

Report of the Republic of Poland
on the implementation of
the Convention against Discrimination in Education
in the years 2012-2015

Warsaw, September 2016

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Introduction

1. This interim report of the Republic of Poland on the implementation of the *Convention against Discrimination in Education* drafted in Paris on 15 December 1960 was prepared at the Ministry of National Education, in cooperation with the Ministry of Science and Higher Learning, Ministry of Culture and National Heritage, Ministry of Family, Labour and Social Policy, Ministry of Digital Affairs, Ministry of the Environment, Ministry of Justice, Ministry of Sport and Tourism, Ministry of Agriculture and Rural Development, Ministry of the Interior and Administration, and the Polish National Commission for UNESCO, for the purpose of the 9th Consultation of UNESCO Member States on their implementation of the *Convention*.
2. The Ministry of National Education has put forward a draft of this report for consultation to the Ombudsman for Civil Rights, the Children's Ombudsman and the Helsinki Foundation for Human Rights, Amnesty International Poland, Empowering Children Foundation and the Polish Council of Youth Organizations.
3. Pursuant to Article 7 of the *Convention*, this report contains information about the legal solutions decided upon and measures undertaken by Poland to implement this *Convention* in the years 2012-2015. This document was drawn up based on the UNESCO Guidelines for Preparing Reports on the Implementation of the *Convention* (annex to the document No. 197 EX/20 – *Implementation of Standard-Setting Instruments Part V*, published on 7 August 2015).

The following abbreviations have been used in the text: MNE¹, AES², CED³.

I. Legal instruments for implementation of the Convention

I.1. Ratification of the Convention

4. The ratification of the 1962 *Protocol Instituting a Conciliation and Good Offices Commission to be Responsible for Seeking the Settlement of Any Disputes which May Arise between States Parties to the Convention against Discrimination in Education*.

I.2. Implementation of the Convention into the national legal system

5. *See information presented in paragraphs 2-6 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011*

Update of information presented in paragraphs 7-8 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011

6. Pursuant to Article 31 of the Act *on the Implementation of Certain European Union Regulations concerning Equal Treatment*⁴, the Government Plenipotentiary for Equal

¹ Ministry of National Education

² The Act of 7 September 1991 *on the Education System* (*Dziennik Ustaw* [Journal of Laws] of 2015, item 2156, as amended)

³ Centre for Education Development – a public teacher training centre run by the Minister of National Education). The purpose of the Centre is to undertake and implement activities to improve the quality of education in accordance with the state education policy in the field of general education and upbringing.

⁴ The Act of 3 December 2010 on the Implementation of Certain European Union Regulations concerning Equal Treatment (*Dziennik Ustaw* [Journal of Laws] of 2016, item 1219)

Treatment, established and appointed pursuant to the Regulation of the Council of Ministers of 22 April 2008, became the Government Plenipotentiary for Equal Treatment within the meaning of the aforementioned Act.

7. On 10 December 2013, the Council of Ministers has familiarised itself with the National Action Plan for Equal Treatment for the years 2013-2016 (NAPET), submitted by the Government Plenipotentiary for Equal Treatment.

NAPET is a strategic government document aimed at implementing actions concerning equal treatment and non-discrimination. In accordance with Article 23 of the Act *on the Implementation of Certain European Union Regulations concerning Equal Treatment*, the document sets medium-term objectives, defines the tools of the government's equal treatment policy and constitutes basis for the implementation of the State's duties concerning equal treatment and non-discrimination.

The principle of equal treatment has a horizontal nature; therefore, actions provided for in the Action Plan are implemented by all ministries in accordance with their competencies and in cooperation with non-governmental organisations, social partners and local government authorities.

The Action Plan is the first government document touching upon the issue of equal treatment of many groups at risk of discrimination and specifying main goals and directions of the government's equal treatment policy. This document gathers in one place, organises and assigns priority to key actions that ensure the implementation of the principle of equal treatment, which are to be undertaken or implemented by different ministries and their subordinate office.

Actions envisaged in the Action Plan refer to the following areas:

- Anti-discrimination policy,
- Equal treatment on the labour market and within the social security system,
- Combating violence, including domestic violence, and ensuring greater protection to its victims,
- Equal treatment in the education system,
- Equal treatment in the healthcare system,
- Equal treatment in access to goods and services.

Key objectives, detailed objectives and actions aimed at implementing these actions have been defined for each of the above areas.

Detailed objectives defined for the "Equal treatment in the education system" area included such objectives as: to diagnose reasons for the persistence of content inconsistent with the principle of equal treatment in the education process, to propagate and disseminate content concerning equal treatment in school curricula, educational and didactic materials, to eliminate barriers in education for disabled persons, children of immigrants and children from the Roma minority, to facilitate the educational advancement of children of immigrants and children from the Roma minority, to ensure equal access to tertiary education regardless of age and improve access to ethics classes and minority religion classes at schools.

Pursuant to Article 23 of the Act *on the Implementation of Certain European Union Regulations concerning Equal Treatment*⁵, the Government Plenipotentiary for Equal

⁵ The Act of 3 December 2010 *on the Implementation of Certain European Union Regulations concerning Equal Treatment* (*Dziennik Ustaw* [Journal of Laws] of 2016, item 1219)

Treatment prepares an annual report on the implementation of actions provided for in the NAPET and submits this report to the Council of Ministers.

The interministerial National Action Plan for Equal Treatment Monitoring Team chaired by the Government Plenipotentiary for Equal Treatment has been operating since 22 April 2015⁶. The Team's duties include, among others, monitoring and assessing the implementation of the NAPET, coordinating the cooperation between government authorities, local government authorities and other entities to the extent of monitoring the implementation of the NAPET, and proposing actions constituting its continuation.

II. Implementation of the Convention

II.1. Access to education

Update of information presented in paragraphs 9-25 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

8. The provisions of the Act⁷ that set out the recruitment procedure, including the appeal procedure in the case of refusal to admit a candidate, and rules governing the disclosure and processing of personal data of recruitment process participants have entered into force on 18 January 2014.
9. The introduced amendments were dictated by the performance of the Constitution Tribunal's decision of 8 January 2013 which stated the non-compliance of Article 22 (1)(1) of the AES with Article 92 (1) of the Constitution of the Republic of Poland and, as a consequence, non-constitutionality of the Regulation of the Minister of National Education⁸. The amendments apply to areas indicated in the Constitutional Tribunal's decision:

The determination of recruitment criteria, including groups of candidates with special priority status and the hierarchy of criteria, on a statutory level.

10. The criteria to be followed in the recruitment process to public kindergarten, other forms of pre-school education and public schools have been divided into three groups.
First group – takes into consideration the scope of needs resulting from the social contract. Persons in a more difficult family or health situation have received specific assistance from the State. The criteria have been formulated in a different way depending whether they concern children, young people or adults. All criteria from this group have the same value and cannot be chosen at will in the recruitment process.
Second group – includes criteria set out by the governing authority. These criteria take into consideration the needs of a child and their family, especially the needs of family where parents or a single parent raising the candidate alone has to reconcile professional life with family life, and the needs of the local community. The governing authorities may introduce an income criterion determined pursuant to the guidelines laid down in the

⁶ Ordinance No. 29 of the President of the Council of Ministers of 13 April 2015 *on the National Action Plan for Equal Treatment Monitoring Team* (*Monitor Polski* [Official Gazette], item 362) and Ordinance No. 33 of the President of the Council of Ministers of 22 March 2016 *amending the Ordinance on the National Action Plan for Equal Treatment Monitoring Team* (*Monitor Polski* [Official Gazette], item 286)

⁷ Act of 6 December 2013 *amending the Act on the Education System and Certain Other Acts* (*Dziennik Ustaw* [Journal of Laws] of 2014, item 7, as amended)

⁸ Regulation of the Minister of National Education and Sport of 20 February 2004 concerning *the conditions and procedures for admitting students to public schools and transferring them between different types of schools* (*Dziennik Ustaw* [Journal of Laws], item 232 and *Dziennik Ustaw* [Journal of Laws] of 2009, item 208)

amended act. Criteria from this group have different value as determined by the governing authority.

Third group - takes into consideration candidates' individual abilities, predispositions and interests that should be taken into account during the recruitment procedure to schools that require special predispositions (e.g. art schools, bilingual schools, sports schools and sports schools of excellence, educational establishments, specific types of upper secondary schools).

The determination of principles governing the recruitment process at a statutory level.

Recruitment to public kindergartens and other forms of pre-school education:

11. When a recruitment procedure is conducted, priority is given to candidates domiciled within the territory of a relevant commune. Where the number of candidates is greater than the number of available places, the next stages of the recruitment process are conducted. The next two stages of the process take into consideration criteria from the first and second group, respectively. If a public kindergarten (or other form of pre-school education) still has available places after admitting candidates domiciled within the territory of a relevant commune, it may – at the parents' request – admit children domiciled outside the territory of that commune in accordance with the principles governing the recruitment procedure applicable to children domiciled within the territory of the commune.

Recruitment to public primary schools and lower secondary schools:

12. Solutions applied thus far have been retained: pupils domiciled within the catchment area of a given school are admitted *ex officio*, without a recruitment procedure. Schools may admit pupils domiciled outside their catchment area after conducting a recruitment procedure, provided that a given school has adequate capacity. Criteria are determined by the governing authority in such a way, so as to ensure that the needs of a child, their family and the local community are satisfied to the greatest extent possible.

Recruitment to public upper secondary schools:

13. Solutions in force thus far have been retained: the condition for admission to a public upper secondary school (other than a post-secondary school) is the completion of a lower secondary school and, in the case of a vocational school – the presentation of a medical certificate confirming that there are no medical contradictions to pursue vocational education in a given occupation. As it has been the case so far, admittance is based on educational performance as at the completion of lower secondary school (as recorded on a lower secondary school leaving certificate and lower secondary school final exam certificate). The scope of subjects mandatorily taken into consideration in the recruitment procedure (marks achieved in these subjects) has changed as well: starting from the recruitment procedure for the school year 2017/2018, subjects taken into consideration in the recruitment procedure will include Polish, mathematics and two selected subjects. Where candidates have equal scores at the first stage of the recruitment procedure, the next stages are conducted pursuant to principles set out in the AES, i.e. priority is given first to candidates with health problems which limit their educational options, then to candidates who meet the criteria under the aforementioned first group.

Entitlements of winners and finalists of single-subject Poland-wide school contests and winners of single-subject competitions:

14. The entitlements of single-subject Poland-wide school contest winners and finalists and single-subject competition winners have been retained: they are admitted to a public

lower secondary or public upper secondary school of their choice without the need to undergo a recruitment procedure. An exception to the above are recruitment procedures to sports lower secondary and upper secondary schools, where the aforementioned winners and finalists have to pass a physical fitness test in order to be admitted. The same applies to admission to upper secondary bilingual schools, where the aforementioned winners and finalists have to pass a language competency test in order to be admitted. The winners of a competition as well as winners and finalists of a Poland-wide school contest in a foreign language being the second teaching language at a given school are exempted from this requirement.

15. The AES also sets out uniform principles governing the recruitment to:
 - public: post-secondary schools, sports schools and sports schools of excellence, bilingual schools, international branches, schools for adults, art schools and facilities, education and care facilities for pupils studying outside their domicile,
 - classes organised at public educational establishments,
 - out-of-school education organised by public lifelong learning facilities, practical education institutions and professional development and training centres,
 - professional qualification courses organised by public continuing education institutions, practical education institutions and professional development and training centres.
16. A uniform, country-wide method for converting certain criteria, including the results of the lower secondary school final exam, marks on the lower secondary school leaving certificate and special achievements recorded on that certificate, into points has been established by way of a Regulation⁹.

The determination of the recruitment procedure, including an appeal procedure in the case of refusal to admit a candidate, as well as principles governing the disclosure and processing of personal data of recruitment procedure participants on a statutory level.

17. The recruitment procedure is conducted upon the submission of an application form by a parent or adult person to the head of a selected kindergarten, school or educational establishment. Information that must be included on the application form and required documents confirming the satisfaction of criteria on individual stages of the recruitment procedure has been specified. As regards recruitment to kindergarten, other forms of pre-school education or schools, the application form may be submitted to no more than three entities, unless the governing authority permits the submission of application forms to more than three entities. Recruitment procedures are conducted by the recruitment committee. The appeal procedure foreseen in the Act gives the candidate the right to appeal the decision made by the recruitment committee before the head of a nursery school, school or educational establishment, as the case may be, whereas the head's decision shall be subject to review by administrative courts.

Transitional provisions concerning recruitment

18. Having recognised that the Act will enter into force at the beginning of 2014, i.e. at a time when many pupils have already undertaken actions aimed at ensuring their success in the procedure for recruitment to schools, and taking into account provisions in force thus far, transitional provisions retaining, in principle, solutions applied thus far have

⁹ Regulation of the Minister of National Education of 2 November 2015 *concerning the method for converting specific criteria taken into consideration in the recruitment procedure into points, the composition and specific duties of the recruitment committee, the detailed principles and time limits applicable to the recruitment procedure and the supplementary admission procedure* (Dziennik Ustaw [Journal of Laws], item 1942)

been introduced – for the school year 2014/2015 and 2015/2016 in the case of primary, lower secondary and upper secondary schools.

Where admission to kindergartens and other forms of pre-school education is concerned, there was no need to limit the application of new criteria, as it is the beginning of education. Therefore, the recruitment procedure for the school year 2014/2015 was conducted based on criteria laid down in the draft, whereas time limits for the recruitment procedure, deadlines for document submission, and time limits for the supplementary admission procedure have been determined by the head of a given kindergarten or a person managing other form of pre-school education upon consultation with the commune head (mayor, governing authority). If an income criterion has been determined, the amount of this criterion and the number of points for this criterion is determined by the commune head (mayor, president of the city/town).

As regards non-school forms of continuing education, schools for adults, post-secondary schools and vocational qualification courses, it has also been decided that the recruitment in the school year 2014/2015 and 2015/2016 will be conducted based on criteria laid down in the Act. Time limits for the recruitment procedure, including deadlines for the submission of documents, and time limits for the supplementary admission procedure were determined by the head of a given school or educational establishment upon consultation with the district (*powiat*) governor (*starosta*), marshal of the province or a competent minister.

Single-subject competitions and Poland-wide school contests

Entitlements of winners and finalists - see paragraph 13 of this report

19. Pursuant to the Regulation *concerning the organisation and holding of competitions, tournaments and Poland-wide school contests*¹⁰, competitions may be conducted at a province-wide level – organised by the head of the regional education authority, or higher – organised by competent heads of regional education authorities on the basis of a concluded memorandum of understanding. Therefore, the competencies of a relevant head of the regional education authority include specifying whether and what competitions will be organised within the territory of a given province, their nature and, in the case of interdisciplinary thematic competitions, thematic scope. In addition, the competencies of a regional board of education officer include: appointing a competition committee and specifying its duties, approving the competition regulations drafted by the committee and issuing appropriate certificates to winners and finalists.

Interdisciplinary, single-subject, additional subject and thematic Poland-wide school contests may be organised on each core subject or each field of knowledge. The Regulation of the Minister of National Education of 2014¹¹ introduced the possibility of organising Poland-wide school contests for pupils in lower secondary schools. In addition, the Poland-wide school contest regulations have been made more specific by adding that they lay down the terms and conditions governing the organisation of specific competitions, taking account of the needs and capabilities of disabled pupils, specifying the scope of knowledge and skills required at specific stages of the competition, a reading list for participants at specific stages of the competition, criteria to qualify for the next

¹⁰ Regulation of the Minister of National Education of 29 January 2002 *concerning the organisation and holding of competitions, tournaments and Poland-wide school contests* (*Dziennik Ustaw* [Journal of Laws], item 125, as amended)

¹¹ Regulation of the Minister of National Education of 25 September 2014 amending the Regulation *concerning the organisation and holding of competitions, tournaments and Poland-wide school contests* (*Dziennik Ustaw* [Journal of Laws], item 1290)

stages of the competition and the procedure to appeal against the assessment of works at specific stages of the competition. Poland-wide school contests are organised in accordance with regulations that conform to the aforementioned Act since the school year 2015/2016. After competitions and Poland-wide school contests organised by heads of regional education authorities in a given school year have ended and been reviewed within provinces, the MNE organises meetings with regional education authority representatives with an aim to perform an overall review of a given edition, including to analyse the system in place and collect suggestions submitted by interested parties concerning the validity and possibility of introducing further improvements to the system of organising competitions and Poland-wide school contests.

Update of information presented in paragraphs 26-28 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

20. Art schools are generally available to all. Education in public art schools is completely free. The admission of pupils to public art schools and establishments takes place pursuant to the provisions laid down in the Regulation of the Minister of Culture and National Heritage¹². The main criteria for admission to an art school or an art education establishment are the candidate's age and no medical contradictions to pursue a given vocational education.

Admission rules:

- 1) admission to the first grade of a general primary music school can be requested by candidates who will be 6 or 5 years old – in the case of an early entry to school – in a given calendar year;
- 2) admission to the first grade of a general secondary music school and a general secondary school of fine arts can be requested by candidates who will be not be more than 14 years old in a given calendar year;
- 3) admission to the first grade of an upper secondary school of visual arts can be requested by candidates who will be not more than 17 years old in a given calendar year;
- 4) admission to the first grade of a general ballet school can be requested by candidates who will not be more than 10 years old in a given calendar year;
- 5) admission to the first grade of a primary music school with a 6-year education cycle can be requested by candidates who will be at least 5 and not more than 10 years old in a given calendar year;
- 6) admission to the first grade of a primary music school with a 4-year education cycle can be requested by candidates who will be at least 8 and not more than 16 years old in a given calendar year;
- 7) admission to the first grade of a secondary music school can be requested by candidates who will be at least 10 and not more than 23 years old;
- 8) admission to the first grade of a school of dancing arts can be requested by candidates who will be at least 6 and not more than 16 years old in a given calendar year;
- 9) admission to the first grade of a school of circus art can be requested by candidates who will be at least 13 and not more than 23 years old in a given calendar year;
- 10) admission to the first semester of a post-secondary school can be requested by candidates who will not be more than 23 years old in a given calendar year;

¹² Regulation of the Minister of Culture and National Heritage of 15 May 2014 *concerning the conditions and procedures for admitting students to public art schools and art education establishments as well as transferring them between different types of schools* (*Dziennik Ustaw* [Journal of Laws], item 686)

11) admission to the first semester of a post-secondary school of culture animation and library science can be requested by candidates who will not be more than 23 years old in a given calendar year;

12) admission to an art education establishment can be requested by candidates who will be at least 5 and not more than 23 years old in a given calendar year.

Candidates or parents (legal guardians) of an underage candidate apply for admission to an art school or an art education establishment, as the case may be. An art school, depending on the scope of the education curriculum, can request that the application be submitted together with a certificate confirming that there are no medical contraindications to pursue education in a given profession, speciality or specialisation, issued by a specialist physician competent with respect to the scope of the education curriculum for a given profession, speciality or specialisation to be pursued.

Candidates requesting admission to general primary music schools, general ballet schools, primary music schools, schools of dancing arts, schools of circus arts and public art education establishments have to take an aptitude test to check their musical talents and natural abilities for learning to play a specific instrument, physical or locomotive aptitude, sense of rhythm and musical sensitivity, psycho-physical conditions, locomotive aptitude and sense of rhythm, their talents and aptitude within the scope of the chosen educational speciality.

Candidates requesting admission to general secondary music schools, general schools of fine arts, upper secondary schools of visual arts, post-secondary schools, secondary music schools, post-secondary schools and post-secondary colleges have to take an entrance exam in art subjects or the speciality or specialisation to be pursued, as the case may be.

21. Where a candidate applies for admission to a public art school or a public art education establishment, to a grade higher than first grade or for a semester or year of study other than the first, when a pupil transfers from one public art school or art education establishment to another and when a candidate applies for admission to a public art school or art education establishment during the school year, such candidate must take a qualifying exam. The purpose of the qualifying exam is to check if the candidate's aptitude and level of skills correspond to the curriculum for the relevant grade, semester or year of study at a public art school or art education establishment to which the candidate is to be admitted. The qualifying exam is held, provided that a public art school or art education establishment has the capacity to admit the candidate.

The differences in the curriculum of educational activities must be covered by the pupil on terms defined by teachers conducting given educational activities.

22. The Minister of Agriculture and Rural Development implements actions in the area of education primarily by running upper secondary agricultural schools. The conditions governing the access of young people to these schools have been laid down in the AES and are the same as for all vocational schools. Schools run by the Minister of Agriculture and Rural Development are public schools that provide free education to the extent set out in the Curriculum Framework. This applies to the education of both young people and adults who wish to obtain or supplement their education and/or professional qualifications in the school system and through out-of-school education activities (vocational qualification courses). In addition, agricultural schools run by the Minister of Agriculture and Rural Development offer boarding houses, thus creating conditions for pupils to undertake education outside their place of residence and eliminating the barriers of access to education.

II.2. Equal opportunities in education

II.2.1. Foreign nationals

Update of information presented in paragraphs 32-34 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

23. Since the school year 2015/2016, facilitations with regard to external examinations have been introduced for pupils of foreign nationality. A pupil with limited knowledge of the Polish language that causes reading comprehension problems may take:
- 1) primary school final exam and the lower secondary school final exam – in conditions and form adjusted to their educational needs as well as physical and cognitive abilities;
 - 2) upper secondary school final exam (the *Matura* exam) – in the conditions adjusted to their educational needs as well as physical and cognitive abilities, with the exception of final exams in the following subjects: Polish, modern foreign language.
- upon obtaining a positive opinion from the faculty board.

The adjustment of the form of the primary school final exam and the lower secondary school final exam consists in preparing separate examination sheets adjusted to the needs of a pupil with limited knowledge of the Polish language that causes reading comprehension problems.

The adjustment of the conditions in which the primary school, lower secondary and upper secondary school final exams are held consists, among others, in enabling the pupil to use appropriate didactic aids (e.g. a bilingual dictionary) and extending the time provided to complete these exams.

The organisational and legal framework applicable to children of foreign national and Polish citizens returning from abroad is regulated by the Regulation of the Minister of National Education¹³.

24. Within the framework of social assistance provided to foreign nationals applying for international protection, the Office for Foreigners provides didactic aids for children of these foreign nationals attending public education establishments, primary schools, lower secondary schools or upper secondary schools. As part of the assistance provided, foreign nationals receive vouchers to purchase a school kits or ready school kits. As was the case in previous years, textbooks were purchased by Office employee upon the submission of appropriate certificates by schools. In addition, a specialised firm is holding Polish language classes at centres for foreigners. The duties of the person responsible for holding classes for the aforementioned group of children include, in particular, assisting them with their homework and making up for curriculum differences. The person responsible for holding classes also remains in constant contact with teachers at the school attended by underage foreign nationals; therefore, classes are adjusted to their individual needs. It is also necessary to point out that the Office covers the costs of out-of-school classes as well as recreation and sports activities, depending on available funds.
25. The audit of guarded centres for foreigners, carried out in 2012 by the audit team operating under the Ministry of the Interior, the Helsinki Foundation for Human Rights

¹³ Regulation of the Minister of National Education of 30 July 2016 *concerning the conditions and procedure for admission of non-Polish citizens who attended schools operating within education systems of other countries to public kindergartens, other forms of pre-school education, schools and educational establishments as well as organisation of additional Polish language and remedial classes focused on the language and culture of their country of origin* (*Dziennik Ustaw* [Journal of Laws], item 1202)

and the Association for Legal Intervention covered, among others, the implementation of the right to education of children placed in these centres. Audit results, presented by the government¹⁴ and aforementioned non-governmental organisations¹⁵ in independent reports, indicated problems with providing the aforementioned group of children with conditions to meet the obligation of compulsory schooling. Holding educational classes as well as sports and recreation activities on the guarded centre's premises may be considered to fulfil the right to education guaranteed under the Constitution and by law, but only on the condition of implementing the core curriculum for pre-school and general education in different types of schools and the curriculum framework. Due to the diverse and hard-to-predict, but never longer than a year, period of stay of underage foreign nationals at the centre and the fact that curricula cover a period of three years, it is not possible to meet the above-mentioned requirements within the framework of classes held on the centre's premises. In addition, pursuant to the provisions laid down in Article 94a (1) and (1a) of the AES, non-Polish citizens who are subject to compulsory schooling or education have access to education and care in public schools. The above indicates that there are no legal grounds to educating the aforementioned children on the premises of guarded centres for foreigners.

