with over one quarter of the population and almost one half of its total land area devoted to farming. Traditionally, Poland is a producer of wheat, rye, potatoes, apples and meat (pork and poultry).

## PEOPLE

### POPULATION

As a result of the tragic events of the Second World War and the enforced political changes right after the war, Poland's society lost its rich, multicultural makeup and became an ethnically homogenous state. The Communist government was not interested in addressing the issues of small national minorities and promoted the image of a one-nation country for over forty years.

After 1989 new laws were introduced addressing the situation of minority groups in Poland. The constitution of 1997 (currently in force) guarantees equal rights and freedoms to all citizens.

According to the Concise Statistical Yearbook of Poland 2008, published by the General Statistical Office (GUS), as of December 2007 the population was 38,116,000. Nine national minority groups live in Poland, with Germans constituting the largest group (around 150,000), followed by Belarusians (around 50,000) and Ukrainians (approximately 30,000). The remaining groups, represented by small numbers of people, are Czechs, Lithuanians, Armenians, Russians, Slovaks and Jews. Four ethnic minorities are also officially recognized: Karaim, Lemki, Roma (Gypsy) and Tartar.

The majority of the population, over 23 million people, lives in urban areas. Close to 15 million people reside in rural areas.

## LANGUAGE AND CULTURE

Polish is the official language of the country, with over 97 per cent of the population using it as a first language of communication. In 2005 national and ethnic minorities were officially given the right to use their languages freely for minority publications, instruction and festivities.

Poland's literacy rate is an impressive 99.8 per cent—higher than Canada's 99.0 per cent.

Despite the turbulent history and the disappearance of their country from the map of Europe for over a century, Poles have managed to maintain an unbroken cultural heritage dating back to medieval times. The culture of Poland has always included a great variety of folk traditions, with influences from France, Scandinavia, Russia and the Ukraine. Poland's strong connections to the Roman Catholic Church have resulted in participation in all the major movements of Western culture: Renaissance, Baroque, Enlightenment and Romanticism.

Since the end of the 18th century literature has become the main form for expressing a Polish national identity, with writers taking on the roles of moral, spiritual and, very often, political leaders. Language became the peoples' homeland. Today, the cultural life of Poland flourishes and remains an integral part of the society. Poles enjoy 8,500 public libraries, 720 museums, almost 300 public art galleries and over 200 professional live performance theatres.

## RELIGION

The overwhelming majority of the Polish population (almost 90 per cent) is Roman Catholic. Although the country claims no official religion, Poland is among the most uniformly Catholic countries in the world. The Roman Catholic Church in Poland enjoys immense social prestige and political influence, strengthened by the long pontificate of Pope John Paul II (previously a Polish cardinal and the Archbishop of Krakow; born Karol Wojtyła). However, the Christian Orthodox and Protestant churches remain strong. The 1997 constitution (currently in force) guarantees religious freedom and Poland also has



communities of non-Christian faiths such as Jews and a small number of Muslims and Buddhists. In total, 15 active non-Catholic religious groups are represented in Poland.

### POLISH RESIDENTS IN CANADA

The first wave of Polish immigration to Canada took place in the second half of the 19th century. The majority of people came from the Austrian area of partitioned Poland; most were peasants who settled in the Prairies, mainly Manitoba. Until 1944 Canada's largest Polish community was located in Winnipeg.

The end of the Second World War brought another large group of immigrants, consisting mainly of former soldiers and those who could not foresee a future in communist Poland. The latest wave of immigration took place after 1981 due to a deep economic crisis and, as it seemed at the time, the loss of their hopes for changing the destiny of the homeland. This generation of well-educated and determined professionals settled mostly in the cities, about half of them in Ontario.

According to the 2006 census, over 170,000 of Canada's permanent residents were born in Poland and 101,000 speak Polish at home. Most Polish Canadians live in Toronto (21 per cent). They cultivate their culture and tradition, yet assimilate well and contribute significantly to the prosperity of their new home, Canada.

Alberta's largest communities of Polish immigrants are located in Edmonton (54,000) and Calgary (39,000).

## HISTORY

Poland has a complex history that begins and ends with its geographic location. Positioned in the centre of Europe, Poland simultaneously faces the Christian West and the Orthodox and Islamic East. Polish history includes glorious achievements and tragic disasters, great victories against all odds, and declines caused by internal bickering and corruption. Polish borders have expanded—at one time stretching from the Baltic Sea to the Black Sea—only to shrink and eventually disappear entirely from the map of 19th century Europe. Poland's return to freedom has been marked with innumerable tragedies, yet the nation has survived to be free to write its own history once again.

## ORIGINS AND THE PIAST DYNASTY (PRIOR TO 1386)

The name Poland (*Polska*) is derived from the name of a single Slavic tribe, *Polanie*. The *Polanie* took their name from the Slavic word *pole*, meaning "field." And they were, literally, "dwellers in the fields," as their territory was indeed one of the open fields.

Some time in the 9th century the *Polanie* tribe established hereditary rulership. The house of Piast rose to power, marking the beginning of a recognizable territorial unity. In 966 Prince Mieszko, Poland's first historical ruler, accepted Christianity from Rome and placed his lands directly under the authority of the Holy See.

The next few centuries brought internal conflicts, fragmentation, a Mongol invasion and continuous struggle with the growing power of the Teutonic Knights Order. In 1333 Casimir (*Kazimierz*) was crowned the last, and greatest, of the Piast dynasty kings. Under the rule of Casimir the Great (the only Polish king bearing this appellation), Poland became a powerful and united kingdom. He rebuilt the country's military, economic, legal and educational structures. In 1364 Casimir founded a university in Krakow known initially by its Latin name, *Studium Generale*. The school later became the famous Jagiellonian University.

## JAGIELLONIAN POLAND (1386–1572)

In the late 14th century, the Grand Duchy of Lithuania, Poland's eastern neighbour, was Europe's last pagan land. Lithuania, stretching from the Baltic to Black Seas, was tormented by the Teutonic Knights and was unstable due to internal conflicts. The Kingdom of Poland was also going through a period of political instability. In 1386 the Lithuanian Grand Duke Jogaila was baptized Wladyslaw Jagiello and married to Jadwiga, queen of Poland. His coronation united the two countries under the crown of Poland. In 1410 the joint Lithuanian–Polish army defeated the Teutonic Order in the famous battle of Grunwald. Later, after the Thirteen Years' War, the Knights' territory became a vassal state of the Polish crown.

Cultural and intellectual life flourished under the Jagiellonian dynasty. The University in Krakow became a major centre of humanities, science and culture. The Polish language developed into a literary medium through the

works of several writers and poets. During this era, called the Golden Age, Poland expanded its borders to become the largest country in Europe.

### POLISH–LITHUANIAN COMMONWEALTH (1572–1795)

The Jagiellonian dynasty ended in 1572 when King Sigismund II Augustus (*Zygmunt August*) died with no heirs. In the few years preceding his death the king succeeded in establishing a federative state of two nations through the Union of Lublin. This pact united the two countries, Poland and Lithuania, into a single state that would have a jointly elected mutual king–grand duke and legislature. Territories, administration, laws, treasuries and armies would remain separate. The Republic of Two Nations (*Republika Obojga Narodow*) lasted for the next two centuries, with the term “Poland” used for both parts of the state. It was a multi-ethnic and multifaith country of 11 million inhabitants.

The commonwealth gradually came to be dominated by the nobility class, called *szlachta*. Given more and more privileges by subsequent kings, *szlachta* grew into power with practically unlimited political influence and the ability to break parliamentary decisions. The arrogance of *szlachta* and the practice of unrestricted elections to the throne gradually disintegrated the commonwealth’s democratic system. Constant wars with neighbours, economic crises and the growing powers of Russia, Prussia and the Habsburg family in Vienna weakened Poland’s military and political status. In 1795, following the final partitioning of its territories by Russia, Prussia and Austria, and the abdication of its last king, the Republic of Two Nations ceased to exist.

### STATELESS NATION (1795–1918)

Poles never accepted the loss of independence. The military and political victories of Napoleon Bonaparte raised some temporary hopes for the re-creation of Poland. But the failure of his campaign against Russia in 1812, in which nearly 100,000 Polish soldiers participated, shattered those hopes. The victorious anti-Napoleonic coalition re-drafted the map of Europe at the Congress of Vienna without including Poland as a political entity.

Poles also made their own military efforts to regain independence. During the 19th century they organized

five uprisings, all of them unsuccessful and followed by extreme reactions from Russia. A wave of executions, mass deportations and imprisonments swept the country. Churches and social institutions were closed, and education in Polish beyond the primary level was abolished.

Poles finally realized that only a major European upheaval was likely to change the balance of political power and give Poland a chance for the rebirth of their statehood. Therefore, they turned their efforts toward preserving national identity through intellectual life, culture and religion. Literature, with its patriotic ideals, shaped the Polish mentality. In addition, “organic work” (*praca organiczna*), which aimed at strengthening the society and its economy by peaceful means, was quite successful. Polish culture was also cultivated far from home, wherever Poles settled in large numbers—in particular, the United States, Canada, Brazil, Argentina and Australia.

### REBIRTH THROUGH THE SECOND WORLD WAR (1918–45)

Poland was restored as a nation in 1918, but not for long. On 1 September 1939, the beginning of the Second World War, the country was invaded by the Nazi army from the west and a few weeks later by the Soviet Army from the east. Poles, fighting fiercely from the very first day, were doomed; Poland was once again divided and occupied. The Polish government was forced to leave the country but remained representative of a sovereign Poland.

Hitler and Stalin came to an agreement on a final partitioning of Poland. The Soviets took eastern Galicia (now western Ukraine) and the lands east of the Bug River and incorporated them into the Soviet Ukraine and Belarus. About a million-and-a-half people were deported from these areas and relocated deep into the USSR. Germany split its share of the occupied land in two. A central region, called the General Government (*Generalna Gubernia*), was created, headed by Hans Frank. This area was meant to provide slave labour and free natural resources for the Third Reich until the end of the Second World War. The rest of Poland was immediately incorporated as part of Germany.

From the very beginning of the war, Poles initiated many forms of resistance against the invaders, from the sabotage of work in the occupying nations’ factories and farms, to secretly run schools at all levels. They organized an

underground state and, in 1942, a military conspiracy called the Home Army (*Armia Krajowa*), which was loyal to the government in exile. Polish troops, organized in the west, fought in Europe and North Africa. Polish pilots played a deciding role in the victorious Battle of Britain in 1940–41. One of the greatest Polish contributions to the war effort lay in passing on to the Allies secrets of the German ciphering machine “Enigma”—a code that was broken in the early 1930s by the Polish mathematician, Marian Rejewski.

The Second World War was a catastrophe for Poland on a scale that very few countries have experienced at any time in human history. By the end of the war, 20 per cent of the population was dead—six million civilians, including three million Jews, were killed. Polish military losses were close to 400,000 soldiers. Due to systematic extermination, Poland lost 45 per cent of its doctors, 57 per cent of its lawyers, 30 per cent of its engineers and technologists and 40 per cent of its university professors. After an unsuccessful uprising in 1944, Warsaw was leveled to the ground on Hitler’s personal orders. Ninety-five per cent of all art and cultural artifacts were stolen or destroyed. Industrial and commercial enterprises were also left in ruins. With the fall of the Third Reich, and finding no support in the West, Poland once again effectively lost any chance for independence and became a satellite state of the Soviet Union.

## THE HOLOCAUST

In 1939 over 3.3 million Jews (10 per cent of the total population) lived in Poland. Warsaw had the largest Jewish community, constituting 40 per cent of the city. Most Jews lived in the cities of eastern and central Poland. The majority were merchants and craftsmen who remained very traditional and conservative in their ways of life. Though most knew some Polish, Yiddish was their preferred daily language. Jewish cultural life flourished, with over 130 periodicals and Yiddish language theatres. Many Jews made outstanding contributions to Polish intellectual life, education and literature.

But Polish–Jewish co-existence was not easy and conflicts occasionally erupted, especially among post-secondary students, with feelings of antagonism experienced on both sides. It is possible that over time these communities would have worked out better relations; tragically, neither of them had a chance to do so.

The Holocaust, the Nazis’ “Final Solution to the Jewish Problem,” claimed millions of lives through the gas chambers. In concentration camps people were starved, worked to death and subjected to numerous other inhumanities. Thousands of Jews died in the Warsaw Ghetto Uprising in 1943. The majority of Jews who survived the war (around 300,000) left for the United States, Israel and other countries, as the memories of recent horrors made it impossible for them to remain in Poland.

## FROM THE “PEOPLE’S POLAND” TO THE THIRD REPUBLIC (1945–PRESENT)

In 1947 the Soviet Union instituted a government in Poland very similar to governments in the rest of the Eastern Bloc. Political, economic and military ties were further strengthened through the Warsaw Pact. A new 1952 constitution proclaimed the official name of the country as the People’s Republic of Poland (*Polska Rzeczpospolita Ludowa*).

During the following years of totalitarian rule by the Communists, and despite the Cold War and relative isolation from the western world, Poles did not give up on their dream of real freedom. Several times they challenged the economic and social principles of the imposed system, with major conflicts taking place in 1956, 1970 and 1980. The Polish Catholic Church played an enormous role in supporting the nation’s efforts.

In August 1980 a countrywide movement, Solidarity (*Solidarnosc*), forced the government to sign an agreement that legalized this new independent trade union. Over time, Solidarity became an influential political movement, playing a major role in the collapse of communism in Poland and throughout Soviet Europe. The parliamentary election of 1989 marked the beginning of Poland’s journey toward democracy.

The next decade brought a profound transformation of political life. New parties entered the scene and old ones underwent change. A parliamentary democracy was established and the electoral system was reformed. The Warsaw Pact was dissolved in 1991; in 1999 Poland formally joined NATO (the North Atlantic Treaty Organization). On 1 May 2004 Poland was accepted as a full member of the European Union.

## ADMINISTRATION

### STATE ADMINISTRATION

The constitution of April 1997 established the country's official name as the Republic of Poland (*Rzeczpospolita Polska*). As a way of connecting with historical tradition, a less formal name, the “Third Republic,” is also commonly used. The Republic of Poland is a unitary state with a government based on the separation of legislative, executive and judicial powers. Legislative power is vested in the lower house of parliament, called the *Sejm*, and the senate. Members of both are elected by popular vote to a four-year term. The *Sejm* has 460 members; the senate has 100 members.

The *Sejm* and the senate, presided over by the *Sejm* Speaker, form the National Assembly (*Zgromadzenie Narodowe*). The president is the country's head of state. Elected by universal suffrage—also for a four-year term—the president appoints the prime minister and following this appointment nominates the members of the council of ministers. Within fourteen days of his appointment, the prime minister must present his or her program to the *Sejm* and undergo a vote of confidence.

The judicial power of the Republic of Poland is given to courts and tribunals. The Supreme Court, common courts, administrative courts and military courts administer justice. Judges are appointed for an indefinite period by the president of the republic on the motion of the National Council of the Judiciary.

Poland's state administration resides in the capital, Warsaw.

TABLE 1: OFFICIAL NATIONAL HOLIDAYS OBSERVED IN POLAND

DATE	HOLIDAY	EVENT CELEBRATED
3 May	Constitution Day	Proclamation of the constitution of 3 May 1791
11 November	Independence Day	Achievement of independence on 11 November 1918

## NATIONAL SYMBOLS

FIGURE 3: POLAND'S FLAG



Source: [www.president.pl](http://www.president.pl), 2009

Poland's national flag consists of two parallel horizontal bands of equal width. The top one is white and the bottom one is deep red. The flag can also be displayed vertically, with the white stripe on the left side.

The colours were officially introduced as national in 1831. They most likely originate from the coats of arms of the two nations of the Polish–Lithuanian Commonwealth (both of which used white figures on a red background).

There is also a legally reserved version of the flag—having the national coat of arms in the middle of the white stripe—for use abroad and at sea. This is the preferred flag among immigrant communities.

FIGURE 4: POLAND'S COAT OF ARMS



Source: [www.president.pl](http://www.president.pl), 2009

The coat of arms of the Republic of Poland is the image of a crowned white eagle (*Haliaeetus albicilla*) upon a red shield. The eagle is looking to its right and wearing a gold crown. Its beak and powerful claws are golden.

The image of a white eagle was first used in the 13th century as a heraldic symbol of the Piast dynasty. In 1919, upon restoration of the state, the parliament proclaimed this eagle as Poland's national coat of arms.

The design as it is known today was completed in 1927. After 1945 the eagle was “uncrowned” by the Communist government. In 1990 the royal insignia and dignity were returned, and the current coat of arms has been confirmed by the latest constitution.



## TERRITORIAL ADMINISTRATION

Since 1999 Poland has had a basic three-level territorial division. Its levels, from smallest to largest, are:

- *gmina* (commune)
- *powiat* (municipality)
- *województwo* (province)

Poland is divided into 16 provinces. The provincial governor (*wojewoda* or *voivode*), represents the government and the state administration in the province.

FIGURE 5: POLAND'S ADMINISTRATIVE REGIONS



Source: [www.poland.gov.pl/](http://www.poland.gov.pl/) 2009

1. Dolnośląskie (Lower Silesia)
2. Kujawsko-Pomorskie
3. Łódzkie
4. Lubelskie
5. Lubuskie
6. Małopolskie
7. Mazowieckie
8. Opolskie
9. Podkarpackie
10. Podlaskie
11. Pomorskie (Pomerania)
12. Śląskie (Silesia)
13. Świętokrzyskie
14. Warmińsko-Mazurskie
15. Wielkopolskie
16. Zachodnio-Pomorskie (West Pomerania)

## ECONOMY

The transition of Poland's economy from state-run to free market was fast and turbulent. The new democratic government inherited neglected agriculture, an obsolete industrial infrastructure, low productivity and a growing deficit. In order to achieve some stability, the minister of finance introduced a so-called "shock therapy" plan in 1989. The plan had two main objectives: to fight hyperinflation and to create the foundation for a free market economy. The government froze wages, lifted price controls, phased out subsidies to state-owned enterprises and permitted the privatization of large industries.

Implementation of this ambitious plan brought very high unemployment rates—16.4 per cent in 1993, eventually dropping to 11.2 per cent in 2009 and still remaining relatively high (Canada's average for March 2009 was 8 per cent). The most positive impact of the new plan was on the inflation rate, which dropped from 70 per cent in 1991 to 0.8 per cent in 2003. Trade and services have experienced dynamic growth, contributing in 2007 over 17 per cent to the gross domestic product (GDP).

Poland has become increasingly involved with international economic organizations:

- in 1991 it joined the Council of Europe
- in 1995 it became a member of the World Trade Organization (WTO)
- in 1996 it joined the Organization for Economic Co-operation and Development (OECD)

Poland has developed into one of the fastest growing economies in Europe. Its average annual GDP growth rate in 2010 was approximately 3.8 per cent, slightly higher than Alberta's 3.5 per cent and Canada's 3.1 per cent for the same year.

Poland's international trade focuses on European markets, with Germany being the most important partner (24 per cent of imports and 26 per cent of exports). Canadian imports and exports to Poland are quite small, representing only 0.2 per cent and 0.4 per cent, respectively, of Poland's gross international trade and consisting mostly of electrical and mechanical machinery. Poland is the second largest world producer of native sulphur and the second largest European producer of rye and hard coal.

## HISTORICAL EDUCATION OVERVIEW

### THE PIAST DYNASTY (PRIOR TO 1386)

Education and schools in Poland first became formalized with the acceptance of Christianity as a state religion. Before that, young people gained skills and knowledge directly from their elders and through gradual inclusion into family and tribe responsibilities. With the growing need to enforce and strengthen the new faith, the church established the first schools. The earliest ones were organized at episcopal cathedrals and initially run by foreign clergy. Their structure was based on schools that existed already in the West. Their main purpose was to prepare future priests and order brothers for missionary work and, very often, for holding high positions in state administration.

In 1215 a council of the church in Rome recommended establishing schools in all churches that could afford a teacher. This recommendation had a significant impact on the further development of schools across Catholic Europe, including in Poland. In 1257 a synod of Polish bishops released a school regulation, the very first in Poland, which described organizational principles and curriculum for parish schools.

By the end of the 13th century the network of schools had grown. It was characterized by three distinct types of institutions:

- cathedral schools
- collegiate institutions (privately funded and located at bigger churches, with curricula similar to those in the cathedral schools)
- parish schools

During the 13th and 14th centuries, towns along major trade routes grew bigger and wealthier. Merchants and townspeople were subsidizing many parish schools, and municipal authorities felt entitled to make their own choices about schools in their parishes. The church was forced to adapt school programs according to this new trend, while still taking charge of the administration.

In 1364 King Casimir the Great received permission from the Pope to establish a university in Krakow, capital of the Kingdom of Poland. It was the second university to be

founded in Central Europe and consisted of three faculties: liberal arts, medicine and law. At that time the school was called *Studium Generale*; it began functioning in 1367. Unfortunately, King Casimir's successor showed little interest in *Studium Generale* and the school declined over the next 30 years.

### JAGIELLONIAN POLAND (1386–1572)

The European Renaissance movement came to Poland from Italy through France and affected many areas of life—literature, arts, economy, social life and education. The most noticeable educational changes brought about by the Renaissance took place in cities, where municipal administrators were granted more authority to choose teachers and to approve the curricula for parish schools. The level of education in these schools became quite high at the time, as most of the *Studium Generale* graduates went to work as teachers in towns. By the middle of the 16th century approximately one thousand parish schools operated in Poland, most of them located in cities. Rural parish schools during the Renaissance in Poland were not greatly affected by the new philosophy. Teachers were still appointed by the parish rector (*proboszcz*). School location and teacher responsibilities were decided by church authorities exclusively. Nevertheless, rural parish schools were, in general, the only means of social advancement for peasant youths.

In 1400 the university in Krakow was restored under the name of the Academy, owing to the endeavours of Queen Jadwiga Jagiello who pleaded its case with the Pope. From then on it was a full medieval university, consisting of four faculties, including the most important of its time, theology. The Academy quickly established its position as a high-ranking scientific and cultural centre. In the second half of the 15th century, its colleges of mathematics and astrology flourished. During this time, Mikolaj Kopernik (*Nicolaus Copernicus*) was a student of the liberal arts faculty. The high status of the Academy was reflected in the fact that in the years between 1433 and 1510 as many as 44 per cent of its students came from countries other than Poland.

When the theological movement of the Reformation—started in Germany by Martin Luther—reached Poland, the Krakow Academy rejected its ideas. All printed material deemed sympathetic with the new movement, and therefore regarded as heretical, was removed from the school. A small



group of professors interested in Reformation ideas left the city, and the reinstated scholastic approach ceased to attract international students. Only Polish and Lithuanian scholars continued to study in Krakow. Gradually, young noblemen interested in learning began to study abroad, particularly in Bologna and Padua. Even though some famous Polish writers graduated from the university at that time, its “Golden Age” was coming to a close.

The Reformation movement in Poland was a brief but eventful period and had a lasting effect on education. Several non-Catholic schools were opened, representing new trends in teaching, with more emphasis on secular life and the future public responsibilities of pupils. Lutheran, Calvinist and Arian schools were created, most of them in the northwest regions of the 16th century Kingdom of Poland.

## POLISH–LITHUANIAN COMMONWEALTH (1572–1795)

In the 17th and 18th centuries the development and organization of education in Europe was established and administered predominantly by the Catholic order called the Society of Jesus, better known as the Jesuits. The Jesuits were very active in fighting the Protestant Reformation, realizing early that the most effective way would be through education. The network of Jesuit schools grew quickly in the second half of the 16th century as they offered free education.

The position of the Jesuits as educators was further strengthened by the document called *Ratio Studiorum*, which established principles of school organization and administration. It set up the framework, identified the educational purposes and defined classes, schedules and the curriculum for middle schools. *Ratio Studiorum* also outlined pedagogical methods and requirements for teachers, creating a comprehensive educational system.

Jesuits came to Poland in 1564 and by the end of the 16th century the order was running 11 schools. Two of them later became popular universities: the Academy in Vilno (1579) and the Lvov Academy (1661). By the end of the 18th century, the Jesuits were running 66 schools—35 in the Polish part of the commonwealth and 31 in Lithuania—with a total of about 20,000 students.

Although extremely important, the influence of the Jesuits on education in the Kingdom of Two Nations should not be seen as a monopoly. Other networks of schools, held by other Catholic orders, also existed. Most notable were the Piarists who initially specialized in the education of the sons of higher nobility. It was a Piarist, Stanislaw Konarski, who played a key role in the revival and progress of Polish education in the 18th century. He revised the curriculum and the entire educational philosophy of his order, focusing on public and free elementary education.

Konarski also founded a school in Warsaw called *Collegium Nobilium* that offered a broad range of sciences, modern languages, law and economics. This school educated several political and social reformers. Another interesting initiative of this era was the opening of the secular School of His Majesty and Republic’s Cadets (*Szkola Rycerska Kadetow Jego Krolewskiej Mosc i Rzeczpospolitej*), created by the last Polish king, Stanislaw August Poniatowski. It was the first state-funded educational institution in Poland.

In 1773 several events occurred that shaped the future of education in Poland. The most important of these was the establishment of the National Education Commission (*Komisja Edukacji Narodowej*). Sometimes referred to as “the first ministry of education in Europe,” the commission was created following the decision of the *Sejm*, the Polish parliament. Its program was inspired by Konarski’s reform of education. During the following 20 years, the commission was in charge of 1,600 parish (elementary) schools, 74 secondary schools and the universities in Vilno and Krakow. The universities were directly responsible for secondary education in their respective nations. Two types of secondary school programs were available to those with elementary education: a six-year “lower” secondary school (*podwydzialowa*) and a seven-year “higher” secondary school (*wydzialowa*).

Curricula were based on national and secular ideals. Polish replaced Latin as the language of instruction at all levels of education. Modern languages, mathematics and natural sciences were included as subjects. In addition to theoretical studies, physical education, the arts and hygiene were also encouraged. For the first time on a large scale, the education of girls was addressed; unfortunately the idea was not fully realized as other priorities took precedence. The commission also created a comprehensive plan for educating teachers in state colleges.

In 1775 the National Education Commission formed the Society for Elementary Books (*Towarzystwo do Ksiąg Elementarnych*). The role of the society was to create textbooks and curricula in Polish for all school levels. Important textbooks and manuals for teachers were then printed for—among other subjects—grammar, mathematics, logic, physics and ancient history. In 1780 the commission reorganized and secularized the Jagiellonian University and the Academy in Vilno.

In the last two decades of the 18th century, while education experienced unprecedented progressive reform, a series of political events led to the collapse of a once powerful country. In 1795 the Polish–Lithuanian Commonwealth disappeared from the map of Europe, its territories swallowed up by Russia, Prussia and Austria.

## A STATELESS NATION (1795–1918)

For about two decades, the czarist government paid little attention to education in its Polish provinces. In Lithuania, Belarus and Ukraine, Polish secondary schools continued to function, with some of them also offering courses at a university level. The University of Vilno (previously called the Academy) was operating as before, and in 1816 a new university was founded in Warsaw.

Polish school districts enjoyed a fair degree of autonomy. In 1830 the autonomy of the districts was withdrawn and a number of schools were closed. Russian became the language of instruction, and it was introduced as a compulsory subject. Czarist authorities took over the task of hiring teachers and maintained close control of elementary and secondary school programs.

Schools in Polish lands taken by Prussia were immediately and directly included into the Prussian state administration and unified within the existing school system. German became the language of instruction. Following the Spring of Nations events that swept Europe in the mid-19th century, Polish became the acceptable language of instruction in lower elementary and in some Protestant secondary schools, but only for a brief period. No Polish universities existed in lands annexed to Prussia. Those looking for higher education were obliged to know German and to study in German universities.

Austrian Galicia was socially and economically backward and poor. Elementary education remained in the hands of

the church and the level of schooling was low, especially in rural areas. Except for the first three grades, lessons across the system were conducted in German or Latin. Teachers were not adequately prepared for their profession and worked under the extremely close control of the Austrian government. The University in Lvov (previously Lvov Academy) was closed, and the Jagiellonian University functioned for several decades as a German institution. Following the granting of autonomy in 1866, the entire school system in Galicia was re-polonized. Poorly funded, however, and governed by conservative boards, the network of elementary schools grew slowly and was unable to lower the illiteracy rate.

After failed efforts to regain political independence, the Polish people turned to preserving national culture as a means of survival. Wherever political or social organizing was permitted, Polish schoolteachers formed the backbone of the national movement by opening several voluntary associations. Their focus was often on rural areas, where access to education was very limited. The most active societies were the Society for Popular Education (*Towarzystwo Oświaty Ludowej*) and the Society for Popular Reading Rooms (*Towarzystwo Czytelni Ludowych*). They organized hundreds of Polish libraries and offered numerous lectures in the Polish language.

By the turn of the 19th century, a strong network of secret Polish cultural and educational institutions existed in Prussia and Russia. The most famous of them was the Flying University (*Uniwersytet Latający*), founded in Warsaw in 1885 by a woman. To avoid detection by the czarist authorities, weekly meetings took place in different locations. The school consisted of four faculties and issued diplomas after students passed final examinations as rigorous as those required by state institutions. Among the teachers of the Flying University were the best Polish academics of the time; their most famous graduate was Maria Skłodowska-Curie.

To bypass the state educational system, industrial entrepreneurs founded private schools such as Warsaw Polytechnic and Higher Technical School. In addition to organized education, self-education—aided by the periodical called *Guidebook for the Self-Taught* (*Poradnik Dla Samouków*)—became extremely popular in all three parts of the former kingdom.

## REBIRTH AND THE SECOND WORLD WAR (1918–45)

The Great War shifted political and military powers in Europe and gave Poles their long-awaited independence. One of the first tasks of the new government was to bring together, through the unified school system, a nation broken into several pieces. The main challenges lay in a high illiteracy rate and in social diversities.

The first education law was passed in 1919, introducing compulsory, free and public school for all children between the ages of 7 and 14. Higher education institutions (HEIs) were enjoying a high level of autonomy, including five universities: Krakow, Lvov, Poznan, Warsaw and Vilno. The greatest success during this “Second Republic” was the reduction of the illiteracy rate from 33 per cent in 1922 to 18 per cent in 1937. Another accomplishment of the interwar period was the creation of the Polish Teachers Association (*Związek Nauczycielstwa Polskiego*), an organization that sets professional standards and unites Polish teachers to this day.

The events that led to and immediately followed the loss of independence in the fall of 1939 marked a particularly tragic period for the country, people, culture and education. Systematic attempts were made to destroy Polish identity using public policies and the physical extermination of teachers and cultural leaders. In the area directly taken over by Germany, all Polish schools were closed. Teachers and university professors were arrested and sent to concentration camps or deported. In the general government (*Generalna Gubernia*) area, the Nazis left some Polish elementary schools with very limited programs. In the lands occupied by the Soviet Union all private schools were closed. New curricula were introduced with an emphasis on ideological education. The textbooks used were simply translations from the Russian language. Stalin’s government also closed the University of Vilno and handed it to the administration of the Lithuanian Soviet Republic.

