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INCLUSIVE EDUCATION AS A CONTEMPORARY VISION OF CHILD AND YOUTH EDUCATION (WHY YES, OR "POSSIBLY," WHY NOT?)

EDUKACJA WŁĄCZAJĄCA JAKO WSPÓŁCZESNA
WIZJA EDUKACJI DZIECI I MŁODZIEŻY
(DLACZEGO TAK LUB „EWENTUALNIE”
DLACZEGO NIE?)

Keywords:
inclusive education,
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system

Summary: The text presents inclusive education in the aspect of selected legal and definitional provisions, proposed assumptions and assumed effects. Particular attention is focused on arguments “for,” i.e., supporting the realization and practical implementation of the inclusive education concept to the Polish education system, but there are also counterarguments demonstrating that there are barriers to implementing the analyzed activities. Additionally,

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the text provides information regarding the possible recipients of inclusive education and selected statistical data concerning some groups of entities included in inclusive education. The general conclusion, however, refers to the perception of inclusive education as corresponding to the requirements of contemporary civilization, the current level of social development and international and domestic legal provisions regarding the rights of people regardless of their level of functioning or the barriers resulting from their biopsychical conditions.

Słowa kluczowe:
edukacja włączająca,
edukacja wysokiej
jakości, system oświa-
ty, system edukacji
włączającej

Streszczenie: W tekście została przedstawiona edukacja włączająca w aspekcie wybranych unormowań prawnych, definicyjnych, postulowanych założeń i zakładanych efektów. Podano argumenty przemawiające za wdrażaniem edukacji włączającej oraz czynniki mogące stanowić barierę w działaniach na rzecz praktycznej realizacji idei edukacji włączającej w naszym kraju. Szczególna uwaga jest skoncentrowana na argumentach przemawiających pozytywnie, „za” realizacją i praktycznym wdrażaniem koncepcji edukacji włączającej do polskiego systemu oświaty, ale też obejmuje kontrargumenty świadczące o istniejących barierach wobec analizowanych działań. Podano ponadto możliwych adresatów edukacji włączającej i wybrane dane statystyczne wobec niektórych grup podmiotów objętych edukacją włączającą. Generalna konkluzja natomiast odnosi się do percepcji edukacji włączającej jako korespondującej z wymogami współczesnej cywilizacji, aktualnego poziomu rozwoju społecznego i unormowaniami międzynarodowymi oraz krajowymi na temat praw przysługujących ludziom bez względu na prezentowany poziom funkcjonowania czy doświadczane bariery wynikające z uwarunkowań biopsychicznych.

Introduction

When first considering inclusive education, it is worthwhile to ask a logical question: Is it part of the natural process of the development of civilization or, perhaps, a result of transformational activities included in international legal regulations, or perhaps both? Based on own insight, subject literature analysis and the current political and social situation, as well as applicable

international legal provisions, it must be concluded that the answer to this question is not unequivocal. On the one hand, we see declarations (in any case, commonly formulated by representatives of politics and decision makers) regarding respecting individual rights and a humanistic attitude to each person regardless of their health, ability or social status. On the other hand, we can see obligations adopted by the governments of many countries, including Poland, to ensure all students inclusive education, which by assumption should be high-quality education. These international legal acts include, for instance, the United Nations Convention on the Rights of the Child [Konwencja o prawach dziecka] (ratified by Poland in 1991), The United Nations Convention on the Rights of Persons with Disabilities [Konwencja ONZ o Prawach Osób Niepełnosprawnych] (ratified by the Polish government in 2012) and the European Social Charter [Europejska Karta Społeczna] (ratified by the Republic of Poland in 1997). There are also more specific international documents, guidelines and policy recommendations, such as: *Europe 2020: A strategy for smart, sustainable and inclusive growth* [Strategia na rzecz inteligentnego i zrównoważonego rozwoju sprzyjającego włączeniu społecznemu Europa 2020] (adopted by the European Council in 2010), *The 2030 Agenda for Sustainable Development* [Agenda Zrównoważonego Rozwoju 2030] (adopted by the UN in 2015), *European Pillar of Social Rights* [Europejski filar praw socjalnych] (document proclaimed at the Social Summit for Fair Jobs and Growth in Gothenburg in 2017), position paper of the Council of Europe Commissioner for Human Rights – *Fighting school segregation in Europe through inclusive education* (2017), Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education For All of 17 February 2017 [Konkluzje Rady UE z 25 lutego 2017 r. w sprawie włączenia w kontekście różnorodności z myślą o osiągnięciu ogólnodostępnej edukacji wysokiej jakości] and Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching [Zalecenia Rady z 22 maja 2018 r. w sprawie promowania wspólnych wartości, edukacji włączającej i europejskiego wymiaru nauczania].

