Questionnaire

1. To what extent are the guiding principles of the 1974 Recommendation (e.g. cultural diversity and tolerance, equality and non-discrimination, peace and non-violence, justice, human rights and fundamental freedoms, human survival and well-being, caring for our planet/sustainability, etc.) reflected in your constitution or domestic legislation?

   Not at all ○ 1 ○ 2 ○ 3 ○ 4 **X** 5 Fully

2. To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks?

   Not at all ○ 1 ○ 2 ○ 3 ○ 4 **X** 5 Fully

3. Please provide any additional information on the measures taken by your country to incorporate the principles of the 1974 Recommendation in constitutional, legal and policy frameworks.

   The preamble to the Act of 7 September 1991 *on the Education System* (*Dziennik Ustaw* [Journal of Laws] of 2015, item 2156, as amended) states that education in the Republic of Poland constitutes the common good of the entire community and is guided by the principles set out in the Constitution of the Republic of Poland as well as the recommendations provided for in the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the Convention on the Rights of the Child. Teaching and upbringing have the basis in universal ethical principles, while complying with the Christian system of values. Education and upbringing serves to help youth develop a sense of responsibility, patriotism and respect for the Polish cultural heritage, while also opening them up to the values of European and other cultures around the world. School should provide each and every student with conditions necessary for their development, while preparing them to fulfil family and civic responsibilities based on the principles of solidarity, democracy, tolerance, justice and freedom.
   The Regulation of the Minister of National Education of 27 August 2012 *concerning the core curriculum for pre-school education and general education in different types of schools* (*Dziennik Ustaw* [Journal of Laws], item 977, as amended) defines the objectives and tasks related to upbringing and prevention which should be included in the school upbringing and prevention programme. The pre-school education process should, *inter alia*, build the system of values, develop social skills of children, necessary to maintain proper relations with other children and adults, create conditions enabling children with diverse physical and intellectual abilities to have fun and learn together, broaden children's knowledge of social affairs, natural environment and technology, and develop the sense of social inclusion and patriotism in children.
   In the general education process, the school's task is to develop attitudes conducive to children's continued individual and social development, such as: honesty, reliability, responsibility, perseverance, self-esteem, respect for others, cognitive curiosity, creativity, entrepreneurship, good manners, readiness to participate in culture, take initiative and work with others. In terms of social development, on the other hand, emphasis is 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.
   The educational activity of schools is determined by the set of school curricula and the school upbringing and prevention programme adapted to the developmental needs of students and of the relevant community. They comprise a coherent whole and must provide for all requirements stipulated in the core curriculum. The development and implementation thereof is the school's task.

4. Has there been an increased emphasis on the principles of the 1974 Recommendation in an education/curriculum reform or policy development that took place in the last five years?

   X (a) Yes. Please specify below:

   Minister of National Education defines the basic directions of the state education policy for a given school year. The above means that school headmasters are obliged to pay particular attention to the aspects specified therein in their day-to-day work and other undertakings. Teacher development institutions, counselling and guidance centres, and pedagogical libraries, in turn, are to prepare an offer of training courses, conferences and

seminars for schools to support teachers in their work. As part of their supervision duties, heads of regional education authorities are tasked with controlling and monitoring educational establishments to the above-mentioned extent.
In the school year 2013/2014, the priority has been assigned, inter alia, to: 1) School activities for the health and safety of students, 2) Education of students with disabilities in mainstream schools. In the school year 2014/2015 – 1) Prevention of aggression and violence at school, 2) Inclusive education of students with disabilities. In the school year 2015/2016 – Strengthening the safety of children and youth, 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 and rehabilitation and education centres. In the school year 2016/2017 – Shaping attitudes. Fostering values.

In accordance with the Regulation of the Minister of National Education of 27 August 2012 *concerning the core curriculum for pre-school education and general education in different types of schools*, the school's educational activity is determined, inter alia, by:

- the set of school curricula which, while taking into account the school's educational dimension, covers all of the school's activities from a didactic standpoint,
- the school upbringing programme which covers all material and activities of upbringing nature,
- the prevention programme adapted to the development-related needs of students and needs of a given community, covering all material and activities of preventive nature addressed to students, teachers and parents.