The Polish people’s reaction to these events was almost instinctive, based on the experiences of their recent history. The teaching of children was carried on, in secret, everywhere—in all the occupied cities, in the partisans’ refuges in the forests and even in Jewish ghettos and concentration camps. As early as October 1939, activists

from the Polish Teachers Association in Warsaw formed the Secret Teachers Organizations (*Tajna Organizacja Nauczycielska*—TON).

The TON organized a network of underground schools of all levels, with enormous support from the Polish population. By 1942 approximately 1.5 million children were attending elementary school classes; by 1944 over 100,000 students were participating in secondary school programs; thousands of young people were studying at clandestine universities. The secret education network was the biggest underground organization in occupied Poland. In Nazi-controlled Europe, Poland was the only country able to develop such a system.

The Second World War left Polish educational resources severely depleted. By 1945 around 9,000 teachers and over 600 university faculty members were lost. Over 7,000 public and vocational schools were demolished, including 80 teachers’ colleges. University laboratories, libraries and teaching facilities were largely destroyed or taken away by the occupiers.

## FROM THE “PEOPLES’ POLAND” TO THE THIRD REPUBLIC (1945–PRESENT)

During the first three years following the Second World War, no radical reforms or changes were introduced to the educational system in Poland. Most efforts were directed toward rebuilding and then expanding the network of schools. Elementary education was free and compulsory; schools used slightly modified pre-war curricula and textbooks. Numerous teachers’ lyciums were being opened quickly, as losses in the teaching cadre had to be restored.

There was also a great demand for adult education, as not all young people had been able to participate in classes organized during the war. All types of cultural and educational institutions responded to this need. Universities, social groups, public libraries and youth associations organized courses for adults. In the academic year 1946–47 most of the old universities opened again and new ones were created, with a total enrollment of approximately 55,000 students.

The year 1948 marked the beginning of a dark period in the post-war history of Poland. The Polish United Workers’ Party (*Polska Zjednoczona Partia Robotnicza*), supported by Stalin, gained full control of every aspect of life, including

all levels of education. School curricula were changed to include a huge Marxist–Leninist ideology. The previous plan of a universal eight-year elementary school program was abandoned and replaced with seven years of compulsory education. Russian language was incorporated as a compulsory subject. History textbooks were altered to omit the Soviet involvement in the 1939 invasion of Poland. The focus of education was to serve growing industry. Therefore, basic vocational education became a priority. The Central Office of Professional Education (*Centralny Urząd Szkolenia Zawodowego*), created in 1949, governed education.

Drastic changes also affected higher education. Universities lost their autonomy and their printing houses were closed. All theological faculties were removed by the government except for two theological academies created as a compromise with the influential Catholic Church. On the other hand, the post-war years were very successful in increasing school attendance to 99 per cent of children between the ages of 7 and 14 and in lowering the illiteracy level.

Change came with the end of Stalinism in 1956. The Polish government introduced school reform that affected the whole educational system. First of all, the Central Office of Professional Education was closed and the Ministry of Education (*Ministerstwo Oświaty*) took over the administration of vocational education. Also in 1956, universities were given some autonomy through their partially restored self-governments. The professors who had been previously dismissed were allowed to resume their jobs. The state government did, however, retain extensive control of academic life.

Legislation passed in 1961 extended elementary schooling to eight years with the view that this would ensure students would be better prepared to continue their vocational, professional or academic education at the secondary level. School was compulsory until the age of 17.

Upon successful completion of an eight-year elementary school program, young people could choose to continue their education in four-year general lyceums or five-year technical secondary schools. At the end of these programs a state examination, called matriculation (*Matura*), was required of those who intended to continue their studies at the tertiary level. For students who finished elementary education and were interested in employment only,

numerous vocational schools were available, offering mostly two-year or three-year programs to prepare skilled workers.

From 1962 until 1991, under the Communist administration, education in Poland was based on centrally set standards and control. Curricula were uniform and inflexible, focused on moulding pupils rather than encouraging creativity and freethinking. Teachers were closely monitored to assure the ideological correctness of their work. The knowledge acquired in primary and general secondary schools was very theoretical and did not harmonize with local needs and differences or with the demands of the labour market. With the exception of the Catholic University of Lublin, the higher education sector consisted only of state institutions.

The rapid social, economic and political transformations that took place in Poland after 1989 imposed a need to change the educational system. In July 1991 the Education System Act (*Ustawa o systemie oświaty*) abolished the state monopoly on education and set the principles for creating non-state schools. Two years later the minister of education approved the comprehensive reform implementation plan, but this was delayed due to insufficient funding. Under the circumstances, local governments were reluctant to participate in the decentralization process and to take over the responsibilities of running the schools.

The new Polish constitution, enacted in 1997, extended compulsory education from 17 to 18 years of age and confirmed universal and equal access to education for all citizens. It also reaffirmed the autonomy of HEIs and proclaimed the right to establish non-public schools at all levels. A year later, after some amendments to the 1991 Education System Act, a strategic plan for educational reform was introduced. Its implementation started in September 1999.

On 19 June 1999, the ministers responsible for higher education in 29 European countries, including Poland, signed an agreement often referred to as the “Bologna Declaration” or “Bologna Accord.” The purpose of the agreement was to create a European higher education system based on a common structure, high quality assurance standards and transferability of academic degrees. Poland, being a signatory of the Bologna Accord, has been very active in reforming and applying new ideas to its educational system.



As a result, Poland has adopted a new structure for post-secondary studies. The five-year integrated first-degree program is being gradually replaced with new programs: a three-year first-cycle (licentiate) degree and a two-year second-cycle (master's) degree. The country is also contributing to refining the project through several studies, conferences and meetings. Today, the Bologna Declaration has 46 signatories who meet on a regular basis, as the social and economic contexts of the participating countries change, demanding constant review of the implementation process.

From 1989 through 2009, Poland has made several efforts to reform its educational system and to adapt it to the new visions of the European and world communities. The most challenging part of the transformation process has been balancing a deep, historically conditioned need for preserving the country's unique educational legacy with its desire to become united with the open modern world.

## SCHOOL EDUCATION

### OVERVIEW

Between 1948 and 1965, the primary school (*szkoła podstawowa*) program was seven years long. Together with a four-year general secondary school program (called *liceum*), these levels constituted an 11-year cycle of general education. (The term *liceum* is commonly used in Poland's official and everyday terminology. It refers to a general, non-technical secondary school that offers courses preparing for higher education and leading to the matriculation examination.)

Primary school was extended to eight years following the introduction of the 1961 Educational System Development Act (*Ustawa o rozwoju systemu oświaty i wychowania*). Compulsory education covered Grades 1 to 8 (ages 7 to 15). As part of the reform, new curricula were introduced in Grades 5 to 8. Over the next 30 years, these eight years of compulsory elementary school were the basic components of the Polish school system. Upon completion of Grade 8, students had access to further stages of education, ranging from three to five years in length, in various vocational and secondary schools.

At the time of writing, the following acts defined the framework for the current Polish school education system:

- The School Education System Act (*Ustawa o systemie oświaty*) of 7 September 1991 (with later amendments)
- The Regulations on Implementation of the Education System Reform Act (*Przepisy wprowadzające reformę ustroju szkolnego*) of 8 January 1999 (also with later amendments)

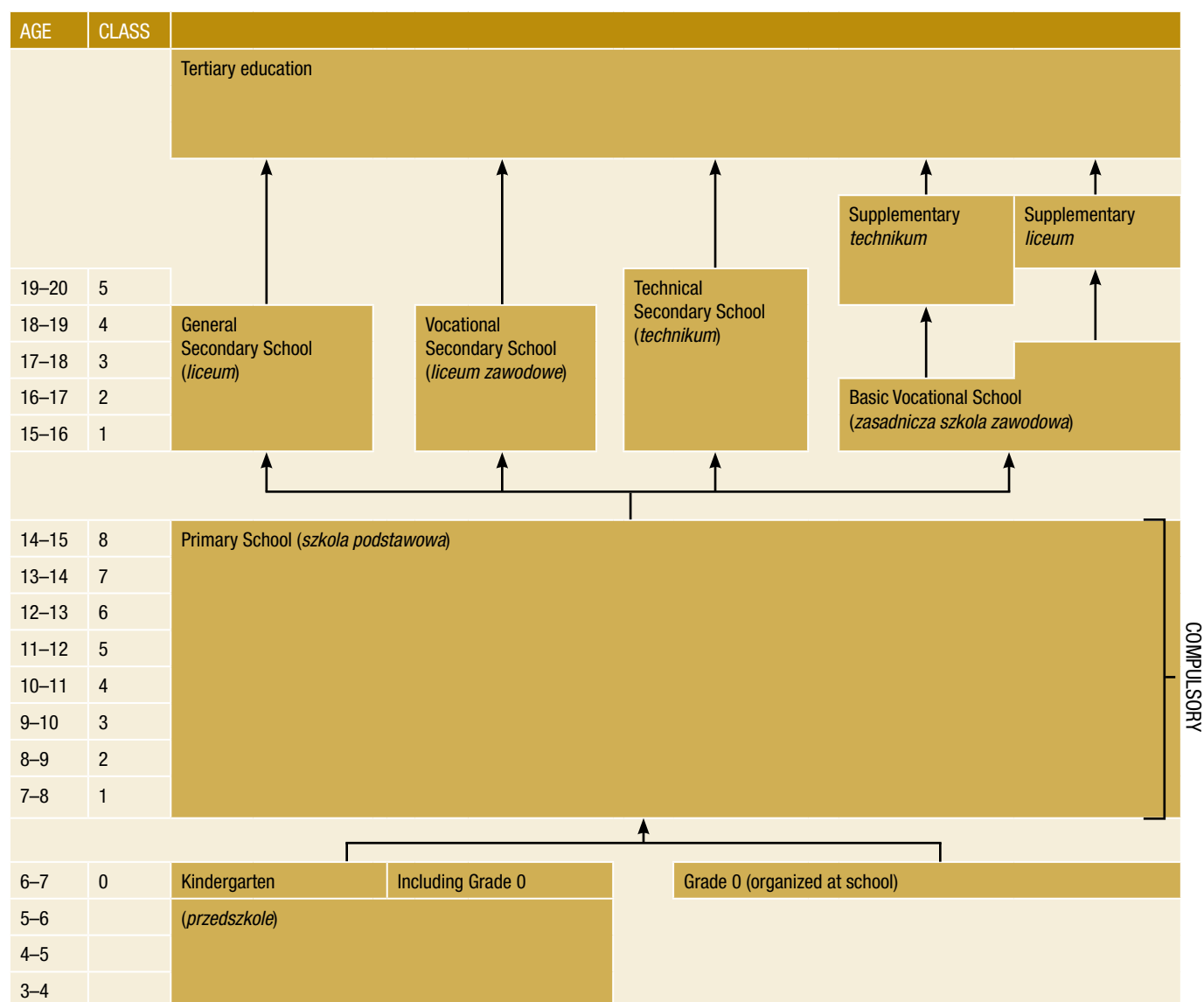
The 1991 act made education compulsory until the age of 18 (inclusive). Full-time compulsory education in Poland lasts 10 years and includes one year of "Grade Zero" (*zerowka*), which is the year of preparation for primary school, six years of primary school (*szkoły podstawowa*) and three years of lower secondary school (*gimnazjum*). Full-time compulsory education usually ends when the student reaches the age of 16, but (if necessary) can be extended until the student reaches 18 years of age.

This law addresses the issue of minorities' rights to education in their indigenous languages, as guaranteed by the constitution. The new system also encompasses educational centres for extracurricular activities (including artistic and leisure), practical training, psychological and educational guidance services, and correctional education for children deprived of proper parental care.

## STRUCTURE OF EDUCATION

Until the end of the 1998–99 school year and before the full implementation of the reform, the school education system consisted of three stages. The first stage, kindergarten, was not compulsory. This was followed by the second stage, compulsory primary school. The final stage represented a variety of vocational and secondary schools.

FIGURE 6: STRUCTURE OF THE SCHOOL EDUCATION SYSTEM, PRE-1999 REFORMS

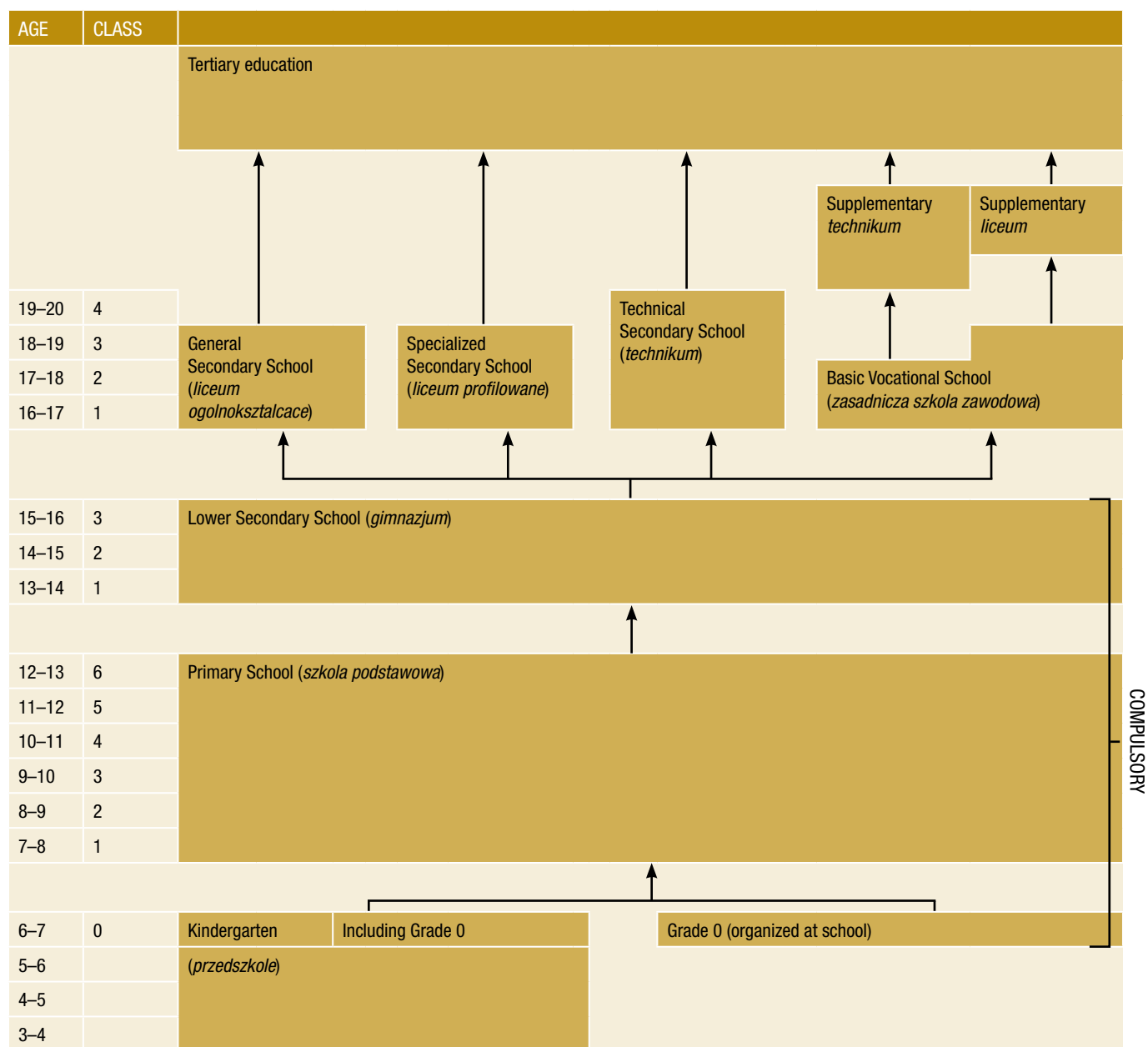


Since September 1999, the reforms to the school education system most notably resulted in a restructured system that included lower secondary school (*gimnazjum*). In addition,

compulsory education was extended to include Grade Zero (*zerowka*).



FIGURE 7: STRUCTURE OF THE SCHOOL EDUCATION SYSTEM, POST-1999 REFORMS



Until 2005 the school system was in transition. Graduates of the new gymnasiums followed the new system. At the same time, there were still graduates of the old, eight-year primary schools (which were functioning until the year 2000) who could continue their education in secondary schools following the former system.

### TYPES OF SCHOOLS

Before the 1990s all schools in Poland, except for the few run by religious orders, were state-owned public

institutions. The School Education System Act (*Ustawa o systemie oświaty*), currently in force, declares that two types of schools can be established: public and non-public.

Public schools are created by territorial administration units. Non-public schools can be created by a legal entity or a person. All approved schools are registered by the territorial educational offices. The minister of education has the authority to open educational institutions of an experimental nature, schools for the continuous education of teachers and out-of-state schools.

Public schools are free of charge, while private schools are financed by fees from parents, private enterprises and foundations, as well as by supplementary grants from the ministry.

## PUBLIC SCHOOLS

According to the requirements of the 1991 School Education System Act, all public schools must:

- ✦ provide free education
- ✦ recruit students on the principle of equal access to education
- ✦ employ teachers holding legally accepted qualifications
- ✦ implement curricula based on the core curriculum for general or vocational education
- ✦ implement a framework for teaching as established by law
- ✦ comply with the rules for student assessment, grading, examinations and tests as delineated by the minister responsible for school education
- ✦ offer the possibility of obtaining state certificates and diplomas

## NON-PUBLIC SCHOOLS

In order to be granted status equal to a public school, a non-public school must:

- ✦ implement curricula based on the core curriculum implemented in public schools
- ✦ realize the curriculum within the same minimum hours as those recommended for public schools
- ✦ except for entrance examinations, apply the rules used by public schools for student assessment, grading, examinations and tests
- ✦ keep records documenting the teaching process as defined for public schools
- ✦ in the case of a vocational school, provide training for occupations as defined in the classification of occupations for vocational education or other occupations, as approved by the minister of education
- ✦ employ teachers who hold the qualifications defined for public schoolteachers for the compulsory, core subjects

There are three groups of non-public schools:

- ✦ civic or social (*społeczne*) schools
- ✦ church schools
- ✦ private schools

Civic schools have been created by people from local communities, mostly parents and teachers. Non-public schools can be distinguished from public schools by smaller classes and a smaller number of students in general. They also have more individualized programs and a high standard of foreign language teaching. The certificates issued by non-public schools are recognized as being on par with the documents received from public institutions.

## SCHOOL YEAR

The school year in Poland starts on the first working day in September and ends on the first Friday following June 18. The precise dates are indicated in separate regulations issued on an annual basis. The school year is divided into two semesters.

The minimum number of instructional days, as required by law, is 178, with two weeks of winter holidays (set individually by provinces) in January or February. There is also a 10-day Christmas holiday, and another one of about a week at Easter. The standard school week is five days; however, depending on the individual circumstances of the institution and, after consultation with parents, a six-day school week can also be implemented.

## ADMINISTRATION

### STATE RESPONSIBILITIES

The Ministry of National Education is the central state authority for all levels of school education in Poland (excluding correctional institutions and arts schools). It is responsible for setting national educational policy and for implementing it through cooperation with the territorial administration authorities. The minister, through separate regulations, determines:

1. basic frameworks or timetables for all stages of school education
2. core curricula for all stages of general school education and vocational education
3. recommended textbooks and teaching tools for school use
4. rules for the assessment and promotion of students (grading scales and conducting examinations)
5. methods of recording all school activities and managing documentation

6. organization of the school year
7. organization of national academic competitions
8. principles for special needs education
9. principles and organization of psychological and pedagogical assistance for students

## TERRITORIAL RESPONSIBILITIES

In each of Poland's 16 provinces or voivodships (*województwo*), the head of the province appoints a chief educational officer (*kurator*). The *kurator* implements the policy of the Ministry of National Education and is responsible for the general administration of education in the province. He or she is also responsible for the pedagogical supervision of public and non-public schools within the voivodship and makes decisions regarding teacher training institutions and pedagogical libraries. In addition, the *kurator's* office maintains a list of schools registered in the province.

The lower level of territorial administration, the municipality (*powiat*), is responsible for the supervision of general secondary schools, vocational schools and post-lyceum schools. The municipalities also manage public special schools, continuing education centres and school counselling services.

The local level of government, the commune (*gmina*), is responsible for the administration of preschool educational institutions, primary schools and lower secondary schools.

## THE CENTRAL EXAMINATION COMMISSION

The 1991 school system decentralization initiated several positive changes. However, it also brought the risk of inadequate evaluation of the effectiveness of education, if only internal or local examinations were in place. Therefore, the Central Examination Commission (*Centralna Komisja Egzaminacyjna*) was established in 1991 to prepare and organize a system of external assessment of students' educational achievements. It functions in cooperation with eight Regional Examination Commissions. Some of the tasks of the Central Commission are:

- preparation, analysis and improvement of the external examinations system
- determination of the uniform sets of questions for tests or examinations in a given school year
- setting of examination dates
- analysis of test and examination results at all educational levels and reporting of results to the Ministry of National Education
- preparation and dissemination of teachers' training programs
- coordination of the activities of the Regional Examination Commissions (RECs) in order to ensure the uniformity and quality of tasks being implemented by these authorities

TABLE 2: STANDARDIZED EXAMINATIONS

FOUR SETS OF STANDARDIZED EXTERNAL EXAMINATIONS CURRENTLY IN PLACE IN THE SCHOOL SYSTEM IN POLAND	
NAME OF EXAMINATION	TIME OF ADMINISTRATION
Competence Test	• at the end of the sixth grade of primary school
Lower Secondary School	• in the third class of lower secondary school
Matriculation ( <i>Matura</i> ) Examination	• for graduates of general secondary schools, specialized secondary schools, technical secondary schools and supplementary secondary schools
Professional Examination	• for graduates of vocational and technical schools

The new system of external assessment has been introduced gradually since 2002. It allows the determination of both the achievements and the shortcomings of student learning. The external examinations system also helps assess the effectiveness of teaching and evaluate current certificates and diplomas regardless of the region in which they have been issued. On the basis of annual results gathered by the commission, changes are made to improve teaching methods and the quality of instruction in schools at all levels.

## PRESCHOOL EDUCATION

Preschool education for children aged 3 to 5 years is optional. At the age of 6 all children must attend a one-year preparatory or preschool program called Grade Zero (*zerowka*). This program can be completed in a kindergarten (*przedszkole*) or in a primary school.

The main goal of preschool education is to support and stimulate a child's development in preparation for future school responsibilities. It focuses on the following areas:

- ✦ learning and understanding oneself and one's surroundings
- ✦ gaining skills through activities
- ✦ finding oneself in a social context
- ✦ building a system of moral and ethical values
- ✦ primary reading and basic mathematics skills (in Grade Zero)

Local governments—communes (*gminy*)—are responsible for the administration and financing of public kindergartens. Parents pay for children's meals and pay a childcare fee for any time exceeding five hours per day.

Kindergartens (*przedszkola*) are required to provide a minimum of five hours of teaching and care per day. Most of these institutions are open nine hours a day, with morning or afternoon shifts available. The children are grouped according to age, in sections no larger than 25 children per group (or 20 if integrated with special education).

Both kindergarten and Grade Zero follow curricula based on the core curriculum recommended by the ministry. There are no official recommendations for teaching methodology in preschool classes. Children use play and other activities to stimulate learning, creativity and social skills. There is no formal assessment of the educational progress of preschool children. The only evaluation children receive before entering primary school is to determine their health and general development. This helps to screen for students with special needs.

TABLE 3: SELECTED SCHOOL EDUCATION STATISTICS—2008

TYPE OF SCHOOL	AGE	CLASS	NUMBER OF SCHOOLS	NUMBER OF STUDENTS	PERCENTAGE OF YOUTH POPULATION
Primary	7–13	1–6	14,067	2,294,000	99
Lower secondary ( <i>gimnazjum</i> )	13–16	1–3	7,204	1,381,000	95
General secondary ( <i>liceum</i> )	16–19	1–3	2,386	688,000	64

## COMPULSORY EDUCATION— PRIMARY SCHOOL

### BEFORE THE 1999 REFORM

Compulsory primary school (*szkola podstawowa*) was a basic component of education in Poland. Children between the ages of 7 and 15 attended elementary schools for a period of eight years. The first three years, called integrated teaching (*nauczanie początkowe*), included introductory elements of language arts, arithmetic, natural sciences and arts. All lessons were provided by one teacher assigned to a class.

Starting in Grade 4, education was subject-based and provided by individual subject teachers. Upon completion of primary school, students received the Certificate of Completion of Primary School (*swiadectwo ukończenia szkoły podstawowej*). This certificate provided access to further education in secondary schools (general, technical and vocational).

All primary schools followed the same centrally prescribed curriculum and used the same textbooks. Changes were introduced in 1991 that allowed teachers to incorporate some curriculum variation.

### SINCE THE 1999 REFORM

The declining school-aged population has had an impact on the education system. In the last few years, the number of schools has decreased and classes have become smaller.

As required by law, children between the ages of 7 and 13 attend primary school (*szkoła podstawowa*) for a period of six years. Admission is based primarily on age. The main purpose of primary education is to support the development of the child as a person, as a member of a group and as a member of society. Some of the expected outcomes of primary education are to develop:

- comprehensive reading, writing and self-expression abilities
- the ability to solve elementary arithmetic problems
- social skills
- the transition from spontaneous learning to systematic learning that requires intellectual and physical effort
- an expanded esthetic and moral sensitivity and individual creativity
- an understanding of self as an individual and as a member of family and society
- a well-defined cultural, historical, national and ethnic identity

The school day starts at 8:00 a.m. It finishes at 2:00 p.m. during the first three years and at 3:00 p.m. in the three senior years. Each lesson lasts 45 minutes, with five- to 10-minute breaks in between, and one longer 25-minute break at lunchtime. Primary schools have five-day weeks, from Monday to Friday.

Primary education is divided into two stages. The First Stage (*I Etap*), Grades 1 to 3, is called integrated education. One teacher creates his or her own schedule, with a flexible timetable and breaks, and monitors educational progress. This stage of primary education requires the planning of at least 18 lessons per week, including three hours of physical education.

TABLE 4: BASIC SUBJECTS FRAMEWORK—CLASSES 1 TO 3, PRIMARY SCHOOL

ACTIVITIES AND SUBJECTS	CUMULATIVE HOURS PER WEEK IN THREE YEARS
Integrated Teaching*	54
Religion/Ethics	6
Hours at the Principal's Discretion**	12
Total	72

\* Combines elements of language arts, arithmetic, natural sciences, social skills and arts.

\*\* Since September 2008, six hours are devoted to foreign language.

The Second Stage (*II Etap*) covers Grades 4 to 6. At this stage, teaching is arranged by subjects and provided by individual teachers. In addition to subjects, the curriculum recommends “educational paths” (*ścieżki edukacyjne*). They are reading and media, ecological education, health education and social education. All teachers must incorporate these educational paths within prescribed subjects. However, certain themes (for example, regional heritage, which is part of social education) can be offered as separate modular classes.

Teachers choose textbooks from the list approved by the minister. They also decide on forms and methodology of teaching, depending on class sizes and school equipment.

TABLE 5: BASIC SUBJECTS FRAMEWORK—CLASSES 4 TO 6, PRIMARY SCHOOL

SUBJECTS	CUMULATIVE HOURS PER WEEK IN THREE YEARS
Language Arts	16
History and Social Studies	4
The Arts (Music and/or Visual Arts)	4
Modern Foreign Language	8
Mathematics	12
Natural Science	9
General Technical Subjects	2
Computer Science	2
Physical Education	12
Lessons with the Homeroom Teacher	3
Religion/Ethics	6
Hours at the Principal's Discretion	9
TOTAL	87

Students are promoted to the next grade if they achieve at least “acceptable” (2 on a 1-to-6 grading scale) in all compulsory subjects studied. Repeat exams (*egzamin poprawkowy*) are offered for failed subjects. Those who fail repeat exams remain in the same grade.



Students who complete Class 6 receive the Certificate of Completion of Primary School (*swiadectwo ukonczenia szkoły podstawowej*). In 2002 a final competency test was introduced to assess student primary school achievement across the country. This test is conducted by RECs throughout Poland and is compulsory. It assesses the following competencies:

- reading
- writing
- reasoning
- using information
- applying knowledge

The results are attached to the Certificate of Completion of Primary School.

## COMPULSORY EDUCATION— LOWER SECONDARY SCHOOL (GYMNASIUM—GIMNAZJUM)

Before 1999 there was no distinction between lower and higher secondary education. The lower secondary level was part of an eight-year program. The gymnasium (*gimnazjum*) was re-introduced in 1999, following the school tradition of the Second Republic (1918–39). The admission requirement is possession of a Certificate of Completion of Primary School.

Lower secondary school covers classes 1 to 3 (students aged 13 to 16) and constitutes the Third Stage (*III Etap*) of education. Teaching is arranged by subjects and provided by specialist teachers.

Lower secondary education has four main objectives and expected outcomes:

- introduction to the world of science through appropriate language, concepts, theories and scientific methodologies
- development of individual interests
- introduction to the worlds of culture and arts
- development of social skills and of the ability to cooperate within the peer group

The Third Stage curriculum also includes eight educational paths. All teachers are responsible for the implementation of the following paths into their individual curricula:

1. reading and media
2. ecology
3. European education
4. philosophy
5. regional (cultural heritage of the region)
6. pro-health
7. Polish culture and Mediterranean civilization
8. civil defense

Every school year the school principal develops a weekly course schedule based on the framework recommended by the minister. Teachers choose textbooks and teaching aids from the list approved by the minister. They also decide on teaching methodology and forms depending on class sizes and available school equipment. The gymnasium (*gimnazjum*) teacher must hold at least the title of a licentiate (*licencjat*).

TABLE 6: BASIC SUBJECTS FRAMEWORK—  
CLASSES 1 TO 3, LOWER SECONDARY SCHOOL  
(GYMNASIUM—GIMNAZJUM)

SUBJECTS	CUMULATIVE HOURS PER WEEK IN THREE YEARS
Polish Language	13
History	6
Social Studies	3
Modern Foreign Language	9
Mathematics	12
Physics and Astronomy	4
Chemistry	4
Biology	4
Geography	4
The Arts (Music and/or Visual Arts)	3
General Technical Subjects	2
Computer Science	2
Physical Education	12
Lessons with the Homeroom Teacher	3
Religion/Ethics	6
Hours at the Principal's Discretion	6
<b>TOTAL</b>	<b>93</b>



Students are promoted to the next class if they achieve at least “acceptable” (2 on a 1-to-6 grading scale) on all subjects studied. Repeat exams (*egzamin poprawkowy*) are offered for failed subjects. Those who fail repeat exams remain in the same grade.

Since 2002, students who have finished the third year of gymnasium (*gimnazjum*) are required to take the Lower Secondary School Examination (*egzamin gimnazjalny*). This is an external standardized final exam conducted in three parts by RECs throughout Poland. It assesses knowledge and skills in the following areas:

1. humanities
2. science subjects and educational paths studied
3. foreign language (one of the following: English, French, Spanish, German, Russian or Italian)

A maximum of 50 points are available for each area tested. Students are granted the Certificate of Completion of Lower Secondary School (*świadectwo ukończenia gimnazjum*) based on passing all the subjects studied and evaluated at the school level. The results of the Lower Secondary School Examination are issued as a separate certificate and they have no impact on the completion of gymnasium (*gimnazjum*). However, the results of the final exam have a strong bearing on admission to secondary schools (post-compulsory).

