REPORT

ON THE IMPLEMENTATION OF THE RECOMMENDATION

CONCERNING

EDUCATION FOR INTERNATIONAL UNDERSTANDING,
CO-OPERATION AND PEACE
AND EDUCATION RELATING TO HUMAN RIGHTS AND FREEDOMS

BY

THE REPUBLIC OF POLAND

WARSAW, FEBRUARY 2013

I. Information about the respondent



II. Components of education for peace and human rights

Legal framework

The rights set forth in the Recommendation are protected by the Constitution of the Republic of Poland and national legislation.

Due consideration of human rights is given in the Act of 7 September 1991 *on Education System* and in relevant procedural laws. In recitals to the Act *on Education System*, a reference made to the Universal Declaration of Human Rights, International Covenant on Civil and Political Rights and to the Convention on Children's Rights.

The provisions of the World Programme for Human Rights Education on including the human rights education in curricula have been fully realised. The basic documents that regulate the scope of education from the level of preschool education to upper secondary school education are the *Core Curriculum for preschool upbringing* and the *Core Curriculum for general education in different types of school*. The documents cover sets of learning objectives and content, students' skills and educational tasks of schools that are mandatory on each level of education.

Process of the development and implementation of national policies

Committees and special entities

a) The International Humanitarian Law Dissemination Commission operates within the Executive Board of the Polish Red Cross. It is composed of:
- lawyers who conduct academic research and teach international public law;
- permanent representatives of the following ministries: of national defence, of foreign affairs, of interior, of health, of culture and national heritage and of national education, as well as of National Headquarters of the State Fire Service and Polish Border Guard;
- employees and volunteers of the Polish Red Cross.

The long-term programme of the Commission assumes working on the popularisation of humanitarian law in Poland.

b) The Government Plenipotentiary for Equal Treatment (GPET), appointed in 2008, carries out, inter alia, the following tasks:
- implementation of the government's policy concerning equal treatment, including measures to protect against discrimination, especially discrimination on grounds of

sex, race, ethnic or national background, religion or religious affiliation, political beliefs, age, disability, sexual orientation, marital or family status,

- monitoring compliance with the principle of equal treatment in legal and social terms (including assessment of legal acts) and initiating, implementing, coordinating or monitoring actions aimed at ensuring equal treatment and protecting against discrimination in all fields of social life,
- fostering, promoting and disseminating issues relating to equal treatment,
- working on issues related to equal treatment and protection against discrimination together with local government authorities and non-governmental organisations as well as other countries, international and foreign organisations and institutions,
- working on reports and summaries on the implementation of international agreements concerning equal treatment and protection against discrimination which are binding on the Republic of Poland.

At the international level, the Office of the GPET maintains contact with international organisations dealing with establishing standards and monitoring the state of equal treatment and protection against discrimination, specifically with the European Union (European Parliament, European Commission, Agency for Fundamental Rights), Council of Europe (Commissioner for Human Rights, European Commission against Racism and Intolerance, Advisory Committee of the Framework Convention for the Protection of National Minorities), OSCE (Office for Democratic Institutions and Human Rights), United Nations.

c) By the ordinance No. 9 of the Prime Minister of 28 February 2011 the Council for the Prevention of Racial Discrimination, Xenophobia and Related Intolerance was established. The Council is a subsidiary body of the Council of Ministers.
Responsibilities of the Council include, inter alia:

- coordination of the government administration bodies activities and their co-operation with local government authorities and other entities in counteracting and combating racial discrimination, xenophobia and related intolerance;
- monitoring and analysing the areas of occurrence of racial discrimination, xenophobia and related intolerance in public life;
- recommending courses of action aimed to eliminate racial discrimination, xenophobia and related intolerance in public life;
- initiating proposals for legislative solutions in the domain of counteracting racial discrimination, xenophobia and related intolerance;
- initiating measures to fully implement the European Union regulations and to meet other international obligations in the domain of counteracting racial discrimination, xenophobia and related intolerance;
- conducting promotional activities in the domain of counteracting racial discrimination, xenophobia and related intolerance.

The Council members are: the Minister of Administration and Digitization, the Government Plenipotentiary for Equal Treatment, and representatives of the Ministry of Interior, Ministry of Labour and Social Policy, Ministry of National Education, Ministry of Finance, Ministry of Culture and National Heritage, Ministry of Science and Higher Education, Ministry of National Defence, Ministry of Regional Development, Ministry of Sport and Tourism, Ministry of Foreign Affairs, Ministry of Health, the Central Statistical Office, the Office for Foreigners, the Chief Commander of the Police, the Chief Commander of the Border Guard, the Patient Ombudsman.

Representatives of the following bodies may participate in the works of the Council: the Ombudsman, the Ombudsman for Children, the Attorney General, the Chief Labour Inspector, the National Broadcasting Council, the Public Benefit Works Council, the local government members of Joint Commission of Government and Local Government, the minority within the Joint Commission of the Government and National and Ethnic Minorities.

Target groups

- Preschool, early childhood
- Primary school
- Secondary school
- Higher education
- Technical and Vocational Education and Training
- Education for justice and security professionals
- Teachers
- Educational community
- Ministry of education staff and users of their services
- Civil society, non-formal education
- Public employees in general
- Media
- Other (please describe)

Education for peace and human rights integration into the formal education components

a) Curriculum

A new core curriculum for pre-school education and comprehensive education in particular types of schools, binding since 1 September 2009, takes into consideration the contents concerning an equal exercise of all human rights and fundamental freedoms as well as promotion of respect for inherent human dignity, and emphasizes strongly enough the issues related to counteracting racism. These contents are scheduled for each educational stage (preschool education, primary school and secondary school education). They are obligatory included in core curricula of many subjects, such as: Polish language, History, Civics, Cultural Studies, History and Society, Geography, Ethics, Philosophy. The implementation of the core curriculum helps students to recognize signs of racism, chauvinism, anti-Semitism and xenophobia, to justify the need for opposing them and to show opportunities of being involved in selected activities towards equality and tolerance.

The curricular reform of higher education, which was implemented in October 2011, introduces the new rules of designing curricula giving more autonomy to Higher Education Institutions (HEIs). Study programmes should be based on learning outcomes related to the National Qualifications Framework for Higher Education. Learning outcomes are defined as knowledge, skills and personal and social competences. Social competences, such as creativity, entrepreneurship, team building have become an element of study programmes verification in the quality assurance process. Introduction of changes allows obtaining comprehensive information on competences acquired by graduates and information on access to opportunities for

further study as part of lifelong learning; ensuring comparability of learning outcomes (at national and international levels).