In accordance with the AES, the body responsible for ensuring the implementation of compulsory schooling with regard to children in guarded centres for foreigners is a unit within the local government (the authority managing schools) on whose territory a given centre operates. In 2014, centres in Biała Podlaska and Kętrzyn¹⁶ have signed memoranda of understanding with local authorities in order to ensure the implementation of compulsory schooling with regard to these children. The school holding classes decides on the curriculum. In Przemyśl, where children not subject to compulsory schooling are placed, the didactic section members have developed an original programme and hold kindergarten classes on the basis thereof.

The report from the monitoring of guarded centres for foreigners carried out in 2014¹⁷ indicates that children placed in guarded centres for foreigners still did not have the opportunity to fully fulfil the compulsory schooling obligation. The report pointed out, among others, that organised classes did not take into account the children's age and language differences, they covered much less hours than at schools, whereas remedial classes and additional Polish classes were not held at all.

Due to the above and systematic increase in the number of minor foreign nationals being educated within the Polish education system, it is envisaged to introduce legislative solutions enabling public schools to create a preparatory unit for non-Polish citizens and Polish citizens subject to compulsory schooling or education who have no command of the Polish language or whose command of the Polish language is inadequate for education and who require for the education process to be adapted to their educational

¹⁴ *Information on the implementation of the rights of persons placed in guarded centres for foreigners operated by the National Border Guard*, Ministry of the Interior, Department of Audit, Complaints and Petitions, Warsaw 2013 <https://bip.mswia.gov.pl/bip/komunikaty/21835.dok.html>

¹⁵ W. Klaus, K. Rusiłowicz (ed.), *Migration Is Not a Crime. Report on the Monitoring of Guarded Centres for Foreigners by the Helsinki Foundation for Human Rights and the Association for Legal Intervention*, Warsaw 2012

¹⁶ Centres in Biała Podlaska and Kętrzyn are intended for families only. The Kętrzyn-based centre is the only centre adapted to accommodate unaccompanied minors. The centre in Przemyśl is treated as a reserve centre in the event the remaining two centres do not have enough available places for children.

¹⁷ J. Białas, W. Klaus (ed.), *Still Behind Bars. Report on the Monitoring of Guarded Centres for Foreigners by the Helsinki Foundation for Human Rights and the Association for Legal Intervention*, Warsaw 2014

needs and an organisational form conducive to such education process. The above solution is relevant in the case where a larger number of pupils of foreign nationality, e.g. children of persons applying for international protection or evacuated persons, enter the school system at the same time. Due to the fact that pupils in the preparatory unit have no or very little command of the Polish language, classes would have to be supplemented with compulsory Polish language classes as second language classes. At the same time, pupils in the preparatory unit would retain the right to attend additional Polish language classes and additional remedial classes as well as to receive assistance from a person speaking their native language.

Preventing discrimination

26. Each year, the Minister of National Education announces a call for proposals for the implementation of a public task consisting in the implementation of projects for the benefit of refugee pupils, pupils belonging to national or ethnic minorities in Poland or schools and educational establishments attended by foreign nationals.

In 2015, the call for proposals was announced under the name “Supporting educational initiatives in a multicultural school environment”. The call for proposals was directed at non-governmental organisations and local government authorities. The funds to be used for the implementation of the public task were provided as an earmarked subsidy (in the aggregate amount of approx. PLN 550,000 for 18 projects). The purpose of the call for proposals was to select the best bids with regard to:

- 1) teaching Polish to refugee children and young people residing in Poland; actions supporting refugee children and young people in undertaking education in public kindergartens and schools, in particular actions involving intensive summer Polish courses.
- 2) preventing multicultural misunderstandings and conflicts in the school environment that arise between pupils, teachers, school management and administration staff, parents and educational establishment workers.

The task was implemented through courses, workshops, visits to culturally important sites, history lessons, sightseeing trips, educational film screenings, the use of modern technologies, etc. Projects involved undertaking actions:

- consisting in intensive Polish lessons during summer vacation, joint forms of integration between children of foreign nationality, especially refugee children, and Polish children, in particular their peers and classmates from school;
 - facilitating the development of shared interests, children’s safety, the reduction of violence and pathology, the development of various forms and methods of individual and environmental assistance provided to refugee children to help them adapt to the school environment, so that they may take advantage of education offered to other children as soon as possible;
 - aimed at developing cooperation between the school environment and parents of foreign children, especially refugees;
 - aimed at providing effective support to schools by developing the competencies of teachers, management, other school and educational establishment workers, guidance counsellors and parents that are necessary in a multicultural environment.
27. The “Włącz Polskę!” online textbook is a collection of educational resources developed for the purpose of creating textbooks for pupils in Polish schools all over the world. The website (www.wlaczpolske.pl) where the textbook is available is a tool which allows to create individualised sets of materials suited to the age of pupils and their command of the Polish language. Available materials cover early school education, the Polish

language, knowledge about Poland, its history and geography. The project was implemented by the Centre for the Development of Polish Education Abroad.

28. In 2014, CED began to implement a 3-year long project titled “Różnorodność w(śród) nas” (“Variety (with)in us”) (*For more information – see paragraph 122 of this Report*). CED has also developed a social and civic competence development programme aimed at faculty boards and enabling the development of an individualised development path depending on the diagnosed needs of a specific school. The main source of inspiration for the programme was the publication entitled “Citizenship and human rights education – the duty of all teachers. A description of teacher competencies and how to develop them.” After two years of work on the material, a translation adapted to the reality of Polish schools has been released.

CED also organised:

a) training courses and seminars for teachers, school heads and counselling and guidance centre workers:

- School in the context of challenges posed by migration (2012);
- See, understand, accept. Multicultural and anti-discriminatory education (a series of training course in the years 2013-2014);
- Supporting multilingual and culturally diversified pupils in the context of lower school age (meetings in the years 2014-2015);
- Teaching Polish as a second language in Polish schools (October 2015);
- Variety (with)in us. Multicultural and anti-discriminatory education (2015);

b) conferences:

- Migrant pupils in Polish schools (June 2012);
- Multilingual and multicultural children in the Polish education system (September 2012);
- The European Year of Citizens. Variety in the classroom – a challenge for schools (May 2013);
- Multilingual and multicultural children in the Polish education system – systemic and local solutions (February 2015).

29. In 2013, CED organised a conference titled “Multilingualism and multiculturalism in Polish schools” for methodological consultants, teacher consultants, foreign language teachers and others interested in developing multilingual and multicultural competence, as well as training courses for heads of counselling and guidance centres titled “Diagnosis of the functioning of multicultural and multilingual pupils and support thereof by counselling and guidance centres”. The training course touched upon such issues as: developing drafts of measures to be undertaken for the benefit of multicultural and multilingual pupils with the participation of counselling and guidance centres, schools and other entities operating to the benefit of children and families, or psychologically diagnosing children having a difficult time adapting and with learning difficulties resulting from cultural differences.

A publication entitled “Innovative solutions for working with foreign children in the education system. Practical examples” has been published as part of the project titled “Development and implementation of tools for public administration workers working with refugees and refugee families in the Polish education system”, co-financed by the European Refugee Fund, the state budget and city of Warsaw municipal budget, and as part of the project titled “Multicultural school – training courses for teaching staff to raise competencies in working with foreign children with special educational needs”, co-financed by MNE. The actions and solutions described in the publication included,

among others, employing the assistance of a teacher or other person to work as a multicultural assistant at the school, actions raising knowledge on refugees and migrations aimed at Polish parents and guardians, and actions that support learning Polish as a second language.

30. CED also prepared publications for teachers and counselling and guidance centre workers concerning the education and support of children from different cultures, including:
- “Multiculturalism at school” – a guide for teachers and specialists that presents the specific nature of working with a multilingual child as a pupil with special educational needs in the Polish education system;
 - “Pupils from different cultures at schools” – a publication for local government representatives, school heads, teachers, psychologists and guidance counsellors working at schools attended by foreign children, devoted to the issue of providing education to students originating from different cultures;
 - “Selected issues related to the psychological diagnosis of children and young people in the context of multiculturalism and multilingualism” – a publication intended for counselling and guidance centre workers concerning the diagnosis of pupils from different cultures whose command of the Polish language is inadequate to ensure efficient communication.
31. In the period between September 2013 and November 2014, MNE has been supporting the implementation of the Council of Europe's No Hate Speech youth campaign against hate speech (in Poland, the campaign is implemented under the name “Bez nienawiści”). The purpose of the campaign is to raise awareness of online hate speech and the risks it carries; to reduce the level of approval for online hate speech; to demonstrate solidarity with persons and groups that are targets of online hate speech attacks (including national and ethnic minorities, refugees, migrants), and to increase civic participation and involvement. MNE allocated approx. PLN 140,000 for the execution of this task. Materials – such as guides, lesson plans, reports, etc. – for educator’s use in educational projects and activities for the youth have been made available at the campaign’s website, in the education section. A Polish language version of the Council of Europe’s guide developed for the purposes of the Campaign against hate speech titled “Bookmarks. A manual for combating hate speech online through human rights education” is also available.
32. In September 2015, MNE and the United Nations High Commissioner for Refugees (UNHCR) Office have organised a conference regarding foreign children in the Polish education system. The conference, attended by school heads, teachers and NGO representatives, touched upon such issues as better preparation of schools, teachers and the entire school environment to accept foreign nationals, the need to employ the assistance of a multicultural teacher or assistant at schools, and solutions for teaching Polish to newly arrived foreigners.
- In 2015, conferences organised by regional education authorities were held in Gdańsk and Wrocław on the topic of educating foreign children in Polish schools.

II.2.2. National and ethnic minorities

Supplementation of information presented in paragraph 301 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

33. The Strategy for the Development of Belarusian Minority in Poland was adopted in 2014.

Update of information presented in paragraph 301 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

34. From November 2011 to November 2015, the Minister competent for religious denominations and national and ethnic minorities was the Minister of Administration and Digitization, whereas at present it is the Minister of the Interior and Administration.

Supplementation of information presented in paragraph 303 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

35. In 2015, the Pro Liberis Silesiae Association received a subsidy to renovate the premises of the bilingual Pro Liberis Silesiae Association Primary School in Opole and to renovate the kindergarten forming part of the Pro Liberis Silesiae Association School and Kindergarten in Raszowa where pupils are taught in two languages – Polish and German – in order to improve the German minority's access to education.

Update of information presented in paragraph 305 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

36. In 2011 and 2013, the Przemyśl Municipality received a subsidy for the reconstruction of the Markian Szaszkiewicz General Schools in Przemyśl's building. In 2014, the Biały Bór commune received a subsidy for the renovation of the School No. 2 in Biały Bór, teaching classes in Ukrainian. In 2015, the Warmińsko-Mazurskie Province Government received a subsidy for spatial development of the School with Ukrainian as the Language of Instruction in Górowo Iławeckie.

Update of information presented in paragraph 307 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

37. In 2014, the Polish Armenians Association (TOP) received a subsidy to operate an Armenian language and culture school in Wrocław, whereas the Armenian-Polish Social Committee received a subsidy for the development of an Armenian language and culture Saturday school. These schools are a place of learning and serve as a centre of integration for Armenian families.

Update of information presented in paragraph 309 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

38. The following working groups have been established within the Joint Committee of the Government and Ethnic and National Minorities:
- 1) a working group for ethnophilology – which developed a ethnophilological model of national and ethnic minorities and regional language, and provided it to the academic community;
 - 2) a working group for national and ethnic minority language and regional language textbooks – which developed a schedule for issuing textbooks for national and ethnic minorities and Kashubian language textbooks for the next several years; its implementation should lead to a situation in which, in several years, all pupils belonging to a minority will be able to use textbooks to learn their native tongue, their history and culture;
 - 3) a working group for financing educational actions aimed at maintaining national, ethnic and linguistic identity of minorities.

39. Other measures:

In the years 2012-2014, the Union of Polish Tatars received a subsidy for a Tatar language course. Classes were held in Białystok and were conducted by a lecturer from the University of Warmia and Mazury (born in Tatarstan).

In the school year 2014/2015, the Faculty of Philology at the University of Gdańsk launched a new field of study –Kashubian ethnophilology, in the form of undergraduate studies (for a bachelor’s degree). The graduates of Kashubian philology will be able to seek employment as Kashubian language teachers in primary school, journalists in local media, cultural operators, editors, proofreaders in editorial offices at newspapers and publishing houses. The University of Gdańsk also offers postgraduate studies in the field of Kashubian language teaching. Since 2015, the implementation of this measure is financed from the budget of the minister competent for religious denominations and national and ethnic minorities. The Pomeranian Academy in Słupsk offers postgraduate studies – methodological and cultural anthropology qualifications for Kashubian language teaching – aimed at teachers who completed undergraduate studies (received a bachelor’s degree) or postgraduate studies (a master’s degree) in any field of study and who have proven oral and written Kashubian language skills.

II.2.3. The Roma population

Update of information presented in paragraph 36 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

40. A major component of State assistance provided to members of the Roma community is the „Programme for social integration of the Roma population in Poland for the years 2014-2020” adopted by the resolution of the Council of Ministers of 7 October 2014. The integration programme continues measures undertaken by Poland with respect to the Roma population within the framework of the “Programme for the Roma population in Poland, implemented in the years 2004-2013, and the “Pilot government programme for the Roma population in the Małopolskie Province for the years 2001-2003”. The programmes mentioned above function as a tool for ensuring equal opportunities for members of the Roma minority whose bad economic and social situation results from the centuries-long marginalisation of this group. The Programme is implemented by the Minister of the Interior and Administration (the Minister of Administration and Digitization until 16 November 2015). The execution of Programme-related tasks is supervised by: the Minister of the Interior and Administration, province governors (as regards tasks executed within their respective territories), and the Minister of National Education (insofar as education is concerned). The integration programme is implemented throughout Poland, and its major participants include, first of all, local government authorities and non-governmental organisations, including Roma organisations. The Programme is financed from the state budget in the amount of PLN 10 million per year.

In 2013, upon reviewing the implementation of the “Programme for the Roma population in Poland for the years 2004-2013”, it was determined that the number of pupils fulfilling the compulsory schooling obligation grew by 4.2%. There was a slight increase in the grade average, mainly in the following provinces: Małopolskie, Pomorskie, Lubelskie, Lubuskie and Dolnośląskie. Their attendance varied from 52.9% in the Kujawsko-Pomorskie Voivodeship to 85.9% in the Warmińsko-Mazurskie Province. The improvements referred to above has been to a substantial extent the result of the work put in by the so-called Roma education assistants and teachers supporting the education of Roma students.

Update of information presented in paragraph 37 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

41. The primary objective of the “Programme for the social integration of the Roma population in Poland for the years 2014-2020” was to improve the integration of the Roma population in civil society through support provided in four areas:
- education and cultural education involving both greater participation of Roma pupils and students in education and measures aimed at improving knowledge regarding the Roma community and its image among the non-Roma majority,
 - housing – mainly consisting in improving the effectiveness of actions aimed at improving the condition of residential infrastructure,
 - pro-employment measures – consisting in raising the level of professional activity of the Roma population,
 - health – consisting in improving the access to healthcare services and prophylaxis.

Making education a priority of the Roma Programme and the integration Programme proved to be the right choice due to the time perspective of undertaken measures, the effects of which are stretched over time, but may systemically translate into better education and labour market opportunities for this group. It is also an area in which it is the easiest to establish contact with the parents and a larger group of Roma people due to the importance of children in this culture.

The participation of Roma children and their parents in the education system would not have been possible if not for the Roma education assistant function (at present, the term “mediator” is used more frequently in international terminology) and the teacher supporting the education of Roma children function, implemented under the Pilot Programme. The introduction of the aforementioned functions in the education system allowed the school environment to adapt to the presence of Roma pupils at schools, determine educational problems characteristic for this group of pupils in the school reality (and address them). In the period covered by this report, there were approximately 100 Roma education assistants and a similar number of support teachers throughout Poland. Assistants are tasked with providing Roma children and youth with comprehensive assistance in both school and extracurricular activities. Support teachers are especially focused on Roma children, treating them at an early stage of education as foreign-language-speaking and bicultural children. Their task is to supervise their progress in education on an ongoing basis, provide remedial classes, help with homework, and remain in touch with their families on a permanent basis.

In order to visualise the effects of undertaken actions, it is necessary to note available data in this regard. At this point, we would like to refer to data obtained during the National Population and Housing Censuses (NPHC) and estimates collected during the implementation of the Roma Programme and the Integration Programme. According to NPHC data from 2002, nearly 51% of persons above the age of 13 who declared that they belong to the Roma population remained without education and has not completed primary school. Available studies concerning census data from 2011 do not feature a similar category, but indicate that 82% of Romani people who declared their education level selected the “lower than secondary education” category. During both censuses, respondents were asked about secondary education, which in 2002 was declared by 247 Romas, whereas in 2011 – 934, and about tertiary education, which in 2002 was declared by 13 Romas, whereas in 2011 – 272 Polish citizens of Roma origin. The exact data concerning the number of Roma children and youth subject to compulsory schooling is difficult to determine unambiguously. Nonetheless, data provided annually by province offices that coordinate the implementation of the Roma Programme and the Integration Programme

within their territories indicates that the ratio of Roma children meeting the compulsory schooling obligation to the number of Roma children subject to compulsory schooling is gradually increasing; in the school year 2004/2005, it amounted to 85.9%, whereas in the school year 2014-2015 – 93.2%.

Supplementation of information presented in paragraph 39 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

42. In the years 2012-2015, financial aid included the financing of additional fees borne by parents as part of pre-school education.

Update of information presented in paragraph 41 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

43. When implementing educational tasks within the framework of the Integration Programme, the Minister of the Interior and Administration (from November 2011 to November 2015 – the Minister of Administration and Digitization, whereas at present it falls within the competence of the Minister of the Interior and Administration) has entrusted Roma non-governmental organisations with the implementation of a scholarship system for outstandingly talented Roma students at universities and schools. Since 2011, additional scholarships have been granted to Roma pupils attending upper secondary schools. The table below presents the involvement in scholarship projects thus far:

number of scholarships/awards/prizes awarded to Roma outstandingly talented Roma students in the years 2004-2015	number of scholarship awarded to Roma students in the years 2004-2015	number of scholarships awarded to Roma students in upper secondary schools in the years 2011-2015
103 scholarships	766	298
72 awards		
33 motivational prizes		
to the total amount of PLN 1,024,496	to the total amount of PLN 2,705,680	to the total amount of PLN 476,000

Update of information presented in paragraph 43 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

44. The issues related to the Roma population have also been taken into account in the so-called „Roma component” of the Human Capital Operational Programme (Sub-measure 1.3.1 Projects for the Roma community - competition projects). The implementation of this component complements the Programme for the Roma population in Poland and, therefore, includes projects related to education, employment, social integration, health, activation of the Roma population in civil society and knowledge about the Roma community. The funds allocated for the “Roma component” in the years 2007-2015 amounted to EUR 22.6 million. In the new perspective for the implementation of European funds in Poland, measures to the benefit of the Roma population have been provided for under the Knowledge, Education, Growth Operational Programme. EUR 10 million has been allocated to support these measures.

Supplementation of information presented in paragraph 45 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

45. The mobility of Roma families significantly affects the continuity of education of Roma children and results in early and at times permanent school leaving. When a Roma pupil returns to Poland and wishes to continue education, they have to catch up to the school's curriculum or repeat a grade, often with a group of significantly younger pupils. Several years ago, some schools, mainly in locations with larger Roma populations, organised the so-called Roma classes made up of pupils of various ages and at different educational levels due to frequent absences at school of migrating Roma children. The strategy adopted by the Minister of the Interior and Administration and the Minister of National Education in 2009 in order to solve this problem envisioned a gradual elimination of Roma classes while simultaneously providing pupils who decided to continue education in mainstream classes with educational assistance suited to their diagnosed needs. Measures aimed at solving the above-described problem were implemented with the participation of heads of the regional education authorities who held pedagogical supervision. At present, there are no Roma classes left. Roma pupils are educated within the general education system on the same rights as those applicable to all students. The last Roma class was eliminated in the school year 2010/2011.

II.2.4. Financial assistance for students

46. ***See information presented in paragraphs 89-97, 99-104, 106-109 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011.***

Scholarship of the minister competent for education and upbringing – Update of information presented in paragraph 98 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

47. The scholarship of the minister competent for education and upbringing is granted in the form of a one-off cash prize. In the years 2012-2015, the scholarship amounted to PLN 3 000. Candidates are selected by the school shortly after the termination of educational courses by submitting applications to the educational inspectorate on an individual basis. The school can submit any number of applications. Approximately 320 students are awarded the scholarship each year.

Scholarship of the minister competent for culture and national heritage protection – Supplementation of information presented in paragraph 99-101 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

48. In the years 2012-2015, the Minister of Culture and National Heritage awarded 361 scholarships to students of art schools offering education in artistic professions who achieved a very good grade average from art subjects and won international or national art contests. The scholarship amounted to PLN 4,200.

Update of information presented in paragraph 105 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

49. Pursuant to the AES, chapter 8a "Financial assistance for students", students are entitled to various forms of support, including financial aid benefits having a social character. It is the task of communes to provide financial aid benefits having a social character to students and communes receive funding for this purpose from the state budget (Article 90r (1) of the AES). MNE provides financial aid for students in the form of school scholarships and school allowances using funds available under the dedicated state

budget reserve which increases the budget funds allocated for financial aid provided by communes. Since 1 November 2015, the scholarship granted to students amounts from PLN 94.40 to PLN 236 per month and may be paid for 1 up to 10 months in a given school year. Until 30 September 2015, the income level making a student eligible to receive a scholarship was PLN 456 net per family member. Since 1 October 2015, this amount has increased to PLN 514. The amount referred to above is calculated pursuant to the Act on Social Welfare¹⁸.

Pursuant to Article 90d of the AES, there are two conditions for awarding the scholarship:

1. meeting the criterion of low income per household member;
2. being in a difficult family situation due to the following circumstances:
 - a) unemployment – the unemployment of persons who have a legal duty to maintain the student (parents or other legal guardians),
 - b) disability – the disability of a student or any member of their immediate family, their siblings or parents,
 - c) serious or long-term illness,
 - d) numerousness of the student’s family,
 - e) a lack of ability to perform educational and care functions – this pertains to parents or legal guardians who exhibit a certain helplessness in life, e.g. the inability to adapt to changing financial conditions, to find new employment, to provide effective child care,
 - f) alcoholism and drug addiction – suffered by any member of the student’s immediate family,
 - g) incomplete family – i.e. when the student is raised by one of the parents due to such circumstances as death, divorce or separation,
 - h) unforeseeable circumstances – which cause long-term consequences, e.g. a flood or other natural disaster that undermines the financial position of the student’s family.