## POST-COMPULSORY EDUCATION— SECONDARY SCHOOL

### BEFORE THE 1999 REFORM

Upon completion of a compulsory eight-year primary school program, students had the following secondary education choices available:

- basic vocational school (*zasadnicza szkoła zawodowa*)—two to three years
- general secondary school (*średnia szkoła ogólnokształcąca*, called *liceum*)—four years
- vocational secondary school (*liceum zawodowe*)—four years
- technical secondary school (*technikum*)—five years

Graduates of basic vocational school received a Certificate of Completion of Basic Vocational School. It was equivalent to a skilled worker certificate, and it also gave access to further secondary education (for example, supplementary *technikum*).

Upon completion of general secondary school, graduates received a Certificate of Completion of Secondary School. This certificate gave access to general employment and allowed admission to further education. Graduates of the general secondary schools who also sat and passed the matriculation (*Matura*) exams at the end of Class 4 were eligible for access to degree programs.

Vocational secondary schools offered four-year programs in selected disciplines, for example, nursing, childcare, retail, and bookstore clerks. Graduates of these schools were qualified to enter the workforce in their respective fields. Those who also passed the matriculation exams could have studied at a higher level by entering a degree program.

Technical secondary school programs were offered in various technology fields, for example, mechanical, electrical, chemical, transportation, construction and more. Graduates were granted the qualification of a technician in a given field. Matriculation exams were also available for those interested in further education at the university level.

### SINCE THE 1999 REFORM

Post-compulsory education in Poland typically includes students aged 16 to 20, depending on the type of school. Several options are available to students who successfully complete lower secondary education:

- general secondary school (*liceum ogólnokształcące*)—three years
- specialized secondary school (*liceum profilowane*)—three years
- technical secondary school (*technikum*)—four years
- basic vocational school (*zasadnicza szkoła zawodowa*)—two to three years
  - supplementary *liceum*—two years
  - supplementary *technikum*—three years

Public schools are free of charge. A point system is used for admission to post-gymnasium schools based on achievement in a chosen area of study and the results of the final Lower Secondary School Examination. Admission to supplementary schools is based on successful completion of basic vocational school. Individual schools set specific admission rules. All secondary schools follow obligatory core curricula, a group of subjects called “basic education” (*kształcenie podstawowe*). The expected competencies achieved by graduates from all secondary schools are:

- ✦ effective communication, including public speaking
- ✦ ethical conduct
- ✦ teamwork and decision-making
- ✦ creative thinking
- ✦ research skills
- ✦ familiarity with modern world issues and technology
- ✦ appreciation of cultural heritage and arts

### General Secondary School (*Liceum ogólnokształcące*)

General secondary school (*liceum*) programs last three years and prepare students for admission to HEIs. However, some graduates choose to enter the workforce, even though completion of general secondary school does not give any professional qualification.

The school year is organized similar to that of lower secondary institutions. Core curriculum for general secondary school is organized by subjects. Educational paths, similar to those at the gymnasium (*gimnazjum*) level, are also included in the core curriculum, with some additional areas (for example, Preparation for Family Life) included.

The core curriculum is obligatory, but instructors are free to supplement it with “selected curriculum.” Teachers can choose from a variety of textbooks from the minister-approved lists. They can also decide on methods of teaching and teaching aids according to the school environment. All *liceum* teachers must hold a university (*magister*) degree.

TABLE 7: BASIC SUBJECTS FRAMEWORK—CLASSES 1 TO 3, GENERAL SECONDARY SCHOOL (*LICEUM*)

SUBJECTS	CUMULATIVE HOURS PER WEEK IN THREE YEARS
Polish Language	14
Foreign Languages (two)	15
History	5
Social Studies	2
Culture Studies	1
Mathematics	9
Physics and Astronomy	3
Chemistry	3
Biology	3
Geography	3
Introduction to Business	2
Information Technology	2
Physical Education	9
Defense Training	2
Lessons with the Homeroom Teacher	3
Religion/Ethics*	6
Hours at the Principal's Discretion	4
Advanced Level Subjects	10
<b>TOTAL</b>	<b>96</b>

\*optional

Upon successful completion of a three-year general secondary school (*liceum ogólnokształcące*) program, students receive the Certificate of Completion of General Secondary School (*swiadcetwo ukonczenia liceum ogólnokształcącego*). This certificate gives access to the matriculation (*Matura*) examination and to general employment. It also allows access to several post-lyceum diploma programs, offered mostly by private institutions.

### Specialized Secondary School (*Liceum profilowane*)

Created as a result of the 1999 reform, specialized secondary school programs last three years and prepare students for admission to HEIs. They also offer very general vocational knowledge in selected fields. This knowledge can be upgraded to a professional qualification by taking short post-lyceum programs leading to external vocational or professional exams.

Fourteen subject groups (*bloki tematyczne*) can be studied at specialized secondary schools:

1. chemical testing of the environment
2. economics with administration
3. electronics
4. electro-technologies
5. apparel design
6. environmental design
7. forestry and wood processing
8. industrial mechanics
9. mechatronics
10. agriculture and food production or processing
11. social work
12. transportation
13. retail and services
14. information management

**TABLE 8: BASIC SUBJECTS FRAMEWORK—CLASSES 1 TO 3, SPECIALIZED SECONDARY SCHOOL**

SUBJECTS	CUMULATIVE HOURS PER WEEK IN THREE YEARS
Polish Language	14
Foreign Languages (two)	15
History	5
Social Studies	2
Culture Studies	1
Mathematics	9
Physics and Astronomy	3
Chemistry	3
Biology	3
Geography	3
Introduction to Business	2
Information Technology	2
Physical Education	9
Defense Training	2
Lessons with the Homeroom Teacher	3
Religion/Ethics*	6
Hours at the Principal's Discretion	4
Specialized or Vocational Subjects	13
<b>TOTAL</b>	<b>99</b>

\*optional

Upon successful completion of a three-year specialized secondary school (*liceum profilowane*) program, students receive the Certificate of Completion of Specialized Secondary School (*swiadectwo ukonczenia liceum profilowanego*). This certificate gives access to the matriculation (*Matura*) examination and to several post-lyceum diploma programs. It also gives access to general employment or to a position at the basic level of the field studied.

### Technical Secondary School (*Technikum*)

Technical secondary school (*technikum*) programs incorporate vocational or professional study with general secondary education. When taken as full-time study following lower secondary school (*gimnazjum*), the program lasts four years. The typical age of students is 16 to 20.

At the end of Class 4, students can take the Professional Examination (*egzamin zawodowy*). Passing this examination results in the receipt of the Diploma of Professional Qualifications (*dyplom potwierdzający kwalifikacje zawodowe*).

Technical secondary schools also offer students the option to sit the matriculation (*Matura*) examination at the end of Class 4. Students who pass the matriculation examination receive the matriculation certificate that allows them the option to enter degree programs.

**TABLE 9:** BASIC SUBJECTS FRAMEWORK—CLASSES 1 TO 4, TECHNICAL SECONDARY SCHOOL (*TECHNIKUM*)

SUBJECTS	CUMULATIVE HOURS PER WEEK IN FOUR YEARS
Polish Language	14
Foreign Languages (two)	15
History	5
Social Studies	2
Culture Studies	1
Mathematics	9
Physics and Astronomy	3
Chemistry	3
Biology	3
Geography	3
Introduction to Business	2
Information Technology	2
Physical Education	12
Defense Training	2
Lessons with the Homeroom Teacher	2
Religion/Ethics*	8
Hours at the Principal's Discretion	3
Professional Specialization	50
<b>TOTAL</b>	<b>139</b>

\*optional

### Matriculation certificate

Passing the matriculation examination has always been necessary for gaining access to higher education. Before 1999, it consisted of two parts:

- written (language arts and mathematics)
- oral (language arts, mathematics and one additional subject)

Exams were set by regional school authorities (*kuratoria*) but schoolteachers completed the assessment of the exams internally. Students who passed the written part of matriculation exams with the highest mark of 5 (on a scale of 2-to-5) were exempted from oral exams for the respective subject. The results of the matriculation examination were listed together with all other final marks of the subjects studied. Holders of matriculation certificates were eligible to take entrance examinations for university degree programs.

The 1999 educational reform made changes to the matriculation examination. First of all, examinations became the responsibility of the Central Examination Commission (represented by the respective Regional Commissions). Several changes were introduced, the most important being:

- a new grading scale (1-to-6) with a passing grade of 2 (“acceptable”—*dopuszczajacy*)
- removal of mathematics as a compulsory subject
- a written part consisting of language arts (compulsory) and one additional compulsory subject chosen from the approved list
- written exams assessed externally by regional commissions

Students who successfully passed the matriculation examination received the matriculation certificate from general secondary school (*swiadectwo dojrzalosci liceum*), specialized secondary school (*swiadectwo dojrzalosci liceum profilowanego*) or technical secondary school (*swiadectwo dojrzalosci technikum*).

Educational law since 2005 requires examination results on the matriculation certificate to be used for admission into university programs. Therefore, in order to link the results of matriculation examinations with admission requirements to HEIs, more changes were introduced:

- two levels of examinations were instituted—basic (*podstawowy*) and advanced (*rozszerzony*)
- only the results of the basic examinations are considered for passing the matriculation examination; advanced examination results are considered for higher education admission
- maximum points vary depending on examination level and subject, instead of being based on uniform numerical grades
- a percentage scale is used for examination results (30 per cent of the maximum points assigned to each basic-level subject is considered a pass)
- a foreign language was added as a compulsory subject
- an option to be examined in additional subjects (basic or advanced level) was added
- a return of the compulsory written exam in mathematics (starting in 2010) was implemented

There are two parts to the new matriculation examination (*egzamin maturalny/egzamin dojrzalosci*)—oral and written. The examinations planned for the 2009–10 school year are as follows.

## Compulsory subjects

### ORAL EXAMS

1. language arts (Polish) presentation prepared in advance (no level indicated)
2. modern foreign language (basic level; choice of English, French, Spanish, German, Russian or Italian)
3. minority language, where applicable

### WRITTEN EXAMS

1. language arts (Polish), including an essay component (basic level)
2. mathematics (basic level)
3. modern foreign language (basic level; the same language as chosen in oral exam)
4. minority language, where applicable

## Additional subjects

In addition to the compulsory subjects, students can sit exams in up to six additional subjects from the Examination Commission approved list. These can be taken at a basic or an advanced level, written or oral or both. If a student chooses language arts (Polish), mathematics, or the same foreign language that was taken as a compulsory subject, the student must be examined at the advanced level.

The teachers at a student's school assess the oral exams internally. Members of the respective Regional Examination Commission mark the written exams. The matriculation examination is considered passed if a student earns 30 per cent of the maximum number of points in each compulsory subject.

Students who pass the matriculation examination receive the matriculation certificate, issued as a separate document. The certificate lists all the subjects examined and the percentage achieved in each of them. The certificate format and its name, *swiadektwo dojrzalosci*, are the same for all types of schools.

Admission to HEIs is based primarily on the results on the matriculation certificate.

## INTERNAL ASSESSMENT

The internal evaluation of students is the same across the school education system. It is based on the 2004 regulation regarding conditions and principles for assessment, promotion and examinations in public schools. Students' progress is assessed twice a year, at the end of each semester. Starting in Class 4 of primary school, promotion to a higher grade is based on receiving at least a mark of 2 ("acceptable" on a 1-to-6 grading scale) at the end of a school year for all core or compulsory subjects. The grading scale has six levels—with 6 ("excellent" on a 1-to-6 grading scale) being the highest and 1 ("fail" on a 1-to-6 grading scale) being the lowest.

Students' conduct is also assessed twice a year, taking into consideration several criteria, for example, attitude toward responsibilities, respectful language, respect for elders and proper behaviour outside of school. The conduct grading scale has also six descriptive levels with "exemplary" being the highest and "reprehensible" the lowest. The conduct mark has no impact on the promotion to a higher grade. However, the behaviour assessment may be a deciding factor in admission to several schools, private secondary in particular.

## HIGHER EDUCATION

### OVERVIEW

Higher education is one of the most rapidly developing areas of post-communist life in Poland. The country's institutions have experienced many changes over the past 20 years. As a result of establishing private HEIs, the student population has risen four-fold, from 403,000 in the 1990–91 school year to 1,930,000 in the 2007–08 school year. Currently, 131 public and 326 non-public HEIs offer a variety of programs. The rapid rise in the number of students enrolled in degree programs has given Poland one of the highest levels of scholarization in the world and the highest number of post-secondary institutions in Europe.

## BEFORE THE 1990 REFORM

### INSTITUTIONS

Before 1990 almost all HEIs in Poland were controlled by the state (except for a few affiliated with the Catholic Church). Depending on the program, several ministries



determined the activities of HEIs (for example, the Ministry of Culture for fine arts studies, the Ministry of Health for medical studies and the Ministry of National Defense for military training). The Ministry of Science and Higher Education held the largest portfolio. The respective ministries oversaw:

- university finances and their allocation
- hiring of faculty members and other personnel
- curricula (centrally designed down to the smallest detail)
- the extent and direction of scientific research
- the number of places available in the first year of all programs

## ADMISSION

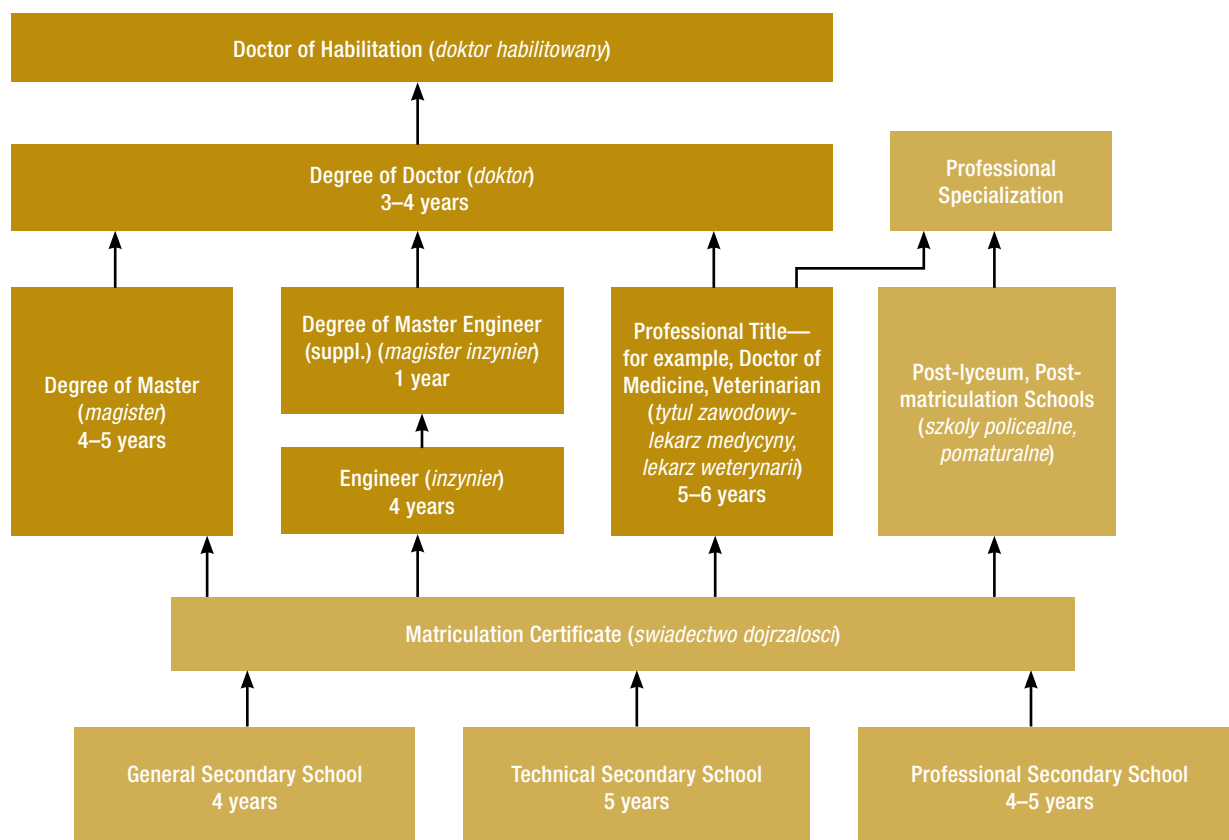
Admission to tertiary education was uniform across the country. All potential students had to pass matriculation (*Matura*) exams and hold the matriculation certificate (*swiadectwo dojrzalosci*). Matriculation exams were

not centralized and varied from one region to another. Therefore, in addition to the requirement of holding the matriculation certificate, applicants were screened based on passing an institutional entry examination.

Entrance examination results were based on a points system and (where applicable) included extra points based on “social background.” Candidates from rural areas and working class families who were granted extra points often succeeded in being admitted before those who scored high on the entry exams. The intention behind the additional points was to make up for differences in schooling quality between urban and rural secondary schools and to give the same chance to young people from so-called “non-intelligentsia” families.

Ultimately, admission was limited by the number of places available as set by the ministry responsible for a particular school.

FIGURE 8: STRUCTURE OF THE HIGHER EDUCATION SYSTEM, PRE-1990 REFORMS



Degree programs offered before 1990 by HEIs were structured in the same way across the country and included two main cycles:

- Master's level (degree of *magister*)—In general, courses lasted four to five years, depending on the field of study and included a final thesis and its defense.
- Doctoral level (degree of *doktor*)—This level required three to four years of study. It was available to holders of a *magister* degree and ended with the defense of a doctoral thesis or dissertation.

The highest academic degree was *doktor habilitowany*. It was usually obtained by active members of a university faculty and by members of the Polish Academy of Sciences already holding a *doktor* degree. It required in-depth scientific research and a minimum number of publications in the respective field. The degree of *doktor habilitowany* was a prerequisite for receiving the post of senior academic staff member.

Graduates of medicine, dentistry and veterinary medicine were awarded the titles of Doctor of Medicine (*lekarz medycyny*), Doctor of Dentistry (*lekarz dentysta*) and Doctor of Veterinary Medicine (*lekarz weterynarii*), respectively. Most medical studies were offered by a specialized academy of medicine and lasted up to six years.

Polytechnic universities (*politechniki*) offered the only higher technical education available, with four-year courses in engineering leading to a Degree of Engineer (*inżyniera*). Holders of a Degree of Engineer could continue their studies by taking an additional one-year program leading to a Degree of Master Engineer (*magister inżyniera*).

## MODES OF STUDY

Courses in all HEIs were free of charge and were offered in the following three ways:

- Full-time day studies (*studia dzienne*)—These were designed for young people who had recently finished their secondary education programs and passed the matriculation (*Matura*) exams.
- Evening studies (*studia wieczorowe*)—These were designed for working adults to allow them to upgrade their education. Courses were taken on weekday evenings and on Saturdays. The duration of evening study programs was similar to those taken full-time.

- Extramural studies (*studia zaoczne*)—These were designed to allow educational upgrading to working adults who lived far away from the school offering the program. Students attended lectures and seminars at the institution every other weekend. The rest of the program was based on self-study. Programs completed through extramural studies often took longer to complete.

In addition to possessing the minimum admission requirements (matriculation certificate and an entrance examination), those applying to study in evening or extramural programs were required to present a letter of recommendation from their employer.

Credentials obtained through evening and extramural studies were viewed as being on par with credentials obtained through full-time day studies.

## THE TRANSITION (1990–2005)

Between the years of 1990 and 2005, institutions offering degree programs were governed by two legislative acts:

- the Higher Education Act of 1990
- the Schools of Higher Vocational Education Act, introduced in 1997

Both pieces of legislation, amended by several regulations, established general principles and goals of higher education. They also defined the responsibilities and involvement of the ministry responsible for higher education. Within the framework recommended by law, HEIs were given autonomy with respect to administration, finances, personnel, teaching methods and program design and implementation. The new laws also confirmed the concept of “non-state” institutions, and introduced the title of licentiate (*licencjat*) for the new first-cycle degree programs in 1992.

In 2005 the Law on Higher Education Act (*Ustawa—Prawo o szkolnictwie wyższym*) replaced the legislation previously in force, combining the principles established by the 1990 and 1997 acts and adding some new ones. The 2005 act makes a distinction between “university” and “non-university” higher education institutions. It also introduces legal terminology for “public” and “non-public” (*publiczne—niepubliczne*) institutions, replacing the previously used “state” (*państwowe*) and “non-state” (*niepaństwowe*) designations for schools.

## AFTER THE 2005 REFORM

### ADMINISTRATION

Since 1992, higher education institutions (*uczelnie*) in Poland have been autonomous in all areas of their activities, subject to the principles recommended by the constitution and the higher education law. Each HEI has a right to:

- determine admission requirements and the number of seats available, except for medical studies where *numerus clausus* still applies (*numerus clausus*, Latin for “closed number,” refers to a fixed limited number of places available in the first year of study)
- establish plans of study and expand the core curricula recommended by the ministry responsible for higher education (currently the Ministry of Science and Higher Education—*Ministerstwo Nauki i Szkolnictwa Wyzszego*)
- assess students’ knowledge and skills
- issue state diplomas that confirm the awarding of professional titles or degrees

The head administrator of a higher educational institution is the rector (*rektor*). The rector represents the school in all external affairs and acts as the general manager of all personnel and student activities.

Within each school, there are two collegial administrative bodies: a *konwent* and a *senat*. The *konwent* consists of representatives of state administration, scientific and professional associations, employers and financial institutions. The *konwent* coordinates cooperation among the stakeholders. The *senat* includes representatives of the academic teachers, non-academic personnel and students. The most important role of the *senat* is to compile a school statute and related regulations. The statute determines school organization, budget and the future direction of academic activities and scientific research.

The role of the ministry responsible for higher education (currently the Ministry of Science and Higher Education—*Ministerstwo Nauki i Szkolnictwa Wyzszego*) is to ensure that all HEIs act according to state law and follow approved statutes. In addition to initiating new legislation, the ministry uses financial, regulatory and evaluative mechanisms to guide HEIs. Beyond its general supervisory powers, the ministry has the authority to close any

institution. However, the Ministry of Science and Higher Education does not appoint academic staff; this is the responsibility of individual institutions.

### The General Council for Higher Education (*Rada Główna Szkolnictwa Wyzszego*)

A key administrative role is also played by an elected body, the General Council for Higher Education (GCHE). The GCHE represents a range of academic staff and students. The majority of council members come from the higher faculty (professors), but other holders of *doktor* degrees, doctoral students and first- and second-cycle students are included. Trade union representatives are involved as well, but only as observers.

The council provides the ministry with advice on a wide range of issues, including core curricula for all major fields of study. The Ministry of Science and Higher Education consults the GCHE before making any decision regarding new legislation, the national budget for tertiary education, international agreements or proposals for new fields of study. The council works with other government authorities to establish higher education policy and standards.

The GCHE provides guidance and recommendations in the following matters:

- educational standards and the names of courses
- proposed statutes of HEIs
- proposed higher education budgets
- draft legislation regarding higher education and science, including the establishment of institutions, their closure, or any name change
- issues submitted by the minister responsible for higher education, other government authorities and public administration
- general issues relating to higher education, science and culture, which may be referred to the Ministry of Science and Higher Education, other public authorities and universities

## ACCREDITATION AND QUALITY ASSURANCE

### State Accreditation Committee (*Panstwowa Komisja Akredytacyjna*)

The State Accreditation Committee (SAC) was established in 2001 as the national body working toward a quality of education standard. In 2005 the details of the SAC's organization, operation and procedures were laid down in statutes and published on the committee's website.

The committee is the only body entrusted with the responsibility of a formal evaluation of the quality of higher education. Its opinions and resolutions are passed to the Ministry of Science and Higher Education; they have a legally binding effect once approved.

The minister appoints committee members from a list compiled by several higher education and scientific institutions, including students' organizations. Committee membership has a four-year term.

In April 2009 the State Accreditation Committee was officially accepted to the European Quality Assurance Register for Higher Education (EQAR). EQAR was founded to enhance transparency and trust in quality assurance. EQAR publishes and manages a register of quality assurance agencies that comply with the European Standards and Guidelines for Quality Assurance.

The primary responsibilities of the SAC include:

- assessing the quality of education in offered fields of study and the compliance with the general requirements of degree programs
- reviewing applications for the establishment of HEIs
- reviewing HEI applications for permission to offer degree programs in specific fields at specific levels

The SAC submits its evaluations and recommendations to the minister responsible for higher education and publishes the results on its official website ([www.pka.edu.pl](http://www.pka.edu.pl)).

The Ministry of Science and Higher Education provides an updated list of public and non-public institutions that were accredited following the recommendations of the State Accreditation Committee. Information is presented about each registered school's approved programs and the degrees the institution is allowed to grant.

## OTHER NATIONAL BODIES

### The Conference of Rectors of Academic Schools in Poland—CRASP (*Konferencja Rektorow Akademickich Szkol Polskich—KRASP*)

The Conference of Rectors of Academic Schools in Poland (CRASP) is a voluntary association of rectors representing those Polish institutions of higher education that have the right to award the degree of *doktor* (or equivalent) in at least one scientific discipline. CRASP was founded in June 1997 and is governed by the statutes adopted in September 2005 and amended in 2006.

The members of CRASP come from various types of institutions—universities, technical universities, and institutions of agriculture, pedagogy, economics, medicine and fine arts. CRASP focuses on preserving traditional academic values. The main aims of CRASP are:

- to inspire and coordinate the cooperation of academic schools in Poland
- to undertake activities leading to the establishment of an integrated system of national education and to the development of the system of higher education
- to represent Poland's higher education and scientific research by participating in international academic associations

## TYPES OF INSTITUTIONS

Several types of HEIs were originally delineated in the legislation. The type depended on the number of disciplines in which the degree of *doktor* (PhD) was granted. Over the years, things were simplified and only the following two types of HEIs are in operation currently:

1. University type HEIs offer all levels of degree programs and grant a *doktor* (PhD) degree in at least one discipline. This group consists of universities, technical universities, academies and several specialized higher schools (for example, agricultural).
2. Non-university type HEIs offer all degree programs except for doctoral studies. Therefore, they are not authorized to grant a *doktor* degree. This group includes higher professional schools (*wyższe szkoły zawodowe*) that can only provide licentiate programs and grant a title of licentiate (*tytuł licenjata*).

Higher education institutions can further be categorized as follows:

1. Public HEIs (*uczelnia publiczna*) are institutions created by the public administration office representing the state in each region of Poland.
2. Non-public HEIs (*uczelnia niepubliczna*) are institutions created by an individual or an organization not representing state administration (for example, a non-profit organization or a business association). Non-public institutions are simply referred to as “private” (*prywatne*) institutions.

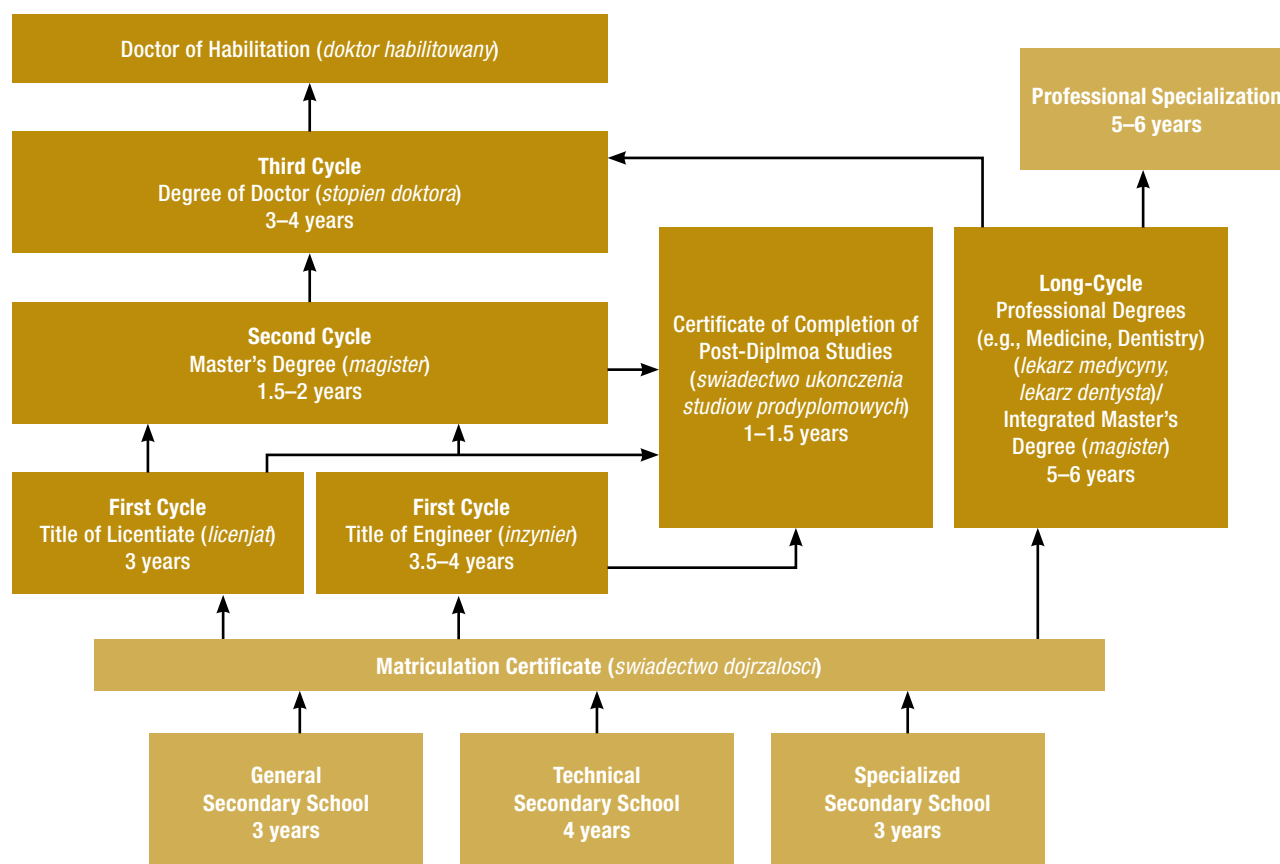
## EDUCATION STRUCTURE AND CREDENTIALS

Presently, the higher education system is organized into three main cycles. The following programs exist within this structure:

1. Degree programs—These are offered by both public and non-public university and non-university institutions and include:

- first-cycle degree programs leading to the title of licentiate (*licencjat*) or of engineer (*inżynier*)
  - second-cycle degree programs leading to the degree of master (*magister*) or equivalent
  - long-cycle degree programs in selected disciplines, leading to a professional degree that is also the academic equivalent of a *magister* degree
2. Post-diploma programs—These are studies for holders of a first- or second-cycle degree (*licencjat* or *magister*). These are generally two to three semesters of specialized and applied studies, developing the skills needed in a demanding labour market. Private institutions offer the majority of post-diploma programs.
  3. Doctoral programs—These are third-cycle degree programs offered by university-type institutions. The Polish Academy of Science (*Polska Akademia Nauk*), the main state scientific institution, is also authorized to offer doctoral programs.