Taking into account an institutional autonomy in creating curricula, education for peace and human rights can't be defined as obligatory. It is however present in many fields of studies, such as Administration, Law, Social Policy, European Studies, Journalism or Studies on Culture.

b) Training of teachers and other educational personnel

Education for peace and human rights included in pre-service teacher training:

Pursuant to the Regulation of the Minister of Science and Higher Education of 17 January 2012 *on training standards for the teaching profession*, during such studies, students should gain knowledge of: human development in the life cycle, also from the social perspective; interpersonal and social communication processes; education and training, including their philosophical and socio-cultural foundations; contemporary theories of education, learning and teaching, as well as various characteristics of these processes; design and conduct of diagnostic tests in pedagogical practice; methodology of performing tasks. They should be able to: individually acquire knowledge and develop their professional skills related to the pedagogical activity; possess strong communication skills and be able to communicate with people from different backgrounds; resolve conflicts through dialogue and create the right atmosphere for communication in the classroom; assess the usefulness of conventional methods, procedures and good practices in the educational, care-providing and teaching processes; design and effectively implement pedagogical activities; use principles and ethical standards while performing the activity concerned. They should also understand the need for continuous professional and personal development; believe in the sense, value and need to undertake pedagogical efforts in the social environment; be aware of the importance of professionalism, ethical reflection and compliance with the rules of professional ethics, as well as of the existence of the ethical dimension of diagnosis and assessment of pupils.

According to the above-mentioned Regulation, future teachers should also be familiarised with international and national regulations concerning human rights as well as the rights of children, students and people with disabilities.

Education for peace and human rights included in in-service teacher training:

- The project entitled "Edukacja wobec wyzwań migracyjnych" (*Education in the face of migration challenges*) (2011) – trainings for teachers in 16 Polish regions, led by coordinators/experts on the intercultural education, concerning the issue of multiculturalism in school practice. The aim of the trainings was to prepare teachers and educators to create educational programs related to the issues connected with cooperation, solidarity, resolving conflicts, combating stereotypes,
- "Prawa człowieka – poradnik nauczyciela" (*Human rights – teacher's guide*) – contains a compendium of knowledge about human rights and freedoms, including the rights of the child, program of workshops for representatives of pedagogical supervision, superintendents of education who perform the function of student ombudsman or consultant to support the work of other staff responsible for the pursue these issues in schools, and lesson plans for different age groups.
- In response to Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education of 11 May 2010, ORE commences a

project the aim of which is preparation of social competence excellence programme for teachers of all the subjects and education levels.
The programme is based on the publication of the Council of Europe, entitled "Civic education and education of human rights as a task of all teachers. Description of teacher competences and methods of their development".
Experts with coaching experience were invited to cooperation. Their task will be to develop the programme and to select relevant course scenarios in such scopes, as: citizenship education (CE) and human rights (HR), methodology of teaching CE and HR, cooperation with the educational circles to ensure stability of CE and HR, and evaluation of tasks in the scope of CE and HR.
The programme was presented in October 2012 during the conference dedicated to the development of Citizenship Education and Human Rights Education in Poland.

– "Edukacja obywatelska i edukacja o prawach człowieka jako zadanie wszystkich nauczycieli. Partnerstwo na rzecz rozwoju kompetencji społecznych i obywatelskich"(*Civic education and human rights education as a responsibility of all teachers. Partnership for the development of social and civic competences*) – a conference addressed to directors of teacher in-service training institutions, teachers who are civic education consultants and representatives of NGOs operating in the field of civic education / human rights education. The aim of the conference was to start a discussion on the present state and prospects of the development of civic and human rights education in Poland, and to launch system activities related to the implementation of tasks connected with the European Year of Citizens 2013, announced by the European Commission on the 20th anniversary of EU Citizenship. The conference was designed to promote the Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE) published by the Council of Europe and adopted in 2010 by 47 EU Member States, including Poland. Its objective was also to prepare regional teacher in-service training institutions to implement the program for the development of social and civic competences elaborated by the CED (Centre for Education Development) for pedagogical councils.

c) Teaching and learning process and tools

About teaching tools – see also information in para. d5 on page 11, hereof.

Pursuant to the Act of 7 September 1991 *on Education System* and the regulations issued on its basis, the education system provides disabled and maladjusted children and youth with an opportunity to learn at all types of schools, according to their individual developmental and educational needs and abilities.

What is more, pupils with special educational needs as well as their parents and teachers are offered psycho-pedagogical assistance in kindergarten, school or institution. In 2010, the regulations were supplemented with provisions that particularly emphasize the individual approach to children in need of support, which should be given, as early as possible and as closely as possible – in the child educational and upbringing environment.

With regard to the implementation of a new core curriculum as defined in the Regulation of the Minister of National Education of 23 December 2008 *on the core curriculum for pre-school education and general education in different types of schools*, as well as new textbooks, the GPET requested the Minister of National Education to provide a group of experts working on new textbooks the

recommendations specified during an analysis of these textbooks in terms of equal treatment or protection against discrimination on grounds of sex, racial background, ethnic or national origin, religion or religious affiliation, political beliefs, age, sexual orientation, marital or family status. In March 2009, a "Letter to Experts" was posted on the website of the MNE in which the Ministry of National Education informed about the need to analyse the content provided in textbooks in terms of equal treatment and protection against discrimination

d) The learning environment

The Ministry of National Education executes the Government Program for 2008-2013 "Bezpieczna i przyjazna szkoła" (*Safe and Friendly School Program*). The aim of the program is, inter alia, to implement educational and preventive actions in schools, as well as to develop and improve educational competences of teachers, educators, pedagogues and parents. The *Program* comprises the conduct of classes with students on how to build proper interpersonal relationships based on constructive communication. During such classes, pupils learn, via active methods, to deal with difficult situations without aggressive behaviour or violence. They are also taught to use mediation as one of the ways of resolving conflicts.
The *Safe and Friendly School Program* focuses on the social dimension of school climate, which constitutes an important factor in the improvement of safety at school. Moreover, it highlights that creation of a socially positive atmosphere should, inter alia, include: fostering the school environment to develop as a community, building open interpersonal communication, development the ability to deal with conflicts, ensure constructive dispute resolution, building real self-appraisal and self-esteem of students. Thus, the priority is to develop educational and preventive competencies of teachers.

The system which supports schools and teachers in dealing with aggression, violence, as well difficult, problematic and dysfunctional behaviours of students is provided by specialists in the field of psychological and pedagogical assistance, psychologists and pedagogues working in schools, institutions and counselling centres.

