



Youth Wiki national description

Youth policies in Poland

2018

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit

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Overview

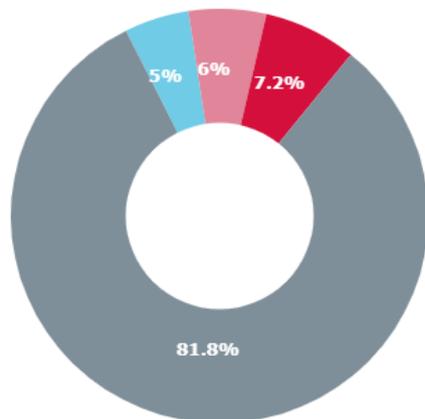
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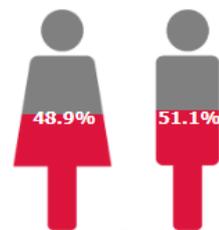
1. Young People in Poland
2. Youth Policy in Poland

Young People in Poland

Ratio of young people in the total population on 1st January

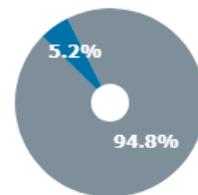


- Age group 15-19
- Age group 20-24
- Age group 25-29
- Other age groups



Ratio of men and women in the youth population

Ratio of young immigrants in all immigrants from non-EU countries



- Age group 15-29
- Other age groups

Total number of young people:

References:

Ratio (%) of young people in the total population (2017): Eurostat, yth_demo_020 [data extracted on 4/09/2018].

Absolute number of young people on 1 January for the age group 15-29 (2017): Eurostat, yth_demo_010 [data extracted on 4/09/2018].

Ratio (%) of men and women in the youth population (2017): Eurostat, yth_demo_020 [data extracted on 4/09/2018].

Young immigrants from non-EU countries (2016): Eurostat, yth_demo_070 [data extracted on 4/09/2018].

Poland

Youth Policy in Poland

It is impossible to indicate one official document focussing on the needs and rights of young people and regulating issues relating to them. However, this does not mean that Polish legislation does not cover young people's lives, rights and duties. Youth-related regulations are provided in various legal acts, such as the [Constitution of the Republic of Poland](#) (of 1997) Family and Guardianship Code (of 1964, Journal of Laws No. 9 item 59) Labour Code (of 1974, Journal of Laws 1974, Nr. 24, item 141) Juvenile Proceedings Act (of 1982, journal of Laws 11982 No. 35 item 228), Education Law (of 2016, Journal of Laws 2017 item 59), Act on Higher Education (of 2005, Journal of Laws 2005 No. 164 item 1365), Post-graduate Placements Act (of 2009, Journal of Laws 2009, No. 127, item 1052), or the Associations Act (of 1989, Journal of Laws 1989 No. 20 item 104).

The "[State Strategy for Youth for 2003-2012](#)" (Strategia Państwa dla Młodzieży na lata 2003-2012) (Strategy) prepared before Poland's accession to the EU remains the only document determining the development and directions of Polish youth policy. Currently, there is no strategy in Poland directly relating to young people. The Strategy emphasises the links that exist between youth policy and legal regulations concerning education, social welfare, national defence, employment and combating unemployment, children's living conditions in families, healthcare, as well as prevention of crime, drug addiction and alcohol abuse.

1. YOUTH POLICY GOVERNANCE

When determining the objectives of youth policy in the Strategy, the Council of Ministers assumed that the Strategy should cover people aged 15-25. The Strategy was prepared by a team composed of representatives of youth organisations, experts researching youth problems and representatives of the Minister of National Education and Sport. The document underwent public consultation with young people and public administration representatives. Work on the preparation of the Strategy was [coordinated by the Ministry of National Education](#), and the Minister of Education was responsible for its implementation. The authors of the Strategy emphasised the necessity to create conditions for the coordination of the activities of the government, institutions and non-governmental organisations working for young people.

The "[State Strategy for Youth for 2003-2012](#)" (Strategia Państwa dla Młodzieży na lata 2003-2012) (Strategy) prepared before Poland's accession to the EU remains the only document determining the development and directions of Polish youth policy. Currently, there is no strategy in Poland directly relating to young people. The Strategy emphasises the links that exist between youth policy and legal regulations concerning education, social welfare, national defence, employment and combating unemployment, children's living conditions in families, healthcare, as well as prevention of crime, drug addiction and alcohol abuse.

1.1 Target population of youth policy

In youth policy publications, their authors emphasise the necessity for introducing a definition of youth as a social group a notion that initially included people aged 15-25 (Raczek, 2014). However, as a result of the implementation of new youth programmes, the upper age limit has now been raised from 25 to 29. This change resulted from "the [willingness to offer high quality support](#) to a larger group of young people entering the labour market, and from the standardisation of target groups and the scope of support obtained from the European Social Fund as well as from the Youth Employment Initiative.

[Social policy programmes](#) consider youth as people aged from 13 to 30. The lower age limit coincides with the time when children become "active participants shaping their environment by their own actions" and finish a certain stage of education when "they make important choices regarding their further education". The upper age limit is defined as the stage of becoming self-sufficient and setting up a household. However, under the Ombudsman for Children Act (Ustawa o Rzeczniku Praw Dziecka), "any human being is a child from conception to the age of majority, but "reaching the age of majority is regulated by separate provisions". In accordance with the above Act, the notion of "youth" could refer to people who have reached the age of majority and therefore, have turned 18 or 16. [It is also accepted](#) that "young people" are those under 34 years old as it is difficult to pinpoint the age of passing from youth to maturity. The report "Youth 2011" describing young people's situation in Poland applied the term "youth" to the age group of 15-29 (Szafraniec, 2011). It is this age range that is most frequently indicated when defining the notion of "youth".

[The Central Statistical Office](#) provides no data for such an expanded age range (15-29). Instead, it indicates the following age ranges: 15-19, 20-24 and 25-29. According to data provided by the Central Statistical Office, as at 31 December 2017, Poland had 6,755,880 inhabitants aged 15-29, out of whom 3,447,470 were males and 3,308,410 - females. Young people account for almost [18% of Poland's whole population](#). It should be emphasised that [research](#) carried out by the Central Statistical Office uses the notion of "school age groups" which are determined by the age of pupils and students at a specific stage of education: lower secondary (13-15 years of age), upper-secondary (16-18 years of age) and higher education (19-24 years of age).

1.2 National youth law

Existence of a National Youth Law

The first attempts to lay down the foundations for the functioning of youth policy in Poland were linked to the EU accession process. They resulted in the "[State Strategy for Youth for 2003-2012](#)" (Strategia Państwa dla Młodzieży na lata 2003-2012), however, it "failed to (...) trigger the implementation of EU programmes and to influence the integration of the community of youth organisations". Polish youth policy has [no systemic solutions](#), nor is it operated and coordinated in a consistent way. It cannot be said that before Poland's accession to the European Union there were no activities targeting young people or their activation and inclusion in public life. Such activities were undertaken as part of sectoral policies operated within individual ministries. Poland's accession to the European Union probably contributed to paying more attention to issues relating to young people's lives and functioning (Raczek, 2014).

It is impossible to indicate one official document focussing on the needs and rights of young people and regulating issues relating to them ("Youth Law"). However, this does not mean that Polish legislation does not cover young people's lives, rights and duties. Youth-related regulations are provided in various legal acts, such as the [Constitution of the Republic of Poland](#) (of 1997) Family and Guardianship Code (of 1964, Journal of Laws No. 9 item 59) Labour Code (of 1974, Journal of Laws 1974, Nr. 24, item 141) Juvenile Proceedings Act (of 1982, Journal of Laws 1982 No. 35 item 228), Education Law (of 2016, Journal of Laws 2017 item 59), Act on Higher Education (of 2005, Journal of Laws 2005 No. 164 item 1365), Post-graduate Placements Act (of 2009, Journal of Laws 2009, No. 127, item 1052), or the Associations Act (of 1989, Journal of Laws 1989 No. 20 item 104).

Scope and contents

"The Republic of Poland shall ensure protection of the rights of the child. Everyone shall have the right to demand of organs of public authority that they defend children against violence, cruelty, exploitation and actions which undermine their moral sense" (art. 72 of [the Constitution of the Republic of Poland](#)). Parents have the right to bring up a young person in agreement with their convictions, however, they should take into account his/her degree of maturity, freedom of conscience and his/her convictions (art. 48 of [the Constitution of the Republic of Poland](#)). [Young people's rights](#), being part of the catalogue of human rights, can be divided into four main categories - personal, political (or public), social and economic rights. Coming of age offers young people new opportunities and full participation in public life. Young people - provided they are not incapacitated or deprived of public (or voting) rights - who are 18 or over may participate in referendums, elect the President of the Republic of Poland, Polish Parliament deputies, senators and local government representatives (art. 62 of [the Constitution of the Republic of Poland](#)). Young people under 18 may join associations however, they may not establish non-governmental organisations until they are 18 (Associations Act (of 1989, Journal of Laws 1989 No. 20 item 104). The observance of young people's rights is supervised by the [Ombudsman for Children](#) (Rzecznik Praw Dziecka) and the [Ombudsman](#) (Rzecznik Praw Obywatelskich).

Revisions/updates

Not applicable

1.3 National youth strategy

Existence of a National Youth Strategy

The "[State Strategy for Youth for 2003-2012](#)" (Strategia Państwa dla Młodzieży na lata 2003-2012) (Strategy) prepared before Poland's accession to the EU remains the only document determining the development and directions of Polish youth policy. Currently, there is no strategy in Poland directly relating to young people. The Strategy emphasises the links that exist between youth policy and legal regulations concerning education, social welfare, national defence, employment and combating unemployment, children's living conditions in families, healthcare, as well as prevention of crime, drug addiction and alcohol abuse.

When determining the objectives of youth policy in the Strategy, the Council of Ministers assumed that the Strategy should cover people aged 15-25. The Strategy was prepared by a team composed of representatives of youth organisations, experts researching youth problems and representatives of the Minister of National Education and Sport. The document underwent public consultation with young people and public administration representatives. Work on the preparation of the Strategy was [coordinated by the Ministry of National Education](#), and the Minister of Education was responsible for its implementation. The authors of the Strategy emphasised the necessity to create conditions for the coordination of the activities of the government, institutions and non-governmental organisations working for young people.

On the basis of diagnosing and referencing the information provided during the consultation exercise, 5 key issues of the Strategy were identified:

- youth education,
- employment,
- young people's participation in public life,
- leisure, culture, sport and tourism,
- health and prevention.

The areas indicated above served as the basis for determining the main objective of the Strategy - "the equalisation of the young generation's development opportunities"- and its strategic objectives:

- Strategic objective 1: Creating and equalising opportunities for development, self-realisation of the young generation,
- Strategic objective 2: Creating opportunities for the development of the young generation's own activity,
- Strategic objective 3: Preventing the marginalisation of the young generation,
- Strategic objective 4: Developing international youth cooperation,
- Strategic objective 5: Building a youth information system,
- Strategic objective 6: Education and continuing professional development for youth workers.

Each of the strategic objectives had its own implementation methods, proposed activities, time limit and responsible entities. However, most of the tasks were left to the Ministry of National Education. The Strategy emphasised the necessity to provide support to young people from rural areas and to those who are disabled or at risk of unemployment or social marginalisation. Moreover, the Strategy was supposed to contribute to the establishment of an official youth representation as well as emphasise the importance of youth organisations, pupil and student governments.

The Strategy did not indicate the amount of funds to be earmarked for the implementation of the programmes and activities, nor did it create a common budget. It was emphasised that local governments would have a key role in financing certain tasks and that most of the tasks would be co-financed by European funds. It is difficult to evaluate the implementation of the Strategy objectives and its influence on Polish youth

policy as there is no access to relevant reports and analyses. The problem related to the implementation of the Strategy may be linked to the [choice of the coordinating entity](#). “If the coordination of youth policy was a responsibility of the Office of the Prime Minister, it might possibly contribute to its more effective implementation, and its coordinators would become real partners” (Zielińska, 2009).

When the “State Strategy for Youth for 2003-2012” ceased to apply, no new national strategy regulating Polish youth policy issues was created. The authors of the [“Governmental Programme for Young People’s Social Engagement for 2015-2016 Active Youth”](#) (Rządowy Program Aktywności Społecznej Młodzieży na lata 2015-2016. Aktywna Młodzież) emphasised the importance of preparing a governmental document defining youth policy. “Laying down the strategic foundation for the implementation of youth policy” seems of paramount importance.

[The Children and Youth Council of the Republic of Poland](#) established in 2016 and operating under the authority of the Minister of National Education (Rada Dzieci i Młodzieży Rzeczypospolitej Polskiej) during its first term (2016-2017) worked on the draft provisions of the Act on the Youth Council of the Republic of Poland (Rada Młodzieży Rzeczypospolitej Polskiej). At present the Association for Establishing the Children and Youth Council of the Republic of Poland operating by the Minister of National Education is working on the key aspects of the National Youth Strategy.

It is worth emphasising that despite the absence of a youth act, youth policy is more and more frequently regulated at regional and local levels. Local strategies (or other documents) targeting young people are present at various levels of local governments (province, district, commune). The introduction of unified legislation or guidelines on the development of youth strategies would probably facilitate a regional comparison of activities undertaken for young people as well as the implementation of individual objectives and policies concerning young people.

Scope and contents

Not applicable

Responsible authority for the implementation of the Youth Strategy

Not applicable

Revisions/updates

Not applicable

1.4 Youth policy decision-making

Structure of Decision-making

A debate on official youth representation at central level has been conducted since the onset of the political transformation in Poland (i.e. The Polish Round Table Agreement; 1989). However, up till now no permanent and single authority representing young people’s interests has been created. Work is currently in progress to create an entity whose activity may contribute to the development of Polish youth policy.

It is difficult to pinpoint one central level authority responsible for making decisions relating to youth. At present, decisions on the implementation of individual public policies remain a responsibility of government administration (e.g. the [Minister of National Education](#) is responsible for education and upbringing the [Minister of Sport and Tourism](#) - for physical culture the [Minister of Family, Labour and Social Policy](#) - for social policy and

the [Minister of Science and Higher Education](#) - for higher education and research. In 2008 initial declarations regarding the appointment of a Youth Plenipotentiary were submitted to the Office of the President of the Republic of Poland, however, no such plenipotentiary has been appointed yet (Raczek, 2014). It should be noted that the Ministry of National Education has most frequently been indicated as the central authority that supports structures representing youth.

Local government bodies operating at provincial, district and communal levels have all been assigned public tasks; some of which focus on young people. Communal governments are responsible for such matters as healthcare, social services, public education, culture and physical culture (Chmielnicki, 2009). Therefore, communes are responsible for the functioning of nurseries, primary schools, for supporting sports clubs, developing cultural activities, running libraries and supporting families in precarious life situations. Tasks assigned to districts and provinces are supra-communal and do not affect the competence of communes. Such tasks as public education in secondary schools, prevention of unemployment, stimulation of local labour markets and support provided to the disabled [are supra-communal public tasks](#) falling within the remit of districts. Provincial governments are responsible for running higher vocational institutions, developing economic activity in regions, maintaining libraries, museums and regional theatres.

It should be noted that the development of Poland's youth policy occurs at regional level. Nine provinces have established formal structures supporting and representing young people, such as [The Youth Parliament of Lubelskie Province](#) (Parlament Dzieci i Młodzieży Województwa Lubelskiego, established in 1996), [The Youth Council of Zachodniopomorskie Province](#) (Rada Młodzieży Województwa Zachodniopomorskiego, established in 2005), [The Youth Parliament of Dolnośląskie Province](#) (Młodzieżowy Sejmik Województwa Dolnośląskiego) (established in 2013), [The Youth Parliament of Podlaskie Province](#) (Młodzieżowy Sejmik Województwa Podlaskiego) (established in 2014), [The Youth Council of Pomorskie Province](#) (Młodzieżowa Rada Województwa Pomorskiego, established in 2015) [The Youth Forum of Opolskie Province](#) (Forum Młodych Województwa Opolskiego, established in 2017), [The Youth Parliament of Wielkopolskie Province](#) (Sejmik Młodzieży Województwa Wielkopolskiego, established in 2017), [The Youth Parliament of Śląskie Province](#) (Młodzieżowy Sejmik Województwa Śląskiego, established in 2017), [The Youth Parliament of Świętokrzyskie Province](#) (Młodzieżowy Sejmik Województwa Świętokrzyskiego, established in 2018) Youth representations operating at regional level have various legitimacies, the most frequent form being a province marshal's consultation body. Also non-governmental organisations are involved in the activity of formal youth representations, and in the remaining provinces - [units from individual offices](#) (for example in Pomorskie and Opolskie provinces).

Examples of youth representations at regional level:

- Among other things, the objective of the [Youth Council of Zachodniopomorskie Province](#) consists in the promotion of local and regional governance and in ensuring youth participation in the development of civil society. The Council's technical and administrative support is provided by the Secretariat for the Youth of Zachodniopomorskie Province (Sekretariat ds. Młodzieży Województwa Zachodniopomorskiego). The Council [supports the activity](#) of youth councils in towns and communes, youth organisations and student governments.
- The Youth Parliament of Dolnośląskie Province was established in 2013. Its main goal is to represent the interests of young people in the province authorities, drafting opinions and action plans for local government bodies and staying in contact with young people from the region.
- Among other things, the Youth Ombudsman operating under the authority of the Office of the Marshal of Świętokrzyskie Province is responsible for intermediary activities between the youth community and the Office of the Marshal, promoting positive examples of youth activity in the region and of positive work performed for young people by various institutions, stimulation of cooperation and for the

networking of organisations and youth groups in the region, as well as for initiating and supporting systemic solutions at regional level which boost young people's social participation. In their publication entitled "[Świętokrzyskie Province for Youth. Directions in supporting the social engagement of the youth of Świętokrzyskie Province 2017-2020](#)" (Świętokrzyskie dla młodych. Kierunki wspierania aktywności społecznej młodzieży województwa świętokrzyskiego na lata 2017-2020), the authorities of Świętokrzyskie Province analysed the situation of young people in the region and activities undertaken to increase the social engagement of youth.

[Under Article 5 \(b\) of the Local Government Act](#), local government authorities may appoint a youth council as its advisory body. "Boosting young people's interest and involvement in public affairs at local level is the most important objective of communal youth councils" (Owczarek, 2013). Moreover, communal youth councils facilitate young people's participation in the process of making decisions affecting their peers. The establishment of consultation bodies such as commune councils is left to local government authorities. Youth councils have their statutes which describe the way in which they operate and how council members are selected. In 2007, [the operation of 224 youth councils was confirmed](#), most of them were active in Dolnośląskie, Śląskie and Wielkopolskie Provinces. A [report](#) prepared by the Children and Youth Council operating by the Minister of National Education of the Republic of Poland states that in 2017 in 2478 communes a number of 408 youth councils were active.

The Alliance of Independent Youth Organisations (Porozumienie Niezależnych Organizacji Młodzieżowych) established in 1989 marked the beginning of attempts aimed at creating a national youth representation. The beginning of the 90's witnessed the birth of the Polish Youth Council (Polska Rada Młodzieży) which was an advisory body to the government and then to the Minister of National Education. The Council ceased to exist in 1998 and was removed from the European Youth Forum. In 2002, the Ministry of National Education made an attempt to establish a nationwide representation of young people which would officially replace the then already inactive Alliance of Independent Youth Organisations, the Polish Youth Council and the Polish Youth Forum. The following year saw [the establishment of the Association Polish Youth Council](#) (Stowarzyszenie Polska Rada Młodzieży). In 2010 [consultations](#) were held concerning the appointment of a new Polish Youth Council, which was to be "a union of associations bringing together young people to represent them in the country and abroad and act for them".

[Regulation 40 of the Minister of National Education dated 21 December 2010](#) was the legal basis for the establishment of the Department of Youth and Non-governmental Organisations (Departament Młodzieży i Organizacji Pozarządowych). Among other things, it was responsible for the implementation of rules resulting from youth-related programme documents, including the State Strategy for Youth for 2003-2012, cooperation with youth organisations and non-governmental organisations active in the field of education and upbringing, coordination of activities in the scope of youth information including the EURODESK15 and PLOTEUS II16 programmes, cooperation with the Public Benefit Activities Council (Rada Działalności Pożytku Publicznego), cooperation with the Foundation for the Development of the Education System (Fundacja Rozwoju Systemu Edukacji) and substantive supervision on the implementation of the "Youth in Action" programme in Poland. When the Department of Youth and Non Governmental Organisations ceased to exist on 28 February 2012, no new unit responsible for youth affairs was established in Poland (Raczek, 2014). In 2016, the Minister of National Education appointed the [Children and Youth Council of the Republic of Poland](#) (Rada Dzieci i Młodzieży Rzeczypospolitej Polskiej) operating under the authority of the Minister of National Education. The Council is an advisory body. Its tasks include "expressing opinions and presenting children- and youth-related proposals in the scope of matters remaining within the remit of the education and upbringing area of the government". The term of the council is one year. The Council is composed of 16 members and their substitutes (16) who are appointed by the Minister of National Education. Members and their substitutes [represent particular provinces](#). The pupils between 13 and 20 years old who [fulfill a number of criteria](#) (for example engagement in volunteering activities, active

attitued in the local community, good grades) can become members of the Council. On the 28th of September 2017 the Minister of National Education of the Republic of Poland appointed the second term of the Children and Youth Council.

[The Union of Associations Polish Council of Youth Organisations](#) (Związek Stowarzyszeń Polska Rady Organizacji Młodzieżowych (PROM)) set up in 2011 and bringing together 39 member organisations is the only youth representation still active. The Union represents over 250,000 young people. The Union aims to [participate in youth policy making](#), disseminate the idea of youth participation in public life, inform public opinion about the situation of young people in Poland, support the development of Polish youth organisations and of those which bring young people together. Among the entities that the Union cooperates with are the Public Benefit Activities Council and the Visegrad Group. Since 22 April 2017 the Union is a [full member](#) of the [European Youth Forum](#) which means that "with the remaining 102 Forum member organisations it will exert direct influence on the development of European youth policy ". In April 2017 the Union adopted its position on the matter of youth participation in social and political life. The Union [addressed](#) five areas - support provided to youth organisations, policy makers' readiness to share initiatives with young people, transparency in determining young people's abilities and potential influence in decisions, facilitating young people's access to information as well as long-term thinking building on existing structures and youth organisations. Moreover, the Union presented its position on the [consultation of the project entitled Youth Joined in Action Programme for 2016-2019](#)(Młodzież Solidarna w Działaniu na lata 2016-2019) (2016), [amendments to the programme "Flats for Young People"](#) (Mieszkanie dla Młodych) (2015) and [amendments to the Associations Act](#) (ustawa Prawo o stowarzyszeniach) (2014). The Union is currently cooperating with the Parliamentary Group Supporting Youth Councils Operating within Local Government Units (Parlamentarny Zespół ds. wspierania młodzieżowych rad przy jednostkach samorządu terytorialnego) to create a team which will prepare [amendments to the specific article](#) in the Local Government Act which regulates the functioning of communal youth councils. As the Union brings together only selected youth organisations, it is [not regarded as an entity which fully represents the youth community](#).

Bodies dealing with youth matters are present at various levels of administration. [The Education, Science and Youth Committee](#) (Komisja Edukacji, Nauki i Młodzieży), composed of 41 deputies, operates within the Parliament of the Republic of Poland. The Committee deals with matters relating to "preschool, primary school, comprehensive secondary school, vocational, post-graduate and higher education (...), leisure, physical culture and sport for children and youth, care of children and youth (...) scientific cooperation abroad, pupil and student governments (...) fulfilling the aspirations of the young generation and to young people's social and occupational adaptation". There is a [standing youth subcommittee](#) composed of 14 deputies and working within the Committee. At the moment the Committee is not working on any bill directly concerning youth policy. The bills that have been analysed so far refer to the education system.

29 April 2016 marked the appointment of the [Parliamentary Group Supporting Youth Councils Operating within Local Government Units](#) (Parlamentarny Zespół ds. wspierania młodzieżowych rad przy jednostkach samorządu terytorialnego), which aims at providing support and advice to youth councils, integrating communities linked to youth councils and promoting the idea of active citizenship through participation in the work of youth councils. The Group is composed of 15 deputees and [cooperates](#) with the Polish Council of Youth Organisations and with the Children and Youth Council of the Republic of Poland operating under the authority of the Minister of National Education. On 17th of April 2018 these two bodies, together with the Foundation for the Development of the Education System - Polish National Agency of the Erasmus+ Programme organised a [conference](#) "Youth 2.0 - Youth councils for hundred years od Poland's independence".

Students' interests at central level are represented by the [Student Parliament of the Republic of Poland](#) (Parlament Studentów Rzeczypospolitej Polskiej), which is appointed on the strength of the Higher Education Act. This Parliament has the right to express

opinions and present motions in matters relating to students, and give opinion on student-related normative acts (Act on Higher Education of 2005, Journal of Laws 2005 No. 164 item 1365). It also [organises training](#) and workshops raising students' qualifications, supports student projects, inspires international student exchange and participation in the international student movement. The Student Parliament of the Republic of Poland brings together the student governments of all Polish higher education institutions.

Among the [advisory groups](#) that work for the Minister of Science and Higher Education is the [Young Scientists' Council](#) (Rada Młodych Naukowców), whose tasks include the identification of barriers to development and supporting young scientists' careers, initiation of young scientists' contact with representatives of economic circles, and preparation of opinions and recommendations regarding the science and innovation policy of the country. Due to its specific character, the Council represents the interests of young scientists whose age equals the upper age limit for the youth age group.

1 October 2017 witnessed the launch of the National Agency for Academic Exchange (Narodowa Agencja Wymiany Akademickiej - NAWA) which supports academic exchange and the internationalisation of higher education and science. NAWA disseminates information relating to the Polish education system and promote the Polish language abroad. NAWA will be able to award funds to students, doctoral students and employees of higher education institutions or institutes. In the future, the NAWA can also become EU and local governments' funds operator. NAWA's budget will amount to about PLN 130,000,000.

Main Themes

As there is no specific youth-related act and no national youth strategy, no document determining the development of youth policy can be indicated. Activities undertaken on behalf of young people by the central government, national authorities and local government authorities are specified in legislation and presented in strategies adopted by the government.

In February 2013 the Council of Ministers adopted the "[Long-term National Development Strategy. Poland 2030. The Third Wave of Modernity](#)". (Długookresowa Strategia Rozwoju Kraju. Polska 2030. Trzecia Fala Nowoczesności). This strategy, as part of Strategic Objective 3 [which aims to improve the accessibility and quality of education at all stages and increase the competitiveness of science] raises issues relating to the education of children and young people and to the necessity of adapting the education system to changing social and economic needs in order to facilitate transfer from education to the labour market.

The "[Responsible Development Strategy](#)" (Strategia na rzecz Odpowiedzialnego Rozwoju) (Strategy) published in 2017 by the Ministry of Development updates the "Country Development Strategy 2020" (Strategia Rozwoju Kraju 2020) - a mid-term country development strategy adopted by a resolution of the Council of Ministers on 25 September 2012. The document presents the strategic tasks of the country and contains recommendations for public policies. The Strategy is "the basis for changes to the development management system, as well as to existing strategy papers (strategies, policies, programmes) and for the verification of other implementing instruments". The main objective of the Strategy consists in "creating conditions for facilitating the rise of income levels of Polish inhabitants while increasing social, economic, environmental and territorial cohesion", as well as in specific objectives:

- Specific objective 1: Sustained economic growth increasingly based on knowledge, data and organisational excellence,
- Specific objective 2: Community-sensitive and territorially-balanced development,
- Specific objective 3: An effective state and institutions which are dedicated to growth as well as social and economic inclusion

The EU youth strategy indicates seven areas which are reflected in national strategies and programmes directly or indirectly relating to young people. The individual objectives of the EU Youth Strategy and tasks (e.g.: governmental programmes and strategic projects) which are likely to contribute to their implementation are presented below:

- Education and training: e.g. the programme Youth Joined in Action (Ministry of Family, Labour and Social Policy),
- Employment & entrepreneurship, e.g. [Guarantees for Youth](#) (Gwarancje dla Młodzieży) (Ministry of Family, Labour and Social Policy), [Active Forms of Preventing Social Exclusion - the new dimension 2020](#) (Aktywne Formy Przeciwdziałania Wykluczeniu Społecznemu - nowy wymiar 2020 (Ministry of Family, Labour and Social Policy),
- Health & well-being, e.g. Programme Club (Klub) (Ministry of Sport and Tourism),
- Participation: e.g. the programme Youth Joined in Action (Ministry of Family, Labour and Social Policy),
- Voluntary activities: e.g. the programme Youth Joined in Action (Ministry of Family, Labour and Social Policy),
- Youth & the world, e.g. [Programme Mobility Plus](#) (Mobilność Plus) (Ministry of Science and Higher Education),
- Creativity & culture, e.g. [The National Readership Development Programme](#) (Narodowy Program Rozwoju Czytelnictwa) (Ministry of Culture and National Heritage).

The choice of a specific target group is based, among other things, on the results of research and diagnoses presented in a given Strategy, programme or strategic project.

The National Agency for Youth

The National Agency for Youth, which is responsible for youth policy at a central level, does not operate in Poland. Youth-oriented tasks are carried out by the central government as well as national and local government authorities in accordance with their competences.

Policy monitoring and evaluation

It is difficult to clearly identify the way in which activities relating to youth policy are monitored and evaluated as there are no relevant documents and reports and no state-run centre dealing with youth-related research. A youth act and/or a national youth strategy would probably contribute to setting out the directions of the development of Polish youth policy which would then be systematically evaluated.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

In 2014 the Ministry of Labour and Social Policy appointed a group dealing with the social participation of young people. The group was meant to review and analyse governmental documents relating to youth policy and EU strategic papers concerning youth policy and to prepare a youth social participation programme (decision of 7 February 2014). [The Youth Policy Group](#) (Zespół ds. Polityki na Rzecz Młodzieży) operates within the Public Benefit Activities Council, which is an advisory body working for the Minister of Family, Labour and Social Policy. The Group [contributed to the preparation of the project "National Youth Programme. Active Youth"](#). In 2015 the Minister of Labour and Social Policy made a decision to adopt the Programme for Young People's Social Engagement (Program Aktywności Społecznej Młodzieży) (decision of 27 August 2016). The main objective of the programme consists in increasing development opportunities and

improving young people's start in social and professional life. The actions envisaged are divided into four priority areas:

- Priority 1: Passions and interests,
- Priority 2: Social engagement and active citizenship
- Priority 3: Development of competences and skills useful on the labour market.
- Priority 4: Support infrastructure.

The activities that were envisaged under those priorities have not been implemented. In 2016 the programme was abandoned on the strength of a decision of the Minister of Family, Labour and Social Policy (decision of 15 January 2016). In May 2016 the Ministry of Family, Labour and Social Policy adopted the programme [Youth Joined in Action](#). The programme's implementation period was set out from 2016 to 2019 (decision of 29 April 2016). The main objective of the programme is to "facilitate the creation of a space in which young people can pursue activities which impact positively on their identity, family, social, cultural and professional life". The programme envisages activities within five separate priority areas:

- Priority 1: Identity and passions,
- Priority 2: Social solidarity and voluntary service,
- Priority 3: Young citizens,
- Priority 4: Competences and skills,
- Priority 5: Support for young people.

Priority 3 Young Citizens envisages support for various activities, including those oriented towards:

- young people's participation in the life of local communities and in representative democracy,
- young people's participation in the decision making process by extending consultation and social agreements with youth,
- participative ways of designing places of integration and leisure,
- building and supporting regional and local youth websites,
- encouraging participation in local and national elections,
- taking up local initiatives, such as happenings, social activism in various areas,
- young people organising themselves into informal and organised groups (ordinary associations, associations, etc.),
- facilitating partnerships and intra- and cross-sectoral cooperation networks.

The programme allows non-governmental organisations and entities specified in Art. 3 (3) of the Public Benefit Activities and Voluntary Service Act (Ustawa o działalności pożytku publicznego i o wolontariacie) to apply for funding for projects implemented within separate priority areas. Although the programme started in 2016, no call for proposals concerning public tasks under this programme has been announced.

The Department of European Social Fund of the Ministry of Family, Labour and Social Policy announced in June 2018 the programme [Youth solidarity in action](#) (Młodzież solidarna w działaniu) that supports initiatives contributing to gaining social competencies by young people under 29 years old. The budget of the programme is 20 mln pln.

The "[Responsible Development Strategy](#)" indicates youth-related strategic projects whose implementation will contribute to the achievements of the objectives set:

- Included in education - "a new model of educating children, youth and adults with disabilities and special educational needs, aiming to increase the employment opportunities of disabled school leavers and graduates." The Ministry of National Education is the entity responsible for the implementation of the programme.
- Guarantees for Youth - "a programme addressing the individual and comprehensive employment and educational activation of young people entering the labour market (unemployed, economically inactive and jobseekers)." The Ministry of Family, Labour and Social Policy is the entity responsible for the implementation of the programme.

- Youth Joined in Action - “a package of actions aimed at creating and shaping young people’s social engagement by organising voluntary service, participation in social life, developing competences, social values and skills.” The Ministry of Family, Labour and Social Policy is the entity responsible for the implementation of the programme.
- The programme “Club”, which is “a programme supporting the activity of sports clubs (targeting children and youth) which are local centres of social activity and active leisure, developing social ties and competences such as teamwork, perseverance or diligence.” The Ministry of Sport and Tourism is the entity responsible for the implementation of the programme.

Other sectoral and cross-sectoral programmes and projects with young people as beneficiaries include:

- [The programme “Family 500+”](#) (Rodzina 500+) which started on 1 April 2016. Under the programme, parents and guardians of children under 18 may be granted support amounting to PLN 500 for every second and subsequent child. Families on a low income may be granted support for the first child or the only child if their monthly net income is at or below PLN 800 or PLN 1200 when the child is disabled. The programme “Family 500+” [covers](#) 3,992,000 children under 18. The amount awarded to the beneficiaries of the programme in 2017 is almost PLN 13,932,000,000.
- [The programme “Support for Starters”](#) (Wsparcie w starcie) is run by the Ministry of Family, Labour and Social Policy to support the development of entrepreneurship. This programme allows higher education students in their final year, those who graduate from either high school or higher education, as well as registered unemployed persons to apply for low-interest loans not exceeding PLN 70,000 to start a business or create a job for an unemployed person. The pilot edition of the programme was launched in 2013. Since November 2014 the programme has been implemented in all provinces.
- [The Student Loan and Credit Fund](#) (Fundusz Pożyczek i Kredytów Studenckich) set up at [Bank Gospodarstwa Krajowego](#) offers student loan interest subsidies. Loans can be awarded to students or doctoral students who started studying before turning 25. When granting loans, priority will be given to people on low per capita income.

Projects implemented as part of the [operational programme Knowledge, Education, Development](#) play a vital part in the development of youth policies, including activities aimed at preventing unemployment and boosting young people’s employability. Young people under 30, including those with disabilities, who are not in education, employment or training (NEET) are the final recipients of support offered as part of those projects.

[The Children and Youth Parliament](#) (Sejm Dzieci i Młodzieży) is one of the first initiatives aimed at increasing young people’s social engagement and arousing their interest in involvement in public life. The first session of the Children and Youth Parliament took place in 1994 on the initiative of the Polish Parliament Chancellery and the President of the Polish Humanitarian Action, Janina Ochojska. Young deputies debated the issue of “War as a threat to a happy childhood”. The Children and Youth Parliament is held every year on 1 June, which is International Children’s Day. By 2017, 23 sessions of the Youth Parliament have been held. In recent years, the Children and Youth Parliament has debated the following issues: student governance (2010), voluntary service (2011), democracy in schools (2012), ecological development (2013), parliamentary election (2014), public space (2015), memorial sites (2016), local heroes in the public domain (2017). In 2018 the XXIV session of Children and Youth Parliament [was postponed](#) from 1 June 2018 to 27 September 2018. Resolutions adopted by the Children and Youth Parliament are recommendations submitted to educational institutions in Poland, however, the implementation of those recommendations is not monitored. Resolutions adopted by the Children and Youth Parliament are non-obligatory. The 23rd session of the Children and Youth Parliament dated 1 June 2017 introduced a [provision referring to “granting the status of a permanent opinion giving entity to the Children and Youth Parliament”](#), which may mean the necessity to appoint official representation of young people at central level, thanks to which youth will be able to have a say in the issues that

they consider important. The Parliament Chancellery (Kancelaria Sejmu), Institute for National Remembrance (Instytut Pamięci Narodowej), Education Development Centre (Ośrodek Rozwoju Edukacji) and the Ministry of National Education were the organisers of the 23rd session of the Children and Youth Parliament.

Poland develops various initiatives with young people in mind. At local and regional level most of those initiatives are implemented by non-governmental organisations which may obtain funding for public tasks targeting young people by way of open calls for proposals launched by local governments. The Public Benefit Activity and Voluntary Service Act mentions one task in the area of public tasks which directly targets young people; that is activities on behalf of children and youth, including recreation activities for children and young people. It should be noted that the main areas of the activity of non-governmental organisations in Poland in [2015 were](#):

- sport, tourism, recreation, hobbies (55%),
- education and upbringing (53%),
- culture and art (35%)
- local development (21%),
- social services, social security (21%)
- healthcare (20%).

Examples of activities implemented for the benefit of young people by non-governmental organisations at nationwide levels include:

- [The programme “Equalise opportunities”](#) (Równać szanse) initiated in 2001 and aiming to “equalise young people’s chances for a good start into adulthood”. The programme targets people aged 13-19 living in localities with a population of up to 20,000. Under this programme, non-governmental organisations, libraries, community centres and informal groups may apply for subsidies to implement projects contributing to the development of young people’s competences and skills. 17 editions of the programme have already been launched during which over 2,800 projects have been implemented with the participation of over 120,000 people. The programme is implemented by the Polish Children and Youth Foundation (Polska Fundacja Dzieci i Młodzieży) and funded by the Polish-American Freedom Foundation whose contribution to the programme amounts to USD 13,521,555.
- [The programme “PROJECTOR” \(PROJEKTOR\)](#) – a student voluntary service, implemented by the Educational Enterprise Foundation (Fundacja Edukacyjna Przedsiębiorczości). The programme is authored and funded by the Polish-American Freedom Foundation. The programme aims at “prevention of exclusion and the activation of children and young people coming from Polish small towns and villages by developing their passions and interests, and discovering the talents and potential not only of students but also of project participants”. As part of the programme, student volunteers implement educational projects for the benefit of younger people living in villages and small towns. Since 2003, over 13,000 students have implemented over 34,000 programme-related educational projects in 2,390 Polish schools. The contribution of the Polish-American Freedom Foundation to the programme “[PROJECTOR - student voluntary service](#)” amounts to USD 6,214,367.

1.6 Evidence-based youth policy

Political Commitment to Evidence-Based Youth Policy

Strategic programmes and projects implemented for the benefit of young people are evidenced by research reflecting the situation of young people in Poland. The authors of those documents rely on available research and analyses prepared by public, private and non-governmental institutions.

In August 2011 the Office of the Prime Minister issued a report entitled “[Youth 2011](#)” which (so far) may be regarded as the most extensive and multidimensional analysis of

Polish youth. Apart from the report “Youth 2011” no other governmental paper concerning Polish youth has been published. Emphasis should be put on the fact that young people’s situation has always been analysed for the purposes of programmes created for youth. The “Governmental Programme for Young People’s Social Engagement for 2015-2016. Active Youth (Rządowy Program Aktywności Społecznej Młodzieży na lata 2015-2016. Aktywna Młodzież)” describes the situation of young people in Poland from a number of viewpoints, i.e.:

- social capital, trust and relationships,
- participation in lifelong learning,
- physical activities of young people,
- addiction to the Internet, nicotine and alcohol as well as imbalanced diet and sleep deprivation,
- young people’s mental health and its disorders,
- young people’s cultural engagement,
- young people’s social engagement including voluntary service,
- trust in politicians as well as interest in politics and public affairs,
- young people’s position on the labour market,
- young people at risk of social exclusion,
- disabled young people,
- building intergenerational solidarity,
- absence of a system supporting the social engagement of young people and youth groups.

A diagnosis prepared for the purposes of the programme “[Youth Joined in Action for 2016-2019](#)” adopted by the Minister of Family, Labour and Social Policy in 2016 indicates the following areas (as well as problems and challenges):

- the search for identity (challenges linked to shaping one’s own identity and concept of self),
- social capital (higher levels of mistrust among young people in comparison with those older than them and professionally active),
- social solidarity (weakened inter-group solidarity, increase in materialistic and egocentric attitudes),
- participation in life-long learning (about 5% of Poles are participants in lifelong learning),
- young people’s physical activities (over 90% of young Poles spend their free time on activities not requiring movement and physical exertion, 55% of school infrastructure not used),
- addiction to the Internet, nicotine and alcohol as well as imbalanced diet and sleep deprivation (growing number of pupils taking drugs, engaging in dysfunctional Internet use, overweight - in over 20% of young people aged 15-29 in 2009),
- young people’s mental health and its disorders (according to research conducted by WHO and EZOP Poland, about 20% of young Poles show symptoms of depression),
- young people’s cultural engagement (drop in young people’s cultural engagement, decreasing readership, less interest in the activities of cultural institutions),
- young people’s social engagement including youth voluntary service (22% of people aged 15-25 are involved in voluntary service),
- trust in politicians, interest in politics and public affairs (absence of trust in politicians, low turnout on elections, establishment and development of youth communal councils),
- young people in the labour market (low level of competence among young people entering the labour market, NEET, unstable employment status due to employment forms),
- young people at risk of social exclusion (risk of poverty, addictions, violence, absence of activity, worse living conditions),
- young people with disabilities (youth aged 15-24 accounts for 4.6% of working-age disabled people),

- intergenerational solidarity (the necessity to open up to intergenerational cooperation due to a growing generation gap),
- supporting the social engagement of young people and youth groups (low level of young people's social competences, poor integration between formal and informal education in terms of initiating social engagement, insufficient support provided by adults, low level of cooperation between youth and school authorities).

Cooperation between policy-making and research

There is no single state-run centre which would deal exclusively with research in the youth field. It is impossible to indicate one body which is responsible for cooperation with centres and institutions conducting youth research. The [Youth Research Institute](#) (Instytut Badań nad Młodzieżą) as an organisation operating in Poland from 1972 to 1991. The Institute was supervised by the minister responsible for education and upbringing. When the Institute ceased to operate, it was transformed into the [Youth Research Centre at the Institute of Applied Social Sciences of the University of Warsaw](#) (Ośrodek Badań Młodzieży w Instytucie Stosowanych Nauk Społecznych Uniwersytetu Warszawskiego). The Centre "does not work for political parties but is open to the needs of the State administration, local governments, non-governmental organisations, schools, parents and other youth educators (...) The Centre also conducts research and professional evaluations in cooperation with other domestic and international institutions." In 2005, together with the Ministry of National Education and Sport, the Centre prepared the "White Paper on Polish Youth" (Fatyga, 2005). Two truths about active participation. Conditions and opportunities for young people's active participation in local communities from the perspective of the youth policy of the Council of Europe" (Biała Księga młodzieży polskiej. Dwie prawdy o aktywności. Uwarunkowania i możliwości działania młodzieży w środowisku lokalnym w perspektywie polityki młodzieżowej Rady Europy) which is a valuable document describing the situation of young people in Poland in the period when the country began its membership of the European Union.

Authors of youth programmes rely on reports and analyses from various centres and research institutes such as the [Central Statistical Office](#) (Główny Urząd Statystyczny), [Centre for Public Opinion Research](#) (Centrum Badania Opinii Społecznej), private and public entities, non-governmental organisations (e.g.: "[Stocznia](#)" [The Laboratory of Social Research and Innovations](#) - Pracownia Badań i Innowacji Społecznych "Stocznia").

[The Central Statistical Office](#) (GUS) is a public administration body which is accountable to the Prime Minister. GUS collects and publishes statistics and conducts research into various aspects of public and private life. Data related to Poland's economy, society and environment is collected in the [Local Data Bank](#) (Bank Danych Lokalnych) which is run by GUS. Thanks to the [Atlas of Regions](#) (Atlas Regionów) data relating to a specific thematic area is spatially visualised to show distribution in regions or local areas. [The Area-specific Knowledge Bases](#) (Dziedzinowe Bazy Wiedzy) present data illustrating demography, education, the labour market and people's living conditions.

The Public Opinion Research Centre (CBOS) organises, prepares and publishes public opinion polls and submits their results to central government bodies, public institutions and society. CBOS receives funds from the State budget which are intended to meet operational costs and task implementation as well as finance non-commercial publications.

[The National Centre for Research and Development](#) (Narodowe Centrum Badań i Rozwoju (NCBR) is an executive agency implementing tasks relating to science, technology and innovation policies operated by the State. NCBR manages the implementation of strategic scientific research programmes and development work.

National Statistics and available data source

In 2016, following a request from the [National Bureau for Drug Prevention](#) (Krajowe Biuro ds. Przeciwdziałania Narkomanii), CBOS conducted research entitled "Consumption of psychoactive substances by young people - Youth 2016" (Konsumpcja substancji psychoaktywnych przez młodzież - Młodzież 2016), and the report "[Youth 2016](#)" (Młodzież 2016) is its result. The report addresses the following spheres of young people's lives:

- family home, parents and peers,
- standard of living of upper secondary school leavers,
- school relations,
- aspirations, aims and life plans,
- politics, democracy and economy,
- patriotism, nationalism and attitude to foreigners,
- religiousness,
- religion taught in schools - participation and evaluation,
- young people and sex,
- attitude to abortion,
- interests and activities,
- participation in games with a gambling element,
- young people and psychoactive substances.

In 2013 and 2010 [similar research](#) into the situation of young people was conducted by CBOS.

The report "[Youth 2011](#)" (Młodzi 2011) issued by the Office of the Prime Minister is currently the most extensive source of youth information. The report presents the first generations of Poles "brought up in an independent, democratic and free-market state, but living in families and adult communities which had to find their place and reorganise their lives in new political and economic circumstances" (Odozryńska-Kondek, 2011). Young people were regarded as one of the basic "resources on which the strategy of building a modern society and country can rely". [The report](#) is organised into 10 chapters addressing various aspects of young people's lives:

- Chapter 1: Time for Youth. On the necessity for generational exchange in Poland,
- Chapter 2: How to characterise today's youth? Crucial life issues, aspirations and expectations,
- Chapter 3: Demography,
- Chapter 4: Education and new challenges,
- Chapter 5: Work and entering the labour market,
- Chapter 6: Unity and intimacy: marriage, family, alternative choices,
- Chapter 7: Consumption, free time, new media – areas for manifesting status and self-creation,
- Chapter 8: The Young Generation and the new system – beliefs, attitudes and presence in the public sphere of life,
- Chapter 9: Health and hazardous behaviours of youth,
- Chapter 10: Young people and social cohesion.

