

IBE



EDUCATIONAL  
RESEARCH  
INSTITUTE



## Educational Research Institut

We are a research institute conducting interdisciplinary studies on the functioning and effectiveness of the education system in Poland. The Institute participates in national and international research projects, prepares reports, expert opinions and acts in an advisory capacity. It provides support to a broad scope of educational policies and practices. The Institute functions under the supervision of the Ministry of National Education.

We promote decision making based on evidence from research results and place great value on studies whose results are applicable to educational practice and policy development at both national and local levels.

We work with the Central Statistical Office (GUS) and the Central Examination Board. Our growing network of cooperation includes local government authorities, schools, non-governmental organisations, higher education institutions, national and foreign research centres and international organisations.

In 2017, the Committee for the Evaluation of Scientific Research Institutions (KEJN) designated the Educational Research Institute as a category A institution. The Committee highly valued our scientific and creative achievements, research potential and the practical effects of our academic and artistic activities.



## Our Staff

The Institute employs researchers specialising in education: sociologists, psychologists, pedagogues, economists, political scientists and representatives of other scientific disciplines – outstanding specialists in their respective fields with a wide spectrum of professional experience, which in addition to scientific research, also includes teaching, public administration and the activities of non-governmental organisations.

### Directors of the Institute:

Director: Dr **Piotr Stankiewicz**

Deputy Director for Research and Implementation: **Prof. Piotr Mikiewicz**

Deputy Director for the Integrated Qualifications System: **Bartosz Kęciek**

Deputy Director for Finance and Management: **Jan Kowalczyk**



## Research areas

Our main areas of research include:

- The new core curriculum and didactics issues – diagnosis of the quality of the education of particular subjects and the development of didactics, including the creation of new tools for teachers.
- The sociological and legal aspects of education – providing results useful in raising the quality of the institutional environment of schools and analysing the effectiveness of implemented organisational changes in the education system, including the study of teachers' working time and conditions, the conditions of their education, the problems of the staff of first-year classes and the job market in teaching.
- Measurement and analysis of pupils' educational attainment.
- The psychological and pedagogical basis for school achievement – among others, studying the effects of the individualization of learning and of children who started school at the age of six.
- The relationship between the education system and the labour market, monitoring the situation of young people entering the labour market – the aim of these studies is to strengthen the link between educational outcomes and the needs of the labour market and to systematically assess the supply of competences and the demand for them from employers, among others, by tracking educational and career paths and conducting household surveys.
- Lifelong learning and research on the qualifications system.
- The economic specificities of education, the financing of education and other widely understood problems of the economics of education – the study of the economic aspects of education, including broadly understood costs, i.e. financial and material expenditures, time spent, expenditures incurred individually and those of local and county governments, decision-making dilemmas at the level of government authorities.



# Projects



## Qualifications for everyone

„Support to central government administration, awarding bodies and quality assurance institutions in implementing stage I of the Integrated Qualifications System (IQS)“. The project aims to:

- Provide support to employees of local government units,
- Provide support to institutions that could become awarding bodies,
- Develop model procedures for performing external evaluations,
- Produce 70 descriptions of qualifications awarded outside the formal general, vocational and higher education systems,
- Launch an on-line data bank on good practices in the validation of learning outcomes and a catalogue of validation methods,
- Establish an on-line IQS Information Centre,
- Produce 4 sectoral qualifications frameworks.

Additionally, manuals and e-learning courses are provided by the project and all materials are accessible on the IQS Portal. The project is being implemented until June 2018.



## „Programme for International Student Assessment (PISA)“

The PISA (Programme for International Student Assessment) study is implemented by an international consortium overseen by the OECD (Organisation for Economic Co-operation and Development) and conducted by representatives of its member states. This is the largest international study of student skills in the world. As of 2000, the survey is conducted every three years in all OECD countries, as well as in dozens of partner countries. Poland has participated in the study from the beginning. The results obtained in the study are fully comparable with previous PISA editions in Poland. Each time it is conducted, the study focuses on a different field as a lead area from the following: science, mathematics, reading, collaborative problem solving and financial literacy. The OECD PISA study is conducted among fifteen-year-old students who completed the age of 15 in the year preceding the study.



## „Trends in International Mathematics and Science Study (TIMSS)“

TIMSS (Trends in International Mathematics and Science Study) is coordinated by the International Association for the Evaluation of Educational Achievement (IEA) based in Amsterdam, while in Poland, it is coordinated by the Ministry of National Education. Next to the PISA study, TIMSS is one of the most important comparative educational studies. It also has the longest tradition, as it was also conducted in 1995, 1999, 2003, 2007, 2011 and 2015. The first edition had participants from 41 countries, in 2007 – 48 countries, in 2011 – 63 countries. Between 1995 and 2008, an additional study was conducted of students in the last years of upper secondary school, in which knowledge and skills in mathematics and physics were measured in 10 participating countries.