In the *Safe and Friendly School Program*, it is stressed that it is indispensable for students to be well prepared for functioning in the modern world. Therefore, it is important to teach them to make independent choices, to form and develop their interests, to act based on intrinsic motivation to learn and to take the responsibility for their decisions and choices. In order to achieve these objectives, pupils may participate in extracurricular courses, develop their interests, and take part in various forms of activity of youth organisations and associations.

The *Safe and Friendly School Program* aims to support schools in creating the right environment for learning and in implementing their education programs, including those, which foster tolerance and respect for other people's identity, as well as to engage all members of the school community in these activities through:

1) promoting ways of school management in a democratic manner (defining of the vision of school together, building educational program together, getting involved in the implementation and evaluation of program results)
2) taking into account the diversity of students, individualized teaching, education and care (special educational needs, national, cultural, ethnic and religious diversity);

3) developing psychosocial skills of students, school principals, teachers and other members of school staff, as well as of parents (open communication, resolving conflicts and problems, assistance in overcoming and coping with difficulties);
4) teaching co-operation and collaboration to build a healthy psychosocial environment (school social climate);
5) providing assistance and support for people with problems – students, teachers, parents (availability and adequacy of psychological and pedagogical assistance, introduction of new solutions – supervision, school procedures elaborated to deal with difficult situations, preparing teachers to take preventive action, preparing the environment for crisis intervention).

The creation of safe and friendly schools, free from violence, is possible only through an introduction of significant changes, which will be implemented in schools and will concern all members of the school community. Such changes have to base on a social model of school, where an educational program founded on dialogue, trust, tolerance and respect is carried out. The government has allocated PLN 24,000,000 for the implementation of the foregoing objectives in the years 2009-2012.

<u>Contents of the national implementation of education for peace and human rights</u>

Some examples of themes and topics related to the Recommendation that are integrated into the education

- Constructive conflict resolution at school, including, in particular, negotiation and mediation
- Prevention of substance abuse at school
- Migration and integration of foreign children vs. child rights
- Prevention of violence and aggression against and among children
- Civic education and human rights education

A few examples of actions/practices undertaken in the following strands:

a) Celebration of diversity

Since 2005, as part of on-going cooperation of MNE and Polish Committee for UNESCO workshops of intercultural education have been organised, called "In the circle of Islamic culture" – an intercultural education project for students and teachers of Polish lower-secondary schools and upper-secondary schools. Initially, the project addressed only to the students of the Polish Network of UNESCO Associated Schools (ASP net). In 2007, it was widened by workshops for ASP net teachers.

In 2010, a series of regional workshops began, whose recipients are all teachers interested in broadening their knowledge in the scope of multiculturalism (November 2010 – Podlaskie Province, April 2011 – Lubuskie Province, October 2011 – Silesian Province, March 2012 – Sub-Carpathian Province, November 2012 – West-Pomeranian Province). Next workshop is going to be held in April 2013 in Warmińsko-Mazurskie Province.
Goals of the project: increase awareness of higher and higher cultural diversity in Central and Eastern Europe, help in preparation of Polish education system to

accommodate the increasing number of immigrant children in Polish schools, dissemination of human rights education in schools.
The project is subsidized from the state budget every year.

b) Bilingual and multilingual education

Activities carried out by the Centre for Education Development (ORE – national in-service teacher training institution)**:**

- Training for teachers (as well as for methodologists and school headmasters) teaching foreign children (2011);
- Preparing the publication entitled ”Szkoła wobec wyzwań migracyjnych“ (*School in the face of migration challenges*) and making it available on the ORE website;
- Conference entitled “Uczniowie migrujący w polskiej szkole” (*Migrating students in Polish schools*) (2012), addressed to school headmasters, educational counsellors, Polish language teachers and other teachers;
- Training for teachers from Poland and Russia entitled “Język polski i rosyjski jako obce” (*Polish and Russian as foreign languages*) (2012);
- Conference entitled “Uczniowie z mniejszości narodowych w polskiej szkole” (*Students from national minorities in the Polish school*) (2012), addressed to school headmasters, educational counsellors, consultants and teachers;
- Publishing the report entitled “Edukacja mniejszości narodowych i etnicznych oraz społeczności posługującej się językiem regionalnym w Polsce 2010-2011” (*Education of national and ethnic minorities and communities which use a regional language in Poland*, 2010-2011).

c) Promotion of the gender-sensitive education systems

Activities carried out by the Centre for Education Development (ORE – national in-service teacher training institution):

- Seminar entitled “Socjologiczno-antropologiczne uwarunkowania procesu dojrzewania uczennic w wieku gimnazjalnym i licealnym” (*Sociological and anthropological conditioning of the maturation process of schoolgirls in lower and upper secondary schools*), addressed to the coordinators of the ”Szkoła dla Rodziców i Wychowawców“ (*School for Teachers and Tutors*) program – December 2010,
- Project “Zagubiona Nastolatka” (*Lost Teenage Girl*), which aims at developing educational and preventive competences of teachers and educational specialists, and supporting the harmonious development of adolescents, and care of their mental health care. The project also includes the issue of anti-discrimination.
- Seminar entitled ”Wzorce kulturowe a proces kształtowania się tożsamości nastolatek“ (*Cultural patterns and the formation of the identity of teenage girls*) 2012, prepared for the educators taking part in the *School for Teachers and Tutors program* and for the trainers participating in the "Golden 5" program. It included, inter alia, the training entitled „Perspektywa gender (płci społeczno-kulturowej) w pracy z młodzieżą i osobami dorosłymi – dlaczego wrażliwość na kwestię równości płci jest ważna?” (*The prospect of gender (socio-cultural sexual identity) in the work with youth and adults – why the sensitivity to the issue of gender equality is important?*);
- Publication of substantive materials (on the ORE website – can be downloaded) intended for school specialists, employees of psychological and pedagogical counselling centres, employees of in-service teacher training institutions and other

staff working with adolescents,

- Publication of the following articles:
  - ”Współczesne dziewczyny nie mają problemów? Obraz współczesnych nastolatek i jego znaczenie w pracy edukacyjno-wychowawczej z dziewczętami” (*Modern girls do not have problems? The image of modern teenage girls and its importance in the education of girls*),
  - „Popkulturowe ramy tożsamości. Media, kultura popularna, internet jako nowe środowiska kształtowania tożsamości” (*Pop culture identity framework. Media, popular culture and the Internet as new environments of the identity formation*).