The report contains 35 recommendations for the policy of the government which result from the research and analyses described in the report. The recommendations refer to the following areas:

- education (equalisation of social differences, introduction of new technologies, provision of effective career guidance, improvement of higher education quality, scholarship programmes and eliminating regional differences),
- labour market (paying attention to the legal aspects of employment contracts concluded with people starting work, support and promotion of entrepreneurship, flexibility of work, reduction of employment costs, dissemination of solutions combining work and child care, extending child care provided by institutions),

- health and social care (supporting fertility rate, changes to family benefits and care provided to the disabled, supporting activities aimed at obtaining accommodation for young families),
- culture (access to cultural property, creation of culture),
- engaging the young generation in activities for its benefit (e.g. its future), but also in activities benefiting others, participation in consulting and creating solutions concerning young people, participation in social and political life and civic activity (Odorzyńska-Kondek, 2011).

In 2011 the Laboratory of Social Research and Innovations “Stocznia” published the report [“Youth in rural areas”](#) (Młodzież na wsi) where it presented the everyday life, lifestyles, opportunities and aspirations of young people living in rural areas and small towns. The authors of the report emphasised the deficiencies that affect young people from rural areas:

- deficits related to the existing availability of what’s on offer (insufficient number of cultural institutions in rural areas, lack of activities for youth approaching the upper age limit, organisation of the cultural availability in central localities, limited market for services, lack of ideas for innovative undertakings),
- deficits pertaining to social relations (non-differentiated social relationships (homogeneous groups), limited contact with young adults, absence of mentors and youth workers, projects implemented for youth but not with youth, difficulty in finding partners for joint initiatives),
- deficits of competence and knowledge (inappropriate choices made in subject of study, lack of knowledge of various occupations, inability to use local resources to create one’s own business),
- deficits of available space (no space for meetings with peers, local institutions do not trust youth),
- deficit of available choices (limited range of courses of action, limited funds, limited social networks),
- deficiency in young people’s relations with institutions (no adaptation of activities to young people’s needs and capacities, absence of trust in youth, young people not involved in planning activities relating to them),
- a deficit of sufficient cooperation (failure to involve parents in decisions relating to young people, absence of cooperation between institutions acting for youth) (Strzezińska, Wiśnicka, 2011).

Budgetary Allocations supporting research in the youth field

The report [“Youth 2011”](#) remains the only youth-related document published by the Office of the Prime Minister. It is impossible to indicate one (exclusively governmental) line of funding for research on youth. The research discussed was conducted as part of tasks performed by separate agencies or organisations.

1.7 Funding youth policy

How Youth policy is funded

No single source of funding for activities relating to Polish youth policy can be identified. Projects and programmes with young people in mind are financed from funds being at the disposal of individual ministries, governmental agencies or local governments. Based on available information, it is possible to quote the amounts that are earmarked for strategic programmes and projects for young people in 2018:

- [Programme CLUB](#): PLN 40,000,000 (PLN 35,000,000 in 2017)
- [Programme “Family 500+”](#): PLN 13,932,000,000 (over PLN 17,000,000,000)
- [National Readership Development Programme](#): PLN 87,000,000 (PLN 87,000,000 in 2017)

Projects relating to increasing employment opportunities funded under the operational [programme Knowledge, Education, Development](#) within 2014-2020 will receive over EUR 2,000,000,000 out of the programme budget of over EUR 5,430,000,000.

[The Children and Youth Council of the Republic of Poland](#) operating under the authority of the Minister of National Education has no budget of its own. Expenses relating to its operation are covered from a budget remaining at the disposal of the Minister of National Education. The bill relating to the establishment of the Youth Council prepared by the Children and Youth Council of the Republic of Poland operating under the authority of the Minister of National Education presents a proposed budget which could be put at the disposal of the Youth Council. The budget is estimated at about PLN 2,600,000.

As there are no sources available and because it is difficult to estimate the amount of support already provided (e.g.: as part of grant competitions organised at local, regional or national levels or competitions organised by non-governmental bodies) it is difficult to estimate the amount of funding which has reached non-governmental organisations implementing projects mobilising young people.

What is funded?

Not applicable

Financial accountability

Not applicable

Use of EU Funds

Not applicable

1.8 Cross-border cooperation

Cooperation with European countries

Activities targeting youth are mainly developed at national, regional and local levels. Horizontal recommendations related to youth policy and to international youth cooperation focussing on common goals are mainly worked on at EU and international levels.

On 17 June 1991 the Polish and German Ministers of Foreign Affairs signed an agreement between the government of the Republic of Poland and the government of the Federal Republic of Germany, concerning German-Polish youth cooperation. When the [Polish-German Youth Cooperation](#) (Polsko-Niemiecka Współpraca Młodzieży) (PNWM) was established, the Republic of Poland and the Federal Republic of Germany signed the Treaty of Good Neighbourship. PNWM is an international organisation and the only Polish-German institution of that kind. The Council of the Polish-German Youth Cooperation (Rada Polsko-Niemieckiej Współpracy Młodzieży) is the supreme organ of PNWM. [The Council of the Polish-German Youth Cooperation](#) is composed of 24 members - 12 from Poland and 12 from Germany. Each party is represented by 6 representatives of ministries and governmental institutions and 6 representatives of non-governmental organisations. [The Council of the Polish-German Youth Cooperation](#) is jointly presided over by the Polish Minister of National Education and the German Minister of Family, Senior Citizens, Women and Youth.

[The International Visegrad Fund](#) is the only institution supporting not only cooperation between Visegrad Group states (established in 1991) but also their joint representation in third countries. Its objectives are implemented thanks to financial support provided to

cultural cooperation activities, youth exchange, scientific exchange, cross-border cooperation and tourism.

On 9 September 2015, the [Polish-Ukrainian Council of Youth Exchange](#) (Polsko-Ukraińska Rada Wymiany Młodzieży) was established on the strength of the Agreement between the Government of the Republic of Poland and the Cabinet of Ministers of the Ukraine. The Council aims to encourage youth and youth workers to undertake joint activities, “which will bring the countries closer together, facilitate the discovery of common roots, fight prejudice and stereotypes in the perception of their common history and in today’s relations .”

International cooperation

Central administration representatives participate in the [Eastern Partnership Youth Fora](#) (Fora Młodzieży Partnerstwa Wschodniego) (FMPW) organised during Eastern Partnership summits. On 22 and 23 June 2017 Warsaw hosted the 3rd Eastern Partnership Youth Forum. The previous editions of FMPW were hosted by Lithuania (October 2013) and Latvia (February 2015).

1.9 Current debates and reforms

At the moment, the shape of Polish youth policy and the way in which youth is to be represented are being discussed. [The Children and Youth Council of the Republic of Poland](#) operating under the authority of the Minister of National Education “conceived the initiative to create a permanent body representing young people’s interests” and create a space for young people in which they will be able to act at national, regional and local levels. The Council organised 16 consultative meetings entitled “[What kind of representation does Polish youth need?](#)” in all provinces. The turnout was over 400 individuals from over 100 youth organisations. A draft act on the youth of the Republic of Poland was presented at the meetings. [The Youth Council](#) will aim to:

- participate in the creation, support and dissemination of youth policy,
- develop and disseminate social engagement and participation in public life among young people,
- protect young people’s rights and interests,
- integrate youth communities and support youth mobility,
- support and disseminate the idea of voluntary service among young people.

Provincial Youth Councils (Wojewódzkie Rady Młodzieży) working on behalf of the young people from individual regions will be established in all provinces as part of the Youth Council. People aged 16-26 being members of communal youth councils, working in non-governmental youth organisations or just interested in becoming a member of a Council will be able to apply for membership of provincial youth councils. The Assembly of the Youth Council of the Republic of Poland will be the supreme organ of the Council. It will be held with the participation of representatives from provincial youth councils. The Youth Council will have a legal personality and - thanks to being permanently financed by the Minister responsible for education and upbringing - it will be able to implement youth-related tasks. Representatives of the Children and Youth Council of the Republic of Poland operating under the authority of the Minister of National Education are planning to present their draft legislation in the Parliament of the Republic of Poland. In opposition to the draft legislation, shadow ministers have prepared [main principles for a youth act](#) proposed by them - creation of the foundations for youth policy, inclusion of young people in decision-making, youth participation in social life and development of a youth information system.

The [education reform](#) that was initiated in 2016 and whose implementation started on 1 September 2017 is one of the key reforms affecting young people’s lives. The previous education system (6-year primary school, 3-year lower secondary school, 4-year

comprehensive secondary school, 4-year technical secondary school, 3-year vocational school and post-secondary schools) will be replaced by 8-year primary schools, 4-year comprehensive secondary schools, 5-year technical secondary schools, 3-year 1st degree trade schools, 2-year 2nd degree trade schools, 3-year special schools preparing for work, and post-secondary schools. Lower secondary schools have been gradually closed down since the beginning of the school year 2017/2018.

2. VOLUNTARY ACTIVITIES

In the contemporary sense of the term, volunteering has been present in Poland since the early 1990s, and NGOs, and especially association movements, have become its natural field of action. It was only then that their activity in Poland could be completely independent of the will of the political power. It is worth stressing, however, that the approach to volunteering has evolved over the last twenty years to promote pro-social attitudes, primarily rooted in the axiological basis of systemic solutions that facilitate co-operation with volunteers in various areas of social life, thus combatting social exclusion by involving citizens in participatory processes.

2.1 General context

Historical developments

Polish volunteering goes back to the 12th century, when social problems were first recognised as an issue. However, for centuries the attempts to solve them through social work or mutual help have not had any legal or formal basis nor nomenclature that would resemble the terminology we use today – those involved in relief efforts were referred to as ‘social activists’ and ‘altruists’, such as Henryk Jordan, Janusz Korczak, or their literary incarnations: Stanisław Wokulski or dr Tomasz Judym. The noteworthy forms of activity that preceded, but, to some extent, still influence, contemporary volunteering (and the closely related charitable activity) in Poland include the initiatives and attitudes of the first kings; the educational and care-giving activity of the religious orders brought to Poland; the charitable activity of the 19th and 20th century industrialists; and the initiatives of outstanding Poles from the interwar period. All of which formed the early institutional framework for volunteerism.

In the contemporary sense of the term, volunteering has been present in Poland since the early 1990s, and NGOs, and especially association movements, have become its natural field of action. It was only then that their activity in Poland could be completely independent of the will of the political power. It is worth stressing, however, that the approach to volunteering has evolved over the last twenty years to promote pro-social attitudes, primarily rooted in the axiological basis of systemic solutions that facilitate co-operation with volunteers in various areas of social life, thus combatting social exclusion by involving citizens in participatory processes.

In 1996, the [BORIS Foundation](#) published „[Rocznik](#)”, which was devoted entirely to volunteering and contained what was most likely the first legal analysis of the relationship between the volunteer and the organisation and the first model of a volunteer contract of mandate. In 2000, provisions on volunteering for the first time made it into legal acts, including a Regulation of the Minister of Labour and Social Policy, which regulates the work of volunteers at institutions of care for children and youth. However, it was not until 2003 that this phenomenon became fully regulated in legal terms, upon adoption of the [Act on Public Benefit and Volunteer Work](#) (Act on Public Benefit and Volunteer Work, Journal of Laws (Dz.U.) of 2003, No. 96, item 873, as amended; the provisions of this Act are discussed in Section 2.4). The first institution promoting this idea, which was, at the same time, the first manifestation of its institutionalisation, was the [Volunteering Centre](#) founded in Warsaw in 1993, whose main area of activity still remains as the intermediation between volunteers, on the one hand, and institutions and persons needing their help, on the other.

All the activities aimed at institutionalising and legal regulation of volunteering in Poland do not alter the fact, however, that it is still less common in Poland than in countries with more established democracy. Sociologists point out that this is due to the lack of recent widespread awareness of the tradition of volunteering, passed down from generation to

generation, as previous experiences in this area were discontinued in the Polish People's Republic (volunteering in Poland after World War II was limited to the [Polish Scouting Association](#) (*Związek Harcerstwa Polskiego*- ZHP) and religious movements and organisations). Another factor is the material underdevelopment of the Polish society; and, consequently, the dominant attitude towards raising the standard of one's living and satisfying the basic needs, coupled with the low awareness of non-governmental organisations, which are the natural environment for voluntary activity. A curious feature of volunteering in Poland is also the peculiar discrepancy between declared values and real behaviours. In one aspect "the belief in the effectiveness of joint actions is strengthening throughout society, and models that encourage the dissemination of such activity are also increasingly available; in addition, Poles are mostly socially-minded and support human solidarity rather than fighting for their own interests, believing that joint action for their environment can be effective and bring tangible benefits to the local community." (Boguszewski, 2016). It is worth noting, however, that "an egoistic approach to life is mostly displayed by the youngest respondents (35% of them claim that nowadays one should focus on their own issues, without regard for others), as well as pupils and students (38%)."

Main concepts

The first institution that promoted the idea, the [Volunteering Centre](#), defines volunteering as "deliberate, voluntary activity that goes beyond the ties of family, friends and colleagues" and, as a consequence, define a volunteer as "any natural person who out of their own free will, voluntarily and for no fee provides services to organisations, institutions or individuals that go beyond the ties of family and friends". This definition, which has been used for years, has given rise to a number of doubts arising, for example, from the difficulty in identifying the boundaries of 'ties of family and friends' – i.e, is helping our grandmother's friend with her shopping 'volunteering'? If not, then perhaps the key to a definitional distinction is how the potential volunteer comes into contact with the person, and even the group or environment, for which he or she will work. It is also not clear whether help given to neighbours during a natural disaster, which is a common practice in the Polish countryside, should be considered (one-time) volunteering, or whether regular work for the parish should be considered full-time volunteering. According to the [data](#) of the [Central Statistical Office of Poland](#) (*Główny Urząd Statystyczny* - GUS), in 2012 only 2% of people involved in such activity declared that they had signed an agreement in this respect. Another issue is the distinction between formal and informal volunteering, which is not mentioned in the 2003 [Act on Public Benefit and Volunteer Work](#), but was widely discussed at the time of its adoption. According to the statutory definition, a volunteer is "a natural person who voluntarily and without pay performs services in accordance with the provisions of the Act" (Article 2.3), where a member of an association may also be a volunteer (Article 42.3). There are several significant differences between those definitions: firstly, the Act significantly formalises the volunteer's actions by placing them in a clearly defined legal framework, describing the relationship between the volunteer and the institution that benefits from their work (this has resulted, inter alia, in some volunteer's activities being referred to as "informal volunteering", or even 'grey area volunteering'). On the other hand, the latter definition does not impose the previously indicated limitation regarding close relationships between the volunteer and those who benefit from their help. Further problems arise (especially when trying to estimate the scale of the phenomenon) from the relationship between volunteering and membership in an association. The Act does not make a distinction between them, which, of course, has its justification in the real world – associations, as the most common legal formula for non-governmental activity, rely on the voluntary work of their members (for many years studies distinguished between those activities based on the assumption that one cannot be a volunteer for the association they are a member of). On the other hand, it would be difficult to set clear boundaries and determine which members of the association are volunteers and which are not.

It seems that in a situation of such significant doubts, it would be easiest to ask Poles directly whether they consider themselves volunteers, but the obstacle here is the lack of awareness of this concept, even among those socially engaged (due to the low level of civic education) – according to a [report](#) prepared by the [Centre for Public Opinion Research](#) (*Centrum Badania Opinii Społecznej* - CBOS), when asked directly whether they are a volunteer, only 6% of Polish men and women responded affirmatively (Boguszewski, 2016).

The last issue is the frequent misuse of the concept of volunteering to denote traineeships (such as student placements and traineeship) and unpaid internships. It should be emphasised that the above – just like ‘community work’ in the Polish People’s Republic or alternative civilian service at institutions such as care centres, community centres or hospitals in lieu of compulsory military service before it was abolished – do not meet (or meet but to a very limited degree) the voluntary condition of volunteering, and the concept is sometimes abused to obtain unlawful unpaid work, especially from young workers.

At the conclusion of the definitional considerations, it is worthwhile to place volunteering in the broader context of action for the social environment, especially the contemporary understanding of the concepts of charity and charitable action. Disregarding the historical evolution of those concepts (especially when it comes to the distinction between religiously and non-religiously motivated actions), simply put, both volunteering and philanthropy (a second branch of this kind of activity, involving financial or material assistance) are now part of them.

2.2 Administration and governance of youth volunteering

Governance

If we assume that a system is a set of elements that form a relatively autonomous whole segregated from the environment, within which internal links and interactions can be identified and an overall function of that whole can be defined, it must be said that such a system with regard to youth volunteering exists only in a dispersed and uncoordinated form. This is due to at least two reasons relating to both constituent elements of this term: on the one hand, there is no specialised public policy dedicated to this specific age group in Poland, and on the other, there is no co-ordinated system for the development and support of voluntary activities.

The main players involved in the development of volunteering (without identifying young people as a separate age group) include:

- relevant departments within ministries – an entity that could be considered the body responsible for activities related to the issues of public benefit and volunteering activities (and co-operation of the public sector with the third sector, as well as social economy and social co-operation) is the [Department of Public Benefit in the Ministry of Family, Labour and Social Policy](#). Volunteering issues are also dealt with by other ministries in areas related to their competences, including the [Ministry of National Education](#), [the Ministry of Sport and Tourism](#), [the Ministry of Culture and National Heritage](#), and [the Ministry of Science and Higher Education](#), while the [Team for Sustainable Development and Corporate Social Responsibility in the Ministry of Development](#) is responsible for the development of employee volunteering;
- local governments: Each local authority implements bespoke projects aimed at the development of community activity – they usually involve participatory budgets and co-operation with non-governmental organisations, but there are also schemes dedicated to the development of volunteering, and even specifically youth volunteering, such as the schemes operated by the authorities of Warsaw: [Active Warsaw Youth](#) (*Aktywna Warszawska Młodzież*) and [Warsaw Volunteers](#) (*Ochotnicy Warszawscy*);

- public institutions at the local level, such as Social Welfare Centres or Cultural Centres (within the framework of the projects implemented);
- non-state actors, including, in particular, Volunteering Centres and Non-Governmental Organisation Support Centres as well as large nationwide non-governmental organisations such as Voluntary Fire Brigades.

It terms of actions directed at young people, the following should be mentioned:

- education sector: at national level, the [Ministry of National Education](#) announces the "[Volunteer of the Year](#)" (*Wolontariusz Roku*) competition, which aims to spread the idea of volunteering among young people and popularise positive attitudes and actions of school youth. The school year 2016/2017 was announced as the [Year of Volunteering](#) by the Ministry of National Education. Activities for the promotion of community action among the youth are also undertaken by specialised units of local authorities and, of course, individual schools – by running volunteer clubs (or implementing the "[Volunteering in School](#)" (*Wolontariat w szkole*) scheme), but also by involving pupils in nationwide events of such as [The Great Orchestra of Christmas Charity Foundation](#) (*Fundacja Wielkiej Orkiestry Świątecznej Pomocy*), the Spring Association and their "[Noble Box](#)" (*Szlachetna Paczka*) action, [Caritas Polska](#) and their "[Christmas Children's Aid](#)" (*Wigilijne Dzieło Pomocy Dzieciom*) or the "[Christmas Food Collection](#)" (*Świąteczna Zbiórka Żywności*) by [Food Banks](#);
- dedicated non-public youth organisations and schemes, including Scouting Associations, the "[Equalising Opportunities](#)" (*Równać Szanse*) scheme of the [Polish Children and Youth Foundation](#), the "[Youth and Philanthropy. Active Youth – Engaged Citizens](#)" (*Młodzież i filantropia. Aktywna młodzież – zaangażowani obywatele*) scheme of the [Foundation for Poland](#), the "[Act.pl](#)" (*Działasz.pl*) scheme of the [Civic Education Centre](#), the "[Older Brother, Older Sister](#)" (*Starszy brat, starsza siostra*) scheme of the [Sursum Corda Association](#) or the "[Magnificent Eight](#)" (*Ośmiu wspaniałych*) competition organised by the [World Foundation](#).

Cross-sectoral cooperation

As there is no nationwide, centrally administered and managed youth volunteering system, no planned and co-ordinated sharing of responsibilities takes place between the national and the local levels. Nor does any co-operation exist in this respect between agencies, ministries and departments. According to a document entitled the "[National Action Plan for the 2011 European Year of Volunteering in Poland](#)" (*Krajowy Plan Działania dla Europejskiego Roku Wolontariatu 2011 w Polsce*), "systemic solutions, which are a good example of volunteering legislation in Poland, are contained in the Act of 24 April 2003 on Public Benefit and Volunteer Work" (the provisions of this Act are discussed in Section 2.4 Laws and regulations on Youth Volunteering).

A network of [16 Regional Volunteering Centres](#) across Poland, and their associate members – Local Volunteering Centres, are striving to build the foundations of a co-ordination system. All the networked Volunteering Centres in Poland work on the basis of [common standards of action](#). However, they have a limited impact both territorially – at most to the province (*województwo*) level or regional level, and systematically – due to the lack of management competences and financial resources resulting from the fact that they are non-public institutions. They are not, of course, dedicated exclusively to the youngest age group among volunteers, although they sometimes undertake special activities in this area.

2.3 National strategy on youth volunteering

Existence of a National Strategy

In Poland, there is no national strategy for youth volunteering, and the only document which contains elements of strategic solutions for volunteering in general is "[The Long-](#)

[Term Policy for the Development of Volunteering in Poland](#)" (*Długofalowa polityka rozwoju wolontariatu w Polsce*) (see Section 2.5 for youth volunteering aspects of this document). Those provisions are a response to the need to develop a document of this kind mentioned in the "[National Action Plan for the 2011 European Year of Volunteering in Poland](#)". The diagnosis described in the document mentions key challenges in this area, such as the fragmentary knowledge of volunteering in Poland; the low prestige of volunteering in the social consciousness of Poles; and the insufficient support for the development of volunteering. The document is supposed to correspond to the assumptions underlying such strategic documents as "[The Long-Term National Development Strategy for 2011-2030](#)" (*Długookresowa Strategia Rozwoju Kraju na lata 2011-2030*), "[Mid-Term National Development Strategy for 2011-2020](#)" (*Średniookresowa Strategia Rozwoju Kraju na lata 2011-2020*), "[Strategy for Social Capital Development](#)" (*Strategia Rozwoju Kapitału Społecznego*), "[Strategy for Human Capital Development](#)" (*Strategia Rozwoju Kapitału Ludzkiego*), "[Efficient State](#)" (*Sprawne Państwo*), and the Action Plans associated with those strategies, being the executive documents.

Scope and contents

Regarding the development of volunteering in general, the assumptions contained in the document "[The Strategy for Social Capital Development 2020](#)" (*Strategia Rozwoju Kapitału Społecznego 2020*) seem to be the most essential. The document was adopted in 2013 and the Ministry of Culture and National Heritage was appointed as the body responsible for its implementation. There is currently no information on its implementation (the [website](#) of the [Ministry of Culture and National Heritage](#) contains [reports for 2013 and 2014](#), but neither is there any information about its discontinuation, therefore the document should be considered as still valid. Challenges related to the building of civil society and the development of social participation mechanisms are addressed by Specific Objective 2, which also includes provisions on volunteering: both personal and in the context of corporate social responsibility (CSR). Volunteering is defined as "the simplest form of action for the common good" and it is mentioned that "both its corporate and personal dimensions are a manifestation of civic activity, which promotes the attitudes of co-operation and increases mutual trust, thereby contributing to the growth of social capital. Volunteering also plays a significant role in fostering social inclusion and solidarity. Development of volunteering is an important challenge due to the growing weight of issues such as social exclusion or discrimination". However, despite the declaration regarding "the need to develop a document constituting a draft long-term policy for the development of volunteering in Poland, which will lead to strengthening of the systematic approach to volunteering and its development", this never happened. In the document, the only reference to age groups is to people aged 50+, but the mention of "initiatives for the promotion of new forms of volunteering, such as e-volunteering, or volunteering using new technologies being an expression of positive civic activity on the Internet" could potentially be seen as important from the point of view of development of youth volunteering.

Assumptions laid down in the following two documents should be considered of key importance when it comes to the development of youth volunteering:

- "[The Governmental Programme for Young People's Social Engagement for 2015-2016: Active Youth](#)" (*Rządowy Program Aktywności Społecznej Młodzieży na lata 2015-2016 Aktywna Młodzież*). The document provides for a subsidy scheme complementary to the actions undertaken under the "[Citizens' Initiative Fund 2014-2020](#)" (*Fundusz Inicjatyw Obywatelskich na lata 2014-2020*) scheme and in line with "[The Human Capital Development Strategy](#)" (*Strategia Rozwoju Kapitału Ludzkiego*). Most importantly, the scheme was intended as an introduction to designing a public policy dedicated to young people, referred to as long-term youth policy. The authors of the document pointed out that "in Poland, a support system for youth groups, including informal groups and youth organisations, is not developed". From the point

of view of development of youth volunteering, Priority 2 seems to be of key importance as it explicitly lists volunteering as one of many desirable forms of activity and describes it as a “form of involvement in community affairs, helping others, and enhancing personal knowledge and skills”. The scheme included educational and promotional activities aimed at present and potential volunteers, activities to integrate both the volunteers themselves and the organisations which benefit from their services, development of long-term youth volunteering, and taking measures to increase recognition of the skills acquired during volunteering in the labour market. As regards financing of the Youth Social Action Programme - “Active Youth”, the document points to national funds from the state budget amounting to PLN 20 million per annum (to be earmarked annually in the financial plan of the minister for social security) and introduces the principle of pre-financing the activities under competition-based grants ranging from PLN 10,000 to PLN 100,000;

- The Departmental Programme “[Youth Joined in Action 2016-2019](#)” (*Młodzież Solidarna w Działaniu na lata 2016-2019*), which, in spite of not containing any explicit reference, but due to its nearly identical structure (and extensively repeated passages) can be considered to be a continuation of “[The Governmental Programme for Young People’s Social Engagement for 2015-2016: Active Youth](#)” (*Rządowy Program Aktywności Społecznej Młodzieży na lata 2015-2016 Aktywna Młodzież*) (this assumption seems also to be supported by the statement that “the programme will complement the actions of government administration related to organising and maintaining the positive effects of the World Youth Days (26-31 July 2016 in Krakow)”. This document too considers the development of volunteering and social solidarity as one of their main priorities (Priority 2). A significant difference is the inclusion of a table with indicators/measures for each Objective (in the case of the Objective “development of volunteering and social solidarity”, the indicator is the number of volunteers participating in the projects), their base value in 2015 (for the Objective in question it is 0), the estimated target value in 2019 (for the Objective in question it is 4000), and source of indicator data (for the Objective in question they are reports on the implementation of tasks subsidised through a competition). Because the Programme is currently in place, a more detailed discussion of the key objectives to be achieved through the actions planned (under Priority 2) seems justified here. They include: intra- and intergenerational solidarity; youth volunteering for those in need, excluded or threatened with exclusion; integration, education and promotion of volunteering; long-term volunteering; skill-based volunteering, particularly in rural areas and small towns and in social economy entities; increasing the recognition of skills acquired during volunteering; preparation of volunteers for giving first aid, including at state, historical and religious events. Crucially, specific addressees of activities within this age group (as discussed in Section 2.4.4) have been identified, including: young parents, youth with disabilities, youth from dysfunctional families, excluded young people or those threatened with social exclusion, persons gaining independence upon leaving a care institution, foster care, or prison. It is also emphasised that the Programme will contribute to promoting the need to increase the recognition of skills acquired through volunteering in formal education and among employers. The Programme also identifies entities entitled to use the funding, namely the non-governmental organisations referred to in Article 3.2 and the entities referred to in Article 3.3 of the Act on Public Benefit and Volunteer Work. The financial plan of the Programme has been described in the same way as in the previous scheme, but the maximum value of the grant provided through a competition has been significantly increased to range from PLN 20,000 to PLN 200,000.

Responsible authority

The same institutions are responsible for the implementation, co-ordination and monitoring of both the “Governmental Programme for Young People’s Social Engagement for 2015-2016: Active Youth” and the Departmental Programme “Youth Joined in Action

2016-2019". The Managing Authority is the minister for social security (currently the Minister of Family, Labour and Social Policy); who also oversees its implementation, while monitoring is the responsibility of the Managing Authority and the Board of Public Benefit Activity. Under both Programmes, the Managing Authority is responsible for the management and implementation of the Programme, including preparation of a competition for its Operator, acceptance of applications from beneficiaries, selection of projects to be co-financed and signing of contracts with beneficiaries, monitoring of the implementation of individual projects, reviewing of the beneficiaries' use of funding, including on-site inspections, and retaining documentation in accordance with the procedures for archiving Programme-related documents.

Revisions/ Updates

The strategies described above were preceded by "[The State Strategy for Youth for 2003-2012](#)" (*Strategia Państwa dla Młodzieży na lata 2003-2012*), whose Strategic Objective 2 ("Creating opportunities for the development of the young generation's own activity") pointed to the need to undertake activities for the development of youth volunteering, including creation of a database on youth volunteering in Poland and abroad (to be implemented by the Ministry of National Education and Sport) and dissemination of foreign forms of youth volunteering (to be implemented by the Ministry of National Education and Sport, the Youth Programme, and the Polish-German Youth Co-operation). In summary, the most important differences in comparison to current schemes include: much less importance was attributed to the development of volunteering, a different institution was responsible for implementation at government level (Ministry of National Education), and – unlike the subsequent funding from the budget of a single ministry (Ministry of Family, Labour and Social Policy) – financing (described as "potential" and estimated at approximately PLN 2 billion per year for all activities) was based on a number of sources, including the budgets of many ministries (Health, Sport, Culture) and local governments, special funds deriving from surcharges on State-monopoly games and from advertising of alcoholic beverages, Structural Funds of the European Union (European Social Fund under Priority 2: "Building a knowledge-based society", and the Integrated Operational Programme for Regional Development). The Programme did not contain any mechanisms of control and evaluation of the manner of its implementation and of its outcomes, and it was also much more general in nature (for example, it did not contain a diagnosis of the initial state of affairs).

2.4 Youth volunteering at national level

National Programme for Youth Volunteering

There is no separate scheme in Poland that could be considered as fulfilling the criterion of a national programme for youth volunteering. Documents containing elements of a strategic nature in this area are discussed in Section 2.3. Some themes regarding youth volunteering are contained in "[The Long-Term Policy for the Development of Volunteering in Poland](#)" (*Długofalowa polityka rozwoju wolontariatu w Polsce*) One of its Strategic Objectives is "to strengthen volunteering as a form of civic activity leading to the socio-economic development of Poland"; it consists of three Operational Objectives, two of which include activities related to the development of youth volunteering:

- Operational Objective 1 ("development of a volunteering culture") aims to: "educate teachers in developing the social competences of children and young people"; "organise, support and promote volunteering in educational institutions"; "facilitate and encourage the acquisition of experience in volunteering by children and young people"; and "promote a diversity of volunteering (diverse forms of volunteering, volunteering for people in different age groups, including children and youth)";
- Operational Objective 3 ("Strengthening of Public Policies for the Development of Volunteering") intends to "create a Youth Volunteering project".

The lack of a national programme for youth volunteering, results in the increased importance of strategies created at the level of individual regions or cities. It is worth pointing out the Warsaw City Volunteering project, "[Warsaw Volunteers 2.0 for the years 2016-2020](#)" (*Ochotnicy Warszawscy 2.0 na lata 2016–2020*), which is often referred to as a model and inspiration for activities undertaken in other localities. In the project, the youngest volunteer group is treated as one of the target groups: "It is necessary to organise, support and promote volunteering in institutions of education of all levels. It is important to encourage children and young people to gain volunteering experience from the pre-school stage through the successive stages of general education." The document highlights the importance of volunteering as a means of "strengthening intergenerational solidarity through the involvement and co-operation of youth and older people at the same time".

Funding

Because Poland does not have a separate scheme that could be considered as fulfilling the criterion of a national programme for youth volunteering, no budget assumptions can be identified in this respect. (Very general budgetary assumptions concerning strategic documents or containing general volunteering-related themes are discussed in Section 2.3 National Strategy on Youth Volunteering.)

Characteristics of youth volunteering

According to a 2016 study by the [National Bureau for Drug Prevention](#) (*Krajowe Biuro Przeciwdziałania Narkomanii*), one in three young respondents declares their affiliation to informal groups, associations, organisations, clubs, fan groups, unions or religious movements. This, of course, does not mean that they are volunteers, as the greatest number of students are affiliated with sports and fan clubs, unions and associations (17%), or culture and hobby clubs (9%). Organisations and associations related to social activities come third (6%). According to data released by the [Central Statistical Office of Poland](#) (GUS), the overall proportion of adults (aged 15 and over) engaged in voluntary activities is decreasing (from 10.3%, or 3.3 million, in 2011 to 8.5% in 2016) and is still the lowest in Europe; an alarming trend is also shown in the number of hours worked in this way: in 2011 it was an average of 12 hours in four weeks per person, and in 2016 it was only an average of 8 hours per volunteer. Unfortunately, this downward trend is also related to youth volunteering: in 2011, in the 15 to 24 age group it was, on average, 15.4% (in the youngest study group aged 15 to 17 – 18.9%, and in the group aged 18 to 24 – 11.8%). According to data from 2016, the level of volunteering activity for people aged 15 to 24 was at only 9.5%. Those results are also confirmed by studies (carried out in three provinces: Lubuskie, Zachodniopomorskie and Wielkopolskie) by the [Youth Activity Factory](#) (*Fabryka Aktywności Młodych* - FAM) in 2013 concerning the perception of volunteering as a form of spending one's free time among lower secondary school students: although 87% of the respondents have had some experience of volunteering in their lives, having, for example, participated once in some action, 82% of the respondents viewed volunteering as an unappealing form of spending time, and only 7% of the young people declared willing and regular involvement in actions organised by local NGOs. The respondents have repeatedly stressed that the voluntary groups in their schools were not particularly visible and that in their opinion they were not functioning very well. On the other hand, young people are more likely than older people to call their social involvement 'volunteering', as indicated by the answers to the question: "Did you work as a volunteer last year?"; the percentage of affirmative responses across the population is 6%, and in the 18 to 24 age group is as high as 14%. This is probably due mainly to the mass involvement of young people in one-time voluntary work during the finale of the [Great Orchestra of Christmas Charity](#) and activities like the "[Noble Box](#)". Young people are more likely to engage in voluntary activities within their immediate surroundings, which is supported by the fact that "especially pupils and students, more often than others, talk about volunteers in their circle of friends and colleagues in school

or college”, and that there is also a growing number of youth organisations. More than 6% of the respondents declared themselves to be active participants of said youth organisations in 2016 (Boguszewski, 2016). In terms of preferred places and means of action (again, this does not necessarily mean volunteering only), “the youngest respondents (aged 18 to 24), mainly pupils and students, are distinguished by their activity in sports unions, clubs and associations as well as in youth organisations (scouting, student clubs and associations, etc.), in art groups such as choir, dance and theatre groups, and scientific societies”. (Boguszewski, 2016). In turn, the Regional Volunteering Centre in Łódź points to youth clubs of the Polish Red Cross and Caritas and the School Volunteer Clubs (initiated by the national network of Volunteering Centres in 2006, aimed at voluntary activation of youth from lower secondary and upper secondary schools, and attempting to take young people’s spontaneous willingness to act and put it into a more solid and systematic organisational framework) as the main places where youth volunteering is happening.

Support to young volunteers

The provisions of the Act on Public Benefit and Volunteer Work indicate that an institution using the work of a volunteer must provide them with safe and hygienic conditions for their services as well as personal protection equipment and personal accident insurance, and also – if the volunteer is working in the territory of another country in the area of an armed conflict or a natural disaster – personal accident insurance and medical treatment abroad insurance, unless those benefits arise from other provisions. The volunteer has the right (which they may voluntarily waive) to receive reimbursement of travel expenses and subsistence expenses, and the relevant agreement should also lay down rules for covering other costs of the volunteer’s work, such as training costs or liability insurance.

Quality Assurance

There are no regulations in Poland for quality assurance of youth volunteering or volunteering in general. There is no national registry of organisations that offer the opportunity to work voluntarily. For those looking for such opportunities and for institutions and organisations looking for volunteers, the main source of knowledge and contacts is the network of Volunteering Centres (described in Section 2.2 Administration and Governance of Youth Volunteering), which consists of regional and local volunteering centres and some infrastructural (umbrella) non-governmental organisations. The only way to withdraw support for an organisation that is not properly running its volunteering programs is an inspection by sponsors during the funding period. The Act on Public Benefit and Volunteer Work also provides for the possibility of withdrawing the status of Public Benefit Organisation (a status which includes, among other things, the right to participate in the 1% tax donation mechanism), however, this only occurs if an inspection carried out by the minister shows that the organisation is guilty of the irregularities described in the Act, but they include formal irregularities (lack of reports, unreported public collections, or inadequate accounting of grants), rather than irregularities that are identified on the basis of an in-depth evaluation of the quality of the activities carried out.

The available information regarding volunteering in Poland comes primarily from surveys by the [Centre for Public Opinion Research](#) (*Centrum Badań Opinii Społecznej - CBOS*) and the [Klon/Jawor Association](#), but it is mostly quantitative data and does not in any way constitute a source of knowledge about the quality of youth volunteering programmes.

Target groups

The departmental programme “Youth Joined in Action 2016-2019” identifies specific target audiences among young people whose participation is preferred. These are: young

parents, youth with disabilities, youth from dysfunctional families, excluded young people or those threatened with social exclusion, persons gaining independence upon leaving a care institution, family custody, or prison. The specific reasons for addressing volunteering activities to these groups are not explicitly mentioned in the document, but it can be concluded from the description that such engagement is thought to have a positive impact on meeting basic psychological needs (i.e. sense of security, stability, belonging), strengthening social inclusion in the local environment, and improvement of the knowledge and skills of the representatives of these target groups.

2.5 Cross-border mobility programmes

EU programmes

[European Voluntary Service - EVS](#) projects are being implemented within the framework of the [EU Erasmus+ Youth](#) (European Voluntary Service) programme for the years 2014-2020, which in 2007-2013 was part of the Youth in Action programme. The programme is co-ordinated in Poland by the [Foundation for the Development of the Education System](#) (*Fundacja Rozwoju Systemu Edukacji - FRSE*), the National Agency for the Erasmus+ Programme. FRSE is also responsible for monitoring the course and outcomes of the programme and disseminating the results of research and analysis. Erasmus+: Youth is aimed at young people, people working with them, and organisations that work for the youth, as well as institutions that have an impact on the development of non-formal education. It consists of three key actions: Learning Mobility of Individuals, Co-operation for Innovation and Exchange of Good Practices, and Support for Policy Reform.

Those interested in participating in the European Voluntary Service must find a sending organisation in Poland that will deal with the formalities related to their trip. Any person aged 17 to 30 legally residing in Poland (excluding those who were volunteering under the Youth in Action programme) may travel abroad as part of the European Voluntary Service. On the other hand, any organisation wishing to participate in the European Voluntary Service and host or send volunteers must obtain [accreditation](#) for this purpose. It is worth highlighting the success of the [Dialog Foundation](#), which has been implementing the European Voluntary Service since 2009 and is accredited to send volunteers and to co-ordinate projects. In 2013 its ["EVS for Refugees"](#) project was awarded by the European Commission, and in 2016 its "EVS for the Caucasus" project won the EDU-Inspirations competition in the non-formal youth education category.

Other Programmes

Information materials on international volunteering programmes do not provide data on the extent of the involvement of the Polish state in its funding. The Polish Ministry of Foreign Affairs finances the ["Polish Aid Volunteering"](#) (*Wolontariat polska pomoc*) programme, which involves Polish organisations sending volunteers to work under projects and with partner organisations in the countries where those projects are being implemented. The programme has been implemented since 2008 and its aim is to support the direct involvement of Polish citizens in assisting the inhabitants of developing countries and dissemination of knowledge about the problems of those countries in the Polish society. Unfortunately, information on the funds spent for this purpose only includes aggregated data on bilateral and multilateral Official Development Assistance, the most recent being a summary for 2015.

Other major international volunteering programmes include:

- work camps of the [Association for the Promotion of Volunteering](#) (*Stowarzyszenie Promocji Wolontariatu*);
- work camps, European volunteering and long-term volunteering projects of the [One World Association](#) (*Stowarzyszenie Jeden Świat*);
- Global Volunteer projects of the [AIESEC Poland Association](#);

- the “Don Bosco International Voluntary Service” (*Międzynarodowy Wolontariat Don Bosco*) and the “Youth for the World” (*Młodzi Światu*) projects of the [Salesian Mission](#);
- international volunteering within the framework of humanitarian aid and the development assistance projects of the “[Polish Centre for International Aid](#)” Foundation (*Polskie Centrum Pomocy Międzynarodowej*).

Legal framework applying to foreign volunteers

Since volunteering is a service [equivalent to work](#) (but not work as such), a foreigner is not required to obtain a permit to provide voluntary services. The rules that apply to foreigners are the same as for volunteers who are Polish citizens. If a foreign national is entering into a co-operation agreement for a beneficiary in the Republic of Poland and the volunteering agreement is for a period longer than 30 days, then personal accident insurance must be taken out for such a volunteer. In addition, as part of the co-ordination of social security systems in the European Union, citizens of the EU Member States benefit from the protection granted to them under European legislation. On the other hand, liability insurance is available in cases defined in specific regulations, i.e. where volunteers provide services in care institutions, and in other cases the beneficiary may take it out at its own discretion. Unfortunately, no information on this topic is available on the website of the [Office for Foreigners](#), where volunteering is incorrectly equated with traineeship at the Office (the differences are discussed in Section 2.4.3 Laws and Regulations on Youth Volunteering).

2.6 Raising awareness about youth volunteering opportunities

Information providers

Public sector activities aimed at raising awareness of the availability of youth volunteering at national level are limited to the publication of basic regulations (again regarding volunteering in general and not specifically youth volunteering) on the website of the [Ministry of Family, Labour and Social Policy](#) and organisation of the “Volunteer of the Year” competition by the [Ministry of National Education](#). No information on youth volunteering can be found on the websites of the [National Institute of Freedom - Centre for the Development of the Civil Society](#) (established in 2017). Some information on youth volunteering are to be found in the reports on the Institute's events - for example in the report from the meeting of the [Expert team on Polish Solidarity Corps](#). Undoubtedly, the largest compendium of knowledge on volunteering is available on the website of the nationwide network of [Volunteering Centres](#). The network also organises cycles of meetings addressed to volunteer service organisers (e.g. within the framework of the Warsaw Volunteer Project), runs the Online Volunteer Service Agency, and organises a nationwide competition called the “[Colours of Volunteering](#)” (*Barwy Wolontariatu*). Similar activities are organised by regional and local Volunteering Centres, as well as many organisations supporting the Polish non-governmental sector (infrastructural organisations).

Key initiatives

Poland has the [Association for the Promotion of Volunteering](#) (*Stowarzyszenie Promocji Wolontariatu*), which mainly deals with “the promotion of the idea of volunteering as a special form of international youth contacts” and [a portal](#) devoted to online volunteering as well as other projects exploiting the potential of new technologies for strengthening civil society and increasing the level of social engagement. International Volunteer Day (5 December) is celebrated, but its celebrations are organised spontaneously and optionally by the individual organisations and institutions, without national co-ordination. Significant

youth volunteering promotion effects have in recent years been produced by events such as Euro 2012 or Youth Days in 2016, and the media are annually publicising mass charity events based on voluntary work (such as those mentioned in Section 2.2.1 Administration and Governance of Youth Volunteering). Volunteering could potentially be promoted within the framework of the Programmes of Co-operation with Non-Governmental Organisations, which are mandatorily adopted (under the Act on Public Benefit and Volunteer Work) by local governments, but unfortunately promotion and organisation of voluntary service is nowhere to be found among the priority public tasks planned. Schools and their volunteer groups acting for the local community seem to be the key institutions for the development of youth volunteering, but “as it turned out during an analysis of the websites and social media profiles of schools across Poland, which was performed by the [Youth Activity Factory](#) (*Fabryka Aktywności Młodych* - FAM) volunteers from April to June 2014, 90% of schools do not have information on their school volunteer group or any volunteer activities on their website. If there is volunteer activity at a particular school, its website or Facebook profile will not tell us anything about their achievements or who the leader of volunteering activity is in that school. As a result, such unselfish actions of young people for the local community go without notice and the organisers of volunteering activity are not given any recognition.”

2.7 Skills recognition

Policy Framework

None of the described documents which concern volunteering contain any specific regulations pertaining to the skills acquired by volunteers, therefore any proposals or solutions in this regard cannot be considered as universally applicable. Another consequence is the lack of clear provisions on the mechanisms that allow the recognition of skills acquired by volunteers. However, some provisions concerning the necessity of introducing such mechanisms are contained in “[The Long-Term Policy for the Development of Volunteering in Poland](#)” (*Długofalowa polityka rozwoju wolontariatu w Polsce*), whose Action 3.3.2 (“Creating mechanisms to increase the attractiveness of long-term volunteering”) points to the need to “focus on the benefits that volunteering brings to volunteers themselves”. With regard to young volunteers, the authors of the programme postulate “the introduction of additional credits for the thousands of hours worked as a volunteer to help them get into higher education institutions or even obtain a scholarship for the most socially committed ones”, and stress that “volunteering can also be an important part of one’s career. Long-term engagement in volunteering is sometimes more beneficial for people entering the labour market than traineeships. It is important for employers to be able to appreciate volunteering as part of one’s career and to promote those who engage in volunteering”.

Provisions regarding the skills acquired by volunteers are only available in volunteering guides, which are not of obligatory nature. The exception is the Youthpass certificate, which is guaranteed for participants of the EU Erasmus+: Youth programme (described in Section 2.6 Cross-border Mobility Programmes) (it contains details of the skills gained during volunteering in the project), but this is a consequence of EU regulations, rather than Polish regulations. The broadest discussion of those issues is found in the “Youth Joined in Action” document, which clearly states that “the implementation of projects under the Programme is intended to give rise to a situation where young people, treated as sovereign entities of social life, have an identity strongly rooted in their own community as well as competences and skills that will enable them and facilitate functioning in the family, society and the labour market”. It mentions, among other things, the importance of volunteering in the development of skills and competences that are in deficit but are key in professional work, such as the ability to show initiative and entrepreneurship, co-operation with others, communication, learning skills, educational goal setting, planning and monitoring of one’s own work, and motivation building. The document also mentions the planning of activities “to increase the recognition of skills

acquired during volunteering". Unfortunately, despite the fact that most of the documents and guides which describe how to build good volunteer relationships often include provisions regarding the conclusion of co-operation with a volunteer, when it comes to the skills acquired by them, they usually mention, at most, giving them feedback. We rarely see provisions such as those in the "[Warsaw Volunteers](#)" (*Ochotnicy Warszawscy*) document, which explicitly recommend "giving them a certificate or a reference".

Existing arrangements

The Act on Public Benefit and Volunteer Work is the only document in Poland that is obligatory in the area of volunteering. Unfortunately, despite the fact that it contains a provision regarding the requirements for a volunteer in terms of their qualifications (they should be "appropriate to the type and scope of services provided, if the obligation to hold such qualifications and comply with the relevant requirements arises from separate regulations" – Article 43), the list of a volunteer's rights (described in Section 2.5.4) contained in this Act does not mention any obligation from the institution which benefits from their work to, at minimum, certify the skills acquired by the volunteer.