FIGURE 9: CURRENT STRUCTURE OF THE HIGHER EDUCATION SYSTEM





## ADMISSION

By law, all HEIs have the same general admission requirements to their degree programs. Admission into first-cycle degree programs and long-cycle degree programs is open to holders of a matriculation certificate (*swiadectwo dojrzalosci*).

In 2005 a new, more flexible matriculation examination was introduced that had an effect on the entry requirements for tertiary education. Previously, institutions relied on their own entrance examinations in addition to the matriculation exam. Now, admission is based mainly on the matriculation examination results. Education institutions may specify which subject results from the matriculation certificate will be required for a specific program. Secondary school students have the option to be examined in these subjects during their matriculation exams.

Additional entrance examinations may only be administered to assess knowledge not tested through the matriculation exams and only after obtaining the consent of the minister responsible for higher education.

Access to second-cycle degree courses is open to holders of a first-cycle degree (*licencjat* or *inzynier*) and to holders of a second-cycle degree (*magister*) who want to obtain another *magister* degree in a different field.

Admission to doctoral programs is open to applicants holding a *magister* degree. Each university or research institute is free to determine all the requirements for admission to its doctoral studies program.

Apart from these general conditions, each higher school can define its own additional requirements and procedures. It can also decide on the number of places available for enrollment (except for medical studies, where *numerus clausus* applies). Across the country, different admission conditions may be set for the same fields of study. However, the schools must publish these conditions no later than the end of May of the preceding academic year.

## FEES

As guaranteed by the constitution of the Republic of Poland, higher education in public institutions is free of charge (private institutions are allowed to charge tuition for all programs they offer). However, this applies only to

the full-time day programs in all levels of higher education. Higher education public institutions may charge fees for:

- courses that a student must repeat due to a previous failure
- courses that are not part of a prescribed study program
- evening and extramural degree programs
- courses taught in a foreign language

Most public HEIs also offer evening and distance learning courses for which tuition fees must be paid. The number of students who enrol in this form of study is growing even though tuition fees increase every year. In addition to the actual cost, fees are often based on the interest displayed in certain programs. For example, in recent years the fields of economics, commerce, law and management have become very popular, and tuition fees in these fields are relatively high.

## LANGUAGE OF INSTRUCTION

Polish is the principal language of instruction in higher education. Foreign language programs are taught in both Polish and the foreign language studied. As a result of cooperation with several European universities and other HEIs from countries participating in the Bologna Process, English is the language of instruction in several programs.

## ACADEMIC YEAR

Following tradition, the academic year in Poland starts on 1 October each year and formally concludes at the end of September of the next year (teaching activities end in May). The academic year consists of two semesters: the fall semester (October to January) and the spring semester commencing after a two-week winter holiday in February. There is also a short break for Christmas holidays and another one at Easter. Both semesters are followed by examination sessions—the winter session in February and the summer session in June.

## EXAMINATIONS AND GRADING

A student's achievements are recorded in his or her student book, called the *indeks*. Subjects studied are listed chronologically by consecutive semesters and years. Students sit examinations separately in each subject. Exams can be written or oral. For subjects studied that do not conclude with an examination, students are awarded

a pass if they meet all requirements. The requirements for obtaining a pass may include attending lectures and seminars, as well as the completion of various projects.

The performance assessment period covers either one semester or one academic year. To successfully complete a semester (or a year) a student must receive at least satisfactory marks for all required examinations, and obtain a pass (*zaliczenie*) for all curriculum subjects listed in the *indeks*. Each HEI identifies its grading scale in its rules of study. However, the most common scale (identical to the scale of the pre-reform period) is based on marks as shown in Table 10.

TABLE 10: GENERIC GRADING SCALE—HIGHER EDUCATION

MARK	POLISH DESCRIPTOR	ENGLISH DESCRIPTOR
5	<i>bardzo dobry</i>	very good
4+ or 4.5	<i>dobry plus</i>	good plus
4	<i>dobry</i>	good
3+ or 3.5	<i>dostateczny plus</i>	satisfactory plus
3	<i>dostateczny</i>	satisfactory
2	<i>niedostateczny</i>	fail

Students who fail an examination the first time are given the chance to take that exam again before the next academic year (usually in September) during a correction session (*sesja poprawkowa*).

## EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

Polish HEIs have been implementing the European Credit Transfer and Accumulation System (ECTS), under which a certain number of points (credits) are allocated to a given subject, independent of the marks awarded. To achieve a learning outcome for a semester or a year, a student must collect 30 or 60 ECTS credits, respectively. The purpose of the ECTS concept is to promote the recognition and transferability of studies taken within European Union countries that are participating in the Bologna Process.

With ECTS in place, more Polish students are taking part of their studies at foreign HEIs. The system also allows foreign students to receive recognition in their home countries for studies completed at Polish universities and academies.

The ECTS has been introduced voluntarily by Polish HEIs since the mid-1990s. Public university-type HEIs became the first and most widespread institutions to introduce the ECTS. Participation has been slower within public non-university and private institutions. Nevertheless, the number of participating institutions has been growing each year.

In the fall of 2006 the Ministry of Science and Higher Education introduced a regulation on the requirements and procedures for the transfer of student achievements. The regulation entered into force at the beginning of 2007. It required all institutions to use ECTS for both credit transfer and the accumulation of credits in their licentiate and *magister* degree programs. The 2007 law confirmed the practices already adopted by the majority of HEIs, and confirmed the following:

- Sixty (60) ECTS credits represent the completion of the learning outcomes for one year of full-time study.
- Five-year, long-cycle (10-semester) programs are highly structured, and only core courses are permitted in the first three years of study. Optional subjects are allowed only in the last two years of the program. A minimum of 300 ECTS credits is required for graduation.
- For first-cycle degree programs lasting six semesters, a minimum of 180 ECTS credits is required.
- For second-cycle degree programs lasting four semesters, a minimum of 120 ECTS credits is the standard requirement.

Each individual course is assigned a certain number of ECTS credits, which are awarded to students after they pass the course. This typically requires participation in classes, independent work and individual assignments, plus the passing of final examinations when required.

The ECTS system includes a grading system as well, and in Poland ECTS grades are assigned as shown in Table 11.

**TABLE 11: GENERIC GRADING SCALE—HIGHER EDUCATION WITH ECTS GRADES**

MARK	POLISH DESCRIPTOR	ENGLISH DESCRIPTOR	ECTS GRADE
5	<i>bardzo dobry</i>	very good	A
4+ or 4.5	<i>dobry plus</i>	good plus	B
4	<i>dobry</i>	good	C
3+ or 3.5	<i>dostateczny plus</i>	satisfactory plus	D
3	<i>dostateczny</i>	satisfactory	E
2	<i>niedostateczny</i>	fail	F

## DIPLOMA PROJECTS AND DIPLOMA EXAMINATIONS

To award a diploma of completion of higher education, all higher education degree programs require that the following criteria be met:

1. Future graduates must pass all the curriculum subjects, complete practical placements and pass all examinations required by the program, as set for a given field of study.
2. Future graduates must present, at an appointed date, a diploma project or a research project, and obtain a passing mark for it.
3. Future graduates must pass the final diploma examination (including, where applicable, the defense of a research project).

Students who fulfill the above requirements are awarded a Higher Education Diploma (*dyplom ukończenia studiów*), which confirms the completion of the degree program and the award of a degree in a specific field of study.

## FIRST-CYCLE DEGREE PROGRAMS (STUDIA PIERWZEGO STOPNIA)

### TITLE OF LICENTIATE (TYTUL LICENCJATA) AND TITLE OF ENGINEER (TYTUL INZYNIERA)

The title of licentiate was formally introduced by legislation in 1992. Before 2005, *licencjat* programs were at least six semesters long with an additional 15 weeks of professional practicum. Working students taking *licencjat* programs through distance education may have their work hours credited toward the practicum requirement. A minimum of 2,200 direct contact hours is required.

Full-time licentiate studies in humanities, social sciences, commerce and pure sciences last six to eight semesters, depending on the field, and are often informally referred to as Bachelor of Arts programs. First-cycle full-time studies in engineering and technology fields last seven to eight semesters and are frequently referred to as Bachelor of Science programs. Minimum instructional hours are published by the Ministry of Science and Higher Education and vary depending on the program.

The following list includes some of the degrees that may be awarded upon completion of a first-cycle degree program:

- Licentiate (*licencjat*) in the following fields: humanities, natural sciences, mathematics, physics, chemistry, economics, administration, social sciences and some allied health disciplines (for example, physiotherapy), with some exceptions
- Licentiate in Nursing (*licencjat pielęgniarstwa*)
- Licentiate in Midwifery (*licencjat położnictwa*)
- Engineer (*inżynier*) in the fields of engineering and technology, agriculture, and forestry, among others
- Engineer–Architect (*inżynier architekt*) in the field of architecture and urban planning

The title of Licentiate or Engineer allows its holder to practise a given profession (often after meeting additional requirements) and provides access to second-cycle (*magister*) degree programs.

The General Council for Higher Education sets the minimum hours required for the core subjects of each first-cycle (licentiate or engineer) program.

## SECOND-CYCLE DEGREE PROGRAMS (STUDIA DRUGIEGO STOPNIA)

### MASTER'S DEGREE (TYTUL MAGISTRA)

Second-cycle full-time degree programs last three to four semesters depending on the field. Most programs (for example, health sciences programs) include a research project or a set of comprehensive examinations.

The following list includes some of the degrees that may be awarded upon completion of a second-cycle degree program:

- Master (*magister*) in humanities, natural sciences, mathematics, physics, chemistry, economics, social sciences, physical education, and medical areas (except

- medicine, dentistry and veterinary medicine)
- Master in Nursing (*magister pielęgniarstwa*)
  - Master in Midwifery (*magister położnictwa*)
  - Master Engineer (*magister inżynier*) in the fields of engineering and technology, agriculture, forestry, and in some other areas
  - Master Engineer–Architect (*magister inżynier architekt*) in the field of architecture and urban planning

Second-cycle master's (*magister*) degrees give access to doctoral studies. They also allow access to employment requiring in-depth knowledge of a respective field, plus research and management skills.

The General Council for Higher Education sets the minimum hours required for the core subjects of master's degree programs.

## SAMPLE FIRST-DEGREE AND SECOND-DEGREE PROGRAMS

### ENGINEERING (*STUDIA INŻYNIERSKIE*)

#### Title of Engineer–Architect (first-cycle degree program)

#### Core curriculum (as recommended by the General Council for Higher Education)

Architecture and urban planning licentiate programs must last at least seven semesters (most universities offer them as a four-year course) with a recommended minimum of 2,500 instructional hours. The number of ECTS credits earned should be no less than 210.

Minimum subject hours (foundation and specialty subjects only):

TABLE 12: TITLE OF ENGINEER–ARCHITECT, CORE CURRICULUM

FOUNDATION SUBJECTS	HOURS
Mathematics	45
Descriptive Geometry	45
Building Physics	30
Building Mechanics	30
SPECIALTY SUBJECTS	HOURS *
Basics of Architectural Projects	
Urban Planning Projects	
History of Architecture and Urban Planning	
General Construction and Materials	
Building Construction	
Building Installations	
Fine Arts and Workshop Techniques	
Economics of an Investment-Development Process	
Organization of an Investment-Development Process	
Building Code and Building Law	
Professional Ethics	
<b>TOTAL</b>	<b>690</b>

\* No specific number of minimum hours is recommended for each subject

ADDITIONAL SUBJECTS	HOURS
Physical Education	60
Foreign Language	120
Information Technology	30
Humanities	60



Architecture and urban planning master's degree programs must last at least three semesters, and have a minimum of 900 instructional hours. The number of ECTS credits earned should be no less than 90. The master's thesis and preparation for the final examination are worth 20 ECTS credits.

Minimum subject hours (specialty subjects only):

TABLE 13: DEGREE OF MASTER ENGINEER–ARCHITECT, CORE CURRICULUM

SPECIALTY SUBJECTS	HOURS*
Architectural Planning	
Urban Planning	
Protection of Historical Buildings and Monuments	
Space and Regional Planning	
<b>TOTAL</b>	<b>300</b>

\* No specific number of minimum hours is recommended for each subject

## NURSING AND MIDWIFERY (PIELEGNIARSTWO I POLOZNICTWO)

Nursing and midwifery studies are very popular in Poland. There is a steady demand for both professions (general nursing in particular, due to the growing needs of an aging population). Full-time degree programs in nursing and midwifery are offered at all major medical HEIs.

### Admission

Candidates holding the “old *Matura*” (matriculation certificates received before 2005) have their final matriculation results converted into a point system. The following subjects are first evaluated: language arts (Polish), modern language and an additional subject. In addition, biology, chemistry, mathematics, social studies or physics with astronomy may be included.

For candidates with the “new *Matura*” (matriculation certificates received since 2005), admission is based on the final percentage (one per cent = one point) for language arts (Polish), modern language and an additional subject at the basic level, plus one or more from the following group: biology, chemistry, mathematics, social studies or physics with astronomy.

### Organization of studies

Full-time first-cycle degree programs in nursing (or midwifery) last six semesters (three years). Subjects are

grouped into two categories—foundation subjects and specialty subjects. Foundation subjects include general medical sciences with an emphasis on public health, anatomy, physiology and pathology. Specialty subjects are profession-specific and are offered mostly as practical studies and clinical placements.

Full-time second-cycle degree programs in nursing or midwifery last four semesters. They focus on specialized subjects, European standards of each profession and management skills. The second-cycle program includes a final research project, that is, a master's thesis (*praca magisterska*).

### Exit credentials and qualifications

First-cycle degree programs in nursing or midwifery end with the diploma examination. Graduates receive the title of Licentiate in Nursing (*licencjat pielęgniarstwa*) or Licentiate in Midwifery (*licencjat położnictwa*) and they are prepared to provide an appropriate level of health care based on the principles of modern medical science. Upon completion of a 12-month internship, they can apply to be registered with a Regional Board of Nurses and Midwives (*Regionalna Izba Pielęgniarek i Położnych*). Registration with the Board gives a person the right to practise the profession of general nurse or midwife.

Second-cycle degree programs (*studia magisterskie*), in both professions, end with a final diploma examination and defence of a master's thesis. Graduates receive the title of Master in Nursing (*magister pielęgniarstwa*) or Master in Midwifery (*magister położnictwa*). In addition to providing individualized advanced health care, graduates are qualified to work as managers and administrators of nursing health care units in hospitals and clinics. Holders of the second-cycle degree in nursing (or midwifery) can also be involved in research work and can continue their studies at the doctoral level.

### Nursing and midwifery (first-cycle degree program; licentiate)

**Core curriculum** (as recommended by the General Council for Higher Education)

First-cycle degree programs last at least six semesters with a total minimum of 4,815 hours, including practical studies (180 ECTS credits)



Minimum subject hours (foundation and specialty subjects only):

TABLE 14: LICENTIATE IN NURSING AND MIDWIFERY, CORE CURRICULUM

FOUNDATION SUBJECTS	HOURS	
	NURSING	MIDWIFERY
Anatomy	75	90
Physiology	75	90
Pathology	75	60
Genetics/Genetics and Embryology	45	60
Physical Examination	45	45
Biochemistry and Biophysics	45	45
Microbiology and Parasitology	60	45
Public Health	105	105
Pharmacology	60	60
Radiology	30	30
Psychology	60	60
Sociology	45	30
Pedagogy	60	60
Law	30	30

SPECIALTY SUBJECTS— NURSING	HOURS		
	CLASSES	PRACTICAL STUDIES	CLINICAL PLACEMENT
General Nursing	285	80	120
Philosophy and Ethics of the Nursing Profession	90		
Health Promotion	60	20	
Basic Health Care	75	120	200
Midwifery and Gynecology Nursing	60	80	40
Pediatric Nursing	90	160	160
Internal Diseases Nursing	90	120	160
Surgery and Nursing	90	120	160
Rehabilitation and Nursing of the Disabled	60	80	80
Geriatric Nursing	75	80	80
Neurology and Nursing	75	80	80
Psychiatric Nursing	75	80	40

Anesthesiology and Emergency Nursing	75	40	40
Palliative Care	45	40	40
Medical Emergency	55		
Dietetics	45		
Nursing Physical Examinations	90		
Hospital Infections, Mental Health Promotion or Sign Language	60		

SPECIALTY SUBJECTS— MIDWIFERY	HOURS		
	CLASSES	PRACTICAL STUDIES	CLINICAL PLACEMENT
General Midwifery	225	160	80
Philosophy and Ethics of the Midwifery Profession	75		
Midwifery Techniques and Leading Through Birth	180	320	360
Health Promotion	60	20	
Basic Health Care	75	40	
General Midwifery Care	105	120	200
Gynecology and Gynecological Care	105	120	200
Neonatology and Neonatal Care	60	80	80
Pediatrics and Pediatric Nursing	60	40	40
Internal Diseases	60	40	40
Surgery	60	40	40
Psychiatry	60	40	40
Anesthesiology and Emergency Nursing	60	40	40
Rehabilitation in Midwifery, Gynecology and Neonatology	60	40	
Medical Emergency	45		
Dietetics	45		
Physical Examinations in Midwifery	90		
Hospital Infections, Mental Health Promotion or Sign Language	60		

#### ADDITIONAL MINIMUM REQUIREMENTS FOR BOTH PROGRAMS

Physical education—60 hours (2 ECTS credits)

Foreign language (English recommended)—120 hours (5 ECTS credits)

Information technology—30 hours (2 ECTS credits)

#### Nursing and midwifery (second-cycle program; master's degree)

**Core curriculum** (as recommended by the General Council for Higher Education)

Second-cycle degree programs last at least four semesters with a total minimum of 1,300 hours, including practical studies (120 ECTS credits).

Minimum subject hours (general subjects only):

TABLE 15: MASTER'S DEGREE IN NURSING AND MIDWIFERY, CORE CURRICULUM

GENERAL SUBJECTS	HOURS	
	NURSING	MIDWIFERY
Psychotherapy	30	30
Modern Diagnostic Technologies	15	15
SPECIALTY SUBJECTS	HOURS	
	NURSING	MIDWIFERY
Philosophy and Theory of the Profession	30	30
European Standards	30	30
Nursing in Intensive Care	60	–
Diagnostic Sonography in Obstetrics, Midwifery and Gynecology	–	30
Specialized Nursing	120	–
Intensive Care in Midwifery	–	30
Specialized Midwifery, Neonatal and Gynecological Care	–	120
Administration and Management	45	45

#### ADDITIONAL MINIMUM REQUIREMENTS

At least four weeks of practicum

Master's thesis (*praca magisterska*)—20 ECTS credits

#### PHYSIOTHERAPY (*FIZJOTERAPIA*)

Physiotherapy in Poland has a long tradition of being part of general medical care and it is available to all citizens through public health care insurance. In recent years, the demand for physiotherapy programs has grown, as graduates can also be employed in several European Union countries. Degree programs in physiotherapy are offered

by medical universities and academies and by higher professional schools (*wyższe szkoły zawodowe*).

All accredited physiotherapy programs follow the requirements of the World Confederation for Physical Therapy (WCPT) with respect to the content of study, the structure and the length of practical placements.

#### Admission

Candidates holding the “old *Matura*” (matriculation certificates received before 2005) are admitted based on their matriculation exam results in a foreign language, physics with astronomy, and one of the following: biology, chemistry, mathematics or social studies.

For holders of the “new *Matura*” (matriculation certificates received since 2005), the results on the matriculation certificate are converted from percentages to points on a one-for-one basis (one per cent = one point). The subjects assessed are modern foreign language (basic level), physics with astronomy (basic level) and one of the following: biology, chemistry, mathematics or social studies (written exam at a basic level).

#### Organization of studies

The full-time first-cycle degree program in physiotherapy lasts at least six semesters (three years). Subjects are grouped into two categories—foundation subjects and specialty subjects. Foundation subjects include selected health sciences with an emphasis on anatomy, physiology, biophysics and biomechanics. Specialty subjects consist of profession-specific courses such as dysfunctions of motor skills, clinical physiotherapy and clinical massage.

The full-time second-cycle degree program in physiotherapy lasts at least four semesters. It includes genetics and pharmacology, law and ethics, sociology and psychology. During this stage students learn specialized diagnostic methods, and the planning and development of long-term physiotherapy and rehabilitation treatment programs. The second-cycle degree program includes a final research project, that is, a master's thesis (*praca magisterska*).

#### Exit credentials and qualifications

Most of the first-cycle degree programs in physiotherapy end with the diploma examination; some also require a diploma project. Graduates receive the title of Licentiate in Physiotherapy (*licencjat fizjoterapii*) and they are

prepared to provide physiotherapy treatment to people with specific illnesses or disabilities. The Licentiate in Physiotherapy gives access to employment in public health care institutions, private clinics, and sport and recreation centres. Holders of the title of licentiate can choose to continue their studies by enrolling in a second-cycle *magister* degree program.

The second-cycle degree program in physiotherapy ends with a final examination and defence of a *magister* thesis. Graduates receive the title of Master in Physiotherapy (*magister fizjoterapii*) and can work in all health care institutions and recreation centres. In addition to providing physiotherapy treatment, holders of a *magister* degree are prepared to provide specialized diagnoses and plan comprehensive long-term therapy treatments. They can also conduct research in physiotherapy and hold management positions. Holders of a *magister* degree in physiotherapy may continue their education at a doctoral level (third-cycle degree programs).

### Physiotherapy (first-cycle degree program; licentiate)

**Core curriculum** (as recommended by the General Council for Higher Education)

The first-cycle degree program is at least six semesters. A minimum of 2,900 organized or contact hours is required (180 ECTS credits).

Minimum subject hours (general and specialty subjects only):

TABLE 16: LICENTIATE IN PHYSIOTHERAPY, CORE CURRICULUM

GENERAL SUBJECTS	HOURS
Anatomy	90
Medical Biology	15
Biophysics	15
Biochemistry	30
Physiology	75
Biomechanics	45
Kinesiology	45
Certified First Aid	15
Psychology	45
General Pathology	15
Pedagogy	15

SPECIALTY SUBJECTS	HOURS
Principles of Movement and Movement Instruction	150
Kinesiotherapy*	150
Manual Therapy	45
Physical Therapy	105
Clinical Massage	45
General Physiotherapy	60
Basics of Clinical Physiotherapy	195
Clinical Physiotherapy in Disorders of Motor Organs	195
Clinical Physiotherapy in Disorders of Internal Organs	150
Orthopedic Equipment	15
Physical Education	60
Foreign Language	120
Information Technology	30
Humanities	60

\*Note: "Kinesiotherapy" refers to treatment through physical exercise, including the use of specialized equipment, but without external stimulation of heat, cold or laser technology.

### PRACTICAL PLACEMENTS

General clinical practice—80 hours (3 ECTS credits)

Physiotherapy practice in a specialized clinic—260 hours (8 ECTS credits)

Kinesiotherapy practice in a specialized clinic—260 hours (8 ECTS credits)

Clinical physical therapy practicum—320 hours (11 ECTS credits)

### ADDITIONAL MINIMUM REQUIREMENTS:

Diploma exam or project (10 ECTS credits)

## Physiotherapy (second-cycle program; master's degree)

**Core curriculum** (as recommended by the General Council for Higher Education)

The second-cycle degree program lasts at least four semesters. A minimum of 1,700 organized or contact hours is required (120 ECTS credits).

Minimum subject hours (general and specialty subjects only):

TABLE 17: MASTER'S DEGREE IN PHYSIOTHERAPY, CORE CURRICULUM

GENERAL SUBJECTS	HOURS
Genetics	30
Pharmacology	30
Research Methodology	45
History of Physical Rehabilitation	15
Philosophy	15
Bioethics	15
Clinical Psychology and Psychotherapy	30
Special Education	30
Sociology of Handicap and Rehabilitation	30
Didactics of Physiotherapy	45
Demographics and Epidemiology	15
Public Health	30
Law	30
Economy and Health Care Systems	15
Management and Marketing	30

SPECIALTY SUBJECTS	HOURS
Special Methods in Physical Therapy	90
Physical Medicine and Balneoclimatology*	15
Functional Diagnostics and Planning of Rehabilitation	15
Prosthetics and Orthotics	30
Adaptive Motor Activities	75
Sports and Handicapped Persons	45

\* Note: "Balneoclimatology" is a branch of medicine studying and applying the therapeutic effect of natural factors such as mineral waters, mineral and peat mud, and dried gas emanations

### ADDITIONAL MINIMUM REQUIREMENTS:

Practical placements—600 hours (20 ECTS credits)

Master's thesis (*praca magisterska*)—20 ECTS credits

## LONG-CYCLE (INTEGRATED) DEGREE PROGRAMS (JEDNOLITE STUDIA MAGISTERSKIE)

### PROFESSIONAL DEGREES

Integrated degree programs are a combination of first-cycle (licentiate) and second-cycle (master's) degree programs. Degrees in eleven fields are offered only as long-cycle programs:

- medicine
- medical analysis
- veterinary medicine
- dentistry
- law
- psychology
- pharmacy
- film production
- cinematography
- acting
- art conservation and/or restoration

Studies last between nine and 12 semesters, depending on the field, with general medicine programs being the longest.

Admission to long-cycle degree programs is open to holders of a matriculation certificate (*swiadectwo dojrzalosci*). Education institutions may specify which subject results from the matriculation certificate will be required for a specific program. Secondary school students have the option to be examined in these subjects during their matriculation exams. Additional entrance examinations may be set up to assess knowledge not tested through the matriculation exams.

Upon completion of a long-cycle degree program, depending on the field of study, either a professional or an academic title will be awarded. A few examples are:

- Doctor of Medicine (*lekarz medycyny*)—six years
- Doctor of Dentistry (*lekarz dentysta*)—five years
- Doctor of Veterinary Medicine (*lekarz weterynarii*)—five-and-a-half years
- Master in Psychology (*magister psychologii*)—five years
- Master in Law (*magister prawa*)—five years
- Master in Pharmacy (*magister farmacji*)—five years

Long-cycle degrees, or their equivalent, give access to doctoral studies. They also promote access to employment that requires in-depth knowledge of a field, plus research and management skills.

## SAMPLE LONG-CYCLE DEGREE AND PROFESSIONAL PROGRAMS

### GENERAL MEDICINE (*KIERUNEK LEKARSKI*)

General medicine programs are offered by several medical universities, medical academies and two medical colleges (*Collegium Medicum*). Studies are integrated into a long-cycle program that lasts six years (12 semesters) and requires a high level of self-discipline, dedication and the ability to learn a large volume of specialized, theoretical information. It is also expected that general medicine students will hold high moral and ethical standards.

#### Admission

Candidates holding the “old *Matura*” (matriculation certificates received before 2005) must pass written entry examinations in biology, chemistry and physics with astronomy (in addition to having high marks on the matriculation certificate).

Since 2005, matriculation exam results are the main criteria for entry into medical degree programs. The results on the matriculation certificate are converted from percentages to points on a one-for-one basis (one per cent = one point). The number of points achieved in advanced level biology and chemistry, plus basic level physics with astronomy, are deciding factors in the admission process.

The number of seats available in the first year of general medicine is limited. Every academic year, the Ministry of Health decides on the number of students who may be admitted into the first year of the general medicine program. The number of available seats varies from institution to institution, as several criteria are used to set the limits.

#### Organization of studies

The first three years of the general medicine program include courses in general, foundation medical disciplines such as anatomy, biochemistry, physiology, biophysics, microbiology, immunology and genetics. The following three years focus mostly on clinical studies (for example, internal diseases, surgery, pediatrics and gynecology), but they also include the history of medicine, history of philosophy and medical ethics. Details of the programs offered may be different in each institution. All of them, however, follow the standards established by the General Council for Higher Education (*Rada Główna Szkolnictwa Wyzszego*).

It is also necessary to pass the following six clinical placements, one taken at the end of each year:

1. general nursing
2. family health care
3. first aid and medical emergencies
4. general surgery
5. pediatrics
6. gynecology and midwifery



## Exit credentials and qualifications

Upon successful completion of the program (passing all subjects) and a positive review of the practical placements, a student graduates with the title of Doctor of Medicine (*lekarz medycyny*). Graduates are prepared to provide professional medical care based on scientific principles and ethical conduct. After completion of a 13-month residency and passing of a State Medical Examination (*Lekarski Egzamin Państwowy*), they can be employed in hospitals, public and non-public medical clinics and health care centres, and other institutions offering medical care and consultation.

The title of Doctor of Medicine is the academic equivalent of a *magister* degree. Therefore, graduates of general

medicine can continue their studies in doctoral (third-cycle) degree programs. Another option for graduates from general medicine is to apply for a specialization residency in one of the medical fields listed by the Ministry of Health. Specialization training lasts five to six years.

## Core curriculum (as recommended by the General Council for Higher Education)

General medicine programs are structured as integrated long-cycle programs lasting at least 12 semesters, with a minimum of 5,700 hours. The number of ECTS credits earned should be no less than 360.

Minimum subject hours (foundation and specialty subjects only):

TABLE 18: GENERAL MEDICINE, CORE CURRICULUM

FOUNDATION SUBJECTS	HOURS	SPECIALTY SUBJECTS	HOURS
Anatomy	210	Internal Diseases	480
Histology and Embryology	120	Pediatrics	330
Medical Biology	60	Surgery	330
Biophysics	60	Gynecology and Midwifery	210
Chemistry	45	Neurology and Neurosurgery	120
Biochemistry	150	Otolaryngology	60
Physiology	165	Ophthalmology	60
Pathomorphology	165	Dermatology and Venereal Diseases	60
Pathophysiology	75	Psychiatry	120
Microbiology	60	Communicable Diseases	75
Immunology	60	Orthopedics and Trauma	45
Clinical Genetics	60	Radiology	75
Pharmacology and Toxicology	165	Anesthesiology and Intensive Therapy	60
Hygiene and Epidemiology	45	Introductory Dentistry	15
Laboratory Diagnostics	45	Oncology	60
Public Health	30	Law and Forensic Medicine	45
Psychology for Physicians	30	Family Medicine	105
Social Aspects of Health Care	30	Physical Rehabilitation	30
Medical Ethics	30	Nuclear Medicine	15
History of Medicine	30	Emergency Medicine	60
		Physical Education	60
		Foreign Language (English recommended)	120
		Information Technology	30
		Clinical Studies	780
		Practical Placements	700

## DENTAL MEDICINE (*KIERUNEK STOMATOLOGICZNY/DENTYSTYCZNY*)

Dental medicine programs in Poland are offered by medical universities, medical academies and the medical college at the Jagiellonian University in Krakow. Studies are integrated into a long-cycle program that lasts five years (10 semesters, with a minimum of 5,000 hours) and, just like general medicine programs, require a high level of self-discipline and dedication, and the ability to learn a large volume of specialized theoretical information. It is also expected that candidates for dental medicine will demonstrate a high level of manual precision.

### Admission

Candidates holding the “old *Matura*” (matriculation certificates received before 2005) must pass written entry examinations in biology, chemistry and physics with astronomy. Since 2005, matriculation exam results are the main criteria for entry to medical degree programs. The number of points achieved in advanced level biology and chemistry, plus basic level physics with astronomy, are deciding factors in the admission process. The number of seats available in the first year of dental medicine is set each year by the Ministry of Health and varies from institution to institution.