d) Prevention of racism, discrimination and violence

1) The ”Rozwiązywanie konfliktów w szkole“ (*Conflict resolution at school*) program is carried out by:
   - Conducting trainings addressed to teachers working as consultants for in-service teacher training institutions and employees of psychological and pedagogical counselling centres, who later share their knowledge and skills by leading trainings organised in their regions;
   - Publishing (on the ORE website) informative and educational materials that promote alternative ways of resolving conflicts.
2) Creating a tool for monitoring and self-evaluation of the phenomenon of aggression and violence in schools and educational institutions. A set of tools ”Autoewaluacja procesu wychowawczo-profilaktycznego w szkole” (*Self-evaluation of the educational and preventive process at school*) including questionnaires for schools at all levels was elaborated. An electronic version of the tool was made available on the websites of the Ministry of National Education, Offices of the Education Superintendents and the ORE, 2009,
3) International conference STOP PRZEMOCY (*STOP THE VIOLENCE*) entitled ”Na agresję w szkołach i na ulicach jest rozwiązanie“ (*It is possible to prevent violence at school and on the street)* 2009,
4) Promoting educational programs concerning the prevention of aggression and violence (2009):
   - Bank Rekomendowanych Programów Profilaktycznych (The *Bank of Recommended Prevention Programs*), available on the ORE website, has been updated. The bank comprises information about 34 educational and preventive programs, including those concerning the prevention of peer violence, which may be used by schools and institutions.
   - Monitoring of the implementation of ”Jak sobie radzić z prowokacyjnymi zachowaniami uczniów? Metoda konstruktywnej konfrontacji“ (*How to deal with the provocative behaviour of students? The method of constructive confrontation*) program in 16 provinces.
   - Training course entitled ”Skuteczne i konstruktywne zapobieganie agresji w szkole“ (*Effective and constructive prevention of aggression at school*), addressed to consultants working for in-service teacher training institutions and psychological and pedagogical counselling centres which support schools in preventing aggression and violence, as well as to specialists employed in educational institutions. In 2009, four editions of the training were organised, each of them lasting 25 hours. In total, 100 people attended them.
   - The international ”Golden Five“ program addressed to teachers and students of

lower secondary school – it prepares tutors to deal with the diversity in the classroom, to support the adaptation process of first-grade students at a new school and to create a positive atmosphere by, inter alia, conducting integration activities aimed to prevent aggression and violence.
- Implementation and promotion of the ”Szkoła dla Rodziców i Wychowawców“ (*School for Teachers and Tutors*) program, which enhances educational competences of parents and teachers and strengthens factors that prevent problematic behaviours (2011).

5) Preparing and promoting informative and educational materials concerning prevention (including the development and update of on-line guides):
   - „Zapobieganie samobójstwom dzieci i młodzieży” (*Preventing children and youth suicide*). Preparation of the chapter „Gdy uczeń mówi o samobójstwie” (*When a student talks about suicide*);
   - „Przemoc wobec dziecka” (*Violence against children*) – preparation of substantive materials, current legislation,
   - Extending and reprinting the guide entitled „Jak reagować na cyberprzemoc” (*How to respond to cyber bullying*) (in cooperation with Nobody's Children Foundation and with Education Superintendents, the guide was distributed in lower secondary schools in all 16 provinces. Moreover, regional education authorities published an electronic version of the guide on their websites);
   - Preparing and publishing the following materials: „Jak kochać i wymagać” (*How to love and demand*) – an e-guide for parents and coordinators, print of course books for coordinators;
   - Publishing the guide for education system employees on domestic violence entitled ”Przemoc w rodzinie wobec dziecka. Procedury interwencyjne w szkole” (*Domestic violence against children. Interventional procedures at school*) on the ORE website. The publication contains papers on various aspects of child abuse in the family prepared by a team of professionals and helping to recognize, prevent and counteract the effects of child abuse;
   - Elaborating the e-guide for teachers and school specialists entitled ”Profilaktyka agresji i przemocy w szkole” (*Prevention of aggression and violence at school*);
   - Update of the e-guide for teachers and school specialists entitled ”Profilaktyka uzależnień w szkole” (*Prevention of substance abuse at school*);
   - Set of materials for schools: ”Nowe zagrożenia – dopalacze” (*New threats – designer drugs*) and ”Dopalacze” (*Designer drugs*) – scenario of a meeting with parents.

6) The project called “This world is also yours” is an initiative aimed at dissemination of knowledge related to global education and sustainable development at schools, as well as knowledge in the scope of human rights – in the spirit of peace, mutual understanding and respect.

   The 2010 edition of the project aimed at making the youth aware of benefits stemming from active participation in social and political life of local communities. A seminar and workshops were carried out for students, and the Week of Global Education was celebrated.
   The project is carried out by the UNESCO Initiatives Centre (a NGO that cooperates with Polish Committee for UNESCO).
   The project is subsidized every year from the state budget.

7) An example of interministerial activities for improvement of the access of children who are chronically ill and have disabilities to the education in mainstream educational facilities is the initiative of the Government Plenipotentiary for Equal Treatment on establishment of *the Group for counteracting discrimination against chronically ill children.* As part of these activities informative and educational materials have been developed for headmasters of schools and teachers of educational facilities which will allow to obtain elementary knowledge and skills necessary for providing care for a chronically ill child during their stay at education system facility: "Child suffering from asthma in school and nursery school", "Child suffering from diabetes in school and nursery school", "Child suffering from epilepsy in school and nursery school", "Child suffering from haemophilia in school and nursery school", "Chronically ill child – psychological aspects of child functioning in school and nursery school".

   The GPET, together with the Minister of National Education, organised also interministerial meetings aimed at presenting issues related to education of children of different racial and cultural background as well as formulating recommended actions in that regard which would enable protecting against discrimination and isolation of such children in schools and at same time would contribute to their effective education. Also representatives of the National In-Service Teacher Training Centre (presently ORE), Mazovian Education Authority, Ministry of Interior and Administration and Office for Foreigners (apart from representatives of the Ministry of National Education and the Office of the GPET) were involved in the works of this group. Meetings of the group were of exploratory nature and one of the stages for creating conditions for a wider debate on education of children of different racial and cultural background, which would also involve practitioners and social partners. The group's works involved e.g. presentation of the Centre for Education Development of the results from the report titled "Children of foreign nationals in Polish educational establishments – from the school perspective" and the final report of the European Agency for Development in Special Needs Education titled "Multicultural Diversity and Special Needs Education". The tasks specified by the Group focused on e.g. the need to disseminate the results of the report titled "Children of foreign nationals in Polish educational establishments – from the school perspective" and also to analyse the demands and conclusions referred to therein in order to formulate recommendations necessary for improving the situation of children with different racial and cultural background in Polish schools.

e) Civic engagement of youth

The structured dialogue with young people was established with a Council Resolution of November 2006 and was further developed by a Council Resolution of November 2009. The structured dialogue is developed with and through youth organisations, while trying to involve non-organised youth, and young people with fewer opportunities, is another important element of the cooperation framework in the youth field.