Since December 2015, the Act on the Integrated Qualification System has been in force in Poland. Article 4 reads that the Integrated Qualification System creates "the possibility of recognising learning outcomes acquired through non-formal and informal learning", but the concept of volunteering does not appear once in the entire piece of legislation (Act on the Integrated Qualification System of 22 December 2015, Journal of Laws (Dz.U.) of 2016, item 64). In turn, a specialist publication on the Integrated Qualification System says that "from 1 October 2016, the role of National Co-ordination Point (NCP) for the Polish Qualification Framework shall be performed by the Minister of National Education, under a resolution of the Interdepartmental Team for Lifelong Learning and the Integrated Qualification System. This ensures an appropriate combination of the functions to be performed by the NCP and the tasks of the Minister of National Education defined in the Act as the Integrated Qualification System co-ordinating minister" (Sławiński, 2017). Unfortunately, although the Encyclopaedia contains an entry on informal learning, the term 'volunteering' appears only once in the entire publication: "informal learning also denotes the acquisition of new knowledge and skills >as a bonus< while working, volunteering as well as doing various activities related to social and family life" (Sławiński, 2017). In addition, although the skills it goes on to list are undoubtedly achievable through volunteer involvement – especially of young people (project management, foreign language skills, use of computers and computer programs, knowledge and skills needed to care for others), neither the Act nor the Encyclopaedia contain any regulations regarding the recognition of skills specifically acquired by volunteers.

In Poland, there are no national regulations that facilitate recognition of the knowledge, skills and competences of young volunteers as part of formal education, e.g. in the system of compulsory work practice, [ECTS credits](#), or [ECVET credit](#) system, and introduction of such solutions remains dependent on the awareness of their usefulness among representatives of the authorities of each higher education institution.

2.8 Current debates and reforms

In July 2017, a [bill of the Act on the National Institute of Freedom – Centre for the Development of Civic Society](#) (*Narodowy Instytut Wolności – Centrum Rozwoju Społeczeństwa Obywatelskiego*) with bills of implementing acts was brought to the lower house of the Polish parliament (*Sejm*). In September 2017, a second reading of the governmental bill was held at the Sejm's Commission for Social Policy and Family and it was forwarded to the Senate. One of the tasks of the Centre is to support the development of civil society and to support the development of human resources, with

particular emphasis on volunteers (Article 24.2), including promotion of grassroots activism, strengthening of the social activist ethos among citizens, and support and dissemination of volunteering (Article 24.3). The bill proposes that those competences be taken away from the Ministry of Family, Labour and Social Policy. The bill proposes that the National Institute – as an executive agency – is to be the new institution responsible for promoting the development of civil society, public benefit activity and volunteering, within the scope defined in the Act on Public Benefit and Volunteer Work.

The bill in question states that one of the strategic challenges of the new entity is “volunteering, with particular emphasis on the most difficult forms of non-one-time and long-term volunteering”, and indicates that “the Institute will develop further civil society development programmes in Poland, including the [Polish Solidarity Corps](#) (*Polski Korpus Solidarności*) (a scheme to support long-term and systematic volunteering efforts)”. One source of inspiration for the government project was the American Peace Corps.

An important social and economic trend that may have an impact on youth volunteering solution is pointed out by [Magdalena Arczewska, Phd](#): “volunteering is now moving away from being community service and towards internship, traineeship or pro-employment volunteering, which aims to help young people enter the labour market, and, in the long term, find permanent employment. In this approach, volunteering is treated as a labour market institution” (Arczewska, 2017). The trend indicated by researchers from the National Bureau for Drug Prevention is not without significance either; they are writing about the high level of individualism that persists among young people: “the opinion that >nowadays a person who wants to achieve something in life should do their own thing, counting only on themselves< is almost as common as in 2013 and much more common than in 1998. At the same time, since 1998, the percentage of young people who believe that the ability to interact with other people is more important has dropped by 19 percentage points (from 45% to 26%), and since 2013 by 2 percentage points (from 28% to 26%) (...) Individualism is therefore [stressed twice as often](#) as co-operation with others.

3. EMPLOYMENT & ENTREPRENEURSHIP

The issue of youth employment is one of the country's key public policy areas. High youth unemployment has been a persistent characteristic of the Polish labour market since the regime change in 1989. It brought more opportunities for the education of young people, especially at third level. One contributing factor was the partial privatisation of higher education, which caused a snowballing increase in the number of those institutions. In the first decades of the political transformation, the main action taken by the state for the youth was a policy of counteracting unemployment. Before the accession of Poland to the EU (2004), the youth unemployment rate exceeded 40% and was the highest among Member States (Eurostat). The lack of jobs and satisfactory career prospects for increasingly better educated young people resulted in mass emigration after the opening of the EU labour market. The mass emigration, the increase in financial outlays for active labour market policies (ALMP) targeted at young people (e.g. from European funds), and the growth of jobs in the economy have all contributed to the gradual decrease in youth unemployment.

3.1 General context

Labour market situation in the country

The issue of youth employment is one of the country's key public policy areas. High youth unemployment has been a persistent characteristic of the Polish labour market since the regime change 1989. In the first 15 years of the market economy, the difficult situation of school graduates was largely due to the general conditions in the labour market, including: shortage of labour demand (the economy was not creative enough to provide new jobs), large supply of workforce (a period of intense demographic pressure associated with baby boomers entering the labour market), mismatch between the occupation and qualification structure of the population and the changing labour market needs, and imperfect institutional arrangements to support the unemployed (according to: Study of the Professional Activity of Graduates in the Context of Implementation of the First Job Programme. A Report [*Badanie aktywności zawodowej absolwentów w kontekście realizacji programu „Pierwsza praca”. Raport*], Ministry of Family, Labour and Social Policy, Warsaw 2008.). Those factors determined the professional fate of all Poles, including graduates of various types of schools. However, in spite of being exposed to the same set of circumstances arising from changes in the labour market, the youth unemployment rate had always been higher than that among older generations.

The market economy brought higher educational expectations and more opportunities for the education of young people, especially at third level. One contributing factor was the partial privatisation of higher education, which caused a snowballing increase in the number of those institutions. In the 2016/2017 academic year, 1,348,800 people were studying at 390 third-level schools, compared to just over 400,000 people in 112 schools in 1990/1991. After many years of increase in number of higher education institutions, since the academic year 2010/2011 a decrease can be observed (this situation affects mainly private higher education institutions). The gross enrolment ratio in higher education increased during that time from 12.9% in the academic year 1990/1991 to 53,8% in 2010/2011. After 2011 it began to decrease and in the academic year 2016/2017 [was at the level of 47,4%](#). Higher education began to be treated as a remedy for, and a chance to avoid, unemployment. At the same time, there was a decrease in interest in vocational training among young people and a marginalisation of vocational education.

In the first decades of the political transformation, the main action taken by the state for the youth was a policy of counteracting unemployment. Before the accession of Poland to

the EU (2004), the youth (under 25 years old) unemployment rate exceeded 40% and was the highest among Member States (Eurostat).

The persistent lack of jobs and satisfactory career prospects for increasingly better educated young people resulted in mass emigration after the opening of the EU labour market. According to estimates by the Central Statistical Office of Poland (*Główny Urząd Statystyczny - GUS*), at the end of 2016 around 2,515,000 Polish people were temporarily living outside of Poland, i.e. 118,000 (4,7%) more than in 2015. In Europe alone, in 2016 there were about 2,214,000 Polish people, with the vast majority – about 2,096,000 – living in the Member States [of the EU countries](#), the highest number was in the United Kingdom (788,000), Germany (687,000), the Netherlands (116,000), and Ireland (112,000).

The mass emigration, the increase in financial outlays for active labour market policies (ALMP) targeted at young people (e.g. from European funds), and the growth of jobs in the economy have all contributed to the gradual decrease in youth unemployment.

However, the increase in employment was achieved through the development of various forms of unstable employment. Young people were often employed on temporary contracts or civil law contracts (without social security contributions being paid for them). According to Eurostat estimates, in 2014 more than half of the people employed in Poland aged 15 to 29 worked on fixed-term contracts, which was the highest share of this type of employment in the EU (Eurostat). The lack of stable employment did not allow for building sustainable professional careers of young employees and young people themselves experienced a [strong feeling of social inequality](#). As a result, an overrepresentation of young people found themselves in a category known as the working poor.

The gap between the qualifications and skills of graduates and the needs of the economy and the labour market had also been widening.

The high unemployment rate among young people, the rise of unstable employment and the mass emigration of young people have prompted the authors of reports on youth to label them as the “lost generation”, a dreary prospect that could only be averted by decisive action through public policies (a report prepared on the initiative of the government, [The Youth of 2011](#), 2011: 180).

Poland has been actively involved in the implementation of the [EU Youth Employment Package](#) (2012) designed to boost employment among young people. In December 2013, a roadmap for the implementation of the [Youth Guarantee Initiative](#) was developed. Poland, as an EU Member State with more than 25% of youth unemployment (persons aged 15 to 24), has been provided with support through the Youth Employment Initiative and is expected to receive EUR 550 million from EU funds.

Main concepts

In current governmental documents, the issues of youth employment and the development of entrepreneurship among young people are a priority.

[The Strategy for Responsible Development](#) until 2020 (with a forecast up to 2030), adopted by the Council of Ministers on 14 February 2017, is a key document of the Polish state in the area of medium- and long-term economic policy. Internal factors hindering sustainable economic growth, which have a negative impact on the stable development prospects of Poland, include some factors directly connected with the employment and entrepreneurship of young people:

- unfavourable demographic processes – such as ageing of the population and migration from Poland, which has a negative effect on the prospects of providing appropriately qualified and creative workers;
- too few well-paid (and stable) creative jobs, especially in rural areas, guaranteeing professional self-realisation and generating high added value for the economy;

- relatively low and inefficient use of available and potential labour resources, a mismatch between qualifications and market needs, etc.;
- the growth and competitiveness of businesses is based on cost factors (including low labour costs);
- low innovativeness of the economy resulting mainly from insufficient incentives for undertaking innovative activities, low demand for new technologies among Polish companies, low efficiency of co-operation between the academic/research sector, administration, and business.

The main objective of the Strategy is to create conditions for increasing the incomes of the inhabitants of Poland, while increasing cohesion in social, economic, environmental and territorial terms. The Strategy is oriented towards responsible and solidary development through strengthening entrepreneurship, inventiveness and productivity in the economy. These assumptions create the basis for promotion of employment and entrepreneurship of young people.

The situation on the labour market in Poland is improving, however is still unsatisfactory. Compared to other age groups, young people in Poland (under 25 years old) are characterised by a very low professional activity rate (only 35) and low employment rate. [Less than one in three](#) persons aged 15 to 24 (29.8%) works, compared with 79.6% of 25- to 34-year-olds and 80.6% of 35- to 44-year-olds. Young people are the most vulnerable to unemployment. According to the 2016 [Research on the Population's Economic Activity](#) (BAEL), the unemployment rate in the 15 to 24 age group was 14.8%, compared to 4.5% among 25- to 34-year-olds, 3.7% in the 35 to 44 age group, and 4.3% among those aged 45 and more (2017 Research on the Population's Economic Activity, annual averages, Central Statistical Office of Poland (GUS)).

However, it should be stressed that unemployment in Poland is falling, including the youth unemployment rate. According to Eurostat, the harmonised youth unemployment rate in Poland in May 2017 was 14.1%, which was almost three times higher than the total harmonised unemployment rate (4.8%). However, the youth unemployment rate in Poland is lower than the EU average (16.9%). The situation in the labour market in Poland is improving but not for all categories of young people.

Segmentation of the labour market, covering some categories of young people, is still ongoing. Persons with low qualifications or living in economically underdeveloped areas continue to have problems obtaining stable employment contracts, and receive low wages in low-satisfaction jobs. Difficulties with the work/life balance also continue to exist for those with young children, which particularly limits the professional activity of women. Disabled school graduates face problems with entry into the labour market, even after they have received a higher education diploma. There is still an unfavourable institutional environment for setting up one's own businesses, despite the announced changes.

A worrying phenomenon is the increase in the category of young people with various deficits that remain outside the labour market. These include young people from poor families, multiple children families, incomplete families, pathological or dysfunctional families with incapable caregivers, children who leave orphanages, foster families, penitentiaries and correctional institutions, young parents, young mothers, persons with low education and qualifications, early school leavers, people with disabilities, and chronically ill people.

The activities of public institutions in relation to these categories of young people are insufficient and often inaccurate. Various non-governmental organisations (often carrying out unique and highly successful projects) offer their support, but this is limited in scope because of the poor condition, in economic and human resource terms, of this sector in Poland.

Employers are reporting shortages of workers with increasing frequency, including high-end professionals as well as skilled and unskilled workers (e.g. for seasonal jobs in agriculture or cleaning jobs). In 2016, [public opinion polls](#) showed a decline in youth

declarations regarding the desire to emigrate for work, which is linked to the improved situation in the labour market.

The missing labour force is offset by mainly [Ukrainian workers](#). In 2016, businesses declared that they had employed 1.3 million people under the simplified procedure of employing foreigners. More than one million are Ukrainians. According to data from the Ministry of Family, Labour and Social Policy, the highest demand was for workers in menial jobs (750,000). The next highest groups were businesses which required industrial workers (247,000), machine operators (112,000), service workers and salespersons (65,000). Other occupational groups represented 10% of all declarations.

3.2 Administration and governance

Governance

The objectives and tasks of Polish employment policy are defined in the [Constitution of the Republic of Poland](#) of 2 April 1997 (Journal of Laws (Dz.U.) of 1997, No. 78, item 483, as amended). Its implementation is primarily the responsibility of public authorities.

The central role in the [state's public policy concerning the development of employment and entrepreneurship](#) is played by the [Ministry of Entrepreneurship and Technology](#) and the [Ministry of Investment and Development](#) which prepare strategic documents on economic security and the country's development policy (including employment policy), supervises the use of European funds, and promotes entrepreneurship.

[The Ministry of Family, Labour and Social Policy](#) is, on the other hand, responsible for the preparation of the [National Employment Action Plan](#) and co-ordination of its implementation; co-ordination and development of Public Employment Services; promotion of employment, including policies to counteract unemployment, mitigate the effects of unemployment and stimulate professional activation of jobless people; development of human resources; as well as ensuring uniform application of law; and co-ordination of social security systems.

A detailed legal framework for the labour market policy in Poland is set out in the [Act of 20 April 2004 on the promotion of employment and labour market institutions](#) (Journal of Laws (Dz.U.) of 2017, item 1065, as amended).

The tasks of the state in the area of employment promotion, mitigation of the effects of unemployment and professional activation are implemented on the basis of the [National Employment Action Plan](#) passed by the Council of Ministers, which encompasses the principles of implementation of the [European Employment Strategy](#) and is based on the initiatives of the local governments of communes (*gmina*), districts (*powiat*) and provinces (*województwo*) as well as social partners.

The labour market policy at national level is consulted by social partners (including representatives of trade unions, employers' organisations, and NGOs), as well as by representatives of local governments and educational institutions. At the national level the consultative body of the Minister is the [Labour Market Council](#). At the provincial level, the body that provides province marshals (*marszałek*) with opinions and advice is the Provincial Labour Market Council, and at the district level, district governors (*starosta*) are consulted by the District Labour Market Council.

The state's tasks pertaining to the policy of employment promotion, mitigation of the effects of unemployment and professional activation are performed by [Public Employment Services](#), [Voluntary Labour Corps](#) (*Ochotnicze Hufce Pracy*- OHP), employment agencies, training institutions, social dialogue institutions, and local partnership institutions.

The Act on the promotion of employment and labour market institutions provides for additional forms of support to foster employment of young people (in addition to the

standard forms of support available to all categories of the unemployed). Public employment services are equipped with the following tools and labour market instruments dedicated to young people:

- Those who are unemployed under the age of 30 are considered to have “special” status on the labour market and are given priority in referral to dedicated schemes (Article 49).
- Those who are unemployed under the age of 25 should be presented with an offer by the district Employment Office within a period of up to 4 months from the date of registration (Article 50(1)). This offer should be in the form of employment, other paid work, training, internship, job skills training for adults, intervention works or public works or other forms of assistance specified in the Act.
- Additional instruments targeted at the unemployed under the age of 30 include training vouchers, internship vouchers, employment vouchers, and housing vouchers (Chapter 13d, Articles 66k to 66n).

The activities of the state aimed particularly at youth at risk of social exclusion and the unemployed under the age of 25 are implemented through the Voluntary Labour Corps (*Ochotnicze Hufce Pracy, OHP*). OHP are government-financed entities supervised by the minister for labour that specialise in youth action (Chapter 5, Articles 11 to 17).

Regarding the education and training of young people, OHP conduct activities aimed at:

- 1) enabling young people who have not completed primary or lower secondary school, or who have not stayed in education after graduating from those schools, to acquire professional qualifications and to complete their primary or lower secondary education;
- 2) enabling young people to complete their general and vocational upper secondary education.

Within the field of employment and prevention of the marginalisation and social exclusion of youth, OHP undertake the following actions:

- 1) act as job centres and organise employment for: young people over the age of 15 who have not completed primary or lower secondary school or have not stayed in education after graduating from those schools; unemployed persons under the age of 25; pupils; and students;
- 2) provide career guidance for young people and Mobile Career Information Centres;
- 3) initiate international co-operation and youth exchange programmes;
- 4) refund the costs incurred by the employer for the salaries and social security contributions of young workers employed on the basis of an employment contract for the purpose of job skills training.

OHP, as labour market institutions, provide free services in the following formats: job centres; career guidance and vocational information services; active job search workshops; organisation of training; labour market schemes.

The duties of OHP are carried out through:

- Mobile Career Information Centres (*Mobilne Centra Informacji Zawodowej*) (49 units),
- Youth Employment Offices (*Młodzieżowe Biura Pracy*) (49),
- Job centres (*Punkty Pośrednictwa Pracy*) (78),
- European Social Fund Vocational Training Centres (*Ośrodki Szkolenia Zawodowego EFS*) (34),
- Regional Vocational Training Centres for Young People (*Rejonowe Ośrodki Szkolenia Zawodowego Młodzieży*) (24)
- Youth Career Centres (*Młodzieżowe Centra Kariery*) (221).

Those entities are supervised by Centres for Youth Education and Work (*Centra Edukacji i Pracy Młodzieży*) (49).

Schemes for the education and employment of disabled youth are supported by a special purpose fund created from contributions paid by employers who do not employ people with disabilities – the State Fund for Rehabilitation of Disabled Persons (*Państwowy Fundusz Rehabilitacji Osób Niepełnosprawnych*, PFRON). The policy of supporting employment of the disabled is defined in the [Act of 27 August 1997 on vocational and social rehabilitation and the employment of disabled people](#) (Journal of Laws (Dz.U.) of 1997, No. 123, item 776, as amended). The funds from PFRON to support vocational activation and employment of young people with disabilities are funnelled to public, private and non-governmental entities as well as to individuals.

On the other hand, the Act of 13 June 2003 on social employment (Journal of Laws (Dz.U.) of 2003, No. 122, item 1143, as amended) regulates the processes of social and occupational reintegration of persons with the lowest chances on the open labour market due to their low qualifications, or lack thereof, and also those having problems with full participation in social and professional life. This applies in particular to homeless people, alcohol or drug addicts, mentally ill people, long-term unemployed, former inmates, refugees, and disabled people. Persons from those categories may participate in activities run by social integration centres and clubs (operated by local government units or by non-governmental organisations appointed to do so by the former) and receive various forms of assistance and support from public funds to aid employability (e.g. funds to establish a social co-operative).

Cross-sectorial cooperation

[The National Employment Action Plan for 2015-2017 \(KPDZ/2015-2017\)](#) was adopted by the Council of Ministers on 10 March 2015. It defines the directions for state policies in the field of the labour market, especially concerning promotion of employment, mitigation of the effects of unemployment, and professional activation. The amount of PLN 29,915,297,000 has been earmarked for the implementation of KPDZ/2015-2017 over three years, of which national funds constitute 89.01% and foreign funds - 10.9% of the total.

The main goal of NEAP for 2015-2017 is to reach an employment rate of 68.1% for people aged 20 to 64 at the end of 2017.

Two priorities have been identified the implementation of which is supported by the actions defined in NEAP for 2015-2017:

Priority 1: Enhancing the effectiveness of labour market management through:

- improving job centre and career guidance services provided by Public Employment Services;
- improving the education system and aligning it better with the expectations of businesses.

The support is targeted primarily at people aged 15 to 24, especially those who are simultaneously not in employment, education or training (NEET).

Priority 2: Increasing adaptability in the labour market through:

- encouraging Poles to change or supplement their qualifications;
- seeking employment outside the current place of residence;
- supporting marginalised people, e.g. long-term unemployed, persons aged 50+, NEET, parents with young children and people with disabilities;
- improving the quality and attractiveness of vocational training and its adaptation to the needs of the labour market

A draft [National Employment Action Plan](#) is prepared by the minister for labour affairs (at the moment, the Minister of Family, Labour and Social Policy) in consultation, in particular, with the minister for economy, the minister responsible for education and upbringing, the minister for higher education, the minister for rural development and the

minister for regional development. On the basis of laws adopted by local governments, the authorities of a province are responsible for its development policy (there are 16 provinces in Poland), while each district is responsible for a policy of counteracting unemployment and activation of the local labour market (in 2017 there are 343 district Employment Offices, and together with their branches and service desks they make up more than 440 locations nationwide).

3.3 Skills forecasting

Forecasting system(s)

The demand for future jobs in enterprises is estimated by the Central Statistical Office of Poland (GUS). Every year, it prepares a publication on the basis of the results of a [labour demand survey](#). Since 2007, the survey has been conducted using the representative method, on a quarterly basis, and includes national economic operators employing 1 or more persons. Until 2007, the survey included only operators with a workforce of 10 or more.

The information obtained from the survey of enterprises includes: realised and unrealised demand, i.e. jobs filled and job vacancies by occupation; data on the number of newly created and liquidated jobs in the reporting period by workplace characteristics, namely spatial distribution, ownership sector, type of activity, and size.

The basic legal act introducing labour demand surveys in the European Union is Regulation (EC) No 453/2008 of the European Parliament and of the Council of 23 April 2008 regarding quarterly statistics on job vacancies within the Union.

Another source of information are employment forecasts, which use different data sources.

An example is the forecast published in [Employment Forecasts for Poland until 2020](#). Synthetic Results and Conclusions [*Prognozy zatrudnienia w Polsce do 2020 roku. Syntetyczne wyniki i wnioski*], E. Kwiatkowski, B. Suchecki (ed.), IPIPS, Warsaw 2014. The forecast was prepared as part of the project Analysis of the Labour Market Processes and Social Integration in Poland in the Context of Economic Policy, co-financed by the European Union under the European Social Fund.

During the work on an employment forecast for Poland until 2020, three basic sources of statistical data on the Polish labour market were used. They were:

- the Central Statistical Office of Poland (GUS) and international institutions (such as Eurostat and OECD);
- state institutions compiling databases complementary to those of the Central Statistical Office of Poland, including Employment Offices, the Social Insurance Institution (*Zakład Ubezpieczeń Społecznych - ZUS*) and tax offices,
- institutions and people conducting research on the labour market situation.

The analyses performed by the team are one of the stages in a series of works on the development of an integrated forecasting and information system to predict employment and build an IT system enabling employment forecasting across the country and for each province (not only globally, but also across very large, large, and medium occupational groups).

The Ministry of Family, Labour and Social Policy has implemented a monitoring system for surplus and deficit occupations. In accordance with the provisions of the Act of 20 April 2004 on promotion of employment and labour market institutions (Article 8(1)(3) and Article 9(1)(9)), the preparation of labour market analyses, including monitoring of deficit and surplus occupations, is one of the tasks of provincial governments and district governments in the field of labour market policy.

The main source of information is data on the registered unemployed and job offers by occupation and specialisation originating from the information systems used in Employment Offices. This is supplemented by data from the monitoring of job offers on the Internet conducted by provincial Employment Offices.

Information on deficit, balanced and surplus occupations in Poland is available on the [website of the Ministry of Family, Labour and Social Policy](#). The results of monitoring for provinces and districts are available on the websites of the relevant Employment Offices.

An additional source of information about the demand among employers as well as qualifications and skills requirements is the research conducted by various institutions, including the Educational Research Institute (*Instytut Badań Edukacyjnych*- IBE), Manpower, and Randstad, as part of the [Social Diagnosis](#) panel research carried out in Poland since 2000 (<http://www.diagnoza.com/>).

According to research on the state of human capital in Poland (Social Diagnosis, Analysis of Qualifications and Key Competences for Increasing the Opportunities of Graduates in the Labour Market), there is a need for the development of the following skills, required to implement the government Strategy for Responsible Development until 2020 (with a forecast up to 2030).

1. Transversal skills – to enable playing of social and occupational roles/functions in different contexts, regardless of sector/industry or occupation, which are used in different situations (such as language skills, communication skills or entrepreneurship).
2. Digital skills – which are essential for functioning in today's world, regardless of age or physical fitness, and enable reading digital content and evaluating its credibility, using it in daily life, and expanding the demand base for e-services provided by public and business entities.
3. Professional skills – lack of qualified staff may prevent or hinder the economic development proposed in the Strategy.

Information from forecasts and studies is available in publications and on the websites of the relevant institutions preparing them.

Skills development

Information from employment forecasts and research is used in government documents concerning, among other things, the national development, education and employment policies.

At provincial and district level, this information is used in documents related to regional and local development strategies, including in the planning of the directions of education in upper secondary education.

Implementation of the results of forecasts and analyses in formal education at national, regional and local level has so far failed to produce the intended outcomes.

Conclusions based on [studies of employers](#) indicate that in Poland there is a gap between the skills of employees and the needs of the economy and the labour market, that schools do not educate at the level expected by employers, nor does the content of the curriculum meet expectations. Furthermore, the offer for retraining adults (including those with the lowest level of basic skills) is not sufficiently attractive and flexible.

Studies by the Central Statistical Office (*Young People on the Labour Market 2016*) regarding the situation of young people in the labour market show that the extent to which one's educational background is utilised in the workplace depends on the occupational group. While among specialists more than 70% of the respondents indicated that they found their education highly useful in their professional work, the remaining groups achieved significantly lower results (Chart 1).

3.4 Career guidance and counselling

Career guidance and counselling services

Education and career guidance services for pupils and career counselling for students and adults are provided by several institutions: schools, advisory centres, Voluntary Labour Corps, academic career offices, employment offices or non-governmental organisations.

Career guidance in schools

Career guidance in schools is available for all pupils. In the 2017/2018 school year, career guidance classes are organised for students in grade 7 and 8 of primary school, lower secondary trade school, general upper secondary school, and technical upper secondary school. The classes are based on a curriculum prepared by a relevant teacher and approved by the headmaster, after consulting the pedagogical council. The curriculum contains information about professions, qualifications, and jobs, as well as opportunities to obtain qualifications that match the needs of the labour market and one's occupational skills.

The career guidance staff within the education system are provided with support from the [Centre for Education Development](#) (*Ośrodek Rozwoju Edukacji - ORE*) (until 1 July 2016, the [National Centre for the Promotion of Vocational and Continuing Education](#) (Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej KOWEziU)).

[ORE](#) is a central public institution for teacher training with nationwide coverage. The body responsible for the Centre is the Minister of National Education. ORE is carrying out a project under the Knowledge Development Education Operational Programme (*Program Operacyjny Wiedza Edukacja Rozwój 2014-2020 (PO WER)*) The project is called "[Effective Educational and Vocational Guidance for Children, Adolescents and Adults](#)" (*Efektywne doradztwo edukacyjno-zawodowe dla dzieci, młodzieży i dorosłych*).

The main goal of the project is: to create a framework for the effective functioning of educational and vocational guidance in the education system.

Psychological and pedagogical counselling centres for school youth

The activities of schools in the field of educational and vocational guidance are supported by public psychological and pedagogical counselling centres, including specialist counselling clinics.

According to data from the [Educational Information System](#), as of 30 September 2015 there were 949 psychological and pedagogical counselling centres in Poland (of which 561 were public), including 48 specialist counselling clinics (of which 19 were public).

The operation of public psychological and pedagogical counselling centres falls under the remit of the educational tasks of districts. There is at least one public psychological and pedagogical counselling centre in each district in Poland, which provides free psychological and pedagogical assistance.

Those counselling centres provide support to children and adolescents who require psychological and pedagogical help or assistance in choosing the direction of their education and their occupation, and in planning their education and career. This assistance is particularly important for students with special educational needs, particularly those with disabilities and illnesses. Help is provided in the form of advice and consultations, workshops, lectures and speeches.

Public psychological and pedagogical counselling centres also provide support to schools, teachers and other professionals in the planning and implementation of educational and vocational guidance (by organising workshops, meetings with teachers, participating in consultations and sitting on teachers' councils).

In addition, the counselling centres provide information and training services regarding educational and vocational guidance aimed at [students, parents and teachers](#).

Career guidance at [Voluntary Labour Corps](#) (*Ochotnicze Hufce Pracy*)

[Voluntary Labour Corps](#) (OHP) are government-financed entities supervised by the Minister of Family, Labour and Social Policy.

The target audience of the actions undertaken by OHP are:

- Minors (aged 15 to 17) from educationally malfunctioning backgrounds who are not fulfilling their schooling and educational obligations, have problems with graduating, and need to acquire vocational qualifications.
- Persons aged 18 to 25, including those who are looking for a job or want to be retrained, unemployed, school graduates, and students.

OHP, as labour market institutions, provide free services to young people, including job placement and career guidance and information services; conduct workshops on active job searching; organise training; and implement labour market schemes (e.g. under the Youth Guarantee Initiative).

Career guidance at OHP is generally provided to people aged 15 to 25, but is also available to those older if they contact OHP.

Career counsellors provide in-house counselling at Youth Career Centres and mobile counselling by visiting the interested institutions (e.g. schools) with Mobile Career Information Centres.

Career counsellors help choose a future career, plan one's career and education, as well as offer assistance with changing jobs, self-employment or job seeking.

They take into account local employment opportunities as well as the individual professional and personal predispositions of the young person. Their task is also to familiarise their clients with the local labour market and how to look for work.

[Student Career Centres](#) (*Akademickie Biura Karier*)

[Student Career Centres](#) are entities whose mission is the professional activation of students and graduates of higher education, run by a higher education institution or a student organisation, whose duties include:

1. providing students and graduates with information on the labour market and opportunities for improving professional qualifications,
2. collection, classification and dissemination of job, internship and work placement offers,
3. maintaining a database of students and higher education institution graduates interested in finding a job,
4. assisting employers in obtaining suitable candidates for job vacancies and internships,
5. helping with active job seeking.

In 2014, it was estimated that 346 Student Career Centres were in operation at 442 Polish higher education institutions. However, it should be emphasised that this is an indicative figure only.

Career guidance at public [Employment Offices](#)

Career guidance is a labour market service provided by Public Employment Services (district Employment Offices at district level, and career information and planning centres at provincial level).

Career guidance consists of an employee of the Employment Office providing assistance in the form of face to face contact with the person in need of assistance, or via telephone or the Internet.

As part of the career guidance service, Employment Office workers also conduct group meetings in the form of workshops with the people in need of aid.

Career guidance services include assistance with:

- choosing or changing one's profession,
- career planning,
- supplementing professional qualifications,
- defining one's competences and interests,
- planning of professional development.

Career guidance at district Employment Offices and at career information and planning centres is free of charge and is provided in accordance with the following principles:

- accessibility,
- voluntariness,
- equality regardless of sex, age, disability, race, ethnic origin, nationality, sexual orientation, political beliefs, religious affiliation or trade union membership,
- freedom to choose one's profession and place of employment,
- data confidentiality and protection.

Career guidance provided by non-governmental organisations

NGOs specialise in educational and/or vocational guidance for selected categories of beneficiaries, such as disabled people (e.g. [The Fuga Mundi Foundation in Lublin](#)), children and adults with autism ([The Synapsis Foundation](#)), young homeless people requiring various forms of support ([The Monar Association](#)), and young people leaving orphanages or foster families ([The Robinson Crusoe Foundation](#)).

NGOs are complementary to public sector services. Their activities are funded by public, private and European funds.

Funding

Educational and vocational counselling for pupils, and career guidance for students and adults are free of charge and are financed from public funds.

Quality assurance

Poland has an institutional support system for pupils in the field of educational and vocational counselling as well as institutions providing career guidance services for students and adults. There is, however, no reliable system for assessing the quality of their performance and evaluation. This results in a particularly vulnerable position of disabled young people who have problems in accessing professional career guidance.

Work is ongoing on developing best practice solutions for the functioning of in-school educational and vocational counselling systems at different stages of education in the reformed school system: primary school, lower and upper secondary trade school, upper secondary technical school, general secondary school, and post-secondary school.

The works are carried out under the project [Effective Educational and Vocational Guidance for Children, Adolescents and Adults](#) within the framework of the 2014-2020 Knowledge Education Development Operational Programme.

3.5 Traineeships and apprenticeships

Official guidelines on traineeships and apprenticeships

Traineeships are organised for both upper secondary school and higher education students, but each are governed by different regulations.

On the job training (*praktyczna nauka zawodu*) taking the form of practical classes or traineeships for upper secondary vocational school students is regulated under the

regulation of the Minister of National Education. Its time, place and possible salary depend on the type of school and class. The training takes place on the basis of an agreement between the school and the workplace, which takes in the student. Training can take place at school workshops, practical training centres, and with employers.

Another form of gaining vocational qualifications are apprenticeships for vocational school students, which involve on-the-job training. These are governed by separate regulations. The employer enters into an employment contract with the minor to provide them with vocational training in the form of on-the-job training. Theoretical instruction takes place at a vocational school or in a course. The apprentice is covered by compulsory social insurance and receives a salary. Hiring a minor as an apprentice is reimbursed to employers from public funds.

At present [changes are being introduced](#) with relation to classification of professions, financing of vocational education and training, cooperation between schools and employers and professional certification. The main aim of these changes is to improve the quality of practical education, better adjustment of graduates to the needs of the labour market and active involvement of employers in the process of education and training.

Tertiary education institutions offer two types of work placements: compulsory and non-compulsory ones. Until 2014, the [Law on Higher Education](#) did not impose on higher education institutions the obligation to include work placements in their curricula. Exceptions to this rule included teacher training courses, veterinary studies, architecture, medical studies, dentistry studies, pharmacy studies, nursing and midwifery.

Since October 1st 2014, study programmes with practical profiles must include work placements for students, which last three months at minimum. Faculties may organise student education in an alternate fashion: classroom instruction at the higher education institution and traineeships at the employer's.

For many bachelor's and master's degree programmes, the study programmes include compulsory work placements of a shorter duration.

Non-compulsory work placements are governed by individual arrangements between the employer and the student. Compulsory work placements are based on a contract for compulsory student placement. The employer contracts directly with the higher education institution. The employer defines the curriculum, and undertakes to provide instructional and organisational supervision, as well as a specific position/workstation and tools for the work.

Persons registered with an Employment Office are also offered internships with an employer, which are financed by the Labour Fund. The internships may last up to 6 months, and in the case of unemployed persons under the age of 30, up to 12 months. The intern is employed on the basis of an internship agreement (without entering into an employment relationship), during which the unemployed person is entitled to a scholarship of 120% of the amount of the unemployment benefit rate.

An additional form of activation is the internship voucher, which is an instrument for activating unemployed people under the age of 30. After completing the 6-month internship with an employer selected by the unemployed person, the employer is obliged to employ them for another period of 6 months after completing the internship.

In 2017, a paid internship scheme was launched for young people from the NEET group through the projects "[Unlock Your Potential – ESF](#)" and "[Unlock Your Potential – YEI](#)" implemented by OHP under the Youth Guarantee Initiative. Project participants are on internships with local employers in professions for which they had acquired qualifications during their courses.

Promoting traineeships and apprenticeships

Activities of higher education institutions

Higher education institutions provide internship and work placement databases on their websites, often complete with reports on past placements completed by their students. Internship and work placement offers are advertised by student career centres, which often also participate in or organise career fair/expos, and prepare brochures on work placements and internships for students.

An important source of information for students are online forums and Facebook groups (such as Erasmus groups) and the websites of organisations that help find a work placement, such as AIESEC or Global Citizen.

In 2014, the Parliament of Students of the Republic of Poland launched an online student work placement database: lepszepraktyki.pl.

Activities of the [Foundation for the Development of the Education System](#)

The Foundation implements work placement projects financed from European funds. An example is the project "[Transnational Mobility of Students and Graduates and Vocational Education Staff](#)" (*Ponadnarodowa mobilność uczniów i absolwentów oraz kadry kształcenia zawodowego*). This project is implemented within the framework of the 2014-2020 Knowledge Education Development Operational Programme (Programu Operacyjnego Wiedza Edukacja Rozwój 2014-2020 - PO WER).

The Foundation acts as the National Agency for the Erasmus+ Programme for 2014-2020. The work placement abroad scheme may be availed of by undergraduate, master's and doctoral students.

Activities of public institutions of the labour market: [Employment Offices and Voluntary Labour Corps](#) (*Ochotnicze Hufce Pracy, OHP*)

Information on internships offered by public institutions of the labour market is available on the websites of those institutions and directly from career counsellors and work agents at those institutions.

These institutions, in addition to standard services, also perform additional activities under the Youth Guarantee Initiative. Those are local actions. Participation in projects and terms of participation are available at the respective institutions that are implementing the projects.

Recognition of learning outcomes

In Poland, the [Polish Qualifications Framework](#) has been developed. It is consistent with the European Qualifications Framework (EQF). It is used to identify, organise and describe qualifications, including:

- learning outcomes obtained through formal education (schools, higher education institutions) and non-formal education received outside the general, vocational or higher education system (e.g. qualification, linguistic or specialist courses – all certified); and
- learning outcomes of informal education (e.g. professional experience and practice, traineeships, internships, work placements and self-learning).

[Works are ongoing](#) to implement the Polish Qualifications Framework into specific areas of education, particularly in vocational and higher education, as well as the labour market.

The National Qualifications Framework for Higher Education consistent with the European education system was introduced in Poland in 2011 as a result of the Regulation of the Minister of Science and Higher Education of 2 November 2011 on the National Qualifications Framework for Higher Education (Journal of Laws (Dz.U.)

2011.2553.1520). All higher education institutions are required to describe their study programmes through learning outcomes in three categories: knowledge, skills and social competences.

Work placements for students are covered by the European Credit Transfer System (ECTS) and included in the study programmes.

Work is ongoing on the implementation of the European Credit System for Vocational Education and Training (ECVET). In order to support the national authorities, a National Team of ECVET Experts was established, which is functioning at the Foundation for the Development of the Education System. The Team's work also involves promoting the ECVET idea by publishing information materials and organising workshops and seminars for different audiences.

Funding

Vocational schools for young people, vocational schools for adults, lifelong learning centres, and practical training institutions are financed by public funds. The key source of income is the education subsidy received from the central budget. It is divided between communes, districts and provinces on the basis of an algorithm, which is modified each year, applying different weights for particular groups of pupils and schools (including vocational school pupils/students).

In the years 2011-2013, local governments spent an average of PLN 60 billion annually on the financing of educational tasks. Nearly PLN 40 billion came from the education subsidy. The remaining funds are grants from the state budget, including funds from the European Union budget and local government funds. The scale and scope of educational tasks performed by local governments has been very diverse and depended on the wealth (budget) of the particular local government ([NIK 2014](#)).

Employers who organise apprenticeships in the form of on the job training receive a financial contribution from the school where the apprentice is learning.

The Polish legal framework guarantees the financing of employers who enter into an employment contract with a minor for the purpose of vocational training or job skills training. Training subsidies may be granted to enterprises which take in minors for vocational training or job skills training. The amount of the training subsidy per minor depends on the length of the training. It is reimbursed to employers from the Labour Fund.

Work placements for students can be subsidised by higher education institutions through grants from the Ministry of Science and Higher Education and from European funds.

Internships for the unemployed and internship vouchers for unemployed people under 30 years of age are financed from the Labour Fund.

[The State Fund for Rehabilitation of Disabled Persons](#) (PFRON) subsidises various forms of support for vocational activation of people with disabilities; such as internships organised by Employment Offices or other organisations implementing such schemes.

[Vortal of Public Employment Services](#) contains current offers of jobs, internships, traineeships, internships from Employment Offices, job skills training for adults, and work placements for students.

Quality assurance

The principles and course of traineeships and apprenticeships, as well as various types of internships are often criticised and changes are planned to improve their quality.

There is particularly strong criticism of the system of vocational education and training (basic vocational, secondary and post-secondary). Its ineffectiveness is exposed by the high unemployment rates among vocational school graduates (about 40% in the years

2012-2014), as well as the negative assessment of their skills reported by employers. According to the [Supreme Audit Office](#) (*Najwyższa Izba Kontroli - NIK*), [the main reason](#) for this situation is the mismatch between what the vocational schools offer compared to the needs of the labour market, which results from incomplete recognition of those needs and unsatisfactory conditions for vocational education and training. Another contributing factor has been the way in which vocational education has been financed from the state budget; without taking into account the actual costs of education for particular occupations. As a result, local governments have been abandoning costly education programmes. This has been reinforcing a vocational education model, in which the local infrastructural and personnel resources, rather than the needs of students and the labour market, were the decisive factors when launching a new programme.

The planned education system reform (to come into force in the 2017/2018 school year) aims to strengthen employers' participation in planning and organising traineeships and apprenticeships in trade (previously vocational) schools (see previous section on education).

Higher education institutions [develop their own Education Quality Assurance Systems](#), which take work placements for students into account in the assessment of their learning outcomes. Higher education institutions monitor the quality of education, including work placements, and run surveys to evaluate the quality of placements, as well as organise conferences/seminars to promote good practice standards. [The Polish Accreditation Committee](#) plays an important role in assessing the quality of education, including student placements. It is an independent institution working to ensure and improve the quality of education.

The planned reform of higher education (currently work is ongoing on new legislation) envisages strengthening the importance of work placements in the process of educating students and tightening the link between education and business.

Since 2015, data has been collected through the national system of monitoring the [Economic Fate of Graduates](#) (*Ekonomiczny Los Absolwentów - ELA*) of higher education institutions. The monitoring system implemented by the Ministry of Science and Higher Education is an innovative solution on a European scale. The main source of information is the administrative data from reliable sources – the Social Insurance Institution (ZUS) system and the [POL-on system](#), i.e. the information system on higher education supporting the work of the Ministry of Science and Higher Education.

3.6 Integration of young people in the labour market

Youth employment measures

Youth employment is supported through a range of services and instruments provided for in the [Act of 20 April 2004 on the promotion of employment and labour market institutions](#) (Journal of Laws (Dz.U.) of 2017, item 1065, as amended). Many services and instruments addressed to young people are implemented through public labour market institutions i.e. Employment Offices and [Voluntary Labour Corps](#) (OHP) [see 3.2 Administration and governance]. It is worth stressing that during the first decades of market economy the youth unemployment rate was very high and that the services and instruments supporting young people were available also for young adults (under 30 years old).

In Employment Offices, those registered as an unemployed may avail of the following services or support instruments:

1. Training
2. Internship
3. Intervention works
4. Job skills training for adults

5. Scholarships during studies
6. Housing vouchers (for an unemployed under 30 years old)
7. Training vouchers (for an unemployed under 30 years old)
8. Internship vouchers (for an unemployed under 30 years old)
9. Employment vouchers (for an unemployed under 30 years old)

One of the most popular measures of support offered for young people by employment offices are internships. Employers use them very often, however after the internship is over, the interns do not usually get employed. They are treated more like a cheap labour force. Since 1 January 2016, it has been possible to reimburse the employer for part of the cost of salaries and social security contributions for full-time employment of unemployed persons under the age of 30. The refund covers a period of 12 months as long as the employment lasts 18 months. Another form of support can be the loan to start a business. The loan can be dismissed after fulfilling certain criteria.

Employment Offices offer funding support which can be obtained for the purpose of starting a business (see 3.9 Start-up Funding for Young Entrepreneurs).

Implementation of the Youth Guarantee Initiative was launched in Poland in 2014. Among the addressees of the [Youth Guarantee Initiative](#) within Poland, four subgroups have been identified. The offering of the Initiative has been adjusted according to the subgroups needs:

- Persons aged 15 to 17 who are leaving school early – persons who neglect the schooling obligation (under 16 years old) or the educational obligation (under 18 years old).
- Persons aged 18 to 29 who are not in employment, education or training (NEET) – including those who require special support, i.e. those who are separated from the labour market, from disadvantaged backgrounds, and from rural areas.
- Persons aged 18 to 29 registered as unemployed – including registered students of extramural and evening study programmes.
- Unemployed youth and job seeking graduates of schools and higher education institutions within 48 months from the date of graduation or receiving vocational qualification, aged 18 to 29 – in terms of support of young entrepreneurship.

Initially, activation measures for young unemployed were carried out exclusively by Employment Offices and Voluntary Labour Corps (OHP).

In November 2014, a loan scheme provided by [Bank Gospodarstwa Krajowego](#) (BGK) (*The National Development Bank*) was deployed throughout the country (the pilot phase covered only three provinces).

In 2015 and 2016, youth activation continued in Employment Offices (also through co-operation with BGK within the framework of the “First Business – Start-up Support” scheme) and through Voluntary Labour Corps.

In addition to the standard activities of Employment Offices and BGK, OHP projects “Action Activation – YEI and ESF” and “Unlock Your Potential – YEI and ESF” are implemented, which include individual psychological support; group active job search workshops; vocational courses; vocational qualification courses; language courses; ECDL courses; driving courses; entrepreneurship courses; job placement and mediation in the organisation of internships; and internships with employers. In 2017, the implementation of projects “From Training to Employment – YEI and ESF” began for 3,700 professionally inactive persons from the NEET group.

Additional actions will be taken within the framework of central competitions organised under the programme “Young People on the Labour Market” (Knowledge Education Development Operational Programme). The competitions, announced by the Minister of Family, Labour and Social Policy under the Youth Guarantee Initiative, concern projects supporting individual and comprehensive professional and educational activation of young people (unemployed, professionally inactive and jobseekers, especially those not registered at any Employment Office). The aim is to increase the employability of young

people under the age of 29 who remain unemployed, especially those who are not in education or training (NEET youth). It is estimated that approximately 18 thousand people aged 15 to 29 will receive support within the framework of those central competitions (in 2017/2018).

ECAM – OHP have launched the Electronic Youth Activation Centre (*Elektroniczne Centrum Aktywizacji Młodzieży -ECAM*). It is a service platform for young jobseekers, those with learning difficulties or having problems with functioning in their environment. Through the ICT system, young people can receive specific information about the location of the nearest OHP unit, which can provide them with education or employment assistance. ECAM was created as part of the project “OHP as a Provider of Labour Market Services” thanks to European Union funds from the European Social Fund.

State Fund for the Rehabilitation of Disabled Persons (*Państwowy Fundusz Rehabilitacji Osób Niepełnosprawnych, PFRON*) PFRON subsidises services and instruments addressed to people with disabilities offered by Employment Offices. Support can be provided to people with disabilities registered as unemployed and those who do not have an unemployed status but who are looking for work.