Both conditions have to be met.

The rules and regulations prepared by the commune must include flexible mechanisms for providing educational assistance to students that have been laid down in the AES, thus enabling the optimum use of funds allocated for this purpose in the state budget.

Implementation of the “School Starter Kit” government student assistance programme – Update of information presented in paragraph 111 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011. See also information under “Access to textbooks and didactic aids for disabled students,” presented in paragraphs 58-63 of this report.

50. For many years, the implementation of the programme referred to above has been based on the assumption that the education system should implement the principle of equal access to education and ensure fair education at all levels, regardless of social background, financial situation or place of residence.

The Programme fits into the system of measures aimed at eliminating educational differences among children and youth that result from economic factors or disability. It consists in co-financing the purchase of textbooks for students and educational materials for students with a moderate or severe intellectual disability and students with multiple

¹⁸ The Act of 12 March 2004 on Social Welfare (*Dziennik Ustaw* [Journal of Laws] of 2016, item 930)

disabilities, provided that one of these disabilities is a moderate or severe intellectual disability.

Persons eligible for assistance under the programme in subsequent years included:

- students from families where income per household member does not exceed the specified income per household member criterion¹⁹ and – until 2013 – students from families that meet the income per household member criterion²⁰,
- students from families that do not meet the income per household member criterion²¹, on the basis of a decision issued by the head of the school attended by the student, taking into consideration local economic and social conditions.
- disabled students.

In 2013, students with a moderate or severe mental disability were additionally included into the programme. Students with hearing impairment, physical disability (including aphasia) and autism (including with Asperger's) were also included into the programme since 2014.

II.2.5. Students with special educational needs

II.2.5.1. Gifted student

51. Measures undertaken under the system project titled “Development and implementation of a comprehensive system for working with gifted students” in the period from 1 February 2010 to 31 December 2014:

- 1) with regard to Poland-wide school contests:
 - a. holding a pilot Poland-wide school contest for lower secondary school students, in the following subjects: mathematics, English, computer science and Spanish; development of contest problem sets;
 - b. the introduction of Poland-wide school contests for lower secondary school students²² into the legal system in 2014 and holding Poland-wide school contests in mathematics, English and computer science in the school year 2014/2015;
 - c. the announcement of a call for proposals for the organisation of Poland-wide school contests in mathematics, English, Polish, history and computer science for lower secondary school students for the years 2016-2019.
- 2) The development of 18 guides for teachers, parents and other persons working with gifted students; guides included methods and forms of working with such students as well as guidelines and proposals on how to individualise the process of working with a gifted student in class and during out-of-school activities. A total of 371,500 guides have been published.
- 3) The development of 3 models for working with a gifted student – from diagnosis, through the organisation of the learning process, to the evaluation of learning outcomes at three stages of education and compiling reports concerning the system of work with a gifted student.

¹⁹ Article 5 (1) of the Act of 28 November 2003 *on Family Benefits (Dziennik Ustaw [Journal of Laws] of 2015, item 114, as amended)*

²⁰ Article 7 of the Act of 12 March 2004 *on Social Welfare (Dziennik Ustaw [Journal of Laws] of 2016, item 930)*

²¹ Article 5 (1) of the Act of 28 November 2003 *on Family Benefits (Dziennik Ustaw [Journal of Laws] of 2015, item 114, as amended)*, in cases set out in Article 7 of the Act of 12 March 2004 *on Social Welfare (Dziennik Ustaw [Journal of Laws] of 2016, item 930)*

²² Regulation of the Minister of National Education of 24 September 2014 *amending the Regulation concerning the organisation and holding of competitions, tournaments and contests (Dziennik Ustaw [Journal of Laws], item 1290)*

- 4) The development of a diagnostic tool – Multiple Aptitude Test for the 1st and 2nd stage of education:
 - a. the Multiple Aptitude Test for students in grades 1-3 of primary school, to be used by primary school teachers;
 - b. the Multiple Aptitude Test for students in grades 4-6 of primary school, to be used by counselling and guidance centres;
 - c. Content-related materials describing the essence of the concept, the characteristic of tests and methods in which to support the development of gifted students.
- 5) The establishment of a Network of Talent Discovery Schools and Talent Discovery Places – at present, the Network comprises 2,375 schools and 731 establishments (as at 30 March 2016).
- 6) The development of educational and multimedia resources in the area of social education for the 1st, 2nd and 3rd educational stage. Each educational package comprises lesson plans, auxiliary materials (worksheets, materials for students) and multimedia resources (educational games, films or audiobooks). Educational materials make it possible: to support the development, upbringing and education of students, including students gifted in the area of social education, taking into account content concerning social education included in the “Core Curriculum”, to enable students to obtain specific knowledge and skills, including to expand their social skills.
- 7) 8 conferences and consultation seminars concerning issues related to working with gifted students. The purpose of the conference and seminars was to raise the competencies of education system employees in the aforementioned scope and to present good practices in the area of working with gifted students. In addition, there have been 18 promotional and informational conferences concerning the new model of working with gifted students, 2 international meetings and 4 seminars.
- 8) Moreover, 105,595 pieces of informational and promotional materials concerning work with gifted students have also been issued as part of the project.

MNE allocated a total of PLN 22,484,000 to entities selected through a call for proposals for the implementation of the public task titled “Organisation and holding of Poland-wide school contests in school years 2013/2014, 2014/2015 and 2015/2016”. The call for proposals covered the implementation of 35 Poland-wide school contests, including 18 single-subject contests entailing prizes consisting in entitlements in the examination system, i.e. exemption from the upper secondary school final exam (the *Matura* exam) in a given subject; 9 vocational contests (exempting from the written component of the vocational exam); 8 interdisciplinary thematic contests (that do not entail any prizes consisting in entitlements in the examination system).

In 2014, an additional call for proposals for the organisation of three Poland-wide school contests for lower secondary school students in school years 2014/2015 and 2015/2016 in the following subjects: mathematics, English and computer science, has been announced. Entities selected through the call for proposals received a total of PLN 970,000 from the MNE.

In total, editions organised in the years 2013-2016 included 38 Poland-wide school contests with 736,774 student participants. The aggregate cost of these contests amounted to PLN 23,454,000.

52. Students with a specific gift (in music, visual arts, dance), their parents and teachers are under constant professional care provided by specialist counselling and guidance centres operating under the Art Education Centre (AEC). The purpose of this care is to provide

support in overcoming psychological difficulties and problems related to artistic development that are characteristic for the art school environment.

As part of its activities, the AEC implements the programme titled “Psychological care before art performances” in music and ballet schools all over the country, aimed at managing students’ performance anxiety so as to ensure their optimum performance during exams, concerts, interviews and contests organised on an international, Poland-wide, regional and school level.

II.2.5.2. Disabled persons

53. In the education system, a disabled student is a child identified as having special educational needs by the disability evaluation board operating at the public counselling and guidance centre, including a public specialist counselling centre, due to having a disability set out in the provisions of law.

The developmental and educational needs as well as physical and cognitive abilities of a disabled student are diagnosed by specialists at the counselling and guidance centre who indicate recommended forms of education in the certificate of special educational needs and provide parents with support in choosing the school that best suits their child’s needs. The decision on the form and place of education is taken by parents (legal guardians) of the child, who pursuant to the Constitution of the Republic of Poland have the exclusive right to make decisions regarding their child, provided that this right has not been limited and they have not been deprived of that right.

54. The Ministry of National Education creates the organisational and legal environment for education, fostering, and pedagogical care of all children and adolescents, including those with special educational needs, which includes also children and youth with various types of disability, in kindergartens, other forms of pre-school education, schools of all kinds and types – mainstream, integrated or and special schools, and also in the education system institutions. The provisions laid down in the AES allow for organising and fostering children and youths in various forms that ensure the fulfilment of the compulsory one-year pre-school preparation, compulsory schooling and compulsory education obligations. In addition, the education system ensures the adaptation of content, methods and organisational structure of education to the mental and physical capabilities of students, and the option to use psychological and pedagogical assistance and special forms of didactic work, provides care to disabled students, i.e. by enabling them to pursue an individualised educational process, individual forms of education and curricula, and to attend rehabilitation classes.

Work on amendments and the development of legislative and organisational solutions are conducted on an ongoing basis, so as to provide disabled students with educational conditions suited to their needs.

The education of disabled students in mainstream schools was one of the key priorities of the state education policy in school years 2012/2013 and 2013/2014. In the school year 2014/2015, state education policy focused on implementing the priority titled “Education inclusive of students with disabilities”, implementing the obligation to ensure education inclusive of such students on all levels of the education process, laid down in Article 24 of the Convention on the Rights of Persons with Disabilities. In the school year 2015/2016, one of the key priorities of the state education policy was to increase the safety of children and young people, with particular focus on children with special educational needs, in youth education centres, youth sociotherapy centres, special

purpose schooling and education centres, special education centres, rehabilitation and education centres.

Early childhood intervention

55. The possibility of organising appropriate measures to stimulate the development of a young child with disability in the education system from the moment the disability is identified until the child starts school was introduced in 2005. Early childhood intervention teams may be established at kindergartens, other pre-school institutions and primary schools, including special primary schools, special purpose schooling and education centres, special education centres, centres referred to in the AES as well as in public and non-public counselling and guidance centres, including specialist counselling centres. Their purpose is to stimulate the child's psychological, motor and social development. Early childhood intervention teams' work organisation is set out in the Regulation²³.

Early childhood intervention is organised on the basis of an opinion issued by the disability evaluation board operating at a public counselling and guidance centre, including a public specialist counselling centre, pursuant to the provisions laid down in the Regulation. The opinion stating the need for early childhood intervention may also be issued by the evaluation board appointed at a non-public counselling and guidance centre established pursuant to the provisions set out in the AES and employing personnel holding qualifications laid down for personnel working at public counselling and guidance centres.

Early childhood intervention measures are funded from the state budget under the general subsidy for education, based on the opinion stating the need for early childhood intervention.

Pre-school education

56. Since 2004, six-year-old children are required to undergo a compulsory one-year pre-school preparation, whereas since the school year 2011/2012 this obligation has been extended to five-year-old children. In the school year 2015/2016, as a result of amendments to AES, the availability of pre-school education for children aged 3-6 has been increased by introducing compulsory schooling since the age of 7. As regards children who hold a certificate of special educational needs, the compulsory schooling obligation may be deferred, but not longer than until the end of the school year in the calendar year, in which the child reaches the age of 9. In this case, the child continues pre-school preparation.

Financing special education of these children from state budget funds under the general subsidy for education received by local government units serves to increase the availability of pre-school education for children with disabilities. Communes, as governing or subsidising authorities, are provided with financial support which allows them to provide children with disabilities with pre-school education in the closest possible distance from their place of residence, thus allowing to prepare them to start education at school having regard to their individual developmental and educational needs as well as physical and cognitive abilities. This allows to reduce the phenomenon of deferring the compulsory schooling obligation for children with disabilities.

Special education

²³ Regulation of the Minister of National Education of 11 October 2013 *concerning the organisation of early childhood intervention* (*Dziennik Ustaw* [Journal of Laws], item 1257)

57. Issues related to the organisation of special education are regulated by the provisions laid down in the AES and by implementing acts thereto. They state that disabled students, regardless of the place of education, have the right to special education suited to their individual developmental and educational needs as well as cognitive abilities. Depending on the type of disability, including the degree of mental disability, children and youths with disabilities must be provided with education which enables them to learn to the extent available to them in accordance with their needs, rehabilitation of impaired functions, special therapy and specialist psychological and pedagogical assistance and care. Disabled students may learn in any type and kind of school. The form of education is chosen by the child's parents/legal guardians.

Students with a certificate of special educational needs may be educated in specific types of schools until the end of the school year in the calendar year in which the student reaches:

- 1) 18 years of age – in the case of primary school,
- 2) 21 years of age – in the case of lower secondary school,
- 3) 24 years of age – in the case of upper secondary school (including post-secondary non-tertiary school).

Children and youths who cannot attend school in their place of residence due to disabilities may attend special purpose schooling and education centres where they may meet the compulsory schooling and education obligation and are provided with 24-hour pedagogical care, or special education centres that provide education and care to the aforementioned students.

Education of children and youths with a profound intellectual disability.

58. Children and youths with a profound intellectual disability meet the one-year pre-school preparation, compulsory schooling and compulsory education obligations by attending rehabilitation and educational classes organised on the basis of a decision on the need for rehabilitation and educational classes, issued by evaluation boards operating at public counselling and guidance centres, including public specialist counselling centres. These classes are organised either in individual or group form, in accordance with provisions laid down in the Regulation²⁴.

Students with special educational needs attending art schools are provided counselling and guidance by guidance counsellors, art subject teachers and school specialists as well as supported by psychologists working at specialist counselling and guidance centres operating under the Art Education Centre.

Education of disabled adults

59. Adults with a certificate on the degree of disability issued by a disability evaluation board supplement or continue their education within the framework of continuing education offered in the education system.

Vocational education

60. Since 1 September 2012, vocational education, including vocational education of persons with disabilities, has undergone changes in terms of structure and curriculum, introduced by the provisions set out in the Act. Vocational education may be pursued

²⁴ Regulation of the Minister of National Education of 23 April 2013 concerning the conditions and methods for organising rehabilitation and educational classes for children and adolescents with a profound mental disability (*Dziennik Ustaw* [Journal of Laws], item 529)

only in occupations specified in the annex to the Regulation²⁵. Qualifications covering specific knowledge and skills, confirmed by external exams and documented with a certificate confirming qualifications in a given occupation, have been determined for each occupation specified in the new classification of occupations for vocational education. The confirmation of all qualifications required for a given occupation and having an appropriate level of education makes it possible to obtain a diploma confirming vocational qualifications. However, it is also possible to present the certificate when applying for employment.

By making the vocational education process more flexible, the breakdown of occupations into qualifications makes it possible to adapt the vocational education process to individual needs and abilities of all students, including students with disabilities.

Among occupations specified in the classification of occupations for vocational education, several occupations may be learned by persons with disabilities:

- sound technician, specialist in information technology for the blind and visually impaired, and qualified office worker – in the case of the blind and visually impaired;
- hotel service assistant – in the case of persons with a mild intellectual disability;
- massage technician – in the case of the blind and visually impaired pursuing education at a technical upper secondary school.

The blind, visually impaired, lower secondary school graduates could continue education as a specialist in information technology for the blind and visually impaired or a massage technician in a technical upper secondary school and post-secondary non-tertiary school. Education in this occupation at a technical upper secondary school is reserved for persons with sight impairment.

Persons with disabilities may also pursue education in other occupations specified in the classification of occupations for vocational education.

61. Upon request submitted by the Minister for health, the compulsory sign language instruction – to the basic extent – has been introduced for all occupations for which the minister for health has competence – as has been the case for years in the education process for occupations related to social services²⁶. The provisions laid down in the Regulation impose on entities pursuing out-of-school forms of continuing education an obligation to ensure organisational and technical conditions that make it possible for the disabled to participate in the education process.
62. Moreover, in the school year 2015/2016, the Minister of National Education continued to cooperate with other ministries to develop legal solutions enabling the introduction of the so-called ancillary occupations to the classification of occupations for vocational education, offered at basic vocational schools and dedicated for students with disabilities, i.e. with:
 - the Minister competent for agricultural markets, competent for such occupations as: chef, confectioner and baker, in order to obtain consent to introduce the following ancillary occupations: kitchen porter, confectioner's assistant and baker's assistant, to the classification of ancillary occupations. In the school year 2014/2015, the

²⁵ Regulation of the Minister of National Education of 23 December 2011 *concerning the classification of occupations in vocational education* (*Dziennik Ustaw* [Journal of Laws] of 2012, item 7, as amended)

²⁶ Regulation of the Minister of National Education of 7 February 2012 *concerning the core curriculum for vocational education* (*Dziennik Ustaw* [Journal of Laws], item 184, as amended)

Minister of Sport and Tourism expressed the will to introduce the occupation of kitchen porter, competence for which also rests with the Minister competent for agricultural markets, to the classification;

- the Minister competent for the economy, competent for such occupations as: metal worker, carpenter, hairdresser, tailor. The Minister competent for the economy expressed their consent to the introduction of the following ancillary occupations: hairdresser’s assistant and tailor’s assistant, to the classification;
- the Minister competent for transport, competent for such occupations as: car mechanic, in order to obtain consent to introduce the occupation of mechanic’s assistant to the classification;
- the Minister competent for construction, spatial planning and development, and housing, competent for such occupations as: building insulation fitter and contractor for finishing works in construction industry, in order to obtain consent to introduce the occupation of assistant to the contractor for finishing works in construction industry to the classification.

63. The educational tasks related to the operation of schools and educational establishments by local government units are financed from the general subsidy for education, but also from earmarked subsidies from the state budget and local government’s own funds. The primary source of funding for local government’s tasks related to education is the general subsidy for education. The distribution of funds from this subsidy takes place based on an algorithm determined by way of a regulation. This algorithm divides the entire amount of the subsidy (less the reserve) between local government units based on the number of students (pupils) attending various types and kinds of schools and educational establishments, teachers’ professional advancement and with the application of uniform indicators nation-wide. The algorithm used for the distribution of the general subsidy for education received by local government units for a given year includes additional weights that apply to children and youths with disabilities, broken down by different types of disability.

The provisions laid down in the so-called Supplementary Budget Act²⁷ entered into force as of 1 January 2015, imposing on local government units an obligation to spend funds on the implementation of tasks that require special forms of education and work methods with regard to children and youths in an amount not higher than allocated for these tasks in the general subsidy for education. The provisions concerned should be considered to be an interim solution until comprehensive solutions guaranteeing the implementation of tasks suited to each individual student with special educational needs are developed and implemented. The need to create permanent systemic solutions regarding the education of the aforementioned group of students was also indicated by the Children’s Ombudsman in letters put forward to the Minister of Finance and the Minister of National Education in 2015. In 2016, the MNE will continue its works aimed to amend the provisions of law, so as to raise the quality of special education and will develop proposals for amendments aimed to introduce effective mechanisms for financing the education of students with special educational needs that will ensure the satisfaction of the developmental and educational needs of these students in education system institutions which these students attend.

Access to textbooks and didactic aids for students with disabilities

64. *“School Starter Kit” government student assistance programme*

²⁷ Act of 5 December 2014 amending certain other acts in relation to the implementation of the Budget Act (*Dziennik Ustaw* [Journal of Laws], item 1877 and *Dziennik Ustaw* [Journal of Laws] of 2015, item 2194)

In 2015, the programme applied to students attending grade 3 of primary school in the school year 2015/2016, grade 3 of general primary music school and grade 4 of technical upper secondary school, and:

- 1) visually impaired students,
- 2) deaf students,
- 3) hearing impaired students,
- 4) students with a mild intellectual disability,
- 5) students with a moderate or severe intellectual disability,
- 6) students with motor disability, including aphasia,
- 7) students with autism, including with Asperger syndrome,
- 8) students with multiple disabilities, provided that one of these disabilities has been mentioned in items 1-7

– who hold a certificate of special educational needs referred to in Article 71b (3) of the AES and in the school year 2016/2016 attend schools for children and youths: primary schools (excluding grades 1, 2 and 4), lower secondary schools (excluding grade 1), upper secondary schools: basic vocational schools, general upper secondary schools, technical upper secondary schools or special vocational schools for students with a moderate or severe mental disability and students with multiple disabilities, or to general primary music schools (excluding grades 1, 2 and 4), general upper secondary schools (excluding grade 1), general schools of fine arts (excluding grade 1), general ballet schools (excluding grades 1 and 4) or upper secondary schools of visual arts.

In the case of students with a certificate of special educational needs, referred to above, assistance was granted without applying the income criterion.

Separate provisions concerning the supply of textbooks for Polish, mathematics, natural science and social science classes to students attending grades 1-3 of primary school and grades 1-3 of general primary music school have been introduced as of 1 September 2014. These textbooks are provided gratuitously by the Minister competent for education and upbringing. They are adapted to suit the educational needs as well as physical and cognitive abilities of students with disabilities.

Separate textbooks are not developed for students with a moderate or severe intellectual disability and students with multiple disabilities, provided that one of these disabilities is a moderate or severe intellectual disability, due to the specific nature of education, individual level of development and knowledge absorption rate. When teaching materials specified in a separate general education curriculum intended for these students, teachers may use any textbook and various educational materials available on the market. The most common solution in working with disabled students is to use early school education textbooks and various educational materials available on the market (educational materials for these students include, among others, worksheet, rehabilitation exercises, materials used in pre-school education).

The possibility of co-financing the purchase of educational materials for students attending grade 1 of primary school has been maintained for this group of students, provided that they do not use textbooks for Polish, mathematics, natural science and social science classes provided by the Minister competent for education and upbringing pursuant to Article 22ad (1) of the AES.

65. *Financing the purchase of textbooks for vocational education*

Since 1 September 2012, schools offering vocational education implement a new core curriculum for vocational education in parallel to the new core curriculum for general education. Although each year the state budget provides for a specific subsidy to school

textbooks for vocational education, the subsidy is granted to the publisher, at their request. The possibility of co-financing the purchase of textbooks for vocational education, introduced as of the school year 2014/2015, entailed supporting the families of students attending vocational schools (basic vocational schools and technical upper secondary schools). It is necessary to note that the number of students attending basic vocational schools and technical upper secondary schools has been growing over the recent years and is currently higher than the number of students attending general upper secondary schools.

66. *School textbook adaptation and printing*

Textbooks entitled “Nasz elementarz” (Our Primer) and “Nasza szkoła” (Our school), developed for grades 1 and 2 of primary school, have been adapted in the years 2014-2016. The works took into consideration both the needs of children with sight impairment, hearing impairment and intellectual disability, and children having difficulties with communicating and using alternative communication methods.

In the school year 2015/2016, students with disabilities attending grades 1 and 2 of primary school received a free textbook adapted to their educational needs. The adapted textbooks were printed and provided to primary school in the number requested by school heads. That’s because the decision regarding the choice of a textbook is made by teachers, which means that there is no need to order the textbook adaptation, if teachers decide that the standard (non-adapted) textbook will be appropriate for a given disabled student. Adaptations can also be downloaded for free from the website.

67. *Adaptations in Braille and large print, school textbook and auxiliary book printing*

Having regard to the functioning of visually impaired students who often cannot use textbooks available on the market, the Minister of National Education finances the preparation of textbook adaptations in Braille and large print. Insofar as resources allow, the Minister of National Education also finances the printing of adapted school textbooks and auxiliary books for these students.

At the MNE’s request, school textbooks and auxiliary books indicated by schools are adapted to satisfy the needs of blind and visually impaired students. Electronic versions of school textbooks in Braille and large print are published on the website of the Centre for Education Development, in a dedicated IT system that enables heads of schools and educational establishments to download them on an ongoing basis and print them, either in whole or in part, according to students’ individual educational needs.

At the end of 2015, the number of adaptations totalled 765, including 390 in large print for the visually impaired and 375 in Braille for the blind.

In 2015, the MNE also obtained additional funds to subsidise the printing and/or purchase of school textbooks and auxiliary books intended for blind students. School textbooks and auxiliary books could have had any form adapted to suit the student’s needs, e.g. print in Braille, electronic format, audio format adapted to the needs of a blind student. Funds were conveyed to bodies administering schools and education centres attended by blind students.

68. *Adaptations in the Polish Sign Language*

In order to address the needs of deaf students, reported by the Polish Association of the Deaf, teachers and heads of schools and educational establishments attended by deaf students, at the Minister of National Education’s request, in 2015 the University of Warsaw prepared school textbook adaptations in the Polish sign language, for selected

classes in grade 4 of primary school (Polish, mathematics, natural science and English) and grade 1 of lower secondary school (Polish and mathematics).