Art. 23 of the United Nations Convention on the Rights of the Child obliges governments of the countries which ratified the Convention to guarantee a mentally or physically disabled child a full and decent life under conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community, effective access to and receiving education,

training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development. Article 24, in turn, obliges governments to ensure inclusive education at all levels of education. The European Social Charter includes, *inter alia*, the right of the disabled to education/professional training, rehabilitation, professional and social re-adaptation, regardless of the cause and kind of disability. In *Europe 2020: A strategy for smart, sustainable and inclusive growth*, a vision of the development of modern civilization was outlined. It is based on the foundations of a twenty-first century market economy and is characterized by the stable economic growth ensuring a high level of employment, productivity and social cohesion. In *The Agenda for Sustainable Development 2030*, one of the 17 development goals is that European governments should ensure inclusive and equitable quality education and promote lifelong learning. According to the *European Pillar of Social Rights*, everyone has the right to quality and inclusive education, training and life-long learning, because the aim of education is to maintain and acquire skills that enable them to participate fully in society and successfully manage transition into the labor market. The Council Recommendation of 22 May 2018 on promoting common values, inclusive education and the European dimension of teaching presented a guarantee of the realistically equal access to quality inclusive education for learners, including persons from migrant communities, those in more difficult social and economic situations and individuals with special needs and with disabilities.

With reference to the above-mentioned documents, the authorities in Poland undertook measures to create a so-called inclusive society. These actions were exemplified, for instance, in the *Strategy for Responsible Development* [*Strategia na rzecz odpowiedzialnego rozwoju*] and the government program "Dostępność Plus" ["Accessibility Plus"], which take into account measures supporting inclusive education and the preparation adequate and appropriate personnel to implement this task).

When analyzing the issues of inclusive education from the formal and legal perspective, it is also necessary to refer to the regulations of the education law obliging kindergartens, school and centers to individualize the process of the education and upbringing of each student, to recognize the developmental and educational needs of students and to guarantee psychological and pedagogical support. In the Act on Education Act of 14 December 2016 [Ustawa

Prawo oświatowe], in Art. 1, there are guarantees directly focusing on inclusive education.

In fact, the experience of pedagogical practice, observations of employees from the Ministry of National Education and signals from the world of science all demonstrate that the regulations referred to above are implemented extremely selectively, based on their formal meaning, without any attempt to synthesize actual educational measures undertaken, or even to take a global look at the children's needs (such as supporting an exceptionally able child with an individual curriculum). There are references to problems in the access to psychological and pedagogical support, the provision of which is generally subject to the decision of the body managing the school/center and frequently does not correspond with the real needs of students (*Raport Najwyższej Izby Kontroli [Report of the Supreme Chamber of Control]*, 2016). Hence, there are barriers to the implementation of the right to inclusive education in the everyday practice of kindergartens and schools, despite regulations focused on inclusive education present in the Education Law. As a result, we face the situation of the lack of coherence between the legal provisions and educational practice (International Perspectives on Inclusive Education, 2016). Additionally, the existing problems are reinforced by the dispersion of regulations among various departments dealing with children and youth as well as learning adults. Regional tendencies concerning the interpretation of applicable regulations are also noticeable. There are different interpretations of the same regulations by managing bodies of schools and centers, heads of schools and centers and educational supervisory bodies. As a result, students with identical developmental problems may count on a different scope of support depending on where they live. The measures implemented by psychological and pedagogical counselling centers, kindergartens, schools and specialized care units are widely dispersed, and therefore, there is no responsibility for diagnostic activities or for the implementation of educational support of the child in need. There are also occurrences of shifting responsibility between various institutions, which leads to a limitation of their scope of support and a decrease in quality and efficiency. Therefore, there is no coherent model of psychological and pedagogical support, and, consequently, quality education cannot be guaranteed to children with diverse educational needs. In the meantime, statistical data show that the number of students requiring additional support is increasing. The proportion of students qualified for special needs teaching is increasing, as well as students included in various forms of psychological and pedagogical