In 2017, PFRON launched three pilot programmes aimed at increasing the employment of people with disabilities in the open labour market (including young people). Each programme is expected to provide employment to at least 1,000 people. [<http://www.pfron.org.pl/o-funduszu/programy-i-zadania-pfron/programy-i-z...>]

- The Graduate programme, addressed to graduates and students in their final year at higher education institutions.
- The Stable Employment programme in administration and public services.

The “Work-Integration” programme, addressed to enterprises and non-governmental organisations.

Flexicurity measures focusing on young people

In Poland, measures have been taken to increase the security of employees on the labour market, which involved counteracting the abuse of civil law contracts by employers, temporary work, and low wages. These changes relate significantly to the situation of young people in the labour market, as they are the most affected by these practices.

Counteracting the abuse of civil law contracts and introducing a minimum hourly rate

In order to prevent the abuse of civil law contracts in employment and to protect the lowest paid workers, the Act of 22 July 2016 amending the [Minimum Wage Act](#) and certain other acts (Journal of Laws (Dz.U.), No. 1265, as amended) introduced into the legal framework a guaranteed minimum wage for specific civil law contracts (previously, it applied to only contracts of employment). From 1 January 2017, a minimum hourly rate of PLN 13 is applicable to each hour of commissioned work or services provided (including via self-employment). In subsequent years, the rate will be adjusted to a level corresponding to the increase in the minimum wage for employees.

The Act also introduces amendments to the Act of 13 April 2007 on the [State Labour Inspectorate](#) (*Państwowa Inspekcja Pracy - PIP*). The tasks of PIP have been extended to include inspection of whether salaries are paid in amounts consistent with the minimum hourly rate. As a result of the findings of such inspections, PIP inspectors will be able to send a letter (including post-inspection conclusions and legal basis) or give oral instructions to pay a salary in the amount consistent with the minimum hourly rate.

Changes in the employment of temporary workers

In 2017, the Act on Temporary Workers and various other laws were amended. The changes are to enter into force on 1 January 2018.

The maximum duration of temporary work has been reduced. A temporary employment agency will be able to delegate a temporary worker to work for a single employer for a period not exceeding 18 months in total in any period of 36 consecutive months. At the same time, the employer will be able to avail of the work of the same temporary worker for a period not exceeding 18 months in total in any period of 36 consecutive months. The law also envisages strengthening the court measures available to temporary workers. They will be able, like other employees, to bring action before a labour court of their choice.

New list of work forbidden for minors (2016). The amendment adjusts Polish regulations to EU regulations. Directive 2014/27/EU of the European Parliament and of the Council of 26 February 2014 has amended Council Directive 94/33/EC on the protection of young people at work.

Reconciliation of private and working life for young people

Projects concerning the reconciliation of working and private life are carried out within the framework of competitions announced by the Ministry of Family, Labour and Social Policy.

In 2017, a practical web-based platform which provides comprehensive information on the mechanisms for reconciling working and private life was developed. It shows employers step by step how to introduce optimal solutions in this respect in their workplace. This platform was developed under the project "[Family and Work – It Pays Off!](#)" co-financed by the European Commission.

2017 (Q4) will see the announcement of the competition entitled "Implementation of Tools to Support the Fight Against Discrimination in the Workplace and Access to Employment in Small Enterprises" under Measure 2.1 Equal opportunities for men and women in all areas, including access to employment, career development, and the reconciliation of working and private life (Knowledge Education Development Operational Programme).

The Ministry of Family, Labour and Social Policy is working on amendments to the [Under-3s Childcare Act](#).

A scheme supporting the development of childcare institutions for children under the age of 3 has been carried out by the Ministry of Family, Labour and Social Policy since 2011 ([Maluch Plus](#)). It envisages co-financing from the state budget – through an open tender – of initiatives for creating new or keeping the existing available places by various entities (public and non-public) in various forms of childcare institutions (crèche, children's club and daycare provider).

Funding of existing schemes/initiatives

The youth employment promotion policy implemented by Public employment services is financed, among other sources, from the Labour Fund (a state-owned special purpose fund created from employer contributions) and from European funds, and in the case of people with disabilities, also from PFRON funds.

Public employment services may outsource some of their services to private and non-governmental organisations.

Implementation of the Youth Guarantee Initiative is financed from public funds and European funds, e.g. in the years 2017-2018 the effect on the public finance sector will total approximately PLN 2.7 billion annually (including about PLN 1.1 billion of European funds; estimated data).

Projects related to the reconciliation of working and private life carried out through competitions are financed from the state budget and European funds.

Quality assurance

Statistics on youth participation in active labour market policies (ALMP), including the cost-effectiveness and employment effectiveness of the different forms of activation, are collected by the Ministry of Family, Labour and Social Policy and are publicly available.

The results of empirical research indicate, however, that young people are dissatisfied with the quality of services offered; especially young people who have difficulty entering and remaining in the labour market, such as the disabled.

Employment support projects funded by European funds in previous financial perspectives often did not have long-term goals, and those funds were not used effectively.

The diagnosed barriers in the use of EU funds in Poland include (Strategy for Responsible Development until 2020 (with a forecast up to 2030)):

- Insufficient developmental effect of the projects selected for co-financing
- Low effectiveness of the applied forms of support
- Poor effects of support in the area of innovation
- Insufficient potential of the implementing institutions and the beneficiaries to plan and implement strategic development projects affecting socio-economic growth and employment
- Ineffective mechanisms for co-ordination of the various European funding measures

The main task in the current financial perspective for 2014-2020 is to use EU funds to achieve permanent developmental effects in the country.

3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities

Programmes and schemes for cross-border mobility

The educational and professional mobility of young people takes place primarily within the framework of EU programmes – presently [the Erasmus+ programme](#). There are other multilateral, bilateral and national programmes (co-)financed by Polish authorities and/or by other countries or foreign organisations. Services to promote professional mobility are offered by the [European network of Public Employment Services EURES](#).

Programmes and schemes for cross-border mobility

[Erasmus+](#) in Poland

The structure of the Erasmus+ programme for 2014-2020 includes the following components:

- Key Action 1. Mobility of Individuals;
- Key Action 2. Cooperation for Innovation and Exchange of Good Practices;
- Key Action 3. Support for Policy Reform;
- Jean Monnet programme;
- Sport – support for sports-related initiatives.

Within the Key Action1 international mobility of learners and staff is supported. Information on programmes regarding international job mobility, entrepreneurship mobility and career opportunities is available at <http://erasmusplus.org.pl/o-programie/> by sector and by action: school education, vocational education and training, higher education, adult education, youth, central projects, and sports.

[Voluntary Labour Corps](#) (*Ochotnicze Hufce Pracy, OHP*)

OHP conduct youth exchange programmes and organise youth holiday excursions, including trips to work in other countries. The international exchange of young people is

carried out within the following programmes: Erasmus+, the Polish-German Youth Co-operation, the Polish-Lithuanian Youth Exchange Fund, and the Visegrad Fund.

From 2015, [EURES](#) services are provided (in addition to Employment Offices) at OHP by EURES advisers and EURES assistants, who are employed in 16 OHP Regional Headquarters and 49 OHP Youth Education and Employment Centres.

They are open to the public, free of charge, and addressed to jobseekers interested in moving to another country for employment, as well as to employers who wish to recruit foreign workers.

Students are offered many work placement schemes in other countries with a variety of entities. For example:

International Parliamentary Scholarship of the German Bundestag. The scholarship programme of the German Bundestag and the Berlin Universities – International Parliamentary Scholarship (IPS) lasts five months. The main part of the programme is a 15-week internship at the office of one of the deputies to the Bundestag.

[The Polish-American Freedom Foundation](#) offers [internship scholarships and internships](#) at reputable American companies.

Services by Public Employment Services

[Vortal of Public Employment Services](#)

Contains current job offers in EU and EEA countries.

[EURES](#)

In Poland, activities within the EURES network are performed by:

- Provincial Employment Offices
- District Employment Offices
- Provincial headquarters of Voluntary Labour Corps (OHP)
- Youth work and education centres of Voluntary Labour Corps (OHP)
- Entities accredited by the Minister of Family, Labour and Social Policy

The network of EURES advisers and assistants is nationwide.

It is also worth to stress the importance of the [European Job Mobility Portal](#).

Other opportunities for students

- International Scholarship of Bundestag - 15 months' internship in one of Bundestag deputies
- [Polish-American Freedom Foundation traineeship scheme](#)

Legal framework

Employment of foreigners in Poland

In accordance with EU documents, Poland accepts the free movement of workers in the Member States of the European Union, the European Economic Area, and Switzerland.

At present, people with the citizenship of an EU Member State, a European Economic Area (EEA) country and Switzerland can work in Poland without obtaining a work permit.

[Employment of foreigners in Poland](#) is governed by the Act of 20 April 2004 on promotion of employment and labour market institutions (Journal of Laws (Dz.U.) of 2017, item 1065) and implementing regulations.

From 1 May 2014, it has also been possible to employ a foreigner on the basis of a temporary residence and work permit. An application for such a permit is made by a foreigner who is already legally residing in Poland, if the work is to be performed for more than 3 months. As a rule, the foreigner should attach to the application a note from

the district governor (*starosta*) about the given employer's inability to satisfy its human resources needs, which the employer had previously obtained and given to that foreigner.

The simplified procedure, also known as the "declaration procedure" (without the need to obtain a work permit), applies to citizens of the following countries: The Republic of Armenia, the Republic of Belarus, the Republic of Georgia, the Republic of Moldova, the Russian Federation, and Ukraine. They can work in Poland for 6 months in any period of 12 consecutive months. In order to benefit from the [simplified procedure](#), the employer needs to register at the employment office and the foreign employee - to have a work permit in Poland.

3.8 Development of entrepreneurship competence

Policy Framework

In Poland there is no separate strategy for teaching entrepreneurship, however the issue is addressed in several general strategies. The most important strategy is the [Lifelong Learning Perspective](#), which defines the national strategic framework for lifelong learning and vocational training. The strategy is being implemented in the 2013-2020 period and covers all levels of education.

The government [Strategy for Responsible Development until 2020](#) (with a forecast up to 2030) focuses on the development of entrepreneurial competences and support for the creation of new innovative companies in Poland: "The Strategy, oriented towards responsible and solidary development, aims to trigger entrepreneurship, inventiveness and productivity."

Entities involved in entrepreneurship development in Poland include:

Government: Chancellery of the Prime Minister and the following ministries: Ministry of Entrepreneurship and Technology, Ministry of Investment and Development, Ministry of National Education, Ministry of Science and Higher Education, Ministry of Foreign Affairs, Ministry of Family, Labour and Social Policy,

Other entities such as the Polish Agency for Enterprise Development, entrepreneurs and their organisations, and banks.

Among them, the [Ministry of Entrepreneurship and Technology](#), [Ministry of Investment and Development](#), and the [Polish Agency for Enterprise Development](#) (*Polska Agencja Rozwoju Przedsiębiorczości* -PARP) play a particularly important role in the context of supporting entrepreneurship at policy level. Both the Ministry and the Agency actively participate in the creation and effective implementation of the strategy related to entrepreneurship and innovation.

For a number of years, the [National Bank of Poland](#) has been involved in the promotion of economic and financial education among young people, and operates an economic education portal (<https://www.nbportal.pl/edukacja-w-nbp>). Bank Gospodarstwa Krajowego implements the "[First Business – Start-up Support](#)" scheme of the Ministry of Family, Labour and Social Policy to support the development of entrepreneurship.

The most complete information on the entrepreneurship of young people in Poland is provided by the OECD report: [YOUTH ENTREPRENEURSHIP SUPPORT IN POLAND](#). Rapid Policy Assessments of Inclusive Entrepreneurship Policies and Programmes, 2015.

Formal learning

Information on entrepreneurship education in schools in Europe, including Poland, is included in the [EURYDICE report](#): Entrepreneurship Education at School in Europe (2016).

The report provides information on primary and secondary education (lower and upper secondary schools), including vocational schools. The reference year is 2014/15 and the information has been collected in 33 countries within the EURYDICE network. In addition to the extensive comparative description, the report also includes brief information on entrepreneurship education in each country.

Entrepreneurship education in schools in Poland is described on pages 179-180.

“Entrepreneurship Education is explicitly integrated in the curricula.

At ISCED levels 2 and 3, there is a compulsory subject entitled ‘Knowledge about Society’. Within the subject, all students are required to participate in an educational project (20% of the course in ISCED level 2 and 10% in ISCED level 3).

In ISCED level 3, the compulsory subject ‘Introduction to Entrepreneurship’ involves students in social/civic activities and develops their creative skills and initiative. In the optional subject ‘Economics in Practice’, students implement an individual educational project” (Eurydice Report 2016, p 180).

In connection with the planned reform of the Polish education system, which will commence in the 2017-2018 school year, the changes to entrepreneurship education will be described at a later date (due to the lack of availability of all programmes and implementing regulations).

Entrepreneurship is part of the National Qualifications Framework for Higher Education. This means that most third-level students must, at least to a minimum extent, come into contact with entrepreneurship during their studies. However, the potential of students in this field remains unused (OECD Report, [YOUTH ENTREPRENEURSHIP SUPPORT IN POLAND](#), 2015).

A valuable educational initiative of higher education institutions is the effort to transfer knowledge from science to business. An example is Innovative Youth: a thesis competition which has been organised by the Industrial Institute of Automation and Measurements since 2009. Competitions for best theses (engineering and master’s) are organised in the fields of automatics, robotics and measurement, and currently also for best doctoral theses. In the years 2009-2017, 525 entries were submitted to the [Innovation Young competition](#).

Non-formal and informal learning

Entrepreneurship training outside of formal education is conducted by many entities, a substantial part of which is financed by EU funds. Initiatives from previous EU funding programming sessions are available in the OECD Report, [YOUTH ENTREPRENEURSHIP SUPPORT IN POLAND](#), 2015.

The most comprehensive scheme of supporting youth entrepreneurship is offered by the [Youth Enterprise Foundation](#) (*Fundacja Młodzieżowej Przedsiębiorczości*) (A member of [Junior Achievement Worldwide](#)).

This is a non-governmental public benefit organisation aimed at preparing children and young people for market economy conditions and enabling young people to acquire the knowledge and practical skills necessary to facilitate the implementation of their professional plans. The Foundation is a member of Junior Achievement Worldwide, the oldest and fastest-growing youth education organisation in the world, currently operating in 120 countries. The Foundation’s schemes prepare young people for entry into the labour market, teach entrepreneurship and how to navigate through the financial world, develop critical thinking skills and shape an active attitude towards life. Currently the Foundation is operating 12 schemes and projects for the youth of primary schools, lower secondary schools and upper secondary schools, under which national competitions are organised. Participants have the opportunity to represent Poland during the international editions of those competitions.

The Ministry of Development launched a pilot version of a new form of support in 2017. This scheme was for people wishing to improve their skills. The Ministry has allocated over PLN 50 million to repayable aid (i.e. interest-free loans with the possibility of partial remission) for adults from all over the country who wish to take courses or postgraduate studies, [under the Knowledge Education Development Operational Programme](#). Loans will be provided by two operators selected through a competition. The “Education Loans” Fund will be implemented by the Regional Development Agency Foundation in Starachowice, in partnership with the Co-operation Fund Foundation from Warsaw, and the “Nationwide Academic Education Scheme” Fund will be implemented by the Foundation for Enterprise Development in Suwałki.

The “Education Loans” Fund is aimed at adults. The loans are intended only for postgraduate studies, courses, training and other forms of adult education offered by national and international entities (except for level I, II and III study courses), lasting no longer than 24 months.

In 2017, a training and mentoring scheme was launched for graduates and PhD students of Polish higher education institutions who plan to have a career in science, business or public administration - [TopMinds](#). It is a joint initiative of the Top 500 Innovators Association and the [Polish-American Fulbright Commission](#). The aim of the scheme is to:

- Prepare its participants to take on challenges and find their own path to achieve their professional goals,
- Develop interpersonal competences and build proactive attitudes,
- Strengthen the sense of professional and personal value,
- Establish relationships and develop a network of contacts

The scheme offers participation in individual mentoring, meetings and lectures with representatives of various professions and participation in training sessions on the development of interpersonal competences.

Educators support in entrepreneurship education

Entrepreneurship education has not been included in teacher training curricula, but is available through in-service training, which is essential for career advancement (Eurydice Report 2016). In-service training is provided through various types of courses. At present many higher education institutions offer postgraduate studies in entrepreneurship for teachers.

[Centres for Education Development](#) (ORE). In-service training is provided by institutions at central level (Centre for Education Development) and by provincial and district teacher development centres. ORE provides an in-service training offer in the field of teaching entrepreneurship to all lower secondary and upper secondary school teachers.

Postgraduate studies in entrepreneurship for teachers. Such study courses are offered, among others, by the [SGH Warsaw School of Economics](#). These are studies for teachers in lower secondary and upper secondary schools wishing to gain new qualifications in the field of entrepreneurship education. Due to the fact that the course is financed by the National Bank of Poland, the tuition fees for three semesters are PLN 500.

Postgraduate studies in the field of entrepreneurship for teachers can also be completed online (at [Polish Virtual University](#)).

[Youth Enterprise Foundation](#) (*Fundacja Młodzieżowej Przedsiębiorczości*) (A member of Junior Achievement Worldwide) The foundation offers in-service training in entrepreneurship education for all primary and secondary school teachers, including vocational schools. In-service training courses, workshops or free conferences to expand one’s knowledge of issues related to entrepreneurship education are also available.

3.9 Start-up funding for young entrepreneurs

Access to information

Information on how to set up a business and source funding is widely available, and can be located on various websites, including those of the [Ministry of Entrepreneurship and Technology](#), [Ministry of Investment and Development](#), , the [Ministry of Family, Labour and Social Policy](#), the [Polish Agency for Enterprise Development](#), [Bank Gospodarstwa Krajowego](#) (*The National Development Bank*), Employment Offices, Student Career Centres, business incubators, regional and local entrepreneurship support centres, entrepreneurship foundations and associations.

Many of those entities provide information and support upon personal contact.

The website of the [Ministry of Entrepreneurship and Technology](#) includes information on loan and guarantee funds, grants, economic zones and Corporate Social Responsibility.

The Ministry of Family, Labour and Social Policy has launched the [Youth Guarantee Initiative](#) website.

Information regarding the forms of assistance when starting a business is available on the [websites of provincial and district Employment Offices](#) and through the Green Line service (i.e. electronic and telephone service centre for clients of Employment Offices from all over Poland):

The website of [Academic Business Incubators](#) provides information and a contact form for interested parties.

The website of [Bank Gospodarstwa Krajowego](#) contains extensive information about the loan scheme for young people provided by the Ministry of Family, Labour and Social Policy - "First Business – Start-up Support":

Access to capital

The access to capital to start business is available from several sources:

The "[First Business – Start-up Support](#)" scheme of the Ministry of Family, Labour and Social Policy is implemented by Bank Gospodarstwa Krajowego.

The aim of the scheme is to develop entrepreneurship and create new jobs. Funds for the implementation of the scheme come from the Labour Fund.

A loan for starting a business may be granted to:

- Final year students in higher education institutions
- Graduates of a higher education institution within 4 years from the date of graduation or receiving their vocational qualification
- Registered unemployed

The loan amount is PLN 87,071 (as of 2 August 2017). These are low-interest loans. Repayment period is up to 7 years. Borrowers who have obtained a business start-up loan may benefit from free consultancy and training services.

[Academic Business Incubators](#) (Akademickie Inkubatory Przedsiębiorczości)

Academic Business Incubators were established in 2004. The goal was to create a place in Poland where one could start a business and acquire support without huge risk. The offer is mainly for students, but can also be availed of by other people.

Academic Business Incubators offer the possibility of setting up a Trial Company, without registering a business. The pre-incubation model (Non-ZUS Business) involves using the legal personality of Academic Business Incubators by first-time entrepreneurs for the purpose of setting up their business.

In addition to accounting and legal support, the offer includes using the offices of Academic Business Incubators, consultations with experts, training, mentor support, and other support.

In 2005, the nationwide network of Academic Business Incubators had 12 incubators, while in 2015 there were 56.

In 2006, there were 300 start-ups in the Incubators. In 2015, there were 2,300.

Academic Business Incubators is Europe's leading start-up organisation, setting trends in Poland and abroad, which, together with the Business Link network and the Seed Capital fund, forms a start-up ecosystem comparable to the Google ecosystem.

Since 2004, thanks to Academic Business Incubators, more than 12,000 companies have been created, including well-known brands such as PhotoBlog.pl, Chomikuj.pl, MISBHV, Key2Print, and Glov.

Employment Offices

Employment Offices offer funding support for starting a business (see 3.9) – this is a form of support provided to the unemployed. The amount of funding is specified in a contract, but cannot be higher than 6 times the average salary, i.e. PLN 25,533.54 (as at December 2017). The aid is non-repayable, provided that the conditions specified in the contract are fulfilled.

Those who meet the criteria set out in the Act of 13 June 2003 on Social Employment (Journal of Laws (Dz.U.) of 2003, No. 122, item 1143, as amended) may receive funds for the establishment of a social co-operative (e.g. persons coming out of homelessness, alcohol and drug addicts, mentally ill persons, long-term unemployed, disabled).

Some Employment Offices run schemes which offer funding to young people (aged 18 to 30) for the running of a business. An example is the scheme "Activation of unemployed young people in Warsaw (II)" co-financed by the European Social Fund under the [Knowledge Education Development Operational Programme, Sub-measure 1.1.1.](#)

3.10 Promotion of entrepreneurship culture

Special events and activities

In the public policy of the state, the Ministry of Development and its subordinate agency, the [Polish Agency for Enterprise Development](#) (*Polska Agencja Rozwoju Przedsiębiorczości* (PARP)), play an important role in promoting the culture of entrepreneurship.

The websites of the Ministry of Investment and Development and the Ministry of Entrepreneurship and Technology contain basic information on the country's development and economic security policy, [support for entrepreneurship](#) (information on loan and guarantee funds, subsidies, economic zones and Corporate Social Responsibility) and on the [use of European funds](#) (use, projects and outcomes in 2004-2006, 2007-2013 and 2014-2020).

The Ministry of Investment and Development issues an annual report: *Entrepreneurship in Poland*.

One of the main promoters of entrepreneurship in Poland is the [Polish Agency for Enterprise Development](#) (PARP) i.e. a government agency subordinated to the Ministry of Development. PARP is involved in the implementation of national and international projects financed by structural funds, the state budget and multi-annual programmes of the European Commission. Its main objective is to support SMEs. (Small and medium enterprises)

In the years 2014-2020, PARP will be responsible for the implementation of actions under three operational programmes:

- Smart Growth Operational Programme;
- Knowledge Education Development Operational Programme;
- Eastern Poland Operational Programme (supra-regional programme for 5 provinces in Eastern Poland: Lubelskie, Podkarpackie, Podlaskie, Świętokrzyskie, and Warmińsko-Mazurskie).

The Agency offers entrepreneurship training and start-up loans. It co-operates with higher education institutions by supporting start-ups established by graduates and university spin-outs. It provides assistance to business support institutions and organisations, including science and technology parks, incubators and technology transfer centres, and conducts promotional activities. In 2013, it issued a manual “How to Become and Remain an Entrepreneur”.

One of the manifestations of the Agency's activity is the annual Polish Product of the Future competition, designed to promote new, innovative technologies.

The Ministry of Science and Higher Education supports entrepreneurial attitudes among students and graduates through training and internship schemes such as the [Top 500 Innovators](#), the largest government scheme to support innovation in science. With classes conducted by eminent practitioners, study visits to foreign centres and internships at the most innovative companies, participants learn how to effectively commercialise the results of scientific research. The planned reform of higher education focuses on promoting entrepreneurship through the development of partnerships for knowledge transfer and strengthening of co-operation between higher education institutions, on the one hand, and businesses and employers, on the other hand.

Activities promoting an entrepreneurial culture among schoolchildren are undertaken by the Youth Enterprise Foundation (A member of Junior Achievement Worldwide).

The foundation organises the [Entrepreneurship Day](#) competition (13th edition in 2017) Over 40,000 pupils from about 700 schools and almost 15,000 companies and institutions participate in the Entrepreneurship Day every year. The competition encourages young people to make the right decisions in planning their further education and career path. By participating in the scheme students are able to obtain information about the education, skills or predispositions necessary to go into a given profession. They can also learn how to organise and manage one's own business.

It is worth emphasising that young people in Poland [show high acceptance for entrepreneurial attitudes and willingness to set up companies](#). The results of nationwide studies of upper secondary school students show that young Poles want to be professionally independent (Feder, 2017). Young people want to run their own businesses in order to “take matters in their own hands” by planning their careers, increase their wages and develop on the labour market.

Networks and partnerships

There are several networks of young entrepreneurs in Poland, which tend to focus on graduates of higher education institutions, such as [Youth Business Poland](#), [The Polish Chamber of Young Entrepreneurs](#) (*Polska Izba Młodych Przedsiębiorców*), and [Leviathan Youth Forum](#).

There are also many local associations of young entrepreneurs, such as the [Association of Young Entrepreneurs – Wrocław](#).

In principle, the support networks do not co-operate directly with each other. Efforts are being made to improve relations between the networks. The National Chamber of Commerce is carrying out a project called “Innovative Youth”, which attempts to facilitate co-operation between youth organisations, higher education institutions, business

incubators and science and technology parks. The “Innovative Youth” project includes conferences, meetings with business leaders and the “Forum for Young Entrepreneurs” (OECD Report, YOUTH ENTREPRENEURSHIP SUPPORT IN POLAND, 2015).

In May 2017, the 7th edition of the “[Young & Innovative Forum](#)” took place, with 220 participants.

3.11 Current debates and reforms

The improvement of the situation on the labour market in Poland (decrease of unemployment, increase of employment rate, limitation of fixed-term contracts) contribute to a better situation of young people. However, not all barriers hampering the labour activity of young people have been removed. Many young people still face severe difficulties preventing them from starting an independent adulthood. In this respect, the young people not in education, employment nor training need to be mentioned. According to Eurostat data, they account for 10.9 % of all Europeans aged 15-24 and 17.2% of those aged 20-34 (in Poland 9.5 and 17.1 respectively). Early school leavers (aged 18-24) account for 10.6% in Europe against 5% in Poland. The employment rate of young people aged 20-29 is at the level of 63.9% in the EU and in Poland - 65.9% (however in many countries it is significantly higher - 70% in the UK, 76.5% in the Netherlands, 70% in Estonia and 72% in Germany).

Current issues and reforms regarding youth employment and entrepreneurship are linked to the following issues.

Better support for the process of youth transitioning from school to the labour market. This is to be achieved through, among other things, the education reform (effective from the 2017/2018 school year) and the planned modernisation of higher education study programmes (as a result the planned reform of higher education). The main goals of those changes are the real inclusion of employers in the education and traineeship processes, at all stages of education, and approximation of the education and research process to the labour market and business needs.

Limitation of various forms of temporary employment (under employment contracts and civil law contracts) and better protection of employees. Consultations on the new labour law are ongoing. The government, considering the high percentage of people working on non-permanent contracts, has recognised the need to introduce comprehensive changes in how employment relations are regulated. Therefore, the Labour Law Codification Committee was established, consisting of representatives of the minister for labour, representatives of the social partners, members of the Council for Social Dialogue as well as representatives of the academia and experts. The Commission is to develop two bills: The Labour Code and the Code of Collective Labour Law (Q1 2018).

Support for the development of young entrepreneurship and start-ups. The emphasis on developing innovative attitudes and launching start-ups is related to the development policy of the country, which is geared towards investment objectives and increasing the competitiveness of the economy, by increasing expenditures on science and development of new technologies, supporting Special Economic Spheres and improving the functioning of the business environment.

Measures to facilitate the reconciliation of working and private life. This is to be achieved through initiatives aimed at the development of childcare infrastructure and forms of childcare, and the development of housing programmes for young people and families with children (Mieszkanie+ scheme).

Support for disadvantaged groups in the labour market. These are the actions undertaken under the Youth Guarantee Initiative and the Knowledge Education Development Operational Programme, as well as PFRON initiatives for the disabled. Work is under way on reforming public labour market institutions (Employment Offices,

Voluntary Labour Corps) and looking for more effective and successful solutions, primarily for the NEET group. It is important to support the development of the social economy sector by implementing a system of accreditation of centres for support of social economy entities and allocating additional financial instruments for their development.

Public policy in the area of employment and entrepreneurship (cf. documents such as the [Strategy for Responsible Development until 2020](#) (with a forecast up to 2030), the [National Reform Programme. Europe 2020](#)), is aimed at better preparing young people for the labour market, creating attractive and development-promoting workplaces for young people in Poland as well as encouraging entrepreneurship and encouraging the establishment of new businesses. Priority is also given to creating conditions for better integration of working and private life by supporting the development of housing and social infrastructure (Mieszkanie+ scheme, development of various forms of childcare) and by supporting the demographic development of the country and counteracting the poverty of families with children (Rodzina 500+ scheme). An important aim is to stop the emigration of young people from Poland and to create conditions for the return of economic migrants to the country.

4. SOCIAL INCLUSION

The main problems affecting young people which can potentially contribute to their social exclusion include:

- searching for their identity in adolescence, shaping their own personality and world view. Lack of financial stability, lack of access to professional support, and lack of attractive opportunities to shape their own, as well as national or local, identity are a significant impediment to this process;
- relatively low, in comparison to other age groups, level of generalised social trust, including in politicians;
- the poor physical condition of young people, caused by the low level of physical activity of young people disability – young people with disabilities are a diverse group, both in terms of the type and degree of disability, and in terms of social, educational and professional activity;
- poor mental condition of the young generation, including depression and eating disorders – one of the indicators is the increase in suicide rates among children and adolescents. Other manifestations include dysfunctional use of the Internet (including addiction), leading to attention disorders or aggressive behaviour, and substance dependence (nicotine, alcohol and drugs);
- low level of cultural activity among young people: poor participation in extracurricular activities, decrease in book readership, decreased interest in the offer of cultural institutions and participation in amateur artistic movements;
- the difficult situation of young people in the labour market due to lack of professional experience and low qualifications, and lack of skills and readiness to adapt them to the requirements of a dynamically changing labour market, low level of key competences useful in professional work (including the ability to show initiative and entrepreneurship, co-operation with others, and communication), low job security and undeveloped social capital in potential workplaces.

4.1 General Context

Main challenges to social inclusion

The threat of social exclusion faced by young people should be considered in [many dimensions](#): starting with financial exclusion, which frequently goes hand in hand with addictions, violence, unemployment, and inferior living conditions (often resulting in school failure of young people and poorer functioning in the community), to lack of opportunity or even lack of choice, to far-reaching consequences that disconnect young people from the entire sphere of higher education, career, or social life. The phenomenon of exclusion reinforces the process of inheritance of poverty, which potentially leads to young people repeating the life scenarios of their parents and guardians (Warzywoda-Kruszyńska, Kruszyński, 2011).

A comprehensive diagnosis of the most important challenges in this area is included in the Departmental Programme [“Youth Joined in Action 2016-2019”](#) (*Młodzież Solidarna w Działaniu na lata 2016-2019*). It should be noted, however, that it contains no estimate of the scale of NEET and that the diagnosis does not yet include the effects of the introduction of the “Family 500+” scheme (*Rodzina 500+*) (described in Section 4.6). The Programme highlighted the great diversity within the researched group, namely the youth, who as “an age group of 13 to 30 year olds is rarely studied as a whole (...) and is diverse – those who are in the formal education and those who had completed that stage have different needs. Also, pupils, students, girls, boys, youth groups from cities and from rural areas, all require a different approach”.

The main problems affecting young people which can potentially contribute to their social exclusion include:

- Searching for their identity in adolescence, shaping their own personality and world view. Lack of financial stability, lack of access to professional support, and lack of attractive opportunities to shape their own, as well as national or local, identity are a significant impediment to this process;
- Relatively low, in comparison to other age groups, level of generalised social trust, including in politicians (which translated into weak interest in politics and public affairs and low or superficial participation in democratic and participatory processes at all levels). The low level of trust is also demonstrated by the discrepancy between the declarations that one should be sensitive and ready to help other people, on the one hand, and the low actual regard for the common good (including low or only one-time involvement in volunteering – a phenomenon described in Section 2.1) and the general weakening of the sense of social solidarity, rise of materialism and egocentricity, on the other hand. This is partly due to focusing on individual success (in life, in education and at work) and the lack of promotion of pro-social attitudes in the family or school. A study of attitudes towards old age conducted by the Centre for Public Opinion Research (*Centrum Badania Opinii Społecznej* - CBOS) also indicates a sense of the growing generation gap;
- The poor physical condition of young people, caused by the low level of physical activity of young people – according to studies by the Central Statistical Office of Poland (*Główny Urząd Statystyczny* - GUS), an overwhelming majority of leisure time is spent on activities that do not require movement and physical effort (the reason are alleged to be the low quality of physical education at school and the dominance of alternative non-physical ways of spending free time) as well as poor eating habits (leading to being overweight and/or deficiencies) and insufficient sleep;
- Disability – young people with disabilities are a diverse group, both in terms of the type and degree of disability, and in terms of social, educational and professional activity;
- Poor mental condition of the young generation, including depression and eating disorders – one of the indicators is the increase in suicide rates among children and adolescents. Other manifestations include dysfunctional use of the Internet (including addiction), leading to attention disorders or aggressive behaviour, and substance dependence (nicotine, alcohol and drugs);
- Low level of cultural activity among young people: poor participation in extracurricular activities, decrease in book readership, decreased interest in the offer of cultural institutions and participation in amateur artistic movements;
- The difficult situation of young people in the labour market due to lack of professional experience and low qualifications, and lack of skills and readiness to adapt them to the requirements of a dynamically changing labour market, low level of key competences useful in professional work (including the ability to show initiative and entrepreneurship, co-operation with others, and communication), low job security and undeveloped social capital in potential workplaces. In this context, it seems important to fill the gap in the educational offer (formal, non-formal and informal) with proposals aimed at developing competences highly valued by employers. Young people are often offered employment on the basis of civil law contracts or temporary contracts only, which means that they are less protected against dismissal, and this, in turn, creates a precarious employment situation for such people and thus prevents them from making long-term financial commitments (taking out a mortgage to buy a home) and private commitments (for example, this delays the process of starting a family and the decision to have children). As a consequence, they are reluctant to 'fly the nest' and end up living with their parents until they are 30, thus becoming independent increasingly late. The biggest concern is the phenomenon of staying outside of employment, education or training (NEET). In Poland, the percentage of young people in that situation was estimated at 11.6% in 2011, and mainly concerned young people aged 18 to 24. Being a member of the NEET group not only results in reinforcement of negative patterns in professional life, but also translates

into lower trust – including in institutions, less interest and involvement in public affairs (e.g. participation in elections) and [less involvement in social issues](#) (including membership in organisations);

- Being raised out of the natural family environment: in 2016, over [74,700 children](#) were living with foster families and in different types of institutions (emergency care, specialist therapeutic care, socialisation, multifunctional). It is a decrease by 1 700 children in comparison with 2015. Of all the young people raised out of the natural family environment, in 2016 [76.6% were raised in foster families](#) (67,3% in 2007).
- Large families and incomplete families as factors which [can potentially lead to financial problems and thus exclusion](#) (as evidenced by poverty risk or social exclusion indicators in EU 27. Poverty risk increases with the size of the household and is highest in families with three or more dependent children. A comparatively difficult situation is faced by incomplete families; furthermore, problems associated with poverty and exclusion have a particular effect on children and young people with varying degrees of disability. The significance of those risk factors increases markedly in the context of the low effectiveness of the support system for large families, which may exacerbate the concerns of young people about having children and severely limit the ability of families who have decided to have children to properly perform their functions as carers. In addition to single parenting and large families, teenage motherhood should also be given due regard. Although the general trend has been in decline since 2008, it has been growing in the case of very young mothers. The financial and non-financial status of children tends to be the same as that of the families and communities in which they are born and in which they grow up. This obvious fact gives rise to the risk of repeating the inequalities in subsequent generations. Children from wealthy and included families become wealthy and included adults, while children growing up in poor and marginalised families remain in the same situation as their parents. According to the methodology adopted for the purposes of the Europe 2020 strategy, over 2.1 million children in Poland (aged 0 to 17) are poor or excluded. This accounted for about 30% of children in this age group. Despite the declining number of poor or excluded children, this figure is obviously still unacceptable. However, it must be stressed that since 2016, a majority of the population groups taken into consideration [has seen a decline in extreme poverty](#), with the greatest improvement in this regard being among children aged 0 to 17 and large families.

Main concepts

The concept of social exclusion is not explicitly defined in Polish law, even in the [Social Welfare Act](#) (Social Welfare Act, Journal of Laws (Dz.U.) of 2004, No. 64, item 593, as amended), despite the fact it mentions counteracting this phenomenon, while emphasising the role of integrating people and families into their environment (as a goal parallel with self-reliance). Social exclusion sometimes coincides with relative poverty, understood as forced non-fulfilment of those needs that determine the quality of human functioning in a society; in Poland, social exclusion (and thus integration) is primarily thought of in the context of poverty, therefore the aim of integration schemes is to bring individuals back into the labour market so that they can improve their economic situation. Official documents very rarely make direct reference to exclusion stemming from different nationalities and/or belief systems, disabilities and any other social differentiations, which is largely a derivative of the homogeneity of Polish society.

Another issue concerns the way socially excluded groups, or groups facing such a risk, are distinguished – in Polish legislation they are generally not segregated according to the age criterion (except for the oldest generation). As a consequence, social integration of the young generation is also distinguished only in the context of the labour market, and poverty is perceived primarily from the perspective of the family, even if it affects mainly children and adolescents. As a result, young people's poverty appears in the

public discourse primarily in the context of becoming self-reliant, including entry into the labour market and access to housing.

4.2 Administration and governance

Governance

In Poland, issues related to the area of social exclusion remain the domain of the [Ministry of Family, Labour and Social Policy](#). As mentioned in Section 4.1.2 (General context), Polish legislation does not generally distinguish between issues of social exclusion according to the age criterion, so issues related to youth exclusion are dispersed across various departments of the ministry. Its flagship social project, "[Family 500+](#)" (*Rodzina 500+*) (described in Section 4.6 Access to Quality Services), is implemented by the Department of Family Policy, which also handles other activities aimed at the family (such as the [Large Family Card](#) (*Karta Dużej Rodziny*)), including youth aged 13 to 18. Other departments of the Ministry of Family, Labour and Social Policy which are responsible for those issued include the Labour Market Department (overseeing the "Youth Guarantee" Initiative (*Gwarancje dla Młodzi*)) dedicated to supporting young people in the labour market – described in Section 4.7), and, indirectly, the Department of Social Security and Integration, the Department of Social Economy and Public Benefit, and the Department for ESF Implementation. The Ministry has no department focusing on youth issues (although the age criterion, as a way of organising issues, is present in relation to the oldest generation, as evidenced by the existence of the Department of Senior Policy).

To a certain specific extent, youth matters are also handled by the Ministry of Development (e.g. it manages the "[Youth Employment Initiative](#)" (*Inicjatywa na rzecz zatrudnienia ludzi młodych*) and provides funds for its implementation, monitors ESF spending under the "Youth Guarantee" Initiative and spending under the "Youth Employment Initiative"), and also by the Ministry of Education, the Ministry of Science and Higher Education, and the Ministry of Sport and Tourism in their respective areas.

Cross-sectorial cooperation

Public policies developed by individual departments of the Ministry of Family, Labour and Social Policy are subject to internal consultations (within the ministry), inter-ministerial consultations and (to some extent) are debated by the [Council for Social Dialogue](#) (*Rada Dialogu Społecznego*) – a body set up in 2015 to replace the [Tripartite Commission for Economic and Social Affairs](#). The Council for Social Dialogue is the venue of dialogue between the government, employers' organisations and trade unions. It passes judgement on legislative bills which fall within the statutory activity of the Council, and it may propose legislative bills itself. The Council for Social Dialogue is responsible for the tasks set out in the five different statutory acts, regarding remuneration in the public service sector, minimum remuneration for work, social security, pensions and disability benefits from the Social Insurance Fund, and family benefits. The main areas of action (and, therefore, of consultations) of the Council for Social Dialogue are issues of the labour market, employment and selected areas of social security and social exclusion, but, again, without a separate focus on youth issues. The regional counterparts of the [Council for Social Dialogue](#) are the Provincial Councils for Social Dialogue (*Wojewódzkie Rady Dialogu Społecznego*).

4.3 Strategy for the social inclusion of young people

Existence of a National Strategy on social inclusion

In Poland there is no document fulfilling the criteria of a strategy for the social inclusion of young people. There are more general documents with the status of programmes, in which such activities constitute one of several elements, often in the context of supporting the family, rather than strictly in age categories. The key documents include [“The National Programme for Combating Poverty and Social Exclusion 2020. A New Dimension of Active Inclusion”](#) (*Krajowy Program Przeciwdziałania Ubóstwu i Wykluczeniu Społecznemu 2020. Nowy wymiar aktywnej integracji*) (it includes the Operational Objective, which aims to provide guarantees for the future of the youth– create opportunities for young people to enter the labour market and start a family), and the Programme: [“Active Forms of Combating Social Exclusion – A New Dimension 2020”](#) (*Aktywne formy przeciwdziałania wykluczeniu społecznemu – nowy wymiar 2020*), where one of the Specific Objectives purports to “integrate young people, particularly from communities at risk of social exclusion, into the local environment through education and integrative activities”. These programmes are described in Section 4.4.

Scope and contents

Not applicable

Responsible authority

Not applicable

Revisions/Updates

At the stage of preparations for Poland’s accession to the European Union, young people were singled out as one of the partner groups upon which to form the basis of integration. At the then Office of the Committee for European Integration (a government agency which was co-ordinating activities aimed at joining the EU), the Consultation Board for the Youth was established. It was one of the seven Boards forming the National Council for European Integration. As a result, [“The State Strategy for Youth for 2003–2012”](#) (*Strategia państwa dla młodzieży na lata 2003–2012*) was developed. The work of the European Commission inspired this document. The work was supervised by the no longer existing Ministry of National Education and Sport. In this Strategy, youth were defined as a group of 15 to 25 year olds, and the main goal was to “create the right conditions for young people aged 15 to 25 to enable them to participate in social, cultural and political life on an equal footing with other social groups” (Zielińska, 2009). The Strategy identifies five areas of activity: youth education; employment; youth participation in public life; leisure time, culture, sport, and tourism; health and prevention. In 2005 the Strategy was recognised by authorities as a core document in the field of youth policy as a result of the Government’s Position on the implementation of the European Youth Pact. A decision was made to take action to improve the quality of private and working life for young people, and the State assumed the role of “organiser of publicly available high-quality education corresponding to the needs of a knowledge-based society and the labour market, creator of market instruments enabling the professional activation of young people, initiator of young people’s active participation in social and civic life, and organiser of universal and accessible basic and specialised health care” (Zielińska, 2009). Some of the tasks set out in the Strategy have been implemented, but in 2009 public discourse revealed that it was becoming ‘dead’ and was no longer treated as a document that organises activities related to youth issues (Zielińska, 2009). Since 2012 there has not been any new strategically significant document created at the central level referring specifically to young people.

4.4 Inclusive programmes for young people

Programmes specific for vulnerable young people

[“The National Programme for Combating Poverty and Social Exclusion 2020. A New Dimension of Active Inclusion”](#) (*Krajowy Program Przeciwdziałania Ubóstwu i Wykluczeniu Społecznemu 2020. Nowy wymiar aktywnej integracji*) should be considered a key document organising issues related to combating youth exclusion. Unfortunately, it is unclear whether the Programme is still in force as the most recent information on the website of the Ministry of Family, Labour and Social Policy dates back to 2015 (cf. Section 4.8 Current debates and reforms). The Programme is incorporated into other strategic documents, including the [Long-Term National Development Strategy - “Poland 2030”](#). The Third Wave of Modernity” (*Długookresowa Strategia Rozwoju Kraju – Polska 2030. Trzecia fala nowoczesności*), and the Mid-Term National Development Strategy, along with nine integrated strategies, including the [“Strategy for Human Capital Development”](#) (*Strategia Rozwoju Kapitału Ludzkiego*), which plays a leading role in terms of fighting poverty, and the [“Strategy for Social Capital Development”](#) (*Strategia Rozwoju Kapitału Społecznego*).

The Programme’s Operational Objective 2 is described as aiming “to provide guarantees for the future of the youth – create opportunities for young people to enter the labour market and start a family. To create a coherent system of efforts in terms of educational, social and professional development to enable young people to prepare for entering the labour market, acquire the necessary competences and skills to facilitate social inclusion, professional activity and family development”. This Objective has been broken down into lower-level outcomes and actions. As a whole, it mostly focuses on the socialisation and early-intervention function of the school, modernisation of the education system (focus on developing key competences, creativity, entrepreneurship and co-operation), improvement and promotion of vocational training, and implementation of the first job system. The Programme emphasises the importance of (1) preventing premature motherhood, and providing adequate assistance to young mothers (parents) and their families; (2) taking special care of families bringing up more than one disabled child, as they frequently encounter difficulties in ensuring adequate rehabilitation for all children, and failure to meet those needs increases the risk of poverty. It was emphasised that in the sphere of education, this amounts to the problem of many disabled children remaining outside of inclusive education, coupled with the general low quality of inclusive education itself, and in the professional sphere – remaining outside of education, training and employment after graduating from lower secondary schools or vocational schools (in particular special needs schools); and (3) striving to ensure equal opportunities in life by reducing the inequalities at the start of life during childhood. A large reduction in the phenomenon of inheriting one’s parents’ status has been indicated as proof of the effectiveness of such measures.

Strategic areas described in two broader strategy documents are also of relevance for the Programme in question. One of the three strategic areas in the [2020 National Development Strategy](#) refers to social and territorial cohesion. It lists the priority directions of public intervention: (1) increasing the activity of excluded people and people at risk of exclusion (in terms of youth-focused actions, the following are of key importance: better aligning of support through changes in the social benefits system, increased access to rehabilitation, an e-inclusion programme targeting groups at risk of digital exclusion, universal access to high-quality education at all levels, and universal access to culture; providing support to increase accessibility and to improve the quality of flexible forms of childcare, with particular focus on rural areas and small towns; increasing the accessibility of transport to facilitate access to services and labour markets); (2) reducing poverty among the most vulnerable groups (in terms of youth-focused actions, the following are of key importance: increasing the availability of various forms of support for pupils (such as lunches, textbooks, etc); increasing accessibility and

improving the quality of flexible forms of childcare, with particular focus on rural areas and small towns; infrastructural projects to enable disabled people to have greater accessibility to public spaces, and new school curricula to include people with disabilities; creation of an effective housing rental system and development of social housing); (3) increasing the safety of citizens (in terms of youth-focused actions, the following are of key importance: raising awareness among consumers about the principles of healthy eating and disease prevention, raising health awareness and encouraging healthy lifestyles through health promotion and education (especially among people with the lowest socio-economic status), and increasing the level of physical activity, with particular emphasis on the promotion of physical activity among children and young people).