69. Amendments to provisions regarding education to the extent of access of students with disabilities to textbooks

Owing to the amendments introduced to the AES in 2014, as of the school year 2014/2015 primary school and lower secondary school students have received the right of free access to textbooks, educational materials and exercise materials intended for compulsory classes falling under general education. The aforementioned textbooks and materials are funded from the state budget by way of an earmarked subsidy. In the school year 2015/2016, the earmarked subsidy from the state budget covered grade 4 of primary school, grades 1 and 2 of primary school to the extent of textbooks for modern foreign language classes and exercise materials, and grade 1 of lower secondary school.

Where there are students with disabilities who use textbooks, educational materials or exercise materials suited to their educational needs as well as physical and cognitive abilities, the amount of this subsidy is increased.

Funds from the earmarked subsidy for the purchase of textbooks, educational materials and exercise materials may also be allocated to cover the cost of printing or duplicating textbooks, educational materials or exercise materials for didactic purposes, or for the purchase of printing and copying equipment and consumables thereto, provided that printing and duplication is carried out in line with applicable provisions of law.

70. Type and scope of services offered to students with disabilities

The provisions laid down in the AES guaranteed all students counselling and guidance provided by counselling and guidance centres, including specialist counselling centres, and by teachers and specialists conducting classes with students at kindergarten, schools and educational establishments (guidance counsellors, psychologists, speech therapists, vocational guidance counsellors and other specialists). The counselling staff includes specialists prepared to perform duties related to the diagnostic, therapeutic, proactive and advisory activities laid down in legal acts. The counselling staff comprises, in particular: psychologists, speech therapists, vocational guidance counsellors, mobility rehabilitation specialists (physiotherapists) and physicians with various specialities.

Public counselling and guidance centres, including public specialist counselling centres, provide psychological care and educational guidance to children, since the moment of their birth, and young people. They also provide guidance as regards choosing a major and profession, provide parents with counselling and guidance related to the upbringing and education of children and young people, and support kindergartens, schools and educational establishments in implementing tasks related to education, upbringing and care.

The counselling and guidance centres' duties include:

- 1) diagnosing children and young people;
- 2) providing children, young people and their parents with direct psychological care and guidance;
- 3) implementing proactive tasks and tasks supporting the educational function of kindergartens, schools and educational establishments, including by supporting teachers in solving didactic and educational problems;
- 4) organising and providing support to kindergartens, schools and educational establishments in the execution of didactic, educational, and care-related tasks.

Children and young people are diagnosed in particular to determine their individual developmental and educational needs as well as individual physical and cognitive abilities, to find out how they function in relation to a reported problem and determine how to solve that problem.

The results of diagnosing children and young people include, in particular:

- 1) issuing an opinion;
- 2) issuing a decision stating the need for: special education, rehabilitation and educational classes, an individual compulsory one-year pre-school preparation or individual education for children and young people;
- 3) providing children and young people, or children, young people and their parents, with direct psychological care and guidance;
- 4) supporting teachers in working with children, young people and their parents.

71. Pedagogical supervision

Each year, the Minister competent for education and upbringing determines key priorities of the state education policy to be implemented by heads of regional education authorities, in particular tasks related to pedagogical supervision, and coordinates their implementation throughout Poland.

At the beginning of each school year, heads of regional education authorities submit to the Minister of National Education detailed pedagogical supervision plans containing quantitative data regarding planned comprehensive and problem evaluations as well as planned audits with regard to specific types of schools and educational establishments. The implementation of pedagogical supervision plans submitted by heads of regional education authorities is monitored on a monthly basis, providing a current progress in the implementation of tasks under pedagogical supervision held by heads of regional education authorities. Current information received from heads of regional education authorities make it possible to assess the efficiency and effectiveness of pedagogical supervision, if necessary, as well as to develop and implement solutions aimed to facilitate the development of schools and educational establishments.

Information concerning the performance of tasks not provided for in the pedagogical supervision plan – such as ad-hoc audits – by regional education authority heads is also collected.

Requests submitted by regional education authority heads allow to formulate recommendations which the Minister competent for education and upbringing takes into consideration when determining key priorities of the state education policy. The problems associated with educating students with disabilities are included in audits carried out as part of pedagogical supervision. In addition, it is planned to reinforce measures undertaken in this area. Issues concerning the education of students with disabilities will be successively introduced to plans of audits to be carried out by regional education authorities.

Issues examined as part of planned audits carried out by regional education authorities include issues related to special education, e.g. in the school year 2014/2015, a priority of the state education policy was titled “Education inclusive of students with disabilities”.

Tasks implemented as part of pedagogical supervision include audits, including:

- “Verification of the correct organisation of rehabilitation classes in a mainstream school, including the number of hours and types of these classes and their compliance with recommendations laid down in the certificate of special educational needs due to

- disability” – in public kindergartens, primary schools, lower secondary schools, mainstream and/or integrated classes;
- “Verification of the process of issuing certificates of special education needs by evaluation boards operating at counselling and guidance centres” – in public counselling and guidance centres.
72. Legislative works regarding the organisation of education for children and young people with special educational needs, including children and young people with disabilities:
- 1) amendments to the AES ²⁸:
 - a) a provision stating that whenever the Act refers to a mild, moderate, severe or profound mental disability, it means a mild, moderate, severe or profound intellectual disability, respectively, has been introduced. This amendment will make it possible to use the term “intellectual disability” in the provisions of education law instead of the term “mental disability”. It has been introduced at the request of both organisations for the disabled and their families and institutions of higher learning;
 - b) the tasks of bodies administering schools/educational establishments, local government units and heads of schools and educational establishments, related to the special education of children and young people with disabilities, social maladjustment and at risk of social maladjustment, have been clarified by:
 - introducing an obligation to ensure conditions enabling the application of special forms of education and work methods with regard to children and young people subject to special education,
 - further specifying the provision concerning the educational task by indicating the obligation to ensure special education,
 - introducing a provision that indicates the head of a school or educational establishment as the entity responsible for implementing the recommendations laid down in a student’s certificate of special educational needs;
 - c) a provision has been introduced to make it possible to increase the earmarked subsidy amount with regard to intellectually disabled, deaf, hearing impaired, autistic, blind and visually impaired students holding a certificate of special educational needs and using textbooks, educational materials or exercise materials adapted to their educational needs as well as physical and cognitive abilities. Textbooks for students with disabilities attending primary and lower secondary schools not covered by the earmarked subsidy and upper secondary schools, available on the market, were co-financed under the “School Starter Kit” government programme;
 - d) a provision has been introduced to enable the transfer of textbooks adapted to the educational needs of students with disabilities between schools. The provision made it possible for schools which are not using textbooks or educational materials adapted to the educational needs as well as physical and cognitive abilities of students with disabilities in a given school year to gratuitously transfer them to school that require such textbooks or educational materials and requested these schools to transfer them. After textbooks and educational materials are transferred,

²⁸ Act of 20 February 2015 *amending the Act on the Education System and certain other acts* (*Dziennik Ustaw* [Journal of Laws], item 357)

they become the property of the body administering the school to which they were transferred;

- e) a provision has been introduced to enable the organisation of special education in other forms of pre-school education by supplementing Article 71b (1), which states that special education applies to children and young people with disabilities, social maladjustment and at risk of social maladjustment who require special forms of education and work methods. Special education may be provided in the form of learning at mainstream kindergartens and schools, integrated kindergartens, schools or classes, special kindergartens, schools or classes, other forms of pre-school education and centres referred to in Article 2 (5) of the AES;
 - f) a provision unambiguously stating that kindergarten programs and curricula for students subject to special education are appropriately adapted to their individual developmental and educational needs as well as physical and cognitive abilities has been introduced. The adaptation takes place based on the Individual Educational and Therapeutic Programme (IETP) that takes into account recommendations laid down in the certificate of special educational needs;
 - g) a provision has been introduced to enable communes to organise free transport for a disabled child subject to early childhood development support and their guardian from their place of residence to school or an educational establishment where such support is provided and, where necessary, to provide free childcare during transport;
 - h) the statutory authorisation has been amended, making it possible to issue a single regulation laying down the conditions governing the organisation of education and care for children and adolescents with disabilities, social maladjustment and at risk of social maladjustment, regardless where such education is provided;
 - i) an obligation of compliance with provisions laid down for public educational establishments (special purpose schooling and education centres, special education centres, rehabilitation and education centres, youth sociotherapy centres, student hostels), except for regulations setting out the amount and rules governing the payment of fees borne by parents for their children's stay at these establishments.
- 2) implementing acts to the AES:
- a) Regulation *concerning the conditions governing the organisation of education and care for children and adolescents with disabilities, social maladjustment and at risk of social maladjustment*²⁹,
 - b) Regulation *concerning the types and detailed methods of operation of public establishments, conditions governing the stay of children and adolescents therein*

²⁹ Regulation of the Minister of National Education of 24 July 2015 *concerning conditions governing the organisation of education and care for children and adolescents with disabilities, social maladjustment and at risk of social maladjustment* (Dziennik Ustaw [Journal of Laws], item 1113) which replaced the Regulation of the Minister of National Education of 17 November 2010 *concerning the conditions governing the organisation of education and care for children and adolescents with disabilities and social maladjustment in special kindergartens, schools and classes, and in centres* (Dziennik Ustaw [Journal of Laws] of 2014, item 392) and the Regulation of the Minister of National Education of 17 November 2010 *concerning the conditions governing the organisation of education and care for children and adolescents with disabilities and social maladjustment in mainstream or integrated kindergartens, school and classes* (Dziennik Ustaw [Journal of Laws] of 2014, item 414).

*as well as the amount and rules governing the payment of fees borne by parents for their children's stay at these establishments*³⁰.

Pursuant to Article 84b of the AES, the regulation also applies to non-public establishments, except for regulations setting out the amount and rules governing the payment of fees borne by parents for their children's stay at these establishments. The document was drafted in relation to the assessments of the operation of education system institutions that were carried out in 2014-2015 by the Minister of National Education and the Children's Ombudsman and showed disproportions and differences in terms of infrastructure and work organisation methods between individual educational establishments of the same type. The regulation referred to above was drafted having regard to substantive and organisational standards of education and sociotherapy centres for children and adolescents in Poland, developed by the Team for the Standardisation of Children's Stay at Youth Educational Centres and Youth Sociotherapy Centres in Terms of Education and Care, established by the Children's Ombudsman on 5 November 2014.

- c) Regulation *concerning the values of indices increasing amounts of earmarked subsidies for supplying schools with textbooks, educational materials and exercise materials for students with disabilities*³¹. Regulations make it possible to supply intellectually disabled, deaf, hearing impaired, autistic, blind and visually impaired students attending primary and lower secondary school with textbooks, educational materials or exercise materials adapted to their educational needs as well as physical and cognitive abilities from the earmarked subsidy granted for this purpose from the state budget. In the case of aforementioned students with disabilities, the earmarked subsidy amount may be increased.

II.2.5.3. Minors in youth detention centres and hostels

73. Due to the need to ensure the possibility of further education to minors placed in youth detention centres and hostels, in all establishments of this kind there are schools that provide access to education and traineeships.

Pursuant to the Regulation of the Minister of National Education³², it is now possible to shorten the period of education at a basic vocational school to two years with regard to minors placed in aforementioned centres. This solution allows for greater flexibility and creates an opportunity to adjust the period of education to the period of stay of a minor at the centre, for example. However, in order to apply this solution, it is necessary to maintain the minimum number of hours specified for each compulsory education class.

³⁰ Regulation of the Minister of National Education of 2 November 2015 *concerning the types and detailed methods of operation of public establishments, conditions governing the stay of children and adolescents therein as well as the amount and rules governing the payment of fees borne by parents for their children's stay at these establishments* (*Dziennik Ustaw* [Journal of Laws], item 1872), which replaces the Regulation of the Minister of National Education of 12 May 2011 *concerning the types and detailed methods of operation of public establishments, conditions governing the stay of children and adolescents therein as well as the amount and rules governing the payment of fees borne by parents for their children's stay at these establishments* (*Dziennik Ustaw* [Journal of Laws], item 631). The date of entry into force – 1 September 2016. Existing establishments have to adapt their social and housing standards until 31 August 2020.

³¹ Regulation of the Minister of National Education of 20 March 2015 *concerning the values of indices increasing amounts of earmarked subsidies for supplying schools with textbooks, educational materials and exercise materials for students with disabilities* (*Dziennik Ustaw* [Journal of Laws], item 441)

³² Regulation of the Minister of National Education of 7 February 2012 *concerning curriculum framework in public schools* (*Dziennik Ustaw* [Journal of Laws], item 204, as amended)

In that same period, minors placed in detention centre have been given the opportunity to participate in vocational qualification courses³³.

Each centre may also undertake own measures aimed to enrich the educational offer and raise the quality of education offered at schools. The tools mentioned above may include, among others, an individualised form of education aimed to compensate for pupils' deficits or facilitate their access to modern technologies supporting the education process. Minors are also offered participation in various therapeutic and educational programmes or involved in voluntary services. It is also necessary mention youth detention centres where minors are offered education at schools other than those offered by these centres via the Internet or allowed to attend schools outside the centre's premises.

II.2.6. Development of cultural competencies and organisation of leisure time of children and adolescents.

74. In the education system, cultural competencies and leisure time are developed and organised, respectively, on many different levels. Out-of-school educational establishments play an important role in this regard, as they systemically implement educational, cultural, proactive, care-related, pro-health, sports and recreational activities by conducting art classes that support the development of children and adolescents, organising events and leisure activities for children and adolescents, implementing educational, cultural and proactive programmes, and by organising alternative activities for children and adolescents from communities at risk of addiction and social maladjustment.

Out-of-school educational establishments – youth palaces, youth community centres, inter-school sports centres, after-school activity centres, children's playgrounds and out-of-school specialist establishments – together with school youth hostels comprise educational establishments that count among education system institutions.

The education system provides, in particular, “conditions for the development of students' interests and talents by organising extracurricular and out-of-school activities as well as shaping social activity and the ability to organise leisure time” (Article 1 (15) of the AES). The tasks referred to above are implemented, among others, by out-of-school educational establishments which “enable the development of interests and talents through various forms of recreation and leisure activities” (Article 2 (3) of the AES).

75. The objectives and tasks of out-of-school educational establishments are laid down in Regulations of the Minister of National Education³⁴. According to the Education Information System (as at 30 September 2015), there are 444 public out-of-school educational establishments (279 public and 165 non-public educational establishments), including: 14 youth palaces (YP), 128 youth community centres (YCC), 59 after-school

³³ Pursuant to the Regulation of the Minister of National Education of 7 February 2012 *concerning the core curriculum for vocational education* (*Dziennik Ustaw* [Journal of Laws], item 184, as amended)

³⁴ Regulation of the Minister of National Education of 12 May 2011 *concerning the types and detailed methods of operation of public establishments, conditions governing the stay of children and adolescents therein as well as the amount and rules governing the payment of fees borne by parents for their children's stay at these establishments* (*Dziennik Ustaw* [Journal of Laws], item 631), Regulation of the Minister of National Education and Sport of 7 March 2005 *concerning framework statutes of public establishments* (*Dziennik Ustaw* [Journal of Laws], item 466)

activity centres (ASAC), 56 inter-school sports centres (ISSC), 9 children's playgrounds (CP), 35 out-of-school specialist establishments and 143 non-public educational establishments.

Out-of-school educational establishments organised permanent and periodic forms of classes attended by 1,223,289 pupils, broken down into the following after-school clubs:

- art clubs – 517,338 participants,
- sports clubs – 255,198 participants,
- school subject clubs – 80,112 participants,
- tourism and sightseeing clubs – 34,443 participants,
- IT clubs – 8,858 participants,
- technical clubs – 10,915 participants,
- other clubs – 316,425 participants.

The establishments referred to above operate during the entire calendar year as establishments that do not provide for winter and summer holidays. Participation in after-school activities is voluntary.

76. Out-of-school educational establishments administered by local governments are funded from local government units' income (Article 5a of the AES). Funds necessary to implement educational tasks, including funds to pay teachers' wages and maintain schools and educational establishments are guaranteed under local government units' income. One of the sources of these funds is the general subsidy for education. The share of the subsidy that is allocated to each educational establishment is determined by the governing authority.
77. The varied educational offer of educational establishments, adapted to the needs of the local environment, creates opportunities for children and adolescents, including from communities at risk of social maladjustment, to participate in various art and after-school clubs. In order to prepare the young generation to actively participate in cultural life, out-of-school educational establishments organise numerous (local, regional, nationwide and international) events that constitute a review of the achievements of their pupils and promote the activity of teachers, instructors and cultural managers working with children and adolescents. These undertakings integrate the local community in terms of matters related to the cultural education of the young generation and enrich the local community's cultural offer.

II.2.7. Recreation of children and adolescents

78. Pursuant to the provisions set out in Article 92b of the AES, priority in the enjoyment of recreational activities financed from funds available to province governors is given to children: in foster care, from families in a difficult financial situation, including: families raising three or more children, single-parent families³⁵; with somatic disorders confirmed by a medical certificate and living in an environmentally endangered areas. Activities organised under these recreational trip programmes enable the educational, sports, cultural and social activation of children and adolescents from poorer communities. Investing in the education of children and young people is a proven method used as part of the active social and education policies. Recreational trips aim for the children's participation to be an extension of the all year long educational process and non-formal education.

³⁵ Article 20b (2) of the AES – single parenting means the raising of a child by an unmarried man or woman, a widow, a widower, a spouse in separation imposed by a final judicial decision, a divorcee, unless such person raises at least one child together with that child's parent.

State budget funds enable recreational trip organisers to provide participants with accommodation and board, transport, implement a cultural and educational programme, sports and recreational programme, tourism and sightseeing programme, educational programme, etc. Trip participants are recruited in cooperation with powiat (district) family support centres, local social welfare centres and public service organisations.

The amount of state budget funds allocated for co-financing recreational trips for children and adolescents in the years 2012-2015:

Year	The amount of funds allocated in province governors' budgets in accordance with the state budget act (in PLN)	Number of participants of co-financed or fully financed recreational activities
2012	29,591,000.00	79,750
2013	29,002,000.00	61,986
2014	28,007,000.00	61,985
2015	27,750,000.00	57,911

II.3. Right to education

II.3.1. Universal primary education

Update of information presented in paragraphs 154-159 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011: Also applies to information presented in paragraph 148.1 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

Pre-school education

79. According to Education Information System data, in the school year 2012/2013 (as at 30 September 2012) pre-school attendance of children aged between 3 and 5 amounted to 69.7% on a national scale, including 57.7% attendance in rural areas. On the other hand, in the school year 2015/2016 the ratio of children aged between 3 and 5 attending pre-school education institutions in the overall population of children aged 3 and 5 increased and amounted to 84.2% (74.9% in rural areas).
80. Pursuant to the amended provisions of law³⁶, as of 1 September 2016 children aged 6 will be subject to attend compulsory one-year pre-school preparation. The amendments introduced to the education system are aimed to systematically increase access to pre-school education, so as to provide all children aged between 3 and 5 with access to pre-school education in kindergartens and other forms of pre-school education in which the maximum amount of fees collected from parents for pre-school education of their children has been restricted by law (not more than PLN 1 per 1 hour of classes in excess of the gratuitous period of teaching, education and care – not shorter than 5 hours).
81. The commune receives an earmarked subsidy from the state budget for subsidising tasks related to pre-school education³⁷, which may be used solely to subsidise current expenditures related to the implementation of these tasks. Pursuant to Article 14d of the

³⁶ Act of 29 December 2015 amending the Act on the Education System and Certain Other Acts (Dziennik Ustaw [Journal of Laws] of 2016, item 35, as amended)

³⁷ Act of 13 June 2013 amending the Act on the Education System and Certain Other Acts (Dziennik Ustaw, [Journal of Laws], item 827, as amended).

AES, the amount of earmarked subsidy from the state budget received by a given commune, intended for subsidising tasks related to pre-school education, is calculated as the product of the annual subsidy amount and the number of children in pre-school education within the territory of a given commune determined based on Education Information System data as at 30 September of the year preceding the year in which the subsidy has been granted. Funds mobilised under the state budget's special purpose reserve fund for communes to increase access to pre-school education and improve its condition amounted to PLN 503,617,000 in 2013, PLN 1,566,998,000 in 2014 and PLN 1,573,994,000 in 2015.

82. Tasks related to pre-school education are and will continue to be co-financed from the European Social Fund under the 9th Priority of the Human Capital Operational Programme 2007-2013. Pursuant to the Detailed Description of the Priorities of the Human Capital Operational Programme in force as of 1 January 2015, under Sub-measure 9.1.1. of the HC OP *Reducing inequalities in universal access to pre-school education* support could be provided to the projects that involve:
- establishing kindergartens (including other forms of pre-school education) in communes located within the territory of a province with the lowest ratio of universal access to pre-school education in the region (the ratio must be measured as the ratio of children aged between 3 and 5 in pre-school education institutions to the overall population of children aged between 3 and 5 in a given commune),
 - supporting existing kindergartens (including other forms of pre-school education) in generating additional places for pupils, so as to increase the total number of places available in kindergartens and/or other forms of pre-school education administered by a single governing authority, located within the territory of a given commune.

The implementation of measures commenced in 2008 in all provinces. A total of EUR 416.4 million was allocated for this purpose in the years 2007-2013.

According to data as at 31 December 2013, the number of agreements executed under Sub-measure 9.1.1. increased to 2,025 – the value of contracted funds amounted to PLN 1,373,511,585.62. According to data as at 31 December 2014, the number of agreements executed under Sub-measure 9.1.1. increased to 2,982 – the value of contracted funds amounted to PLN 1,591,633,170.00.

Apart from projects that make it possible to establish new or support existing kindergartens or other forms of pre-school education, Sub-measure 9.1.1. provides for the implementation of a measure to modernise pre-school divisions of primary schools. Its purpose is to improve the condition of existing pre-school divisions of primary schools and to prepare them to provide high quality services to children at pre-school age, including, in particular, children not subject to compulsory pre-school education. A total of EUR 416.4 million was allocated for this purpose in the years 2007-2013 under the Human Capital Operational Programme. In the current programming period (2014-2020), funds from the European Social Fund are allocated primarily towards creating new places in pre-school education and raising the quality of pre-school education.

Compulsory schooling

83. As per solutions adopted in 2009³⁸, all six-year-olds were to attend grade 1 of primary school as of 1 September 2012, whereas in the years 2009-2011 the choice whether to send six-year-olds to school was left to their parents. However, having regard to the

³⁸ Act of 19 March 2009 amending the Act on the Education System and Certain Other Acts (*Dziennik Ustaw* [Journal of Laws] of 2009, item 458, as amended)

remarks of parents and local government representatives, mainly regarding the preparation of schools to accept six-year-olds, the date of entry into force of compulsory schooling for six-year-olds was moved from 1 September 2012 to 1 September 2014.³⁹

In order to avoid a situation where two classes of children would start education as of 1 September 2014, another amendment to the Act⁴⁰ introduced a division of six-year-olds who were to be subject to the compulsory schooling obligation from 1 September 2014. In accordance with amendments introduced in 2013, in the school year 2014/2015 the compulsory schooling obligation applied to children born in 2007 and children born between 1 January and 30 June 2008. Children born between 1 July and 31 December 2008 could attend grade 1 of primary school, if so requested by their parents.