support. In 2016–2017 and 2017–2018, 1,945,199 children and 1,843,635 youths were included in various forms of school support. The data referred to above mean that currently, about 30% of students are included in psychological and pedagogical support, and their numbers continue to grow. There are no data regarding the recognized needs, the reasons for including the student in the defined kind of support and the efficiency of provided support (e.g., for talented students). In the 2017/2018 school year, the most common form of support was speech therapy – 31.66%, followed by support in the form of classes: didactic and make-up – 27.98%, corrective and compensating – 18.6%, revalidating – 8.5%, other therapeutic – 7.5%, developing emotional and social competencies – 3.6% and socio-therapeutic – 2.1% (*Wspieranie kształcenia specjalnego uczniów z niepełnosprawnościami w ogólnodostępnych szkołach i przedszkolach* [Supporting special education for students with disabilities in public schools and kindergartens, Supreme Chamber of Control], 2018).

Not many opinions have been issued regarding the early support of child development (as of September 30, 2016 – 21,847, and September 30, 2017 – 24,467, including, respectively, 9,961 and 8,115 opinions issued for children ages 0–3 years [*Wspieranie kształcenia specjalnego uczniów...*, 2018]). The data above prove that with reference to small children, the diagnosis is given very late, basically at the stage of kindergarten (pre-school) education. Other data show that the number of children diagnosed at the early stages of development is not a significant percentage in the group of those who at the later stage of their education obtain opinions or certificates regarding special needs education or use additional support. Hence, the conclusion that there is a great need to undertake diagnostic measures at the early stages of child development and to guarantee early intervention. This could bring about the minimization of the consequences of developmental disorders, or even their elimination, and could increase opportunities for children's development and education. There is no cooperation between the education and healthcare sectors regarding the early recognition of children's developmental needs. Due to this lack, a significant increase of mental disorders has been noticeable for years. In 2015, specialist support for this group of problems included 143,000 persons under the age of 18, whereas in 2010, it was 114,329. The most common diagnoses are developmental disorders – 62% (including speech and language developmental disorders, school ability development, motor functions development, holistic development disorders, such as autism and Asperger syndrome, hyperkinetic disorders, such as ADHD), behavioral and other

(89,508 persons); neurotic – 14.5% (20,816 persons), intellectual disability – 7.7% (11,087 persons); mood – 3.9% (5,637 persons), problems caused by the use of psychoactive substances – 3.3% (4,726 persons) (*Dzieci się liczą – raport o zagrożeniach bezpieczeństwa i rozwoju dzieci w Polsce [Children Matter. A Report on Threats to Safety and Development of Children in Poland]*, 2017).

There has been a gradual increase in the number of children admitted to hospital due to mental and behavioral disorders. In 2015, this number was the greatest, reaching 10,127 persons under the age of 19, whereas it should also be noted that in the years 2003–2015, the number of children aged 1–4 admitted to hospital for these reasons grew two-fold (Szredzińska, 2017). Simultaneously, in 2014, Poland was a runner-up in Europe with regard to the number of fatal suicide attempts of children and youth under the age of 19, second only to Germany (*Dzieci się liczą...*, 2017). The mental health of Polish students, therefore, deserves particular attention, which, given the speed of civilizational changes and the fact that individual adaptation processes are unable to keep pace with them, should make it a priority in the psychological and pedagogical support offered. In this sense, inclusive education, as education serving all students, should take steps regarding care for students' mental sphere and the development of mechanisms for dealing with difficulties (including mechanisms of dealing with psycho-emotional problems). The current issue is not a key area of educational activities.

A key problem of Polish education is the failure to use the potential of talented and exceptionally gifted students. The issues of the early identification of talents and creating programs of working with children targeting the development of skills related to their mental sphere, methods of coping with stress and organization of the learning process receive too little attention (*Dzieci się liczą...*, 2017). In the 2016/2017 school year, counselling centers issued only 4,045 opinions regarding permission for an individual course of learning or curriculum, while they issued 70,106 opinions regarding the adjustment of educational requirements resulting from the curriculum to individual educational needs of the student and 142,666 opinions regarding psychological and pedagogical support in kindergarten, school or a center. There is a visible drop in the number of opinions regarding the permission for an individual course of learning or curriculum at later stages of education (1,757 in primary school, 1,192 in middle school and 1,096 in high school). This data should also be compared to the results of psychological studies indicating that approximately 2–3% of the population are exceptionally gifted persons, whereas 16–18% are gifted students. There is a significant disproportion between the number of

persons with higher than average cognitive potential and the number of people receiving support with regard to recognized abilities (data based on the System Informacji Oświatowej [Educational Information System]).