### Organization of studies

The first two years of the dental medicine program include courses in general disciplines such as anatomy, biochemistry, physiology, biophysics, microbiology and internal diseases. The following three years focus mostly on specialized studies based on standards established by the General Council for Higher Education (*Rada Główna Szkolnictwa Wyzszego*).

The main areas of study include:

- endodontics and restorative dentistry
- pediatric dentistry
- surgical stomatology
- prosthodontics
- periodontology
- orthodontics
- emergency dental medicine
- bioethics and medical law

### Exit credentials

Upon successful completion of the program (passing all subjects) and a positive review of the practical placements, students graduate with the title of Doctor of Dentistry (*lekarz dentysta*). Graduates are prepared to provide professional dental care based on scientific principles and ethical conduct. After completion of a 13-month residency and passing a State Medical–Dental Examination (*Lekarsko–Dentystyczny Egzamin Państwowy*), they can be employed in public and non-public dental care centres or start their own practice.

The title of Doctor of Dentistry is the academic equivalent of a *magister* degree. Therefore, graduates can continue their studies in doctoral (third-cycle) degree programs.

### Core curriculum (as recommended by the General Council for Higher Education)

Dental medicine studies are structured as integrated long-cycle programs lasting at least 10 semesters, with a minimum of 5,000 hours. The number of ECTS credits earned should be no less than 300.

Minimum subject hours (foundation and specialty subjects only):

TABLE 19: DENTAL MEDICINE, CORE CURRICULUM

FOUNDATION SUBJECTS	HOURS	SPECIALTY SUBJECTS	HOURS
Chemistry and Biochemistry	150	Endodontics and Preventive Dentistry	480
Biophysics	45	Periodontics and Oral Mucosa Diseases	165
Biology	45	Prosthetics	495
Human Anatomy	135	Orthodontics	195
Histology, Cytology and Embryology	90	Dental Surgery	285
Human Physiology	90	Jaw/Face Surgery and Oncology	110
Microbiology and Immunology	45	Pathology of Oral Cavity	45
Pathomorphology	60	Microbiology of Oral Cavity	45
Pathophysiology	60	Pediatric and Preventive Dentistry	255
Pharmacology	90	Preclinical Study of Preventive Dentistry, Endodontics and Periodontics	120
Stomatology (Public Health)	60	Geriatric Dentistry	30
Radiology	15	Physiology of Chewing Organs	45
Surgery and Oncology	75	Dental Radiology	90
Internal Diseases	135	Clinical Pharmacology	30
Pediatrics	60	Occupational Health, Safety and Ergonomics in Dentistry	30
Communicable Diseases	30	Dental Materials, Clinical and Laboratory Equipment	60
Otorhinolaryngology	45	<b>PRACTICAL STUDIES</b>	<b>HOURS</b>
Dermatology and Venereal Diseases	30	Nursing	80
Neurology	15	General Surgery or Jaw/Face Surgery	80
Ophthalmology	15	Dental Assistant	160
Clinical Psychology	30	Dental Manual Procedures	160
Anesthesiology and Reanimation	30	Dental Clinical Procedures	160
First Medical Aid	30	Clinical Studies	110
Disaster and Emergency Medicine	45	<b>ADDITIONAL SUBJECTS</b>	<b>HOURS</b>
Physiology of Pregnancy	15	Physical Education	60
Rehabilitation Medicine	15	Foreign Language	120
Forensic Medicine	15	Information Technology	30
Public Health	30		

## LAW (PRAWO)

Law studies are very popular in Poland even though they are one of the more difficult programs. Sixteen public universities and numerous private HEIs offer studies in law. Programs offered by public institutions are in greater demand as they rank higher in annual national quality reviews.

### Admission

Candidates holding the “old *Matura*” (matriculation certificates received before 2005) must pass an entry examination in addition to having high marks on the matriculation exams.

Since 2005, matriculation exam results are the main criteria for entry to law programs. Advanced level history, social science and one modern foreign language are required. Some institutions also consider Latin, geography, or even mathematics. Since HEIs must publish their admission requirements well ahead of the matriculation examinations, students can make informed decisions on what subjects to choose for their matriculation exams.

### Organization of studies

Full-time law programs are offered as long-cycle studies lasting five years (10 semesters). Besides passing required modules, students must take a number of electives. Elective courses can be chosen according to personal interests and should support the subject area of the final research project.

The first year is preparatory and familiarizes students with legal terminology and the history of law from ancient to modern times. It also includes methodology of jurisprudence and logic.

The following areas are studied during the remaining years:

- + civil law
- + criminal law
- + constitutional law
- + administrative law and proceedings
- + labour law
- + financial and trade law
- + interpretation of law (case analysis)

During the third year of study, students make the final decision about their specialization. In addition to law subjects, two foreign language courses must be taken as a part of the required curriculum. At the end of the fifth year, students present their research project, called *praca magisterska* (master’s thesis), which can earn them 20 ECTS credits.

### Exit credentials and qualifications

Upon successful completion of the program, a positive review of the research project and a final examination (*egzamin magisterski*), a student graduates with the title of *magister prawa* (Master in Law).

All law graduates can work in any public or private law firm or state administration office. They can hold a variety of positions, for example, income tax advisor or patent attorney.

Law graduates can continue their studies by specializing in one of the available applications (*aplikacja*):

- + notary (*notariusz*)
- + prosecutor (*oskarzyciel*)
- + judge (*sedzia*)
- + defence lawyer (*adwokat*)
- + legal counsellor (*radca prawny*)

The length of study, depending on the specialty, can vary from two-and-a-half to three-and-a-half years. Studies are a combination of university lectures and a practicum taken at a law firm or regional court. The completion of the specialization gives access to independent practice within the chosen specialty.

### Core curriculum (as recommended by the General Council for Higher Education)

Law studies are structured as integrated long-cycle programs lasting at least 10 semesters, with a minimum of 2,400 instructional hours. The number of ECTS credits earned should be no less than 300.

Minimum subject hours (foundation and specialty subjects only):

TABLE 20: LAW, CORE CURRICULUM

FOUNDATION SUBJECTS	HOURS
Jurisprudence	45
Logic	45
Constitutional Law	45
Criminal Law	45
Administrative Law	45
Civil Law	90
Administrative and Court Proceedings	45
Criminal Proceedings	45
Civil Proceedings	45
SPECIALTY SUBJECTS	HOURS*
Theory and Philosophy of Law	
Political and Legal Doctrines	
Labour Laws and Social Insurance Systems	
Financial Law and Public Finances	
International Public Law	
European Union Law	
Economic Law	
History of Polish Law	
History of International Law	
Ancient Rome Law	
Commerce Law	
Total	330
ADDITIONAL SUBJECTS	HOURS
Physical Education	60
Foreign Language (English recommended)	120
Information Technology	30

\* No specific minimum hours are recommended for each subject

## THIRD-CYCLE DEGREE (DOCTORAL STUDIES—*STUDIA DOKTORANCKIE*) PROGRAMS

### DEGREE OF DOCTOR (*STOPIEN DOKTORA*)

Doctoral studies are offered by HEIs that have authorization to grant a *doktor* degree in a given field. Based on a 2007 regulation of the Ministry of Science and Higher Education, doctoral studies cannot last longer than four years, except under certain circumstances, allowing an extension of no more than one year. Doctoral studies lead to advanced in-depth knowledge in a specific discipline. They also prepare individuals to conduct independent research in the discipline studied.

Upon completion of a doctoral program, students receive a Certificate of Completion of Doctoral Studies (*swiadectwo ukonczenia studiow doktoranckich*). The completion of a doctoral program is the typical route to receiving the degree of *doktor*. However, it is not mandatory. The academic degree of *doktor* is awarded to a person who:

1. holds a *magister* degree (or equivalent)
2. has passed doctoral examinations, as determined by the institution granting the degree
3. has submitted and publicly defended a doctoral dissertation

The highest academic degree in Poland is the degree of Doctor of Habilitation (*doktor habilitowany* or *dr.habil.*) The *dr.habil.* degree is a prerequisite for appointment to senior posts in the academic profession and ultimately leads to the title of Professor. It involves years of innovative research, several publications and a further thesis.



## TEACHER EDUCATION

### BEFORE THE 1991–99 REFORM

The Second World War left Poland in ruins, with the country's educational resources severely depleted. By 1945 several thousand teachers were lost. As a response to these losses, numerous teachers' training schools were opened in the decade following the end of the war. Initially, there were no strict admission requirements to these programs. In addition, several short-term courses were also available to all who wanted to gain skills as teachers. Eventually, four types of teachers' training schools emerged.

#### PEDAGOGICAL LYCEUMS (LICEUM PEDAGOGICZNE)

Pedagogical lyceums were secondary schools admitting those who had completed primary school and passed the entry examination. Initially, the program lasted four years; it was then extended to five years. Students could choose to specialize in teaching specific subjects. Graduates of pedagogical lyceums were prepared to work as kindergarten and primary schoolteachers (mostly in Classes 1 to 3).

Upon completion of the program, students received a Certificate of Completion of Pedagogical Lyceum (*swiadectwo ukonczenia liceum pedagogicznego*). Those who also passed the matriculation exam (*egzamin maturalny*) and were awarded the matriculation certificate (*swiadectwo dojrzalosci*) could continue their studies at the university level.

Pedagogical lyceums existed until the end of the 1960s.

#### TEACHERS' TRAINING INSTITUTES (STUDIUM NAUCZYCIELSKIE)

Teachers' training institutes were established in 1954 to offer specialized professional education to matriculation certificate (*swiadectwo dojrzalosci*) holders. They were designed to train kindergarten and primary schoolteachers. Studies were offered as two-year full-time or three-year extramural (*zaoczne*) programs. They were considered secondary professional education (*średnie wykształcenie zawodowe*). Graduates received a Certificate of Completion

of Teachers' Training Institute (*swiadectwo ukonczenia studium nauczycielskiego*) and could teach in all classes of primary school.

In 1984 teachers' training institutes introduced changes to their admission requirements and courses offered. For almost a decade the following programs were available:

- Two-year (or three-year, if extramural) programs for graduates of secondary schools (holders of a matriculation certificate) who wanted to become primary schoolteachers. Students of this program could specialize in one of the following areas:
  - integrated teaching (all subjects in Classes 1 to 3)
  - music (Classes 4 to 8)
  - fine arts (Classes 4 to 8)
  - general technical subjects (Classes 4 to 8)
  - physical education (Classes 4 to 8)

Those who completed the program received a Diploma of Completion of the Teachers' Training Institute (*dypłom ukonczenia studium nauczycielskiego*).

- Six-year programs for those who had completed primary school and wanted to be kindergarten or early childhood education teachers. These programs included matriculation examinations. Holders of the matriculation certificate could apply for admission to higher education or, upon completion of a program, enter the workforce as preschool teachers.

Those who completed the program received a Diploma of Completion of the Teachers' Training Institute (*dypłom ukonczenia studium nauczycielskiego*).

#### PRESCHOOL EDUCATION INSTITUTES (STUDIUM WYCHOWANIA PRZEDSZKOLNEGO)

These schools were established in 1974 in response to growing demand for qualified kindergarten teachers. Preschool education institutes offered full-time and part-time studies of different lengths, depending on the level of education previously completed, and admitted students with both primary and secondary education. Courses were also available to those who had already worked without formal qualifications as early childhood educators.

Programs admitting students with primary education included matriculation exams at the end of a fourth year of study. Graduates from all programs (holders of a Diploma of Completion of the Preschool Education Institute—*dyplom ukonczenia studium wychowania przedszkolnego*) were considered to have received a secondary professional qualification.

Preschool education institutes were transformed into teachers' training institutes in 1984.

## HIGHER EDUCATION FOR TEACHERS

General pedagogical studies before 1990 typically lasted four years and prepared graduates to work as preschool and school educators (for example, school counsellors or special education teachers). Five-year programs were also available to train teachers of Classes 1 to 3 (called "initial teaching"—*nauczanie początkowe*). Higher pedagogical schools (*wyższe szkoły pedagogiczne*) offered these programs to holders of the matriculation certificate.

Those who had completed a program through a teachers' training institute could enrol in a supplementary degree program that lasted two to four years depending on the field. There were also three-year engineering pedagogical programs to prepare teachers of technical subjects to work in vocational schools.

Holders of the matriculation certificate who wanted to be subject teachers in general secondary schools (*liceum*) had to enter a corresponding degree program (for example, Polish language and literature, mathematics, biology, history) at a university. Not all faculties had teacher education as part of their programs; it depended on the field. Programs offering a specialty in teaching included a school practicum. All graduates who completed the program and defended their final theses received the title of *magister* in the particular discipline.

## SINCE THE 1991–99 REFORMS

The changes that swept through Europe in the late 1980s and early 1990s had an impact on the social and educational role of teachers in Poland. New challenges were added to the professional teacher profile, such as:

- an ability to deal with students from different cultural backgrounds, including those from disadvantaged families
- a readiness to solve complex pedagogical problems
- the ability to use information and communication technologies skillfully

The 1990 reform began the transformation in teacher training methods. The new programs focused much more on the practical competencies of future educators. New types of teacher training schools were introduced, while the old ones gradually closed. In 1997 the Amendment to the 1991 School Education Act recommended two types of post-secondary training institutions (*zakłady kształcenia nauczycieli*) based on standards established by the Ministry of National Education and Sports:

- teachers' colleges—*kolegium nauczycielskie*
- foreign language teachers' colleges—*nauczycielskie kolegium języków obcych*

## POST-SECONDARY EDUCATION FOR TEACHERS

### TEACHERS' COLLEGES (*KOLEGIUM NAUCZYCIELSKIE* OR *KN*)

Public teachers' colleges are established under provincial administration, as represented by the chief educational officer called the *kurator*. Individuals or organizations can establish non-public colleges. The Ministry of National Education gives permission to open *kolegium* based on several conditions. The most important is a written agreement with a higher education institution (university or academy) that offers second-degree (*magister*) programs for teachers in the same fields as the *kolegium*. The HEI acts as a scientific supervisor for the college, ensuring the quality of the courses offered.

## Administration

Teachers' colleges are not independent institutions; they operate under the scientific patronage of the respective higher schools or universities with which they have entered into an agreement. The institution or individual establishing the *kolegium* is responsible for the school's general, personnel and financial management. The Ministry of National Education is the highest administrative authority for all teachers' colleges.

## Admission

Admission is open to matriculation certificate holders and is based on the percentages (converted into points) achieved in required subjects. A medical certificate confirming suitability for a career in teaching must also be submitted.

## Programs

Teachers' colleges offer the following three-year programs:

1. kindergarten teacher
2. primary schoolteacher
3. teacher-educator in special centres (for example, youth emergency shelters)

Programs can be taken as day, evening or extramural study. Many colleges provide the option for students to customize their studies according to individual interests and future career plans. However, individualized programs must still meet core educational requirements as set by the respective school regulations.

Those who complete a teachers' college program and pass the diploma examination receive a Diploma of Completion of Teachers' College (*dypłom ukonczenia kolegium nauczycielskiego*). This credential gives access to employment as a kindergarten or primary schoolteacher. Graduates of the *kolegium* can also challenge the licentiate examination conducted by the HEI supervising the college. The title of licentiate gives access to further education at the master's (*magister*) level.

## SAMPLE PROGRAM

TEACHERS' COLLEGE SAMPLE PROGRAM FOR PRIMARY SCHOOL LANGUAGE ARTS TEACHER AND LIBRARIAN  
(KOLEGIUM NAUCZYCIELSKIE, BIELSKO-BIALA)

TABLE 21: SAMPLE PROGRAM—PRIMARY SCHOOL LANGUAGE ARTS TEACHER AND LIBRARIAN, TEACHERS' COLLEGE

SUBJECTS	TOTAL NUMBER OF CONTACT HOURS IN A THREE-YEAR PROGRAM
<b>TEACHER TRAINING</b>	
Psychology	75
Pedagogy	75
Methodology of Teaching	133
Communication Arts	15
Voice Emission	30
Grading and Evaluation	26
History of Philosophy	60
Didactics of Scientific Information and its Storage	30
Work Methodology in School and Pedagogical Library	15
<b>GENERAL SUBJECTS</b>	
Information Technology	56
Foreign Language	120
Physical Education	60
<b>BASIC AND SPECIALTY SUBJECTS (LANGUAGE ARTS—POLISH)</b>	
Old Polish Literature	120
Literature of Enlightenment and Romanticism	150
Literature of Positivism and Young Poland	112
Modern Literature	210
Poetics and Literary Theory	90
Introduction to Linguistics	15
Descriptive Grammar	120
Old Church Slavonic Language	30
Supplementary Sciences	15
Latin	120
History of Poland	30
Foreign Literature	30
Language of Theatre, Radio and Television	90
Historical Grammar	120
Sociolinguistics and Dialectology	26
Lexicology and Lexicography	30
History of Language	26
Children's and Young Adult Literature	39
Licentiate Seminar	60
<b>SPECIALTY SUBJECTS IN INFORMATION MANAGEMENT (LIBRARY)</b>	
Types of Communication	15
Reading and Society	30
Books—Libraries—Information	30
Analysis and Editing of Documents	60
History of Written Communication and Media	15
Basics of Librarianship and Information	45
Information Services	45
Internet	30
Information Networks	30
Modern Publishing Houses	15
Information Resources and Selection	45
<b>PRACTICA</b>	
Major Specialty	135
Secondary Specialty (Library)	45
<b>TOTAL</b>	<b>2,668</b>

## FOREIGN LANGUAGE TEACHERS' COLLEGES (*NAUCZYCIELSKIE KOLEGIUM JEZYKOW OBCYCH* OR *NKJO*)

The first foreign language teachers' colleges were established at the same time as were the teachers' colleges. Their foundation is based on the same principles as are teachers' colleges and they are administered in the same way, with the Ministry of National Education acting as the highest authority. A foreign language teachers' college must first have a written agreement with a university or an academy regarding educational and scientific patronage and supervision. The body establishing the *kolegium* is responsible for the school's general, personnel and financial management.

### Admission

Admission is open to matriculation certificate holders and is based on the percentages (converted into points) achieved in required subjects. A medical certificate confirming suitability for a career in teaching must also be submitted.

### Programs

Foreign language teachers' colleges offer three-year programs in several modern foreign languages, with English, French and German being the most popular. Programs can be taken through day or evening study. Instruction is provided in the specialty language and in Polish.

Those who complete a foreign language teachers' college program and pass the diploma examination receive a Diploma of Completion of Foreign Language Teachers' College (*dplom ukonczenia nauczycielskiego kolegium jezykow obcych*). This credential gives access to employment as a foreign language teacher (of the language studied at the college) at all levels of school education. Graduates of the *kolegium* can also take a licentiate examination conducted by the HEI supervising the college. The title of licentiate gives access to further education at the master's (*magister*) level.

## SAMPLE PROGRAM

FOREIGN LANGUAGE TEACHER COLLEGE SAMPLE PROGRAM—  
ENGLISH LANGUAGE (*NAUCZYCIELSKIE KOLEGIUM JEZYKOW  
OBCYCH, TORUN*)

TABLE 22: SAMPLE PROGRAM—ENGLISH LANGUAGE TEACHER,  
FOREIGN LANGUAGE TEACHERS' COLLEGE

SUBJECTS	TOTAL NUMBER OF CONTACT HOURS IN A THREE-YEAR PROGRAM
<b>APPLIED LANGUAGE SKILLS</b>	
Integrated Skills	240
Applied Phonetics	120
Applied Grammar	300
Conversations	120
Reading and Writing Comprehension	120
Stylistics	60
Lexicology	30
Expressiveness	30
Translation	60
<b>PHILOLOGICAL EDUCATION</b>	
General Knowledge About Great Britain	30
General Knowledge About American Culture	30
History of Great Britain	60
History of the United States	60
Introduction to Literary Criticism	30
British Literature	60
American Literature	60
Philosophy of Language	30
General Knowledge of Language	60
Descriptive Grammar	90
<b>TEACHER EDUCATION</b>	
Psychological and Educational Skills (Field Studies)	60
Psychology	60
Pedagogy	60
General Methodology	180
Methodology of Teaching Foreign Language	60
Voice Emission	30
Educational Law	30
<b>OTHER</b>	
Practicum	150
Information Technology	60
Diploma Seminar	60
Second Foreign Language	240
Latin	30
<b>TOTAL</b>	<b>2,610</b>



## UNIVERSITY-LEVEL TEACHER EDUCATION (WYKSZE STUDIA)

Future teachers can also complete their studies at higher education institutions such as universities, polytechnic universities, specialized pedagogical academies, academies of physical education, agricultural academies and economic academies. Degree programs with a teaching specialty have the benefit of preparing the student for two professions, one based on knowledge of the primary field studied and a second one as a teacher.

Teacher training is available as part of first-cycle licentiate programs as well as second-cycle master's degree programs. Admission to a first-degree three-year program is based on the results of the matriculation examination. Two-year master's degree programs are available to holders of a licentiate degree with a teaching specialty. Some HEIs still offer an integrated (or "long") master's degree program lasting five years, with entry requiring a matriculation certificate. In general, the structure of both the licentiate and the master's degree programs with a teaching specialty is similar to all other university licentiate and master's degree programs.

The Ministry of National Education and Sports established standards for university-level teacher training programs in a separate regulation issued in 2004. Higher education institutions follow the prescribed standards but manage the programs independently, adapting them to local needs.

Most university-level teacher training programs are available through day or evening studies.

**TABLE 23: COMPONENTS OF TEACHER TRAINING PROGRAMS AT HIGHER EDUCATION INSTITUTIONS**

TEACHER TRAINING PROGRAMS AT HIGHER EDUCATION INSTITUTIONS INCLUDE:
• methodology of teaching of the major field studied (for example, Physics)
• methodology of teaching of an additional subject (for example, Mathematics)
• general pedagogy and education
• information technology
• a foreign language (for example, English)
• practical training

The primary subject component for teacher training programs (for example, chemistry, for future chemistry teachers) is taught following the standards for the respective degree program. The core knowledge gained in the subject (in this example, chemistry) is the same for students enrolled in a teaching specialty as it is for those enrolled in a theoretical program.

In addition, students have the option of choosing a second primary subject as their future teaching specialty. The number of study hours increases in this case, but the length of the program remains much the same. When a foreign language is chosen as a second specialty, fluency standards must be met as required by the European system of foreign language education.

**TABLE 24: MINIMUM CONTACT HOURS FOR THE PEDAGOGICAL COMPONENT OF DEGREE PROGRAMS**

SUBJECT	LICENTIATE PROGRAM (3 YEARS)	MASTER'S PROGRAM (2 YEARS; ONE-SUBJECT SPECIALTY)	MASTER'S PROGRAM (2 YEARS; TWO-SUBJECT SPECIALTY)	MASTER'S PROGRAM (5 YEARS; INTEGRATED OR LONG; TWO-SUBJECT SPECIALTY)
Additional Teaching Specialty	400	60	150	550
Psychology	60	15	15	75
Pedagogy	60	15	15	75
Methodology of Teaching	150	30	45	180
Voice Training	30	–	–	30
Information Technology	Flexible	–	–	Flexible
Foreign Language	Flexible	Flexible	Flexible	Flexible
Practical Training	180	30	45	210

Graduates of the teaching specialties are expected to demonstrate the following competencies:

1. methodology of teaching
2. educational and social counselling skills
3. creativity and flexibility
4. ability to plan and implement educational processes
5. excellent communications skills
6. knowledge of information technology applications in education
7. advanced knowledge of at least one foreign language

Graduates from licentiate programs with a teaching specialty can continue their studies by enrolling in a master's (*magister*) degree program (general or teaching specialty). Holders of a licentiate (*licencjat*) degree with a teaching specialty are prepared for employment as teachers in primary, lower secondary and vocational schools. They can also work as kindergarten teachers.

Holders of a master's (*magister*) degree can continue their studies in doctoral programs. They can be employed as teachers in all levels of school education.

TABLE 25: SAMPLE LICENTIATE (*LICENCJAT*) DEGREE PROGRAM WITH A TEACHING SPECIALTY IN PHYSICS (UNIVERSITY OF WARSAW)

#### FIRST YEAR

SUBJECT	HOURS OF INSTRUCTION	ECTS CREDITS
Physics	240	24
Mathematics	360	28
Information Technology Training	45	3
English Language	120	4
Ergonomics and Occupational Safety	Flexible	.5
Protection of Intellectual Property	Flexible	.5
Summer Camp Course	36	Elective
Physical Education	30	–

#### SECOND YEAR

SUBJECT	HOURS OF INSTRUCTION	ECTS CREDITS
Vibrations and Waves	90	7
Mechanics	90	7
Mathematics	120	9
Pedagogy	90	5
Psychology	60	4
English Language	120	4
Quantum Physics	60	5
Thermodynamics	90	6
Methodology of Teaching Physics	45	3
Methods of Astronomic Measurements	45	4
Voice and Speech	30	2
School Hygiene	30	2
Physical Education	60	–
Practicum	30	2

#### THIRD YEAR

SUBJECT	HOURS OF INSTRUCTION	ECTS CREDITS
Quantum Mechanics	120	9
Methodology of Teaching Physics	60	4
Methodology of Teaching Physics – Lab	45	3
Methodology of Teaching Mathematics	60	5
General Astronomy	60	4
Electrodynamics	90	6
Computers in Teaching Physics and Mathematics	45	3
History of Science and Development of Physics	60	4
School Didactics	30	2
Physical Education	30	–
Practicum	150	10
Licentiate Project	105	10

**TABLE 26: SAMPLE MASTER'S (MAGISTER) DEGREE PROGRAM WITH A TEACHING SPECIALTY IN PHYSICS (UNIVERSITY OF WARSAW)**

**FIRST YEAR**

SUBJECT	HOURS OF INSTRUCTION	ECTS CREDITS
Physics – Lab	90	10
Quantum Mechanics	60	6
Contemporary Theoretical Mechanics	60	6
Statistical Physics	60	6
From Experiment to Knowledge of Matter	90	9
Methodology of Teaching Physics – Seminar	30	3
Physics in Experiments	40	4
Mathematics	60	5
English Language	30	1
Teaching Practicum	60	11

**SECOND YEAR**

SUBJECT	HOURS OF INSTRUCTION	ECTS CREDITS
Pedagogy with Psychology	30	2.5
Specialization Seminar	60	5
School Mathematics	90	5
Specialization Lectures (elective*)	90	8
Methodology of Teaching Physics	60	6
General Academic Subjects (elective**)	60	6
School and Class – Seminar	30	2
Specialization Seminar	30	3
Physics – Historical Perspective	30	2.5
Specialization Lab and Final Research Project	240	20

\*Suggested: Astrophysics, Geophysics, Sub-Atomic Physics, Quantum Theory, Theory of Fundamental Reactions

\*\*Suggested: Chemistry, History of Mathematics, Reality Modeling

## POST-DIPLOMA TEACHER EDUCATION (STUDIA PODYPLOMOWE)

Several universities and other HEIs offer teacher training programs as post-diploma studies. These programs are intended for those who graduated from theoretical programs in science or humanities and who want to supplement their education with skills that will prepare them for the profession of teaching.

Admission is open to holders of a licentiate degree who would like to work in primary schools and to holders of a master's degree who want to become secondary school teachers.

The post-licentiate and post-master's diploma programs are basically the same. They focus on the general pedagogical skills that need to be applied to the teaching of a subject studied in a licentiate or a master's degree program. Post-diploma teacher training programs are also available to working teachers who want to upgrade their skills and knowledge about modern methodology and the application of information technology in education.

Most post-diploma teacher training programs last two to three semesters. Many of them are offered through evening studies. Those who graduate from post-diploma programs receive a Certificate of Completion of Post-Diploma Studies (*swiadectwo ukonczenia studiow podyplomowych*).

**TABLE 27: SAMPLE POST-DIPLOMA PROGRAM FOR BOTH LICENTIATE (LICENCJAT) DEGREE HOLDERS AND MASTER'S (MAGISTER) DEGREE HOLDERS—LANGUAGE ARTS, POLISH**

**FIRST SEMESTER**

SUBJECT	HOURS OF INSTRUCTION
Developmental Psychology	60
Pedagogy	30
Multimedia in School Education	30

**SECOND SEMESTER**

SUBJECT	HOURS OF INSTRUCTION
Pedagogy	30
Applied Stylistics	30
Literary Interpretations and Theory of School-Required Readings	30
Voice Emission	20
Textbooks, School Programs and Organization of Education	10

**THIRD SEMESTER**

SUBJECT	HOURS OF INSTRUCTION
Methodology (Literature Teaching)	60
Methodology (Language Teaching)	30
Psycho-Linguistics	Flexible

## PROFESSIONAL CERTIFICATION

There is no separate teacher certification process in Poland. Graduates of all teacher training programs that follow the standards prescribed by law are qualified to be employed as

teachers at a level corresponding with their education level. School principals are responsible for hiring teachers.

TABLE 28: LEVEL OF TEACHER EDUCATION REQUIRED FOR EMPLOYMENT ACROSS THE SCHOOL SYSTEM

TYPE OF INSTITUTION	CREDENTIAL	DURATION	GIVES ACCESS TO TEACHING:				
			PRESCHOOL	PRIMARY	LOWER SECONDARY	HIGHER SECONDARY	VOCATIONAL
Teachers' College	Diploma of Completion of Teachers' College ( <i>dyplom ukonczenia kolegium nauczycielskiego</i> )	3 years	√	√			
Foreign Language Teachers' College*	Diploma of Completion of Foreign Language Teachers' College ( <i>dyplom ukonczenia nauczycielskiego kolegium jezykow obcych</i> )	3 years	√	√	√	√	√
University; Other Higher Education Institutions	Licentiate ( <i>licencjat</i> ) Engineer ( <i>inzynier</i> )	3–4 years	√**	√	√		√
	Master's ( <i>magister</i> ) degree	2 years	√**	√	√	√	√
	Integrated master's ( <i>magister</i> ) degree	5 years	√**	√	√	√	√
	Certificate of Completion of Post-Diploma Studies (for holders of a licentiate) ( <i>swiadectwo ukonczenia studiow podyplomowych</i> )	2–3 semesters		√	√		√
	Certificate of Completion of Post-Diploma Studies (for holders of a master's degree) ( <i>swiadectwo ukonczenia studiow podyplomowych</i> )	2–3 semesters		√	√	√	√

\*Graduates may teach a foreign language at all levels of school education.

\*\*Only those who have specialized in preschool education may teach at this level.

The 1982 Teachers' Charter (with several subsequent amendments) regulates promotion within the teaching profession. Four levels of professional advancement are available to schoolteachers in Poland:

1. trainee teacher (*nauczyciel stazysta*)
2. contract teacher (*nauczyciel kontraktowy*)
3. appointed teacher (*nauczyciel mianowany*)
4. chartered teacher (*nauczyciel dyplomowany*)

## TEACHERS IN HIGHER EDUCATION

The 2005 Higher Education Act (*Prawo o Szkolnictwie Wyższym*) sets the general principles for the appointment of

academic teachers, including the required level of education for the position held. To become a teacher in a higher education establishment—public or private—a person must hold at least a master's (*magister*) degree or its equivalent.