84. The compulsory schooling obligation has been introduced for seven-year-olds. The Act⁴¹ *introduced solutions to mitigate the process of applying the compulsory schooling obligation to children at an earlier age. The Act included interim provisions applicable to the school year 2015/2016 and 2016/2017:*
1. Children born in 2009 who are already attending school in the school year 2015/2016 will be able – at their parents’ request – to continue education in the first grade of primary school in the school year 2016/2017. A parent must file an appropriate request to the school head by 31 March 2016. The child will not receive final grades and will not be promoted to grade 2. If parents decide that their child will continue education in grade 1 of primary school which they attend, recruitment procedure will not be conducted with regard to that child.
 2. Children born in the 1st half of 2008 who are attending grade 2 of primary school in the school year 2015/2016 will be able – at their parents’ request filed by 31 March 2016 – to continue education in grade 2 of primary school in the school year 2016/2017.
85. Provisions concerning the monitoring of adherence to the compulsory schooling obligation, i.e. Article 19 of the AES, obliges heads of public primary and lower secondary schools to monitor compliance with the compulsory schooling obligation by children residing within the catchment area of these schools, whereas the commune monitors compliance with the compulsory education obligation by young people residing within the territory of the commune. School heads are also obliged to cooperate with parents on activities related to the enrolment of a child in school or ensure that the child attends school classes on a regular basis.

II.3.2. Secondary education

Update of information presented in paragraphs 160-171 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011. Also applies information presented in paragraphs 192-194 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011.

Vocational education

³⁹ Act of 27 January 2012 *amending the Act on the Education System and Certain Other Acts (Dziennik Ustaw [Journal of Laws] of 2012, item 176)*

⁴⁰ Act of 30 August 2013 *amending the Act on the Education System and the Act amending the Act on the Education System and Certain Other Acts (Dziennik Ustaw [Journal of Laws], item 1265 and Dziennik Ustaw [Journal of Laws] of 2015, item 35)*

⁴¹ Act of 29 December 2015 *amending the Act on the Education System and Certain Other Acts (Dziennik Ustaw 2016, item 35)*

86. As of 1 September 2012, schools offering vocational education introduced a division of occupations into qualifications⁴². The modification of the previous classification consisted in integrating occupations and identifying vocational qualifications necessary in these occupations, so that they match labour market expectations and, at the same time, create an opportunity to flexibly supplement vocational knowledge and skills. The new classification of occupations in vocational education, prepared in close cooperation with ministers competent for particular occupations and with the involvement of employers' representatives, provides for education in 205 occupations. The classification includes 100 single qualification, 76 double qualification, 22 triple qualification occupations and 7 artistic occupations for which no qualifications have been identified. The new classification of occupations in vocational education also ensures the permeability of education pathways within the school system, in particular by enabling basic vocational school graduates to supplement their vocational qualifications and become a technical upper secondary school graduate, and by creating conditions to obtain qualifications in related occupations.

In addition, since 2012, it is also possible to obtain or supplement vocational qualifications in out-of-school forms of education, in a more flexible system of continuing education⁴³. Qualification identified for particular occupations could be obtained in school or by attending vocational qualification courses. This solution makes it possible to quickly react to the changing labour market needs and adapt the educational offers to employers' expectations. Making the vocational education system more flexible in order to be able to adapt education to students' individual needs and abilities (shorter time to obtain vocational qualifications in out-of-school forms of education) may also contribute to a greater participation of adults in lifelong learning.

In addition, the school year 2014/2015 was designated as the Year of Vocational Schools. Promotional measures were aimed to broaden the knowledge of adolescents and their parents about the accessibility and attractiveness of vocational education:

- as part of the Year of Vocational Schools, the MNE announced a competition titled “Vocational School – My Choice”, aimed at lower secondary, basic vocational, technical upper secondary and post-secondary non-tertiary school students. The main purpose of the competition was to encourage students to make decisions regarding their choice of occupation based on their individual predispositions, talents and interests, and to promote vocational education;
- in order to improve access to information on vocational education, in 2015 the MNE created the *Vocational School Map* web portal that allows, among others, to check in which occupations schools offer education, the results of vocational exams taken by students, and enabling employers to announce available practical education opportunities.

II.3.3. Higher education

See information presented in paragraphs 172, 173, 174 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011.

Update of information presented in paragraph 175 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

⁴² Regulation of the Minister of National Education of 23 December 2011 *concerning the classification of occupations in vocational education* (*Dziennik Ustaw* [Journal of Laws] of 2012, item 7, as amended)

⁴³ Act of 19 August 2011 *amending the Act on the Education System* (*Dziennik Ustaw* [Journal of Laws], item 1206)

87. The Act of 11 July 2014 *amending the Act – Law on Higher Education and Certain Other Acts*⁴⁴ introduced the possibility of recognising the outcomes of prior institutional learning organised outside the higher education system and non-institutional learning implemented in ways and using methods that raise knowledge, skills and social competencies. The new regulations facilitate access to higher education for adults who already gained professional experience outside a higher education institution. Learning outcomes may be recognised (Article 170g of the Act - *Law on Higher education*⁴⁵):
- in the case of applying for admission to a first-cycle programme or a long-cycle programme – for holders of secondary education certificate and of minimum 5 years of professional experience,
 - in the case of applying for admission to a second-cycle programme – for holders of a bachelor’s degree or equivalent degree and of minimum 3 years of professional experience after completion of a first-cycle programme,
 - in case of applying for admission to another field of study (regardless of its degree) – for holders of a Master’s degree or equivalent degree and of minimum 2 years of professional experience after completion of a second-cycle programme or a long-cycle programme.

With regard to graduates of teacher training colleges, teacher training colleges of foreign languages and colleges of social work who proceed to confirm their learning outcomes, the condition of five years of professional experience is not required.

Recognition of learning outcomes does not apply to the following fields of study: medicine, medicine and dentistry, pharmacy, nursing and midwifery, medical analytics/laboratory medicine (Article 9b, Article 2 (1) (18o) and Article 170e of the Act – *Law of Higher Education*⁴⁶).

The introduced regulation should contribute to greater participation in the formal education of persons aged 25 and above, and to better adapt the competencies and qualifications of workers to labour market needs.

Update of information presented in paragraphs 178 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

88. The higher art education system comprises 19 higher art education institutions (8 music academies, 7 academies of fine arts, 2 academies of theatre arts, 1 academy of theatre and film arts, 1 music and visual arts academy) attended by more than 15 thousand students and employing approx. 3 thousand academic staff. Approximately 5% of all students attending higher art education institutions are foreign students and trainees from all over the world. Higher art education institutions are important cultural centres that have a significant impact on shaping the cultural life in the region and in the whole country. Many foreign higher education institutions cooperate with Polish schools. International events (competitions, festivals, etc.) organised by Polish higher education institutions are highly popular abroad. The only common denominator for all students, constituting a deciding factor with regard to their admission, is talent and artistic predispositions.

⁴⁴ Act of 11 July 2014 *amending the Act – Law on Higher Education and Certain Other Acts* (*Dziennik Ustaw* [Journal of Laws], item 1198, as amended)

⁴⁵ Act of 27 July 2005 – *Law on Higher Education* (*Dziennik Ustaw* [Journal of Laws] of 2012, item 572, as amended)

⁴⁶ Act of 27 July 2005 – *Law on Higher Education* (*Dziennik Ustaw* [Journal of Laws] of 2012, item 572, as amended)

II.3.4. Adult education and lifelong learning

Update of information presented in paragraphs 189-191 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

89. Jobseekers, including the unemployed, are guaranteed equal access to active labour market programmes by provisions laid down in the *Act on Employment Promotion and Labour Market Institutions*⁴⁷:

- a) Article 2a: “The provisions set out in the Act protect the principle of equal treatment in access to and use of labour market services and labour market instruments, regardless of gender, race, ethnicity, nationality, religion, beliefs, opinions, disability, age or sexual orientation”;
- b) Article 2b: “The provisions set out in the Act of 3 December 2010 on the implementation of certain provisions of the European Union in the field of equal treatment (*Dziennik Ustaw*, item 1700; *Dziennik Ustaw* 2013, item 675; *Dziennik Ustaw* 2015, item 1268)”.

This means that the principle of equal treatment in access to and use of any and all activation programmes, including programmes supporting the acquisition and improvement of competencies/qualifications by the unemployed/jobseekers, is one of the basic principle on which employment offices operate.

The principle of non-discrimination of employment office clients interested in vocational training is anchored in Article 40 (6) of the Act referred to above, which states that *referrals to vocational training are subject to the principle of equal treatment in the use of training, regardless of gender, age, disability, race, ethnicity, nationality, sexual orientation, political views, religious beliefs and trade union membership.*

Apart from provisions laying down the principles of non-discrimination in access to training and other forms of raising competencies, in 2014, an amendment to the *Act on employment promotion and labour market institutions* introduced amendments aimed to ensure greater practical assistance provided by employment offices to the unemployed, jobseekers and employers investing in training:

- the group of persons falling into the category of the unemployed and jobseekers that may be referred to training funded by the employment office has been broadened through the inclusion of foreigners,
- new tools have been introduced with the aim to support job creation and the return of the unemployed to employment, including training organised under tripartite training agreements concluded between the poviast (district) governor, the employer and a training institution,
- as regards young people aged 25 or below, the period in which district employment offices should present them with proposals of employment opportunities, other gainful work, training, apprenticeship, vocational training for adults, employment in the form of assisted employment or employment in public works (from 6 months to 4, counting from the date of registration in the employment office),
- new forms of support have been introduced for the unemployed aged 30 or below – a **training voucher** that guarantees the referral of the unemployed person to training of their choice and payment of costs to be incurred in relation to attending this training, and a **traineeship voucher** which guarantees the referral to a 6-month traineeship with the employer indicated by the unemployed person, provided that

⁴⁷ Act of 20 April 2004 *on Employment Promotion and Labour Market Institutions* (*Dziennik Ustaw* [Journal of Laws] of 2016, item 645, as amended)

- the employer undertakes to hire the unemployed person for a period of 6 months after the traineeship ends (in such case, the employer receives a bonus),
- employers were given the opportunity to obtain a subsidy from the employment office for the costs of continuing education of employees thanks to the establishment of the National Training Fund (which represents 2% of the Labour Fund). In the years 2014 and 2015, the National Training Fund subsidised the costs of education and training for employers and employees aged 45 or older.

Update of information presented in paragraphs 192-194 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

90. The general adult education system did not change compared to the years covered by the previous report. It is still possible to obtain an appropriate level of education by attending grade 6 of primary school for adults, lower secondary school for adults or upper secondary school for adults, as the case may be. However, as of 2012⁴⁸, knowledge and skills may be acquired not only in school, but also by completing vocational qualification courses, vocational skills courses and general competence courses (short course forms).

The number of participants attending vocational qualification courses (VQC) in the years 2012-2014, according to data from the Education Information System (EIS) and Regional Examination Boards (REB)

Data obtained on	Source:	Number of VQC participants
30.09.2012	EIS	14,591
31.03.2013	EIS	16,572
30.06.2013	REBs	19,532
30.09.2013	EIS	35,482
30.06.2014	REBs	41,490
30.09.2014	EIS	48,033
30.06.2015	REBs	38,282

91. The continuing education system is supplemented by the system for the recognition of prior learning in force in Poland, in the form of external exams. Pursuant to the provisions set out in the Regulation of the Minister of National Education⁴⁹, it is possible to recognise primary, lower secondary, secondary and basic vocational education (from the scope of general education provided in basic vocational schools).
92. It is also possible to obtain vocational qualifications (identical to qualifications obtained in the school system) upon passing external vocational examinations. These examinations enable persons with professional experience to have their knowledge and skills recognised without the need to participate in a vocational qualification course or attend school. An external vocational examination may be taken by a person who

⁴⁸ Act of 19 August 2011 *amending the Act on the Education System (Dziennik Ustaw [Journal of Laws], item 1206, as amended)*

⁴⁹ Regulation of the Minister of National Education of 11 January 2012 *concerning external examinations (Dziennik Ustaw [Journal of Laws], item 188 and Dziennik Ustaw [Journal of Laws] of 2015, item 1149)*

graduated from lower secondary school or an 8-year primary school and has been learning or working in the occupation for which a given qualification was identified according to the classification of vocational education occupations. The exam constitutes part of the external examination systems; it is conducted by Regional Examination Boards. External vocational examinations have been conducted since 2013.

In order to pass the examination confirming vocational qualifications, both school graduates and external examination participants must take both exam components and score:

- at least 50% of all possible points on the written component;
- at least 75% of all possible points on the practical component.

An external vocational examination may not be conducted for 19 occupations out of nearly 200 listed in the classification of vocational education occupations. The list of occupations for which an external examination cannot be conducted pursuant to the request of ministries competent for these occupations constitutes an annex to the Regulation⁵⁰. These are mainly medical occupations and external examinations cannot be conducted for these occupations due to the specific nature of services provided in medical occupations.

External examinations available within the education system constitute only a part of the prior-learning recognition system. Prior-learning recognition procedures for occupations not listed in the classification of vocational education occupations are determined by ministers other than the minister competent for education and pertain to occupations listed in the classification of occupations and specialities for labour market purposes (the so-called economic classification).

93. As part of competencies laid down in the AES, in December 2015 the Minister of Agriculture and Rural Development completed the process of establishing Continuing Education Centres (CECs) within each of the 45 Agricultural School Centres for Continuing Education, for which the Minister is a governing authority. CECs organise mainly vocational qualification courses, introduced in place of schools for adults, enabling course participants to obtain specific vocational qualifications required in a given occupations. CECs also offer farmers and other adults different out-of-school forms of education, such as: vocational skills courses, course enabling participants to obtain and supplement knowledge, skills and professional qualifications, and specialist courses, including to obtain pallet truck qualifications, harvester operator qualifications, courses in the use of plant protection products.

The obligation to conduct training for adults, persons working in agriculture, rural area inhabitants, teachers and agricultural advisors rests with the Agricultural Advisory Centre (AAC) and province agricultural advisory centres (PAACs) pursuant to the provisions set out in the *Act on Agricultural Advisory Units*⁵¹. The Agricultural Advisory Centre conducts training for agricultural advisors, mainly in the field of agricultural advisory methodology and tasks, with particular focus on integration with the European Union. In addition, the AAC also conducts teacher training in the field of balanced development of rural areas for agricultural school teachers.

⁵⁰ Regulation of the Minister of National Education of 11 January 2012 *concerning external examinations* (*Dziennik Ustaw* [Journal of Laws], item 188 and *Dziennik Ustaw* [Journal of Laws] of 2015, item 1149)

⁵¹ Act of 22 October 2004 *on Agricultural Advisory Units* (*Dziennik Ustaw* [Journal of Laws] of 2016, item 356 and 1176)

Training for farmers and inhabitants of rural areas are conducted by PAACs, in accordance with Article 4 (2)(1) of the aforesaid Act, in particular in the field of:

- a) using modern agro-technical, farming and agricultural production and processing,
- b) solving technological, organisational and economic problems faced by agricultural farms,
- c) accounting for agricultural farms,
- d) environmentally-friendly agriculture,
- e) developing entrepreneurship in rural areas,
- f) modernising rural households,
- g) applying for financial aid funded or co-funded from EU funds or by other state or foreign institutions,
- h) modernising agricultural farms, improving the quality of agricultural and food products and processing thereof, and reinforcing the position of farmers on the market,
- i) agricultural farm management,
- j) promoting local and regional products.

Training conducted pursuant to the provisions set out in the aforesaid Act guarantee equal access to both women and men, regardless of financial standing.

Update of information presented in paragraphs 152.2 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

94. As of September 2015, schools that offer continuing education provide students with practical vocational education, in accordance with the amendments introduced by the Regulation of the Minister of National Education⁵². The most important amendments include: - defining the dual vocational education system where practical on-the-job training (at employers' venue) may be conducted on the basis of an employment contract for vocational training concluded between an adolescent employee and the employer or on the basis of an apprenticeship agreement concluded between the school head and the employer offering apprenticeships to students, - the allocation of each form of practical vocational training to a specific type of school, - laying down total number of hours of practical classes held at employers' venue, conducted within the framework of the dual education system, - giving employers the ability to influence the curriculum for a given occupation to the extent of practical classes held at their venue.
95. In 2015, works have been completed on the draft Act on the Integrated Qualification System which provides for introducing the 8-level Polish Qualification Framework (laying down requirements with regard to learning outcomes falling under the following categories: knowledge, skills, social competencies) and the Integrated Qualification Registry. The Act, excluding several provisions, entered into force on 15 January 2016⁵³. The Integrated Qualification Registry will be launched within 6 months from the date the Act enters into force. The implementation of new instruments will: -facilitate the creation and modernisation of qualifications in line with labour market needs; - facilitate access to information on qualifications; - improve the efficient spending of public and private funds on education and training; - facilitate the management of human resources in enterprises; - facilitate the mobility of employees on the labour market.

⁵² Regulation of the Minister of National Education of 11 August 2015 *amending the Regulation concerning practical vocational education (Dziennik Ustaw [Journal of Laws], item 1183)*

⁵³ Act of 22 December 2015 *on the Integrated Qualification System (Dziennik Ustaw [Journal of Laws] of 2016, item 64 and 1010)*

II.3.5. Quality of education

96. The provisions of law introduced by the amendments to the AES of 20 February 2015⁵⁴ introduced solutions: obliging schools and educational establishments to undertake necessary actions to create optimum conditions for teaching, education, care and other statutory activities, to provide each student with conditions necessary for their development, raise the quality of school or educational establishment operations and improve their organisational development; enabling the assessment of school and educational establishment operations according to quality criteria.

The Act also states that in order to balance the school's/educational establishment's efforts to perform its teaching, educational and care-related function schools/educational establishments must undertake measures in the following work areas:

- 1) learning, education and care outcomes and the implementation of statutory tasks and objectives,
- 2) the organisation of teaching, education and care processes;
- 3) the establishment of conditions conducive to the development and activity of students;
- 4) cooperation with parents and the local community;
- 5) school or educational establishment management.

The minister competent for education specified, by way of a regulation:

- requirements for schools and educational establishments concerning the implementation of measures enabling the assessment of the quality of their operations – in reference to various types of schools and educational establishments⁵⁵,
- rules governing pedagogical supervision, including: detailed terms and conditions, procedure and forms of pedagogical supervision, the method for determining whether compliance with the requirements referred to above is maintained⁵⁶.

The aforesaid requirements specify the desired method to be followed by schools and educational establishments when performing their tasks and indicate key objectives and tasks of schools and educational establishments. The requirements are identical for all schools and educational establishments. They have been worded in a general way that makes it possible to set out a course of action and, at the same time, enabling schools and educational establishments to pursue their activities in accordance with local needs and conditions. Schools are obliged to meet these requirements, but schools are given autonomy in choosing the manner in which a given school will meet individual requirements.

Student attainment and learning outcome evaluation methods - Update of information presented in paragraphs 200-202, 205-210 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011

97. Detailed issues related to assessment have been regulated in Chapter 3a and 3b of the AES and in Regulations of the Minister of National Education⁵⁷.

⁵⁴ Act of 20 February 2015 amending the Act on the Education System and certain other acts (*Dziennik Ustaw* [Journal of Laws], item 357)

⁵⁵ Regulation of the Minister of National Education of 6 August 2015 concerning requirements for schools and educational establishments (*Dziennik Ustaw*[Journal of Laws], item 1214)

⁵⁶ Regulation of the Minister of National Education of 27 August 2015 concerning pedagogical supervision (*Dziennik Ustaw* [Journal of Laws], item 1270)

⁵⁷ Regulation of the Minister of National Education of 10 June 2015 concerning detailed conditions and methods for the evaluation, classification, and promotion of students and participants in public schools (*Dziennik*

Students' educational attainment and behaviour is evaluated within the framework of a given school's internal assessment system. The detailed conditions and methods of internal assessment are laid down in the school charter. A teacher conducting a given class grades students' educational attainment on an ongoing basis, having regard to grading rules laid down in the school charter. Teachers are obliged to inform a student and their parents about methods used to assess that student's attainment. At the end of each semester, teachers give students final (mid-year and year-end) grades. Grades are adopted by the faculty board in the form of a resolution.

Starting from grade 4 of primary school, students are promoted to a higher grade, if they receive positive (higher than unsatisfactory) year-end grades in all compulsory classes. A student who received a negative (unsatisfactory) grade in one or two compulsory classes has the right to take a make-up exam. A student who did not pass a make-up exam in one compulsory subject may be conditionally promoted to a higher grade by the faculty board.

98. External examination in compulsory education includes the following examinations:
- primary school final exam – taken at the end of a six-year primary school (by students aged 13) – a universal, compulsory exam conducted pursuant to the requirements laid down in the Regulation of the Minister of National Education⁵⁸. The primary school final exam was first conducted in 2002. As of the school year 2014/2015, the primary school final exam is conducted in the following subjects: Polish, mathematics and modern foreign language (previously, the exam had an interdisciplinary nature). The primary school final exam serves a diagnostic function. Results obtained on this exam provide students, their parents and teachers with feedback regarding the student's educational attainment;
 - lower secondary school final exam – taken at the end of a 3-year lower secondary school (by students aged 16) – universal, compulsory exam the results of which are taken into account in the recruitment process to upper secondary schools. The lower secondary school final exam is conducted pursuant to the requirements laid down in the core curriculum for general education and evaluates the degree to which these requirements have been met. The lower secondary school final exam is conducted in the following subjects: Polish, history and civics, mathematics, natural sciences, and a modern foreign language. The first lower secondary school final exam was conducted in 2002.

A student graduates from school, if they receive positive final grades in compulsory subjects, based on year-end marks received in these subjects in the highest school grade and year-end marks received in these subjects in lower school grades; in the case of primary school and lower secondary school, students must also take the primary school final exam and lower secondary school final exam, respectively.

99. A graduate of an upper secondary school: general upper secondary school or technical upper secondary school, may take the upper secondary school final exam (the *Matura* exam). The upper secondary school final exam is conducted at the school from which the relevant student graduated.

Ustawa, item 843 and *Dziennik Ustaw* [Journal of Laws] of 2016, item 1278) and Regulation of the Minister of National Education of 25 June 2015 concerning detailed conditions and methods for conducting the primary school final exam, lower secondary school final exam and upper secondary school final (*Matura*) exam (*Dziennik Ustaw* [Journal of Laws], item 959).

⁵⁸ Regulation of the Minister of National Education of 27 August 2012 concerning the core curriculum for pre-school and general education in different types of schools (*Dziennik Ustaw* [Journal of Laws], item 977, as amended)

The upper secondary school final exam has been conducted since 2005. It is a form of general education level assessment. As of 2015, the exam is conducted pursuant to the requirements laid down in the core curriculum for general education⁵⁹ and evaluates the degree to which these requirements have been met (previously, the upper secondary school final exam was conducted pursuant to the requirement standards laid down in the Regulation of the Minister of National Education⁶⁰. The upper secondary school final exam is not a compulsory examination. A person who intends to take the upper secondary school final exam in a given school year submits a declaration in this regard.

The upper secondary school final exam is conducted once a year, between May and September. The exam schedule is determined by the head of the Central Examination Board and published on the Central Examination Board's website. The exam includes an oral component, assessed in a given school by the appointed subject-based unit, and a written component assessed by examiners entered into the register of examiners. The exam is conducted in compulsory and additional subjects.

In order to pass the upper secondary school final exam, it is necessary to obtain a score above the pass threshold (at least 30% of all possible points) in compulsory subjects, on both the oral and written components, and take an exam in at least one additional subject. A person who passed the upper secondary school final exam receives the upper secondary school final exam certificate. The results obtained on the upper secondary school final exam constitute basis for admission to undergraduate (first-cycle) degree programme and long-cycle Master's degree programmes.