## „Progress in International Reading Literacy Study (PIRLS)“

The PIRLS study takes place in a five-year cycle and thus far has been conducted four times – in 2001, 2006, 2011 and 2016. Poland has participated in the study since 2006. The study measures reading skills in terms of literary experience (reading literary texts) and reading in order to obtain information (reading informational texts). 10-year-olds participate in the study and in Poland, these are 4th grade pupils of primary schools. PIRLS is an international study coordinated by the International Association for the Evaluation of Educational Achievement (IEA) based in Amsterdam, while in Poland, it is coordinated by the Ministry of National Education.



## „Survey of graduates“

The Educational Research Institute has begun a project entitled „Monitoring the educational and professional careers of graduates and young adults“. The study is on the graduates of vocational schools. Its aim is to improve the fit between vocational training and the needs of the labour market by providing feedback on the careers of vocational school graduates based on administrative data and to develop mechanisms for the systemic monitoring of vocational school graduates. The anticipated outcomes are:

- Tools for examining the entry of graduates to the labour market,
- Report on the first round of monitoring graduates' careers,
- A program that will link and report results on the educational and professional careers of school graduates,
- Preliminary recommendations on legislative changes needed to implement systemic tools to monitor the professional career paths of graduates.





## „Democratic Schools“

The aim of the study is the sociological and pedagogical analysis of a new phenomenon in Polish education: the establishment of “democratic” schools, i.e. grassroots (mainly parental) educational initiatives, which aim to develop alternative institutions, groups and communities to traditional schools. These initiatives enable the formal requirements of compulsory schooling imposed by the Polish law to be fulfilled, while – according to the statements of their founders – allowing education to take place free of the compulsory conditions present in the general education system.

Thus, the purpose of the study is to:

- Reconstruct the origins and contexts of establishing democratic schools,,
- Learn about the daily functioning of democratic schools,
- Recognise the place and role of democratic schools in the Polish education system.



## „Poland speaks“

This programme, to be implemented in five urban agglomerations, is aimed at pre-school children at risk of developing language disorders. It continues the screening tests of two-year-old children's speech development that the Educational Research Institute conducted in 2015 using parental questionnaires. Short questionnaires were sent to parents of all two-year-olds living in Warsaw, Kraków, the Tri-City area (Gdańsk, Sopot, Gdynia), Lublin, and Katowice to a total 44,000 persons. The questionnaires were completed and returned by the parents of 6,900 children. Of this group, 1,050 children were determined to have delayed speech development and their parents were given a more detailed questionnaire to complete. Finally, as a result of the double questionnaire screening, 550 two-year-old children were found to have significant delays in linguistic development. These children are currently four years old.

In the meantime, the Educational Research Institute finalized a research project, which resulted in the development of standardized tools to directly test children aged 4 to 8 years. This study allows for an objective assessment of a child's linguistic development by comparing his/her results to the average results achieved by peers. Therefore, it is now possible to diagnose potential language disorders in the aforementioned group of pre-schoolers identified in the screening study.

The primary aim of this project is to enable their further development and advancement of children with language disorders by having selected clinics develop standards for their effective therapeutic care through publications, training and direct collaboration with professionals from other educational settings, such as psychological and pedagogical clinics, kindergartens and schools.



## „ConstructyVET“

ConstructyVET is an international, interdisciplinary research project funded by the Erasmus+ Programme. The project involves the development of qualifications and educational paths for the training of construction team leaders and worksite supervisors in Europe. The partners involved in the project aim to reduce the discrepancy between the expectations of companies and the qualifications that potential employees have after they complete their education.





## „EXCEPT“

EXCEPT is an international, interdisciplinary research project implemented within the framework of the HORIZON2020 Programme. Its aim is to provide a comprehensive understanding of the consequences of youth labour market vulnerability and unemployment on the risk of their social exclusion. This comparative study includes all of the countries of the European Union and Ukraine. The main indicators of social exclusion adopted in the study include both economic criteria – poverty and low financial status, as well as non-economic aspects, such as health status and the subjective well-being of young people. An important aspect analysed is the autonomy of young people and their ability to gain independence from the family home.



## „Innovating History Education for All (IHEA)“

The IHEA Project is coordinated by the Euroclio Association, headquartered in The Hague. The project aims to raise the quality of history and civics education by ensuring broad access to modern educational tools and applications enabling the wider and more focused use of new technologies in teaching history. The international and interdisciplinary project team consists of – in addition to the History Section at IBE – representatives of the Georg Eckert Institute, staff of the Mount School York and Webtic, an IT company.



## „NQF-IN Project“

The Educational Research Institute is leading a project entitled “Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks” (NQF-IN Project), financed by the Erasmus+ Programme (Action 2: Strategic Partnerships for Vocational Education/Training). The main aim of the project is to support decision makers in European countries, as well as European institutions (European Commission, Cedefop, European Training Foundation) in developing policies on the inclusion of qualifications awarded outside of the formal education system in their national qualifications frameworks (qualifications systems).