On the other hand, the [Strategy for Human Capital Development 2020](#) adopted by the government identifies priority directions for interventions. In terms of youth-focused actions, the changes in public policy are of key importance. These changes, aimed at the young generation, are intended to prevent any limitation or loss of its potential, primarily by supporting the transfer between education (learning and training) and employment, reducing the scale and risk of poverty, especially among children, the elderly and the disabled, and strengthening the preventive measures dedicated to children and families at risk of dysfunction or with difficulties, including development of family forms of foster care. Other directions of intervention concern, among other things, improving the effectiveness of the social benefits system and the system of professional activation and re-integration into the labour market; social integration of immigrants and Poles returning from living abroad; the development of active, including innovative, forms of assistance to people at risk of social exclusion or socially excluded; support for people at risk of or affected by domestic violence; and increasing the availability of housing, including through development of the rental system and development of social housing.

The National Programme for Combating Poverty and Social Exclusion (*Krajowy Program Przeciwdziałania Ubóstwu i Wykluczeniu Społecznemu*) attaches particular importance to supporting children in families at risk of poverty or social exclusion, young people having problems with entering the labour market (NEET) and young people with disabilities (with unmet needs for rehabilitation and medical care, and problems with participation in education). Those target groups only partially correspond with the [EU Work Plan for Youth](#), which identifies specific categories of young people at risk of exclusion: NEETs, young members of minorities, migrants and refugees, young people at risk of developing violent behaviour, homeless people, and young families. An additional difficulty in identifying target groups is the fact that the Polish social security system generally does not make a distinction based on age, but on the specific problem when categorising citizens eligible for social support (subject to certain conditions). Young people are included across those categories.

The second important, and the most up-to-date document, is the Programme: "[Active Forms of Combating Social Exclusion – A New Dimension 2020](#)" (*Aktywne formy przeciwdziałania wykluczeniu społecznemu – nowy wymiar 2020*). The Programme was announced in February 2016 by the Ministry of Family, Labour and Social Policy, the Department of Social Security and Integration, and was created as a result of merging two previous programmes: "Active Forms of Combating Social Exclusion 2011-2015" (*Aktywne formy przeciwdziałania wykluczeniu społecznemu – edycja 2011-2015*) and "After School Care – Children – Work to support children and families in the commune for the years 2011-2015" (*Świetlica-Dzieci-Praca na rzecz wsparcia dziecka i rodziny w gminie na lata 2011-2015*). Two of the challenges described in the Programme refer to young people: "inclusion of youth through social animation and education in the creation of space for its activity, with particular emphasis on strengthening individual social competences" and "educating young people through acquisition of social skills and various forms of spending free time as a preventive measure". As a result, one of the Specific Objectives of the Programme is to "integrate young people, particularly from communities at risk of social exclusion, into the local environment through education and inclusion activities". The main challenges faced by public policies related to counteracting

youth exclusion include: (1) building intergenerational solidarity, which is defined as intergenerational cohesion; (2) building a system to support the social activity of youth and youth groups; (3) providing support and promoting social activity through the general education curriculum, study programmes, etc, and facilitating access to non-formal education; (4) preparing an offer dedicated to young people with disabilities.

According to the analysed documents, the main governmental entity responsible for counteracting youth exclusion is the Ministry of Family, Labour and Social Policy and its departments: The Department of Social Security and Integration, the Department of Family Policy, and the Department of Social Economy and Public Benefit. In "The National Programme for Combating Poverty and Social Exclusion 2020" (*Krajowy Program Przeciwdziałania Ubóstwu i Wykluczeniu Społecznemu 2020*), Priority 2, in addition to defining the relevant activities (Ensuring coherence of the educational, social and professional activities for children and youth), indicates partners for those activities such as the Voluntary Labour Corps (*Ochotnicze Hufce Pracy*) (for actions aimed at modernising the youth education system through focusing on development of key competences, such as creativity, entrepreneurship and co-operation, improvement of the vocational training model, and promotion of vocational training interlinked with the labour market), as well as institutions of education, labour market and social inclusion for actions aimed at implementation of a comprehensive first job system for young people based on integrated activities. The specific actions described in the documents in question are tied to partners being, in particular, specific institutions falling under the jurisdiction of local authorities, including education institutions and care facilities (schools, care and socio-therapy centres, correctional facilities and shelters for minors), cultural centres, Social Welfare Centres, and District Employment Offices. Non-public partners, such as social inclusion centres and clubs, social economy actors, NGOs, including volunteer centres, are also identified. The Programme: "Active Forms of Combating Social Exclusion – A New Dimension 2020" (*Aktywne formy przeciwdziałania wykluczeniu społecznemu – nowy wymiar 2020*) is implemented by the Department of Social Security and Integration at the Ministry of Family, Labour and Social Policy, and the Audit Office at the Ministry of Family, Labour and Social Policy (central level) and local non-governmental organisations. Local government units and non-governmental organisations may apply for grants.

Funding

Funds for the implementation of the "National Programme for Combating Poverty and Social Exclusion 2020. A New Dimension of Active Inclusion" (*Krajowy Program Przeciwdziałania Ubóstwu i Wykluczeniu Społecznemu 2020. Nowy wymiar aktywnej integracji*) have been earmarked in the State budget, budgets of local government units, special-purpose funds and European funds (primarily from Regional Operational Programmes, the Knowledge Education Development Operational Programme, and sometimes other schemes such as the 2014-2020 Operational Programme of the Fund for European Aid to the Most Deprived).

According to the Programme's financial plan for 2014-2020, expenses are at PLN 180,228,744 (annual average of approximately PLN 25,747,000). The vast majority of this amount is to come from the State budget (PLN 111,755,579, i.e. 62%), followed by the budgets of local government units (PLN 58,431,778, i.e. 32%). The remaining amount is made up from specifically designated funds and private funds. Financing Priority 1 of the Programme ("Counteracting social exclusion of children and youth") accounts for 55% of the amount foreseen for the whole programme in 2014-2020 (PLN 98,589,915). The vast majority of these funds are to come from the State budget (73%) and the budgets of local governments (23%). The highest resources under this Priority have been allocated to Measure 1.5 – "Extending the scope of support in the system of financial benefits for families (55% of the funds allocated for the implementation of the entire Priority). This means that most of the money is intended to support families, or, indirectly, to improve the situation of children up to the age of 18. The Programme's

allocation of funds to counteract social exclusion of young people aged 19 to 30 is negligible.

The level of funding for the whole Programme: “Active Forms of Combating Social Exclusion – A New Dimension 2020” (*Aktywne formy przeciwdziałania wykluczeniu społecznemu – nowy wymiar 2020*) (three competitions, including one directly related to youth) amounts to PLN 21,745,000 for 2016-2020, which translates into an annual subsidy of PLN 4,349,000, which can be used to cover up to 80% of project costs.

Quality assurance

As regards the “National Programme for Combating Poverty and Social Exclusion 2020” (*Krajowy Program Przeciwdziałania Ubóstwu i Wykluczeniu Społecznemu 2020*), the following indicators concerning youth have been defined by indicating the base value in 2011 and the target value in 2020: (1) unemployment rate of graduates of schools with vocational education: post-secondary schools and secondary vocational schools, as well as basic vocational schools: base 40.6%, target 35.9%; (2) youth inactivity index, NEET for people aged 20 to 24: base 18.2%, target 16.2%, for people aged 25 to 29: base 21.4%, target 18.0%. The Programme mentions monitoring, ongoing evaluation, mid-term evaluation and post-closure evaluation of the indicators. The monitoring is to be based on collecting and analysing data using the Assessment of Social Welfare Resources tool and also rely on the data collected and verified in MPiPS-03 reports and the statistical and information systems SYRIUSZ and POMOST, as well as the data collected by the Central Statistical Office of Poland (GUS). The Observatories for Social Integration (*Obserwatoria Integracji Społecznej - OIS*), which were created within the framework of the project “Co-ordination for Active Inclusion” (*Koordinacja na rzecz aktywnej integracji*) implemented under the Human Capital Operational Programme 2007-2013, are to be responsible for data collection and research. Those Observatories operate at the Regional Centres for Social Policy. At the central level, the Programme envisaged the establishment of the National Research Platform, which was designed to be a consortium of “the government administration, social partners and civic organisations, and experts (poverty researchers, aid practitioners, people experiencing problems)”. It was supposed to manage all analyses and recommend changes to the Programme. It had also planned to prepare (from 2015) an annual report on the progress of the Programme. None of those tasks have been accomplished after the parliamentary elections and change of government.

Indicators for the Programme: “Active Forms of Combating Social Exclusion – A New Dimension 2020” (*Aktywne formy przeciwdziałania wykluczeniu społecznemu – nowy wymiar 2020*) assume that N=200 young people will be included in the competition described above, 15 reintegration and local community centres and youth clubs will be involved in project activities, and 20 volunteering initiatives will take place. The Programme foresees that monitoring will be carried out by the Department of Social Security and Integration at the Ministry of Family, Labour and Social Policy. Entities which are awarded subsidies in competitions are required to submit reports on the performance of the public task entrusted to them, and its day-to-day implementation may be subject to evaluation by the staff of the ministry during the monitoring visits.

4.5 Initiatives promoting social inclusion and raising awareness

Intercultural awareness

In Poland, central authorities do not carry out campaigns or other activities to promote the fight against discrimination and racism or to support multiculturalism. These areas remain primarily the domain of non-governmental organisations and, to a lesser extent, some local governments (e.g. Warsaw, which created and financially supported the

Multicultural Centre, which has been active for two years and entrusted by the local government to local NGOs). The State body that takes action in this regard is the Ombudsman, who actively opposes various types of discrimination and is responsible for the understanding and protection of human rights. Due to a limited budget, which has been cut back by the ruling coalition, the Ombudsman does not, however, carry out any promotional activities and social campaigns.

In 2016, the Council for the Prevention of Racial Discrimination, Xenophobia and Related Intolerance (*Rada do spraw Przeciwdziałania Dyskryminacji Rasowej, Ksenofobii i związanej z nimi Nietolerancji*) (established in 2013) was abolished by decision of the Prime Minister. Its task was to “co-ordinate activities undertaken by public administration bodies to combat racial, national and ethnic inequalities, and to combat racism and xenophobia”. In the opinion of the government, the Council had been ineffective, and its field of activity was already covered by the Government Plenipotentiary for Civil Society and Equal Treatment (*Pełnomocnik Rządu ds. Społeczeństwa Obywatelskiego i Równego Traktowania*).

Young people's rights

The rights of young people do not constitute a separate category of rights in Polish law or public discourse, as is the case with respect to the rights of children (Poland has a separate Office of the Ombudsman for Children, as enshrined in the Convention on the Rights of the Child adopted by the General Assembly of the United Nations). The word ‘youth’ does appear in the Constitution of the Republic of Poland, for example in Article 68.5, which states that “public authorities support the development of physical culture, especially among children and youth”. However, it is unclear who exactly this refers to as the Constitution does not provide any definition of the term ‘youth’. A definition of ‘youth’ is also not to be found in any international convention that Poland is a party to. Basic regulations concerning youth generally relate to limiting the rights of minors, such as being away from home after 11pm or purchasing and using alcohol and cigarettes. Furthermore, restrictions are imposed on their right to intimate life, online shopping, obtaining a driver’s licence, entering night clubs, and unassisted doctor visits – which are possible from the age of 16. The actual rights of persons under 18 years of age include mainly limited criminal liability and various discounts on public transport (a privilege that continues beyond that age if the eligible person continues to study). Public campaigns organised by State institutions and aimed at young people to promote good behaviour include, for example, a campaign to promote sobriety among young drivers, “My Choice... Life” (*Mój wybór...życie*).

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

Polish schools are not centrally initiating any efforts to fulfil the obligations arising from the Paris Declaration of 17 March 2015 on the commitment of ministers of education to promote – through education – citizenship and common values of freedom, tolerance and non-discrimination. (Its main objectives are “preventing rapid radicalisation of views and promoting democratic values, fundamental rights, intercultural understanding and active citizenship” and “fostering the inclusion of disadvantaged learners, including persons with a migrant background, while preventing and combating discriminatory practices”.)

Such activities are however undertaken by numerous schools and are met with a very positive acclaim. Young people are also the target group of the programme of the Internal Security Fund (*Fundusz bezpieczeństwa wewnętrznego*) that focuses, among others, on initiatives preventing violent radicalisation.

4.6 Access to quality services

Housing

[The Social Welfare Act](#) delineates individual support procedures for persons over the age of 18 who are leaving facilities such as residential care for children and young people with intellectual disabilities, a home for mothers with small children and also pregnant women, a shelter for minors, a juvenile correctional facility, a special education and training centre, a special care centre, a youth centre for socio-therapy providing 24-hour care, or a youth care centre. Activities for the person gaining self-reliance are also aimed at their integration into the environment through community work; providing financial support in the form of cash for gaining independence and continuing education; help in obtaining appropriate housing conditions (including protected housing under supervision and assistance of a social worker) and getting a job; and in-kind assistance for settling in. The condition to receive support is a commitment on the part of the person gaining self-reliance to follow their individual plan towards becoming independent with the assistance of a social worker.

In Poland, housing support (implemented through the allocation of social and council housing), like most other aid programmes, is not age dependent, but means tested. At the same time, many documents refer to housing as a condition for gaining independence by the young generation and to the importance of adequate housing conditions for the development of children and adolescents. A separate programme is comprised of the activities undertaken within the Housing Society (*Towarzystwa Budownictwa Mieszkaniowego*), and under the (soon to be ending) "[Housing for the Young](#)" scheme (*Mieszkanie dla Młodych*), which provided support for the purchase of a first home on the primary market or the construction of a first home. Its beneficiaries were initially only young families (up to 35 years of age), but later also other people (The State covers 10% of the cost of buying an apartment measuring up to 50 sq. m for people without children and 15% for those with children. In addition, for the next 5 years families with at least 3 children may receive another 5%). The "Housing for the Young" (*Mieszkanie dla Młodych*) scheme will be in operation until 30 September 2018 and is to be replaced by the National Housing Programme "[Housing Plus](#)" (*Mieszkanie Plus*), with plans to build affordable housing for rent and to set up special savings banks in which Poles could be putting money aside for their own apartment or house. For people with low income, there is also a system of housing allowances paid by the communes (*gminy*) as part of the social security system.

Social services

As mentioned above, support for the youngest generation in the social security system is implemented primarily through support to families – some types of support are means tested, others are not, and there are also those which apply mixed criteria, including the most significant support at the moment within the framework of the "[Family 500 +](#)" scheme (*Rodzina 500 +*). This support is received for the second and each subsequent child, without any additional conditions, and also for families with a first or only child who have a net monthly income of less than PLN 800. For families with a child with disabilities, the income criterion is higher and amounts to PLN 1,200 net, and additional support in the amount of PLN 500 per child is also received by foster families and by family-type children's homes under the Act on Family Support and Foster Care System. Importantly, the "Family 500 +" parenting benefit is not included in one's income for the purposes of social welfare benefits, child maintenance funds, family benefits or housing allowances.

Other essential elements of the family support system include: (1) family benefit for parents, one of the parents, or legal or actual guardian of the child, which is means tested ("a zloty for a zloty" rule applies) and is available in relation to children under the

age of 18, or 21 if the child continues to attend school and 24 if the child is disabled and continues to attend school or a higher education institution; (2) allowances in addition to the family benefit, such as for the education and rehabilitation of a child with a disability (to cover the increased rehabilitation or education expenses), for raising a child in a large family (third and subsequent children), for a child learning outside of their place of residence, or for single parenting; (3) one off childbirth benefit and parental benefit, which is available for a period of 52 weeks or longer in special cases provided for by law.

A direct form of assistance for young people is support for the unemployed – a person who had worked for 365 days during the last 18 months and received at least the minimum wage may receive the unemployment benefit. Other forms of support for the unemployed include training, job announcements, and subsidies to start a business (mainly through EU funds) – but young people are often prevented from obtaining such benefits due to lack of employment history. Another form of support in the labour market is vocational counselling, which in Poland is provided within the framework of activities being part of (1) educational policy – at psychological and pedagogical counselling centres operating in the education system; (2) higher education – through Student Career Centres (*Akademickie Biura Karier*); (3) labour market policy – targeted to persons registered as unemployed and implemented by units of public employment services: the Ministry of Family, Labour and Social Policy, Career Information and Planning centres (functioning within Province Employment Offices), District Employment Offices, and Voluntary Labour Corps (*Ochotnicze Hufce Pracy*) – as described in Section 4.7.

Health care

For most young people – until the age of 18, and for those continuing education, until the age of 26 (and older, if they are registered as unemployed) – Poland offers free medical care. There is a separate specialist network of hospitals dedicated to people up to the age of 18 – they are also entitled to free meals and accommodation in children's hospitals in health resorts, children's sanatoria, and sanatoria (for children with significant disabilities, there is no age limit). In 2016, the [Act on Support of Pregnant Women and Families – "For Life" \(*Za życiem*\)](#) came into force, under which persons under the age of 18 with a certificate of severe and irreversible disability or incurable and life-threatening disease that arose in the prenatal period or at the time of birth have the right to receive services without being placed on waiting lists.

Financial services

Financial services dedicated to young people are related to the programmes described in Section 4.6.1, enabling them to obtain independent accommodation.

Quality assurance

In Poland, there is no separate nationwide system for monitoring and quality assurance (evaluation) of the support described in Section 4.6. Assessments and evaluations are conducted either for the purpose of specific projects, e.g. targeted at beneficiaries eligible for particular types of services, by the institutions providing the services (often at the level of local government units), or as part of broad assistance programmes, usually when it is a requirement resulting from co-financing from European funds.

4.7 Youth work to foster social inclusion

Policy/legal framework

[The National Programme for Combating Poverty and Social Exclusion 2020. A New Dimension of Active Inclusion](#) is the key document in the context of social inclusion of young people. It also remains the main source of information and reference in the subject of youth work as a tool preventing social exclusion of young people, however the programme refers to youth work mainly in the context of supporting young people in employment and starting a family.

An important source of reference is the [Regulation of the Minister of National Education of 30 April 2013 on providing and organisation of psycho-pedagogical help in public kindergartens, schools and other facilities](#) as well as the [Regulation of the Minister of National Education of 28 August 2017 changing the regulation of the Minister of National Education on providing and organisation of psycho-pedagogical help in public kindergartens, schools and other facilities](#).

Main inclusive Youth-Work programmes and target groups

The main programmes for excluded young people as well as their specific target groups were described in the chapter 4.4. The [Regulation of the Minister of National Education of 28 August 2017 changing the regulation of the Minister of National Education on providing and organisation of psycho-pedagogical help in public kindergartens, schools and other facilities](#) lists the following causes for providing psycho-pedagogical assistance for young people:

- disability
- extraordinary talents
- speech disorders
- chronic diseases
- social alienation
- traumatic experiences
- family difficulties

Youth work providers in the field of social inclusion for young people

[The National Programme for Combating Poverty and Social Exclusion 2020. A New Dimension of Active Inclusion](#) refers to educational institutions as the providers of youth work. In consequence, the school is the main actor responsible for youth work. The supplementary role in this respect belongs to [Voluntary Labour Corps](#), Youth Education and Labour Centres (including Youth Career Centres, Mobile Labour Information Centres) and to Centres for Training and Education.

According to the Regulation of the Minister of National Education of 28 August 2017 changing the regulation of the Minister of National Education on providing and organisation of psycho-pedagogical help in public kindergartens, schools and other facilities the person responsible for providing psycho-pedagogical help is the school headmaster and the executors of such help are teachers, psychologists, speech therapists, career advisors and other caretakers within the educational facility. The regulation also stresses that parents, as well as external actors (such as other educational facilities, non-governmental organisations and public bodies acting for young people or social workers) can be involved in the process of providing help and assistance.

Should a problem of social nature arise in the life of a young person, their entire family can seek help and assistance. In such cases the social care system plays the crucial role (including social workers, family assistants and in the most serious cases - foster families).

These matters are regulated by the [Law on Family Support and Foster Care](#) that aims at creating a coherent child and family support system.

In the most serious cases, young people can be placed in Special Training and Education Centre, Youth Education Centre, Social Therapy Centre or Juvenile Detention Centre.

With respect to youth work outside schools, the activities of scouting movements need to be stressed. [The Polish Scouting and Guiding Association \(ZHP\)](#) is registered as an independent legal entity in Poland providing dynamic, values-based, non-formal educational and leadership training programmes for girls and boys between the ages of 6 and 25. Its activities are open to all young people, regardless of origin, nationality, race or creed. It aims to provide a safe environment for young people to develop their fullest potential as responsible and active citizens who participate in their local, national and international communities and all areas of society. Currently the membership of ZHP is about 110 000 girls and boys and leaders.

Age groups in ZHP

Brownies and Cub Scouts, in Polish: *zuchy* (6-10 years) – Play in their packs

In the programme of the youngest members the world of imagination plays an important role. Any kind of learning is accomplished by playing games. The youngest members are organized into cub packs. Children learn to integrate into a collective of friends. Adults give them real responsibility gradually but at the same time they ensure physical, emotional and mental safety.

Guides and Scouts, in Polish: *harcerki & harcerze* (10-13 years) – Learn about the world and people through games and fun

The importance of the patrol system is growing at this age. It is a system of natural “gangs” of young people, which enables full participation and self-realization of each member. At the head of such a patrol there is an experienced peer – a young leader (patrol leader). A symbolic framework of scouts and guides is discovering and exploring the world around them and the outdoors is the preferred environment for activities.

Venture Guides and Venture Scouts, in Polish: *harcerki starsze & harcerze starsi* (13-16 years) – Look for their place in life by undertaking various projects

The characteristic form of activity for senior scouts and guides is quest. The teams begin their quest to discover new authorities and their own perspective on the world. They learn responsibility by carrying out projects. The adults are present but their role is that of advisers and supporters.

Rangers and Rovers, in Polish: *wędrowniczki & wędrownicy* (16-21 years) – Help others, master their skills and reach beyond their capabilities

The majority of activities of this age group take place at the level of rover groups. Adult leader is the first among equals. The centre of rover programme is composed of wandering, travelling, self-discovering, discovering of one’s values and character. Rangers and Rovers prepare challenging projects for themselves. They organize mountain expeditions and international trips. They participate actively in environmental protection and carry out service for local communities.

Unconventional methods of youth work need also be stressed, for example art therapy (including musical therapy, theatre therapy or manual work therapy) or milieu therapy (a type of psychotherapy that seeks to control the environment to keep a person safe, improve their ability to learn new mental health skills, and encourage attitudes like respect and positivity).

Training and support for youth workers engaged in social inclusion programmes

Training and support of youth workers is mainly implemented within the academic curriculum within both bachelor and master degrees in pedagogy and resocialisation. The examples of such curricula are the following:

- Special educational needs of young people at the Higher School of Business in Dąbrowa Górnicza
- Educational care pedagogy at the University of Zeolona Góra
- Problematic youth behavior (post-graduate studies) at the University of Warsaw

Moreover, the [publications and materials](#) prepared by the Centre for Educational Development can serve as help and support for youth workers.

Financial support

Quality assurance

As in the case of other youth inclusion actions, there is also no separate nationwide monitoring and quality assurance (evaluation) system for youth work as a tool of social inclusion of young people.

4.8 Current debates and reforms

As described in Section 4.4 (Inclusive Programmes for Young People), "[The National Programme for Combating Poverty and Social Exclusion 2020](#)" (*Krajowy Program Przeciwdziałania Ubóstwu i Wykluczeniu Społecznemu 2020*) has been incorporated into the Long-Term National Development Strategy, but it is unclear what the status of this document is at the moment. The governmental strategy currently in operation is the "[Strategy for Responsible Development](#)" (*Strategia na rzecz Odpowiedzialnego Rozwoju*) prepared by the Ministry of Regional Development, also referred to, in official presentations, as the "[Plan for Responsible Development](#)" (*Plan na rzecz Odpowiedzialnego Rozwoju*). The document does not refer directly to the young generation, but the summaries made available by the Ministry of Regional Development show that the key goal for the government is to increase the prosperity of Poles and reduce the number of people at risk of poverty and social exclusion by 2020. The Strategy is controversial, especially the viability of its assumptions regarding revenues and, consequently, the spending allocated for its implementation. The key outcome is intended to be an increase in the average income of households to reach 76-80% of the EU average by 2020, and nearly equating it with the EU average by 2030, while striving to reduce income disparities between regions and to reduce the proportion of people at risk of poverty and social exclusion to 20% in 2020 (17% in 2030).

Furthermore, Poland is witnessing two major discussions about the situation of the young generation. One concerns the implementation and effects of the "Family 500 +" scheme (*Rodzina 500 +*) (described in Section 4.6 Access to Quality Services). Its main positive effects include substantial and rapid reduction in poverty, especially among children and adolescents, resulting in very high social support for the scheme. The major controversies are, however, about the actual and long-term impact of the scheme on improvement of the demographic situation, the mechanisms affecting primarily single parents, the possibility of fraud, the financial security of the State in the face of such high social security expenditures.

5. PARTICIPATION

Polish young people's participation in representative democracy is currently being debated. Young people's membership of political parties, trade unions and other traditional organisations active on the political scene is low. As is the case in the rest of Europe, the lowest voter turnout for elections is among the 18-24 demographic. It is also in this group that support for extreme political solutions is relatively high. On the other hand, however, active development of alternative forms of young people's participation in social life is on the rise. These alternative forms are mainly initiated by non-governmental organisations. The common presence and relatively strong position of student governments do not always guarantee their real influence on the situation in schools. Citizenship education provided in schools enjoys extensive support in the form of programmes and projects offered by the government, EU and representatives of the Third Sector. All of the above circumstances give an ambiguous and not easily evaluable picture of active citizenship.

5.1 General context

Main concepts

Institutions of representative democracy

Poland is a parliamentary democracy. Bicameral Parliament is selected in a free democratic election process which adheres to the principles of universal suffrage. The term of office is four years. The Polish Parliament is composed of two houses (Sejm - lower house and Senat - upper house) elected in different ways and having different powers and competences. Active electoral (voting) rights are granted to citizens who have turned 18 years of age. The right to stand for election (passive suffrage) differs depending on the type of election. Poland is divided into 16 provinces (*Polish: województwo*), with districts and communes as local administrative units. The central government operates at national, provincial and district levels, whereas local governments operate at the level of provinces, districts and communes. Presidents are elected for five years in a separate presidential election process, which also adheres to the suffrage principle. The president is the head of the state.

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	Total	18–24 years	25–30 years	18–30 years	46–55 years
Parliamentary electionse 2015	50,92*	51,80**	56,50**	NA	65,90**
Parliamentary elections 2011	60,00***	54,00***	52,00****a	NA	NA
Presidential	48,96*	NA	NA	NA	NA

elections 2015 (I round)					
Presidential elections 2015 (II round)	55,34*	NA	NA	NA	NA
Local elections 2014 (I round)	47,4*	NA	NA	NA	NA
Local elections 2014 (II round)	39,97*	NA	NA	NA	NA
European Parliament elections 2014	23,83*	14,00**** (EU average = 28,00)	19,00**** ^a	NA	NA

* data from the National Electoral Commission

** estimated on the basis of the survey: Polskie Generalne Studium Wyborcze. 14–29 November 2015, Centre for Public Opinion Research. Sample size: N = 1733.

*** estimated on the basis of the survey: Polskie Generalne Studium Wyborcze. 20 October - 13 November 2011, Centre for Public Opinion Research. Sample size: N = 1919.

****^a data source as above, data for the 25-32 age group.

**** Post-election survey 2014, sample size N=27.331 (Europeans old enough to vote - aged 18 or over/ 16 or over in Austria), Fieldwork: 30 May - 27 June 2014.

****^a data source as above, data for the 25-39 age group.

5.2 Youth participation in representative democracy

Young people as voters

In general, Polish age limits for participation in representative democracy seem to be moderately restrictive. However, the same voting age limit applies to all levels and types of democratic procedures, although there are some differences regarding the minimum age for candidates running for president or for the position of local level executives. Regardless of the type (presidential, parliamentary) and level (local, national and European) of elections, young people acquire voting rights having attained the age of 18 not later than on the day of voting.

Only Polish citizens have the right to vote and be elected in national elections. Since 2004, Polish national law has had to comply with the requirements of the European Union and therefore it guarantees voting rights to EU citizens permanently residing in the territory of a commune and the right to stand for election in communal elections. This excludes the right to stand for local election for executive posts.

The Constitution of the Republic of Poland defines the age at which citizens may enjoy voting rights. Article 62 states that on the day citizens attain the age of 18, they acquire the right to elect the President of the Republic of Poland as well as Parliamentary deputies, senators and local government representatives. The [initiative of lowering the voting age limit](#) applicable to the above types of election would require a Parliamentary majority being in favour of amending the Basic Law. The statutory lowering of the voting age limit is only possible in the case of European parliamentary elections.

Plans to lower the voting age limit resulted from initiatives undertaken by some political groups and in non-governmental circles. In 2003, the Freedom Union (*Unia Wolności*) proposed the participation of people aged 16-17 in the EU accession referendum. In 2010, the Civic Platform (*Platforma Obywatelska*) tried to [sound out the idea](#) of allowing junior youth to vote in local government elections. The [demand to lower the voting age](#)

[limit for all types of elections](#) re-emerged in 2013 thanks to the party Your Move (*Twój Ruch*) (formerly the Palikot Movement) (*Ruch Palikota*).

The initiative to lower the voting age limit to 16 is not winning wide public support. Surveys show that not more than 15% of adult Poles are in favour (Waszak, Zbieranek 2011), however, youth organisations [are quite supportive](#).

There are no age-based legal regulations in Poland that would facilitate participation in democratic procedures (elections, referendums). Disabled young people or those in restricted access establishments ([hospitals, prisons and conscripted army units in the past](#)) may use the facilities to which they are entitled in the same way as representatives of all other age groups.

The turnout of the youngest age groups in Poland is significantly lower than the average overall population turnout. However, since the mid-1990s an upward trend has been observed. More and more young people participate in elections. Just like the whole population of Poland, young Poles mainly vote in presidential and parliamentary elections. The poorest turnout is for local government and European elections. The table below shows the turnout by selected age groups.

Young people as political representatives

The Political Parties Act (*Ustawa o partiach politycznych*) states that anyone aged over 18 may be a member of a political party in Poland. Most political parties liaise with various youth organisations. The nature of those relationships is very diversified. Some of them are officially affiliated youth organisations within political parties, some have the status of associated organisations or those loosely cooperating.

The [latest data](#) provided by the Central Statistical Office shows, that political parties have a total of 298,000 members which is almost equal to 1% of the overall population aged over 18. Surveys show, that in the period from 2013 to 2015 the percentage of active members of political parties fluctuated from 3.2 to 4.2%.

In 2014, 14 political parties (versus 9 in 2012) out of a total of 54 participating in the survey declared that they worked with youth organisations operating either within their party structures or acting as independent associations. In 2014 they had 16,500 members, which accounts for 5.5% of all members of political parties. 92% of them (15,400) were young people who were members of affiliated youth organisations within political parties represented in Polish Parliament. Under 18's accounted for slightly over 7% of all members of youth organisations within political parties. The percentage of female members of youth organisations operating within political parties was [34.4%](#). Data on the age structure of members of actual political parties is not easily available, so it can only undergo selective analysis. For example, in 2013 the Civic Platform (*PO - Platforma Obywatelska*) had 3,400 members aged 18-24 (8%) and 15,500 members aged 25-40 (36%). Age demographic structures can vary significantly from party to party.

Young people as candidates in elections

The Election Code is a document which contains all the regulations concerning the voting age limit and the age limit to stand for election in Poland (Journal of Laws 2011 No. 21 item 112). Among other things, it sets the minimum age of candidates participating in various categories of democratic elections. Art. 10 (1) of the Code states that voting rights can be exercised as follows:

- 1) In the case of parliamentary, Senate and presidential elections- Polish nationals who attain the age of 18 not later than on the day of voting can exercise their right to vote;
- 2) In the case of European Parliamentary elections in the Republic of Poland- Polish nationals who attain the age of 18 not later than on the day of voting and European Union nationals who are not citizens of Poland and who attain the age of 18 not later

than on the day of voting and permanently reside in the territory of the Republic of Poland can exercise their right to vote.

3) in the case of local government elections:

a) commune councils - Polish nationals and European Union nationals who are not citizens of Poland and who attain the age of 18 not later than on the day of voting and permanently reside in the territory of the relevant commune can exercise their right to vote,

b) district councils and provincial parliaments - Polish nationals and who attain the age of 18 not later than on the day of voting and who permanently reside in the territory of the relevant district or province can exercise their right to vote;

4) in mayoral elections in a commune - people having the right to elect the council of that commune can exercise their right to vote.

Under Art. 11 (1), the right to stand for election in each category is as follows:

1) For Parliamentary Elections (*Sejm*) - Polish nationals who have the right to vote in parliamentary elections and attain the age of 21 not later than on the day of voting;

2) For Senate Elections - Polish nationals who have the right to vote in Senate elections and attain the age of 30 not later than on the day of voting;

3) For Presidential Elections- Polish nationals who have the right to vote in presidential elections and attain the age of 35 not later than on the day of voting while enjoying full voting rights in parliamentary elections;

4) For European Parliament Elections in Poland - people enjoying voting rights in European Parliament Elections in the Republic of Poland who attain the age of 21 not later than on the day of voting and have permanently resided in the Republic of Poland or in the territory of other member state of the European Union for 5 years;

5) For Local Government Elections - people enjoying the right to vote in local government elections;

6) For Mayoral elections - Polish nationals enjoying voting rights in such elections who attain the age of 25 not later than on the day of voting; however, candidates do not have to permanently reside in the territory of the commune where they are a candidate (Journal of Laws 2011 No. 21 item 112).

Polish legislation does not mention any parities relating to the age of candidates on an electoral ticket.

In the autumn of 2015 there were 17 under-30s in the Polish Parliament. They accounted for 3.7% of all Members of Parliament, compared with 10 persons of that age in the previous term of Parliament. Consequently, Poland ranked 49th in [the global ranking of youth participation](#), where the global average was 1.9%, and the European - 3.1%.

Although there is some data concerning candidate age in the most recent election, it is not accurate. However, certain general theses can be advanced. It is the candidates' average age that is most frequently quoted in announcements. It is understandably higher in the case of elections where higher age limits apply. In 2015 [the average age of all Parliamentary](#) candidates was 42, for women - 42 and for men - 43. Compared with the 2011 elections, the average age of candidates had dropped by a year (44 years in 2011). In the 2014 local government elections, [the average age of candidates](#) was 46 (candidates for councillors) and in the 2014 European Parliamentary Election - 45. The average candidate age in elections of mayors and city presidents was 49, with the minimum age limit for standing for election being 25. The 2015 presidential election witnessed a generational change. The election was won by Andrzej Duda who was 43 years old at the moment of being sworn in as Poland's president. Therefore, he became the youngest president and head of state in Europe (except for Kosovo) and [one of the youngest in the world](#).

5.3 Youth representation bodies

Youth parliament

The Polish political system provides no comprehensive solution to the youth question. Although there are legislative pathways enabling dialogue between youth and policy makers at various levels of political authority, they do not form a coherent and effective system. At the moment, the nature and operating principles of Polish youth's representation are being debated. Two positions have emerged: The first view proposes to select a youth representation at grass-root level and, as a result of cooperation between organisations, bringing together young people. According to the second view, the composition of bodies representing Poland on the provincial and national level should be selected with increased or exclusive participation of government representatives (at central level) and representatives of Government administration (at provincial level)

Issues concerning the inclusion of all youth groups

There are forums bringing together youth with special needs, for example [organisations for disabled students](#) operating in higher education institutions, but there are no specific programmes encouraging young people with fewer opportunities or at risk of exclusion to increase their participation in representative bodies. In the case of the process of effective consultation and opinion seeking, the way in which children and youth representations are selected is more likely to attract elites, outstanding individuals with high social, economic or cultural capital than youth at risk of exclusion. For example, neither of the positions described above provides for mechanisms guaranteeing that disabled young people, those living in rural areas or those discriminated against in any way will have a sufficient representation at national level. Although the demand to equalise opportunities is relatively well adopted at the level of programme beneficiaries, in Poland the concept of "those excluded" from being full members of groups "representing" young people and their interests before the authority is something rather "unthinkable" in Poland.

Structure

There is no bona fide children and youth parliament in Poland operating as an institution elected by general election and thus possessing democratic legitimacy. [The Children and Youth Parliament](#) (*Sejm Dzieci i Młodzieży*) is a representative institution in name only. In reality, this is an educational project of the Polish Parliament Chancellery and is not an element of the legal system. Its nature is purely didactic, consultative and opinion-forming. In addition to the Polish Parliament Chancellery, the Ministry of National Education and several other entities, including non-governmental entities, participate in its organisation.

Composition

In light of the absence of a democratically elected youth parliament, the Children and Youth Parliament sometimes plays the role of a forum bringing attention to issues considered important by young Poles. The Children and Youth Parliament brings together 460 students of lower and upper secondary schools who are selected on the basis of competitions. Young deputies are appointed for a term of one year and they meet once a year at a plenary session.

Role and responsibilities

Each term of the Children and Youth Parliament focusses on a specific keynote topic. Apart from that, plenary sessions offer Parliament members an opportunity to present their viewpoints, opinions and proposals concerning the activities of authorities, especially those governing education, aimed at the improvement of children's and young people's situation. The Children and Youth Parliament adopts resolutions which are subsequently submitted to representatives of the legislature and the executive. Plenary

sessions held by the Children and Youth Parliament include speakers and deputy speakers of the upper and lower houses as well as selected members of Parliament. Sessions of the Children and Youth Parliament which are traditionally held on 1 June (International Children's Day) enjoy impressive media coverage which contributes to raising public awareness of children's and young people's problems. Keynote topics discussed in the Children and Youth Parliament in recent years include:

Funding

The Children and Youth Parliament has no legal personality which is why it does not possess any financial resources nor does it make decisions on the distribution of public funds. It can only suggest certain activities in this field. The organisational costs of the Children and Youth Parliament are covered by the Chancellery of Polish Parliament and the other organisers.

Youth councils and/or youth advisory boards

It is difficult to present a synthetic description of the whole system of youth organisations operating in Poland as there are significant differences between bodies representing young people. For example, Poland's two basic organisations representing youth at central level have different origins, structures and missions, whereas regional and local bodies representing young people are better empowered by the legal system thanks to statutory provisions. However, a great extent of their scope of activity is not standardised which is why there are immense differences in the process of recruitment and the role, scope of responsibility and possibilities of tangible action.

Structure

[The Children and Youth Council of the Republic of Poland](#) (*RDIM - Rada Dzieci i Młodzieży Rzeczypospolitej Polskiej*) was appointed as an advisory and consultative body operating at national level by the Minister of National Education on the strength of an act in the first half of 2016. It is an advisory body operating under the authority of the Minister of National Education.

[The Polish Council of Youth Organisations](#) (*PROM - Polska Rada Organizacji Młodzieżowych*) was appointed as a union of associations in 2011. Although it operates under the auspices of the Ministry of National Education and receives targeted subsidies, it remains an independent non-governmental organisation from a legal viewpoint.

The activity of municipal youth councils and communal youth councils is regulated by the Local Government Act whose Article 5 (b) states that: following an application from the communities concerned, the commune council may give consent to the establishment of a communal youth council of a consultative nature (Journal of Laws 1990 No. 16 item 95 as amended). The role of the commune council is of paramount importance here as it determines the scope of tasks, prerogatives, formal statutes and the voting system of its youth council. Unfortunately, there are no similar provisions at the level of districts or provinces, which is why youth representations operating there often take the form of associations or bodies appointed as part of social consultation.

Composition

The Children and Youth Council of the Republic of Poland operating under the authority of the Minister of National Education is composed of 16 members and 16 deputy members representing all provinces. Membership is comprised of individuals selected by the Ministry of National Education from among young applicants taking part in open recruitment procedures. They are selected on the basis of competencies and experiences (activity, engagement, previous work for organisations). Lower- and upper secondary school students who are 13 or over may become members of the Council, as well as lower- and upper secondary school leavers until they turn 21. They are appointed for a term of one year. The Council elects its President and Vice-Presidents from within.

Membership of the Polish Council of Youth Organisations is open to any youth organisation who adhere to the following criteria: Any youth organisation operating in accordance with Polish law, co-administered by people under 35 and with at least 2/3 of members under 35, or those bringing together young people as an association or a legal person with organisational structures described in their statutes and with at least 2/3 of members under 35. The Polish Council of Youth Organisations is open to public, nationwide and regional organisations and to those which bring together particular groups of youth (e.g.: students). Each of those categories of organisations has its separate structure in the Council. Representatives of all full members (organisations) of the Polish Council of Youth Organisations elect a ten-strong management board from among themselves which takes a vote to elect the authorities of the association. Individuals sitting on the Council's management board are delegated by their own organisations but it is their duty to represent the interests of all young people in Poland.

The most common practice is that communal and municipal youth councils recruit their members by electing them. Usually, all lower- and upper secondary school students and - more rarely - primary school pupils from the relevant administrative area have the right to vote. Elections are usually organised in schools in close cooperation with the student government and teachers. This school-based electoral system has a certain disadvantage as it means excluding young people not in education who do not always possess the appropriate qualifications or competences to participate in the political or civic life of their local community (Sińczuch, 2012). Youth councillors are usually elected for one year or two years. Councils are usually autonomous in choosing their authorities and subcommittee members. About 200 communal and municipal youth councils are currently registered in Poland which means that youth councils [operate within every 12th local government unit](#) (8%) .

Role and responsibilities

The letter appointing the Children and Youth Council of the Republic of Poland operating under the authority of the Minister of National Education states that its tasks include expressing opinions and presenting proposals concerning children and young people in the scope of matters remaining within the remit of the education and upbringing area of the government administration. In particular they present opinions on planned changes, and include proposed solutions. There was some controversy surrounding the appointment of the Council. The Ministry was accused of having a lack of vision regarding the scope and scale of the Council's role within the system of legislation and social consultation.

The objectives of the Polish Council of Youth Organisations include: "the promotion of youth participation in public life, the provision of information to public opinion about the state of youth policy in Poland and the representation of member organisations". However, its [principal role](#) is to undertake activities aimed at the creation of a coherent and modern youth policy in Poland. The Council also represents its member organisations before the public sector and other circles; disseminates information and promotes the activity of youth organisations bringing together young people and acting on their behalf. In 2013-2015 the Polish Council of Youth Organisations was granted the status of an organisation officially authorised to represent Polish youth at EU youth conferences. It co-operates with entities such as the Public Benefit Activities Council (*Rada Działalności Pożytku Publicznego*), the Visegrad Group, and the European Youth Forum (*Europejskie Forum Młodzieży*), to name but a few.

The objectives of communal and municipal youth councils are not statutorily defined, they are usually of a consultative nature. [Communal and municipal youth councils](#) are most frequently consulted about youth issues such as education, culture, sport, safety, communication and others. Apart from their advisory and consultative activities for local governments, those councils are meant to promote active citizenship and democratic practices among young people as well as identify the local needs of young people in their community.

Funding

Polish bodies representing young people seldom have a real opportunity to influence the distribution of funds. The costs of the activities undertaken by them and their day to day operational costs are usually covered by direct funding or targeted subsidies coming from the central budget or local government funds.

Communal and municipal youth councils cannot have their own budgets as they have no legal entity status. However, this situation is now changing due to the dissemination of the formula of participatory budgeting. [Some communes](#) are introducing separate participatory budgeting for youth.

Higher education student union(s)

Structure

[The Student Parliament of the Republic of Poland](#) (*PSRP - Parlament Studentów Rzeczypospolitej Polskiej*) is a nationwide representation of all student governments. Its objectives, tasks, structure and electoral procedures are determined in the Act on Higher Education (Journal of Laws 2005, No. 164, item 1365). It is an independent and self-organised body possessing the status of a legal entity.

Composition

The Student Parliament of the Republic of Poland is an umbrella organisation for all student governments operating in Poland. Pursuant to the Act, all students of a higher education institution form its student government. Quoting the exact number of people holding positions in student government bodies across the country is difficult. However, assuming that 4-6 persons per faculty are members of student government authorities, then, depending on the Higher Education Institution (HEI), about 0.3% to 1% of the total student population would be represented. 154 delegates participated in the most recent national assembly of the Student Parliament of the Republic of Poland. They represent various HEIs, regardless of their type of ownership and functioning. Each delegate representing a HEI educating between 1000 and 4000 students has one vote. Delegates representing HEI's with 4000-10,000 students have two votes and another vote is given for another 10,000 students above this number. Delegates elect their Chairperson and statutory organs - the Executive Council, Student Council and the Review Commission - [for a two-year term of office](#). Delegate assemblies take place at least once during each two-year term of office of the statutory organs of the Student Parliament of the Republic of Poland, whereas Executive Council sessions occur at least once a month. Student Council sessions are scheduled in separate regulations adopted at the beginning of a new term of office. The Executive Council is the Student Parliament's collegial executive body. The Executive Council is composed of the Chairperson of the Student Parliament of the Republic of Poland and of not fewer than 2, but not more than 6, Executive Council Members. Executive Council members are appointed and dismissed by the Chairperson of the Student Parliament of the Republic of Poland on the strength of a decree, which is subsequently ratified by the Assembly (or, when outside the period of Assembly deliberations – the decree is ratified by the Student Council). The decision of the Chairperson of the Student Parliament of the Republic of Poland specifies the tasks of Executive Council members. The Student Council is composed of the Chairperson of the Student Parliament of the Republic of Poland and 12 members appointed by the Assembly. [All main organs of the Student Parliament](#) of the Republic of Poland are appointed for a term of two years.

Role and responsibilities

The basic task of the Student Parliament of the Republic of Poland consists in representing student communities before state organs. Parliamentary representatives participate in the work of public administration bodies, Parliament and Senate Commissions. The Student Parliament of the Republic of Poland gives opinion on

legislation concerning the Polish higher education system and students' privileges and rights. It is Poland's only representative body in the European Student Union. The specific objectives of the Student Parliament of the Republic of Poland are specified in its Statute as:

- "1) representing and promoting students' educational, social, economic and cultural needs;
- 2) protecting the rights and interests of all students in the country and Polish students abroad;
- 3) creating and promoting student attitudes oriented towards active cooperation in the development of civil society;
- 4) identifying and removing barriers to young people's academic, cultural and sports development;
- 5) supporting student governance;
- 6) improving young people's knowledge, skills and social competences through the provision of informative, scientific and cultural activities relating to higher education, education, upbringing and physical culture;
- 7) supporting student mobility".

The Student Parliament of the Republic of Poland also gives its opinion on draft legislation and selects 4 representatives to sit on the General Council for Science and Higher Education (*Rada Główna Nauki i Szkolnictwa Wyższego*). The Student Parliament of the Republic of Poland elects an [ombudsman for students](#) whose tasks include intervening when students' rights are endangered, especially in dealings with HEI authorities.

Funding

The Student Parliament of the Republic of Poland receives budgetary funding from the Ministry of Science and Higher Education. As an institution with the status of a legal entity it is also in a position to accept donations and bequeathed inheritances. The Review Panel appointed by delegates at assemblies is responsible for auditing the Student Parliament of the Republic of Poland. The Chairperson and authorities of the Student Parliament of the Republic of Poland assume full responsibility resulting from their duties, on general principles applicable to entities being legal persons. The activities of student governments in HEIs and at faculties are funded by the relevant academic authorities.