The set of school curricula, the school upbringing programme and the prevention programme comprise a coherent whole and must satisfy all requirements stipulated in the core curriculum. The development and implementation thereof is a task assigned to the school as a whole and to each individual teacher. In accordance with the applicable core curriculum, prevention-related material is implemented within the framework of teaching different subjects, such as: history and civics, science, personal health and social education, social studies, cultural studies, safety education and moral education.
Each school develops a school education programme which addresses values important to the school community as well as issues and problems the resolution of which is important from the point of view of students, parents and teachers. Schools are under an obligation to periodically diagnose problem areas and take preventive and corrective measures adequate to difficult situations existing within its premises. These measures allow for the actual assessment of needs and constitute an opportunity to reduce many risk factors that give rise to negative behaviour of students, both in and out of school. It is also necessary to note that actions undertaken by the school must be taken in cooperation with parents, the student council and strategic state and non-state entities operating in the local community.

The core curriculum for general education is an implementing act to the Act on the Education System that defines mandatory learning outcomes and teaching contents, including the school's obligations as regards fostering students' attitudes conducive to their continued individual and social development, such as the attitude of civic and social responsibility, self-esteem, respect for others, good manners, readiness to participate in culture, to take initiatives and work together with others, as well as the attitude of respect for the tradition and culture of their own nation, and respect for other cultures and traditions. The document also stipulates that it is the school's obligation to take appropriate measures to prevent any discrimination. The contents specified in the core curriculum cover issues related to human rights into a sufficiently wide extent.

The *National Action Plan for Equal Treatment for the years 2013-2016* is a strategic government document that defines medium-term objectives and tools of the government's equal treatment policy. Actions envisaged in the Action Plan address the following areas:

- The 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.

In the area *Equal treatment in the education system* there have been included, inter alia, actions aimed to: diagnose reasons for the persistence of content inconsistent with the principle of equal treatment in the education process, propagate and disseminate contents concerning equal treatment in school curricula as well as educational and didactic materials, the elimination of barriers in education for persons with disabilities, children of immigrants and children from the Roma minority, facilitate educational advancement for children of immigrants and children from the Roma minority, ensure equal access to tertiary education regardless of age and improve access to moral education and minority religion classes at schools.
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.

( ) (b) No

( ) (c) No information available

5. If yes, please indicate the principles and topics on which there has been increased emphasis in the last five years. *(please tick all that apply)*

Peace and non-violence

X (a) Friendly relations among nations

( ) (b) Preventing violent extremism

X (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.)

Human rights and fundamental freedoms

X (a) Equality, inclusion and non-discrimination

( ) (b) Justice and fairness

X (c) Ethics/ morals / values

Cultural diversity and tolerance

X (a) International understanding, solidarity and cooperation

( ) (b) Intercultural and interreligious dialogue

( ) (c) Global citizenship

Human survival and well being

( ) (a) Climate change

( ) (b) Environmental sustainability, caring for the planet

X (c) Sustainable development, consumption, and livelihood

X Other principles/topics. Please specify below:

Prevention and combating cyberbullying

6. Has there been any specific taskforce, working group, office or other mechanism set up in the last five years within the government to facilitate the implementation of the above mentioned principles/topics within education?

X(a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)

Teams coordinating the government programmes *Safe and Friendly School 2008-2013* and *Safe and Friendly School 2014-2016* as well as 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+*.

The inter-ministerial National Action Plan for Equal Treatment Monitoring Team chaired by the Government Plenipotentiary for Equal Treatment[1] has been operating since 22 April 2015. The Team is tasked, among its other duties, with evaluating the implementation of the Plan, coordinating cooperation between local government authorities and other entities as regards monitoring the implementation of the Plan, and proposing actions constituting its continuation. For more information about the Plan, see Section 4.

[1]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* [the Official Polish 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* [the Official Polish Gazette], item 286)

- (b) No
- (c) No information available

7. Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? *(please tick all that apply)*

Peace and non-violence

X (a) Friendly relations among nations
X (b) Preventing violent extremism
X (c) Preventing other forms of violence, including bullying, gender-based, violence, school-related gender-based violence, etc.