All external examinations are developed and conducted by institutions established specifically for this purpose – the Central Examination Board and 8 Regional Examination Boards subordinate thereto. Each year, the Central Examination Board submits reports concerning the results of conducted external examinations to the Minister competent for education. Each year, Regional Examination Boards are responsible for providing school heads, bodies administering schools and regional education authority heads reports from conducted examinations. Examination Board reports make it easier for the aforesaid entities to make decisions to raise the quality of education.

100. The Helsinki Foundation for Human Rights noted the insufficiently flexible system for adapting the form of the exam and conditions in which it is held to the needs of students and graduates with disabilities, which does not guarantee a sufficiently individualised approach to each student with a disability. The Foundation pointed out that the provisions set out in the AES do not introduce any exceptions that could apply in special situations where a disability makes it impossible to achieve a good result in all compulsory subjects on the upper secondary school final exam.

Pursuant to the AES, the adaptation of exam conditions may consist in minimising limitations resulting from special educational needs, providing an adapted workstation, using appropriate equipment and didactic aids, extending the time allotted for the exam,

⁵⁹ Regulation of the Minister of National Education of 27 August 2012 *concerning the core curriculum for pre-school and general education in different types of schools* (*Dziennik Ustaw* [Journal of Laws], item 977, as amended) and Regulation of the Minister of National Education of 30 May 2012 *amending the Regulation concerning the core curriculum for pre-school and general education in different types of schools* (*Dziennik Ustaw* [Journal of Laws], item 803)

⁶⁰ Regulation of the Minister of National Education of 10 August 2001 *concerning standard requirements forming the basis for final examination procedures* (*Dziennik Ustaw* [Journal of Laws], item 1020, as amended)

laying down detailed rules for assessing exams, ensuring the presence of a support teacher or specialist during the exam. Moreover, it is necessary to note that the adaptation of exam forms consists in preparing separate examination sheets adapted to the type of disability. The comprehensive specification of procedures for adapting examination conditions and forms has been entrusted to the Central Examination Board (CEB) which publishes annual Communications which indicate procedures for adapting examination conditions and forms.

The adaptations that may be applied with regard to the upper secondary school final exam, including both adaptations provided for in CEB's Communications and applied in special circumstances, cannot consist in the substantive adaptation of exam contents that form the basis of the exam.

In relation to the case filed by a client of the Helsinki Foundation for Human Rights, the Communication of the Head of the Central Examination Board of 7 September 2015 *concerning detailed procedure for adapting the conditions and forms of the upper secondary school final exam in the school year 2015/2016*⁶¹ introduced the adaptation of upper secondary school final exam conditions and forms to the needs of examinees with special educational needs, including with disabilities, social maladjustment and at risk of social maladjustment.

The adaptation of upper secondary school final exam forms consists in preparing separate sheets adapted to examinees' needs and abilities.

The adaptation of upper secondary school final exam conditions consists, among others, in:

- a) minimising limitations resulting from disability, social maladjustment or a risk of social maladjustment of the examinee,
- b) providing the examinee with a workstation adapted to their educational needs as well as physical and cognitive abilities,
- c) using appropriate specialist equipment and didactic resources,
- d) extending the examination time allotted for the upper secondary school final exam,
- e) laying down the rules for assessing solutions to problems featured on the upper secondary school final exam, which take into account the examinee's educational needs as well as physical and cognitive abilities,
- o) ensuring the presence and assistance of a teacher supporting the examinee in reading or writing or a specialist in a given type of disability, social maladjustment or risk of social maladjustment, as the case may be, during the upper secondary school final exam, should this be necessary to maintain relevant communication with the examinee or to provide assistance in handling specialist equipment and didactic resources.

Art school students

101. The detailed rules for assessing students attending art school have been set out in the Regulation of the Minister of Culture and National Heritage⁶², whereas detailed rules for assessing students in art education establishments have been set out in Article 71aa (4) and (5) of the AES.

⁶¹https://www.cke.edu.pl/images/KOMUNIKATY/20150907_Komunikat_o_dostosowaniach_Egzamin_matura_lny.pdf

⁶² Regulation of the Minister of Culture and National Heritage of 24 August 2015 *concerning detailed conditions and procedures for the assessment, classification and promotion of students attending public art schools* (*Dziennik Ustaw* [Journal of Laws], item 1258)

102. Apart from rules applicable to general education, provisions concerning the assessment, classification and promotion of students provide for the following detailed rules that apply only to art education:
- student are promoted to a higher grade (apart from promotion from grade 1 to grade 2 of general primary music school and primary music school as well as the lowest grades of general secondary music school, secondary music school and general ballet school) by passing a promotional exam in the following subjects:
 - main instrument – in the instrumental department, and instrumental ensemble in the group music-making department of general primary music school and primary music school;
 - main instrument, singing or rhythmic – in a general secondary music school and secondary music school (one of the above subjects, depending on the speciality);
 - classical dance – in a general ballet school and a school of dancing arts.
 - in the case of subjects listed below:
 - 1) in general primary music schools and primary music schools:
 - rhythmic with ear training, ear training, ear training with music theory, ear training basics, main instrument, instrumental ensemble;
 - 2) in general secondary music schools and secondary music schools:
 - ear training, jazz ear training, main instrument – for the following specialities: instrumental arts, jazz and popular instrumental arts; singing – for the following specialities: vocal arts, jazz vocal arts, stage vocal arts; rhythmic – for the following specialities: rhythmic; improvisation – for the following specialities: rhythmic; violin-making – for the following specialities: violin-making;
 - 3) in schools of visual arts and post-secondary non-tertiary schools of visual arts:
 - drawing and painting, speciality: art,
- in order to be promoted to a higher school grade or graduate, students must obtain at least a satisfactory grade;
- students graduate from an art school offering education in an artistic profession by passing a diploma exam, being a form of examination held before the state examination board appointed by the head of a specialist supervisory unit referred to in Article 32a of the AES upon request received from the head of an art school, aimed to assess the level of students' vocational preparation. The exam is comprised of two components – a practical component and a theoretical component that may have a written, oral, practical or mixed form. The practical component assesses skills necessary to perform a given profession, whereas the theoretical component assesses knowledge appropriate for qualifications required in a given profession. As regards students with disabilities, the diploma exam may be conducted in a separate room or in the student's home, in conditions and in a way tailored to the student's abilities.
103. The Minister competent for culture and national heritage determines, by way of a regulation:
- the curriculum framework for public art schools and art education establishments;
 - the core curriculum for vocational art education in public art schools;
 - the detailed conditions and methods for the assessment, classification and promotion of students in public art schools;
 - the procedure to be followed by public art schools and art education establishments in documenting the course of education as well as educational and care-related activities;

- the conditions for pursuing innovative and experimental activities by public art schools and art education establishments.

104. The authority holding pedagogical supervisions over:
- a) public and non-public art schools and art education establishments,
 - b) establishments providing care and education to art school students during the period of education outside the permanent place of residence,
 - c) art school teacher training institutions,

is the Minister competent for culture and national heritage. Supervisions duties are performed by a specialist supervisory unit – the Art Education Centre, established by way of a Regulation of the Minister of Culture⁶³.

Educational standards in non-public education - *Update of information presented in paragraphs 165-266 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011*

105. Art schools, including non-public art schools, provide art education by offering basic music education on the primary school level and vocational art education in the following occupations: musician, visual artist, dancer, circus performer, musical stage performer, on the secondary art school level. Admission to school is decided by the candidate's predispositions and skills. Art schools create equal educational opportunities for artistically gifted individuals, regardless of gender, race, nationality or religious beliefs.

As of 2012, Polish art schools have been undertaking measures to permanently reinforce the educational and proactive function played by schools, consisting in:

- a) the systematic monitoring of the work of psychologists and guidance counsellors in art schools in terms of their counselling, diagnostic, educational, care-related, psychoeducational and proactive activities carried out in an art school,
- b) the systemic verification of educational programmes and proactive school programmes implemented in general art schools, with particular focus on the promotion of values of art creation,
- c) the implementation of nation-wide studies (2014-2015) to monitor the risk of addiction to psychoactive substances, domestic violence and peer violence among students attending music, visual arts and ballet schools.

106. Shifting general education towards training key competencies, complex skills in addition to simple skills and developing student creativity - *Update of information presented in paragraph 149.1 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:*

Current situation

The results of international studies (PISA 2003, 2006, 2009 and 2012) show continuous increase in developmental potential in the population of Polish students, including students with lowest and highest results. This positive effect however does not apply to complex skills (such as independent thinking, hypotheses formulation, scientific reasoning, ability to see alternative solutions or communication skills). To meet the expectations of the contemporary world, it is necessary to focus more on the development of creative and critical thinking, self-organisation, effective communication and teamwork.

⁶³ Regulation of the Minister of Culture of 22 September 2004 concerning the specialist supervisory unit (*Dziennik Ustaw* [Journal of Laws], item 2292 and *Dziennik Ustaw* [Journal of Laws] of 2007, item 1530)

Implemented activities

In the years 2009-2016, the Polish education system has been undergoing a successive change as regards the core curriculum for general education in different types of schools, along with associated changes to the organisational structure of the education system, in particular in upper secondary schools.

Planned activities

In regard to the fact that the process of introducing changes to the curriculum, initiated in 2009, was completed in the school year 2015/2016, it is necessary to comprehensively revise the core curriculum for pre-school and general education and to optimise it as regards the achievement of learning outcomes and transparency for its beneficiaries: schools, teachers and students. The aim is also to increase the importance of general requirements, including students' key competencies necessary on the labour market and to improve students' creative and critical thinking skills, self-organisation, effective communication skills and teamwork.

107. Supporting the development of digital competencies – digital school - *Update of information presented in paragraphs 149.2 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011*

Current situation

As part of the “E-textbooks for general education” project, e-textbooks for all stages of education for 14 subjects and 2500 supplementary resources have been developed and made available. More than 40% of students and teachers indicated that they use e-textbooks and e-resources available for free at public domains. As part of the project titled “Implementation of the core curriculum for general education in kindergartens and schools”, approximately 20 thous. teachers have been trained in the use of information and communication technologies (ICT) in their work with students. Teachers make use of resources available at the “Scholaris” teacher resource portal.

Students constantly raise their digital competencies by following curricula in compulsory computer training classes (in primary school) and computer science classes (in lower and upper secondary school). In more than 4,000 schools, mainly as part of extracurricular activities, students learn the secrets of programming by using various IT tools.

Implemented activities

Activities undertaken with the aim to digitize education under the financial perspective 2014-2020 include projects implemented under many programmed co-financed from EU funds. New e-resources, including e-textbooks for general and vocational education, will also be developed within the framework of the Knowledge, Education, Growth Operational Programme (KEG OP).

It is also necessary to mention the “Rural Development Programme 2014-2020”⁶⁴ which, among others, provides for the development of broadband Internet and its wider use in business or tele-working as a possibility for the development of rural areas, in particular those located far from urban areas (part 4.2 – Needs assessment, item 10 –Technical infrastructure development), and the need to support the development of technical infrastructure (including broadband Internet), social infrastructure, improve access to public services and promote ICT use in rural areas from Cohesion Policy funds, so as to

⁶⁴ “Rural Development Programme 2014-2020” was developed on the basis of EU provisions – www.minrol.gov.pl/Wsparcie-rolnictwa/Program-Rozwoju-Obszarow-Wiejskich-2014-2020

level out differences in development (part 5 – Description of strategies, Technical and social infrastructure development in rural areas).

In principle, apart from continuing the “Digital School” government programme for raising ICT competencies of students and teachers, it is not planned to implement separate measures concerning only e-competencies under both Regional Operational Programmes and KEG OP. ESF support in this regard will be, in most cases, an element of comprehensive measures towards employment and labour market (Digital Poland Operational Programme, item 8.4 – Coordination in the area of e-competencies and e-integration⁶⁵).

Planned activities

Having regard to the importance of providing school graduates with advanced digital competencies for the economy, the Ministry of National Education plans to introduce programming to formal education starting from grade 1 of primary school. It is planned to universally introduce programming to computer science classes as of 1 September 2017. Formal measures will follow after a pilot programme in selected schools, initiated since 1 September 2016.

In the next two years, the MNE and the Ministry of Digital Affairs also plan to provide all schools access to broadband Internet. Access to broadband Internet for all schools in Poland is the main objective of the programme announced on 22 December 2015 by the Ministry of Digital Affairs together with the MNE and the Ministry of Science and Higher Learning. This programme is to be funded under the Digital Poland Operational Programme under the charge of the Minister of Digital Affairs.

108. Modernisation of the examination system in vocational education

The purpose of modernising the core curriculum for vocational education⁶⁶ was to standardise education and examination standards. Vocational qualifications identified for occupations offered at vocational schools have been described in the new core curriculum for vocational education as learning outcomes. This document, worded in such way, puts emphasis on learning outcomes and not the learning process itself. Qualifications described in the new core curriculum constitute a resource of knowledge, skills as well as personal and social competencies identified for a given occupation that enable students to handle their occupational tasks on their own. The new core curriculum defines the conditions for providing vocational education, including recommended didactic aids and equipment as well as the minimum number of hours of vocational education. The core curriculum for vocational education also defines the examination requirements for external vocational exams. The new core curriculum was drafted with the participation of representatives of ministers competent for occupations and of employers.

The new method adopted for vocational education required a new approach to examination. The modernisation of the examination system is aimed to improve the quality of vocational education and verify its effects, as well as to make it easier for examinees to understand examination requirements by enabling them to take exams in specific qualifications.

⁶⁵ “Digital Poland Operational Programme for the years 2014-2020”

https://www.funduszeuropejskie.gov.pl/media/940/Program_Operacyjny_Polska_Cyfrowa_na_lata_2014_2020_051214.pdf

⁶⁶ Regulation of the Minister of National Education of 7 February 2012 concerning the core curriculum for vocational education (*Dziennik Ustaw* [Journal of Laws], item 184, as amended)

Each qualification identified for an occupation is confirmed separately. A person who passes the examination related to the domain of a given qualification will receive a certificate confirming that qualification. The confirmation of all qualifications identified for a given occupation and completion of a given type of school, i.e. obtaining of a specific level of education, results in obtaining a vocational diploma and a diploma supplement. The vocational examination consists of two components: theoretical and practical. Having regard to employers' expectations, the scope of the practical examination conducted in technical upper secondary school has been extended by introducing the so-called performance exam. The separate qualification confirmation system was created for both youth school students and adults, either employed or seeking employment, interested in raising professional qualifications or confirming skills and competencies acquired in informal and non-formal education. A relevant change in the vocational examination system was also the introduction of external vocational examinations (described in detail in part II.3.4 of this report). Adults who have been learning or working in the occupation for at least two years can take an external vocational examination and confirm their skills and obtain qualifications by passing the examination.

The Minister of Agriculture and Rural Development has direct impact on the quality of agricultural education in Poland by specifying descriptions of occupation models in the area of agriculture, food industry (classification of vocational education occupations) and education standards (core curricula for vocational education in force at agricultural schools).

Update of information presented in paragraph 134 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

109. As regards the development of sports infrastructure, including structures located at educational establishments, in the year 2012-2015 the Ministry of Sport and Tourism implemented the following programmes:
- 1) The last edition of the “My Pitch – Orlik 2012” programme, under which 333 sports pitch complexes have been built, was implemented in 2012. In the entire period of operation of the programme, i.e. in the years 2008-2012, a total of 2604 modern sports facilities have been built. These pitches are facilities open to the general public and may be used free of charge. The vast majority of pitches is located near educational establishments.
 - 2) The final edition of the “Biały Orlik” programme, under which 19 ice rinks have been built, was implemented in 2012 (a total of 119 ice rinks have been built during the 3 years the programme was being implemented).
 - 3) Other sports infrastructure development programme were implemented using the resources of the Physical Culture Development Fund. A significant part of investments subsidised under this Fund were structure located on school premises or in their direct vicinity. Particular attention should also be paid to the School Sports Infrastructure Development Programme, dedicated to the aforesaid structures, implemented in 2013 and resumed in 2016. Its main objectives include improving the conditions for holding physical education classes and ensuring necessary and safe infrastructure used by children and adolescents to engage in physical activity. The construction of 139 school sports facilities has been subsidised under the first edition (in 2013), for which the Ministry of Sport and Tourism allocated PLN 58 million.

Safe learning environment (free from violence and harassment)

110. The Resolution No. 130/2014 of the Council of Ministers concerning the adoption of the “Safe and Friendly School” government programme for the years 2014-2016 entered into force on 28 July 2014. The programme is a continuation of the “Safe and Friendly School” Programme implemented by the ministry between 2008 and 2013.

The programme is a tool for initiating and coordinating measures aimed to raise the level of safety in schools and educational establishments on a central and regional level. The model adopted in order to achieve the effects consisting in the improvement of widely understood safety was based on the assumptions of positive psychology and positive proactive approach that focuses mainly on identifying and strengthening the school’s or educational establishment’s resources and potential as well as its community.

The main purpose of the Programme is to: improve the effectiveness of educational and proactive measures aimed to improve safety and create a friendly environment at schools and educational establishments. The Programme adopted detailed objectives, i.e. to:

- Create a healthy, safe and friendly environment at schools and educational establishments;
- Prevent problems and problematic behaviours of children and adolescents;
- Promote a healthy lifestyle among children and adolescents.

The achievement of Programme objectives will contribute, among others, to:

- a) a greater number of measures undertaken by schools and educational establishments with the aim to create a safe and friendly school environment, improve school climate, make students and pupils feel more accepted in the school community, reduce the phenomenon of social exclusion, increase educational competencies of parents and teachers,
- b) the stabilisation of tendencies or reduction of the scope and intensity of problems and problematic behaviours of children and adolescents, including: a lower level of aggression and violence, cyberbullying, raising students’ skills as regards proper behaviour in the digital environment, in particular in the so-called new media, and to an increased effectiveness of measures aimed to resolve developmental and life crises of children and adolescents.

This is a framework programme that recommends actions that will contribute to the achievement of set goals. However, the programme emphasises the need to take the following into account during its implementation: local conditions and the need to diagnose the problem, determine reasons why it occurred, determine a way to solve it, and then determine adequate measures that will allow to eliminate adverse phenomena in the short- and long-term perspective.

Measures planned by the entity implementing a project under the Programme must take into account own resources and capabilities as well as the local environment’s potential. Emphasis was placed on the need to implement the measures in cooperation with institutions and entities that can support measures undertaken by the school or educational establishment in the local environment.

111. The public task titled “Safe and friendly school – assessment of schools and educational establishments implementing the policy of protecting children from aggression and violence” has been implemented since 2014 under the programme. The purpose of this task is to counteract aggression and violence in schools and educational establishments, in peer relations and by adults. It is implemented by *Fundacja Dzieci Nикzyje* (the Nobody’s Children Foundation), a non-governmental organisation (FDN; since 2016 – Empowering Children Foundation) with which a 3-year contract has been concluded. Throughout the entire period of task implementation, the project implemented by the Foundation will cover nearly 5,000 schools and educational establishments in Poland.

Schools that voluntarily participate in this project are obliged to introduce a policy of protecting children from aggression and violence. The main criterion for the assessment of educational establishments will be child protection Standards developed as an adaptation of the “Setting the Standard; a common approach to child protection” document drafted in 2003 by the international coalition of non-governmental organisations for child safety and protection. The assessment of educational establishments under the project will be based on the following standards:

- Standard 1. The educational establishment adopted and implemented a policy child protection from aggression and violence and ensures their safety.
- Standard 2. The educational establishment monitors its employees to prevent child abuse.
- Standard 3. The educational establishment provides its employees with training as regards protecting children from aggression and violence and helping children in emergencies.
- Standard 4. The educational establishment offers parents training on how to raise children without violence and how to protect them from violence and abuse.
- Standard 5. The educational establishment educates children as regards children’s rights and protection against violence and abuse.
- Standard 6. The educational establishment monitors and periodically verifies the compliance of undertaken measures with the adopted child protection principles.

In 2014, the Nobody’s Children Foundation, in cooperation with the Ministry of National Education, conducted a survey study titled “Policy for child protection from abuse and current needs in this regard in schools and educational establishments” on a group comprised of: 1,077 kindergarten heads, 526 kindergarten employees, 2,237 school heads, 1,886 school employees. The survey covered 5,726 people. The study allowed to provide school with targeted assistance and implement a package of substantive measures, in line with expectations.

Let’s Protect Children, a web portal dedicated to assist schools and educational establishments in implementing the project, was launched as part of this task. On the portal, schools and educational establishments register and perform a self-evaluation as regards meeting the requirements, setting them in relation to the adopted standards. At the same time, they evaluate what measures they have to undertake. Concurrently, substantive tools are being developed for training and classes with children and adolescents. This task is connected with the organisation of 16 provincial conferences attended by representatives of schools and educational establishments (3,000 people).

112. Another public task implemented since 2014 by the Nobody’s Children Foundation is “Maintenance by specialists of a Poland-wide intervention and information infoline for students, including students with special educational needs, their parents, teachers and other entities acting for the safety of children and adolescents”. The purpose of this task is to provide information and intervention assistance to selected recipients. The following infolines have been made available as part of this task:

- free Poland-wide infoline - Helpline for Children and Adolescents 116111, along with help provided online;
- Teacher and Parent Helpline for matters related to child safety, along with help provided online;
- web portals: www.800100100.pl for parents, teachers and representatives of local entities acting for the safety of children and adolescents, www.116111.pl for children and adolescents.

These portals constitute an inherent element of the information and intervention support system. Children and adolescents can find there information on how to: avoid dangerous situations, solve problems, get help and long-term support.

Help provided includes the following:

- educational interventions, which include: counselling, supporting in intervening, preventive measures regarding the diagnosis and avoidance of threats, improving the life skills of students and adults, improving educational competencies of teachers and parents, improving the cooperation between a school or educational establishment and institutions or entities supporting their actions in the local environment;
- local interventions, which include: reporting cases to relevant schools, regional education authorities, social services, appropriate offices, police, courts, etc.;
- crisis interventions, which include urgent matters related to the direct threat to the life or health of persons who contact the 116 111 number.

113. In 2015, as part of the Programme, training was organised on how children with special educational needs function and how to work with them – for employees of teacher training institutions and counselling and guidance centres. The purpose of training courses was to:

- 1) raise the competencies of representatives of teacher training institutions, including in the area of effective ways in which to react in situation involving peer violence,
- 2) broaden the knowledge of participants as regards methods of working with students with special educational needs and the enrolment of these students in mainstream schools,
- 3) prepare the staff – leaders in inclusive education and proactive measures against aggression and violence among children and adolescents who will transfer gained knowledge to schools within their provinces during training courses for faculty boards,
- 4) exchange experiences and popularise the idea of inclusive education,
- 5) popularise information on effective methods for preventing violence among children and adolescents with special educational needs,
- 6) popularise publications concerning methods for working with children with special educational needs among the employees of educational establishment.

Training courses were conducted by trainers, experts in inclusive education and proactive measures against aggression and violence among children and adolescents. Training courses were conducted using the workshop method and as interactive lectures. Material presented on these courses included: practical aspects of using the provisions of law on education to include students with disabilities in mainstream schools, identify the needs of students with disabilities and adapt effective methods for satisfying them, and developing the Individual Educational and Therapeutic Programme. They emphasised the peer group's role in building a supportive school environment. In addition, they sought solutions for cooperation between schools, external institutions and parents to ensure the effective education of children with disabilities. Topics raised during workshops on preventing peer violence in the context of children with special educational needs included ways for teachers, parents and school employees to deal with situations involving aggression and violence. As part of training, additional copies of the publication on working with children from diverse cultures, i.e. children with special educational needs, titled "Multiculturalism in school", were printed.