Individual HEIs organize competitions for teaching posts to appoint their academic staff. Several groups of higher education staff (including librarians and archivists) are considered to be academic teachers. Two groups—the research and teaching group and the teaching staff—are directly involved in educational and mentoring activities.

**TABLE 29: REQUIRED ACADEMIC DEGREES—RESEARCH AND TEACHING POSITIONS**

POSITION	DEGREE REQUIRED
Professor	Professor
Associate professor	Doctor of Habilitation (at least)
Visiting professor	Doctor of Habilitation
<i>Adjunkt</i> (lecturer)	Doctor
Assistant	Master's ( <i>magister</i> ) degree (or equivalent)

The main responsibilities of the research and teaching staff are to teach, educate and mentor students and to carry out research in their respective fields.

**TABLE 30: REQUIRED ACADEMIC DEGREES—TEACHING STAFF POSITIONS**

POSITION	DEGREE REQUIRED
Instructor or language teacher	Master's ( <i>magister</i> ) degree (or equivalent)
Seminar lecturer	
Senior lecturer	

## TECHNICAL AND VOCATIONAL EDUCATION

### BEFORE THE 1999 REFORM

#### BASIC VOCATIONAL SCHOOLS (ZASADNICZA SZKOŁA ZAWODOWA)

Until 1989 the main purpose of basic vocational education was to prepare skilled workers for industry. Basic vocational schools (BVSs) offered programs in specific professions and included quite limited general secondary education. Admission to BVSs was open to those who had completed compulsory education (initially a seven-year and later an eight-year primary school program).

Most programs lasted three years, with the vocational component increasing from around 30 per cent in the first year to around 70 per cent in the last year. Practical training took place mostly in school workshops. In addition to full-time school-based training, BVSs participated in apprenticeship programs by providing theory classes for young workers.

Those who completed basic vocational school received a Certificate of Completion of Basic Vocational School (*swiadcetwo ukonczenia zasadniczej szkoly zawodowej*), which allowed entrance into the workforce as skilled workers (*robotnik wykwalifikowany*). Certificate holders could also continue their education in supplementary general and technical secondary schools.

#### SECONDARY SCHOOLS INCORPORATING VOCATIONAL AND PROFESSIONAL TRAINING

##### Vocational Secondary Schools (*liceum zawodowe*)

Vocational secondary schools were established around 1993. They existed until 1999 when they were replaced with specialized secondary schools (*liceum profilowane*).

Programs lasted four years, providing vocational training similar to basic vocational education, but also including non-industrial skills. The curriculum covered general secondary education subjects that prepared individuals to take matriculation (*Matura*) examinations.



Graduates of this type of school received the Certificate of Completion of Vocational Secondary School (*swiadectwo ukonczenia liceum zawodowego*). Those who passed the matriculation examinations immediately after completion of the school program received a matriculation certificate from vocational secondary school (*swiadectwo dojrzalosci liceum zawodowego*) only. The matriculation certificate included details regarding the vocational studies completed by the student. Holders of the matriculation certificate from vocational secondary school could continue into degree programs.

### Technical Lyceums (*liceum techniczne*)

The Ministry of National Education introduced the concept of a technical lyceum in 1998. It was a four-year secondary school admitting those who had completed an eight-year primary school program. Technical lyceums provided general secondary education and general professional education in one of several fields (for example, forestry, agriculture, administration and economics). Upon successful completion of the program, graduates would receive a Certificate of Completion of Technical Lyceum (*swiadectwo ukonczenia liceum technicznego*). Those who passed the matriculation examinations would receive only the matriculation certificate from technical lyceum (*swiadectwo dojrzalosci liceum technicznego*). This matriculation certificate included information about the professional training taken.

Technical lyceum graduates were not technicians. They could, however, take shorter post-lyceum programs in the field previously studied. Post-lyceum programs were considered to be at the technician level.

When the implementation of the school system reform started in 1999, technical lyceums were transformed into specialized secondary schools (*liceum profilowane*).

### TECHNICAL AND PROFESSIONAL SECONDARY SCHOOLS (*TECHNIKUM, LICEUM ZAWODOWE*)

Admission to technical and professional secondary school programs was based on the completion of an eight-year primary school program and (in many cases) entry examinations.

Programs lasted four to five years depending on the field. For example:

- Engineering technology (technical secondary school, *technikum*)—five years (for example, chemical, mechanical, electrical, construction)
- Nursing (nursing secondary school, *liceum pielęgniarsstwa*)—five years
- Kindergarten education (pedagogical secondary school, *liceum pedagogiczne*)—four years

All programs included general secondary subjects, professional subjects, practical training and a final professional practicum.

Graduates of this type of school received one of the following:

- Certificate of Completion of Technical Secondary School (*swiadectwo ukonczenia technikum*)
- Certificate of Completion of Nursing Secondary School (*swiadectwo ukonczenia liceum pielęgniarsstwa*)
- Certificate of Completion of Pedagogical Secondary School (*swiadectwo ukonczenia liceum pedagogicznego*)

In most cases, graduates could enter the workforce directly, at a technician level or equivalent. Those who also passed the matriculation examinations received a matriculation certificate only, from the appropriate school (*swiadectwo dojrzalosci "xxx"*) and could continue into degree programs.

### POST-LYCEUM AND POST-MATRICULATION SCHOOLS (*SZKOLY POLICEALNE, SZKOLY POMATURALNE*)

Post-lyceum and post-matriculation schools offered programs to graduates of general secondary schools and technical lyceums who did not continue their education at the tertiary level but who wished to obtain professional qualifications.

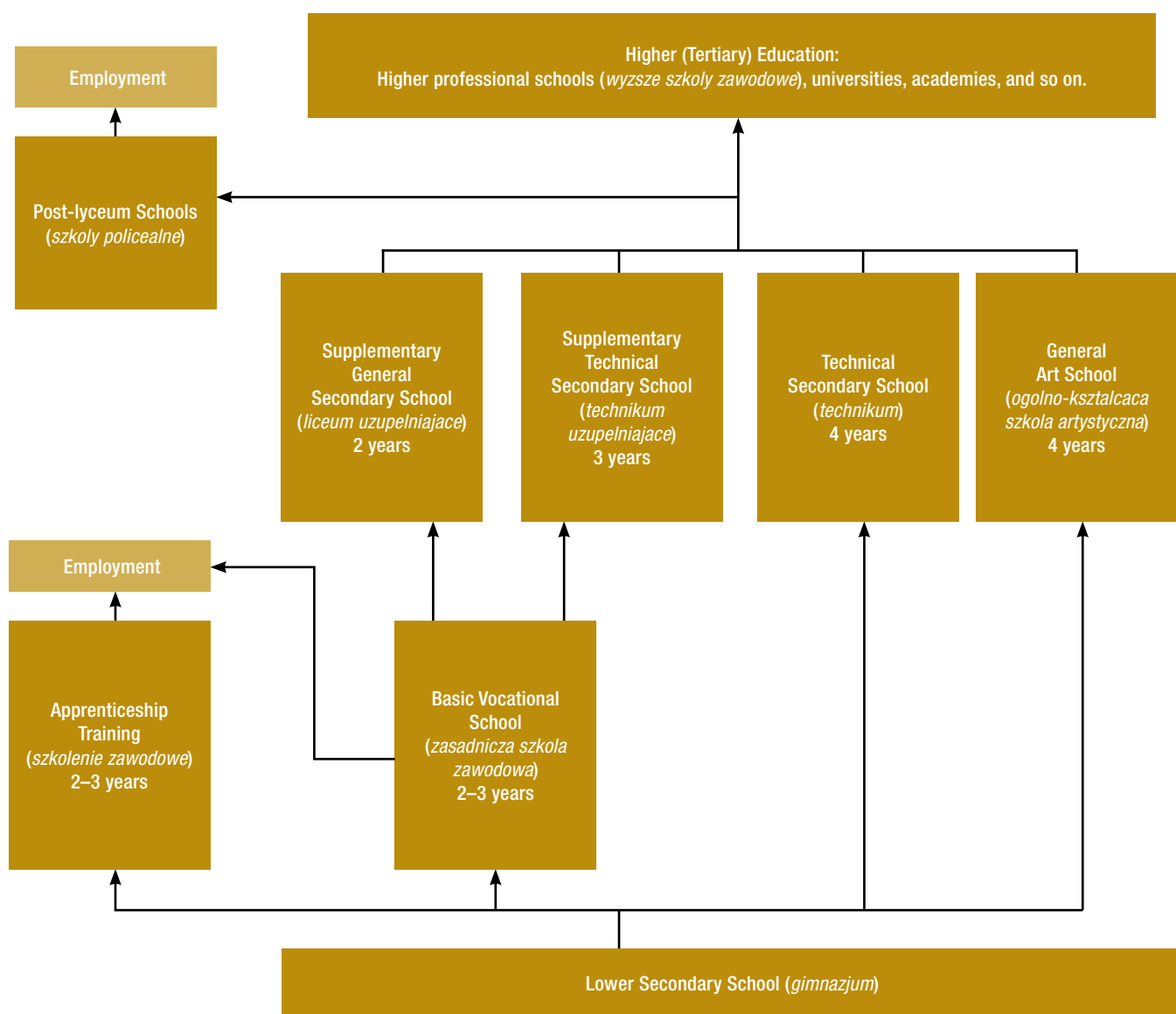
Generally, admission was based on possession of a Certificate of Completion of Secondary School or a Certificate of Completion of Technical Lyceum. Programs in nursing, midwifery and librarianship required a matriculation certificate for admission.

Most programs lasted two years (two-and-a-half years for nurses and midwives) and consisted of theoretical studies, practical training and a final practicum. Graduates received a Certificate of Completion of Post-Lyceum School (*swiadectwo ukonczenia szkoly policealnej*) or a Certificate of Completion of Post-Matriculation School (*swiadectwo ukonczenia szkoly pomaturalnej*).

The professional training obtained through this type of school was considered to be the same as the training offered by secondary professional schools. For example, a nurse trained through a five-year nursing secondary school was considered to have the same qualifications as one who completed a two-and-a-half year post-matriculation school program.

## AFTER THE 1999 REFORM

FIGURE 10: STRUCTURE OF THE CURRENT VOCATIONAL AND TECHNICAL EDUCATION SYSTEM



## APPRENTICESHIP TRAINING (SZKOLENIE ZAWODOWE)

The Polish constitution makes education obligatory for all citizens up to the age of 18. Therefore, students who graduate from lower secondary schools (at age 16) and are interested in immediate employment must enter an apprenticeship program.

Apprenticeship training is organized by:

- + employers (under the supervision of the relevant chamber or guild)
- + continuing education centres (*Centrum Kształcenia Ustawicznego*)
- + practical training centres (*Centrum Kształcenia Praktycznego*)
- + voluntary labour corps (*Ochotnicze Hufce Pracy*)
- + vocational schools

The most popular apprenticeship training is based on an employment contract between an employer and a trainee, who is granted the status of young worker (*uczeń–pracownik młodociany*). The employer is responsible for organizing the training. The young worker receives wages according to government regulations. The majority of young workers are trained in the private sector.

Two qualifications can be obtained through employment-based training:

1. The title of apprentice (*czeladnik*)—Certificate of Apprenticeship (*świadectwo czeladnika*); lower level
2. The title of master or journeyman (*mistrz*)—Diploma of Journeyman (*dyplom mistrza*); higher level

Both are received after passing specialized examinations organized by the relevant “chamber of crafts” (*izba rzemieślnicza*).

Training can also be provided by a vocational school. Participants have student status, and their practical training cost is covered by the school administration. Students do not receive any remuneration.

After completion of the training administered by a school, students may take an external professional examination (*egzamin zawodowy*) leading to a Diploma of Professional Qualification (*dyplom potwierdzający kwalifikacje zawodowe*).

Apprenticeship training is viewed as being on par with the vocational component of education offered by basic vocational schools. Apprenticeship training gives access to employment only.

## BASIC VOCATIONAL SCHOOL (ZASADNICZA SZKOŁA ZAWODOWA)

Graduates of lower secondary schools (gymnasium—*gimnazjum*) who are interested in entering the workforce as quickly as possible may choose basic vocational school (*zasadnicza szkoła zawodowa*) as an option to help them meet that goal. In the 2007–08 school year, almost 240,000 students were enrolled in basic vocational school programs. In 2008 about 67,500 students graduated from the program.

Basic vocational schools are the responsibility of the Ministry of National Education and are administered through regional education offices.

Education at basic vocational schools prepares students for employment as skilled workers in almost 80 professions covering the following broad fields:

- + arts
- + business and administration
- + engineering technology
- + manufacturing and processing
- + architecture and construction
- + agriculture, forestry and fishery
- + retail and general services

### Admission

Admission to basic vocational schools is based on the results of the lower secondary school final examination and (in some cases) on final grades for specific program-related subjects.

## Program

The duration of most basic vocational school programs is two years. If the specific profession requires a longer training program, the number of hours of vocational classes increases accordingly. The number of general education hours remains the same but may be taken over the course of three years.

TABLE 31: BASIC SUBJECTS FRAMEWORK—CLASSES 1 AND 2, BASIC VOCATIONAL SCHOOL

SUBJECTS	CUMULATIVE HOURS PER WEEK OVER TWO YEARS
Language Arts (Polish)	5
Foreign Language	3
History and Social Studies	2
Mathematics	4
Physics and Astronomy	2
Geography and Environmental Protection	2
Basics of Entrepreneurship	1
Physical Education	6
Civil Defence	2
Lessons with the Homeroom Teacher	1
Vocational subjects following a program for a chosen profession	35
Religion/Ethics	4
Hours at the Principal's Discretion (Information Technology and Preventive Health Care recommended)	3
<b>TOTAL</b>	<b>70</b>

## SAMPLE PROGRAM

BASIC VOCATIONAL SCHOOL OF CATERING IN GDYNIA  
(ZASADNICZA SZKOŁA ZAWODOWA—GASTRONOMICZNA W GDYNI): SAMPLE PROGRAM FOR A COOK (KUCHARZ)

TABLE 32: SAMPLE PROGRAM, COOK—BASIC VOCATIONAL SCHOOL OF CATERING IN GDYNIA (TWO-YEAR, FULL-TIME PROGRAM)

SUBJECTS	CLASS		CUMULATIVE HOURS PER WEEK OVER TWO YEARS
	FIRST YEAR (38 WEEKS)	SECOND YEAR (38 WEEKS)	
<b>GENERAL SECONDARY SUBJECTS</b>			
Language Arts (Polish)	3	3	6
Foreign Language – English	2	1	3
History and Social Studies	1	1	2
Mathematics	2	2	4
Physics and Astronomy	1	1	2
Geography with Environmental Protection	1	1	2
Basics of Entrepreneurship	–	1	1
Information Technology	1	–	1
Physical Education	3	3	6
Civil Defence	1	1	2
Lessons with the Homeroom Teacher	1	1	2
	<b>16</b>	<b>15</b>	<b>31</b>
<b>VOCATIONAL SUBJECTS</b>			
Technology of Catering and Commodities	5	5	10
Occupational Health and Safety	2	–	2
Practical Training	5	11	16
Basics of Nutrition	1	1	2
Basics of Accounting	2	–	2
Catering Equipment	2	–	2
	<b>17</b>	<b>17</b>	<b>34</b>
<b>ADDITIONAL SUBJECTS</b>			
Religion/Ethics	2	2	4
Family Life Education	–	1	1
<b>TOTAL</b>	<b>35</b>	<b>35</b>	<b>70</b>

## Exit credentials

Students who pass all the subjects required for the program receive a Certificate of Completion of Basic Vocational School (*swiadectwo ukonczenia zasadniczej szkoły zawodowej*). They can continue their education by entering either supplementary technical secondary schools or supplementary general secondary schools.

Graduates of basic vocational schools also have the option of taking an external professional examination (*egzamin zawodowy*) leading to a Diploma of Professional Qualification (*dyplom potwierdzający kwalifikacje zawodowe*).

## SUPPLEMENTARY SECONDARY SCHOOLS FOR GRADUATES OF BASIC VOCATIONAL SCHOOLS

Holders of a Certificate of Completion of Basic Vocational School who decide to continue their education have the option of going on to either of the following supplementary secondary schools:

- a three-year supplementary technical secondary school (*technikum uzupełniające*)
- a two-year supplementary general secondary school (*uzupełniające liceum ogólnokształcące*)

Both supplementary secondary school programs include secondary education subjects taught at general secondary schools. They prepare students for the matriculation examinations. Students who choose not to take matriculation exams receive one of the following:

- Certificate of Completion of Supplementary Technical Secondary School (*swiadectwo ukonczenia technikum uzupełniającego*)
- Certificate of Completion of Supplementary General Secondary School (*swiadectwo ukonczenia uzupełniającego liceum ogólnokształcącego*)

By enrolling in a supplementary technical secondary school, basic vocational school graduates have the opportunity to expand their vocational knowledge and progress to the professional level of a technician in a particular field.

Supplementary technical secondary schools follow Ministry of National Education recommendations for the basic subject framework, curriculum and assessment.

TABLE 33: BASIC SUBJECTS FRAMEWORK—CLASSES 1 TO 3, SUPPLEMENTARY TECHNICAL SECONDARY SCHOOL

SUBJECTS	CUMULATIVE HOURS PER WEEK OVER THREE YEARS
Language Arts (Polish)	9
First Foreign Language	11
Second Foreign Language	
History and Social Studies	5
Knowledge of Culture	1
Mathematics	6
Physics and Astronomy	2
Chemistry	2
Biology	2
Geography	2
Basics of Entrepreneurship	1
Information Technology	1
Physical Education	9
Lessons with the Homeroom Teacher	1
Professional Subjects	31
Religion/Ethics	6
Hours at the Principal's Discretion (Information Technology and Preventive Health Care recommended)	5
<b>TOTAL</b>	<b>94</b>



## SAMPLE PROGRAM

SUPPLEMENTARY TECHNICAL SECONDARY SCHOOL PROGRAM  
(*TECHNIKUM UZUPELNIAJACE*):  
CURRICULUM FOR A THREE-YEAR PROGRAM IN CATERING  
MANAGEMENT (*SZEF GASTRONOMII*)

TABLE 34: SAMPLE PROGRAM, CATERING MANAGEMENT—  
SUPPLEMENTARY TECHNICAL SECONDARY  
SCHOOL (THREE-YEAR, FULL-TIME PROGRAM)

SUBJECTS	
Language Arts (Polish)	Basics of Entrepreneurship
Biology	Human Nutrition
Chemistry	Administration and Economics
Physics and Astronomy	Technology of Catering and Commodities
Geography	Information Technology
History	Occupational Health and Safety
English Language	Catering Equipment
German Language	Physical Education
Culture and Arts	Religion/Ethics
Mathematics	Practical Training (Hotel Restaurant)
Social Studies	

### Exit credentials

Students who pass all the required subjects receive a Certificate of Completion of Supplementary Technical Secondary School (*swiadectwo ukonczenia technikum uzupełniającego*). Prior to 2005 those who passed the matriculation examination (at the end of Class 3) received one document—the matriculation certificate (*swiadectwo dojrzałości technikum*). This certificate included details of both the general and professional education taken. Since 2005 the matriculation certificate has been issued as a separate document, listing the results of the matriculation examinations only.

Graduates of supplementary technical secondary schools can take an external professional examination (*egzamin zawodowy*) leading to a Diploma of Professional Qualification (*dplom potwierdzający kwalifikacje zawodowe*).

## TECHNICAL SECONDARY SCHOOLS (*TECHNIKUM*)

Technical secondary school programs incorporate technical and professional education with general secondary school education. When taken as full-time study following lower

secondary school (gymnasium—*gimnazjum*), the program lasts four years and the typical age of students is 16 to 20. Technical secondary schools are the responsibility of the Ministry of National Education and are administered through regional offices.

In the 2007–08 school year, over 555,000 students were enrolled in technical secondary school programs (Classes 1 to 4). In 2008 over 109,000 young people graduated from programs in one of the following fields:

- \* agriculture, forestry and fishery technology
- \* architecture and construction
- \* arts
- \* computing science technology
- \* economics and administration
- \* engineering technology
- \* environmental protection
- \* general services
- \* health sciences
- \* manufacturing and processing
- \* physical and earth sciences
- \* social sciences
- \* transportation
- \* veterinary science

### Admission

Admission to most technical secondary schools is competitive and based on the results of the lower secondary school (gymnasium—*gimnazjum*) examination, plus final grades for subjects related to the chosen program.

### Program

The Ministry of National Education sets a basic subjects framework for all programs. It consists of the minimum hours required for general secondary subjects and the prescribed number of professional training hours. In a four-year program, the framework recommends at least 50 cumulative hours per week for professional subjects, including practical studies.

## SAMPLE PROGRAM

TECHNICAL SECONDARY SCHOOL OF CATERING IN GDYNIA (*TECHNIKUM GASTRONOMICZNE W GDYNI*): SAMPLE PROGRAM FOR THE CATERING MANAGEMENT TECHNICIAN (*TECHNIK ORGANIZACJI USŁUG GASTRONOMICZNYCH*) PROGRAM

TABLE 35: SAMPLE PROGRAM, CATERING MANAGEMENT TECHNICIAN—TECHNICAL SECONDARY SCHOOL OF CATERING IN GDYNIA (FOUR-YEAR, FULL-TIME PROGRAM)

SUBJECTS	
Biology	Customer Service
Chemistry	Basics of Psychology
Language Arts (Polish)	Civil Defence
Physics and Astronomy	Physical Education
Geography	Religion/Ethics
History	Office Administration
English Language	Catering Technology
French Language	Information Technology
German Language	Culture and Arts
Mathematics	Social Studies
Economics and Organization of Catering	Bookkeeping and Finances in Catering Businesses
Professional Terminology in Foreign Language	Principles of Nutrition

### Exit credentials

Students who pass all the subjects required for a program receive the Certificate of Completion of Technical Secondary School (*swiadectwo ukonczenia technikum*). Those who pass the matriculation examination (at the end of Class 4) also receive the matriculation certificate (*swiadectwo dojrzalosci*), which allows the holder the option to enter degree programs.

Graduates of technical secondary schools can take an external professional examination (*egzamin zawodowy*) leading to a Diploma of Professional Qualification (*dyplom potwierdzający kwalifikacje zawodowe*).

## POST-LYCEUM PROFESSIONAL SCHOOLS (*SZKOLY POLICEALNE*)

Present-day post-lyceum schools continue the pre-reform concept of offering professional education to graduates of secondary schools (general and specialized) who choose not to continue their education at the university level. In the 2008–09 school year over 3,300 post-lyceum schools—both public and non-public—offered hundreds of programs in a variety of technical and non-technical fields (for example, dental assistant, social worker, mining technician and dietitian).

### Admission

Admission to post-lyceum programs is open to all who have completed upper secondary education—in particular, holders of the Certificate of Completion of General Secondary School or Specialized Secondary School.

### Program

Programs offered by post-lyceum schools are based on the professions and occupations classification, as set by the Ministry of Labour and Social Policy. The Ministry of National Education prescribes the length and content of a program corresponding to a particular profession.

Program lengths vary from one year (for example, dental assistant, handicapped persons assistant) to two-and-a-half years (for example, dental technician, social worker, air transport mechanical technician). Courses can be taken as day or evening study. The length of the program is approximately the same, regardless of the mode in which it is taken.

TABLE 36: BASIC SUBJECTS FRAMEWORK—POST-LYCEUM SCHOOL (FOR GRADUATES OF SPECIALIZED SECONDARY SCHOOLS)

COMPULSORY SUBJECTS	CUMULATIVE HOURS PER WEEK IN ONE-YEAR PROGRAM
Professional Training	32
Physical Education	3
Professional Practicum	varies

## SAMPLE PROGRAM

MEDICAL POST-LYCEUM PROFESSIONAL SCHOOL IN CZESTOCHOWA (*MEDYCZNE STUDIUM ZAWODOWE W CZESTOCHOWIE*): SAMPLE PROGRAM FOR A DENTAL ASSISTANT (*ASYSTENTKA STOMATOLOGICZNA*)

TABLE 37: SAMPLE PROGRAM, DENTAL ASSISTANT—MEDICAL POST-LYCEUM PROFESSIONAL SCHOOL IN CZESTOCHOWA (ONE-YEAR, FULL-TIME PROGRAM)

SUBJECTS
Physical Education
Psychology
Anatomy, Physiology and Pathology of Teeth and Gums
Basic Microbiology
Pharmacology
Professional Principles and Methods of Work—Theory
Professional Principles and Methods of Work—Lab
Basics of Law and Economics
Practical Training
Practicum

TABLE 38: BASIC SUBJECTS FRAMEWORK—POST-LYCEUM SCHOOL (FOR GRADUATES OF GENERAL SECONDARY SCHOOLS)

COMPULSORY SUBJECTS	CUMULATIVE HOURS PER WEEK IN TWO-YEAR PROGRAM
Professional Training Classes	50
Physical Education	6
Professional Practicum	varied

## SAMPLE PROGRAM

NOVA EDUCATION CENTRE: SAMPLE PROGRAM FOR A HORTICULTURAL TECHNICIAN (*TECHNIK OGRODNIK*)

TABLE 39: SAMPLE PROGRAM, HORTICULTURAL TECHNICIAN—NOVA EDUCATION CENTRE (FOUR-SEMESTER, FULL-TIME PROGRAM)

SUBJECTS	HOURS/SEMESTER				TOTAL
	1	2	3	4	
Basics of Horticulture	30	25			55
Mechanization in Horticulture			25	30	55
Traffic Regulations			30		30
Orchard Nursery			40	42	82
Vegetable Gardening	25	43			68
Ornamental Plants	30	38			68
Economics and Administration	15	24	30	40	109
Specialization			15	26	41
Practical Training	20	40	50	64	174
Basics of Entrepreneurship				18	18
Total	120	170	290	220	700
Practicum	8 weeks				

## Exit credentials

All students who successfully finish a post-lyceum program receive a Certificate or Diploma of Completion of Post-Lyceum School (*swiadectwo* or *dyplom ukonczenia szkoły policealnej*).

In order to practise their profession, graduates of post-lyceum schools may take an external professional examination (*egzamin zawodowy*) leading to a Diploma of Professional Qualification (*dyplom potwierdzający kwalifikacje zawodowe*).

## DIPLOMA OF PROFESSIONAL QUALIFICATION

The examination confirming a vocational or professional qualification is currently called the professional examination (*egzamin zawodowy*). It replaces several previous vocational examinations. These external professional examinations are organized once a year by the Regional Examination Commission. They are comprehensive and the content is developed in cooperation with the Ministry of National Education. Currently, the commission offers exams in 133 professions.

The professional examination is voluntary but necessary to gain employment in a professional field. The exams are conducted for graduates of vocational and professional programs from:

- basic vocational schools
- secondary technical schools
- supplementary technical secondary schools
- post-lyceum schools

The professional examination consists of:

- two written parts (passing grade: 50 per cent for Part I and 30 per cent for Part II)
- a practical component (passing grade: 75 per cent)

Results are marked using a point system established by the Central Examination Commission. Those who pass the professional examination receive a Diploma of Professional Qualification (*dplom potwierdzający kwalifikacje zawodowe*)—formerly the Diploma of Skilled Worker (*dplom robotnika wykwalifikowanego*).

The diploma states the level of the qualification. Most graduates from two-year (or two-and-a-half year) programs receive the title of technician (for example, Dental Technician—*Technik dentystyczny*) or equivalent (for example, Social Worker—*Pracownik socjalny*). Those who finish one-year programs based on a specialized secondary school profile also receive the title of technician. Certain post-lyceum programs are offered only as a one-year program (for example, Dental Assistant—*Asystentka stomatologiczna*) regardless of previous education. For these programs, the Diploma of Professional Qualification gives

the title of assistant (for example, Dental Assistant), which is a level lower than technician.

At the student's request, the Regional Examination Commission can issue a diploma supplement called the Europass. The supplement describes the details of the program taken and the competencies acquired. It does not replace the Diploma of Professional Qualification for credential assessment purposes but it is useful for gaining employment within the European labour market.

## GRADING SCALE

The grading scale in vocational and technical schools at all levels is the same as used across the entire school system.

TABLE 40: GENERIC GRADING SCALE—VOCATIONAL AND TECHNICAL SCHOOLS

MARK	POLISH DESCRIPTOR	ABBREVIATION	ENGLISH DESCRIPTOR
6	<i>celujący</i>	<i>cel</i>	excellent
5	<i>bardzo dobry</i>	<i>bdb</i>	very good
4	<i>dobry</i>	<i>db</i>	good
3	<i>dostateczny</i>	<i>dst</i>	satisfactory
2	<i>dopuszczający</i>	<i>dop</i>	pass
1	<i>niedostateczny</i>	<i>ndst</i>	fail

## GRADING SCALES

### BEFORE THE 1991–99 REFORMS

Prior to the reform of the school system, one grading scale, centrally prescribed by the Ministry of National Education, was used at all levels of education including post-secondary.

TABLE 41: PRE-REFORM GRADING SCALE

MARK	POLISH DESCRIPTOR	ABBREVIATION	ENGLISH DESCRIPTOR	IQAS COMPARISON (PERCENTAGE)
5	<i>bardzo dobry</i>	<i>bdb</i>	very good	90%
4	<i>dobry</i>	<i>db</i>	good	75%
3	<i>dostateczny</i>	<i>dst</i>	satisfactory	60%
2	<i>dopuszczający</i>	<i>ndst</i>	fail	fail

Because the grading scale was limited, teachers often added a plus (+) or a minus (–) to a mark (so, for example, a 4+ was considered better than “good,” but not quite “very good”). This practice was permitted for the internal assessment of individual projects and tests. Only a full mark could be used as a final mark on official documentation (certificates of promotion or completion).

A student was promoted to a higher grade after receiving at least a 3 (or “satisfactory”—*dostateczny*) in all subjects at the end of the school year. If the student failed one subject, receiving a 2 (or “fail”—*niedostateczny*), he or she could take a correction examination (*egzamin poprawkowy*) before the next school year began. Those who failed the correction examination were not promoted.

In higher education, a student’s achievements were recorded in his or her student book, the *indeks*. Subjects were listed chronologically by consecutive semesters and years. Students sat examinations separately in each subject. Exams could be written or oral. For subjects that did not conclude with examinations, students were awarded a *zaliczenie* (“pass” or “credit”) if they had met all requirements, for example, attending lectures and seminars and completing various projects.

The final diploma or certificate of completion mark was assigned as an average of the marks received in the final examination and the diploma project. Only a full mark could be assigned as a final grade.

## AFTER THE 1991–99 REFORMS

### SCHOOL EDUCATION

In 1991 the existing grading scale was expanded to a six-point scale with the addition of the marks 1 (*niedostateczny*) and 6 (*celujacy*). The mark of 2 (*mierny*) became the minimum passing mark. The new scale was universally implemented in the school system starting in September 1992.

In April 1999, when the entire school system reform was officially implemented, another regulation was issued confirming the new grading scale, and the mark of 2 was renamed “*dopuszczajacy*.”