School student union(s)

The scope of responsibility of Polish school student governments is provided in Article 55 of the Education System Act of 7 September 1991. The most important responsibilities of Polish school student governments include electing class representatives, electing each school's student government, as well as ensuring school student participation in the School Council. Moreover, those who are members of school student governments have the right to submit motions and opinions regarding all school matters, - especially those relating to the observance of basic student rights - to school councils, teaching staff and heads of school. School student governments have the right to influence the organisation of school life in a way that ensures an appropriate balance between learning efforts and opportunities for developing and pursuing pupils'/students' own interests. Moreover, school student governments have the right to conduct cultural, educational, sport and leisure activities as well as information activities such as editing and publishing school newspapers, maintaining webpages, operating the school radio station etc. School students being members of school student governments have the right to choose teachers responsible for their governments and to be acquainted with curricula, their contents, objectives and requirements. The organisation and structure of school student

governments depends on the students themselves. The only condition is that regulations governing the principles of electing school student governments and describing their activities should be adopted by the whole population of students in a school through a process of voting by equitable, secret and universal ballot. School student governments are an important element in school governance along with Heads of school and school councils. There is no body in Poland which would play the role of an official representation of school student governments. Issues relating to the observance of school students' rights are the responsibility of ombudsmen for school students operating under the authority of provincial school superintendents. The Children and Youth Council operating under the authority of the Minister of National Education is supposed to play the role of a nationwide representation of school students (but not school student governments).

Other bodies

The powers of entities representing youth at national level are predominantly limited. Sometimes individual youth organisations speak in the name of their members, although it would be difficult to quote spectacular examples of the effectiveness of such activities. Representatives of authorities organise traditional meetings with young people. Such meetings are held both at national and local levels. Although they prove the authorities' interest in such issues, rarely do they bring durable results such as legislative initiatives or propositions of specific solutions. Therefore, it is difficult to perceive them as representational bodies. Youth representation at regional level is very diversified. Practically every province can boast of some example of a forum focussed on youth which claims to represent young people. Some of those bodies are elected by young people by direct ballot, others are more in the style of conventions or conferences of local youth organisations.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

Formal basis consultation where young people act as a group authorised to take a position and express their opinion is held at local (communal and municipal youth councils) and central levels ([The Children and Youth Council](#) operating under the authority of the Minister of National Education, [The Polish Council of Youth Organisations](#) (PROM), The Student Parliament of the Republic of Poland, The Children and Youth Parliament). Consultation at regional level is not formalised although there are, or were, youth representation structures in some provinces. [A government expert's opinion](#) issued in 2005 and concerning the possibility of youth organisations participating in the system of public consultation accurately evaluates its principles, albeit it is perhaps too optimistic as to their implementation. "Under the regulations which are currently in force, non-governmental organisations representing young people's interests may express opinions about proposed normative acts, governmental, regional and local programmes, they may initiate activities for youth, disseminate the idea of voluntary service and conduct informative activities".

Consultation exercises with the participation of young people mainly focus on issues relating to the situation of youth. They relate to education, especially higher education, school students' and students' rights, but also to activities shaping the principles of youth participation in public life, membership of organisations, supporting active participation, etc. Youth can be one of the groups that are involved in consultations concerning infrastructural investments, mainly in sport, recreation or culture.

At local level, the consultation process usually consists of the youth council or its internal commission adopting a particular stance, which is preceded by a debate aimed at familiarising themselves with the specifics of the subject matter. Sometimes on account

of the initiative of young people, consultation exercises adopt a more interesting character. Public debates, plebiscites and surveys as well as happening-like activities are the most frequently organised events. At central level, consultation usually consists in the relevant body adopting a given stance on a particular matter. Most of the time stances are taken after debates which conclude in a round of voting. They are then publicly announced and submitted to the institutions concerned.

In Poland there is no special system of social consultation which would recognise young people as a particular group. Youth participation in the process of developing political governance follows the demarcation line determined by formal and legal statuses linked to the boundaries of youth. The first of them is age-related. As Polish young people come of age, they may access all legal forms of participation in public and social life. They can vote, participate in public consultation, join organisations and participate in all sorts of protests.

At the same time, there are no mechanisms which would facilitate the distinction of all young adults regardless of their socio-economic status or gender. On the other hand, being able to influence certain aspects of political reality is an attribute of certain youth groups - for example students whose representatives are statutorily included in the process of consultation concerning legal changes in higher education institutions. The effectiveness of informal political measures, such as protests or demonstrations initiated by youth which can be seen as a source of specific political decisions, is quite a separate matter. In this case there are two problems: how to objectively measure the youth percentage in particular protests, and - if the participation of young people is beyond doubt - how to prove their influence on politicians' particular reactions.

In the case of the only youth-specific form of political participation laid down in legislation; that is communal and municipal youth councils, the limits to youth participation in policy-making at local level are described only in general terms. At the same time, there are no government directives at national level which would obligate state institutions, government agencies or other entities to conduct consultation exercises within youth communities as such. Any legislative initiatives put forward as government proposals must undergo public consultation. However, the legislator neither specifies its methods nor clearly defines which groups would have to participate. Young citizens may participate in consultation just like all others, providing they have attained 18 years of age.

Actors

Young people's presence in the political process is particularly visible in two areas. The first of these areas is science and higher education with undoubtedly the highest youth participation in the process of developing politics and evaluating various solutions. The other area is youth policy. As mentioned in the previous paragraph the Student Parliament of the Republic of Poland plays a consultative role and gives its opinion on all changes to legal regulations affecting students. Adopted standpoints taken by the Student Parliament of the Republic of Poland are publicly accessible. Four members of the Student Parliament of the Republic of Poland, indicated by the Student Council of the Student Parliament of the Republic of Poland, form part of the [General Council for Higher Education](#) (*Rada Główna Szkolnictwa Wyższego*). They are members of the Education Commission and the Economic and Legal Commission. During their two-year term of office, student representatives have the same powers as the remaining Council members. The tasks of the Education Commission include, amongst others: giving judgements on documents concerning the National Qualifications Frameworks for education areas; presenting proposals of model descriptions of learning outcomes for individual fields of study; giving judgements on draft regulations on education standards applicable to fields of study mentioned in Article 9(b) and Article 9(c) of the Act on Higher Education; giving opinions on legislation concerning higher education and on international agreements related to higher education concluded by the Republic of Poland; giving judgements on

applications to provide post-graduate programmes mentioned in Article 8(8) of the Act on Higher Education; giving judgements on draft legislation concerning upper secondary education and on other legislation presented by the Minister of National Education; analysing motions presented by the Ombudsman for Graduates and concerning a decrease in the number of barriers preventing access to jobs in line with graduates' fields of study, proposing areas of study-related initiatives resulting from analysis of the process of education and graduate employability; in the Economic and Legal Commission (*Komisja Ekonomiczno-Prawna*), student representatives and the remaining Commission members deal with: giving judgements on draft state budgets in the scope of the section for which responsibility is assumed by the minister responsible for higher education and the minister responsible for science; giving judgements on the principles of allocating budgetary subsidies to HEIs; giving judgements on matters concerning funds for science and higher education allocated in particular parts of the state budget which remain at the disposal of ministers indicated in Article 33(2) of the Act on Higher Education; giving opinion on the principles of awarding research grants and those for learning achievements under Article 21 (1) (39) of the Personal Income Tax Act; giving judgements on draft legislation relating to higher education and science; giving judgements on international agreements concluded by the Republic of Poland in the area of science and higher education: proposing initiatives focussing on economic and legislative matters pertaining to science and higher education (consolidated text Journal of Laws 2012, item 572 as amended).

[The Young Researchers' Council](#) (*Rada Młodych Naukowców*) is another body operating under the authority of the Minister of Science and Higher Education. It was appointed as a consultative body in October 2015 on the strength of a resolution and its members were indicated by the Minister. The Council performs the following tasks: identification of the existing and future barriers to the development of young researchers' careers; preparation of recommendations concerning instruments supporting young researchers' careers; presentation of science funding mechanisms to young researchers; provision of support to young researchers liaising with representatives of economic circles and institutions implementing innovative solutions in science; implementation of the provisions of EURAXESS and the Code of Practice while recruiting research workers in research units. The Council has successfully: changed regulations in ministerial grant programmes, modified the definition of a young researcher, introduced changes to post-doctoral thesis requirements, exempted various young researcher grants from tax, and undertaken activities aimed at a better presentation of Polish young researchers' problems. The Council posts its adopted stances on its [website](#).

Information on the extent of youth participation

Outcomes

Consultations in the realm of youth policy with the participation of national youth representations and youth organisations do not have a systematic nature. No wonder as consulting something which does not exist is rather difficult, and on the other hand youth organisations are too weak and lack the clout to make themselves heard.

Large-scale initiatives for dialogue or debate between public institutions and young people

Not applicable

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

Currently there is no governmental strategic document whose principal aim would be to increase youth participation in civic and political life. [The Youth Strategy for 2007-2013](#) (*Strategia na rzecz młodzieży na lata 2007-2013*), and the [Youth Programme: Active Youth](#) (*Program na rzecz młodzieży: aktywna młodzież*), have not been fully implemented or have remained at the draft stage. Both documents treat the issue of increasing youth participation in political and social life as one of their priorities (Zielińska, 2009). There is currently one ministerial document which contains provisions relating to the promotion of young people's active citizenship - the ["Sectoral Programme Youth Joined in Action for 2016-2019"](#) (*Resortowy Program Młodzież Solidarna w Działaniu na lata 2016-2019*).

Scope and contents

This document, prepared by the Ministry of Family, Labour and Social Policy, is entitled the ["Sectoral Programme Youth Joined in Action for 2016-2019"](#) (*Resortowy Program Młodzież Solidarna w Działaniu na lata 2016-2019*). The program described in the document is a strategy for ministerial funding provided for delegated tasks aimed at the achievement of specific goals. It develops activities related to the Social Capital Development Strategy and the Human Capital Development Strategy and "extends the scope of support provided by the programme Active Forms of Social Exclusion Prevention - the 2020 new dimension, competition 3: Active youth attitudes - raising competences, entrepreneurship and environmental responsibility."

The main objective of the programme is to facilitate the creation of a space in which to develop young people's engagement influencing their identity, family, social, cultural and professional life. With regards to the stimulation of youth in the realm of civic activity, the programme aims at increasing social engagement and active citizenship as well as youth participation in cultural life. Priority III - Young citizens - envisages funding provided to activities aimed at supporting:

- Citizenship education and global education;
- young people's participation in the life of local communities and in representative democracy;
- youth participation in decision-making by extending consultation and social agreements with youth,
- participative ways of designing places of integration and leisure,
- creating and supporting regional and local youth websites,
- encouraging participation in local and national elections;
- various bodies (councils) representing youth;
- taking up local initiatives such as happenings, social activism in various areas;
- activities aimed at young people organising themselves into informal and organised groups (ordinary associations, associations, etc.);
- animating partnerships and cooperation networks.

Funding projects with the participation of 6000 end beneficiaries by 2019 is the intended end objective of the programme. This programme mainly targets young people at risk of social exclusion; young people with disabilities are also quoted as a target group. Currently there is no available information related to the stage of progress in activities funded under the project.

Responsible authority for the implementation of the strategy

The document has been prepared by [the Ministry of Family, Labour and Social Policy](#).

Revisions/Updates

Not applicable

5.6 Supporting youth organisations

Legal/policy framework for the functioning and development of youth organisations

Polish youth organisations are funded on the strength of general principles which are governed by the Public Benefit Activities and Voluntary Service Act passed on 24 April 2003 (*ustawa z dnia 24 kwietnia 2003 r. o działalności pożytku publicznego i o wolontariacie*) and the Associations Act of 7 April 1989 (*Ustawa z dnia 7 kwietnia 1989 r. Prawo o stowarzyszeniach*) as well as some other laws: for example, the Social Cooperatives Act passed on 27 April 2006 (*Ustawa z dnia 27 kwietnia 2006 r. o spółdzielniach socjalnych*, Dz.U. 2006 nr 94 poz. 651 z późn. zm.); the activity of scouting organisations is regulated by the following acts: the Act on the Common Duty to Defend the Republic of Poland passed on 21 November 1967 (*Ustawa z dnia 21 listopada 1967r. o powszechnym obowiązku obrony Rzeczypospolitej Polskiej*), Teacher's Charter passed on 26 January 1982 (*Ustawa z dnia 26 stycznia 1982r. Karta Nauczyciela*), Upbringing in Sobriety and Alcoholism Prevention Act passed on 26 October 1982 (*Ustawa z dnia 26 października 1982r. o wychowaniu w trzeźwości i przeciwdziałaniu alkoholizmowi*), Act on the Education System of 7 September 1991 (*Ustawa z dnia 7 września 1991r. o systemie oświaty*), Forest Act of 28 September 1991 (*Ustawa z dnia 28 września 1991r. o lasach*), Act on the organisation and undertaking of cultural activity passed on 25 October 1991 (*Ustawa z dnia 25 października 1991r. o organizowaniu i prowadzeniu działalności kulturalnej*), Public Benefit Activity and Voluntary Service Act passed on 24 April 2003 (*Ustawa z dnia 24 kwietnia 2003r. o działalności pożytku publicznego i o wolontariacie*), Drug Abuse Prevention Act passed on 29 July 2005 (*Ustawa z dnia 29 lipca 2005r. o przeciwdziałaniu narkomanii*), Emergency Medical Services Act passed on 8 September 2006 (*Ustawa z dnia 8 września 2006r. o Państwowym Ratownictwie Medycznym*) and the Mass Event Safety Act passed on 20 March 2009 (*Ustawa z dnia 20 marca 2009r. o bezpieczeństwie imprez masowych*). There is no document equivalent to a law or regulation which, in general terms, would: a) clearly define a youth organisation or an organisation acting for youth b) specify the terms of operation and potential support for such organisations; which differ from those relating to non-government organisations in general. Therefore, it is difficult to talk about a separate support system for youth organisations. It should be emphasised that [attempts to develop that kind of system](#) or its elements have been undertaken but have not been successful.

Public financial support

The sources of funding for youth organisations in Poland are [diversified and dispersed](#). Apart from EU funding for youth programmes, youth organisations can [obtain funds](#) for public tasks as part of such initiatives as Youth, Youth in Action or the Erasmus+ programme. Public tasks become contracted when they have been transferred to non-governmental organisations or other entities. Contracted tasks may be transferred to non-governmental organisations, including those for young people, at central level (e.g.; agreements between non-governmental organisations and ministries, government agencies) or at a lower level (e.g.: agreements between non-governmental organisations and communes). Entities mandating youth organisations to perform such tasks must ensure the financing of the task.

Initiatives to increase the diversity of participants

The most important objectives of government and local government policies implemented by youth organisations as part of contracted tasks relate to the following areas: education and upbringing (especially issues of participation in social and civic life), youth and children international exchanges, cultural and sports activities, tourism and recreation for children and young people, environmental protection, prevention of addiction to psychoactive substances and behavioural addictions, safety and defence, historical education, sexual education and preparation for family life, equality education, European education, promotion of volunteering and the equalisation of opportunities in the labour market. A significant proportion of tasks delegated by the Ministry of National Education and the Ministry of Family, Labour and Social Policy are linked to the equalisation of children's and youth's opportunities and are aimed at safeguarding the needs of groups at risk of social exclusion in various forms.

Non-governmental organisations providing support are a significant source of support for youth organisations. The most important of these are: The Centre for Citizen Education, The Batory Foundation, The Civitas Polonus Foundation, The Polish-German Youth Cooperation, The Polish Children and Youth Foundation, The Orange Foundation, The Foundation for the Development of Local Democracy, The Stocznia Foundation, Norwegian Funds. They take advantage of various forms of foreign governmental assistance or obtain funds from private sponsors. Supporting organisations often focus on helping youth organisations operating locally, in communities where young people have fewer opportunities, and their priority is given to supporting grass-root activity and creativity. Improving youth workers' competencies is an important type of activity. Education and training programmes are intended for teachers, youth leaders, social workers, local politicians and many other groups.

Polish legislation offers provisions which are a good starting point for close cooperation and mutual support between student councils and public benefit organisations, including youth organisations. The Act on the Education System provides that formal education is supported by non-governmental organisations, including scout organisations, as well as legal entities whose statutory activity falls within the category of education and upbringing (J. of Laws 2004, No. 256, item 2572 as amended.). Moreover - in accordance with applicable legislation (J. of Laws 2004, No. 256, item 2572 as amended.) - heads of schools or educational institutions: "[shall, in particular, create in their school or institution](#) conditions to facilitate the activity of: volunteers, associations and other organisations, especially scouting organisations whose statutory aims are to engage in educational activities and to develop and enrich the forms of teaching, pedagogical and care activities of the school or institution."

5.7 "Learning to participate" through formal, non-formal and informal learning

Policy Framework

Citizenship education and the development of social and civic competence in Poland are enshrined in basic strategic documents such as: [The Long-term National Development Strategy](#) (*Długookresowa Strategia Rozwoju Kraju*) and [the Social Capital Development Strategy](#) (*Strategia Rozwoju Kapitału Społecznego*). The first of these mentions [two goals](#): the development and introduction of citizenship education programmes at all levels of education with regards to life-long learning, and the development and introduction of professional support programmes for teachers. The primary school core curriculum (2017) provides a list of expected pupil attitudes, which are perceived as the intended outcomes of citizenship education:

1) involvement in civic activities: students become engaged in social activities;

- 2) social sensitivity: students recognise symptoms of injustice and respond to them;
- 3) responsibility: students undertake activities in their community, behave constructively in conflict situations;
- 4) sense of belonging: students feel strong bonds with local, national, European and global communities;
- 5) tolerance: students respect others' rights to a different opinion, behaviour, habits and convictions if they pose no risk to other people; [oppose discrimination](#)."

When providing citizenship education, schools should create the following conditions allowing their students to:

- 1) have access to various sources of information and various viewpoints;
- 2) participate in discussions in classroom and school;
- 3) have a real influence on selected aspects of school life, for example as part of their student government;
- 4) build their self-esteem and develop active participation in social life as well as trust in others".

The solid foundations of citizenship education in Poland are reflected in the number of education-related programs and initiatives supported by the government.

Formal learning

Citizenship education starts at the first stage of education as an integrated subject (one hour per week in the last year of primary education). Elements of citizenship education are present in the subject "History and Society" provided from the 4th year of primary education. In lower and upper secondary schools, it is a compulsory subject in all curricula and for all school types (one hour per week) - the situation before the change of the education system in 2017. The new model of citizenship education proposes significant changes – citizenship education as a separate subject will be provided only in the last year of primary education and several important issues will be removed from the syllabus.. According to [the ICCS International report](#) citizenship education in Poland is compulsory and integrated into some subjects. It includes extracurricular initiatives, as well as team work and special initiatives, but lacks classroom experiences and cross-curricular approach. Civic knowledge in Poland is evaluated on the basis of cross-country tests, the results of which were quite impressive, whereas the results for civic involvement were only average. [The latest research](#) shows that in Poland the perception of democracy as the most valuable form of government is at a level comparable with those in France and Italy. There is a great deal of visible influence exerted by NGOs working in the field of Polish young people's civic involvement and knowledge. Citizenship education is provided to all young people. It discusses issues relating to the rights of ethnic and religious minority groups. Issues regarding some areas of the LGBT community's rights, such as in the realm of adoption and marriage, remains a controversial area of discussion. There are special citizenship education syllabuses which have been adapted for students with mental disabilities to take account of their cognitive skills.

Non-formal and informal learning

Education leading to a better civic participation is one of the main topics of non-governmental youth organisations or those supporting young people in Poland. There are several programmes at national level that support various forms of civic and democratic participation. In Poland, school governments are the basic place in which to gain the social skills necessary for civic participation. The compulsory presence of pupil/student representations in schools is required by parliamentary regulations (Journal of Laws

2017, item 610). The same legislation encourages heads of schools to cooperate with non-governmental organisations and promote voluntary activities among pupils/students. Regulations and official recommendations requiring the presence of student representatives in Polish school-governing bodies apply to all levels of education (ISCED 1,2,3). The Ministry of National Education organises nationwide programmes meant to support active membership in school governments. Some examples include: [A School of Democracy - a School of Governance](#) (*Szkoła demokracji – szkoła samorządności*) or [A Summer Academy - a democratic school model](#) (*Letnia Akademia – model szkoły demokratycznej*), coordinated by the [Centre for Education Development](#) (*Ośrodek Rozwoju Edukacji*). The main body among non-governmental organisations in the field of citizenship education, the [Centre for Citizen Education](#) (*Centrum Edukacji Obywatelskiej*), organises programmes oriented towards the strengthening of the competences of students, teachers and heads of school.

Measures to encourage student participation in the local community and wider society

Presently there are no regulations in Poland obliging pupils or students to participate in activities serving their local community outside of school, however, there are solutions oriented towards prompting those groups to engage in voluntary activities. Participation in such activities which is mentioned in student CVs is taken into account and formally recognised during the upper secondary school recruitment process and could be decisive in the case of strong competition (Journal of Laws 2017, item 610). However, such a solution is being criticised for its instrumental treatment of voluntary work. [The core curriculum](#) (*podstawa programowa*), which is an official ministerial document applicable to citizenship education for all three ISCED levels, demands that teachers strive to encourage and prompt pupils and students to take part in the social and political life of local communities and in other forms of citizenship-related activities. National priorities for voluntary activities focus on the development of youth information rather than on an encouragement or a formal obligation to perform any form of voluntary work. The thinking behind this is that the lack of interest in voluntary service is caused by [insufficient awareness](#) of its benefits among young people.

Partnerships between formal education providers, youth organisations and youth workers

In the context of Poland differentiating between partnership and long-term cooperation can be sometimes challenging. Legal regulations encouraging schools to open up to voluntary service and cooperation with non-governmental organisations (youth organisations in particular), to create favourable conditions to establish local partnerships and co-operation for citizenship education. In practice, youth organisations (most often the scouting association), are, alongside the student councils, the most important partners of schools in initiatives promoting active participation in social and civic life. An [agreement](#) which was signed in 2010 by the Polish Scouting Association (*ZHP - Związek Harcerstwa Polskiego*) and the Ministry of National Education allows Scouting Association units to conduct educational activities in schools for the benefit of students, and exchange youth work experiences and methods. The Ministry also agreed to act as patrons for initiatives put forward by the Polish Scouting Association aimed at children and youth education and to consult draft legislation regarding children and youth education with the Association. Although the document does not explicitly mention cooperation in enhancing citizen participation, it is difficult to imagine the absence of this aspect in joint activities. Grass-root initiatives include the creation of tools helping to form local partnerships for citizenship education. A [guidebook](#) describing how to create local synergies and co-operation networks between various groups and communities at local level is one good example of such initiatives. The guide's proposals include making use of local non-school resources (libraries, community centres), and the experience of various ancillary groups (enhancing the activities of senior citizens, former members of the local government, experience exchange between various youth groups).

Supporting non-formal learning initiatives focusing on social and civic competences

The biggest projects supporting youth participation in civic and political life are run by government agencies and focus on donations, education and - to a lesser extent - on operations. They frequently include formal and non-formal education borderline activities, although they tend to be more focussed on building teacher competences and a better exploitation of the school environment, mainly by giving ideas for interesting and non-standard forms of citizenship education. The Centre for Education Development (*ORE - Ośrodek Rozwoju Edukacji*) plays the main role in this type of governmental activity at central level.

EU programmes targeting youth are [a vital contribution](#) supporting and disseminating non-formal education in the field of social and civic competences. Since 2007, projects directly aimed at the promotion of young people's participation and civic competences have been funded under such programmes as [Youth, Youth in Action and Erasmus+](#). The aim of "Youth In Democracy" (Sub-Action 1.3) was to support young people's participation in the lives of local communities, familiarising them with the mechanisms of representative democracy and encouraging youth to consciously and fully participate in public life. In 2017, one of the priorities of Action 2 in the Erasmus+/Youth programme is the promotion of solutions and activities increasing youth participation in social and public life with particular emphasis on young people at risk of exclusion. For four years now, initiatives in the field of youth and formal education have been funded under Action 3. This action also supports dialogue and relations between young people and institutions as well as those responsible for youth policy. Meetings, debates, seminars, consultation exercises and workshops focussing on the policies and activities of EU institutions targeting youth serve the implementation of project objectives.

The programme [Citizens for Democracy](#) (*Obywatele dla demokracji*) is one of the biggest programmes implemented by non-governmental institutions. From 2013 to 2017, as part of the objective "Increase of civic participation in public life", support was provided to activities aimed at involving citizens and civic organisations in public life, shaping public policies and making decisions affecting city areas, communes, cities or the whole country. The objective resulted in the implementation of 133 projects (51 of those targeted children and youth) with 56,000 participants (including children and youth). [Those projects focussed on different issues](#) and their scale varied - from projects run at central level to those run locally to address small community problems. At present, the [Batory Foundation](#) is implementing a similar project entitled "[You have a say, you have a choice](#)" (*Masz głos, masz wybór*). The Centre for Citizen Education is another organisation providing a number of educational and stimulating activities for young people. The campaign "Young people have a say" (*Młodzi mają głos*) consists in the organisation of voting in secondary schools on the eve of elections and is its most spectacular and best-known initiative. Since the project's inception in 1997, up to 200,000 young people across the whole country have participated in the project each time an election has been held. Apart from this campaign, the Centre for Citizen Education creates programmes and educational projects in the following categories: school development and improvement, citizenship education syllabuses, educational and civic projects in the field of culture, heritage and media, student government, volunteering, global responsibility, etc. Some examples of projects implemented by the Centre for Citizen Education include: Citizenship Education in Autonomous Schools, Young Citizen, Student Government.

Examples of long-term cooperation between non-governmental organisations and the Ministry of National Education can occasionally be found, however, they usually refer to one project or groups of projects receiving ministerial support. Non-governmental synergies formed to conduct joint activities aimed at participation are quasi-partnerships. [The coalition of non-governmental organisations for the European Year of Citizens 2013](#) is an example of that kind of activity. Cross-sectoral cooperation with the participation of non-governmental organisations and assistance funding bodies is another example of

such cooperation. [The initiative of legal education in upper secondary schools](#) is implemented in line with this model. The Ministry of Justice coordinates those activities and its partners are: The Ministry of National Education, the General Public Prosecutor's Office, the Supreme Bar Council, the National Notary Council, the National Bailiff Council and the Courts of Appeal. Within the framework of a school level legal education programme, schools implemented the following projects: "School education against legal exclusion" (*Edukacja szkolna przeciwko wykluczeniu prawnemu*) (in 2012-2015, financed from Norwegian and national funds), "[Pro bono Education or Mediation in youth life](#)" (*Edukacja pro bono czy Mediacja w życiu młodzieży*).

Quality assurance/quality guidelines for non-formal learning

The general quality of Polish citizenship education and its results can be evaluated on the basis of comparative international studies. Expert supervision is the most commonly applied method in the case of non-formal education. All major nationwide programmes typically contain an evaluation component. However, there is no generally accepted codified quality assurance system.

Educators' support

Support offered to those active in the field of citizenship education is provided under a number of programmes. Most of them offer participation in training sessions and webinars. They also provide teaching aids such as textbooks and scenarios. Larger programmes such as [Erasmus+/Youth](#) or "[Citizens for Democracy](#)" have local resident networks helping in the field as well as mobile trainer teams. "Training Trainers" is a widespread practice.

5.8 Raising political awareness among young people

Information providers / counselling structures

In general young Poles are not interested in political issues. Media information on participation in social and political life is formatted for middle aged recipients. The Internet is an exception to the rule. It is there that attempts of alternative forms of communication relating to politics and participation are made.

Youth-targeted information campaigns about democratic rights and democratic values

Awareness campaigns are one of the most common forms of citizenship education in Europe, however, the percentage of Polish students who have participated in such activities is extremely high and reaches [92%](#). Most citizenship education programmes contain information modules. The school is the main place where that kind of information is provided, which is why these campaigns take advantage of such tools as posters, leaflets, face-to-face meetings, and frequently use multimedia. Campaigns promoting participation in elections (to ensure high turnout) are the most common form of information campaigns. Some of them are targeted mostly at young people with voting rights. The following information campaigns are examples of such activities: "[This is where I live, this is where I elect](#)" (*Tutaj mieszkam, tutaj wybieram*)[\[2\]](#), organised by the association "Cooperative of Initiatives" (*Spółdzielnia Inicjatyw*) and run online through social media and during events and concerts organised specially to encourage young people to join the electorate roll and exercise the right to vote, targeting mainly students studying far from their place of permanent residence, the campaign "[Wherever you are, you have a say/so vote](#)" (*Gdziekolwiek będziesz, masz głos/zagłosuj*) started by the coalition "You have a say, you have a choice" in 2010 and continued until now.

The campaign "[Change the country, vote in elections](#)" (*Zmień kraj idź na wybory*) is an example of activities enjoying nationwide success and targeting mainly young people. The campaign involved over 100 non-governmental organisations. TV/radio spots and announcements in the press were provided free of charge by the almost all of the mainstream media networks, resulting in wide coverage. The campaign was recognisable by over 94% Poles and 14% of the youngest voters (18-19 years of age) said that the campaign "Change your country..." [had had a decisive influence on their participation in elections](#) (another 36% said the campaign had encouraged them to vote).

Promoting the intercultural dialogue among young people

Polish youth's attitude towards people of different religion and culture, especially of those coming from Muslim countries, is rather reluctant. Such attitudes stem from stereotypes present in media coverage and public debates [rather than from personal experience](#). Therefore, the Ombudsman suggests that more emphasis should be put on activities promoting inter-cultural dialogue and tolerance. The project "[Young Assisi. Youth for tolerance and peace](#)" (*Młody Asyż. Młodzież na rzecz tolerancji i pokoju*) is an example of activities promoting tolerance and multiculturalism, organised for over five years by the [Intercultural Dialogue Institute of John Paul II in Cracow](#). As part of the project, students search for publications relating to the main theme and collect them, maintain a website, and participate in exhibitions, conferences, workshops and shows promoting multiculturalism. They are also tasked with organising at least three events for students of their own school. It is also possible to take advantage of the workshop offer proposed by the organiser. During the [project](#), 67 schools in the whole country obtained certificates of cultural openness and tolerance. The promotion of inter-cultural dialogue and tolerance is one of the main themes of most international youth exchanges implemented in Poland as part of EU projects. In total, tens of thousands of Polish young people have participated in the programmes [Youth, Youth in Action](#) and [Erasmus+/Youth](#) within 2005-2017.

Promoting transparent and youth-tailored public communication

5.9 E-participation

Young people's e-participation is now being analysed by government agencies. It is present in two fields. The first field is about counteracting the e-exclusion of certain groups of youth, mainly those from rural areas and/or socially degraded. The other field means to ensure the e-participation of government institutions and local governments and adapting their communication methods to the young generation's communication practices. Preventing e-exclusion is an element of government strategies and sectoral documents are prepared mainly in the following ministries: [Digitalisation](#), [National Education](#), and [Family, Labour and Social Policy](#). [IT education](#) beginning in the first year of primary school is compulsory. It is provided during all years of compulsory education (till the age of 18). The improvement of IT education quality at all education levels and its usefulness is being widely discussed.

The aforementioned e-participation of government institutions involves activities aimed at increasing the social communication of governmental and non-governmental institutions by using social media. All of the main government institutions have their own websites. There is one common web system for all government institutions which is called the [Bulletin of Public Information](#) (*BIP -Biuletyn Informacji Publicznej*). It consists of unified public records online, collected in a system of standardised pages created with the general public in mind. Institutions whose participation in the BIP is compulsory are: public authorities, local government units, self-regulatory organisations (SRO – profession or industry based), courts and tribunals, trade unions, political parties and all institutions performing public tasks financed from public funds.

Data made available on the BIP is regulated by the [Polish Law on Access to Public Information passed](#) on 6 September 2001. It is based on Article 61 of the Constitution of Poland which provides for the right to information and authorises the Polish Parliament to enact laws enshrining this right. The Law became effective in January 2002. BIP gives access to public information, public data and public assets held by public bodies, private bodies exercising public tasks, trade unions and political parties. Requests regarding specific items can be made either orally or in writing. Requests must be replied to within 14 days. Information regarding all vacancies in public administration must be announced in the BIP system; which is important from the viewpoint of young people. The introduction of e-administration in Poland is quite an advanced process, however, there are still some coverage gaps.

[Regulations](#) adopted in 2012 obligate all public administration units and all entities performing public tasks to the full adaptation of their websites to the needs of people with disabilities. The adaptation process should be performed in accordance with the rules of the WCAG 2.0 standard. A [report](#) by the Supreme Audit Office shows that the majority of audited websites partly fulfil accessibility requirements, however, only about 10% pass all of the specified parameters. [Other sources](#) state that a high level of accessibility is evident only on the websites of central institutions.

Issues of preventing e-exclusion are also dealt with by non-governmental organisations. Their aim is to ensure free access to online resources to all citizens regardless of their age, disability, affluence, equipment and software. [The Foundation "Visible" \(Widzialni\)](#) monitors the measurement of access to the networks of various social groups and implements projects aimed at those who are potentially at the biggest risk of e-exclusion - the project ["Accessible to you!" \(Dostępni dla ciebie!\)](#) may be considered an example of such activities. Its aim was to provide motivation to disabled youth as part of the [Digital Competences Centre \(Centrum Cyfrowych Kompetencji\)](#).

5.10 Current debates and reforms

Currently, the establishment of a national system of youth representation is being debated. [The Children and Youth Council](#) operating under the authority of the Minister of National Education have prepared a bill regarding youth representation. Other proposals of how to solve the issue have been put forward by non-governmental organisations included in the [Polish Council of Youth Organisations](#), as well as other groups of young activists. The way in which a system of youth representation is to be appointed and its competences are a moot point. The organisations that are involved in the dialogue are trying to provide answers to the following questions: should the representation be composed of organisations or youth councils or maybe just student governments? Should the council be independent or operate under the auspices of a government agency? who should finance it and how? etc. The debate also includes the council's competences and tasks, especially going beyond the consultative form, and obtaining authorisation to initiate legislative procedures concerning youth. Increasing the competences of youth councils affiliated with local government units and the legalisation of the activity of youth representation bodies at regional (i.e. provincial) levels is another matter on the agenda. [The Parliamentary Group Supporting Youth Councils](#) Operating within Local Government Units (*Parlamentarny Zespół ds. Wspierania Młodzieżowych Rad przy Jednostkach Samorządu Terytorialnego*) is also involved in the debate.

6. EDUCATION AND TRAINING

The main state bodies responsible for the [education system in Poland](#) are the [Ministry of National Education](#) and the [Ministry of Science and Higher Education](#).

Compulsory education is divided into:

- one-year compulsory pre-school preparation;
- full-time compulsory education (obligation to attend school) which starts at the beginning of the school year in the calendar year when the child reaches the age of 7 and lasts until the completion of education in the primary school ([szkoła podstawowa](#)) (until the completion of lower secondary education in the transition period) but not beyond the age of 18;
- part-time compulsory education until the age of 18 which young people may receive, in particular, in a post-primary school (or until completion of education in the lower secondary school in the transition period) or as part of vocational training at an employer's organisation.

Moreover, children and young people may pursue compulsory education in nursery schools or schools abroad and at foreign diplomatic missions in Poland. A student who has completed education in a post-primary school (earlier: a lower secondary school) before the age of 18 may also carry out the obligation to pursue part-time compulsory education by taking courses at a higher education institution (HEI).

The ongoing reform of the school system, initiated in December 2016, re-introduces some of the principles underlying the school system before 1999. When it is fully implemented, the structure of the Polish school education system will comprise the following types of schools:

- 8-year primary school: compulsory for all pupils;
- post-primary (secondary and post-secondary) schools, including:
 - 4-year general secondary schools;
 - 5-year technical secondary schools;
 - 3-year stage I sectoral vocational schools;
 - 3-year special schools preparing for employment;
 - 2-year stage II sectoral vocational schools (where those finishing a 3-year stage I sectoral vocational school can continue their education);
- post-secondary schools with programmes of up to 2.5 years for those who have completed secondary or sectoral vocational secondary education.

The school system which is now being implemented will provide for two external examinations: the eighth-grader exam and the maturity exam. The functions of these exams will not change as compared to the lower secondary school exam and the maturity exam in the pre-reform system.

6.1 General context

Main trends in young people's participation in education and training

The school year 2017/18 was the beginning of the education reform introduced by [the Act of 14 December 2016 - Law on School Education](#) together with the [Act of 14 December 2016 - Provisions introducing the Law on School Education](#). The main assumption of education reform is the elimination of lower secondary schools and return to the eight-year primary school, as well as the modification of vocational education by replacing basic vocational schools with stage I sectoral vocational schools and in the future also stage II sectoral vocational schools. The objective of the reform is also to

extend the cycle of education in general secondary schools from three to four years, and in technical secondary schools from four to five years.

According to [Statistics Poland](#), education expenditure from the state budget and local government budgets reached PLN 71.9 billion in 2017, representing 3.6% of GDP. The educational part of the general subvention transferred to schools through local government units amounted to PLN 41.9 billion. The state budget earmarked PLN 4.2 billion for education and educational care.

As of 30 September 2018, 86.4% of children aged 3-6 participated in various forms of pre-school education, but despite a significant increase in the value of this rate, it is still below the average for OECD countries and the European Union. As in previous years, children under the age of 6 living in cities much more often attended preschool facilities than their peers in rural areas.

The number of primary schools increased by 7.1% in comparison with the previous school year. There is a constant, although insignificant rise in the share of primary schools governed by private institutions. A total of 2,657.0 thousand pupils and students were enrolled in primary schools for children and youth. In the 2017/18 school year, the number of primary schools for adults increased by 100 establishments on the school year 2016/17 due to liquidation of lower secondary schools which concentrated 1.2 thousand students.

As a result of the education reform assuming a gradual liquidation of lower secondary schools, the number of schools of this type decreased to 1,941 in 2017 (7,706 in the previous year). In the 2017/18 school year, there was no recruitment to the first grade and students of grades two and three continued education in phased-out schools or in lower secondary school sections conducted by other types of schools (711.4 thousand people in total at this level of education).

[Statistics Poland](#) informs that general secondary schools have been the most popular type of upper secondary schools for years, chosen by 47.8% of lower secondary school graduates in the 2017/18 school year. The vast majority of general secondary schools for youth were public, unlike general secondary schools for adults. In the 2017/18 school year, there were 3,717 general secondary schools (by 201 fewer than in the previous year) with a total of 617.7 thousand students, including 58.2% women.

Over the last 13 years, there has been a gradual increase in the number of special job-training schools. In the 2017/18 school year, there were 510 such schools teaching 10.5 thousand students.

In the 2017/18 school year, basic vocational schools were transformed into stage I sectoral vocational schools. Grade 2 and 3 students attended basic vocational school sections at stage I sectoral vocational schools. There were 1,504 stage I sectoral vocational schools with a total of 155.8 thousand students (by 10.4 thousand fewer than in basic vocational schools in the 2016/17 school year). The most popular fields of education were the engineering and engineering trades narrow field and personal services.

The number of technical secondary schools in 2017/18 decreased by 0.8% compared to the previous school year, while the number of students dropped by 0.5%. This type of school was chosen mainly by men (60.4% of students of technical secondary schools). Students of these schools mostly studied the narrow fields of personal services and engineering and engineering trades.

Parallel to the system of general schools, there is also a system of artistic education in Poland. Art schools educate musicians, visual artists, dancers, musical performers, circus performers, culture managers and librarians. In the school year 2017/18, there were 52 first-degree general art schools attended by 9.7 thousand students and 122 second-degree art schools which educated 13 thousand people. In addition, there were 497 schools with a total of 57.4 thousand students, which implemented only the artistic education programme.

In the school year 2017/18, a decrease in the popularity of post-secondary schools was recorded. 235.4 thousand students were enrolled in these schools (by 5.0% fewer than in the previous school year). This trend is due to the broad availability of higher education offering also 2-, 3- year first-degree programmes.

Teaching languages of national and ethnic minorities and regional languages is offered across all levels of primary and upper secondary education. In the 2017/18 school year, 64.8 thousand students participated in this type of courses. Most of the students taking the language of the national and ethnic minority or the regional language during the matriculation examination, chose the standard level examination.

The greatest number of foreign language learners studied English - 95.5% of all students of primary schools, lower secondary and upper secondary (post-primary). In contrast, German, Russian and Spanish were taught to 33.9%, 3.6% and 2.5% of students respectively.

Each stage of education ends with examination testing the effects of education. In the 2017/18 school year, the lower secondary schools provided final examination to their graduates. The graduates of general secondary and technical secondary schools sat the matriculation examination, whereas vocational examinations were held in basic vocational schools and technical secondary schools. These examinations are carried out by the Central Examination Commission together with the Regional Examination Commissions in cooperation with the Ministry of National Education.

344.5 thousand people took the lower secondary school final examination in April 2017. The best results were obtained by students from cities with over 100 thousand inhabitants. Higher results were scored in humanities (average score: 69% - Polish language and 59% - history and social studies) than in mathematical part (average score: 47% in mathematics and 52% in natural science subjects). 258.0 thousand upper secondary school graduates, including 64.3% graduates of general secondary schools, sat the matriculation examination in May 2017. The pass rate was 78.5%, by 1.0 percentage point lower than in the previous school year, reaching 84.4% in general and 67.9% in technical secondary school.

509.8 thousand teachers (full-time equivalents) were employed in schools in the 2017/18 school year. Teachers of primary schools made up the largest group - 43.7%. Most teachers worked as chartered teacher (55.4%) and appointed teacher (21.6%).

Organisation of the education and training system

Institutions for children aged 0 to 3 years, supervised by the minister responsible for family, labour and social policy, are not part of the school education system. The system of education comprises preschool settings and schools as part of the school education system, and higher education institutions (HEIs), which form a separate higher education system.

Compulsory education

Compulsory education is divided into:

- One-year compulsory pre-primary education for 6-year-old children.
- Full-time compulsory education (obligation to attend school) for children and young people aged 7 to 16 years in the old school education structure being reformed or 7 to 15 years in the new structure to be established. It starts at the beginning of the school year in the calendar year in which the child reaches the age of 7 and lasts until the completion of education in the primary school (or in the lower secondary school in the transition period when it is phased out as part of the ongoing reform) but not beyond the age of 18. Upon parents' request children who have completed one year of preschool education or have a positive psychological diagnosis can start education in primary school at the age of 6.

Part-time compulsory education (obligation to participate in education or training) for young people aged 16 to 18 years in the school education structure being reformed or 15 to 18 years in the new structure to be established. It may be provided in an upper secondary school within the school education structure being reformed / a secondary school within the new structure to be established or in a non-school setting (for example, as part of vocational training at an employer's organisation).

Main concepts

The [1997 Constitution of the Republic of Poland](#) stipulates that education is compulsory until the age of 18 and sets out a number of fundamental rights and freedoms relating to education:

- Every individual has the right to education
- Education in public schools and higher education institutions is free
- Public authorities ensure universal and equal access to education; to this end, they provide financial and organisational support to pupils and students
- Citizens and institutions have the right to establish schools and higher education institutions
- Parents are free to choose schools other than public ones for their children
- The autonomy of higher education institutions is ensured in accordance with the principles laid down in the relevant Act of Parliament

The education system is governed by Acts of Parliament and ministerial regulations adopted, in particular, by the [Minister of National Education](#), responsible for general education, vocational education and skills, and the [Minister of Science and Higher Education](#). The main Acts concerning school education, which covers all levels from preschool to post-secondary non-tertiary education, are the [School Education Act of 1991](#) and the [Teachers' Charter of 1982](#), as subsequently amended, as well as the recently enacted [Law on School Education](#) and the [Provisions Introducing the Law on School Education of 2016](#). They regulate key aspects, including the structure of the school education system, management and funding, matters related to the organisation of education and curricula, admissions, assessment and certification, support for pupils and students, education for foreign nationals, and qualification requirements, employment conditions and promotion arrangements for teachers. Regulations of the Minister of National Education lay down detailed arrangements in these areas and establish, in particular, core curricula for general and vocational education, and outline timetables for public schools.

The key Act governing higher education is [the Law on Higher Education and Science of 2018](#). It defines the remit of the main bodies in the higher education system, grants autonomy to higher education institutions (HEIs) in all areas of their activity and sets out their rights and responsibilities, and lays down general arrangements concerning the establishment and liquidation of HEIs, supervision over HEIs, governance system and internal structure of HEIs, types of degree programmes, international co-operation, qualification requirements and employment conditions for academic staff, rights and duties of, and financial support for, students and doctoral students, and student and doctoral student self-government bodies. Doctoral and postdoctoral degrees and professorial titles are awarded on the basis of the [2003 Act on Academic Degrees and Titles and Degrees and Titles in the Field of Art](#). Other main Acts regulate matters specifically related to research. Regulations of the Minister of Science and Higher Education define, for example, areas of knowledge, fields of science and scientific disciplines in which HEIs provide degree programmes and related requirements, and national standards for degree programmes in selected fields, including, in particular, those for regulated professions.

There is no single Act of Parliament governing adult education as a whole. Relevant provisions are included in the legislation on school education and higher education. Regulations of the Minister of National Education address selected aspects such as

continuing education in non-school settings, accreditation of institutions providing continuing education in non-school settings, and outline statutes of public institutions providing continuing education.

6.2 Administration and governance

Cross-sectorial cooperation

The responsibility for coordination of educational policy rests with the [Minister of National Education](#). Some ministers can administer public schools and other educational institutions.

As a result of the state administration reform and the education reform, only the national educational policy is developed and implemented centrally, whereas the management of education and the administration of schools, nursery schools and other educational institutions is decentralised. The responsibility for the administration of nursery schools (*przedszkole*) and primary schools (*szkoła podstawowa*) (and, as from 1999/2000, lower secondary schools (*gimnazjum*) which are being phased out) has been delegated to the communes (*gmina*). The management of post-primary schools (above the lower-secondary level until 31 August 2017), art schools and special schools has been delegated to districts (*powiat*) as their statutory responsibility. The self-governing provinces (*województwo*) administer only schools operating at regional and supra-regional levels. The responsibility for pedagogical supervision rests with the heads of the regional education authorities (*kurator oświaty*) in 16 provinces.

At the regional level the head of the regional education authorities (*kurator oświaty*) exercises pedagogical supervision over school education institutions at regional level. The head of the regional education authorities (REA) is appointed and dismissed by the Minister of National Education at the request of the province governor (*wojewoda*) and, thus, is part of the central government structure. Although the head of the REA is not directly subordinated to the Minister of National Education, the latter has influence on the outcome of a competition for the position of head of the REA by appointing three members of the competition board, and may dismiss the head of the REA also on his/her own initiative. Moreover, the Minister supervises heads of the REAs and coordinates their work in various ways (e.g. by organising meetings, training courses and conferences, and administering the online pedagogical supervision platform).