Despite relatively high financial state budget funds (*Model edukacji włączającej* [Model of inclusive education], 2019) for the education of children and youth requiring special organization of learning and the application of special methods of work, their preparation to continue learning at a higher level and to enter and function in the labor market and achieve self-reliance in adult life is not satisfactory (in 2018 the amount provided by the state budget to budgets of territorial government units in the educational part of general subsidy due to increased attention to the education of children and youth with special educational needs amounted to more than 7.1 billion PLN, whereas in 2019 it was approx. 7.85 billion PLN) (*Model edukacji włączającej*, 2019). This conclusion results from the low percentage of disabled students who take the non-compulsory external exams (school-ending maturity exam and exam confirming professional qualifications) and pass them (*Model edukacji włączającej*, 2019). The reason for this situation is that the Polish system of education has yet to work out a coherent transition model which would equip the students with competencies enabling them to deal with new developmental challenges (professional work, continuing education).

It is becoming increasingly difficult to guarantee suitable personnel providing psychological and pedagogical support. According to the analyses of NIK (Supreme Chamber of Control), there is a phenomenon of “negative selection” in the case of university recruitment (teaching-related faculties). More than 9% of those admitted to teaching-related faculties in the years 2014/2015 are graduates of high school who received the lowest scores (30 to 49 pts) on the school-ending maturity exams required for university application (*Przygotowanie do wykonywania zawodu nauczyciela. Informacja o wynikach kontroli* [Preparation for the teaching profession. Information regarding audit results]).

Another, equally important issue is the attitude of teachers towards inclusive education and dealing with a diversified group of students, because the ideas of teaching individualization, as well as of realizing the potential of every student – constituting the credo of contemporary didactics – are not fully implemented. This affects the failure of implementing the thesis proposing that a direct relationship between teachers, students and their parents directed at perceiving and enhancing the individual’s potentials is a significant condition for success in the implementation of inclusive education.

Inclusive education as a contemporary vision of child and youth education – why “yes” to inclusive education

Inclusive education is (or in any case, should be) education ensuring a high quality of teaching for all persons learning in kindergartens or schools in their place of residence (*Model edukacji włączającej*, 2019). “[It is a]n education system that includes all students and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools. No-one should be excluded. Every child has a right to inclusive education, including children with disabilities” (*Inclusive education*, 2017).

The aim of inclusive education is to equip students with the competencies necessary to create in the future an inclusive society, that is, a society, in which people, regardless of differences in health, ability, origin or faith are fully empowered members of the community, and their diversity is perceived as a valuable resource for the development of society and civilization. Such a systemic, fully dimensional and multi-directional attitude to education is targeted to ensure flexible paths and programs of learning and accessible learning conditions facilitating the development of the potential of every child and youth as a fully empowered participant of the education process (*Model edukacji włączającej*, 2019).

The aim of inclusive education is also to realize the individual developmental potential of each student and their participation in the lives of their social communities to the fullest extent possible, equipping them with competencies facilitating their optimal adaptation to the environment and full participation in social life. It is also an attitude to education targeted to ensure flexible paths and programs of learning and accessible learning conditions facilitating the development of the potential of every child and youth as a fully empowered participant of the education process.

Generally speaking, the aim of inclusive education comprises the construction of the developmental potential of the student and strengthening social coherence (Fedorowicz et al., 2015, p. 14). The point is to ensure the personal development of the individual, preparing them to adopt civic roles and find their place in social and professional life; and thus, to facilitate developmental potential on a regional and countrywide scale – the potential of cooperation,

trust, knowledge and the ability to deal with new problems and create new solutions; and finally, to realize the potential of the country, focusing on development and creating workable conditions for self-actualization (Fedorowicz et al., 2015, p. 14). A necessary condition to achieve the above-mentioned goals is to ensure the full implementation of the rights of children and all learning persons guaranteed in the Constitution of Poland, Journal of Laws of 1997, No. 78, item 483 [Konstytucja Rzeczypospolitej Polskiej, Dz. U. 1997, nr 78, poz. 483] and in ratified international documents such as the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities.