TABLE 42: POST-REFORM GRADING SCALE—SCHOOL EDUCATION

MARK	POLISH DESCRIPTOR	ENGLISH DESCRIPTOR	IQAS COMPARISON (PERCENTAGE)
6	<i>celujacy</i>	excellent	90%
5	<i>bardzo dobry</i>	very good	80%
4	<i>dobry</i>	good	70%
3	<i>dostateczny</i>	satisfactory	60%
2	<i>dopuszczajacy*</i>	acceptable	52%
1	<i>niedostateczny</i>	fail	fail

\**mierny* until 1999

A student is promoted to a higher grade after receiving at least “acceptable” (2—*dopuszczajacy*) marks in all compulsory subjects at the end of the school year. If the student fails one subject, receiving a mark of 1 (*niedostateczny*), he or she can take a correction examination (*egzamin poprawkowy*) before the next school year begins. Those who fail the correction exam are not promoted.

### COLLEGES (*KOLEGIA*)

College programs have their own grading scale, prescribed by the Ministry of National Education, which is similar to the school education scale except that the minimum pass mark is 3 (*dostateczny*). The grading scale is shown in Table 43.

TABLE 43: POST-REFORM GRADING SCALE—COLLEGES

MARK*	POLISH DESCRIPTOR	ENGLISH DESCRIPTOR	IQAS COMPARISON (PERCENTAGE)
6	<i>celujacy</i>	excellent	90%
5+ or 5.5	<i>bardzo dobry plus</i>	very good plus	85%
5	<i>bardzo dobry</i>	very good	80%
4+ or 4.5	<i>dobry plus</i>	good plus	74%
4	<i>dobry</i>	good	66%
3+ or 3.5	<i>dostateczny plus</i>	satisfactory plus	60%
3	<i>dostateczny</i>	satisfactory	52%
2	<i>niedostateczny</i>	fail	fail
	<i>zaliczenie</i>	credit or pass	pass
	<i>niezaliczenie</i>	fail	fail

\*All passing marks, except the highest mark (6—“excellent” or *celujacy*), may be upgraded by 0.5 (“+”).



A student's learning achievements are recorded in a student record book, the *indeks*. The completion of most courses requires an oral or written examination. Some courses are evaluated based on a student's work within a prescribed time frame (for example, a semester), rather than on a final examination. In this case, essays and projects are marked individually with successful students being awarded a credit or pass (*zaliczenie*) as a final course mark.

## DEGREE PROGRAMS

After the reforms began in 1991, the regulation imposing a ministry-prescribed grading scale on universities and university-level institutions was lifted. HEIs were granted the freedom to choose their own scales for the internal assessment of student progress and achievement, as long as it is indicated in the statutes of the institution. However, most schools kept the traditional pre-reform grading scale. Over time, many institutions have chosen to use intermediate grades on official documentation.

TABLE 44: POST-REFORM GRADING SCALE—HIGHER EDUCATION

MARK	POLISH DESCRIPTOR	ENGLISH DESCRIPTOR	IQAS COMPARISON (PERCENTAGE)
5	<i>bardzo dobry</i>	very good	90%
4+ or 4.5	<i>dobry plus</i>	good plus	80%
4	<i>dobry</i>	good	70%
3+ or 3.5	<i>dostateczny plus</i>	satisfactory plus	60%
3	<i>dostateczny</i>	satisfactory	52%
2	<i>niedostateczny</i>	fail	fail
	<i>zaliczenie</i>	credit or pass	pass
	<i>niezaliczenie</i>	fail	fail

The performance assessment period is either one semester or one academic year. To successfully complete a semester (or a year) a student must receive at least "satisfactory" (3) marks in all subjects with examinations and obtain a "credit" or "pass" (*zaliczenie*) in the remaining subjects. Students sit examinations separately for each subject. Exams may be written or oral. The requirements for obtaining a *zaliczenie* may include attending lectures and seminars and completing various projects.

Students who fail an examination the first time may take it again during a correction session (*sesja poprawkowa*) before the next academic year (usually in September).

A student's achievements are recorded in his or her student book, the *indeks*. Subjects are listed chronologically by consecutive semesters and years.

## EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

The ECTS system also includes a grading scale, implemented in Poland as shown in Table 45.

TABLE 45: GRADING SCALE—EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

MARK	POLISH DESCRIPTOR	ENGLISH DESCRIPTOR	ECTS GRADE
5 (6*)	<i>bardzo dobry</i>	very good	A
4+ or 4.5	<i>dobry plus</i>	good plus	B
4	<i>dobry</i>	good	C
3+ or 3.5	<i>dostateczny plus</i>	satisfactory plus	D
3	<i>dostateczny</i>	satisfactory	E
2	<i>niedostateczny</i>	fail	F

\*Note: Some higher education institutions use a mark of 6 in their grading scales. In 6-point scales, both the 5 and the 6 are typically converted to an ECTS grade of A.

## DOCUMENTATION

### SCHOOL EDUCATION

#### ADMINISTRATION OF DOCUMENTS

The Ministry of National Education decides which documents will be issued to students and graduates and in what format (content, layout, safety features and colours). The ministry has control over documents from kindergarten to post-lyceum schools.

As a result of the 1991–99 school education reform, the Ministry of National Education published a regulation regarding the basic principles of producing, distributing and registering school documents. This regulation was followed by several amendments; the most recent one is dated May 2010.

Although the format is under ministry control, individual schools are responsible for the distribution of:

- certificates of promotion to a higher grade (*swiadectwo szkolne*)
- certificates of completion of school (*swiadectwo ukonczenia szkoly*)
- transcripts of records (*arkusz ocen*)
- student books (*indeks*)
- diplomas of post-lyceum school (*dyplom szkoly policealnej*)

The Central Examination Commission prepares and organizes external examinations, which are supervised by the Regional Examination Commissions. The RECs issue the results of the examinations or diplomas using templates provided by the Ministry of National Education. Documents issued by the RECs include:

- primary school test results (*zaswiadczenie*)
- lower secondary school examination results (*zaswiadczenie*)
- diplomas of professional qualification (*dyplom potwierdzajacy kwalifikacje zawodowe*)
- supplements to the diploma of professional qualification (*suplement do dyplomu*)
- matriculation examination certificates (*swiadectwo dojrzalosci*), since 2005
- certificates of external examination for all school education (*egzaminy eksternistyczne*)

Before the school reform, individual schools issued the matriculation certificates (*swiadectwo dojrzalosci*) because the exams were organized internally. In the decade following the implementation of the school reform, several changes were made to the matriculation examination. Since 2005 the Central Examination Commission has organized matriculation examinations externally. Consequently, the matriculation certificates are now issued by the respective RECs. While the name of the certificate remains the same (*swiadectwo dojrzalosci*), the name of the examination has changed from *egzamin dojrzalosci* to *egzamin maturalny*.

Similarly, before the reform, vocational qualifications (the basic vocational or technician level) were included in the certificate of completion of school with the academic level. Since the reform, two documents are issued—a school-issued certificate of completion and the Regional Examination Commission's diploma of professional qualification.

#### FORMAT OF DOCUMENTS

The format (that is, the colour and size) of school documents has changed slightly over the years. However, their basic content, the layout and certain elements of the graphic design have remained the same, making it easy to recognize Polish school documents regardless of the date of issue.

The certificates of completion for any school level typically include:

- the national emblem (an eagle, placed at the top of the first page)
- the name of the document (in capital letters, underneath the national emblem)
- student's name
- student's place and date of birth
- student's National Identification Number (called *PESEL*)
- statement of completion
- school name and location
- round school seal or stamp
- signature of school principal
- subjects taken and grades received

Documents issued by the Regional Examination Commission may include some or all of the above elements.

They can be distinguished from school-issued documents by the thick border, which is the same colour as the document's background.

Common safety features, especially for documents issued in recent years, include:

- background micro-print, called *gilosz*
- designated colour for each certificate
- multi-tone watermark on the title page
- fluorescent micro-fibres that are visible under UV light
- micro-fibres that are visible to the naked eye
- chemical components within the paper that prevent erasure or alteration of the document
- a unique, identifying serial number printed in the bottom left corner of the document
- a holographic image of the national emblem at the top of the title page

Original certificates should never show any indication of correction or alteration. If errors are identified in a certificate, the student must exchange the certificate for a new, corrected version. However, transcripts may show corrections to the name of the student, made in red ink. Lost certificates and transcripts may be replaced, but the replacement document will clearly indicate that it is a duplicate. A duplicate certificate carries the same legal authority as an original certificate. A record of all certificates issued is kept by the issuing school or by the appropriate regional commission.

Documents are typically issued in Polish. However, if studies were completed in a minority language, then the school certificate should have been issued in both Polish and the minority language. If the language of instruction was English, then the school transcripts may be issued in English.

TABLE 46: CREDENTIALS AND ACCOMPANYING DOCUMENTS—SCHOOL EDUCATION

CREDENTIAL	YEARS OF STUDY	ISSUING BODY	COLOUR*	ACCOMPANYING DOCUMENTATION
Certificate of Completion of Lower Secondary School ( <i>swiadectwo ukonczenia gimnazjum</i> )	3	Regional Examination Commissions; school	orange	Final test results ( <i>wyniki sprawdzianu</i> ) Transcript of Records ( <i>arkusz ocen</i> )
Certificate of Completion of General Secondary School ( <i>swiadectwo ukonczenia liceum ogólnokształcącego</i> )	3	school	pink	Transcript of Records ( <i>arkusz ocen</i> )
Matriculation Certificate ( <i>swiadectwo dojrzałości</i> )	<i>liceum</i> – 3 <i>technikum</i> – 4	school (prior to 2005); Regional Examination Commissions (after 2005)	pink (issued by school); grey (issued by REC)	Addendum ( <i>aneks</i> ) (for upgraded subjects—optional)
Certificate of Completion of Basic Vocational School ( <i>swiadectwo ukonczenia zasadniczej szkoły zawodowej</i> )	2–3	school	yellow	Transcript of Records ( <i>arkusz ocen</i> )
Certificate of Completion of Technical Secondary School ( <i>swiadectwo ukonczenia technikum</i> )	4	school	pink	Transcript of Records ( <i>arkusz ocen</i> )
Certificate of Completion of Post-Lyceum School ( <i>swiadectwo ukonczenia szkoły policealnej</i> )	1–2.5	school	brown	Transcript of Records ( <i>arkusz ocen</i> )
Diploma of Professional Qualification ( <i>dyplom potwierdzający kwalifikacje zawodowe</i> )**	n/a	Regional Examination Commissions	light brown	Europass (Supplement to the Diploma)

\*The colour of each document is subject to change; however, this information was current at the time of publication.

\*\*The Diploma of Professional Qualification may be awarded, upon further examination, to holders of the Certificate of Completion of Basic Vocational School, the Certificate of Completion of Technical Secondary School or the Certificate of Completion of Post-Lyceum School.

## COLLEGES

### ADMINISTRATION OF DOCUMENTS

The Ministry of National Education sets the standards for documents issued by colleges. Following ministry templates, each school issues its own documents and keeps copies in a registry archive.

### FORMAT OF DOCUMENTS

Prior to 2002, college diplomas had a format similar to that of school documents (for example, the matriculation certificate). Each document included a photograph of the graduate, personal information, the field studied, a statement of completion and grades received, school information and the signatures of school officials.

In 2002 the Ministry of National Education and Sports established a new template for college diplomas. They are now issued as booklets with the following characteristics:

- navy blue leather hard cover
- sealed photograph signed by the diploma holder
- name of the credential
- graduation statement and program information
- information about the supervising higher education institution
- signatures of school officials

College students keep a record of their studies in a student book called an *indeks*.

### NAMES OF DOCUMENTS AND CREDENTIALS

- Diploma of Completion of Teachers' College (*dyplom ukonczenia kolegium nauczycielskiego*)
- Diploma of Completion of Foreign Language Teachers' College (*dyplom ukonczenia nauczycielskiego kolegium jezykow obcych*)
- Diploma of Completion of Social Workers' College (*dyplom ukonczenia kolegium pracownikow sluzb socialnych*)

Additional documents:

- Transcript of records (*arkusz ocen*)—issued with the diploma
- Student book (*indeks*)—given at the beginning of study to keep an up-to-date record of courses taken and grades received

## HIGHER EDUCATION

### ADMINISTRATION OF DOCUMENTS

The Ministry of Science and Higher Education (which until about 2005 was the Ministry of National Education) sets the standards for degree names and the format of documents issued to graduates from degree programs.

The Ministry of Science and Higher Education also keeps a detailed registry of recognized higher education institutions. The registry is updated on a regular basis and indicates the types of degree programs each institution can offer.

The ministry sets the standards, but HEIs issue their own degree certificates. It is also the responsibility of each institution to keep copies of the documents issued.

### FORMAT OF DOCUMENTS

First-cycle, second-cycle and long-cycle degree certificates are issued as booklets with the following characteristics:

- brown leather hard cover bearing Poland's national emblem (a crowned eagle), the official name of the country and the document's name—all imprinted in gold foil
- photo of the graduate signed by the student and sealed by the institution
- graduate's personal information
- name of the school and of the program taken (major and/or minor)
- degree granted
- signatures of school officials

Students receive a second copy of the degree, called *Odpis*, which carries the same legal weight as the original but is issued without a cover.

Since 2005 a Supplement to the Diploma must be issued to each graduate from first-cycle, second-cycle and long-cycle degree programs. The supplement follows the standards set out by the European Commission and by UNESCO/CEPES. It consists of eight sections:

1. personal information of diploma holder
2. document information (diploma number, degree granted, specialization, school information, language(s) of instruction)

3. information about level of education (that is, admission requirements and length)
  4. content of study (including information on the grading scale and credits earned)
  5. qualifications (what the credential gives access to, academically and professionally)
  6. additional information (awards received by and special achievements of the student)
  7. confirmation of the supplement (official signatures and a seal)
  8. brief overview of the higher education system in Poland
- Diploma of Doctor (*dypłom doktora*)
  - Diploma of Doctor of Habilitation (*dypłom doktora habilitowanego*)
  - Certificate of Completion of Post-Diploma Studies (*świadectwo ukończenia studiów podyplomowych*)—post-licentiate or post-master

The supplement is issued in Polish and is printed on paper with brown microprint. Upon request, a copy can also be issued in one of the modern European languages (for example, English, German, French).

Doctoral degrees (*dypłom doktora* and *dypłom doktora habilitowanego*) are one-page documents issued on high-quality hand-made cream-coloured paper. The national emblem is shown in black on top of the page followed by the official name of the country (Republic of Poland—*Rzeczpospolita Polska*). The heading (*dypłom*), the scientific title and the name of the issuing institution are printed in red while the rest of the content is printed in black.

The Certificate of Completion of Doctoral Studies is a one-page document issued on paper with light pink microprint.

The Certificate of Completion of Post-Diploma Studies consists of two pages (the second page lists subjects taken) printed on paper with brown microprint.

## NAMES OF DOCUMENTS AND CREDENTIALS

- Diploma of Completion of First-Cycle Studies (*dypłom ukończenia studiów pierwszego stopnia*)—degree of licentiate (*licencjat*)
- Diploma of Completion of Second-Cycle Studies (*dypłom ukończenia studiów drugiego stopnia*)—degree of master (*magister*)
- Diploma of Completion of Long-Cycle Magister Studies (*dypłom ukończenia jednolitych studiów magisterskich*)—professional degree, master's level
- Diploma Supplement (*suplement do dyplomu*)
- Certificate of Completion of Doctoral Studies (*świadectwo ukończenia studiów doktoranckich*)—third-cycle studies



## REFERENCES

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Davis, N. (2005). *God's playground: A history of Poland* (Vols. 1–2). New York: Columbia University Press.

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Radzilowski, J. (2007). *A traveller's history of Poland*. Northampton, Massachusetts: Interlink Books.

### INTERNET RESOURCES

**Note:** The URLs referenced in this section were accurate and functional at the time of writing, but since websites and Internet content are subject to change, the ongoing status of URLs cannot be guaranteed.

#### INTERNET PUBLICATIONS

Alberta Finance and Enterprise. (2011). *Economic outlook: Budget 2011*. Retrieved 23 September 2011 from [www.finance.alberta.ca/publications/budget/budget2011/economic-outlook.pdf](http://www.finance.alberta.ca/publications/budget/budget2011/economic-outlook.pdf)

Fulton, O., Santiago, P., Edquist, C., El-Khawas, E., & Hackl, E. (2007). *OECD reviews of tertiary education: Poland*. [www.oecd-ilibrary.org/education/oecd-reviews-of-tertiary-education\\_19978936](http://www.oecd-ilibrary.org/education/oecd-reviews-of-tertiary-education_19978936)

Sejm Rzeczypospolitej Polskiej. (7 September 1991). <http://isip.sejm.gov.pl/DetailsServlet?id=WDU19910950425>

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Jung–Miklaszewska, J. (2000). The system of education in Poland (*System Edukacji w Polsce*). Retrieved from [www.buwiwm.edu.pl/publ/system/index.htm](http://www.buwiwm.edu.pl/publ/system/index.htm)

Statistics Canada. (2011). *2010 in review*. Retrieved 23 September 2011 from [www.statcan.gc.ca/pub/11-010-x/2011004/part-partie3-eng.htm](http://www.statcan.gc.ca/pub/11-010-x/2011004/part-partie3-eng.htm)

#### INTERNATIONAL WEBSITES

Bologna Process Website 2007–10 ([www.ehea.info/](http://www.ehea.info/))

Encyclopedia Britannica ([www.britannica.com](http://www.britannica.com))

European Higher Education Area ([www.ond.vlaanderen.be/hogeronderwijs/bologna/](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/))

Central Intelligence Agency. (n.d.). *The world factbook: Poland* (<https://www.cia.gov/library/publications/the-world-factbook/geos/pl.html>)

#### POLISH WEBSITES

Central Examination Commission (*Centralna Komisja Egzaminacyjna*) ([www.cke.edu.pl/](http://www.cke.edu.pl/))

Central Statistical Office of Poland (*Główny Urząd Statystyczny*) ([www.stat.gov.pl/gus](http://www.stat.gov.pl/gus))

Conference of Rectors of Academic Schools in Poland (*Konferencja Rektorów Akademickich Szkół Polskich*) ([www.krasp.org.pl/](http://www.krasp.org.pl/))

- Constitution of the Republic of Poland (*Konstytucja Rzeczypospolitej Polskiej*) ([www.sejm.gov.pl/prawo/konst/polski/kon1.htm](http://www.sejm.gov.pl/prawo/konst/polski/kon1.htm))
- Eurydice Poland ([www.eurydice.org.pl/](http://www.eurydice.org.pl/))
- General Council for Higher Education (*Rada Główna Szkolnictwa Wyższego*) ([www.rgsw.edu.pl/](http://www.rgsw.edu.pl/))
- Head Office of State Archives (*Naczelna Dyrekcja Archiwów Państwowych*) ([www.archiwa.gov.pl/](http://www.archiwa.gov.pl/))
- Jagiellonian University in Krakow (*Uniwersytet Jagiellonski w Krakowie*) ([www.uj.edu.pl/start](http://www.uj.edu.pl/start))
- Ministry of Culture and National Heritage (*Ministerstwo Kultury i Dziedzictwa Narodowego*) ([www.mkidn.gov.pl/](http://www.mkidn.gov.pl/))
- Ministry of Internal Affairs and Administration (*Ministerstwo Spraw Wewnętrznych i Administracji*) ([www2.mswia.gov.pl/](http://www2.mswia.gov.pl/))
- Ministry of Labour and Social Policy (*Ministerstwo Pracy i Polityki Społecznej*) ([www.mpips.gov.pl/](http://www.mpips.gov.pl/))
- Ministry of National Education (*Ministerstwo Edukacji Narodowej*) ([www.men.gov.pl/](http://www.men.gov.pl/))
- Ministry of Science and Higher Education (*Ministerstwo Nauki i Szkolnictwa Wyższego*) ([www.nauka.gov.pl/](http://www.nauka.gov.pl/))
- National Centre for Supporting Vocational and Continuing Education (*Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej*) ([www.koweziu.edu.pl/](http://www.koweziu.edu.pl/))
- Official Promotional Portal of the Republic of Poland (*Oficjalny Portal Promocyjny Rzeczypospolitej Polskiej*) ([www.poland.gov.pl/](http://www.poland.gov.pl/))
- Polish Rectors Foundation (*Fundacja Rektorów Polskich*) ([www.frp.org.pl/](http://www.frp.org.pl/))
- Polish Scientific Publishers – PWN Encyclopedia (*Panstwowe Wydawnictwo Naukowe – Encyklopedia Powszechna*) (<http://encyklopedia.pwn.pl/>)
- Polish Teachers Union (*Związek Nauczycielstwa Polskiego*) ([www.znp.edu.pl/](http://www.znp.edu.pl/))
- School and Pedagogical Editors (*Wydawnictwa Szkolne i Pedagogiczne*) ([www.wsip.pl/](http://www.wsip.pl/))
- Public Information Bulletin—Ministry of National Education (*Biuletyn Informacji Publicznej—Ministerstwo Edukacji Narodowej*) ([www.bip.men.gov.pl/](http://www.bip.men.gov.pl/))
- Students' Interactive Portal (*Grupa Student*) (<http://grupa.studentnews.pl/>)
- Schools of Hotel Management and Catering, Gdynia (*Zespół Szkół Hotelarsko-Gastronomicznych w Gdyni*) ([www.zshg.internetdsl.pl/](http://www.zshg.internetdsl.pl/))

## APPENDIX A—PLACEMENT RECOMMENDATIONS

Placement recommendations provide guidelines for comparing international and Canadian educational credentials and standards. These recommendations are advisory in nature and indicate the general level of a credential in Canadian terms.

Placement recommendations represent benchmark assessments and do not cover all credentials. However, the fact that a credential is not mentioned in the placement recommendations does not mean it cannot be assessed by IQAS. International credentials not specifically covered should be referred to IQAS for individual evaluation.

Given the different educational philosophies, objectives and program structures in educational systems around the world, evaluation in terms of direct equivalence to specific Canadian credentials is not possible. For this reason IQAS placement recommendations are made in terms of “generally compares to” and not “equivalent to.”

When evaluating international credentials IQAS considers the following:

- the education system of the country concerned
- the recognition of the awarding institution
- the level, length and structure of the program

When appropriate, IQAS may:

- consider that comparison to a different level of education may more accurately reflect the level of the international credential in Canadian terms
- combine two or more credentials

CREDENTIAL NAME	IQAS RECOMMENDATIONS
Certificate of Completion of Basic Vocational School ( <i>swiadectwo ukonczenia zasadniczej szkoły zawodowej</i> )	Generally compares to the completion of Grade 10.
Certificate of Completion of General, Specialized or Supplementary General Secondary School ( <i>swiadectwo ukonczenia liceum ogólnokształcącego, świadectwo ukonczenia liceum profilowanego or świadectwo ukonczenia uzupełniającego liceum ogólnokształcącego</i> )	Generally compares to the completion of Grade 12. <i>Note: A matriculation certificate is required for admission to university-level study.</i>
Certificate of Completion of Technical or Supplementary Technical Secondary School ( <i>swiadectwo ukonczenia technikum or świadectwo ukonczenia technikum uzupełniającego</i> )	Generally compares to the completion of Grade 12, including technical training. <i>Note: A matriculation certificate is required for admission to university-level study.</i>
Matriculation Certificate from General Secondary, Supplementary General Secondary, Specialized Secondary, Technical Secondary or Supplementary Technical Secondary School ( <i>swiadectwo dojrzałości liceum ogólnokształcącego, świadectwo dojrzałości uzupełniającego liceum ogólnokształcącego, świadectwo dojrzałości liceum profilowanego, świadectwo dojrzałości technikum or świadectwo dojrzałości technikum uzupełniającego</i> )	Generally compares to the completion of Grade 12, including examinations required for university admission.
Certificate or Diploma of Completion of Post-Lyceum School ( <i>swiadectwo ukonczenia szkoły policealnej/dyplom ukonczenia szkoły policealnej</i> )	One-year program: Generally compares to the completion of a post-secondary certificate. At least two-year program: Generally compares to the completion of a post-secondary diploma.

CREDENTIAL NAME	IQAS RECOMMENDATIONS
Title of Licentiate ( <i>tytuł licencjat</i> ) Title of Engineer ( <i>tytuł inżynier</i> )	Generally compares to the completion of a bachelor's degree.
Master's ( <i>magister</i> ) degree (second-cycle)	Generally compares to the completion of a master's degree.
Master's ( <i>magister</i> ) degrees (integrated first-cycle and second-cycle)	Fewer than 300 ECTS credits: Generally compares to the completion of a bachelor's degree plus a graduate diploma. At least 300 ECTS credits: Generally compares to the completion of a bachelor's degree plus a master's degree.
Diploma—Doctor of Medicine ( <i>dyplom—lekarz medycyny</i> )	Generally compares to the completion of a first professional university degree in medicine, preceded by prerequisite undergraduate study. <i>Note: Medical degrees in Poland involve six years of continuous study in a faculty of medicine. In Canada, medical degrees, in general, require at least two years of pre-professional study in science followed by four years of professional medical studies.</i>
Diploma—Doctor of Dentistry ( <i>dyplom—lekarz dentysta</i> )	Generally compares to the completion of a first professional university degree in dentistry, preceded by prerequisite undergraduate study. <i>Note: Dentistry degrees in Poland involve five years of continuous study in a faculty of dentistry. In Canada, dentistry degrees, in general, require at least two years of pre-professional study in science followed by four years of professional dentistry studies.</i>
Diploma—Doctor of Veterinary Medicine ( <i>dyplom—lekarz weterynarii</i> )	Generally compares to the completion of a first professional university degree in veterinary medicine, preceded by prerequisite undergraduate study. <i>Note: Veterinary medicine degrees in Poland involve five-and-a-half years of continuous university study in a faculty of veterinary medicine. In Canada, veterinary medicine degrees require, in general, at least two years of pre-professional study in science followed by four years of professional veterinary studies.</i>
Master in Law ( <i>magister prawa</i> )	Generally compares to the completion of a first professional university degree in law (as practiced in the Republic of Poland), preceded by prerequisite university study.
Doctoral Degree ( <i>doktor</i> )	Generally compares to the completion of a Doctor of Philosophy (PhD) degree.
Doctor of Habilitation ( <i>doktor habilitowany</i> )	Represents post-doctoral, advanced research that includes refereed publications and represents a significant contribution to the field of study. The scope and quality of the research can only be assessed by an expert in the field.
Diploma of Completion of Teachers' College ( <i>dyplom ukończenia kolegium nauczycielskiego</i> ) Diploma of Completion of Foreign Language Teachers' College ( <i>dyplom ukończenia nauczycielskiego kolegium języków obcych</i> )	Generally compares to the completion of a three-year post-secondary diploma.
Certificate of Completion of Post-Diploma Studies ( <i>swiadcetwo ukończenia studiów podyplomowych</i> )	Generally compares to the completion of a professional development diploma.

## APPENDIX B—SAMPLE DOCUMENTS

### APPENDIX B1. TEMPLATE—MATRICULATION CERTIFICATE (SWIADECTWO DOJRZALOSCI)

#### PAGE 1

1. Matriculation Certificate
2. Name and surname
3. Photograph of holder
4. Date and place of birth
5. Identification number
6. Name and location of school
7. Date of graduation
8. State Examination Commission
9. This document gives the holder the right to apply to higher education
10. Location and date
11. Number
12. Seal and signature of the director

**ŚWIADECTWO DOJRZAŁOŚCI**

2. \_\_\_\_\_

3. (fotografia 37 x 52 mm)

4. urodził(ą) dnia \_\_\_\_\_  
miasto (miejsce) i numerul

Woj. \_\_\_\_\_

5. \_\_\_\_\_ (numer PESEL)

6. absolwent(ka) \_\_\_\_\_ (nazwa szkoły lub kierunku kształcenia)

W \_\_\_\_\_ woj. \_\_\_\_\_

7. zdał(ła) egzamin dojrzałości w dniu \_\_\_\_\_ r.

8. przed Państwową Komisją Egzaminacyjną w przy \_\_\_\_\_ (nazwa szkoły lub kierunku kształcenia)

9. Świadectwo jest dokumentem uprawniającym do ubiegania się o przyjęcie na studia w szkołach wyższych.

10. \_\_\_\_\_ dnia \_\_\_\_\_ (miejscowość)

11. Nr \_\_\_\_\_ m. p.

12. \_\_\_\_\_ (pieczęć podpis dyrektora)

AB 0000001

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## APPENDIX B1

### PAGE 2

1. Name and surname
2. Received ... following assessment
3. Written part
4. Polish language
5. Oral part
6. Members of the State Examination Commission
7. Chairman of the State Examination Commission
8. Stamp and signature
9. Information on grading scale

1 .....  
imię (imiona) i nazwisko

2 otrzymał..... następujące oceny:

3 Część pisemna

4 język polski .....  
.....  
.....

5 Część ustna

język polski .....  
.....  
.....

6 CZŁONKOWIE PAŃSTWOWEJ KOMISJI EGZAMINACYJNEJ

7 PRZEWODNICZĄCY PAŃSTWOWEJ KOMISJI EGZAMINACYJNEJ

8 .....  
(pisać i podpisać)

9 Skala ocen z przedmiotów egzaminacyjnych:  
celujący, bardzo dobry, dobry, dostateczny,  
dopuszczający, niedostateczny.

ma

## APPENDIX B2. MATRICULATION CERTIFICATE FROM GENERAL SECONDARY SCHOOL (SWIADECTWO DOJRZALOSCI LICEUM OGOLNOKSZTALCACEGO) (1996)

### PAGE 1

1. Matriculation Certificate from General Secondary School
2. Name and surname
3. Date and place of birth
4. Name and location of general secondary school
5. Profile: Humanities
6. This document gives the holder the right to apply to higher education
7. Location and date
8. Serial number
9. Seal and signature of the director



**1 ŚWIADECTWO DOJRZALOŚCI  
LICEUM OGÓLNOKSZTALCĄCEGO**

2 .....  
imię (imiona) i nazwisko

3  urodzon..... dnia ..... 19... r.  
w ..... woj. katowickie  
ukończył... naukę w .....  
..... Liceum Ogólnokształcącym 4

im. Krzysztof 3 Maja  
w Krosnie woj. krosniewskie

5 w klasie o profilu humanistycznym w r. szk. 1995./96.  
oraz złożył... egzamin dojrzałości w dniu 27 maja 1996. r.

6 Świadectwo jest dokumentem stwierdzającym posiadanie wykształcenia średniego ogólnego i uprawnia do ubiegania się o przyjęcie na studia w szkołach wyższych.

7 Krosno, dnia 5 czerwca 1996. r.

Nr .....



DYREKTOR  
**DYREKTOR** 9  
(pieczęć, podpis)  
mgr Anna Wojtowicz

8 MEN-11/45





## APPENDIX B2

### PAGE 3

1. Name and surname
2. Has passed the Maturity Examination before the State Examination Commission at: [name of school or superintendent]
3. Received the following grades
4. Oral part
5. Written part
6. Members of the State Examination Commission
7. Director of the State Examination Commission

1   
imię (imiona) i nazwisko

2 zdał... egzamin dojrzałości przed Państwową Komisją Egzaminacyjną  
w (przy)   
  
(nazwa szkoły lub kuratora oświaty)

3 i otrzymał.... następujące oceny:

4 Część pisemna:

język polski	.....	.....
.....	.....	.....
.....	.....	.....