The structured dialogue is conceived as a bottom-up process of debates on common themes, from regional through to EU level.

As other EU Member States, Poland has established National Working Group on the structured dialogue, where representatives of National Council of Youth Organizations play the most active role by running consultations with young people and delivering

their results during European Youth Conferences which are organized every six months by current presidency to the EU Council and during the European Youth Weeks hosted by the European Commission.

In the Polish Youth Strategy for the years 2003-2012, prepared by the Ministry of National Education and Sport and adopted by the Council of Ministers on 19 August 2003, the concept of *youth participation in public life* has been used ("Uczestnictwo młodzieży w życiu publicznym"). In the strategy, the participation is defined as "possibility of expressing opinions, making decision in matters which concern them or the society in which they live in". Participation implies participating in the decision making process on various levels of social and state management, particularly including local communities. Participation is also understood as an own activity of young people, not organized by the state but by youth groups as such ("The state should play an aiding role for youth groups, allowing them for their own activity – the state should be an animator of actions, and not their organizer."), therefore the strategy aims at supporting youth organizations which are the main space for young people to act as well as any other less formal activity of young people.

The following methods of realizing the priority (concerning participation of young people) have been chosen:
1) defining the role of youth organizations in the educational system,
- Preparing legal grounds for the functioning of a national youth council
- Preparing legal regulations supporting the functioning of youth organizations and informal groups
- Developing a system of cooperation between non-governmental organizations, self-governments, schools or educational and youth centres and institutions,
- Developing a concept of support for helping youth organizations to maintain their facilities

2) supporting youth participation in public and social life, by creating the conditions for the functioning of youth representations on different state administrative levels, and supporting pupils' self-governments and other forms of active education for co-creating a civil society,
- Preparing legal grounds for the functioning of youth representations on a national, regional and local level
- Preparing a program of actions supporting educating towards a civil society
- Undertaking measures aimed at defining the issues of supporting youth participation in public and social life as a separate state commissioned project
- Creating conditions for realizing activities by community self-governments aimed at promoting the idea of local self-government among youth

3) development of youth voluntary service,
- Creating a database on Polish and international youth voluntary service
- Popularisation of international forms of youth voluntary service.

Youth participation structures:

National level:

Student Parliament (Parlament Studentów RP) http://www.psrp.org.pl – represent the opinion of all students in Poland and has a right to make proposals in the matters that concern all students, as well as to give opinion on the normative acts concerning. The minister responsible for higher education presents the proposals of normative acts to Parliament. The representatives of the Parliament participate in the work of many

public bodies such as the Council for Higher Education, the State Accreditation Commission, commissions of the Sejm and Senate, the working groups of the Ministry of Science and Higher Education.

National Representation of Doctoral Students http://www.krd.org.pl/ – (Krajowa Reprezentacja Doktorantów) is a national body representing the opinion and the will of doctor al students in Poland. The body has a right to voice opinion and give proposals in the matters that concern doctoral students, as well as to give opinion on the normative acts concerning doctoral students and doctoral studies.

Polish Federation of Youth Organisations (PROM) http://www.prom.info.pl – established on 4 April 2011. The Federation is a representative of the organisations associated within it for issues related to the needs and postulates of young people. PROM priorities is to be involved in the e.g. development of the youth policy, popularisation of the concept of public involvement of young people, support of collaboration, exchange of information and experiences between youth organisations and youth unions and organisations acting on behalf of youth, facilitation of contact between Polish youth organisations and youth unions. The Ministry of National Education has supported the process of establishing the Polish Federation of Youth Organisations from the very beginning, but it is an organisation independent of the state structures. The establishment of PROM is a step towards the European social dialogue standards, meaning assuring participation of young groups and organisation in policy work and consultation. The remaining challenge is to find ways to cooperate with non-formal youth groups and preparing activities to stimulate increased participation of individuals.

Regional level:

Youth municipal councils – in the Act *on Local Government*, you will find the following: „The municipal council at the request of those who concerned may agree to establish a youth municipal council having a consultative nature". Youth councils may exist next to the voivodeship council, municipal/city (gmina) council, province (powiat) council, or even city district (dzielnica) council, and they are elected through democratic elections in schools. The aims of a council are to promote active citizenship among young people and participation, spreading knowledge on council work (among members and among all young people), consult the work on the main council and voice opinion all matters concerning the city or province. They can prepare proposals, publish articles in media, voice opinions in the city council sessions, meetings with mayor or counsellors or through demonstration or marches. About 200 councils exist in Poland, http://mlodziezowerady.eu/Podzial_na_wojewodztwa__57

Local level:

School councils – according to the Act *on Education System*, in each school functions a school council, to which all the pupils belong. They elect the board, which represents all the pupils of the school. The council can present opinions and proposals to the school council, pedagogic council or director, especially those connected to the rights of students (e.g. organisation of school like, possibility to publish school magazine, organize cultural, sport and other activities).

Student council at universities – all the BA and MA students of a university are represented by the Student Council, they decide on redistribution on university budget to students and student organization. Students have a right to construct university

organizations, which can make proposals concerning students of the university to the student council and management of the university.

Doctoral students' council at universities – all doctoral students are represented by the doctoral students' council.

Some examples of activities and/or partnership associated with the following particular institutions and levels.

a) UNESCO Associated Schools

There are more than one hundred UNESCO Associated Schools in Poland belonging to the global UNESCO Associated Schools Project Network (ASP net). The Polish schools are engaged in fostering and delivering quality education, in pursuit of peace, liberty, justice and human development, aiming for meeting the pressing educational needs of children and young people. The Polish National Commission for UNESCO coordinates the activities of the schools. The Commission encourages the directors, teachers and students to participate in the process of education for sustainable development, intercultural learning, human rights promotion and education for peace. The schools take part in many projects: The Baltic Sea Project, Comenius Project on Human Rights and Tolerance, World Heritage Education, Agenda21 NOW!, international exchanges, meetings, conferences, Model UN stimulations and workshops. Most of the schools celebrate the UNESCO Days, Years and Decades.