Well-organized inclusive education is beneficial according to study results (Mitchell, 2016) and reports published by international organizations such as the United Nations, the European Commission and the European Agency for Special Needs and Inclusive Education. The following benefits of inclusive education are most commonly mentioned:

1. educational – it guarantees the growth of achievements of all students, not only of students with special educational needs;
2. social – it is a foundation for building an inclusive local society and the implementation of social inclusion proposals;
3. economic – it allows for the efficient use of financial means intended for preparing youth to enter the labor market and function autonomously in the adult life; it helps to develop human capital, which decreases the costs related to social support instruments and welfare.

In the above-mentioned documents, it is emphasized that to achieve the assumed goals, it is indispensable to implement solutions in all structures and processes occurring in the student's community that affect their social participation and individual development progress and, hence, also the quality of inclusive education. The student should be in the center of action of a variety of systems, starting with his or her peer group and class, kindergarten and the school community, the local community, and ultimately reaching country-wide systemic conditions. Each of the systems is contained within the next one and together they create a certain ecosystem in which all elements cooperate smoothly (*Raising the Achievement of All Learners*, 2017, p. 10). For the actions directed towards improving the quality of inclusive education to be successful, they should be realized at all levels: at the student, class/peer group, kindergarten/school, local community and the state level.

A functional diagnosis is also significant. It includes the monitoring of development and early detection of occurring problems, including problems caused by delays and disorders in the development of the child and/or barriers in their community. This should begin when the child is born and last throughout the child's education. Studies conducted by counselling centers taking care of future mothers and screening tests conducted in healthcare units, nurseries, and kindergartens should aid in determining the need for early support in the child's development and family care. The diagnosis of the developmental and educational needs of children and youth should include, therefore, diagnostic measures implemented in kindergartens, schools and psychological and pedagogical counselling centers, and they should determine actions supporting the functioning of the children and youth addressed to the institutional community (kindergarten, school) as well as to the family and/or the youth themselves. The way the support provided should be monitored and its efficiency should be assessed.

In actions supporting the implementation of the idea of inclusive education, it is also important to adequately use and enhance the potential of kindergartens, schools and educational centers. This potential includes, among others, the knowledge and skills of personnel (managing staff, teachers, specialists, non-teaching staff), a work organization adjusted to the needs of children and youth, the school's material and didactic base, cooperation with families and external entities (such as support centers and non-governmental organizations). To this effect, kindergartens, schools and centers should make the most efficient use of their resources, as well as develop and improve them based on strategies prepared by their employees. This includes the obligation to employ specialists (psychologists, special education teachers, speech therapists) to work together with teachers (also in the scope of determining measures supporting children and youth). It seems reasonable to create a post of a child/youth assistant, responsible for the support of the child's activity and functioning in the educational center. Organizing the system of support of inclusive education is equally significant; kindergartens and schools by the system of special needs education, psychological and pedagogical counselling centers and healthcare units.

Considerations about inclusive education should keep the continuum in mind, i.e., from early support of the child's development until the grown individual enters the job market. This requires the child to be suitably, adequately to his or her individual needs, supported while transitioning through each stage

of education. The opportunities for this support should be created through the cooperation of teachers, specialists working in kindergartens, integration and special schools, specialized centers with teachers, kindergarten specialists and schools implementing inclusive education.

Propositions regarding the accessibility of the teaching-learning process affect the efficiency of the implementation of inclusive education. Hence, the proposal that kindergartens and schools should provide an adequate physical environment (space for learning and the reception of audio and visual stimuli, conditions allowing trouble-free movement, including the area around the kindergarten or school), social environment (acceptance and inclusion in the life of class/school, norms of behavior and rules of action, cooperation with parents), as well as learning environment (teaching strategies, team work, accepting various styles of learning, didactic materials, new information and communication technologies). Measures targeting the elimination or minimization of barriers in particular environments should be implemented at various levels: national (central), local (local government, local community), school, group/class or with reference to individual students (*A model of Accessible Education*).

In order to prepare the groundwork for the implementation of inclusive education in our country, a team of specialists was appointed by the Ministry of National Education to prepare a model of educating students with special educational needs (appointed by the Minister of National Education by the Regulation no. 39/2017 of 13 October 2017). According to initial assumptions, it should be understood that the main goal of such a model should be the pursuance of a guarantee that optimal conditions will be developed for all children and youth living in a given local community to be educated and brought up with their peers in kindergartens and general access schools where they live.