Governance

School education

The responsibility for school education governance is shared among the national, regional, local and institutional levels. National school education policies are developed centrally, and management and administration are decentralised.

At the national level the responsibilities of the Ministry of National Education are the following:

- Coordinating and implementing national school educational policy
- Establishing national core curricula for preschool, general and vocational education, and outline timetables for public schools
- Laying down arrangements concerning admissions to public nursery schools and schools, organisational arrangements for public nursery schools and schools, and for the school year, and for pupil / student assessment and promotion
- Establishing detailed qualification requirements and remuneration rules for teachers
- Establishing and administering selected types of public schools (e.g. schools at diplomatic missions, experimental schools...)
- Providing governmental funding for schools managed by local authorities

At the regional level, the responsibilities are shared between Head of the Regional Education authorities, Local government bodies (at the province, district and commune level).

The responsibilities of the Head of the Regional Education Authorities (a government administration unit) are the following:

- Implementing national school education policy
- Exercising pedagogical supervision over nursery schools, schools and other educational institutions, incl. evaluation as part of external quality assurance

The responsibilities of the Local government bodies at the province level (highest local-government level) include administering a small number of public schools and other educational institutions operating at the regional or supra-regional level. Local government bodies at the district level are responsible for establishing and administering public special primary and lower secondary schools (until the latter are phased out as part of the ongoing reform), and schools above the lower secondary level, except for those operating at the regional or supra-regional level. Local government bodies at the commune level establish and administer public nursery schools, special nursery schools and primary schools, except for special schools, art schools, and schools within other institutions (e.g. prisons, youth detention centres...) (No responsibility for pedagogical supervision).

At the school level, the responsibilities are shared between the head of the school, the teaching council, school council, parents' council and pupil/student self-government. The head of the school is responsible for:

- Managing the nursery school / school / institution
- Providing conditions for the development of pupils / students, incl. overall responsibility for psychological and educational support offered
- Exercising pedagogical supervision, incl. evaluation as part of internal quality assurance

The teaching council (composed of all teachers) is responsible for:

- Approving nursery school / school / institutional activity plans
- Taking decisions on results of pupil / student assessment and promotion to the next grade, and decisions to strike pupils / students from the register of pupils / students
- Giving opinions on the organisation of work, draft financial plans and the allocation of tasks and classes among teachers

(Nursery) school council / institution's council (representatives of teachers, parents, and pupils / students, except in nursery and primary schools and some special schools) is responsible for:

- Adopting the statutes
- Giving opinions on activity plans and financial plans
- Making proposals for innovations in education
- Making proposals concerning evaluation of the nursery school's / school's / institution's activities to the Head of the REA, and evaluating activities on its own initiative

Parents' council is responsible for:

- Adopting education-and-care and problem prevention programmes in consultation with the teaching council
- Giving opinions on financial plans and action programmes to improve performance of the nursery school / school / institution

Pupil / student self-government (representatives of all pupils / students) is responsible for: making proposals and giving opinions on all matters, and in particular those related to exercising pupil / student rights.

Higher education

Governance in higher education involves the Minister of Science and Higher Education and several bodies at the national level and single-person authorities and collective bodies at the institutional level.

The responsibilities of the Minister of Science and Higher Education include:

- Developing national higher education and research policies
- Supervising the activities of HEIs in respect of compliance with the law, incl. financial regulations, HEI statutes, and permits for the establishment of non-public HEIs
- Granting and withdrawing permits for the establishment of non-public HEIs
- Granting, suspending, re-granting and withdrawing authorisations for HEIs to provide first-, second- and long-cycle programmes in cases extending beyond their autonomy
- Regulating a number of key issues for higher education, including:
 - areas of knowledge, fields of science and scientific disciplines in which HEIs may provide degree programmes;
 - requirements for HEIs to provide programmes and award degrees upon completion of first-, second- and long-cycle programmes;
 - national standards for programmes in several fields, incl. those for regulated professions;
 - general arrangements for external quality assurance

At the national level, the responsibilities are shared also between: General Council for Science and Higher Education, Polish Accreditation Committee, Conference of Rectors of Academic Schools in Poland and Conference of Rectors of Professional Higher Education Schools, Degrees and Titles Committee, and Students' Parliament of the Republic of Poland, and National Representation of Doctoral Students.

The responsibilities of the General Council for Science and Higher Education include:

- Contributing to national higher education and research policies
- Making proposals and giving opinions on all matters related to higher education and research
- Giving opinions on draft legislation, State-budget funding and funding arrangements for higher education and research

The Polish Accreditation Committee is responsible for:

- Conducting external evaluations as part of initial and periodic programme accreditation
- Giving opinions on draft legislation on higher education and research

Conference of Rectors of Academic Schools in Poland and Conference of Rectors of Professional Higher Education Schools are responsible for:

- Representing HEIs in matters relevant to higher education and research
- Contributing to national higher education and research policies
- Giving opinions on draft legislation, State-budget funding and funding arrangements for higher education and research
- Promoting quality in higher education

The responsibilities of the Degrees and Titles Committee include:

- Ensuring the harmonious development of the scientific community in compliance with the highest standards in research as required for the award of academic degrees and titles
- Granting the right to award degrees of *doktor* (PhD) and *doktor habilitowany* (associate professor)
- Carrying out a periodic evaluation of the compliance of academic units with the requirements necessary for awarding the degree of *doktor* (PhD) and *doktor habilitowany* (associate professor), including the execution of the awarding process and substantiation of the resolutions regarding the award of degrees

Students' Parliament of the Republic of Poland, and National Representation of Doctoral Students are responsible for:

- Representing students or doctoral students in matters relevant to, respectively, the student or doctoral student community
- Giving opinions on draft legislation relevant to, respectively, students or doctoral students

At the higher education institution level the responsibilities are shared between the rector, the senate, the dean of faculty (or head of basic organisation unit) and the faculty council (or the council of basic organisation unit).

The rector of a higher education institution is responsible for:

- Managing the HEI, incl. taking decisions on business matters
- Developing and implementing an institutional development strategy
- Supervising teaching and research activities
- Overseeing the implementation and improvement of the internal quality assurance system

The Senate's responsibilities include:

- Adopting the statutes of the HEI and its institutional development strategy, and approving its activity and financial plans
- Adopting general internal regulations related to programmes (e.g. student admissions, study regulations)
- Assessing the performance of the HEI and the Rector

Dean of Faculty / Head of basic organizational unit is responsible for developing and implementing a faculty development strategy in line with the institutional development strategy (Detailed powers and responsibilities set out in the statutes of an HEI).

Faculty Council /Council of basic organisation unit is responsible for setting the main lines of the faculty's activities and adopting curricula for degree and non-degree postgraduate programmes.

Funding

Education is funded primarily from public sources. Public funds represent around 92% of funding in school education and around 81% in higher education. The main sources of public funding include general and targeted State-budget subsidies or grants, local government bodies' own resources, other public funds (for example, the Labour Fund and budgets of central government agencies supporting the training of specific occupational groups), and European Union (EU) funds.

Public funding is provided not only to public institutions but also to non-public institutions which fulfil the requirements set out in the national legislation.

School education

School education is funded mainly from the overall State-budget school education subsidy and targeted State-budget subsidies (for example, for school textbooks and learning resources) distributed among the relevant local government bodies on an annual basis. Public and non-public nursery schools and schools may receive both types of subsidies. There are also multiannual government programmes focusing on specific areas (for example, the 2017–2019 Active Blackboard Programme for the development of infrastructure and ICT skills of pupils or students and teachers).

Education and / or care in public nursery schools and schools is free, but some financial contributions can be required. Parents of all pupils pay for meals in public nursery schools and for accommodation and meals in a dormitory. Where children aged up to 5 years attend a public nursery school for more than 5 hours, parents also usually pay for additional time and classes. Meals in public schools are, likewise, offered on a fee-paying basis, and parents pay voluntary contributions to the School Council which are used for

statutory activities of the school. Non-public nursery schools and schools charge full or partial fees for education and / or care (unless they are granted a full or partial subsidy for provision by the relevant local government body) and other services.

Families receive support in various forms, including: family and other cash allowances, family tax benefits, child benefits and in-kind benefits such as free transport to the nursery school or school where the distance is longer than specified in the national legislation, textbooks and other learning resources, and State-funded meals for pupils or students. The relevant local government bodies may waive fees for, for example, classes in nursery schools beyond the above-mentioned 5-hour limit or accommodation and meals in a dormitory for pupils or students in a difficult financial situation. Additional allowances, benefits and services are provided to families of pupils or students with special educational needs.

As part of maintenance-type support, pupils or students in a difficult situation may be awarded a school grant or allowance to cover costs related to education. Merit-based scholarships awarded by school heads, the Prime Minister and / or the ministers responsible for school education and culture are available to high-achieving or outstandingly gifted and talented pupils and students.

Higher education

Subsidies for HEIs are granted from the State-budget section managed by the Minister of Science and Higher Education. Public HEIs receive a basic annual subsidy for their statutory activities, including financial support for students and doctoral students, and targeted subsidies (for example, for infrastructure development or for facilities for students and doctoral students with disabilities, or a pro-quality subsidy for best organisational units of HEIs). Non-public HEIs are entitled to subsidies for financial support for students and doctoral students, and for facilities ensuring full participation of students with disabilities and doctoral students in the learning process, they may also be granted a pro-quality subsidy. Like in school education, there are targeted multiannual government programmes open to both public and non-public institutions (for example, the 2015–2018 programme which supports practical placements undertaken by students of non-university HEIs and the 2016–2020 International Accreditation programme to facilitate international accreditation of HEIs).

There are no tuition fees in public HEIs for full-time first-, second-, long or third-cycle programmes. Public HEIs may charge fees only for part-time programmes at all levels, degree programmes delivered in a foreign language, courses or classes which are not included in the class timetable, courses or classes in full-time programmes repeated by students due to academic failure, and for the validation of learning outcomes. Places in dormitories and meals in canteens are offered on a fee-paying basis. Non-public HEIs charge tuition fees, except for full-time third-cycle programmes if they receive a State-budget subsidy, and fees for other services.

Like in school education, families of higher education students may be granted a family allowance and family tax relief, and students benefit from reduced public transport fares. Public HEIs may waive fees for students and doctoral students who have outstanding academic achievements, participate in international scholarship programmes and / or are in a difficult financial situation; similar benefits may be offered in non-public HEIs if provided for in their statutes.

Students and doctoral students in public and non-public HEIs may receive support in cash as both non-repayable grants and student loans and credits. Grants include a means-tested maintenance grant for students in a difficult financial situation, an aid payment for students who are temporarily in a difficult financial situation, a maintenance grant for students with disabilities, the Minister's and Rectors' scholarships for top performing students and outstanding achievements, respectively, a doctoral scholarship for full-time doctoral students, and a Diamond Grant for outstandingly gifted first-cycle graduates and students in long-cycle programmes. Loans and credits are available to first-, second-, long- and third-cycle students who began studies in any type of HEI before reaching the age of

25; priority is given to low-income students. Loans and credits are offered by commercial banks, with a State-budget contribution towards interest charged.

6.3 Preventing early leaving from education and training (ELET)

National strategy

Poland has one of the lowest rates of early school leavers in the European Union. Since 2006 the percentage of early school leavers did not exceed 5,7% and since 2012 a steady decline in the number of early school leavers can be observed ([5% in 2017](#)). The National target for Poland to be reached in 2020 is 4,5%.

In Polish legislation there is no separate strategic document devoted exclusively to the problem of early school leaving, however this issue is tackled in the [Strategy of Human Capital Development](#) as well as in the [Lifelong Learning Strategy](#) as preventing early school leaving needs coordinated actions of several areas: education, social policy, economy and health.

As far as early school leaving is concerned, the [Strategy of Human Capital Development](#) lists three main goals:

- preventing early school leaving from early childhood
- early stage identification of young people at risk of early school leaving
- compensating early school leavers and providing them with appropriate assistance

The strategy also lists the main threats that may contribute to early school leaving, such as for example:

- insufficient support for young people at early stages of education combined with lack of cooperation between the school and the parents
- difficult situation of multi-children families
- education and training insufficiently supporting the development of key competences necessary in social and professional life
- employers insufficiently involved in the process of formal learning
- low esteem and popularity of vocational education and training
- lost potential of the young generation (especially in the field of youth entrepreneurship)
- insufficient level of employment of disabled young people (caused by obstacles in accessing to education, training and support measures)

Furthermore, within the strategy, the programme "[Active Youth](#)" was put in place. It is addressed to young people aged 15-24 at risk of social exclusion. The first projects within this programme will begin in 2019.

Formal education: main policy measures on ELET

The Strategy of human capital development proposes the following measures with regards to formal education system:

- putting more stress on key competences acquisition in the formal education system;
- supporting the development of digital competences and skills;
- modernisation of external examination system in order to adjust them to the new curriculum;
- providing more individual approach in teaching, especially in teaching extraordinarily gifted pupils and students;
- developing and promotion of vocational education and training;
- creating the new model of teachers' training;

- increasing the prestige of teaching professions, enhancing teachers' efficiency and providing measures to keep the best teachers;
- introducing new system of schools' support and teaching quality system.

Addressing ELET through non-formal and informal learning and quality youth work

The Strategy of human capital development proposes the following measures with regards to non-formal education:

- enhanced cooperation between schools, parents and social partners
- extra-curricular classes development
- better adjustment of vocational education and training to the needs of the labour market
- better training of teachers
- promotion of adult learning and on the job learning
- development of national system for qualification and competence validation (coherent with ECVET and ECTS)
- supporting the use of digital tools in education and training
- support for evidence-based educational policy
- promoting entrepreneurship among young people

Cross-sector coordination and monitoring of ELET interventions

The above-described strategy is implemented at the national level. With respect to young people, the ministries involved are the following: Ministry of Family, Labour and Social Policy, Ministry of National Education, Ministry of Science and Higher Education. It also involves actively schools at all levels and Voluntary Labour Corps.

The regional strategies are developed by the local authorities.

The main tool of monitoring the phenomenon of early school leaving in Poland is the [Education information system](#) (*System Informacji Oświatowej*).

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

Validation of learning outcomes achieved in non-formal and informal education is related to mechanisms applied in formal education. In Poland, intensive work has been underway for several years to introduce changes in these areas. They involve not only the development of a system for validation, certification and transfer of learning outcomes and, consequently, of qualifications, but also the revision and standardisation of terminology.

[The Act on the Integrated Qualifications System](#) came into force on 15 January 2016. The main instruments of the IQS include:

- the 8-level Polish Qualifications Framework providing information on knowledge, skills and social competences; and
- the Integrated Qualifications Register.

The Act defines concepts such as qualifications, full and partial qualifications, market qualifications and regulated qualifications. This will increase the transparency and comparability of skills acquired outside school.

The IQS aims to:

- ensure quality of the qualifications awarded;

- ensure recognition of learning outcomes achieved in non-formal and informal education;
- enable the accumulation and recognition of achievements/credits;
- provide information on qualifications available in Poland;
- enable comparing qualifications acquired in Poland and other EU countries.

The responsibility for coordination of the IQS rests with the Minister of National Education.

With the vocational education and training system now being more open to learning in non-school settings (which concerns, in particular, adult education and training), effective mechanisms are being developed for the validation of learning outcomes achieved by adults, also through non-formal and informal learning.

The Polish Qualifications Framework describes eight levels of qualifications distinguished in Poland and referenced to the corresponding levels of the European Qualifications Framework, as defined in Annex II to the Recommendation of the European Parliament and of the Council of 23 April 2008. Qualifications in the PQF are defined in terms of knowledge, skills and social competences.

The PQF assigns levels to full qualifications. Such qualifications are confirmed by a certificate or diploma. The levels of the PQF and corresponding certificates and diplomas are presented in table below:

Qualification levels	Certificates and diplomas confirming a given level of qualifications
Level I	Primary school leaving certificate: awarded to pupils finishing the 6-year primary school existing until the current reform of the school system 1st grade music school leaving certificate 1st grade general music school leaving certificate
Level II	Primary school leaving certificate: awarded to pupils who will finish the 8-year primary school established by the current reform of the school system Lower secondary school leaving certificate: awarded to pupils finishing the lower secondary school which is being phased out as part of the current reform of the school system
Level III	Diploma confirming vocational qualifications awarded upon finishing a stage I sectoral vocational school, or achieving the same level of education through other equivalent education paths, and upon passing exams confirming qualifications for a given occupation Diploma confirming vocational qualifications awarded upon finishing a basic vocational school, or achieving the same level of education through other equivalent education paths, and upon passing exams confirming qualifications for a given occupation Journeyman certificate awarded upon finishing a basic vocational school or stage I sectoral vocational school and passing examinations for so-called craftsman occupations. The qualifications acquired should correspond to the level of qualifications identified in the PQF.
Level IV	Diploma confirming vocational qualifications upon finishing a technical upper secondary school or post-secondary school, or achieving the same level of education through other equivalent education paths, and upon passing exams confirming qualifications for a given occupation Art school diploma confirming a vocational title. The qualifications acquired should correspond to the level of qualifications identified in the PQF. Maturity certificate
Level V	Diploma of a teacher training college Diploma of foreign language teacher training college Diploma of a college of social work
Level VI	First-cycle graduate diploma
Level VII	Second-cycle graduate diploma Long-cycle graduate diploma

Level VIII	Doctoral / PhD diploma
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Information and guidance

The information and guidance is provided via the website of the [Polish Qualifications Framework](#). Moreover, a [list of comprehensive publications](#) and reports is made available. The publication "[Encyclopaedia of qualifications framework](#)" is an example of an informative source of information on the subject.

Quality assurance

Poland does not yet have a single coherent system for the validation of learning outcomes achieved in non-formal and informal education. Existing procedures are applied in various sectors and related to various practices and validation processes. Some of them have been in place for many years now, others are innovations adopted from abroad, and still other have been introduced on a pilot basis.

In 2011-2012, the Educational Research Institute carried out a 'Study on procedures applied for the validation of learning outcomes achieved in non-formal and informal education' (commissioned to Coffey International Development). The study covered 5 areas: construction industry, ICT services, service industry, automotive industry and financial services. The procedures applied in this area were presented from the perspective of participants and their employers.

Extramural exams are one of the methods of validating learning outcomes achieved outside the formal education system. They enable validation of learning outcomes achieved in schools for adults at the level of primary, lower secondary and basic vocational schools (within the requirements laid down in the core curriculum for general education) and general upper secondary schools.

The bodies responsible for [formal procedures](#) related to these exams, their organisation and the publication of results are the Central Examination Board and Regional Examination Boards. The procedures specify technical requirements for the conduct of examinations.

The Law on School Education of 14 December 2016 has introduced changes in extramural exams. Some of them have been in place since 1 September 2017.

Pursuant to the Act on the Integrated Qualifications System, there will be institutions and entities which are authorised, by way of an administrative decision, to certify a given market qualification (i.e. a qualification which is not regulated by national legislation and is awarded as part of the freedom of economic activity). An entity engaged in economic activity may apply for such an authorisation if it meets certain requirements laid down in the Act. A certifying institution conducts the validation process in accordance with the provisions of the Act (accessed in July 2017).

6.5 Cross-border learning mobility

Policy framework

For more than 15 years a wider framework for mobility and internationalisation has been provided by European initiatives and processes which Poland joined first as an EU candidate country and as from 2004 as an EU Member State. Currently, the key ones are Education and Training 2020 ('the strategic framework for European cooperation in education and training' adopted in 2009), supporting the implementation of the comprehensive EU development strategy Europe 2020, and the Bologna and Copenhagen Processes, linked to EU strategies, which focus on higher education and vocational education and training, respectively.

One of the common EU objectives set for education and training systems in [Education and Training 2020](#) concerns mobility. For this objective, the EU adopted in 2011 a benchmark whereby until 2020, on average, at least 20% of higher education graduates and at least 6% of 18-34-years-olds with an initial vocational qualification should have completed a period of study or training (including a practical placement) abroad.

Mobility and internationalisation have been a key priority for years in the [Bologna Process](#) launched in 1999; a benchmark where at least 20% of students graduating in the European Higher Education Area by 2020 should have completed a period of study or practical training abroad was set in the Process as early as in 2009. In the [Copenhagen Process](#), implemented since 2002, mobility is a crucial element increasing the European dimension of vocational education and training.

Main cross-border mobility programmes for students in formal education

Learning mobility at different levels of lifelong learning takes place primarily within EU programmes in the field of education and training: earlier, the Socrates and Lifelong Learning Programmes and, currently, the Erasmus+ Programme. However, there are also multilateral, bilateral and national programmes (co-)funded by the Polish Government and / or other countries, or international organisations (see details in the next sections).

Moreover, the Ministry of National Education (MoNE) and the Ministry of Science and Higher Education (MoS&HE) provide funding for various initiatives supporting internationalisation and mobility. For example, since 2003, the MoNE has allocated national funding for projects supporting international cooperation and exchanges of children and young people. As part of the 'Ready, Study, Go! Poland' campaign, the MoS&HE, the Foundation for the Development of the Education System and the Conference of Rectors of Academic Schools in Poland (CRASP) have organised since 2012 various actions supporting internationalisation of higher education and promoting studies in Poland. One of them is the multilingual portal Go Poland which provides information on the higher education system, including tuition fees and scholarships, practical information on entering and living in Poland, publications and promotional materials, etc. It also has a search engine for programmes by field and level of study and language of instruction.

Institutions responsible for various aspects of internationalisation and mobility:

- Ministry of National Education
- Ministry of Science and Higher Education; Department for International Cooperation, Polish ENIC / NARIC, responsible for the recognition of qualifications:
- Foundation for the Development of the Education System managing EU programmes in education and training, including Erasmus+ and eTwinning, and other projects supporting international learning mobility;
- Polish National Agency for Academic Exchange (NAWA) inaugurated on 1 October 2017. Its main goal is to internationalise Polish science by supporting international research collaboration and academic exchange.

School education

In the past, pupils and students were offered mobility opportunities within the framework of Comenius, a component of the Socrates Programme (Stage I: 1995-1999; Stage II: 2000-2006), and Leonardo da Vinci, which Poland joined in 1998, and the Lifelong Learning Programme (2007-2013). Currently, mobility takes place in the Actions of the [Erasmus+ Programme](#) (2014-2020) for the school education and vocational education sectors and for youth. The Programme is administered by the Foundation for the Development of the Education System.

Erasmus+ Programme

In **Strategic Partnership** projects within Erasmus+ Action 2, pupils / students of all types of schools may participate in short- and long-term mobility. Short-term pupil /

student exchanges, lasting 5 days to 2 months, are directly linked with the objectives of a given project; they are aimed at developing team work, intercultural, project planning and implementation and ICT skills and boosting motivation for foreign language learning. As part of long-term mobility stays, of 2 to 12 months' duration, students attend classes in a school abroad which is a project partner. The programme of activities / classes and the rules for recognition of a study period abroad are agreed before departure between the sending and receiving schools.

Within Erasmus+ Action 1, **Learning Mobility of Individuals**, vocational and technical school students may also undertake practical placements / internships in enterprises, NGOs or vocational education or training organisations abroad. This type of mobility, for a period of 2 weeks to 12 months, is intended to facilitate entry into the labour market for future school graduates. The programme of an internship and the rules for its recognition are agreed before departure between the sending and receiving schools.

Moreover, young people participate in youth exchanges and European voluntary service as part of **mobility projects** for youth and youth workers in Action 1 of the Erasmus+ Programme. In youth exchange projects, groups of young people aged 13 to 30 years stay together and carry out an activity programme agreed beforehand (e.g. workshops, debates, exercises, simulations, outdoor activities, etc.) during a period of 5 to 21 days. In European voluntary service projects, young people aged 17 to 30 years work, individually or in a group, on a full-time and non-paid basis, as volunteers in another country for a period between 2 weeks and 12 months.

As part of the [PO WER Programme](#), financed by the European Social Fund, the Foundation for the Development of the Education System, which administers the Erasmus+ Programme, provides funding for mobility projects involving vocational school students and graduates and school education staff (including teachers and school counsellors). Grants are awarded to projects submitted under Erasmus+ Action 1, Learning Mobility, which have successfully passed the assessment process but have not been approved due to a lack of Erasmus+ funding (a reserve list).

Bilateral programmes / initiatives support various forms of youth cooperation and exchanges.

Polish-Lithuanian Youth Exchange Fund

The [Polish-Lithuanian Youth Exchange Fund](#), managed by the Foundation for the Development of the Education System, awards grants for projects supporting cooperation between Polish and Lithuanian youth to establish friendly cooperation between the two nations. The Fund was created in 2007, based on an agreement between the Polish and Lithuanian Governments, under the honorary patronage of the Prime Ministers of the two countries; funding comes from the budgets of both countries. The Fund provides financial (calls for applications) and content-related support (a training system, consultations) for the implementation of ideas proposed by young people. It supports youth exchanges, and seminars and training activities, involving youth, leaders and tutors, which introduce participants to the topic of non-formal and intercultural education and train them on how to manage a youth project. Through the implementation of joint projects young Poles and Lithuanians discover their common roots and overcome national stereotypes, build an atmosphere of cooperation and strengthen the bond between the two nations.

Polish-Ukrainian Youth Exchange

[Polish-Ukrainian youth exchanges](#) take place as part of the Polish-Ukrainian Youth Exchange Council, are administered by the Foundation for the Development of the Education System, and are funded on a competitive basis. Projects include: preparatory and contact seminars which aim to help establish links with new partner organisations and develop new projects; youth exchanges, i.e. meetings for sharing thoughts and ideas, where non-formal education methods are used; youth meetings, i.e. organisation of events such as festivals, concerts and workshops; and information and promotion projects where participants develop products promoting Polish-Ukrainian cooperation.

Polish-German Youth Cooperation (Jugendwerk)

The [Polish-German Youth Cooperation](#) (*Deutsch-Polnisches Jugendwerk*) organisation has been involved in youth exchange since 1991. It aims primarily to initiate and facilitate new links between Polish and German youth and to support and strengthen existing cooperation. The organisation receives funding from the budgets of the two countries. Funds are used to support various exchange and cooperation initiatives and programmes involving young people from Poland and Germany, and to carry out the organisation's own promotion and training programmes. Since its establishment, the organisation has provided funding for initiatives involving more than 2.7 million young people.

National programmes

As mentioned above, each year since 2003, the Ministry of National Education has allocated **funding for international youth cooperation and exchanges**; for several years now, grants have been awarded on a competitive basis. For example, in 2017, the Ministry has allocated an amount of 685,000 PLN (about 163,000 euro according to the exchange rate of the National Bank of Poland in July 2017) for international youth exchanges with Armenia, Azerbaijan, Belarus, Georgia, Moldova and Israel. The maximum grant per project is 60,000 PLN (about 14,285 euro). Projects are aimed at strengthening dialogue and mutual learning about culture and history, developing attitudes of tolerance, openness and responsibility, and overcoming language barriers. Each project includes at least one reciprocal exchange (at least one visit to Poland and to the partner country). Priority is given to projects which involve young people in civic activities, provide for follow-up activities after the end of the project, encourage young people's activity and develop their soft skills (e.g. creativity, innovativeness, entrepreneurship).

Information about Call for Proposals is published on the [Ministry's website](#), and in the [Public Information Bulletin](#).

Higher Education

Students participate in mobility primarily within the EU Erasmus+ Programme, but there are also multilateral and bilateral programmes and national programmes or initiatives. National initiatives are targeted at both Polish and international students. Within EU programmes, a study period or practical placement abroad is recognised on the basis of an agreement between the student and the sending and receiving higher education institutions (HEIs), and in accordance with the European Credit Transfer and Accumulation (ECTS); in other programmes, the sending and receiving HEIs agree arrangements for recognition. Degrees obtained abroad are recognised on the basis of national legislation; see the introductory section.

Erasmus+ Programme

Opportunities for Polish students to undertake a study period in EC countries emerged in 1990, when the European Community launched the TEMPUS Programme for Poland, Hungary and Czechoslovakia. In 1998, like other EU candidate countries, Poland joined the intra-Community Socrates Programme (Stage I: 1995-1999; Stage II: 2000-2006) where students could undertake a period of study within the framework of the Erasmus (sub-)programme. Between 2007 and 2013, Erasmus was part of the larger EU Lifelong Learning Programme.

The [Erasmus+ Programme](#) (2014-2020), administered by the Foundation for the Development of the Education System, offers several mobility opportunities to students.

Within Erasmus+ Action 1, **Learning Mobility**, first-, second- and third-cycle students may undertake a study period of 3 to 12 months or a practical placement of 2 to 12 months in an enterprise or another organisation abroad. These types of mobility take place within mobility projects, based on agreements between students' home HEIs and higher education or other institutions / organisations abroad.

Student mobility may also be part of two types of projects, Strategic Partnerships and Capacity Building in Higher Education, undertaken by HEIs within Erasmus+ Action 2. In both cases, mobility is closely related to the objectives of a given project. **Strategic Partnerships** may include intensive programmes for students, with a duration of 5 days to 2 months (e.g. summer schools), and blended mobility, combining physical mobility (a short stay in another country) and virtual mobility (participation in virtual learning). Like in Action 1, in **Capacity Building in Higher Education projects**, students may undertake a period of study (3 to 12 months) or a practical placement (2 to 12 months) abroad.

Multilateral programmes

Central European Exchange Programme for University Studies, CEEPUS

[CEEPUS](#) is the first multilateral cooperation programme in the field of education in Central Europe, established on the basis of an international multilateral agreement. Poland has taken part in the programme since 1994; the Polish CEEPUS Office is the national contact point in the country. The other participating countries are: Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, the Czech Republic, Hungary, Macedonia, Moldova, Montenegro, Romania, Serbia, Slovakia and Slovenia, and Kosovo. The CEEPUS Programme supports mainly the establishment of inter-university networks where partners from at least three countries offer joint programmes and, in particular, doctoral programmes. Within this framework, the Programme offers scholarships to students and academic teachers based on the principle that each country is required to fund at least 100 scholarship months for inward mobility in each academic year. Scholarships are granted for short study visits, semester study periods and practical placements. Support is also provided for training seminars, language courses and specialist courses.

International Visegrad Fund

The [International Visegrad Fund](#) was created in 2000 by the Prime Ministers of the Czech Republic, Slovakia, Poland and Hungary (V4 countries). Each of the four countries provides an equal contribution to the Fund. Additionally, the Fund is supported by other governments or government organisations, including Canada, Germany, South Korea, the Netherlands, Sweden, Switzerland and the United States. Currently, it aims to strengthen cooperation among the V4 countries and between the V4 Region and other countries, in particular in the Western Balkans and the Eastern Partnership Regions. The unit administering the Fund is situated in Bratislava, Slovakia.

The fund awards grants for various projects and individual scholarships. The latter include scholarships for Master's degree studies and post-Master (PhD and post-doc) level research stays of 1 to 2 semesters or 1 to 4 semesters in the case of Masters studies. Scholarships are available to students from the V4 countries as well Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Kosovo, Macedonia, Moldova, Montenegro, Russia, Serbia and the Ukraine.

Bilateral programmes

Poland has signed bilateral agreements on cooperation, including scholarship-based exchanges, and / or recognition of qualifications with 35 countries, including EU Member States, Armenia, Kazakhstan, Ukraine, Macedonia, Turkey, China, Mongolia, Japan, Vietnam, Israel and Egypt. As part of some of the agreements, the government of Poland and / or the partner country offer(s) a number of scholarships to academic staff and students. A full list of agreements is available on the website of the National Agency for Academic Exchange.

Bilateral programmes include, in particular, the Fulbright Programme, funded by the Polish Ministry of Science and Higher Education and the US State Department and offering scholarships to US and Polish students and graduates for studies and research stays in the US or Poland; and the Lane Kirkland Scholarship Programme, funded by the

Polish-American Freedom Foundation and awarding scholarships for study at Polish HEIs to students coming mainly from former Soviet Union countries.

Other international and bilateral programmes

Fulbright Programme

As part of the [Fulbright Programme](#), the Polish-US Fulbright Commission offers scholarships for studies and research stays funded by the Polish Ministry of Science and Higher Education and the US State Department. Scholarships are awarded to, among others, graduates of Polish HEIs who plan to take up, or have been enrolled on the first year of, Masters or PhD studies at US institutions (9 to 10 months); PhD students preparing their doctoral theses at Polish higher education or research institutions for a research project to be carried out at an US institution (6 to 9 months); and to US citizens for postgraduate studies or research at Polish higher education or research institutions (9 to 10 months).

Lane Kirkland Scholarship Programme

The [Programme](#) was launched in 2000, and is funded by the [Polish-American Freedom Foundation](#), and administered by the [Leaders of Change Foundation](#). Scholarships (ca 50 per year) for studies at Polish HEIs are currently awarded to students from Azerbaijan, Belarus, Georgia, Kyrgyzstan, Moldova, Russia and the Ukraine.

National programmes and initiatives

Studies abroad for outstanding Polish students and graduates

A Polish government programme 'Studies for the Outstanding' (*Studia dla wybitnych*) was announced in 2015. It is designed to provide grants for studies at best international universities of the Shanghai Ranking (Academic Ranking of World Universities) for Bachelor's degree programme graduates and outstanding students who have completed the 3rd year of a Master's degree programme. The programme was suspended in 2016, and the Government is working to improve application and selection procedures for the programme.

Scholarship programmes / funds for international students

There are several government scholarship programmes open to students from Eastern Partnership and post-Soviet countries. They include, for example: the Konstanty Kalinowski Scholarship Programme; the Programme for specialist Eastern Studies students; and the Stefan Banach Scholarship Programme for second- and third-cycle studies.

A list of the main scholarship programmes for international students is available at:

- ['Go Poland' Portal](#)
- [Bureau for Academic Recognition and International Exchange](#):

The main two national scholarship programmes are the Stefan Banach Scholarship Programme for students from Eastern Partnership countries and the Ignacy Lukaszewicz Scholarship Programme for students from African and Asian countries. As part of Development Assistance for Sub-Saharan Africa, students may follow a degree programme in Poland on a fee-free basis. Details about the programmes are available in the 'Go! Poland. Study in Poland' portal.

Promoting mobility in the context of non-formal learning, and of youth work

To encourage internationalisation of HEIs, the Polish Parliament has recently passed a law establishing the National Agency for Academic Exchange, modelled after the DAAD in Germany, the Dutch NUFFIC and Campus France in France. It is tasked with developing and putting in place arrangements and financial mechanisms to support higher education

student and staff mobility; launching projects to support HEIs in improving the quality of programmes offered; running programmes facilitating the return of Polish researchers to the country; conducting information and promotion campaigns on Polish higher education; and promoting learning and knowledge of the Polish language abroad.

International students interested in studying in Poland may wish to access the multilingual 'Go Poland' portal (see 'Useful Links'). It was established as part of the 'Ready, Study, Go! Poland' campaign, run jointly by the Ministry of Science and Higher Education, the Foundation for the Development of the Education System and the Conference of Rectors of Academic Schools in Poland, and is now managed by the National Agency for Academic Exchange. It provides information on the higher education system, including tuition fees and scholarships, practical information on entering, and living in, Poland, publications and promotional materials, etc. It also has a search engine for programmes by field and level of study and by language of instruction.

Information on the higher education system, programmes and scholarships offered, and practical information about Poland can be found in the above-mentioned '**Go Poland Portal** (<http://www.go-poland.pl/>), run as part of the 'Ready, Study, Go! Poland' campaign.

Detailed regulations for foreigners taking up study and studying in Poland according to rules and conditions different than those for Polish citizens are included in the [Regulation by the Minister of Science and Higher Education of 12 October 2006 on conditions for undertaking study and training by foreigners and their participation in scientific research and development activities](#) (as subsequently amended).

Quality assurance

The quality of cross-border learning mobility projects is to a large extent in the responsibility of the institutions involved: schools and higher education institutions. There is no centrally-managed scheme of quality assurance, however most of the mobility programmes have their own quality assurance methods.

6.6 Social inclusion through education and training

Educational support

The national legislation does not define special educational needs. The term is, however, understood broadly as depending on individual needs of a pupil or student. The need to offer support may result from, for example, a disability, specific learning difficulties, social maladjustment, behavioural or emotional disorders, long-lasting illness, traumatic situations or special talents.

Psychological and educational support is offered to all pupils and students with special educational needs, as well as to their parents, both within nursery schools and schools and by other institutions in the school education system, including counselling and guidance centres. Aside from specific arrangements as part of special education (see below), support may include, for example, activities such as classes developing aptitudes, learning skills or emotional and social competences, corrective and compensatory or remedial classes, speech therapy classes, an individualised learning path or programme, and homebased learning.

Education for students with special needs is an integral part of the school education system. It is provided to the following groups of children and young people on the basis of a certificate recommending special education, issued by a counselling and guidance centre:

- students with disabilities: with mild, moderate and severe intellectual disabilities; deaf and with hearing impairment; blind and with visual impairment; with a motor

disability, including aphasia; with autism, including Asperger's syndrome; and with multiple disabilities;

- students who are socially maladjusted;
- students at risk of social maladjustment.

At each stage of education and in any type of school, particularly gifted pupils may follow:

- an individualised study programme for one or more subjects / types of classes included in the school curriculum for a given year;
- an individualised learning path leading to completion of education in any school within a shorter period.

In total, children or young people in education for students with special needs represent 1.5% of the preschool population and 3% of the school population. The proportion of pupils or students enrolled in special schools, as opposed to mainstream schools, varies depending on the level of education and type of school.

Number of pupils / students in education for children and youth with special needs provided in mainstream and special schools, 2016/2017			
Education level	Total number	Mainstream schools	Special schools
Primary schools	73,311	49,013 (67%)	24,298 (33%)
Lower secondary schools	47,440	24,250 (51%)	23,190 (49%)
Special schools preparing for employment	10,707	---	10,707 (100%)
Basic vocational schools	14,507	3,582 (25%)	10,925 (75%)
Technical upper secondary schools	3,912	3,060 (78%)	852 (22%)
General upper secondary schools	5,329	4,147 (78%)	1,182 (22%)
Post-secondary schools	377	30 (8%)	347 (92%)
Total	155,583	84,082 (54%)	71 501 (46%)

Social cohesion and equal opportunities

Regardless of the education for students with special needs setting, pupils and students with disabilities – except those with a moderate or severe intellectual disability, and socially maladjusted pupils and students and those at risk of social maladjustment – follow the same national core curricula as their peers without disabilities for general education in preschool institutions, and for general and, where appropriate, vocational education, in schools at all levels. Pupils or students with a moderate or severe intellectual disability follow a separate core curriculum in primary schools and special schools preparing for employment. For those with a severe intellectual disability, mainstream nursery schools and schools may organise compulsory education in the form of group or individual rehabilitation-and-education classes. Pupils or students who are unable to attend a nursery school or school due to their health may follow an individualised programme.

Each pupil or student in education for children and youth with special needs has an individual education and therapy programme. It is based on recommendations made in the education for children and youth with special needs certificate for the pupil or student, and developed by a team of teachers and specialists, where necessary, in collaboration with a counselling and guidance centre. The programme specifies, among other things, special classes or activities, including, in particular, rehabilitation classes / activities for a pupil or student with disabilities, social rehabilitation classes / activities for

a socially maladjusted pupil or student, or social therapy classes / activities for one at risk of social maladjustment. The classes / activities are designed so as to improve the functioning of pupils or students and enhance their participation in the life of their nursery school or school and / or in the family and social environment. The programme is revised and adjusted, where necessary, on the basis of a periodic multi-faceted specialist assessment of the pupil's or student's functioning.

Rehabilitation classes for pupils or students with disabilities include therapy and rehabilitation activities. They may be conducted for a group or on an individual basis, depending on the pupils' or students' needs. The duration of such classes / activities in preschool institutions should be adjusted to individual needs. Where the new national outline timetables have been put in place as part of the school reform, the minimum duration of rehabilitation classes / activities in mainstream and integration classes of mainstream schools is 2 clock hours a week per pupil / student at all education levels. Based on the pre-reform outline timetables which are still in place in some schools or grades, the minimum number of class hours to be allocated to rehabilitation classes is:

- 190 hours per student in the 3-year education cycle in lower secondary schools and basic vocational schools;
- 180 hours per student in the 3-year education cycle in general upper secondary schools;
- 240 hours per student in the 4-year education cycle in technical upper secondary schools.

6.7 Skills for innovation

Innovation in formal education

The Ministry of National Education has established the [new core curriculum for 2018/2019](#). According to the core curriculum and from the perspective of skills for innovation, the education in the primary school has the following objectives:

- fostering the development of competences such as: creativity, innovativeness and entrepreneurship;
- fostering the development of critical and logical thinking, reasoning, giving arguments and drawing conclusions;
- fostering the curiosity, interest and motivation to study;
- fostering comprehensive development of pupils that will allow them to understand the surrounding world.

In this respect the following skills are to be developed at the level of primary school education:

- effective communication in mother tongue and in other modern foreign languages;
- effective use of mathematics in everyday life and mathematical thinking;
- search, classification, critical analysis and use of information from various sources;
- creative problem solving using diverse methods including IT tools and coding;
- team work and social engagement.

According to the core curriculum and from the perspective of skills for innovation, the education in the secondary school has the following objectives:

- using knowledge as the basis for skills and competences;
- development of reason and language-related skills and competences such as: reading comprehension, formulating questions and problems, using criteria, giving arguments, explaining, classifying, drawing conclusions, defining, giving examples etc.;
- combining critical thinking with creative and imagination-related skills.

Since 2016 the Ministry of National Education introduced the [pilot project "Pilotaż programowania"](#) aiming at introducing coding at every stage of education, starting from the primary school. The project tested various solutions and methods of code teaching (based among others on the [new core curriculum for informatics teaching](#)) and provided broad support for teachers, including professional development opportunities.

Every school in Poland was eligible to take part in the pilot project. In total, the Ministry of National Education received applications from over Polish 2000 schools. Regional Innovation Coordinators ([appointed by the Ministry in 2016](#)) recommended 160 schools to take part in the pilot project out of which the selection committee selected 16 (one per region). The Foundation for the Development of the Education System and eTwinning Programme National Office were partners of the pilot project "Pilotaż programowania".

Fostering innovation through non-formal and informal learning and youth work

There are no specific top-level measures to foster innovation through non-formal and informal learning and youth work.

6.8 Media literacy and safe use of new media

National strategy

Although there is no one explicit strategy on media literacy and the use of new media by young people, the issue is high on the agenda of the [Ministry of National Education](#) and the [Ministry of Digital Affairs](#). It is also mentioned in key documents, namely:

- the [Social Capital Development Strategy in Poland 2020](#) (2013) – focuses on ICT in education and in non-formal education, development of digital competences of the groups at risk of social exclusion, adapting the offer of the training courses to the needs of the labour market as regards the fundamental ICT competences.
- the [Long-term National Development Strategy. Poland 2030](#). The third wave of modernity (2013), adopted by the Council of Ministers at the beginning of the year 2013. The document defined the fundamental courses of interventions, including developing digital competences of teaching personnel (e.g. teachers, employees of other educational and cultural institutions, employees of NGOs) and implementing common digital education as well as establishing modern infrastructure and educational resources.

The main actors involved in media education in Poland are the following:

- [Ministry of National Education](#) (responsible for the creation of the core curriculum. The Ministry also coordinated the [Digital school programme \[Cyfrowa Szkoła\]](#), which was running between April 2012 and August 2013 to pilot a future long-term policy aimed at developing pupil and teacher competences in ICT use in education. This policy has also been intended to foster informal education and self-education. The advisory body – Council of Informatisation of Education is also active by the Minister of National Education).
- [Ministry of Digital Affairs](#) (its mission is to develop broadband infrastructure, support the creation of web content and e-services and promote digital competences among citizens)
- [Ministry of Culture and National Heritage](#) (The Ministry [supports projects](#) in the field of media education and information which are related to cultural education)
- [National Audiovisual Institute](#) (NInA) digitizes and publishes archives documenting Polish national heritage. NInA implements projects aimed at digitizing and archiving of products of Polish culture, audiovisual recording of important cultural events, as well as making these products and archives widely available to the public. NInA publish teaching materials in the field of media education on a [dedicated website](#).

- [National Broadcasting Council](#) as created as a constitutional regulatory body nominated to shape and monitor the broadcasting system. Because one of its primary aims is to guard the freedom of speech, the right to information and the public interest in broadcasting (Art. 213.1 of the Polish Constitution), it has been obliged, by the power of the [Act on radio and television broadcasting of 29 December 1992](#), "to promote media literacy (media education) and to cooperate with other state authorities, non-governmental organizations and other institutions in the area of media education." (art. 6 (2) (13))
- [Polish Film Institute](#) was established in 2005 and since then has completed many projects dealing with film, animation and digitization, including those related to media education. Besides, thanks to numerous donations, PFI has supported a number of initiatives, such as funding scholarships for young people to make their own films and projects. [The School Film Library](#) project is one of the educational PFI projects, carried out in cooperation with the Polish Ministry of Culture and National Heritage and the National Audiovisual Institute. Packages of DVDs containing more than 55 feature films, documentaries and animated films were sent to nearly 14,000 schools in Poland.
- [NASK Research and Academic Computer Network](#) is a research institute and a data networks operator offering state-of-the-art telecommunications and data solutions to business, administration and academic customers. Its research projects focus on telecommunications, data quality and security of IT systems. In 1991, NASK connected Poland to the Internet. Since 2005 it has been involved, together with [Nobody's Children Foundation](#) [*Fundacja Dzieci Niczyje*], since 2018 referred to as Empower Children Foundation [*Fundacja Dajemy Dzieciom Siłę*] in implementing a European Commission programme [Safer Internet](#), aimed at improving the safety of children in their use of the Internet and new technologies. NASK also supports other awareness-raising initiatives towards the safety of the ICT network use targeted at specific user groups, such as young people, seniors and teachers.

Media literacy and online safety through formal education

Media literacy education was introduced to schools of primary and junior high level in 1999 as part of the core curriculum as so-called "educational path", but the implementation of the curriculum proved inconsistent and the media education programme was given up in 2008. The result of this is the duality of media education in current core curriculum: on the one hand, it is not mentioned in the general education goals, but on the other, it is noticeable in all of the aspects of the core curriculum.

[The core curriculum 2018/2019](#) lists the following objectives related to media literacy and the use of new media:

Primary school

- fostering the development of critical and logical thinking, reasoning, giving arguments and drawing conclusions;
- providing pupils with skills that will allow them to have a mature and organised way of understanding the surrounding world.

In this respect pupils in the primary school should be able to:

- look for, categorise and analyse information from diverse sources;
- creatively solve diverse problems with a conscious use of IT methods and tools, including coding.

Secondary school

- using knowledge as the basis for skills and competences;
- development of reason and language-related skills and competences such as: reading comprehension, formulating questions and problems, using criteria, giving

arguments, explaining, classifying, drawing conclusions, defining, giving examples etc.;

- combining critical thinking with creative and imagination-related skills.

In this respect pupils in the primary school should be able to:

- creatively solve diverse problems with a conscious use of IT methods and tools, including coding;
- consciously use ICT, respect copyright and safe use of the Internet;
- look select and categorise the acquired information.