"The World is YOURS as well" is an example of a successful educational project. It is organised yearly in cooperation with the UNESCO Initiative Centre in Wrocław, within the framework of the Decade of Education for Sustainable Development and supported financially by Ministry of National Education. Students participating in the workshops are obliged to prepare and accomplish, during the Global Education Week, a project strictly connected with global education, including mostly human rights, peace and intercultural education.

b) Non-formal education

UNESCO Clubs and Centres

UNESCO Clubs are local initiatives based on the involvement of their members in the activity aimed at engaging people in building a society founded on the respect for diversity and social responsibility for the social and natural environment.

The respect for the diversity includes promoting tolerance, fighting against prejudices and stereotypes, exploring other cultures and observing human rights. As for the responsibility for the social and natural environment, it primarily involves a belief in change, which does not occur by itself. It is a result of action, of undertaking one's own initiatives and of civic education.

UNESCO Clubs function in accordance with UNESCO's objectives set out in the Constitution of UNESCO.

UNESCO Clubs can take many forms. Members of a given club determine its activity. UNESCO Clubs fall into four main categories:

1. UNESCO School Clubs – operate in primary schools, lower secondary schools and upper secondary schools. Most of their members are pupils and teachers.
2. UNESCO Student Clubs – operate in universities and higher education institutions.

These are mainly scientific circles led by students who want to become involved in the UNESCO activities.

3. UNESCO Social Clubs – these may be non-governmental organisations operating in different local communities, whose members want to pursue the mission of UNESCO. They usually concentrate on one field, for example on historic preservation or environmental protection.
4. UNESCO Centres – these are non-governmental organizations with legal personality, whose business bases on a professional work with young people and adults aiming to execute the objectives of UNESCO. They are multi-disciplinary institutions, which do not limit their activities to one domain.

In Poland, the activity of UNESCO Clubs and Centres is coordinated by the UNESCO Initiatives Centre and by the Polish National Commission for UNESCO. As of 31 December 2012, there were 14 UNESCO School Clubs and Centres registered in Poland.

Anna Lindh Foundation Network

The Anna Lindh Foundation established on 1 November 2004 at the initiative of the European Commission and the Euromed Committee (Euro-Mediterranean Partnership) under Barcelona Process and the organizational support of the Swedish Institute. The basic objectives of the Barcelona Process are as follows: economic, political and cultural rapprochement of European Union Member States and the Mediterranean countries (Morocco, Algeria, Tunisia, Egypt, Israel, the Palestinian Authority, Lebanon, Syria, Turkey, Jordan, Libya – observer status), political and economic stabilization of the region, development of civil society in this part of the world, promotion of cultural cooperation and intercultural dialogue.

The Foundation acts as a platform for the exchange of information between national networks of institutions operating in the field of cultural co-operation. More information one can find at http://www.euromedalex.org/

Polish Network of Anna Lindh Foundations is an informal group of over 100 organisations operating in the domain of intercultural dialogue in Poland. They are non-governmental organisations and public institutions, higher education institutions, cultural institutions, organisations focused on education, human rights and cultural co-operation.

Following the decision of the Ministry of Culture and National Heritage and Ministry of Foreign Affairs the International Cultural Centre is responsible for the coordination of the Polish network of the Anna Lindh Foundation. In its work it is assisted by the second network coordinator – the International Cultural Centre Foundation.

The Coordinator is always appointed from among the Network members. The present Coordinator mandate expires in 2013.

The Steering Committee currently consists of the representatives of the following organisations:
a) Polish National Commission for UNESCO,
b) Academy of Music in Krakow,
c) Campaign against Homophobia,
d) Together Poland Foundation,
e) Polish Robert Schumann Foundation,
f) Institute of Slavonic Philology at the Jagiellonian University.

Projects carried out by the Polish network (http://www.alfpolska.org/):

2009/2010: In search of the lost Commonwealth. Monoculture or multicultural Poland?
2010/2011: Education for dialogue. Multimedia materials for educators.
2012/2013: Together for a Just Future.

Amnesty International Polska

In the years 2002-2009, an educational *Rights – Education – Action* programme carried out. Because of the initiative, an extensive network of school groups for Amnesty International and coaching teams were established. The project addressed to students, teachers, scouts and journalists. Its objective was to fight against intolerance, discrimination and violence. The Polish Ombudsman approved the project.

Amnesty International has been consistently pursuing further educational projects:

Education for Human Dignity is an Amnesty International's three-year international project dedicated to human rights education. It focuses on the interdependence and indivisibility of all human rights as well as on the relation between human rights and poverty. The project is based on the objectives and goals of the Demand Dignity campaign, which shows that poverty is related not only to the lack of income, but also mainly to the non-respect of fundamental human rights, insecurity, discrimination and to lack of self-determination.

Prawa Człowieka: TERAZ! To jest w Twoich rękach (Human Rights: NOW! It's in your hands)
The project constitutes a continuation of Amnesty's ten-year engagement in the human rights education and development of civic attitude. The aim of the initiative is to support schools in improving the implementation of the core curriculum of civics, as far as the creation of projects by students, promotion of voluntary service and cooperation in the school community are concerned. Lower secondary school and upper secondary school students, who participate in the project, identify problems related to human rights in their local and school environment and, afterwards, try to come up with possible solutions of these issues. The Minister of National Education has recommended the initiative. It will be executed until 2014.

Human Rights Friendly School
Since 2009, Amnesty International has participated in the global educational project entitled *Human Rights Friendly School*. The main objective of the project is to promote all aspects of human rights as an integral part of school life. They principally include values such as equality, dignity, respect and lack of discrimination. The Minister of National Education has recommended the initiative.

Odkryj Siłę Praw Człowieka (Discover the Power of Human Rights)
The project implemented in the years 2010-2011 and aimed at the development of legal awareness and of specific civic skills among pupils of lower and upper-secondary schools (including the development of attitudes characterised by tolerance, respect and understanding). Thanks to the initiative, 56,000 teachers, students and pupils were trained.

Centrum Edukacji Obywatelskiej (Centre of Civic Education) – http://www.ceo.org.pl/ – is an independent educational initiative and a public benefit organization. It spreads knowledge, competences needed in building civil society. In introduces to schools

programmes that make learning more effective, help young people to understand society, think critically and engage in public life and in activities for others. It support teacher trainings as well as develops programmes to schools, lessons scenarios and ideas for extracurricular activities. One of the actions of Centre was to organise the simulation of parliamentary elections in schools (http://mlodziglosuja2011.nq.pl)

Activitatis – http://www.activitatis.pl – is an organisation that supports functioning of youth councils, offering support in establishing the council as well as offering trainings. Their aim is to support young people in realizing effective initiatives in their local communities.