Inclusive education as a contemporary vision of child and youth education – a possible “no” to inclusive education

Based on the described assumptions aimed at the implementation of inclusive education in Poland, it is possible to note various barriers which might hamper the implementation of this idea in the Polish educational system. Some of them should be pointed out.

First, teachers are not sufficiently prepared to work with students with diversified educational needs, including the disabled. Currently, many teachers in

general access schools have additional qualification in the scope of, for instance, special education. There are opportunities of increasing their qualifications, professional improvement, implementation of systemic actions regarding the preparation of personnel to work with special needs students, although they frequently fail to make use of them. A significant barrier in the implementation of inclusive education is the lack of suitably prepared subject teachers (Sochańska-Kawiecka et al., 2015, p. 31). This refers primarily to teachers working with students above the third grade of primary school. This barrier includes, *inter alia*, competencies in the scope of the ability to make friends, communicate and efficiently work with students with disability (Piwowarski & Krawczyk, 2009; Piwowarski, 2015). Teachers frequently do not feel competent to work with special educational needs students and they do not have the skills to work with a diversified group. Nevertheless, they are willing to take part in trainings or other forms of extra professional education, which is a serious argument in favor of inclusive education (Piwowarski & Krawczyk, 2009; Piwowarski, 2015). Currently, however, there is no offer of additional education for teachers, head teachers and non-educational staff which would directly correspond the needs of inclusive education.

Secondly, there the problem of seriously limited access to specialist personnel. Pedagogues and psycholinguists responsible for the provision of specialist psychological and pedagogical support are not employed in more than a half of Polish kindergartens and schools (*Wspieranie kształcenia specjalnego uczniów...*, 2018). In the Polish healthcare system, a little more than 400 child psychiatrists are employed. Such low levels of personnel resources are absolutely insufficient to ensure professional psychiatric care for students who need this kind of support (*Wspieranie kształcenia specjalnego uczniów...*, 2018).

Thirdly, an obstacle to implementing inclusive education is posed by the unclear regulations and lack of understandable standards in the scope of counselling and psychological and pedagogical support, early support of child development and the education and support of children with disability; this includes the lack of definitions for many concepts related to inclusive education in regulations and disperse legal regulations concerning the education of students with special educational needs and difficulties in their interpretation. As a consequence, even existing opportunities are not used in everyday educational practice. This brings about a situation in which some schools use flexible solutions to guarantee the organization of education fitting the needs of students; some of them indicate the need for change and the necessity to

clarify the regulations. This difficulty also refers to the system of financing these measures. According to the Supreme Chamber of Control, the decision to employ specialists at schools depends not on the scale of their needs, but on the economic situation of the local government (*Wspieranie kształcenia specjalnego uczniów...*, 2018).

A fourth counterargument is the low level of systematic coherence of undertaken measures. There is no cooperation between the entities involved in the support process. Many measures are of partial character and they are not connected with the actual problems of students. There is a perceivable lack of systematic work in the field of educational and professional counselling. The core curriculum realization is viewed as a goal in and of itself and not as the means to realize the assumed goals of education. There is no cooperation between the system of education and institutions responsible for employing its graduates (particularly those with disability) – here the barrier is the current system of assessment in which the level of incapacity to work is assessed and not the level of health limitations. As a consequence, employers are concerned when a person with such an assessment starts working and certifying doctors formulating the assessments about inability to work object to it.

Conclusion

Inclusive education is the defined idea, concept and practical implementation of accessibility for all learners to the system of education, taking into account their diverse needs and adequately satisfying them. It proposes the equality of rights in educational activities, opening the educational system to every student, regardless of their abilities, skills, situation, disability or limitations. It assumes creating a system of education in which its every participant has the sense and conviction that they are receiving education at a high level, adequate to the needs of contemporary civilization and their own needs and expectations. Therefore, it seems rational to claim that the contemporary understanding of education as an inclusive system should not be the result of so-called political correctness, declarations of conviction justifying its implementation or top-down enforced legal regulations (international or domestic), but should be considered a value of modernity, one which offers the opportunity for everyone to receive generally accessible education, without separation into better and worse.

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