Human rights and fundamental freedoms

X (a) Equality, inclusion and non-discrimination
X (b) Justice and fairness
X (c) Ethics/ morals / values

Cultural diversity and tolerance

X (a) International understanding, solidarity and cooperation
X (b) Intercultural and interreligious dialogue
X (c) Global citizenship

Human survival and well being

X (a) Climate change
X (b) Environmental sustainability, caring for the planet
X (c) Sustainable development, consumption, and livelihood
X Other principles/topics. Please specify below:

Respect for other cultures and tradition

8. In which school subjects are these principles and topics mainly taught? *(please tick all that apply and number them in order of importance)*

X (a) Arts
X (b) Civics, civil or citizenship education
X (c) Ethics/moral studies
X (c) Geography
X (d) Health and Physical Education and Sports
X (e) History
X (f) Languages
X (g) Religious education
X (h) Science
X (i) Social studies
X (j) Other. Please specify below:

Education for family life

9. Please indicate the school levels at which these principles and/or topics are taught. *(please tick all that apply)*

X (a) Pre-primary
X (b) Primary
X (c) Secondary
X (d) Post-secondary/ Tertiary
( ) (e) Other. Please specify below (e.g. adult education, TVET, etc.):

10. Please indicate the implementation approaches applied to teach these principles and topics. (*please tick all that apply)*

( ) (a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)
( ) (b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)
X (c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)
( ) (d) As a separate subject. Please indicate the subjects below (e.g. civics education)

11. Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

Not at all ( ) 1 ( ) 2 ( ) 3 ( ) 4 X 5 Fully

12. To what extent are the principles and topics mentioned earlier reflected in the curriculum of pre-service teacher training?

Not at all ( ) 1 ( ) 2 ( ) 3 ( ) 4 X 5 Fully

13. Teachers for which level of education received training that reflects the principles and topics mentioned earlier? *(please tick all that apply)*

X (a) Pre-primary
X (b) Primary
X (c) Secondary
X (d) Post-secondary/ Tertiary
( ) (e) Other. Please specify below (e.g. adult education, TVET, etc.):

14. Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

X (a) 0 - 20%
( ) (b) 21 - 40%
( ) (c) 41 - 60%
( ) (d) 61 - 80%
( ) (e) 81 - 100%

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

X (a) Yes

(b) No

(c) No information available

If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination. *(please tick all that apply)*

X (a) Knowledge
X (b) Skills and competencies
X (c) Values and attitudes
X (d) Behaviours

(e) None

(f) No information available

16. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier? *(please tick all that apply)*

(a) Knowledge

(b) Skills and competencies

(c) Values and attitudes

(d) Behaviours

(e) None

X (f) No information available

17. If the principles and topics mentioned earlier are not included in student assessments/ examinations, please indicate the main reasons (e.g. not a priority, lack of funds/expertise, etc.)

18. To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners? (*please tick all that apply)*

(a) Peace and non-violence	Not at all		1		2		3		4	X 5 Adequately
(b) Human rights and fundamental freedoms	Not at all		1		2		3		4	X 5 Adequately
(c) Cultural diversity and tolerance	Not at all		1		2		3		4	X 5 Adequately
(d) Human survival and well being	Not at all		1		2		3	X 4		5 Adequately
(e) Other. Please specify below:	Not at all		1		2		3		4	5 Adequately

19. Has a textbook revision been carried out in the last five years to reflect the principles and topics mentioned earlier?

X a) Yes. Please specify (e.g. to include which principles and topics in which subject, level of education, etc.)

Permission for school use is granted to a textbook only if its content is consistent with the provisions of law, including ratified international agreements. The analysis of potential mistakes made that consolidate contents inconsistent with the principle of equal treatment, found in textbooks, shall be each time carried out during the evaluation of textbooks by experts. .

(b) No

(c) No information available

20. Please indicate which of the following pedagogical approaches/learning principles have been applied with relation to the implementation of the 1974 Recommendation. (*please tick all that apply)*

X (a) Learner-centred
X (b) Innovative and creative
X (c) Participatory and interactive
X (d) Whole school
X (e) Research and experimentation
X (f) Education through arts and sports
X (g) Child friendly schools

(h) Other. Please specify below:

21. What kind of programmes and practices are implemented that allow students to experience other cultures and interact with people of different backgrounds (e.g. culture, ethnicity, religion)? *(please tick all that apply)*

X (a) Student exchange programmes

(b) Twinning with other education institutions (regional/international level)

X (c) Linking schools/classrooms with those in another country through internet/social media

(d) Collaborative projects

X (e) Community work/ participation in community/local activities/events

(f) Other. Please specify blow:

22. Has there been an increase in the number of these programmes and practices, implemented in the last five years?

X a) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross-curriculum themes/projects, etc.)