"KAS" (Krakow Academy of Self-governance) – deals with empowering youth leaders in the Krakow school pupil councils (http://www.mlodziez.info/static/show/id=82)

Fundacja Civis Polonus (http://www.civispolonus.org.pl/) – one domain of action is to support adolescents in being active at the local level and teach them how to influence local public life. Recent project concentrates at strengthening youth province council in their consultative role. They organized as well competitive debates on Polish presidency in public libraries. Best students had a meeting with a president of Poland where they could present their postulates concerning youth policies.

Szkoła liderów (School of Leaders) – http://www.szkola-liderow.pl/ – the aim of the school is preparation of the public personnel: to enhance and develop the leadership competences and attitudes of people who are to shape the development of Poland, their own institutions, organizations and local communities by providing them with the appropriate competences in such areas as creation of the vision, risk taking, acting based on the long-term strategies, methods of engaging people into common activities and creating the conditions for the cooperation around the common aims and creativity.

KORBA (organizers: Stowarzyszenie Siemacha and Fundacja Rozwoju Społecznego DEMOS) – http://www.projektkorba.pl – it is a project supporting development of young leaders aged 13 to 19 years old and pupils of lower and upper-secondary school in Voievodoship of Silesia, Opolskie and Lower Silesia. The main components of the project is to train young leaders and then to encourage them to conduct their own projects in their local communities. The projects are fully realized by the young people and bases on their initiative and ideas.

Simulation of Parliament proceedings – this is quite common way to learn debating, argumentation and gain knowledge on legal procedures of certain institutions. For example in Lublin, in May 2011, youth discussed topics such as volunteering, liberalization of internal markets of EU, and energy politics of EU (http://www.itvl.pl/news/symulacja-obrad-parlamentueuropejskiego). Similarly, on 1 June (Day of Children), in Polish Parliament there is a session of Children and Youth Parliament (http://edukacja.sejm.gov.pl/aktualnosci/104-xii-sesja-sejmu-dzieci-i-mlodziezy-2011-r.html).

Inicjatywy Młodzieżowe (Youth in Action Programme) – http://www.mlodziez.org.pl/akcja-1/przewodnik-po-akcji/inicjatywy-mlodziezowe – one of the initiatives prepared the website supporting city youth councils – http://mlodziezowerady.eu. Another initiative, called "Including" concerned participation of youth with disabilities and youth from rural areas in public life: http://www.mlodziez.org.pl/dofinansowalismy/wlaczanie.

c) Higher education institutions

Some higher education institutions run post-graduate programmes in the field of global education, such as Global *Development, Studies on Humanitarian Aid* - Institute of Regional and Global Studies - Warsaw University.

Summer School of Global Development took place in 2009 with participation of Academy of Economics in Poznań, Higher European School in Krakow, Wroclaw University, and Jagiellonian University.

- 10 days of lectures and workshops
- discussions on different regions, millennium goals, developing countries
- cooperation with non-governmental organization

Actions, which the ORE carried in cooperation with universities:

- preparation of educational and methodological materials related to the promotion of health, education and prevention (University of Warsaw, Cardinal Stefan Wyszyński University, and Medical University).

UNESCO Chairs

Among 762 UNESCO Chairs that exist worldwide, 12 established in Poland (as of 28 December 2012).

UNESCO Chair on Human Rights and Peace, established in 1993 at the Faculty of Law and Administration at the Nicholas Copernicus University in Toruń.
The objective of the Chair is to organise and promote an integrated system of research, training, information and documentation activities in the field of education for democracy and peace through human rights. The Chair aims at developing the regional and international cooperation in the field of study on democracy and rights of individuals. It also wishes to promote the progressive development of a national education system for democracy and peace, including the elaboration of special educational programs for members of services such as the army, the police, penitentiary personnel, the teaching profession, public administration and the judiciary.

UNESCO Chair in Women, Society and Development established in 1996 at the Faculty of Philosophy and Sociology at the University of Warsaw.
The main role of the Chair is to develop, with international and national support, studies, training programs and curricula in the field of women's studies. It also aims at promoting advanced research and high-level training for an interdisciplinary approach to women's issues for students, researchers, representatives of NGOs, journalists. Its objective is also to make the results of research on women's issues known to the academic community, government and decision-makers, as well as to the public. The Chair organised, *inter alia*, the following seminars: "Kobiety na świecie" (*Women in the world*), "Udział kobiet w życiu publicznym" (*The participation of women in public life*), "Płeć i rynek pracy w perspektywie międzynarodowej" (*Gender and labour market from an international perspective*), "Płeć i uczestnictwo w życiu politycznym – perspektywa międzynarodowa" (*Gender and participation in political life – an international perspective*).

UNESCO Chair in Translation Studies and Intercultural Communication established in 2002 at the Faculty of Philology at the Jagiellonian University in Krakow.
The priority focus of research and scientific activities of the Chair are works designed to improve all phases of translator and interpreter training process. As far as didactic

activity of the Chair is concerned, special attention shall be paid to Postgraduate Studies in Conference Interpreting organised in close co-operation with the relevant services of the European Parliament and the European Commission, a year's course in translation of literary texts and PhD studies in the domain of translation studies and intercultural communication.

UNESCO/Janusz Korczak Chair in Social Pedagogy, established in 2004 at the Maria Gregorzewska Academy of Special Education in Warsaw.
The main objective of the Chair, focused on the field of interest of Janusz Korczak, is to present the figure of the educator as the creator of an important strand of special education. Another significant course of activity of the Chair is the cooperation with Janusz Korczak International Association and its branches in different countries, especially those in Israel and Germany.

d) Interactions between schools, local governments, universities, civil society and the wider community

The ORE cooperates with institutions that support schools: regional teacher in-service training institutions and psychological and pedagogical counselling centres. Representatives of the above mentioned institutions work together to prepare scenarios of trainings addressed to pedagogical councils.

Activities carried out by the ORE in cooperation with government departments and research institutions:

- participation in the creation of national System of Evaluation and Recommendation of Preventive Programs and Promotion of Mental Health Care and in the works of the Recommendation Committee, as a part of the cooperation with government departments (National Bureau for Drug Prevention, State Agency for the Prevention of Alcohol-Related Problems) and research institutions (Institute of Psychiatry and Neurology),
- preparation of educational and methodological materials concerning substance abuse prevention – cooperation with National Bureau for Drug Prevention,
- trainings addressed to organisers of preventive programs for children and young people, e.g. the "Unplugged" Program – cooperation with National Bureau for Drug Prevention.