5 Część ustna:


język polski	.....	.....
.....	.....	.....
.....	.....	.....

6 CZŁONKOWIE PAŃSTWOWEJ KOMISJI EGZAMINACYJNEJ

mgr *Janina Dymowski*  
mgr *Andrzej Błotni*  
mgr *Witold Dębski*  
mgr *Bożenawa Stach*  
mgr *Helena Kolanek*  
mgr *Jan Wysocki*  
mgr *Anna Hradel*  
mgr *Małgorzata Miliusz*

PRZEWODNICZĄCY PAŃSTWOWEJ KOMISJI EGZAMINACYJNEJ

**DYREKTOR**  
(miejscę, podpis)  
mgr Anna Wojtowicz







## APPENDIX B3. TEMPLATE—CERTIFICATE OF COMPLETION OF GENERAL SECONDARY SCHOOL (ŚWIADECTWO UKOŃCZENIA LICEUM OGÓLNOKSZTAŁCĄCEGO)

### PAGE 1

1. Certificate of Completion of General Secondary School
2. Name and surname
3. Photograph of holder
4. Date and place of birth
5. Date of graduation
6. Name and location of school
7. Completed the following:
8. Completed the core curriculum at an advanced level
9. Certificate is evidence of formal secondary education
10. Location and date
11. Number
12. Seal and signature of the director

1 ŚWIADECTWO UKOŃCZENIA  
LICEUM OGÓLNOKSZTAŁCĄCEGO

2 .....

3 (fotografia 37 x 52 mm)

4 urodzon..... dnia ..... r.  
w .....  
woj.....

5 w roku szkolnym ..... ukończył..... wyróżnieniem  
na podstawie uchwały Rady Pedagogicznej  
z dnia ..... r.  
m.p.

6 Liceum Ogólnokształcące  
im. ....  
w ..... woj.....

7 i realizował..... przedmioty:  
.....  
.....

8 tujęte w podstawie programowej w zakresie rozszerzonym.

9 Świadectwo jest dokumentem potwierdzającym posiadanie wykształcenia średniego.

10 ..... dnia ..... r.  
(miejscowość)

Nr ..11 .....

12 .....  
(pieczęć i podpis dyrektora)

MENiS-1/40-w.2

# APPENDIX B3

## PAGE 2

- 1. Results of the final classification
- 2. Behaviour
- 3. Compulsory subjects
- 4. Additional educational subjects
- 5. Individual program or study plan
- 6. Special achievements
- 7. Grading scale
- 8. Class teacher

**1 WYNIKI KLASYFIKACJI KOŃCOWEJ**

**2** zachowanie .....  
 religia / etyka .....

**3 Obowiązkowe zajęcia edukacyjne**

język polski .....  
 język .....  
 język .....  
 historia .....  
 wiedza o społeczeństwie .....  
 wiedza o kulturze .....  
 matematyka .....  
 fizyka i astronomia .....  
 chemia .....  
 biologia .....  
 geografia .....  
 podstawy przedsiębiorczości .....  
 technologia informacyjna .....  
 wychowanie fizyczne .....  
 przysposobienie obronne .....

**4 Dodatkowe zajęcia edukacyjne**

.....  
 .....  
 .....

**5 Indywidualny program lub tok nauki**

.....  
 .....

**6 Szczególne osiągnięcia**

.....  
 .....

**7** Skala ocen:  
 1) zachowanie: wzorowe, bardzo dobre, dobre, poprawne,  
 nieodpowiednie, naganne;  
 2) zajęcia edukacyjne: religia / etyka: celujący, bardzo dobry,  
 dobry, dostateczny, dopuszczający, niedostateczny.

**8 WYCHOWAWCA KLASY**

.....



## APPENDIX B4. TEMPLATE—CERTIFICATE OF COMPLETION OF TECHNICAL SECONDARY SCHOOL (ŚWIADECTWO UKOŃCZENIA TECHNIKUM)

### PAGE 1

1. Certificate of Completion of Technical Secondary School
2. Name and surname
3. Photograph of holder
4. Date and place of birth
5. Date of graduation
6. Name and location of school
7. Occupation (specialization)
8. Certificate is evidence of formal secondary education
9. Location and date
10. Number
11. Seal and signature of the director

ŚWIADECTWO UKOŃCZENIA  
TECHNIKUM

1

2

3 (fotografia 37 x 52 mm)

4 urodzon... dnia ... F.  
W ... woj.  
5 w roku szkolnym ... ukończył...  
na podstawie uchwały Rady Pedagogicznej  
dnia ... F.  
6 Technikum

im. ...  
W ... woj.  
w zawodzie ... 7  
(specjalizacja)

8 Świadectwo jest dokumentem potwierdzającym posiadanie wykształcenia średniego.

9 ... dnia ... F.  
(miejscowość)

Nr ... 10

11  
(pieczęć i podpis dyrektora)

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# APPENDIX B4

## PAGE 3

- 1. Additional educational subjects
- 2. Individual program or study plan
- 3. Special achievements
- 4. Grading scale
- 5. Class teacher

**1 Dodatkowe zajęcia edukacyjne**

.....

.....

.....

.....

.....

**2 Indywidualny program lub tok nauki**

.....

.....

.....

.....

**3 Szczególne osiągnięcia**

.....

.....

.....

.....

.....

**5 WYCHOWAWCA KLASY**

.....

**4 Skala ocen:**  
1) zachowanie: wzorowe, bardzo dobre, dobre, poprawne, nieodpowiednie, naganne;  
2) zajęcia edukacyjne, religia / etyka: celujący, bardzo dobry, dobry, dostateczny, dopuszczający, niedostateczny.



## APPENDIX B5. TEMPLATE—CERTIFICATE OF COMPLETION OF BASIC VOCATIONAL SCHOOL (ŚWIADECTWO UKOŃCZENIA ZASADNICZEJ SZKOŁY ZAWODOWEJ)

### PAGE 1

1. Certificate of Completion of Basic Vocational School
2. Name and surname
3. Photograph of holder
4. Date and place of birth
5. Date of graduation
6. Name and location of school
7. Study period
8. Occupation (specialization)
9. Certificate is evidence of formal vocational training
10. Location and date
11. Number
12. Seal and signature of the director

**ŚWIADECTWO UKOŃCZENIA  
ZASADNICZEJ SZKOŁY ZAWODOWEJ**

2

3 (fotografia 37 x 52 mm)

4 urodzon..... dnia ..... r.  
w ..... woj.  
5 w roku szkolnym ..... ukończył  
na podstawie uchwały Rady Pedagogicznej  
z dnia ..... r.  
6 Zasadniczą Szkołę Zawodową  
im. ....  
w ..... woj.  
o ..... okresie nauczania 7  
8 w zawodzie .....  
(specjalizacja)

9 Świadectwo jest dokumentem potwierdzającym posiadanie wykształcenia zasadniczego zawodowego.

10 ..... dnia ..... r.  
(miejscowość)

11 Nr .....  
12 .....  
(pieczęć i podpis dyrektora)

\*Red and white banner indicates honours.

MENiS-1/36/2

## APPENDIX B5

### PAGE 2

1. Results of the final classification
2. Behaviour
3. Compulsory subjects
4. Additional educational subjects
5. Individual program or study plan
6. Special achievements
7. Grading scale
8. Class teacher

1 WYNIKI KLASYFIKACJI KOŃCOWEJ	
2	zachowanie ..... religia / etyka .....
3 Obowiązkowe zajęcia edukacyjne	
	język polski ..... język ..... historia i wiedza o społeczeństwie ..... matematyka ..... fizyka i astronomia ..... geografia z ochroną i kształtowaniem środowiska ..... podstawy przedsiębiorczości ..... technologia informacyjna ..... wychowanie fizyczne ..... przysposobienie obronne .....
4 Dodatkowe zajęcia edukacyjne	
5 Indywidualny program lub tok nauki	
6 Szczególne osiągnięcia	
8 WYCHOWAWCA KLASY	
7	Skala ocen: 1) zachowanie: wzorowe, bardzo dobre, dobre, poprawne, nieodpowiednie, naganne; 2) zajęcia edukacyjne, religia / etyka: ocelujący, bardzo dobry, dobry, dostateczny, dopuszczający, niedostateczny.

## APPENDIX B6. TITLE OF LICENTIATE (TYTUŁ—LICENCJAT)

### PAGE 1

1. Photograph of diploma holder
2. Signature of diploma holder
3. Number
4. Higher pedagogical school, Tadeusz Kotarbinski, Zielona Gora
5. Faculty of Pedagogy
6. Diploma
7. Name and surname
8. Date and place of birth
9. Completed higher professional studies
10. In the field of pedagogy
11. Specialization: Pedagogy of Social Work
12. With the result: satisfactory plus
13. Obtained on this date
14. Title of licentiate
15. Signature of the dean
16. Signature of the rector

4 WYŻSZA SZKOŁA PEDAGOGICZNA  
IM. TADEUSZA KOTARBIŃSKIEGO W ZIELONEJ GÓRZE

5 Wydział Pedagogiczny  
(nazwa jednostki organizacyjnej uczelni)

6 **DYPLOM**

Pan(i) <sup>7</sup> \_\_\_\_\_  
(imię i nazwisko)

urodzony(a) dnia <sup>8</sup> \_\_\_\_\_  
w \_\_\_\_\_

9 odbył(a) studia wyższe *zawodowe 2-letnie*  
10 na kierunku: *pedagogika*

11 w zakresie *pedagogiki pracy społecznej*

12 z wynikiem *dostatecznym plus (3.5)*  
13 i uzyskał(a) w dniu *22 czerwca 1999 roku*  
14 tytuł *Licencjata*

15 \_\_\_\_\_ m. p. \_\_\_\_\_ 16  
Dziekan Rektor

Zielona Góra dnia *22 czerwca 1999 r.*

1. Photograph of diploma holder

2. Signature of diploma holder

3. Number

4. Higher pedagogical school, Tadeusz Kotarbinski, Zielona Gora

5. Faculty of Pedagogy

6. Diploma

7. Name and surname

8. Date and place of birth

9. Completed higher professional studies

10. In the field of pedagogy

11. Specialization: Pedagogy of Social Work

12. With the result: satisfactory plus

13. Obtained on this date

14. Title of licentiate

15. Signature of the dean

16. Signature of the rector



## APPENDIX B7. TITLE OF MASTER (*TYTUŁ—MAGISTER*)

### PAGE 1

1. Photograph of diploma holder
2. Signature of diploma holder
3. Number
4. Higher School of Information Technology and Management, Rzeszow
5. Faculty of Economics
6. Diploma
7. Name and surname
8. Date and place of birth
9. Completed master's-level studies
10. In the field of economics
11. Specialization: Information Systems for e-Business
12. With the result: good
13. Obtained on this date
14. Title of master
15. Signature of the dean
16. Signature of the rector


<div data-bbox="269 952 536 1336" style="border: 1px solid black; height: 188px; width: 170px; margin-bottom: 10px;">1</div> <div data-bbox="330 1361 487 1432" style="border: 1px solid black; height: 35px; width: 100px; margin-bottom: 5px;">2</div> <p style="text-align: center; font-size: small;">(podpis posiadacza dyplomu)</p> <div data-bbox="357 1514 435 1549" style="border: 1px solid black; height: 17px; width: 50px; margin-bottom: 5px;">3</div> <p style="text-align: center; font-size: small;">Nr. (numer dyplomu)</p>	<p>4 WYŻSZA SZKOŁA INFORMATYKI I ZARZĄDZANIA z siedzibą w Rzeszowie</p> <p>5 <b>WYDZIAŁ EKONOMICZNY</b> <small>(nazwa jednostki organizacyjnej uczelni)</small></p> <div data-bbox="1052 962 1130 1044" style="text-align: center;">  </div> <p>6 <b>D Y P L O M</b></p> <p>Pan(i) 7 _____ <small>(imię i nazwisko)</small></p> <p>urodzony(a) dnia 8 _____ w _____</p> <p>9 odbył(a) studia wyższe <b>uzupełniające magisterskie</b> <b>ekonomia</b></p> <p>10 na kierunku _____</p> <p>11 w zakresie <b>systemów informacyjnych e-biznesu</b></p> <p>12 z wynikiem <b>dobrym (4.0)</b></p> <p>13 i uzyskał(a) w dniu <b>21 października 2003r.</b></p> <p>14 tytuł <b>magister</b> prof. WSPiZ, dr hab. Anna Nowakowska prof. WSPiZ, dr hab. inż. Tadeusz Romanek</p> <p>15 Dziekan _____ 16 Rektor _____ <b>Rzeszów</b> _____ <b>21 października 2003r.</b> dnia _____</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## APPENDIX B8. DOCTOR OF SCIENCE (DOKTORA NAUK)

### PAGE 1

1. Republic of Poland
2. Academy of Economics in Poznan
3. Faculty of Management
4. Diploma
5. Name and surname
6. Date and place of birth
7. Based on the doctoral dissertation...
8. And after the required examinations received the degree
9. Doctor of Economic Sciences
10. Adopted by the Council of the Faculty of Management of the Academy of Economics in Poznan
11. Date
12. Doctoral advisor
13. Doctoral reviewers
14. Location and date
15. Dean
16. Rector

ODPIS

  
 1 RZECZPOSPOLITA POLSKA

2 AKADEMIA EKONOMICZNA  
 W POZNANIU  
(nazwa szkoły wyższej albo innej placówki naukowej)

3 WYDZIAŁ ZARZĄDZANIA  
(nazwa jednostki organizacyjnej szkoły wyższej albo innej placówki naukowej)

4 **DYPLOM**

5 \_\_\_\_\_  
(imię i nazwisko)

6 urodzon \_\_\_\_\_ y dnia \_\_\_\_\_ r. w \_\_\_\_\_

7 na podstawie przedstawionej rozprawy doktorskiej \_\_\_\_\_  
 \_\_\_\_\_

8 oraz po złożeniu wymaganych egzaminów uzyska \_\_\_\_\_ stopień naukowy

9 **DOKTORA**

nauc \_\_\_\_\_ ekonomicznych

(bliższe określenie nazwy stopnia)

10 nadany uchwałą Rady Wydziału Zarządzania  
 Akademii Ekonomicznej w Poznaniu  
(nazwa rady i nazwa szkoły wyższej albo innej placówki naukowej)


11 z dnia \_\_\_\_\_ r.

12 Promotor w przewodzie doktorskim: Dr hab. prof. AE Wojciech SIKORA

13 Recenzenci w przewodzie doktorskim: Za zgodność odpisu \_\_\_\_\_ z oryginałem \_\_\_\_\_  
DYREKTOR  
 Prof. dr hab. Tadeusz TRZASKALIK \_\_\_\_\_  
 Dr hab. prof. UZ Zbigniew ŚWITALSKI \_\_\_\_\_  
Prof. dr hab. Wiktor Jarek

14 Poznań, dnia \_\_\_\_\_ r.  
(miejscowość, data)

15 **DZIEKAN**  
 dr hab. prof. AE Henryk Kosiński



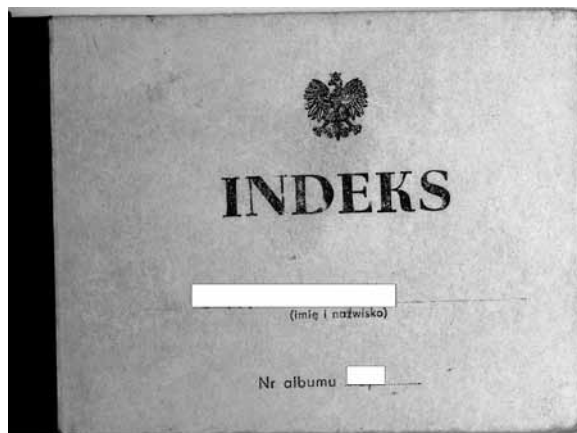
16 **REKTOR**  
 Prof. dr hab. Wiktor Jarek

MENS-446W D-3354



## APPENDIX B9. INDEX (INDEKS)

PAGE 1



PAGE 2

- |                                                  |                             |
|--------------------------------------------------|-----------------------------|
| 1. Photograph of indeks holder                   | 8. Given name(s)            |
| 2. Signature of indeks holder                    | 9. Surname                  |
| 3. Teachers' College of Foreign Languages, Chelm | 10. Father's name           |
| 4. Faculty                                       | 11. Date and place of birth |
| 5. In the field of:                              | 12. Rector                  |
| 6. Specialization: teacher of German language    | 13. Director                |
| 7. Album number                                  | 14. Location and date       |

## APPENDIX B9

### PAGE 3

1. Teachers' College of Foreign Languages, Chelm
2. Name and surname
3. Confirmation of registration
4. Year: school and studies
5. Registered for the semester
6. Signature of the dean
7. Seal

4 1 NAUCZYCIELSKIE KOLEGIUM JĘZYKÓW OBCYCH W CHELMIE

Imię i nazwisko \_\_\_\_\_ 2

3 Poświadczenie

4 Rok		5 Wpisany na semestr	6 Podpis dziekana	7 Pieczęć
szkolny	studiów			
1993/94	I	I	[Signature]	[Seal]
1993/94	I	II	[Signature]	[Seal]
1994/95	II	III	[Signature]	[Seal]
1994/95	II	IV	[Signature]	[Seal]
1994/95	III	V	[Signature]	[Seal]

NAUCZYCIELSKIE KOLEGIUM JĘZYKÓW OBCYCH W CHELMIE 5

wpisu

Rok		Wpisany na semestr	Podpis dziekana	Pieczęć
szkolny	studiów			
1995/96	IV	VI	[Signature]	[Seal]

### PAGE 4

1. Teachers' College of Foreign Languages, Chelm
2. Name and surname
3. Year of studies
4. School year
5. Name of lecturer
6. Course title
7. Number of hours per week
8. Credit
9. Grade, date, signature
10. Exam: grade (number | descriptor), date, signature
11. Semester credits, signature of the dean and seal

10 1 NAUCZYCIELSKIE KOLEGIUM JĘZYKÓW OBCYCH W CHELMIE

Imię i nazwisko \_\_\_\_\_ 2

3 Rok studiów I 4 Rok szkolny 1993/94

5 Nazwisko wykładowcego	6 Rodzaj zajęcia i nazwa przedmiotu	7 Liczba godzin tygodniowa	
		w.	éw.
J. Krawczyk	Textarbeit		
A. Liszak	Medienarbeit		
H. Fik	debar		
K. Jędrusik	Ausgleichkurs		
M. Nozel	Phonetik		


NAUCZYCIELSKIE KOLEGIUM JĘZYKÓW OBCYCH W CHELMIE 11

Semestr I

8 Zaliczenie			10 Egzamin			11 Zaliczenie semestru, podpis dziekana i pieczęć	
9 ocena	data	podpis	ocena		data		podpis
			cyfr.	słownie			
db	11.01.94	[Signature]					
db	11.01.94	[Signature]					
zal	14.01.94	[Signature]					
dist	19.01.94	[Signature]					
db	21.01.94	[Signature]					

## APPENDIX B10. DIPLOMA SUPPLEMENT

PAGE 1



**University of Wrocław**

Part B of diploma no. \_\_\_\_\_ SUPPLEMENT<sup>1)</sup>

**I. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION**

1. Surname: \_\_\_\_\_

2. First name(s): \_\_\_\_\_

3. Date of birth (month, day, year): \_\_\_\_\_

4. Student identification number or code: \_\_\_\_\_

**II. INFORMATION IDENTIFYING THE QUALIFICATION**

1. Name of qualification and title conferred<sup>1)</sup>: Master of Arts, MA

2. Main field of study and field of specialisation: Psychology, General Specialization

3. Name of awarding institution<sup>1)</sup>: Wrocław University

The University of Wrocław was established with the Golden Foundation Bull of Emperor Leopold II on October 21, 1702. By the Act of Polish Parliament of August 24, 1945, the University was nationalized and became a state institution of higher education. The University of Wrocław is accredited by the Polish Ministry of National Education and Science to award licencjat, magister, doktor and doktor habilitowany degrees as well as to advise on awarding the academic title of State Professor. The University is committed to academic excellence in the spirit of The Great Charter of Polish Universities for Quality Education.

4. Name(s) and status of institution(s) in which part of the study was completed<sup>2)</sup>:  
as above

5. Language(s) of instruction/examination: Polish

**III. INFORMATION ON THE LEVEL OF THE QUALIFICATION**

1. Level of qualification: uniform master level course

2. Official length of programme: 5 years (10 semesters)

3. Access requirements: matriculation certificate + entrance examination

**IV. INFORMATION ON THE CONTENTS AND RESULTS GAINED<sup>3)</sup>**

1. Mode of study: full-time

2. Programme requirements:  
The educational standards pursuant to the Ordinance of the Minister of National Education and Sport on Determining the Standards of Instruction for individual Fields of Study and Levels of Education of April 18, 2002 (Journal of Laws No. 116, item 1004 as amended).



## APPENDIX B10


## PAGE 2

## 3. Programme details and individual achievements, grades/marks/(ECTS) credits obtained

Courses	ECTS Points	Number of hours			Grades		
		Lect.	Pract.	Labs.	Exams	Credit	Essay
<b>1 semestr</b>							
History of psychology	4	30	-	-	4,0	-	-
Physiology	6	30	15	-	4,0	4,5	-
Introduction to psychology	8	30	30	-	3,0	5,0	-
Non-verbal communication with observation elements	4	-	-	30	-	-	5,0
The basis of philosophy	4	30	-	-	4,5	-	-
Interpersonal training	6	-	45	-	-	5,0	-
<b>2 semestr</b>							
Genetics	6	30	15	-	4,0	4,0	-
General psychology: perception, learning, memory	6	30	15	-	4,5	4,0	-
Logic	4	-	30	-	-	4,0	-
Statistics	4	30	-	30	-	zal	5,0
Fundamentals of Ethnology	4	30	-	-	5,0	-	-
The Psychological Context of TV Perception	4	-	30	-	-	5,0	-
English (level D )	4	-	-	-	4,0	-	-
<b>3 semestr</b>							
Human being development psychology	2	30	15	-	-	5,0	-
Psychometry	4	30	-	-	4,5	-	-
General psychology: thinking, decisions-taking	6	15	30	-	4,5	5,0	-
Statistics	6	-	-	15	5,0	-	5,0
Psychological diagnosis methods: diagnostic conversation	4	-	-	30	-	-	5,0
Introduction to psychological diagnosis	2	15	-	-	-	4,5	-
Rehabilitation psychology	4	-	30	-	-	5,0	-

## APPENDIX B10

PAGE 3

							
Practical realisation of Assessment Center )							
The study of human resources using the Pictorial Test of Professions	4	-	-	30	-	-	5,0
The psychology of the human resources management	4	-	-	-	4,5	-	-
Psychological Diagnosis - A Case Study	4	-	30	-	-	5,0	-
<b>10 semestr</b>							
MA Seminar	10	-	45	-	-	5,0	-
Negotiations as a way of searching for the common benefits in a clash of interests	6	-	45	-	-	4,5	-
Conflicts between different cultures	2	-	15	-	-	5,0	-
Negotiations in business	4	-	-	-	5,0	-	-
Social Orientations of a Negotiator	-	15	-	-	-	zal	-
Practical Use of Negotiation Techniques in Solving Conflicts of Interests	4	-	30	-	-	5,0	-
Assertiveness in Negotiations	4	-	-	30	-	-	5,0
<b>Diploma thesis:</b>							
<b>Title:</b> _____							
<b>Tutor:</b> _____, PhD, DSc, University Professor							
<b>Grades:</b>							
- Diploma thesis - very good							
- Diploma exam - very good							
<b>4. Grading scheme and, if available, grade distribution guidance:</b>							
Passing grades used at examinations, tests, and other assessments of student performance are as follows:							
Bardzo dobry - 5.0 (very good)							
Plus dobry - 4.5 (good plus)							



## APPENDIX B10

PAGE 4

Dobry	- 4.0 (good)
Plus dostateczny	- 3.5 (satisfactory plus)
Dostateczny	- 3.0 (satisfactory)
Zal	- Pass

The Final Scholastic Standing of an alumnus is reflected by the grade (and quality point value) on the graduation diploma.

For undergraduate programs the assessment of the Final Scholastic Standing is determined by:  
 a) the grade average (quality point average), \*\*\*\*\*)  
 b) the grades (quality points) received for the thesis and for examination.

For undergraduate programs the Final Scholastic Standing is the quality point value consisting of 1) 50% of the grade from point a, and 2) 50% of the grade average from point b.

\*\*\*\* The average is calculated from all grades earned for graded course work hours throughout program duration as listed in the student's index book.

**5. Overall classification of the qualification<sup>1)</sup>: bardzo dobry**

## V. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

**1. Access to further study:** Doctoral studies, Postgraduate studies

### **2. Professional status (if applicable):**

Graduates of Psychology (General Specialization) have qualifications in the area of diagnosis and psychological assistance as well as qualifications to conduct scientific research.

## VI. ADDITIONAL INFORMATION<sup>3)</sup>

**1. Additional information, including practical placements completed, research activities undertaken, awards received:** Awarded a Socrates/Erasmus grant at Roskilde University (Roskilde Universitetscenter,

RUC) - 7th Semester, Academic Year 2005/2006

Awarded a scholarship for excellent academic achievement - Academic Year 2003/2004; 2004/2005; 2005/2006; 2006/2007

**2. Sources of further information on the qualification obtained, including institution's website:**

Home University website: [www.uni.wroc.pl](http://www.uni.wroc.pl)

Faculty website : [www.wnhip.uni.wroc.pl](http://www.wnhip.uni.wroc.pl)

Host university website: <http://www.ruc.dk/ruc/>

The State Accreditation Committee website: [www.pka.edu.pl](http://www.pka.edu.pl)

University Accreditation Commission website: [www.uka.amu.edu.pl](http://www.uka.amu.edu.pl)

Ministry of Science and Higher Education: [www.nauka.gov.pl](http://www.nauka.gov.pl)

Bureau for Academic Recognition and International Exchange: [www.buwjwm.edu.pl](http://www.buwjwm.edu.pl)

## APPENDIX B10

PAGE 5



## VII. CERTIFICATION OF THE SUPPLEMENT

1. Date: 12 August 2008
2. Signature and name-bearing stamp or seal of the dean or head of the organisational unit:



DZIEKAN

Prof. dr hab. Bogdan Rok


\*) This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the transparency and fair academic and professional recognition of qualifications at international and national levels. It is designed to provide a description of the nature, level, content and status of the studies that were completed. It should be free from any value judgements, equivalence statements or suggestions about recognition.



## APPENDIX B11. DIPLOMA OF COMPLETION OF FOREIGN LANGUAGE TEACHERS' COLLEGE (DYPLOM UKOŃCZENIA NAUCZYCIELSKIEGO KOLEGIUM JEZYKOW OBCYCH)

### PAGE 1

1. Diploma of Completion of Foreign Language Teachers' College
2. Name and surname
3. Photograph of holder
4. Date and place of birth
5. Graduated from the Foreign Language Teachers' College in Chelm
6. With a specialization in German language
7. Conducted under the academic supervision of the Catholic University of Lublin
8. The curriculum of general secondary school
9. With the result: good plus
10. With the final diploma examination result: good
11. Basis: Minister of National Education dated 5 March 1992 on teacher training institutions
12. Advisor for Scientific-Educational Specializations
13. Director of the college
14. Number
15. Location and date



**DYPLOM UKOŃCZENIA**  
NAUCZYCIELSKIEGO KOLEGIUM JEZYKÓW OBCYCH

.....  
2 .....  
imię (miana) i nazwisko

.....  
4 urodzon...a... dnia ..... 19... r.  
w .....  
3 .....  
5 ukończył...a... NAUCZYCIELSKIE KOLEGIUM  
JEZYKÓW OBCYCH  
im. ....  
w Chelmie.....  
6 specjalności 6 .....  
język niemiecki

7 prowadzone pod opieką naukową i dydaktyczną .....  
Katolickiego Uniwersytetu Lubelskiego


8 na podbudowie programowej .....  
liczum ogólnokształcącego

9 z wynikiem ogólnym dobry plus..... zdał...a... egzamin  
10 dyplomowy na ocenę dobry.....

11 Podstawa: Rozporządzenie Ministra Edukacji Narodowej z dnia 5 marca 1992 r. w sprawie  
zakładów kształcenia nauczycieli (Dz. U. Nr 26, poz. 115).

OPIEKUN NAUKOWO-DYDAKTYCZNY SPECJALNOŚCI  
DYREKTOR KOLEGIUM


.....  
12 .....  
13 .....  
14 .....  
15 Chelmem ..... dnia 17 czerwca 19... r.

MEN-II/129  68/P-6 — 2000/96

## APPENDIX B12. CERTIFICATE OF COMPLETION OF POST-DIPLOMA STUDIES (SWIADECTWO UKONCZENIA STUDIÓW PODYPLOMOWYCH)

### PAGE 1

- |                                                                                                                                |                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1. Selesian University                                                                                                         | 9. Dean                                                                  |
| 2. Faculty of Philology – Post-Diploma Studies in<br>Speech Therapy and Foreign Language Pedagogy,<br>with Pedagogical Therapy | 10. Rector                                                               |
| 3. Certificate of completion of post-diploma studies                                                                           | 11. Location and date                                                    |
| 4. Name and surname                                                                                                            | 12. Grading scale                                                        |
| 5. Date and place of birth                                                                                                     | 13. Applies to post-graduate studies conducted<br>by universities        |
| 6. Completed in 1996 four-semester post-diploma studies                                                                        | 14. Does not apply to post-graduate studies conducted<br>by universities |
| 7. Speech Therapy                                                                                                              |                                                                          |
| 8. With the result: very good                                                                                                  |                                                                          |



1      **UNIwersytet Śląski**  
(nazwa szkoły wyższej lub innej jednostki prowadzącej studia podyplomowe)


2      Wydział Filologiczny \* Podyplomowe Studium  
Logopedii i Glottodydaktyki z Terapią Pedagogiczną  
(wydział – instytut)

3      **ŚWIADECTWO**  
**UKOŃCZENIA STUDIÓW PODYPLOMOWYCH**

Pan(i) ..... 4 .....

urodzony(a) w dniu ..... 5 ..... 19 ..... r. w .....  
woj. .... ukończył(a) w roku ..... 1996

..... 6 ..... cztero ..... semestralne Studia Podyplomowe w zakresie  
..... 7 ..... LOGOPEDII  
..... 8 ..... z wynikiem ..... bardzo dobrym

9      **DZIEKAN\***  **REKTOR** **ND KIEROWNIK**  
..... 10 .....  
..... (pieczęć, podpis) ..... (pieczęć, podpis)

11      Sosnowiec ..... dnia 30 . 06 . 1996 ..... r.

12      \*\* Skala ocen: celująca, bardzo dobra, dobra, dostateczna, mierna

13      \* Dotyczy studiów podyplomowych prowadzonych przez szkoły wyższe.  
14      \* Nie dotyczy studiów podyplomowych prowadzonych przez szkoły wyższe.

MEN 1-9 SW













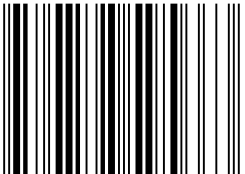


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Canada 

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