An exchange of youth from Poland and Ukraine had been implemented in the years 2014-2015 within the framework of the call for proposals for the public task entitled *Polish-Ukrainian Youth Cooperatio*n. In 2016 the youth exchange was supported within the framework of the Polish-Ukrainian Youth Exchange Board, established under agreement between the Government of Poland and the Government of Ukraine. Priority areas of actions implemented within the framework of youth-related projects include, *inter alia*, building dialogue and understanding on the basis of mutual interests, development of the attitudes of openness and tolerance among young people; including young people with fewer opportunities in joint initiatives.

(b) No

( ) (c) No information available

23. What opportunities are provided at school level for students to participate in decision-making processes that concern them? *(please tick all that apply)*

( ) (a) School governance/decision making
X (b) Student council or similar bodies
( ) (c) Student clubs
( ) (d) None
( ) (e) Other. Please specify below:

24. Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the school system. *(please tick all that apply)*

X (a) Non-formal education
X (b) Informal education
( ) (c) Adult education
X (d) Media-based education
( ) (e) No information available
( ) (f) Additional information:

25. How would the current overall implementation of the principles 1974 Recommendation be rated?

Not yet implemented ( ) 1 ( ) 2 ( ) 3 **X** 4 ( ) 5 Fully implemented

26. Compared to five years ago, how would the current status of the implementation of the 1974 Recommendation be rated?

Not improved ( ) 1 ( ) 2 ( ) 3 **X** 4 ( ) 5 Improved

27. If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles? *(please tick all that apply)*

( ) (a) No political/policy priority
( ) (b) Lack of education/curriculum/pedagogical initiatives
( ) (c) Insufficient resources (financial, technical, human)
( ) (d) Competing demands
( ) (e) Other and/or additional comments on your choice:

28. If progress has been made, what have been the enabling factors? *(please tick all that apply)*

X (a) Political/policy priority
X (b) Education/curriculum/pedagogical initiatives implemented
( ) (c) Increased demand (by parents, the community, policymakers, etc.)
X (d) Availability of resources (financial, technical, human)

(e) Other and/or additional comments on your choice:

The plan to provide all schools in Poland ultra-fast Internet access within 2 years was announced on 22 December 2015. It has been established that schools will gain access to an Internet connection with a throughput of at least 100 Mb/s, provided by the winners of the next call for proposals organised within the framework of Priority Axis 1 of the Digital Poland Operational Programme (in total, there are more than 30 thousand schools in Poland). As part of a pilot implementation, 2 schools have been given access to a broadband Internet connection with a throughput of 1 Gb/s.
Beginning from the school year 2017/2018, Poland plans to introduce programming lessons to be taught as of the 1st grade of primary school. The pilot programme concerning programming lessons, being currently implemented, covers 1,592 schools.

29. Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.

Re 8.
In which school subjects are these principles and topics mainly taught? (number them in order of importance)

Peace and non-violence – civics, history, history and society, geography, foreign languages, the Polish language, ethics, education for family life.
Human rights and fundamental freedoms – civil and citizenship Education (civics, history, history and society), geography, foreign languages, the Polish language, ethics, education for family life, philosophy.
Cultural diversity and tolerance – civil and citizenship Education (civics, history and society, history) the Polish language, foreign languages, art Education (art activities, knowledge on culture, history of art, music, history of music).
Human survival and well-being – science Education (nature/environment, biology, geography, physics, history and society - complementary subject), economic Education (the basics of entrepreneurship, economics in practice, civics, geography), foreign languages.

The core curriculum indicates the general objectives of education and specific learning content, whereas teacher while realizing their own curriculum takes an autonomous decision concerning both the scope of the issues included in the core curriculum as well as the time to be spent on discussion of specific issues. Therefore, in the context of Polish regulations concerning the implementation of the program content, to number the subject in the order of their importance in teaching of aforementioned principles and topics is hardly possible.