114. On 23 June 2015, the Council of Ministers adopted Resolution No. 89/2015 concerning "the government programme for supporting bodies administering schools in ensuring

safe conditions for learning, education and care in schools in the years 2015-2018 – Safe+”. Measures possible to be implemented under specific objective no. 2 – Developing openness and building a positive school climate through measures that facilitate cooperation with entities referred to in Article 2a (1) and Article 56 (1) of the AES, include “supporting schools in implementing anti-discriminatory measures, including measures to prevent peer aggression resulting from stereotypes and prejudice”.

PLN 4,000,000 was allocated for the implementation of all measures under specific objective no. 2 in 2015. In order to ensure equal access to aforesaid measures, funds allocated for the implementation of tasks were divided between province governors and ministers competent for school administration, proportionally to the number of students.

II.3.6. Teaching staff

Update of information presented in paragraphs 243-246 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

115. Average gross remuneration of teachers in the years 2012-2015 was calculated based on average remunerations specified in Article 30 (3) of the Act – *Teacher’s Charter*⁶⁷ and the teacher employment structure (in division into levels of professional advancement) on individual stages of education according to Education Information System data, 30 September 2012 – 30 September 2015.

Average (annual average) remuneration of teachers in 2012 amounted to PLN 2,651 for teacher trainees, PLN 3,943 for contract teachers and PLN 4,878 for certified teachers.

Average remuneration of teachers in the years 2013-2015 amounted to PLN 2,718 for teacher trainees, PLN 3,017 for contract teachers and PLN 5,000 for certified teachers.

Average gross monthly remuneration in the budgetary sphere amounted to PLN 4,771.02 in 2012 and PLN 5,067.79 in 2014 (according to Polish Central Statistical Office data on the structure of remunerations by occupations, published every two years).

Teacher development system - Update of information presented in paragraphs 243-246 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

116. The teacher development system was modernised after the analysis of its functioning conducted in 2009 by the Ministry of National Education, which showed:
- unequal access of teachers to various forms of development (only teachers working in big cities have access to teacher development institutions – a network of institutions has been established mainly in province capitals or former province capitals),
 - that development is offered to individual teachers and schools’ needs are insufficiently satisfied (teacher development to the extent chosen by teachers themselves does not result in necessary changes in schools),
 - low effectiveness – gained knowledge and skills are not used in day-to-day work,
 - a limited number of FTEs in institutions (institutions are not able to employ all specialists, so as to be able to offer assistance for all diagnosed needs, thus they limit their offer only to areas in which their staff specialises),
 - insufficient cooperation between teacher development institutions and other institutions (e.g. universities, entrepreneurs), specialists and experts (in wanting to solve problems that exceed beyond training offered by teacher development institutions, schools must seek necessary assistance on their own),
 - failure to use or inefficient use of financial resources on teacher development.

⁶⁷ Act of 26 January 1982 - *Teacher's Charter* (*Dziennik Ustaw* [Journal of Laws] of 2016, item 1379)

The audit conducted in 2012 by the Supreme Chamber of Control regarding the functioning of the teacher development system confirmed the above-mentioned issues and, at the same time, positively assessed the analysis of the functioning of the national teacher vocational development system. Analyses conducted by the Ministry of National Education as well as evaluations and recommendations formulated by the Supreme Chamber of Control served to develop new solutions regarding the school support system.

117. In 2013, works commenced on the development of a new school support system that is to address the schools' needs and provide assistance in solving their problems. By way of regulations of the Minister of National Education⁶⁸, changes were introduced to the functioning of teacher development institutions, counselling and guidance centres and pedagogical libraries, consisting in enabling them to organise and implement support for schools and networks of cooperation and self-education for teachers and school heads.

Changes to the provisions have been designed in such a way, so as to enable the above-mentioned units to support school as of their entry into force and make such support mandatory as of 1 January 2016.

The main premises of the support system:

- 1) The starting point for all support system measures is always an accurate diagnosis of a school's needs performed by the school head;
- 2) School support provides for the implementation of the entire school intervention process that involves the following measures:
 - a) assisting schools in diagnosing their needs,
 - b) planning the forms of support,
 - c) executing the forms of support that include both professional development for teachers/school heads as well as providing schools with advisory services and assistance in implementing changes,
 - d) the evaluation of undertaken measures, carried out jointly with the school;
- 3) Another element that supplements support measures are networks of cooperation and self-education for teachers and school heads. The purpose of these networks is to provide teachers with greater access to methodological advisory services. Network may be centred around a specific subject or problem. Networks make it possible to organise various forms of teacher development, including both meetings attended by external experts (e.g. lectures, workshops, group consultations) and all forms initiated by the organiser and the entity administering the network (e.g. organisation of display classes, discussion of good practices, jointly seeking optimum solutions for the ongoing didactic and educational problems);
- 4) The basis of the support system must be provided in the form of close cooperation between teacher development centres, counselling and guidance centres and pedagogical libraries in the execution of tasks connected with providing support to schools and educational establishments.

⁶⁸ Regulation of the Minister of National Education of 28 February 2013 *concerning the detailed principles of operation of public pedagogical libraries* (*Dziennik Ustaw* [Journal of Laws], item 369); Regulation of the Minister of National Education of 19 November 2009 *concerning teacher development institutions* (*Dziennik Ustaw* [Journal of Laws] of 2014, item 1041, as amended); Regulation of the Minister of National Education of 1 February 2013 *concerning the detailed principles of operation of public counselling and guidance centres, including public specialist counselling centres* (*Dziennik Ustaw* [Journal of Laws], item 199)

The school support system will make it possible to better satisfy schools' needs regarding teacher development, as it:

- 1) provides greater access to teacher development to teachers working at schools far removed from large cities where support institutions are located,
- 2) addresses schools' needs (helps diagnose the problem and plans actions aimed to solve it),
- 3) not a one-off action, but rather provides for the implementation of the entire school intervention process over time,
- 4) accompanies schools in implementing changes (allows teachers not only to acquire necessary knowledge and skills, but also to receive assistance in using that knowledge and skills in professional work),
- 5) allows to utilise the competencies of external experts,
- 6) engages different institutions, including:
 - teacher development institutions;
 - counselling and guidance centres;
 - pedagogical libraries.

118. Until 2015, the new support model was introduced in the form of a pilot programme in 161 districts (poviats) and financed from EU resources. Evaluation studies carried out under the Human Capital Operational Programme⁶⁹ evaluated the assumptions of the new support model, indicating the need to ensure the continuity of solutions developed under the Human Capital Operational Programme, including:

- to ensure funding for support-related tasks after the completion of projects,
- to specify the scope of tasks for individual types of institutions providing support in a way consistent with the specificity of tasks undertaken by an institution of a given type,
- to adapt the work organisation of these institutions and raise the competencies of support system employees.

Pursuant to the provisions laid down in the Regulation *concerning pedagogical supervision*⁷⁰, one of the requirements laid down for kindergartens, schools and educational establishments is the implementation of anti-discriminatory measures for the entire community within the kindergarten, school or educational establishment. Teacher development institutions administered by local government units – which pursuant to the Regulation *concerning teacher development institutions*⁷¹ are obligated to organise professional development and provide it to teachers, including in the area of requirements laid down for schools and educational establishments the compliance with which is evaluated by pedagogical supervision authorities in the external evaluation process – are obligated to provide assistance in meeting this requirement as well as other requirements laid down for the above-mentioned education system units. Counselling and guidance centres as well as pedagogical libraries are also obligated to organise and implement similar measures as part of support provided to schools and educational

⁶⁹ Final report. Evaluation of the effects of measures implemented under Priority 3 of the Human Capital Operational Programme “High quality of the education system”, Consortium: WYG PSDB Sp. z o.o., Ośrodek Ewaluacji Sp. z o.o. and Stowarzyszenie STOS, Warsaw 2014; Final report. Evaluation of the modernised teacher development system. Coffey International and Evaluation Centre, Warsaw 2014; Final report. Evaluation study titled “Teacher development institutions, counselling and guidance centres and pedagogical libraries in supporting school development”. PBS Partner in Business Strategies, Warsaw 2015.

⁷⁰ Regulation of the Minister of National Education of 27 August 2015 *concerning pedagogical supervision* (*Dziennik Ustaw* [Journal of Laws], item 1270)

⁷¹ Regulation of the Minister of National Education of 26 October 2012 *amending the Regulation concerning teacher development institutions* (*Dziennik Ustaw* [Journal of Laws], item 1196)

establishments. Therefore, support system measures implemented by the above-mentioned units was embedded with a permanent mechanism obliging them to support schools in meeting the requirements imposed on them.

119. As part of measures aimed at improving life conditions and professional conditions of teachers in public art schools, a systemic project titled “Thermo-modernisation of public art education establishments” is being implemented under measure 9.3 of the “Infrastructure and Environment” Operational Programme in order to implement the strategic measure consisting in ensuring optimum conditions for the art education process in Poland by modernising art school infrastructure. The project will cover 63% of educational establishments governed by the Ministry of Culture and National Heritage – 218 building in 156 art schools. Stage I devoted to the development of design documentation and cost estimates lasted until December 2015.

Through numerous and diverse measures, specialists on art education in schools train teachers and parents of students attending art schools and raise their educational and early intervention competencies. As regards the art education system, training courses on preventing discrimination, xenophobia and related intolerance were organised in 2015. They were conducted by educators from the Foundation for Social Diversity and attended by a total of 207 school inspectors and psychologists from the Art Education Centre, school heads, teachers and school specialists.

II.3.7. Respect for human rights and fundamental freedoms

Update of information presented in paragraphs 316-321 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

For more information, see information presented in section III.1 “Citizenship and human rights education”, paragraph 122 of this report.

120. Since 2013, the Ministry of Justice has been running a project titled “School education against legal exclusion”, implemented under the Norwegian Financial Mechanism. The main purpose of this enterprise was to enable students attending lower and upper secondary schools to broaden their knowledge on how the Polish legal system operates, including to exercise their rights in practice. The textbook’s content was enriched with information regarding the human rights protection system as one of the sources of a person’s rights and freedoms, and a description of national institutions guarding the rule of law.

The most important measures include the organisation of educational workshops in lower and upper secondary schools, which thus far have been attended by more than 9,000 students. Similar classes have been held in schools all over the country up until September 2016. The project also involved holding a 3-step Poland-wide competition on knowledge of law.

An innovative educational tool, i.e. the legal guide for young people aged 12-18 (“Guide 12+”), was also developed as part of the project and addressed to both students and teachers. The publication was accompanied by a set of exercise and didactic materials. In order to reach a wider audience, an information campaign was initiated in Poland-wide press and a thematic web portal was developed (www.edukacjaprawna.gov.pl).

121. In 2015, in 121 general music, visual arts and ballet schools as well as student hostels for art school students, psychologists and school counsellors implemented 823 different forms of educational measures (including workshops, trainings, exhibits, happenings, film productions, whole-school and charity campaigns) in which participated a total of 13,638 students, teachers and parents. The main purpose of these measures was to

promote the right of each human to dignity, including special respect and understanding for their artistic creations.

II.3.8. Non-public education. Religious and moral education

122. *Establishment and operation of private schools and educational establishments – See information presented in paragraphs 263-264 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011*

Non-public art schools – Update of information presented in paragraphs 265-266 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011

123. A non-public art school may be established and operated by a legal person (e.g.: an association, foundation, limited liability company, joint stock company, legal person of churches and other religious associations) or a natural person, pursuant to Article 82 (1a) of the AES. A non-public art school may be established upon obtaining an entry in the register of non-public art schools, maintained by a specialist supervisory unit – the Art Education Centre – on the basis of the Regulation of the Minister of Culture and National Heritage⁷².

Non-public art schools can be divided into non-public schools with the same rights as a public school and non-public schools without the rights of a public school. A non-public art school may obtain the same rights as a public school after it is determined that it meets the following requirements laid down in the AES:

- it implements curricula that include the core curriculum for vocational art education, specified in the Regulation of the Minister of Culture and National Heritage⁷³, whereas in schools providing general education – also the core curriculum for general education set out in the Regulation of the Minister of National Education⁷⁴,
- it provides educational classes in a cycle not shorter and in the number of hours not lower than the total number of hours of educational classes specified in the curriculum framework for a given type of art school, in accordance with the Regulation of the Minister of Culture and National Heritage⁷⁵,
- it applies the principles governing the classification and promotion of students and the performance of examinations and in-class tests laid down in the AES (in particular: chapters 3a, 3b) and implementing acts issued on the basis of the EAS⁷⁶, maintains documentation on the course of education, defined for public art schools⁷⁷,

⁷² Regulation of the Minister of Culture and National Heritage of 2 July 2015 *concerning entrusting the maintenance of the register of non-public art schools to a specialist supervisory unit – the Art Education Centre* (*Dziennik Ustaw* [Journal of Laws], item 977)

⁷³ Regulation of the Minister of Culture and National Heritage of 2 July 2014 *concerning core curricula for vocational art education in public art schools* (*Dziennik Ustaw* [Journal of Laws], item 1039)

⁷⁴ Regulation of the Minister of National Education of 27 August 2012 *concerning the core curriculum for pre-school and general education in different types of schools* (*Dziennik Ustaw* [Journal of Laws], item 977, as amended)

⁷⁵ Regulation of the Minister of Culture and National Heritage of 20 May 2014 *concerning curriculum frameworks in public art schools and educational establishments* (*Dziennik Ustaw* [Journal of Laws], item 785)

⁷⁶ Including in the Regulation of the Minister of Culture and National Heritage of 24 August 2015 *concerning detailed conditions and procedures for the assessment, classification and promotion of students attending public art schools* (*Dziennik Ustaw* [Journal of Laws], item 1258)

⁷⁷ In particular the provisions set out in the Regulation of the Minister of Culture and National Heritage of 24 August 2011 *concerning the procedure to be followed by public art schools and art education establishments*

- in the case of schools offering vocational education – it offers vocational art education in occupations for which the Minister of Culture and National Heritage laid down the core curriculum⁷⁸, included in the classification of vocational education occupations drafted by the Ministry of National Education,
- it employs teachers with qualifications laid down for public art school teachers for compulsory educational classes specified in the curriculum framework for a given type of public art school⁷⁹.

A non-public school with the rights of a public school has the right to issue school leaving certificates, diplomas and other school documents according to templates defined for public schools.

Non-public art schools with the same rights as public schools receive subsidies from the state budget. Subsidies are granted on a monthly basis by the Minister of Culture and National Heritage via the Art Education Centre. By way of a Regulation⁸⁰, the Minister of Culture and National Heritage determined the procedure for granting and settling subsidies as well as the procedure for controlling the correct collection and use of these subsidies and the extent of this control.

Non-public art schools may also receive subsidies for their activities, but the state is not obligated to subsidise non-public schools which do not hold the same rights as public schools.

Rights of parents/legal guardians to ensure that their children are provided religious and moral education

– *Update of information presented in paragraphs 276-283 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:*

124. The results of the study carried out by the Office of the Commissioner for Human Rights⁸¹ indicate that changes introduced in Polish schools⁸² to the organisation of education in religion and ethics have contributed to improved access to religious and ethics education in school for religious minorities. The legal solutions in force leave the choice whether to provide religious and/or ethics education to a child to that child's parents, in accordance with Article 48 (1) of the Constitution of the Republic of Poland. The formula for organising religious and ethics education "at request" is a solution that has been rooted in law and school practices for many years, which makes it commonly known among school heads, representatives of churches and religious associations, governing authorities as well as parents and students.

in documenting the course of education, educational and care-related activities, and the types of this documentation (Dziennik Ustaw [Journal of Laws], item 1118)

⁷⁸ Regulation of the Minister of Culture and National Heritage of 2 July 2014 concerning core curricula for vocational art education in public art schools (Dziennik Ustaw [Journal of Laws], item 1039)

⁷⁹ Regulation of the Minister of Culture and National Heritage of 20 May 2014 concerning the detailed qualifications to be met by teachers at art schools, art education establishments and teacher development institutions (Dziennik Ustaw [Journal of Laws], item 784).

⁸⁰ Regulation of the Minister of Culture and National Heritage of 11 August 2015 concerning subsidies for non-public art schools (Dziennik Ustaw [Journal of Laws], item 1353)

⁸¹ "Access to religious and ethics education for religious minorities within the school education system" – Office of the Commissioner for Human Rights, Warsaw 2015

<https://www.rpo.gov.pl/sites/default/files/BIULETYN%20RZECZNIKA%20PRAW%20OBYWATELSKICH%202015%20nr%206.pdf>

⁸² Regulation of the Minister of National Education of 25 March 2014 amending the Regulation concerning the conditions and methods governing the organisation of religious education in public kindergartens and schools (Dziennik Ustaw [Journal of Laws], item 478).

The recommendations included in the report on the aforesaid studies mainly concern the improvement of organisational solutions, including by ensuring that parents and students are not burdened with organising religious and ethics education, grades in religion classes conducted within the framework of the education system are each time included on school certificates, ethics classes are conducted by teachers with appropriate qualifications, and that information on the rules governing the organisation of religious and ethics education is widely disseminated. The report also noted the cases where parents/legal guardians, or students in the presence of other parents/legal guardians and students, were requested to submit a statement on refusal to participate in religious or ethics education or on the willingness to receive such education. The Minister of National Education shares the position of the Commissioner for Human Rights that such actions constitute a violation of the freedom of conscience and religious beliefs as well as the right not to disclose worldview, religious beliefs or denomination. At the same time, the Minister states that these cases were of an incidental nature, as the education law does not allow for such solutions.

Pursuant to § 2 of the Regulation *concerning the conditions and methods governing the organisation of religious education in public kindergartens and schools*⁸³, the obligation to organise religious and ethics education rests with schools (kindergartens) and governing authorities. The supervision over the proper implementation of own tasks undertaken by local government units is held by the province governor competent for a given territory. The regulation also provides for special procedures regarding the organisation of religious education classes in the case of religious minorities (with a small number of students): If an inter-school group or out-of-school/out-of-kindergarten religious education establishment is attended by school students/pupils attending kindergartens governed by different authorities, these authorities determine, by way of an agreement, the rules governing how these groups or religious education establishments are to be administered. In particularly justified cases, the kindergarten or school governing authority may, using funds at their disposal and at the request of a church or religious association, organise religious education for a given denomination in a way different than specified in the Regulation.

Pursuant to the aforesaid Regulation, students attending religious or ethics education organised by school governing authorities receive a grade for religious (ethics) education on the school certificate issued by their school on the basis of a certificate of the religion or ethics teacher. On the other hand, if a student attends religious education provided by a church or religious association which is not organised within the framework of the education system, it is not possible to include such student's grade on the school certificate.

Pursuant to the provisions laid down in the Regulation *concerning the detailed qualifications to be met by teachers as well as the specification of schools and cases in which it is allowed to employ teachers without a university degree or teacher training diploma*⁸⁴, the position of ethics teacher may be held by a person who:

⁸³ Regulation of the Minister of National Education of 14 April 1992 *concerning the conditions and methods governing the organisation of religious education in public kindergartens and schools* (Dziennik Ustaw [Journal of Laws], item 155, as amended).

⁸⁴ Regulation of the Minister of National Education of 12 March 2009 *concerning the detailed qualifications to be met by teachers as well as the specification of schools and cases in which it is allowed to employ teachers without a university degree or teacher training diploma* (Dziennik Ustaw [Journal of Laws] of 2015, item 1264)

- a) has completed a Bachelor's or Master's degree programme in the field (speciality) consistent with the subject or classes taught and who has pedagogical training, or
- b) has completed a Bachelor's or Master's degree programme in the field the scope of which, specified in the education standard for this field of studies, covers the fundamental and specific content of the taught subject and who has pedagogical training, or
- c) has completed a Bachelor's or Master's degree programme in a different field (speciality), but also completed post-graduate studies in the scope covering the subject or classes taught, and who has pedagogical training.

II.3.9. Rights of national minorities

125. *See information presented in paragraphs 288-295, 298-299 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011*

Update of information presented in paragraph 296 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

126. Following the amendment of the provisions set out in the Regulation of the Minister of National Education *concerning the conditions and methods for kindergartens, schools and public establishments to carry out task that enable fostering a sense of national, ethnic and linguistic identity among children coming from national and ethnic minorities or communities using regional language*, introduced in 2010 and 2012⁸⁵, another amendment to the Regulation has been planned, including the postulates submitted by organisations representing national minorities during meetings of the Joint Committee of the Government and Ethnic and National Minorities (works are in progress).

Update of information presented in paragraph 297 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

127. In the school year 2014/2015, the Polish education system included a total of 1454 schools teaching a language of a national or ethnic minority or a regional language or providing education in these languages on all stages of education (including kindergartens, pre-school education units in primary schools and inter-school groups). In total, more than 72 thous. children and adolescents were taught languages of minorities or a regional language.

Supplementation of information presented in paragraph 300 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

128. In the art school system, it is possible to establish an art school offering education to a national minority, religious minority, etc. The Polish art school network includes, for example, the Miklosz Deki Czureja Non-Public Primary Music School in Poznań, administered by the Roma community or the Post-Secondary Iconography Study in Bielsko Podlaskie, which has strong connections to the Orthodox Church.

⁸⁵ Regulation of the Minister of National Education of 18 May 2010 amending the Regulation *concerning the conditions and methods for kindergartens, schools and public establishments to carry out task that enable fostering a sense of national, ethnic and linguistic identity among children coming from national and ethnic minorities or communities using regional language* (*Dziennik Ustaw* [Journal of Laws], item 712); Regulation of the Minister of National Education of 4 April 2012 amending the Regulation *concerning the conditions and methods for kindergartens, schools and public establishments to carry out task that enable fostering a sense of national, ethnic and linguistic identity among children coming from national and ethnic minorities or communities using regional language* (*Dziennik Ustaw* [Journal of Laws], item 393)

III. Dissemination and promotion of the provisions of the Convention.

III.1. Country-wide activities

129. *Curricula in formal education – Update of information presented in paragraph 311 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:*

Compulsory learning targets and contents, pursued in public kindergartens, primary schools, lower secondary schools and upper secondary schools are determined in the core curriculum for pre-school and general education. The preamble of the core curriculum puts emphasis on the fact that a school is obliged to take appropriate measures to prevent any discrimination. It also indicates that the general education process must also focus on forming attitudes conducive to further individual and social development of students, including the attitude of responsibility, self-esteem, respect for other people, readiness to participate in culture. In terms of social development, on the other hand, emphasis should be placed on the development of citizenship, attitude of respect for the tradition and culture of their own nation, as well as respect for other cultures and traditions.

Learning targets and contents in the area of counteracting discrimination were taken into consideration on each stage of education, in particular in the core curriculum for such subjects as: *Polish, History, Social studies, Culture studies, History and society, Geography, Ethics, Philosophy, Family life education.*

130. *Global education – Update of information presented in paragraphs 313-315 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011*

Global education in Polish schools covers issues from the area of development education, human rights education, education for sustainable community development, education for peace and conflict prevention, multicultural education. The Ministry of National Education implements the Task of popularising the issues of global education in Poland by ensuring cooperation between many entities, including the Ministry of Foreign Affairs, Grupa Zagranica (an association of Polish non-governmental organisations engaged in international development cooperation, democracy support and humanitarian aid), the Ministry of National Education and the Centre for Education Development.