### „CO-LAB Collaborative Education Lab“

The Educational Research Institute is leading the CoLab “Promoting innovative collaborative teaching and learning” Project in Poland, in partnership with a consortium of seven European institutions. The project supports the professional development of teachers in using innovative teaching methods in the classroom, and above all, in promoting collaborative group learning among pupils.





## „ReferNet“

ReferNet is a network of institutions established by Cedefop in 2002 to gather information and monitor changes in vocational education and training (VET) in EU Member States, Iceland and Norway. The main aim of ReferNet is to gather information on VET's role, purpose, governance and structure, insights into developments and trends in VET policies, and to conduct in-depth analyses of how each country is progressing in its implementation of common European policy objectives. ReferNet also supports Cedefop in promoting information on VET in participating countries.



## „EwasteR“

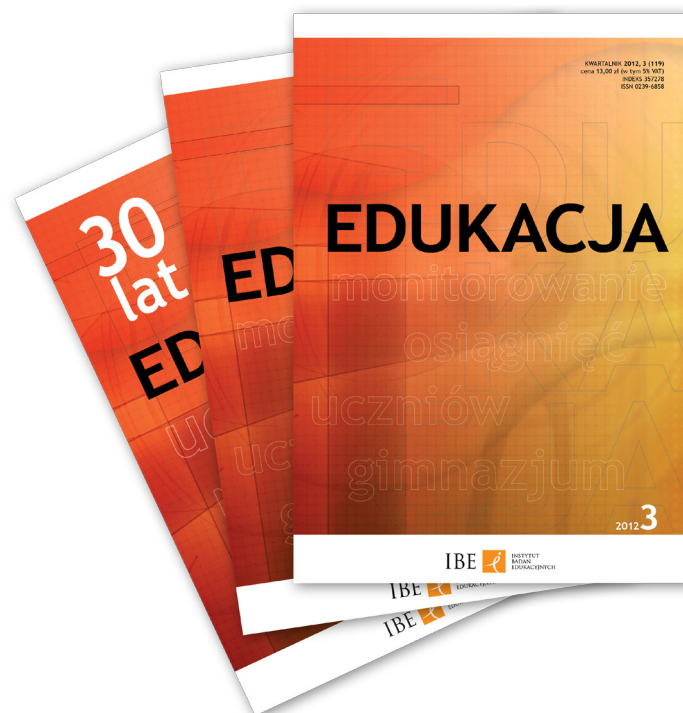
The EwasteR Consortium is composed of 13 organisations from four different countries – Cyprus, Italy, Poland and the United Kingdom. The project is managed by E.RI.FO - Ente per la Ricerca e Formazione (Rome, Italy). The Consortium identifies the current qualifications routes and occupational profiles across Europe that are relevant to the field of E-Waste Recycling and Re-Use management, exchanges experiences, practices and strategies to raise awareness among key stakeholders on the potential of reuse to generate employment opportunities and revenue. It is also developing a new professional qualification using EU criteria (ECVET-EQAVET) that delivers relevant skills, knowledge and competencies for E-Waste Recycling and Re-Use management professionals.



## „The impact of globalisation on vocational education and training“

“The impact of globalisation on VET” is a study coordinated by IBE, conducted together with a consortium partner, 3s Unternehmensberatung, on behalf of the European Centre for the Development of Vocational Training, Cedefop. The focus of this study is on the responsiveness of national vocational education and training systems (initial VET, continuing VET, including VET training at higher levels) and qualifications to the changing requirements of VET in Europe and across the world. This study examines how globalisation influences the review and renewal of VET learning content and the way it is defined and described. It will also look at the synergies and competition between European and international sectoral standards and qualifications, as well as national ones.





## Publications

As part of its statutory activities, the Educational Research Institute publishes annual publications and research papers on a broad scope of education topics and publishes two academic journals: „Edukacja” [Education] and „Edukacja Biologiczna i Środowiskowa” [Biological and Environmental Education].

EDUKACJA Quarterly is one of Poland’s main scientific journals in the field of education, which is presented from the perspectives of various academic disciplines. Since 1983, the journal has been presenting research results from Poland and abroad, touching on issues pertaining to the changes being introduced in the education system, the monitoring of its outcomes, as well as the scientific achievements from abroad in the fields of pedagogy and education research. By popularizing reports from various scientific disciplines, EDUKACJA strives to develop knowledge about the education system at all levels and to disseminate the work of the scientific community in Poland and abroad.

The Biological and Environmental Education Quarterly is an electronic journal presenting the latest knowledge on the life sciences and the environment, scientific papers on didactics in these fields, as well as modern teaching materials and brief information on new books, events and recent scientific discoveries. It is an ideal tool for teachers of the natural sciences and those involved in developing the didactics of these subjects.

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