Re 9.
The **Polish National Commission for UNESCO** coordinates the UNESCO Associated School network in Poland, operating within the framework of the UNESCO Associated Schools Project Network (ASPnet). At present, the Polish network includes 103 schools at various levels, with additional 6 schools having completed the candidacy period in September 2016 and awaiting official admission.
UNESCO Associated Schools in Poland implement projects within at least one of the areas specified below, with the division in the school year 2015/2016 presenting as follows:

- World concerns and the role of the UN in addressing them – 75% of schools;
- Education concerning sustainable growth (global education) – 94% of schools;
- Education for peace and human rights – 91% of schools;
- Intercultural dialogue (multicultural education) – 87.5% of schools.

These schools are also under the obligation to promote and celebrate selected anniversaries and days, weeks and decades established by UNESCO to emphasize the relevance of particularly important issues, persons and events. Within these themes, they create a wide range of interdisciplinary projects, which are implemented multiple times in partnership with associated schools from other countries. Teachers use didactic materials provided by UNESCO and the national coordinator to expand and enrich classes related to the implementation of the core curriculum for pre-school education and general education in different types of schools.

Re 11.
The number of hours earmarked for the implementation of mandatory educational classes, set out in

the Regulation concerning Curriculum Framework, has been estimated with a view to ensure the implementation of all teaching contents defined in the core curriculum.

Re 13.
Examples of teacher training courses implemented in the years 2013-2016

Project called "*School of Democracy – School of Self-Governance. Citizenship and human rights education – the duty of all teachers".*
Purpose of the project: to prepare a group of 25 experts to implement a training programme for faculty boards; to prepare and issue materials for teacher training courses and publish them (*Charter on Citizenship and Human Rights Education*)
Training participants: consultant teachers, school leaders, consultant teachers for citizenship education, school/educational establishment heads, teachers, educators, guidance counsellors; a set of educational materials for pedagogical boards has been published. Certified experts (individual and group coaching, citizenship education and human rights education trainers) have held stationary classes and online consultations. The programme was utilised by 20 teacher development institutions and counselling and guidance centres, which provided systemic support to 80 schools in 12 voivodeships. 65 pedagogical board meeting have been organised in all of Poland in the school year 2014/2015 and a total of 1590 teachers have been trained. The pedagogical board training programme has been continued in the school year 2015/2016 all over Poland.

Project called *Anti-discriminatory education. Multicultural education. "See, understand, accept"*
Purpose of the project: to increase security 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: consultant teachers, methodological advisers, teachers of the 2nd and 4th stage of education, teachers of moral education, personal health and social education, social studies, history, Polish.

Training course called "Get to know, understand, accept." *Education for equality. Multicultural education at school.*
The purpose of this training course was 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, presented in the provisions laid down in the Regulation concerning the core curriculum for pre-school and general education in different types of schools.

Project called *Variety (with)in us. Anti-discriminatory education. Multi/inter-cultural education.*
Purpose of the project: to prepare a team of regional coordinators to implement tasks related to anti-discriminatory, multicultural and inter-cultural education; to prepare teachers on all stages of education to work on the implementation of these tasks.
An inter-disciplinary team of experts on multicultural education has developed the *Polish Multicultural Competence Framework* for the education system, which includes four main areas outlining the directions of its implementation:

1. Concepts and terms – defining common, specific terms used in multicultural education for the Polish education system,
2. Education policy – adapting the provisions to the needs and requirements of Polish reality,
3. Teaching staff training and development – defining guidelines concerning the inclusion of inter-cultural education to the teaching staff education and development process, which includes headmasters; defining inter-cultural competencies for the teaching staff; developing a cohesive and comprehensive educational offer for this group,
4. Creating an environment conducive to the development of competencies – establishing agreements and cooperation for the development of inter-cultural competencies of students with local government authorities, non-governmental organisations and other institutions whose activities are focused on issues related to inter-cultural education.

At present, training courses for pedagogical 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.

Training course called "COMPASS – education on and for human rights, citizenship education"
Purpose: to raise the competencies of teachers in the area of citizenship and human rights education.
16 training courses/workshops, attended by 252 teachers from all over Poland, were conducted based

on the new Council of Europe publication called "Compass", translated into Polish and subjected to an editorial review.