In the years 2012-2015, Grupa Zagranica was engaged in studying the core curriculum content related to global education in school textbooks. The initial report concerning conclusions resulting from the above analyses was presented by the Ministry of National Education in 2013. In 2012, the MNE issued recommendations to several non-governmental organisations in order to enable them to use the grant received under the EuropeAid competition called “*Raising public awareness of development issues and promoting development education in the European Union*”.

In the years 2012-2015, the Centre for Education Development continued the project called “Global education”, co-financed under the programme for Polish development cooperation of the Ministry of Foreign Affairs of the Republic of Poland, by implementing subsequent editions of the project called

- “Global education in school educational projects - continuation” (2012),
- “Global education – the task of all teachers” (2013),
- “From global education to responsibility for the world” (2014),

- “Global education in school. From global education to responsibility for the world 2” (2015).

Activities undertaken in the year 2012-2015 served to better prepare the teaching staff, by means of vocational training, to undertake new and difficult global issues related to working with children and adolescents and to the development of appropriate educational materials. The supported educational activities included both measures with a system-wide reach and local initiatives, in particular those aimed at schools – students and teachers – with limited access to information on current world problems (so as to reach a greater number of schools in cities/towns other than province capitals).

Entities that thus far have not exhibited high activity in this field but have great potential to pursue effective educational activities were encouraged to undertake activities in the area of global education. Global education was implemented using modern educational tools, including new communication technologies.

Activities undertaken within the project included:

- 1) A network of 48 regional GE coordinators – Trainers (16), Leaders (16), Mentors – online training moderators (16) – actively operating in 16 regions in Poland. The coordinators were trained to multiply knowledge and skills within their regional communities by equipping them in the current knowledge regarding globalisation, development, global problems and interdependencies;
- 2) Stationary training courses for teachers in 16 regions of Poland, aimed to familiarise them with the premises of global education as well as the principles and methods for implementing global education at schools, in accordance with the assumptions of the core curriculum for the 1st, 2nd, 3rd and 4th stage of education;
- 3) the 4-stage online training called “Global education in school curricula”, on basic (P1) and advanced (P2) levels – for teachers of all stages of education and different subjects;
- 4) Meetings with voluntary workers in schools in 16 regions of Poland for students and teachers/group guardians, which constitute part of school classes in the area of global education. Meetings with voluntary workers, organised annually in schools, are an important element of global education, as they facilitate better understanding of global interdependencies, shape attitudes, develop critical thinking, etc.

Citizenship and human rights education

131. Anti-discriminatory educational activities undertaken by the Police are aimed to make police officers and other employees aware of and more sensitive towards issues of respect for human dignity, maximise the empathic attitudes of police officers towards all persons staying in Poland, properly prepare police officers to react to incidents of a hateful nature and hate crimes. Activities related to the protection of human rights and fundamental freedoms are implemented mainly by police representatives for human rights protection, who have been operating within the Polish law enforcement since 2004.

Since 2006, the Ministry of the Interior and Administration has been coordinating the implementation of the training programme devoted to the issue of crimes motivated by prejudice, implemented by the Police in cooperation with the OSCE Office for Democratic Institutions and Human Rights (ODIHR OSCE). The new version of the programme called “Training against Hate Crimes for Law Enforcement – TAHCLE” was developed by revising and updating the “Law Enforcement Officers Programme on Combating Hate Crimes” (LEOP), which has been implemented thus far. LEOP covered

issued concerning: the protection of human rights and freedoms, the importance of attitudes and behaviours, the codification of hate crimes, and included components related to hate speech and crimes motivated by discrimination. These workshops prepared law enforcement officers to properly recognise (classify) the so-called hate crimes, properly react to crimes and incidents motivated by hate, and to intervene in accordance with the provisions of law. More than 86,000 law enforcement officers have undergone such training by the end of 2015. The new programme was approved as a specialist course by the decision of the Chief of Police of 29 April 2016. The purpose of the Programme is to raise the competencies of law enforcement officers as regards procedure in the case of incidents that may be motivated by hate and to make officers more sensitive towards discrimination – including discrimination by law enforcement officers themselves. Under this initiative, training courses covering issues mentioned above are organised for law enforcement officers all over the country.

Since 2011, workshops called “Human rights in Police management”, developed centrally, have also been held for the management staff. The workshops address the issues of social minorities, including national and ethnic minorities. Police schools also utilise a specialist training guide called “To serve and protect”, which makes it possible to optimise the development of desired attitudes and behaviours of law enforcement offices, including in the area of xenophobia and related intolerance.

In 2013, a guide called “Humans first. Anti-discriminatory measures in Police units” was developed and distributed to all Police units in Poland to supplement police education. It contains information concerning national, ethnic, religious and sexual minorities as well as other social groups that may be particularly at risk of discrimination. The guide is a transparent compendium of guidelines regarding proper anti-discriminatory procedure within law enforcement and how law enforcement officers should conduct themselves in contact with the representatives of groups at risk of discrimination, observing the highest standards of equal treatment.

Since 2014, law enforcement has been cooperating with the POLIN Museum of the History of Polish Jews in Warsaw in the area of anti-discriminatory education aimed at the law enforcement community. A pilot training course for law enforcement officers called “Anti-discriminatory perspective in law enforcement work. Anti-discrimination workshop. Definitions, areas, signs and protection against discrimination” was also conducted in 2014.

In addition, the Poland-wide training programme coordinated by the General Police Headquarters of Poland called “Anti-discriminatory workshop inclusive of content from the permanent exhibit of the POLIN Museum of the History of Polish Jews in Warsaw” has been implemented since 2015. The workshop aims to increase the effectiveness of law enforcement by taking a look on its past actions from an anti-discriminatory perspective. The training course, having the form of a workshop, aims to raise awareness, knowledge and skills, including in the area of inter-group relations in an anti-discriminatory context and attitudes towards members of majority and minority groups. This innovative method for holding workshops, based on elements of retrospective education and an interactive use of the elements from the main exhibit, met with approval and received high praise of training participants. The POLIN Museum (where the workshops are held), which presents the 1,000-year history of Polish Jews, has a significant impact on the proper understanding of issues touched upon during the training course. Approximately 200 officers have been training thus far.

An educational project called “To understand evil. Workshops for law enforcement management staff” was being implemented in the years 2014-2015, providing training to a group of 200 law enforcement officers from all over the country. The main purpose of this 3-day-long workshop was to raise the determination of law enforcement officers as regards preventing and combating the so-called hate crimes and preventing the abuse of power during interventions of law enforcement officers.

Update of information presented in paragraphs 316-318 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:

132. Activities implemented in the years 2012-2015

Training course called “Citizenship and human rights education – the duty of all teachers” (between April and September 2012). Purpose – to raise the social competencies of teachers of all subjects and on all stages of education. Three training courses have been conducted for 16 regional coordinators from teacher development institutions and counselling and guidance centres – experts in citizenship and human rights education.

Conference called “Anti-discriminatory educations – a challenge for the administration and the justice system” (May 2012) – organised by the Government Plenipotentiary for Equal Treatment together with the Helsinki Foundation for Human Rights. The conference was attended by experts in the field of human rights: representatives of ministries, central authorities, local judicial authorities and over 20 non-governmental organisations. The discussion held at the meeting focused on the need to analyse school textbooks in terms of stereotypes and discriminatory content. Participants agreed that anti-discriminatory education is also important in the case of persons whose attitudes affect how citizens perceive their own country (as either just or unjust), i.e. representatives of public administration and the judiciary.

National Conference called “Doctor Korczak Continues to Teach” (November 2012). Purpose – to prepare teachers to promote the lessons of Janusz Korczak in the implementation of school tasks. The conference was organised with the support of the Polish Janusz Korczak Association, under the honorary patronage of the Children’s Ombudsman. Prominent specialists in the field of Korczak’s pedagogical approach and children’s rights presented the universality and timelessness of Janusz Korczak’s scientific achievements in both historical and modern contexts. Workshops were held by experts dealing with children’s rights and educational ideas of Janusz Korczak on a day-to-day basis, representing institutions that draw practical conclusions from his philosophy. Participants: consultant teachers, methodological advisers, school heads, inspectors, interested teachers.

Conference called “Citizenship and human rights education – duty of all teachers (October 2012). Purpose – to popularise the publication of the Council of Europe called “*Citizenship and human rights education – the duty of all teachers. A description of teacher competencies and how to develop them.*” After two years of work on the material, a translation adapted to the reality of Polish schools has been released. The electronic version of the publication is available on the Centre for Educational Development website. Participants: 121 persons (school/educational establishment heads, inspectors, methodological advisers, consultants).

Conference called “School of Democracy – School of Self-Governance. Social and Civic Competencies of Students and Teachers” (December 2012). Purpose – to present the report on the study called “Social and civic competencies in the assessment

of students and teachers”, to continue the discussion concerning the current state and perspective for the development of citizenship and human rights education in Poland, and to initiate system-wide measures related to the implementation of tasks related to the European Year of Citizens 2013, announced by the European Commission on the 20th anniversary of the existence of EU Citizenship. The conference ended with the workshop called “Model democratic and self-governing school”, during which programme assumptions and stages of the pilot programme were presented. Participants: 56 employees of the teacher development system.

Project called “School of Democracy – School of Self-Governance. Citizenship and human rights education – the duty of all teachers” (in the period between March and August 2013). Purpose – to prepare a group of 25 experts to implement a training programme for faculty boards; to familiarise them with the programme for the development of teacher competencies in the area of citizenship and human rights education; to evaluate initial project assumptions; to prepare and issue materials for the teacher training course. Participants of training course organised under the project: consultant teachers, school leaders, consultant teachers for citizenship education, school/educational establishment heads, teachers, educators, guidance counsellors. A set of educational materials was also issued for faculty boards.

Project called “Anti-discriminatory education. Multicultural education. See, understand, accept” (June 2013). Purpose – to enhance safety in schools by combating any signs of discrimination and intolerance in relation to the implementation of the new core curriculum on the 2nd and 4th stage of education; to spread knowledge of multicultural education; to indicate possibilities and methods of implementing multicultural education as part of particular subjects. Participants: 40 consultant teachers, methodological advisers, teachers of the 2nd and 4th stage of education, teachers of ethics, family life education, social studies, history, Polish.

Conference called “European Year of Citizens. Multicultural class – a constraint or opportunity for schools?” (November 2013). Purpose – to combat any signs of discrimination by promoting tolerance, multicultural education, human rights education, and citizenship education in relation to the European Year of Citizens 2013. The conference was attended by 60 participants via an online transmission. The conference was aimed to implement tasks related to the European Year of Citizens 2013, announced by the European Commission on the 20th anniversary of the existence of EU Citizenship and to promote Active European Citizenship. The conference touched upon many issues related to school tasks in the context of multiculturalism, citizenship education and human rights education.

Project called “School of Democracy – School of Self-Governance. Citizenship and human rights education – the duty of all teachers” (in the period between January 2013 and June 2014).

Implemented activities:

- The conference called “Benefits of developing social and civic competencies for schools” – summarising the pilot programme of the project called “School of Democracy – School of Self-Governance”. Participants: teachers, school heads, representatives of local government, education authorities and the teacher development system.
- The project called “School of Democracy – School of Self-Governance” supported the organisational development of educational establishments and assisted faculty boards in improving the fifteen competencies described in the Council of Europe

publication called “Citizenship and human rights education – duty of all teachers”. The pilot programme was implemented in the school year 2013/2014 in selected schools – prominent trainers in individual and group coaching, citizenship education and human rights education held 100 hours of stationary classes and online consultations. Experts have been equipped in all tools necessary to implement the programme and received support in its implementation in the form of individual online consultations and group supervision. The programme implemented by the Centre for Education Development was utilised by 20 teacher development institutions and counselling and guidance centres, which provided systemic support to 80 schools and 12 provinces.

- Training courses for faculty boards – Purpose: to disseminate information concerning the programme of teacher competencies in the area of citizenship and human rights education; to implement a training programme for faculty boards by a group of experts. 65 faculty boards have been organised in all of Poland in the school year 2014/2015 and a total of 1590 teachers have been trained.

Conference called “Human Rights Day. School without discrimination – a safe school” (December 2014) – an event that enabled many educational institutions and organisations making decisions in this area to meet. During the conference: attention has been drawn to the problems of discrimination, hate speech and violence motivated by prejudice as a relevant threat to the safety of students at school; methods have been presented for implementing anti-discriminatory measures aimed at the entire school community; a method has been presented for combining the anti-discriminatory approach with solutions ensuring the safety of students; tools, examples of good practices and educational materials have been presented, aimed to combat discrimination, hate speech and violence motivated by prejudice. The combat was organised in partnership with the Centre for Education Development, the Stefan Batory Foundation and the Anti-Discriminatory Education Association.

Training course called “See, understand, accept.” Education for equality. Multicultural education at school” (February 2015). Purpose – to make the education community more sensitive towards issues related to education for equality, anti-discriminatory education, multicultural education as well as citizenship and human rights education, present in the provisions laid down in the Regulation of the Minister of National Education of 27 August 2012 *concerning the core curriculum for pre-school and general education in different types of schools* (*Dziennik Ustaw*, item 977). In addition, the purpose of training was also to prepare participants to work with the core curriculum and to counteract any forms of discrimination and intolerance by equipping them with necessary knowledge and skills in specific areas. 25 participants have completed the training.

Project called “Variety (with)in us. Anti-discriminatory education. Multi/inter-cultural education” (as of March 2014). Purpose – to prepare a team of regional coordinators to implement tasks related to anti-discriminatory, multicultural and inter-cultural education; to prepare methodological materials for teachers; to prepare teachers on all stages of education to work with the publication. Activities implemented as part of the project:

1. the Council of Europe publication called “Multicultural competencies for all” has been translated into Polish and made available on the Centre for Education Development website;
2. an inter-disciplinary team of experts on multicultural education has been appointed and tasked with developing the Polish Multicultural Competence Framework for the

education system. The team was comprised of representatives of various organisations engaged in activities related to multicultural education: the Ministry of National Education, the Office of the Government Plenipotentiary for Equal Treatment, the Office for Foreigners, heads of schools, including multicultural schools, methodological consultants and advisers working at teacher development institutions, researchers working on the aforesaid issues, the Regional Education Authority, non-governmental organisations, practitioners of multicultural education, local government units.

The first seminar devoted to the works of the Team was held in June 2014. It was attended by 28 representatives of the aforesaid groups. The seminar determined the areas of the Polish Multicultural Competence Framework for the education system and the Team's tasks related to the defined areas. The strategy for activities to be implemented in the school year 2014/2015 was also determined. Three subsequent seminars have been planned to discuss the progress in the implementation of specific tasks. By June 2015, the team of regional coordinators trained 233 teachers. At present, training courses for faculty boards are continued all over Poland. The training programme is built on the basis of the Multicultural Competence Framework for the Polish education system, a Council of Europe publication and training materials for teachers.

Conference presenting the study report titled “Discrimination at school – unjustified presence. On building anti-discriminatory education in the Polish formal education system” (April 2015) – organised by the Government Plenipotentiary for Equal Treatment and the Anti-Discriminatory Education Association. The conference was attended by approximately 150 people (teachers, lecturers dealing with the issue of equality in education, representatives of non-governmental organisations). During the conference: results of the study conducted by the Anti-Discriminatory Education Association were presented, a discussion was held on anti-discriminatory education as well as possibilities and barriers associated with the introduction of reliable anti-discriminatory education to the formal education system.

Training course called “COMPASS – education on and for human rights, citizenship education” (in the period between September 2014 – August 2015). Purpose – to raise the competencies of teachers in the area of citizenship and human rights education. 16 training course/workshops have been held for 252 teachers from all over Poland; the training courses/workshops were conducted using the new Council of Europe publication called “Compass”, translated into Polish.

Conference called “Gender in textbooks – diagnosis towards equality and anti-discrimination in school education” (September 2015) – organised by the Government Plenipotentiary for Equal Treatment in cooperation with the Feminoteka Foundation and the “Gender in textbooks” research group. Apart from the Plenipotentiary, speakers at the conference included representatives of the academia and non-governmental organisations. The conference involved the presentation of results of the analysis of the content in Polish textbooks and core curricula in terms of models and ideas of womanhood, manhood and relations between girls/women and boys/men.

Project called “Anti-discriminatory education. Combating hate speech at school” (as of 2015). Purpose – to promote democracy, human rights and rule of law among teacher development system employees and school teachers by raising their competencies related to combating discrimination expressed in the form of hate speech. The following activities have been implemented as part of the project:

1) a seminar called “Bookmarks. A manual for combating hate speech online through human rights education” (April 2015)

The seminar was the result of a partnership with the Centre for Education Development, the Stefan Batory Foundation and the Anti-Discriminatory Education Association under the programme called “Citizens for Democracy” financed from EEA funds. The seminar featured the official presentation of a new Council of Europe publication on anti-discriminatory education titled “Bookmarks. A manual for combating hate speech online through human rights education”.

Seminar participants took part in the discussion concerning the impact of hate speech on young people. The discussion panel featured the presentation of the results of a survey study concerning hate speech in Poland have been presented and raised the issues of the presence of anti-discriminatory education in Polish school, the presence of the Roma community in the Polish education system and the associated challenges. The meeting ended with a presentation of educational measures that may be implemented at school to combat hate speech.

2) regional training courses for coordinators – consultants/specialists and methodological advisers working at teacher development institutions dealing with citizenship education, anti-discriminatory education and education on and for human rights,

3) workshops for teachers (2015).

133. **International seminars: Summer Academy “Democracy at School” – *Update of information presented in paragraph 320 of the Report of the Republic of Poland on the implementation of the Convention in the years 2006-2011:***

Purpose: to apply the provisions set out in the Charter on Democratic Citizenship and Human Rights Education and recommendations of the Council of Europe in schools and local communities; to support schools in implementing the principles of citizenship and human rights education by implementing activities aimed to democratise processes taking place in different areas of school life.

The Summer Academy is a 1-year-long project implemented on an international level, comprised of two stages: a week-long training course at the Centre for Education Development’s Training Centre in Sulejówek near Warsaw and projects implemented at schools for a period of 10 months, with access to trainers conducting stationary classes. Participants of classes organised as part of the Summer Academy broaden their knowledge, develop their own competencies and familiarise themselves with different forms of citizenship and human rights education and applicable Council of Europe documents and training materials. They analyse the situation at their schools in terms of the preparation of students to life in democratic societies and plan development paths for their own schools in that regard. The programme makes it possible to exchange experiences and establish cooperation between schools and local communities in Europe.

3rd edition – 2012

Participants included teams from Armenia, Georgia, Moldavia, Poland, Russia and Ukraine. In 2012, the Council of Europe organised a similar training course for educators from Western Balkan countries. The training course was based on the model developed in Poland and held in Montenegro.

4th edition – July 2013

Participants included teams from Armenia, Belarus, Georgia, Moldavia, Poland, Russia and Ukraine.

5th edition – July 2014

Participants included teams from Armenia, Azerbaijan, Belarus, Georgia, Moldavia, Poland, Russia, Ukraine and Kazakhstan – as an observer.

The tangible effect of five years of the Summer Academy's operation was 150 programme graduates from Armenia, Azerbaijan, Belarus, Georgia, Moldavia, Ukraine, Russia and Poland, who in turn trained 25 thous. students, teachers, parents and local community representatives in their own countries.

6th edition – July 2015

Participants included teams from Armenia, Azerbaijan, Belarus, Georgia, Poland, Russia and Ukraine. In the 6th edition of the Summer Academy, emphasis was placed on anti-discriminatory activities. Apart from issues related to Korczak's pedagogical approach and the presentation of the film by A. Wajda titled "Korczak", raised in previous editions, one training module was devoted to issues related to combating hate speech online and to the presentation of the Council of Europe publication titled "Bookmarks. A manual for combating hate speech online through human rights education" is also available.

III.2. Activities undertaken and supported by the Polish National Commission for UNESCO

134. UNESCO Associated Schools are one of the networks through which the Polish National Commission for UNESCO, which coordinates their operation, promotes values protected by the Convention, encouraging schools to undertake their own initiatives and participate in numerous projects regarding human rights, including projects related to combating discrimination in education:

- The Global Education Week. The main objective of the Global Education Week, managed by the Global Campaign for Education and having its source in the Education for All programme is to broaden students' knowledge on sustainable growth, raise awareness concerning global interdependencies between individual communities and, therefore, attempt to effect change in local communities.
- "This is our time" is another global educational projects promoting the issue of human rights and social justice;
- The celebration of UNESCO and UN Days related to human rights, including the International Day against Racial Discrimination;
- "It's Also Your World" is an initiative aimed to promote knowledge in the area of global education in schools and active participation of young people in the life of local communities through comprehensive measures devoted to stimulating active participation.

The 11th edition of the project called "It's Also Your World", initiated by the Polish National Commission for UNESCO, implemented by the UNESCO Initiative Centre in Wrocław and financed by the Ministry of National Education was held in relation to the Global Action Programme and Roadmap on Education for Sustainable Development, constituting a continuation of the Decade for Education on Sustainable Development. The 2015 edition of the project focused on such issues as multicultural communication, combating xenophobia and prejudice, presenting equal concepts of culture and the acculturation process. An additional objective of the project was to form appropriate attitudes based on respect for diversity. The newly gained knowledge, skills and competencies have borne fruit during the Global Education Week, as part of which seminar participants organised mini projects at their schools,

- drawing attention to the diversity of methods for disseminating knowledge and promoting social responsibility;
- Participation of associated schools in the international visual arts competition organised by College J.Y. Custeau-les-Elbeuf. A drawing competition for schools, organised annually in France on May 10th, on the anniversary of the abolition of slavery, under the Transatlantic Slave Trade Project;
 - Model UN sessions.
135. Schools were also provided information on upcoming publications, programmes, competitions and events related to discrimination:
- UNESCO publication available online, devoted to the UNESCO mission and selected topics;
 - The WATCH DOCS International Documentary Film Festival, aimed to promote awareness of the fate of other human beings and encourage involvement in helping them;
 - The invitation to participate in the #DrawDisability global art campaign organised by the UN Global Education First Initiative (UN GEFI) and the GEFI Youth Advocacy Group, aimed to raise awareness regarding disability. The campaign had two main purposes: to encourage dialogue and increase awareness regarding disability and related issues among teachers and students in educational environments; and to create a global art project focused on disability.
136. The Polish National Commission for UNESCO cooperated with the Special Pedagogy Academy in the organisation of the International Summer School. In 2015, the 9th edition called “Problems of refugee children with re-adaptation and reintegration” was held.
137. Since 2005, the Polish National Commission for UNESCO has been implementing the “Within the Islamic Culture” multicultural education project on all levels of the Polish education system. The project aims to build tolerance and openness to other culture, thus combating any forms of intolerance, xenophobia and marginalisation. As part of the project, a separate block of classes (lecture and workshops) is held, devoted to solving the problems of Polish students returning to Poland after several years abroad and having significant problems with adapting to the Polish education system. The project was implemented in the form of:
- workshops for more than 9,000 students of post-primary schools in all regions of Poland (in the years 2005-2009),
 - a conference for teachers of UNESCO Associated Schools, held in Warsaw (2007),
 - workshops for more than 800 teachers in 11 regions of Poland (since 2010),
 - teaching aids in Polish and English, having the form of ready lesson modules (in the years 2007-2009).
138. The Polish National Commission for UNESCO promotes values and rights protected by the Convention and supports the debate on relevant issues associated with the Convention by publishing materials at www.unesco.pl, informing on events and enterprises related to the protection of human rights, universal, equal access to education, initiatives and measures promoting tolerance and equality and speaking against all forms of discrimination and xenophobia. The Polish National Commission for UNESCO supports numerous initiatives and events undertaken in Poland with the aim to promote the aforesaid values.