Activities carried out by the ORE in cooperation with NGOs:

- preparation of educational and methodological materials, e.g. Guide for lower secondary schools entitled "Jak reagować na cyberprzemoc" (*How to respond to cyber bullying*) – cooperation with Nobody's Children Foundation,
- conference on the prevention of peer violence "STOP PRZEMOCY" (*STOP THE VIOLENCE*) – cooperation with KARAN Foundation.

The Faculty of Oriental Studies at Warsaw University developed in 2009 an educational toolkit, designed for use in the curriculum with a specific focus on Global Education. The pack includes among others a book presenting development problems of selected regions of Asia and Africa – providing data and overview. The pack includes a multimedia CD (also available online) with 30 teaching units, introducing contemporary Orient, encouraging understanding of diversity and complexity, reaching behind cultural determinism. The teaching units are ready to use in the classroom.

The Maria Grzegorzewska Academy for Special Education in Warsaw developed in 2009 a programme entitled *Join in! Education for Sustainable Development*. The preparation process was open to a wide range of cooperation with other institutions: academies, NGOs, companies and others (such as MSCDN – the Masovian Teachers' Development Centre). The formation of an Intercultural Student Research Group accompanied the process. The intercultural learning dimension of the programme was based on research conducted from 2007 to 2009, which identified the needs and the expectations of initial trainee teachers in regard to Intercultural Education in culturally diverse classrooms. The focal point of the programme was the pre-service teacher training course entitled *Introduction to Global Education*, which has two distinct and complementary modules; focusing on sustainable development and intercultural understanding. Both include practical application dimensions, and also web-based materials, information boards and the development of educational games. This course consists of a 30-hour lectures cycle, which covers a wide range of philosophical and ethical problems of global society.

e) International cooperation

1) In terms of the "Golden Five" program promotion, the ORE cooperates with the University of Seville, Spain; PROMECO Foundation, Ferrara, Italy; Ramsvik Utadrettet Virksomhet, Stavanger, Norway; Le Suflee Foundation, Brussels, Belgium.

2) The Summer Academy "Democracy at School", dedicated to civic and human rights education, is carried out in cooperation with the Council of Europe and the European Wergeland Centre and held every year in Poland in the beginning of July, at the ORE Training Centre in Sulejówek.

   The Summer Academy attend three-person teams that comprise: the headmaster and a teacher from the same school and a representative of a NGO or parents association that cooperate with the school. These teams are from countries covered with the Eastern Partnership programme (Armenia, Azerbaijan, Belarus, Georgia, Moldova), as well as from Denmark, Finland, Germany, Norway, Poland, Russian, and Sweden.
   The Summer Academy is a joint project of MNE, the ORE, the Council of Europe and the European Wergeland Centre.
   The aim of the Summer Academy is to implement educational materials of the Council of Europe in the scope of intercultural education, citizenship education, and human rights education. Moreover, the Summer Academy initiates and broadens cooperation between participating countries by way of exchange of experiences and examples of good practices in these fields. Trained participants will act as multipliers and will promote principles of democracy and human rights as part of activities undertaken in their respective environments.

   The training courses and workshops base on the following publications of the Council of Europe:
   – Democratic Governance of Schools (CoE 2006);
   – How all teachers can support citizenship and human rights education: a framework for the development of competences (CoE 2009);
   – Compass – A manual for Human Rights Education with young people (CoE 2002);
   – Compasito – A manual for Human Rights Education for children (CoE 2007);

- School-Community-University partnership for a Sustainable Democracy (CoE 2010);
- Human Rights Education in the school systems of Europe, Central Asia and North America: a compendium of good practice (CoE 2009).

3) International seminar within ”Pestalozzi Training Programme for Education Professionals“ is organised in cooperation with the Council of Europe.
4) ”Pamięć i Edukacja“ (*Memory and Education*) – a Polish-American seminar on Janusz Korczak (2012) organised by the Polish Embassy in Washington, DC in cooperation with the Holocaust Memorial Museum in Washington.
5) Education on the Holocaust – *Maintaining Remembrance. History and Culture of the Two Nations* Programme. The main objective of the *Program* is the exchange of knowledge and experiences between the two countries in the field of teaching about the Holocaust, preserving the memory of the victims and educating future generations. The project meets the obligations arising from the agreement between the Government of the Republic of Poland and the Government of Israel on cultural, scientific and educational cooperation. Yad Vashem is a partner of the project.
6) Annual educational seminar held in Paris for teachers from Poland (regional coordinators of the education on the Holocaust) entitled ”How to teach about the Holocaust?” organised within the *Education and Memory Program* – carried out in co-operation with Mèmorial de la Shoah in Paris. During the seminar, participants can learn about the French methodology related to Shoah. The presented topics include: Nazism as an ideology, the role of propaganda in shaping attitudes towards Jews. Many other problems were mentioned as well, for example: the contemporary historical policy in France and the genocide of the Armenians and the Tutsi. The program includes also the exchange of experiences between the French and Polish teachers in the domain of the methodology of teaching about the Holocaust in both countries.
7) Seminar in Krakow and Oświęcim, the aim of which was to prepare the participants to use the *European pack for visiting Auschwitz-Birkenau Memorial and Museum Guidelines for teachers and educators* in their work. The pack was elaborated in collaboration with the Ministry of National Education of the Republic of Poland and the Memorial and Museum Auschwitz-Birkenau. The Council of Europe published the pack in December 2010. Moreover, the participants have got to know the place, which has become a symbol of the Holocaust and learnt how to combine visiting memorials with teaching and education.

III. GENERAL COMMENTS

Major achievements

- Cooperation of institutions supporting schools: delivery of trainings, consultations, promotion of alternative ways of resolving conflicts,
- Unlimited access to informative and educational materials published on the ORE website for all interested entities,
- Joint trainings for teachers from Poland and from partner countries (e.g. Russia, Ukraine, and Israel) helped to establish new contacts among schools – both between

teachers and students. In the case of conferences and trainings addressed to teachers who teach foreign children, the raise of issues of cultural and linguistic differences contributed to the increase in the awareness of teachers concerning problems of foreign students. Schools, which have not yet had contact with the specificity of teaching foreign students, were not particularly interested in the trainings. However, as migration is becoming more and more common, these schools may one day need to deal with such situations,

- Multiplication of civic education and human rights education programmes in partner countries.