Project called "*Anti-discriminatory education. Combating hate speech at school*"
Purpose: to promote democracy, human rights and rule of law among employees of teacher development system 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:
– A **seminar** called *Bookmarks*. *The manual for combating hate speech online through human rights education* – the seminar featured an official presentation of the publication to the Council of Europe; 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; examples have been also presented of educational measures aimed to combat hate speech, to be implemented in schools. The seminar was the result of a partnership between the Centre for Education Development, the Stefan Batory Foundation and the Anti-discrimination Education Association;
– **regional training courses** – for coordinators (consultants/specialists and methodological advisers working at teacher development institutions) dealing with citizenship education, anti-discrimination education and education on and for human rights;
– **workshops** – for teachers, educators, guidance counsellors and methodological advisors.
The training course was attended by **2,520** teachers who will be able to implement the learned forms of combating hate speech in their work with students.

Training course called "Building a safe and friendly school environment for foreign students"
20-hour training course aimed to: broaden knowledge in the area of combating violence and discrimination towards foreign children, develop actions aimed to effectively include these students to the Polish education system, exchange experiences and promote good practices in the area of working with foreign students. The training course was aimed at psychologists and school guidance counsellors as well as counselling and guidance centre employees from regions where centres for refugees are to be established.

International seminars called *Summer Academy "Democracy at School"*
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 an annual project whose participants include teams from Armenia, Azerbaijan, Belarus, Georgia, Moldavia, Poland, Russia and Ukraine. It comprises of a one-week training course at the Centre for Education Development's Training Centre and projects implemented at schools for a period of 10 months, with access to trainers conducting stationary classes.
The Summer Academy is a Polish initiative which found great recognition in the international environment focused on the implementation of citizenship and human rights education in education systems. The Council of Europe organised a similar training course, based on a model developed in Poland, for educators from Southern and Eastern European countries, held in Montenegro, and for educators from the Baltic Sea countries.

Project called "Global education" – co-financed under the programme for Polish development cooperation of the Ministry of Foreign Affairs of the Republic of Poland in the years 2013-2016. 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. Subsequent editions:

- "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)
- "Global education. Leaders in development education" (2016)

The main objectives of the project are:

- to introduce global education into formal education at Polish schools in accordance with the core curriculum for general education;
- to promote positive attitudes and values as well as support students in taking responsibility for their actions, and to help students view themselves as citizens of the world that may contribute to a

more peaceful, just and sustainable world;
- to recognise cultural diversity, the affirmation of social justice and human rights, and to consolidate peace and act towards sustainable growth.

Global education was implemented using modern educational tools, including new communication technologies. Work based on the project method was conducive to the acquisition of knowledge, but most importantly developed important skills, such as: critical thinking, problem selection and solving, decision-making, searching for problem solving methods, time management, working with others and shaping the attitudes of involvement in social and civic affairs, social sensitivity, responsibility, and a sense of ties to local, regional, European and global community; it also taught tolerance.
Activities undertaken within the project included:

1. a network of 48 regional GE coordinators – actively operating in 16 regions in Poland. Coordinators have been prepared to promote knowledge and skills in the area of globalisation, development, global problems and interdependencies within their regional communities;
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 in schools, in accordance with the assumptions of the core curriculum for all stages of education;
3. the 4-stage online training course called "Global education in school curricula", on basic and advanced 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 leaders) – an element of school classes on global education;
5. regional/local actions, including in particular the promotion of the Global Education Week; cooperation between schools – joint projects with a global/development theme implemented in local school environments.

To provide an example, in 2015:

- **1,931** teachers have been trained to implement the core curriculum for general education in the area of global education
- **420** teachers have attended blended learning training (active on an online platform, holding classes with at least a single class comprised of 25 students on average – **10,500** students)
- **1,595** participants (headmasters, teachers, teacher development institution representatives, pedagogical supervision representatives, representative of bodies administering schools) have attended conferences promoting the objectives of the European Year for Development
- 21 meetings with voluntary workers have been organised for 42 school groups (**1,753** students and **134** teachers)
- 842 initiatives involving the participation of 547 teachers and 16,575 students have been registered in Poland as part of events related to the Global Education Week 2015 "Make Equality Real".

Re 15.
Requirements laid down in the core curriculum allow for the determination of school grade criteria and examination requirements.

Re 16.
At present, works are underway on a new core curriculum. We can assure you that the principles set out in the 1974 Recommendation shall be reflected to an appropriate extent in the new core curriculum. Teaching contents shall as before be formulated in the language of requirements and shall cover knowledge, skills and behaviour/attitudes of students.

Re 18.

Teaching materials and resources - examples

Intercultural competencies for all – a publication of Council of Europe, translated into Polish and made available on the Centre for Education Development website.

Bookmarks. Combating hate speech online through human rights education – a publication of the Council of Europe – provided to training course participants; also available in electronic form.

Selected issues related to the psychological diagnosis of children and youth in the context of multiculturalism and multilingualism – a publication of the Council of Europe covering the issues related to psychological diagnosis, aimed to identify the needs and capabilities of children and youth in the context of multiculturalism and multilingualism. The publication has been issued in both electronic and paper form. http://www.ore.edu.pl/materiay-do-pobrania-41018/category/73-pomoc-

psychologiczno-pedagogiczna-krok-po-kroku.
A publication concerning the issue of supporting particular groups of students with special educational needs on school premises have been developed and published in Georgian. Materials concerning inclusive education have also been developed and are available on the Centre for Education Development website at: http://www.ore.edu.pl/programy-i-projekty-69647/wspopraca-polsko-gruziska-projekt-one-s-wrod-nas-67932/materiado-pobrania-3811

Pupils from different cultures at school – a publication devoted to the issue of organising the education of students originating from different cultures in Polish schools. This publication has been developed to address the needs of local government representatives, school headmasters, teachers, psychologists and guidance counsellors working at schools attended by foreign children.
It is a free publication issued in paper form – provided to education system employees who participate in training courses and conferences organised by the Centre for Education Development and distributed to guidance and counselling centres, pre-schools and schools having students originating from different cultures. It can also be downloaded in electronic form at the Centre for Education Development website: http://www.ore.edu.pl/projekty-ue/projekty-systemowe/zarzadzanie-oswiata/6285-uczniowie-z-roznych-kultur-w-szkole

Multiculturalism at school. A guide for teachers and specialists – a publication for teachers and specialists who work with foreign students, students from ethnic and national minorities, and students returning from abroad. It is a free publication issued in paper form – provided to education system employees who participate in training courses and conferences organised by the Centre for Education Development and distributed to guidance and counselling centres, pre-schools and schools having students originating from different cultures. It can also be downloaded in electronic form at the Centre for Education Development website: http://www.ore.edu.pl/wydzialy/specjalnych-potrzeb-edukacyjnych/6310-miedzykulturowosc-w-szkole-poradnik-dla-nauczycieli-i-specjalistow

Materials concerning support and methods of work with foreign students, students from ethnic and national minorities, and students returning from abroad – available at the Centre for Education Development website.
http://www.ore.edu.pl/uczen-ze-specjalnymi-potrzebami-edukacyjnymi/4365-wielokulturowosc-w-szkole-uczen-cudzoziemski

http://www.ore.edu.pl/materiay-do-pobrania-41018/category/117-ucze-cudzoziemski-w-polskiej-szkole

General comments:

Child rights programme coordinator – Helsinki Foundation for Human Rights Poland:

"The 1974 Recommendation is very little known in Poland, also within the formal education system. Nevertheless, the values promoted by Recommendation are known, in general , as they are present in the Constitution, acts of lower rank as well as in documents regarding the education system. It is not easy to answer honestly to the questionnaire, because the increased emphasis is put on some values, and at the same time the others are treated superficially (among these are: human rights, ethics, intercultural and interreligious dialogue, equality, inclusion and non-discrimination).

We observe that e.g. interest and emphasis on human rights education in the 90's was significantly greater than today. Furthermore, today more often you can face xenophobic and aggressive attitudes towards various minorities, especially among young people. Our experience shows that knowledge about human rights, understanding the values and mechanisms of democracy, and how to turn it into daily life practice, on relationships between e.g. administration and citizen or student – school, is nowadays very low among students. Unfortunately, also among teachers. Curricula of various levels of education include the Recommendation values, however, greater importance is given to formal knowledge than pro-social attitude and civic competences development or ability to exercise the rights."

Thank you for your kind collaboration!