Promoting media literacy and online safety through non-formal and informal learning

A number of projects related to media literacy and online safety of young people is provided by the following non-governmental organisations:

- [Centre for Citizenship Education](#)
- [Polish Coalition for Open Education](#)
- [Modern Poland Foundation](#)
- [Nobody's Children Foundation \(since 2018 Empower Children Foundation\)](#)
- [New Media Foundation](#)
- [Centrum Cyfrowe: Projekt Polska](#)

Raising awareness about the risks posed by new media

Problems associated with media education has become a subject of discussion of many [scientific conferences](#). Among them are media education conferences organized mostly by state institutions, universities and academics. The most popular ones include:

1. Polish Research Symposium "People – Media – Education" organized from 1991 by Pedagogical University of Cracow, Department of Educational Media and Technology.
2. International Conference on Media Education organized from 1997 by Adam Mickiewicz University in Poznan, Department of Education Technology.
3. International Conference on "Communication – Media – Language – Education" organized from 2002 by Civitas Christiana in Toruń.
4. National Conference "Computer Science in Education" organized from 2003 by Nicolaus Copernicus University in Torun, Faculty of Mathematics and Computer Science.
5. Media Education Forum organized from 2008 by National Broadcasting Council.
6. The Media Education Congress organized from 2014 by The Polish Association of Media Literacy.

[Anna Brosch](#), researcher specialised in new media states that the primary goal and mission of these conferences is to encourage and promote research in the theory and practice of media education at the school, college and university levels of education. Members focus on media education theory and practices and research relating to 'knowledge societies' and critical analysis of strategies and policies. Additionally, media education is a wide discussed during single event conferences organized by Polish universities and state institutions such as the Polish Film Institute or Center for Citizenship Education. Although The issue of the media education is raised more and more often, the results of this debate hardly influenced the shape of education in Poland.

Moreover, [Brosch argues](#) that although media and information education has for years been the subject of academic debate and one of the priorities of the state, present in documents such as Social Capital Development Strategy 2020, there is still lack of answers to the question of what the media and information literacy is, what is the scope of its content and what specific skills should be developed. Therefore, the [Modern Poland](#)

[Foundation](#) in cooperation with media and information literacy experts prepared Media and [Information Literacy Competences Catalogue](#). It was approved by the Polish National Commission for UNESCO as a significant input into the Information For All international program. The first version of this catalogue was published in May 2012, as part of the Digital Future programme ([Cyfrowa przyszłość: Katalog kompetencji medialnych i informacyjnych](#)), and includes topics ranging from information literacy, media discourses and internet safety to economic, ethic and legal aspects of media competence. The competences catalogue is a tool that will allow for the construction of a comprehensive and coherent set of teaching materials for media and information education at different educational stages in the field of lifelong learning. The catalogue lists the following eight thematic areas in which competences are to be considered:

1. Use of information
2. Relations in the media environment
3. Language of media
4. Creative use of media
5. Ethics and values in communications and media
6. Safety in communications and media
7. Law in communications and media
8. Economic aspects of media functioning (Cyfrowa przyszłość: Katalogkompetencji medialnych i informacyjnych, 2012, pp. 12-23).

The Catalogue is based on the structure of a pyramid. It assumes that the person entering a given level of education already has the skills of the previous one, for example high junior school student has already mastered the knowledge and skills suggested for the primary school level in grades 4-6. Thus it was possible to focus only on new competences, characteristic for a given level. It should be also highlighted that the catalogue indicates the competences of students leaving school of a certain level, for example, in the category of high school we put the competences of a student leaving the 3rd, final grade. In 2014 was published a reviewed version of the Catalogue: "[Media, information and digital competences catalogue](#)" (2014).

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

The main tool of non-formal education of young people in Poland are the scouting movements, international mobility programmes and non-governmental organisations.

The [Polish Scouting and Guiding Association](#) (ZHP) is registered as an independent legal entity in Poland providing dynamic, values-based, non-formal educational and leadership training programmes for girls and boys between the ages of 6 and 25. Its activities are open to all young people, regardless of origin, nationality, race or creed. It aims to provide a safe environment for young people to develop their fullest potential as responsible and active citizens who participate in their local, national and international communities and all areas of society. Currently the membership of ZHP is about 110 000 girls and boys and leaders.

[Związek Harcerstwa Rzeczypospolitej](#) (Scouting Association of the Republic, ZHR) is a [Polish Scouting](#) organization founded on February 12, 1989. At present, Związek Harcerstwa Rzeczypospolitej has over 15,000 members. At present, Związek Harcerstwa Rzeczypospolitej is an associate member of the [Confederation of European Scouts](#). The association is divided into Girl Guide and Boy Scout Organizations which involve:

- Cub Scouts (7–10 years old)
- Boy and Girl Scouts (11–14 years old)
- Boy and Girl Wanderers (15–18 years old)
- Senior Boy and Girl Scouts (over 18).

ZHR is divided into 13 Districts. Each District consists of a girl scout company and a boy scout company. The companies consists of troops which consist of squads.

[Foundation for the Development of the Education System](#) (FRSE) is the only institution in Poland displaying extensive expertise in managing European educational programmes. Initially, the foundation implemented TESSA, TERM, and SMART programmes funded by PHARE, as well as Tempus programme. In 1998, when Poland, being a country associated with the European Union, commenced the implementation of community educational programmes, the Foundation was a natural coordinator for the implementation of Socrates and Youth for Europe programmes.

In the years 2007-2013, the Foundation has coordinated the implementation of the Lifelong Learning Programme (including Erasmus, Leonardo da Vinci, Comenius and Grundtvig) and the Youth in Action programme in Poland. Thanks to the integrity and reliability of its operations, FRSE has been appointed the Polish National Agency of the Erasmus+ Programme implemented in the years 2014-2020.

FRSE is also responsible for other European informational and educational initiatives in Poland: European Language Label, eTwinning, Eurodesk, Europass and Eurydice. The Foundation supports cooperation with countries in the East via Polish-Lithuanian Youth Exchange Fund and SALTO-EECA Eastern Europe and Caucasus Resource Centre. For several years, the Foundation has acted as the Operator of the Scholarship and Training Fund operating as part of the Norwegian Financial Mechanism and the EEA Mechanism, as well as the Scientific Exchange Programme Sciex-NMS^{ch}. Since 2012, FRSE has implemented three projects under Human Capital Operational Programme Priority III: High Quality of the Education System.

Eurodesk is an international nonprofit association created in 1990. As a support organisation to Erasmus+, Eurodesk makes information on learning mobility comprehensive and accessible to young people and those who work with them. With a network of national coordinators connected to over 1000 local information providers in 35 European countries, Eurodesk raises awareness on learning mobility opportunities and encourages young people to become active citizens. Eurodesk is the main source of youth information on European policies, mobility information and opportunities. It answers enquiries and provides guidance for mobile young people across Europe. Eurodesk updates and manages content on the European Youth Portal, it also answers enquiries coming from the Portal.

Eurodesk federates around 1000 local youth information providers, so-called “multipliers” that are regional or local organisations working with young people, delivering youth information to them and advising them on mobility opportunities. Multipliers can be youth centres, associations, municipalities etc. but despite their variety, the core of their mission as Eurodesk multipliers is the same. To ensure the quality of services in all the 35 Eurodesk countries, Eurodesk offers its members quality training and support, and access to youth information services and tools.

Awareness raising initiatives

Awareness raising initiatives include [trainings funded by the Erasmus+ programme](#), i.e. on [youth work in rural areas](#) or trainings provided by FRSE for libraries, labour offices or voluntary labour corps. The trainings are provided by the [pool of tainers](#).

6.10 Current debates and reforms

Educational reform in Poland is being implemented since the beginning of 2017. The key elements of the reform are as follows:

- change in the school structure: introduction of a long, 8-year primary school, 4-year general and 5-year technical upper-secondary school
- an obligation for 6 year olds to attend one year of pre-primary education in order to acquire basic skills before they start school at 7; (this education, as it is the case for the school education, is financed from the general subvention from the State budget)
- provision of textbooks free of charge
- strengthening secondary education - both general and vocational -through the extension of secondary programmes by one year (see point 1)
- introduction of 3-year sectoral vocational learning (to obtain a professional qualification) with a possibility to continue education for further 2 years at the second stage of sectoral vocational school in order to upgrade qualifications and to prepare for the matriculation exam
- promotion of dual vocational training in cooperation with the business sector
- extending the participation of employers in co-financing of vocational education through the establishment of the Fund for Vocational Education Development.

The reform will be implemented between 1 September 2017 and the school year 2022/23. On the 1 September 2017 pupils graduating from year 6 of the primary school became pupils of grade 7. At the same time lower secondary schools (*gimnazja*) will be gradually phased out. In the school year 2018/19 lower secondary schools will cease to operate once the last cohort of pupils will have graduated.

The new structure includes:

- 8-year primary school
- 4-year general upper secondary school
- 5-year technical upper secondary school
- Stage I 3-year sectoral vocational school
- 3-year special school preparing for employment
- Stage II 2-year sectoral vocational school
- Post-secondary school.

The restructuring takes place on the basis of an act of [14 December 2016 "Law on School Education"](#) and an act ["Legislation introducing the Act – Law on School Education"](#).

Stage I sectoral vocational school has been introduced since September 2017, and introduction of Stage II sectoral vocational school is scheduled for the school year 2020/21.

7. HEALTH AND WELL-BEING

As far as the health of young people is concerned the positive trends include: a decline in mortality rates, physical development of children and young people (increased body height), reduced prevalence of infectious diseases covered by the compulsory vaccination programme; significant improvement in treating cancer in children. On the other hand, Poland still faces several negative phenomena, such as for example obesity among young people, declining physical fitness levels, mental health problems, allergies or consequences of risky behaviours.

7.1 General context

Main trends in the health conditions of young people

Statistical information coming from surveys conducted as part of the Public Statistical Data Survey Programme (Program Badań Statystycznych Statystyki Publicznej) both by the Central Statistical Office and individual sectors (Ministry of Health, Ministry of Internal Affairs and Administration) is the most important source of statistical data relating to the health of the Polish population. Administrative data and collective publications obtained from institutions operating in the field of health care are an additional source.

Data from these sources outline the general health situation of the young generation. A [number of elements can be regarded as satisfactory](#), because - among other things - they have improved over the last two decades. The positive changes include: a decline in mortality rates, physical development of children and young people (increased body height), reduced prevalence of infectious diseases covered by the compulsory vaccination programme; significant improvement in treating cancer in children. The authors of the survey, however, also indicate [negative phenomena](#), such as being overweight or obese, declining physical fitness levels, mental health problems, allergies, consequences of risky behaviours. Therefore, decision-makers are still facing lots of challenges to ensure that young people have the best possible conditions in which to develop their physical and mental health, and the young generation is still struggling with a number of problems in this scope. It would be rather difficult to talk about stability in relation to a number of fields. The situation concerning vaccinations preventing infectious diseases is a good example thereof. Health and Healthcare in 2016 (Zdrowie i ochrona zdrowia w 2016 roku), a report authored by the Central Statistical Office, sees it in a positive light: Free immunisation vaccines administered to Polish children and youth are still common. Infectious diseases, especially those affecting children, are no longer so dangerous and their prevalence has dropped. For example, since 2001 there have been neither diphtheria nor poliomyelitis cases caused by wild poliovirus. There have only been [rare incidents](#) of being infected by the virus contained in those vaccines (one case per year in 2009, 2010 and 2014).

The State of Health of Children and Youth in Poland (Stan zdrowia dzieci i młodzieży w Polsce) - a survey conducted by Barbara Woynarowska and Anna Oblacińska for the Bureau of Research (Chancellery of the Sejm) - confirms the above. For many years now, the epidemiological status of infectious diseases in Polish children and young people has been no cause for concern. This refers to diseases covered by the compulsory vaccination programme. Within this group: (1) diphtheria and poliomyelitis have been totally eradicated, (2) the downwards trend in the prevalence of mumps, rubella, measles and hepatitis B has been maintained, (3) the prevalence of meningitis and/or encephalitis caused by Hemophilus influenzae type b has declined, (4) the prevalence of whooping cough is rising, persons over 15 years of age constitute half of all the registered cases, (5) the prevalence of tuberculosis in Poland remains stable and low when compared with cases registered across the EU.

However, specialists are seriously concerned about a growing anti-vaccination movement - data provided by the National Institute of Hygiene shows that in the first half of 2017 there were as many as 25,300 parental refusals to have their children vaccinated - which is 10% more than in 2016. Even at the moment the percentage of children receiving recommended vaccines (that is non-compulsory ones, for example against chickenpox) continues to be very low. The above report states that: the prevalence of diseases not included in the compulsory vaccination programme is still high. In 2011, there were over 18,000 cases of scarlet fever and almost 163,000 cases of chickenpox (an upward trend) in the population aged between 0 and 19. Specialists say that it does not end there as lowered vaccination ratios, for example against measles, will cause a multi-fold increase in the number of cases. It is also possible that as a result of lowered immunity certain forgotten diseases might be back, such as diphtheria, tetanus, whooping cough and even polio.

The condition of teeth is an important element of young people's health. In this respect, young Poles rank very low, also in comparison with the rest of Europe. The [survey](#) conducted by Woynarowska and Oblacińska proves that tooth decay is the most prevalent chronic disease in children and youth. It can start as early as in the first year of life and its prevalence and intensity will grow with patients' age. In 2012, only 14% of six-year-olds and 4% of eighteen-year-olds were free from tooth decay. The prevalence of tooth decay in Poland, when compared with many EU countries, is still high. No comprehensive solutions are being applied to this important health issue (bad teeth constitute a significant risk that the whole body will be affected by more infections). For many years now, there has been no medical care (including dental care) provided in schools. There was, however, an unsuccessful attempt to solve this problem by introducing so-called *dentobuses* (dental van units). The Ministry of Health bought 16 specialist vehicles (one for each province, which cost in total PLN 24,000,000). They were supposed to provide dental care to children and young people under 18 years of age, thus facilitating the youngest children's access to that kind of service even in the most remote or deprived neighbourhoods. Unfortunately, it turned out that the conditions offered failed to satisfy dentists and as a result, mobile dental surgeries did not significantly improve young people's access to dental care.

Any medical problems become much more compounded when they refer to young people with disabilities. Apart from various defects - congenital or acquired - rehabilitation and care costs as well as architectural barriers significantly hinder development. The [report](#) prepared by Woynarowska and Oblacińska states: On the basis of the disability criteria adopted by the Central Statistical Office in 2009, the percentage of persons with a disability was 3.5% in the 0-14 years of age group; 4.4% in the 15-19 years of age group. Children with disabilities are a group with special and diverse health and educational needs, depending on the type and degree of disability.

The system of health care for young people with mental problems leaves a lot to be desired. Most of the facilities where young people can get help are situated in big cities. There are fewer psychiatrists and psychologists than necessary, the effectiveness of prevention is poor, and the extent of the problem still fails to be reliably recognised: in Poland, data concerning disorders affecting the social and mental health of children and young people over 15 years of age is fragmented. According to the Institute of Psychiatry and Neurology, in 2011 treatment was received by: 10,040 people in 24-hour psychiatric wards, 100,659 people under 18 years of age in mental health clinics for children and youth. The number of people affected by disorders is much higher, many of them do not receive professional care mainly because of poor access to that kind of care but also for fear of stigmatisation. It is estimated that such disorders affect 10-20% of the whole population. In the group of children and youth under 18 who are patients of mental health clinics and addiction treatment centres (588 out of 100,000 people), the most common mental disorders are: emotional and behavioural difficulties (including ADHD) usually starting in childhood and adolescence, neurosis as well as stress-related disorders. Emotional and behavioural difficulties remain the first cause of psychiatric

hospitalisation (45 out of 100,000 persons). Disorders caused by psychoactive drug abuse rank second.

[The National Mental Health Protection Programme](#) for 2017-2022 (Narodowy Program Ochrony Zdrowia Psychicznego na lata 2017-2022) includes a diagnosis which contains data referring to the 18-29 age group. The diagnosis shows that 2.1% of people from this age group (1.7% of males and 2.6% of females) have had a depression episode at some point in their life, and a total of 0.4% have been affected by persistent depressive disorder called dysthymia. However, it is quite likely that the data quoted is significantly underestimated, because police data shows that the highest percentage of suicidal attempts is in the group of 20-24-year-olds. In the same way, data referring to the percentage of people receiving treatment ought to be treated very cautiously. The [Polish system of psychiatric care](#) is quite imperfect, especially in relation to child and adolescent psychiatry. Although in recent years there has been a [growing number of children](#) and young people receiving specialist care related to their mental disorders (...), over 3/4 of people from this group live in cities and the differences may result from difficulties when accessing specialist support in rural areas. The general stigmatisation of mental disorders is also a significant factor. That is why those really needing support in this field do not report such needs - psychiatric hospitalisation is generally treated as a last resort and decisions to hospitalise mainly refer to those seriously ill. According to the diagnosis, between 2011 and 2014 there was a slight increase in the percentage of children and young people with mental disorders (no addictions) receiving treatment in psychiatric hospitals and outside (data refers to outpatient care, day wards, 24-hour wards and care wards); there was neither a significant growth nor a drop: for example, in 2011, 96,183 children and young people were treated as outpatients and in 2014 – 105,123 (9.3% growth). The diagnosis of schizophrenia in children and youth is made relatively rarely - in 1 to 1.5% of cases in outpatient and day care and in 5% of cases treated 24 hours a day - which is about 5% of all patients. The diagnosis which is contained in the Programme of Preventing Depression in Poland for 2016-2020 (Program zapobiegania depresji w Polsce na lata 2016-2020) indicates that depression in young people may affect from 4-8% to 20% of their population. Depression in children and young people is still less clear than adult depression. In addition to that, a high Charlson Comorbidity Index is an additional characteristic of childhood and puberty – from 30 to 75% of children with depression meet the diagnostic criteria for anxiety disorders. Therefore, it is not surprising that Polish school children quite frequently go for psychotropic substances not prescribed by doctors (for example sleeping pills or calming tablets). It refers to about 17% of 15- and 16-year-olds and about 18% of 17- and 18-year-olds. Girls are likely to use such substances twice as often as boys. The characteristics of youth depression are worth noticing. It is inextricably linked to the difficulties of adolescence and development tasks of that phase (...) the clinical picture of the disease is often masked by tantrums, boredom and tiredness, as well as disruptive behaviour such as escaping from home, truancy as well as self-destructive and antisocial behaviour. The symptoms of depression are frequently accompanied by difficulties at school, cutting ties with peers, worse relationships with the loved ones and withdrawal. Growing depression symptoms in adolescents require special attention as they may lead to suicidal attempts or to suicide. In Poland, the rate of suicidal attempts among children and young people remains high. 2015 marked its highest level in many years - 481 attempts, including 12 by children under 12. In 2016 this rate was slightly lower - 475 attempts. In 2015, suicides were the second biggest cause of death in the 10-19 age group of children and teenagers - almost one in five cases of death within this age group was due to suicide.

Main concepts

Young people's health is significantly influenced by how they take care of themselves. Education, upbringing and information campaigns able to instil a kind of behaviour resulting in fewer health problems in young people may be of key importance in this respect. The [report](#) prepared by Woynarowska and Oblacińska reveals that the

awareness of health-improving steps among young people aged 11-18 is poor, for example among 15-year-old girls: 31% do not have breakfast every day, 74% of cases do not have fruit and 70% - vegetables, low level of physical activity in 90%, while 20% are on a slimming diet without any reason. Teenagers take up lots of activities that are dangerous for their health, for example in the group of 15-year-old boys 17% regularly smoke cigarettes, 15% regularly drink beer, 20% have got drunk 4 times or more and 12% have used marijuana or hashish in the last 30 days. Such behaviours frequently cumulate and create a risky behaviour pattern exposing health and social functioning to a serious risk. More data concerning improper health-improving behaviour (coming from the 2009 report prepared by the Centre for Public Opinion Research and entitled *Young People and Psychoactive Substances (Młodzież a substancje psychoaktywne)* shows that regular smoking had been tried by more young people from cities (28%) and towns (29%) than from villages (18%). (...) Alcoholic beverages prove to be more popular with school children than cigarettes or drugs (a 2014 nationwide HBSC survey indicates that a large group of teenagers first drank alcohol at the age of 11-13. Among 11-year-olds, 25% boys and 14% girls had already tried alcoholic drinks and in the group of 13-year-olds this index goes up to 40%. In the group of 17- and 18-year-olds only 5-8% had never tried alcohol). The fact of consuming strong alcohol is to be seen as an [extremely alarming thing](#) - 54% of school children had tried it (64% of boys and 48% of girls). The report does not confirm young people's using drugs on an allegedly large scale - an overwhelming majority of respondents (85%) said that within the year preceding the survey they had not experimented with drugs. The survey does not confirm the opinion that taking drugs is young people's normal behaviour. The problem is that the data quoted refers to a period from before 2008 which is indicated as the starting point of distributing other psychoactive substances in Poland (just like in Hungary, Romania, Great Britain and Spain) (so-called legal highs) which have since totally changed the drugs market. They are much more harmful than the drugs they are meant to replace as nobody knows their long-term effects. For quite some time, there was a general belief that they were not addictive, whereas the opposite is true - it is possible to get addicted just after one use, they cause psychosis and destroy the body much more and sooner. They are frequently used by the most socially excluded group, because those substances are easier available, cheaper and stronger. The problem is that no substances neutralising their effects are known as the composition remains secret and buyers do not usually know what they are buying and consuming.

The situation of young people being [overweight or obese](#) is not good, although better than in Europe still a short while ago: in EU countries every fourth child has been diagnosed with being overweight and obese; whereas in Poland in 2009 - only 16.4% of children aged 6-19. However, this percentage grows by about 2-3% every decade. The prevalence of being overweight or obese is greater in boys than in girls. Among other things, this situation is caused by bad eating habits. The 18-24 age group stands out by the [largest percentage](#) of those having their breakfast more rarely than every day. They are the ones that are most likely to have sweets in between their meals and [use diets not verified](#) and not recommended by medical circles (40% in the 18-24 age group). A very low level of young people's physical activity is another factor influencing the risk of obesity and the prevalence of other conditions: research conducted by the Central Statistical Office shows that 99.4% of those aged 15-29 prefer passive leisure by engaging in activities not requiring movement and physical effort. This is due to a low standard of physical education classes at school and to widely available alternative forms of spending free time, which often leads to behavioural addictions, especially Internet dependency. The number of children and young people (one teenager in eight) with symptoms of dysfunctional Internet use is constantly growing. [Young people struggling with other difficulties](#) such as attention deficit disorder, thought disorder or aggressive behaviours are much more likely to have problems with abusing the Internet. Young people's low level of physical activity is confirmed in a report prepared by the Institute of the Mother and Child for the Ministry of Sports and Tourism and entitled the Physical activity of school children aged 9-17 (*Aktywność fizyczna młodzieży szkolnej w wieku 9-17 lat*). The report provides examples of poor levels of Polish school children's physical

activity: Only every tenth person meets both physical activity criteria: VPA (vigorous physical activity, usually additional activity treated as a hobby and a way to spend free time) and MVPA (moderate to vigorous physical activity. Total physical activity is understood as a number of days within the last seven days where young people are engaged in physical activity for at least 60 minutes per day). It is additionally shown that Polish young people's physical activity level [decreases with age](#).

7.2 Administration and governance

Governance

The way of shaping the health policy is regulated by two basic pieces of legislation: the [Public Health Act](#) and the [National Health Programme for 2016-2020](#) (Ustawa o zdrowiu publicznym and Narodowy Program Zdrowia (NPZ) na lata 2016-2020). The Act provides that public health tasks are implemented by cooperating central government bodies (...), state organisation units including executive agencies as well as local government bodies, which implement their own tasks involving health promotion or protection, and (...) non-governmental organisations may participate in this implementation. It is also emphasised that when implementing their tasks, municipal and county (powiat) level local governments may cooperate with provincial local governments. Task coordination lies with the minister responsible for health matters. The minister's responsibilities include: preparing a draft of the National Health Programme, monitoring task implementation and ensuring its consistency, reporting the necessity of taking certain actions, collecting, analysing and sharing information about the nation's health and the prevalence of risk factors, as well as preparing information about public health tasks implemented or attempted in a particular year, including their evaluation. The Public Health Council established under the Act provides its opinion and advice to the minister.

Cross-sectorial cooperation

There are also other pieces of legislation applicable to the nation's health and wellbeing, which also refer to youth. They indicate bodies implementing public policies, such as the ministries of: sports and tourism, education, sometimes justice, and - just like the Public Health Act - local governments and non-governmental organisations. These documents, of course, are applicable to the whole nation and not to its particular age groups. [The Sports Act](#) (Ustawa o sporcie) is the first of them. It states: the creation of conditions favouring the development of sport - including those relating to organisation - constitutes local government units' own task. By adopting a resolution, the authority of a local government unit can determine the conditions and mode of financing own tasks mentioned in paragraph 1 and indicate a public objective in the field of sport which the unit intends to achieve. Another important piece of legislation is entitled [the Drug Abuse Prevention Act](#) (Ustawa o przeciwdziałaniu narkomanii) which provides that drug abuse prevention is municipalities' own task involving information, education and training work related to solving drug addiction problems, especially those affecting children and youth, including the provision of sports and recreation activities for school children, and activities linked to providing free meals to children participating in after-school programmes focussing on care, education and socio-therapy. The importance of central level organisations implementing the policy was also emphasised, that is the role of central government bodies and public units, including preschools and schools of all levels, health care entities, units of the Polish Army, Police and Border Guard, customs authorities, prison service, social support system institutions and the media. Therefore, the prevention of drug abuse may be considered a joint task to be carried out by both central government and local government bodies with the participation of other public services and social entities. The National Bureau for Drug Prevention accountable to the Minister of Health is a significant entity active in this field.

The wide scope and importance of tasks implemented as part of health care and those linked to the nation's wellbeing (as an element of the quality of life in a broad sense) is confirmed by their presence in the document [Poland 2030. The third wave of modernity. Long-term National Development Strategy](#) (Polska 2030. Trzecia fala nowoczesności. Długookresowa Strategia Rozwoju Kraju). One of its chapters, Human Capital, states: The good health of the population is a very important element of improving the quality of life. The reduction of premature mortality, morbidity and disability depends on accelerating progress on combating unhealthy lifestyles, such as tobacco use, alcohol-related harm, unhealthy diets and the absence of physical activity leading to the increased prevalence of non-communicable chronic diseases (mainly cancer, respiratory diseases, cardiovascular diseases, diabetes and mental illnesses). It is, therefore, indispensable to intensify prevention efforts promoting a healthy lifestyle, implement systemic cross-sectoral activities eliminating health inequalities caused by social circumstances among other things, and improve access to top-quality health care services to ensure a swift and effective return to the labour market. The strategy also formulates a targeted intervention, which seems especially essential for the young generation: *the development and implementation of cross-sectoral systemic solutions and activities strengthening the shaping of health-conscious attitudes which increase the accessibility of health programmes (prevention and rehabilitation) to reduce mortality and morbidity mainly due to civilisation diseases*. There are concrete tasks involved in the intervention, such as prevention-promoting programmes, monitoring of new risks and improved targeting of health-related programmes, risk group identification and targeted prevention, raising general awareness of health and healthy lifestyles, and even the promotion of high-quality agro-food products safe for consumers, as well as the dissemination of knowledge related to the principles of nutrition.

7.3 Sport, youth fitness and physical activity

National strategy(ies)

Among other things, the operational objectives of the [National Health Programme](#) for 2016-2020 include *the improvement of the nation's eating habits, nutritional intake and physical activity*. The minister dealing with health matters is the body responsible for the implementation of the Programme, in cooperation with ministers responsible for physical culture, labour, family, tourism, public finance, agriculture, national defence, as well as for education and upbringing. The Programme describes numerous tasks and most of them include healthy nutrition. They focus on the promotion of the role sport plays for young people, such as the dissemination of knowledge and the creation of conditions shaping and maintaining healthy eating habits and physical activity attitudes in the learning, working, service and leisure environment, also in schools and educational institutions, as well as the determination of land development conditions favouring walking, cycling and physical activity, while taking account of disabled persons' needs. The Programme also contains a plan to establish a national nutrition education and healthy lifestyle centre - young people are one of the groups that are targeted, however, the basic materials that are available relate more to healthy eating than physical activity. The Programme intends to promote physical culture by ensuring school children's access to sports facilities and classes involving physical activity (with particular emphasis on corrective gymnastics and compensation exercises), promotion of increased hours of after-school sport activities, improving the attractiveness of physical education classes at school (various forms) and monitoring the Polish nation's physical activity, including the percentage of people meeting the recommendations of the World Health Organisation on physical activity for health. No information on evaluating, monitoring and introducing modifications to the document is available.

Promoting and supporting sport and physical activity among young people

The [2015-2016 Youth Participation Governmental Programme](#) (Rządowy Program Aktywności Społecznej Młodzieży na lata 2015-2016) (the Programme was monitored by the Managing Institution and the Public Benefit Activity Council) was another document describing strategies and policies concerning the promotion of the role of youth sports. It encouraged young people to become fit and become involved in physical activity and was directly addressed to them. The Programme was implemented using State funds and its priority Passions and Interests indicated support for activities in the field of physical activity and sport, excluding sport activities organised as part of the National System of Youth Sport. Currently, data illustrating the functioning of the National System of Youth Sport is available. The System was, however, intended only for young sporting talents and placed emphasis on providing this group with optimum conditions for training and rising their performance. It also identified competitors with high sporting potential who would undergo further training in the sporting establishments and national teams of Polish sporting associations in order to represent Poland in international sporting competitions in all age groups, especially in Olympic sports.

Another programme taking action on physical activity is entitled the [Programme of Financing Tasks Relating to the Organisation and Conduct of Activities Supporting and Supervising Youth Sport](#) (Program dofinansowania zadań związanych z organizowaniem i prowadzeniem działalności wspierającej i kontrolnej sportu młodzieżowego). In 2018, it was financed by the Physical Culture Development Fund, implemented by external entities and monitored by the Minister of Sports and Tourism. It mainly emphasised the training of young sporting talents and sports competition and was financed by the Physical Culture Development Fund, remaining at the disposal of the Minister of Sports and Tourism. There is also a programme entitled [All Children's Sports](#) (Sport wszystkich dzieci) launched by the Ministry of Sports and Tourism and emphasising the dissemination of physical activity among children and young people, including the equalisation of their chances in accessing structured physical activity, and - in the long run - the promotion of healthy and active lifestyle and changing social attitudes to physical activity.

The universality of the programme entitled All Children's Sports makes it worthwhile to have a closer look at the tasks that are financed as part thereof: (1) Local Sports Animator mainly focusses on supporting the development of children and young people by boosting their physical activity leading to improved fitness, motor skills, health and the quality of life, providing opportunities (by equalising chances of access regardless of parents' financial situation) to the biggest possible group of children and young people to participate in organised, regular and attractive sport activities. Interestingly, the educational and preventive role of sports is emphasised here, as the Programme intends to combat social pathologies, especially interpersonal violence and aggression, provide assistance to impoverished and socially excluded groups. The Programme involves the participation of local government units and economic communities, (2) Supporting the organisation of sporting events for children and youth, promoting their physical activity and providing opportunities for participation in interdisciplinary sporting competitions and, again, educational objectives such as promoting fair play or reducing aggression and pathologies as well as removing inequalities in children's and young people's access to sport regardless of their parents' financial situation. Unlike the programmes mentioned before, the activities of this Programme are also intended for schoolchildren who are less gifted athletes. The third financed task under the project, that is supporting projects implemented by Polish sports associations to promote children's and young people's physical activity, is also seen in a broad social context. Physical activity is one of the methods of promoting social inclusion as presented in the document entitled [Active Forms of Combating Social Exclusion - a New 2020 Dimension](#) (Aktywne formy przeciwdziałania wykluczeniu społecznemu – nowy wymiar 2020) - one (optional) type of activities consists in health education understood as activities focussing on physical

activity and sports, leisure, sightseeing and social tourism, including the organisation of rallies, orienteering and themed races.

The remaining activities promoting physical activity in line with broader social objectives, including those relating to health, are contained in the [Act on Upbringing in Sobriety and Counteracting Alcoholism](#) (Ustawa o wychowaniu w trzeźwości i przeciwdziałaniu alkoholizmowi) which mentions the Fund for Sporting Activities for Schoolchildren and its objective - financing schoolchildren's sporting activities provided by sports clubs operating as associations and other non-governmental organisations whose statutory activities include the implementation of tasks relating to the promotion of physical culture among children and young people as well as financing activities organised by local government units and tasks described in public health regulations relating to physical activity. Grants for sporting activities for schoolchildren which are awarded by the Minister of Sports as part of the task Sports for All (Sport dla wszystkich) provide for the promotion of schoolchildren's sports in concrete fields, such as winter sports, swimming classes for everyone and activities involving elements of corrective gymnastics and compensation exercises.

Physical education in schools

The issue of physical education at schools is mainly defined in the Regulation of the Minister of National Education on Framework Teaching Plans for Public Schools (Rozporządzenie ministra edukacji narodowej w sprawie ramowych planów nauczania dla publicznych szkół) - Physical Education is a compulsory subject provided in primary schools in years 1-3 in an amount of three hours per week, in years 4-6 - four hours per week and in lower secondary schools (currently being phased out due to the education system reform in progress) - four hours per week. In the case of general upper secondary schools, physical education involves three hours of classes per week throughout all four years of the programme and the same goes for technical upper secondary schools (their programmes go on for five years) and for industrial schools (three-year-long programmes). [Guidelines](#) provided by the Ministry of National Education state that the shaping of physical activity habits should be the objective of physical education classes at each stage of education. Therefore, physical education classes should develop school children's interests and attitudes and assist in creating a positive image of themselves as participants in physical activity of a recreational, sporting or tourist nature. It is for this reason that the core curriculum states that physical education offered by schools should satisfy school children's needs and interests as fully as possible while taking their capabilities into account.

Collaboration and partnerships

Apart from the above diversified groups composed of entities implementing individual activities there are no uniform principles of cooperation and partnerships in the field of promoting physical culture and sport among young people. Most programmes generally focus on cooperation between local government units at different levels, educational institutions and non-governmental organisations and particularly - sports clubs.

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

The operational objectives of the [National Health Programme for 2016-2020](#) promise, among other things, the improvement of the nation's diets, nutritional intake and physical activity, and the minister dealing with health matters is the body responsible for the implementation of the Programme in cooperation with ministers responsible for physical culture, labour, family, tourism, public finance, agriculture, national defence as

well as education and upbringing. The Programme also contains a provision relating to prevention and solving problems linked to using psychoactive substances, having behavioural addictions and displaying other risky behaviours. In this case it is the minister dealing with health matters who is responsible entity but for the purposes of the programme he is supposed to cooperate with ministers responsible for education and upbringing, national defence, labour, family, social security, internal affairs, justice, public finance and digitalisation. The Programme proposes a number of specific tasks aimed at improving the availability of products recommended for consumption and reducing the availability of those not recommended for excessive consumption, including restrictions concerning their marketing - in particular targeting children and youth - promotion of knowledge of healthy eating in schools and education system institutions, as well as the shaping, maintaining and promoting of healthy eating patterns. It is for this purpose that the [National Centre for Food Education](#) was established on the initiative of the Institute for Food and Nutrition and because it is necessary to disseminate knowledge about healthy eating and healthy lifestyles, make a positive change to eating attitudes and habits, thus improving the health of Poles. In response to the population's need for access to free diet advice, the Centre runs an on-line nutrition advice centre - an on-line diet clinic where dieticians can be consulted individually. The National Health Programme also includes information and educational activities in the media, training, publishing and healthy lifestyle promoting activities targeting health care professionals, teachers, central government and food industry representatives, as well as pregnant women and parents of children aged 0-5 years. There are separate tasks focussing on being overweight or obese, comprehensive epidemiological research into the nation's diet and nutritional intake, with particular emphasis on school children and pregnant women. The Programme offers funding to health policy programmes targeting the maintenance of a healthy body weight which are implemented by local government units using funds coming from the National Health Fund.

Encouraging healthy lifestyles and healthy nutrition for young people

The following programmes which are coordinated, implemented and monitored mainly by the Minister of Health serve the purpose of reducing the young generation's risky behaviours:

- The [National Programme for Prevention and Solving Alcohol Problems](#) (Narodowy Program profilaktyki i rozwiązywania problemów alkoholowych). It involves information and educational activities including awareness campaigns exposing risks faced by consumers and their families and resulting from alcohol consumption, raising adults' awareness - including parents, teachers and people working with children and youth - of harm done by alcohol they consume and of effective preventive activities including assistance to children coming from families facing alcohol-related problems. The Programme also promotes and implements recommended preventive programmes and those focussing on selective prevention promoting mental health and targeting children, young people, parents and teachers, extending and raising the quality of the offer of psychological counselling, socio-therapy and care intended for children from families facing alcohol-related problems.
- [The Programme for Combating Health Consequences of Using Tobacco and Related Products](#) (Program zwalczania następstw zdrowotnych używania wyrobów tytoniowych i wyrobów powiązanych), which provides for in-service training relating to effective preventive activities intended for teachers and other people working with children and youth, the provision of a Telephone Helpline for Smokers, and studies relating to the use of tobacco products and related products by adults, children and youth.
- [The Act on Counteracting Drug Addiction](#), where most provisions refer the whole population (no indication of particular age groups), however, its specific provisions contain activities implemented as municipalities' own tasks which involve - among

other things - preventive information activities, education and training relating to drug addiction problem solving, especially for children and young people, including sporting and recreational activities for school children, as well as activities focussing on providing food to children participating in after-school educational, care and socio-therapy programmes. The general education core curriculum and initial education programmes for teachers and people educating children and youth in schools and other institutions of the education system also include mental health and healthy lifestyles promotion with placing particular emphasis on combating drug addiction.

- The regulation of the Council of Ministers relating to analysis of the currently applicable legal provisions from the perspective of protecting children and youth against too easy access to sexualising and pornographic contents. This analysis involves surveys exploring the consequences of being exposed to that kind of content for the psycho-sexual development and mental health of children and young people. The regulation also focusses on the development of an offer of prevention programmes based on science and their dissemination, as well as on training for various task forces (including teachers, doctors, sanitary inspectors, public prosecutors, uniformed services, municipal police) aimed at the relevant developmental risks and health consequences for children and young people

Activities aimed at the promotion of a healthy lifestyle and eating as well as the prevention and/or elimination of bad habits in this respect are also specified in documents of a more universal nature, including [Poland 2030. Third Wave of Modernity](#). Long-term National Development Strategy, describing the aim of intervention as the preparation and implementation of cross-sectoral systemic solutions and steps improving access to health programmes (prevention, rehabilitation) resulting in the reduction of morbidity and mortality, due in particular to civilisation diseases, and in the [2020 Human Capital Development Strategy](#) (Strategia Rozwoju Kapitału Ludzkiego 2020), where one of its strategic objectives relates to the improvement of the nation's health and the effectiveness of the health care system.

Encouraging young people to live a healthy lifestyle and eat healthily may be recognised as the objectives of the [2020 National Programme for Combating Poverty and Social Exclusion](#). This new dimension requires active integration. The document covers an action described as *improving food safety*, which is recognised as one of the forms in which families, children and youth can be helped, which could be done among other things by introducing children and youth nutrition programmes, providing them with the right amount of nutrients of appropriate quality, as well as educational activities focussing on a healthy lifestyle, including healthy nutrition. As the social impact of the Programme is very complex, it is coordinated by the minister responsible for social security, minister dealing with education and upbringing as well as by local government units.

Apart from the activities described above, those aimed at health- and healthy lifestyle-related education provided by schools also include an initiative of the Ministry of Health entitled [Improved Access to Dental Care for Children and Young People at Schools](#) (Poprawa dostępności do świadczeń stomatologicznych dla dzieci i młodzieży w szkołach), which intends to improve access to dental care provided by dental surgeries at public schools and offer effective dental care and mouth hygiene educational activities to as many children and young people as possible. There are activities focussing on prevention of dental caries, regular check-ups of the oral cavity, preventive dental care (tooth sealing and coating) and health education provided to children and their parents.

[Education for Safety](#), a subject provided in the core curriculum imposed by the Ministry of National Education, envisages education in public safety, including the preparation for emergency response in cases of emergency (mass accidents and disasters), first aid fundamentals and health-enhancing education. It also involves transferring the knowledge of civilisation diseases (hypertension, diabetes, lipid metabolism disorders, obesity), cancer, psychiatric diseases, those linked to risk behaviours and addictions, including their prevention and risk factors. Interestingly, the subject involves wide

cooperation between schools and local police units, fire services, training centres, army units and non-governmental organisations such as Volunteer Fire Fighters, Polish Red Cross, National Defence League

Health education and healthy lifestyles education in schools

Polish schools provide no regular and compulsory education focussing on relationships and sex. [The Regulation of the Minister of National Education on Framework Teaching Plans for Public Schools](#) (Rozporządzenie ministra edukacji narodowej w sprawie ramowych planów nauczania dla publicznych szkół) only proposes an optional subject, Family Life Education. However, while there is no number of hours specified, there is a reference to the provisions of the Act on Family Planning, Protection of Human Foetus and Pregnancy Termination Conditions (Ustawa o planowaniu rodziny, ochronie płodu ludzkiego i warunkach dopuszczalności przerywania ciąży) which provides that the minister will issue a regulation to determine the way of teaching and the contents of the subject, which, regrettably, is not included in the above Regulation.

Apart from the documents described above and dealing with the issue of raising awareness of healthy lifestyles and factors influencing young people's health and well-being, there are also the specific relevant provisions that are included in the National Health Programme for 2016-2020. They refer to, in particular, mental health problem prevention as well as to the promotion of and education in appropriate public behaviour, namely: constructive interpersonal relations, convictions, attitudes, behaviour and lifestyles supporting mental health, development of coping skills needed in situations posing a risk to mental health. The document states that the development of potential and focussing on children's and young people's strengths is a characteristic of this policy. These activities are implemented by the Ministry of Health in cooperation with other ministries and entities selected under calls for proposals, including local government units.

Polish young people needing support in crisis situations can talk to a free and anonymous helpline for children and youth by dialling [116 111](#) - a number that is the same all over Europe. It is run by the Empowering Children Foundation (Fundacja Dajemy Dzieciom Siłę), which responds to requests for moral support in difficult and crisis situations. Unfortunately, it is no longer financed by the State. At the moment it remains operative thanks to a business partner's support.

Peer-to-peer education approaches

No information available

Collaboration and partnerships

Information campaigns focussing on healthy lifestyles and factors influencing health and well-being usually have a broader scope and are aimed at all age groups or, sometimes, at particular ones just like in the case of a campaign of the Polish Cardiac Society entitled [Healthy Children. Healthy Youth, Healthy Adults](#) (Zdrowe dzieci, zdrowa młodzież, zdrowi dorośli). The 2016 education campaign intended to promote heart disease prevention emphasised the role of intergenerational interaction in adopting and maintaining a healthy lifestyle. Campaigns raising the young generation's health awareness include an educational campaign initiated by the Ministry of Health in 2017 and entitled [Prevention, Man!](#) (Profilaktyka, Człowieku) which was to encourage young people (aged 18-35) to take greater care of their health and to sensitise them to a number of alarming symptoms that they are not yet aware of and a 2018 Aflofarm campaign (under the patronage of the Ministry of National Education) entitled [Don't let your health go up in smoke](#) (Nie spal się na starcie) intending to prevent young people (aged 12-16) from reaching for the first cigarette.

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

7.5 Mental health

National strategy(ies)

The Regulation of the Council of Ministers of 8 February 2017 introduced the [National Mental Health Protection Programme for 2017-2022](#) containing both medical (referring to sick people) and social objectives (addressed to the whole population). The Programme has three main objectives: providing people with mental disorders with multifaceted care adequate to their needs, conducting activities aimed at preventing stigmatisation and discrimination against people with mental disorders and the monitoring and evaluation of the Programme activities. The Programme targets the whole population. However, its specific objectives include one that is particularly dedicated to the young generation: providing school children, parents and teachers with guidance and counselling. The Minister of Health is responsible for the implementation, coordination and monitoring of the document. However, it is the minister responsible for education that is authorised to act in relation to the above objective. It involves a task that is defined as the preparation - in cooperation with the minister responsible for health - of institutional frameworks and principles of cooperation between mental health care units and educational institutions, especially with youth care centres. The Programme also contains a task that is delegated to the minister of justice: ensuring that people in penitentiary establishments run by the criminal justice system, especially in youth offender institutions, have access to mental health care and counselling. It is also local governments that are responsible for the implementation of the Programme. At provincial level their tasks focus on updating provincial programmes aimed at improving availability and reducing inequalities in access to various forms of community mental health care, including Health and Mental Care Centres, and health care establishments for children and young people in individual provinces. Provincial programmes may be an element of regional mental health care programmes and local governments at county level are responsible for the preparation of a local programme aimed at improving availability and reducing inequalities in access to various forms of community mental health care, including Health and Mental Care Centres, and health care establishments for children and young people in individual counties and municipalities. Under the Programme and as part of the above objective consisting in providing school children, parents and teachers with counselling and guidance, all local government units are expected to support the development of children and young people through psychological and educational support centres providing school children, parents and teachers with psychological and educational assistance and to provide psychological and educational assistance to children and young people in nursery schools, schools and institutions.

The National Health Programme for 2016-2020 is another document already described. One of the operational objectives of the document consists in preventing mental health problems and improving mental well-being in the whole population. Some of the tasks indicated in the objective directly target young people (or such targets may be implied due to the specificity of the effect intended): [combating children's and young people's sexualisation](#), operating an active policy targeting children and youth through activities and programmes, conducting activities focussing on comprehensive development and developing constructive interpersonal relations, strengthening the mental health potential of children and young people, shaping personalities, personal and social skills, providing support in solving developmental problems and crises, improving resilience and emotional functioning, conducting activities preventing eating disorders due to psychological factors (including anorexia and bulimia) in the population as a whole and in higher risk populations, conducting activities preventing mental health problems in young people in the criminal justice system, in prison populations and in the population of

officers and employees of the Prison Service. The minister responsible for health matters - in cooperation with the ministers of labour, family, social security, education, science, higher education and digitalisation - is responsible for the implementation of the document.

Improving the mental health of young people

Apart from the above documents, Poland also operates the [Programme for Preventing Depression in Poland](#) in 2016-2020 (Program zapobiegania depresji w Polsce na lata 2016-2020). Although it targets the general public, it also directly identifies the most vulnerable groups, including women who have given birth and young people. The Programme is mainly focussed on prevention and raising social awareness of depression disorders. It is for this reason that the programme proposes a number of information and educational activities targeting school children and women in maternity wards. The document was adopted in 2016 and according to its authors, it is the first systemic nationwide programme for preventing depression.

EDDRA and the system of recommendations endorse programmes run by the State Agency for the Prevention of Alcohol-Related Problems (PARPA) and the National Bureau for Drug Prevention, including (1) the [Programme for Preventing Social Pathologies among Youth](#) (Program Przeciwdziałania Młodzieżowej Patologii Społecznej) (selective prevention programme for young people aged 13-19 at risk of drug addiction and social exclusion) (2) School Preventive Intervention (Szkolna Interwencja Profilaktyczna) (selective drug prevention programme for school children, proposed as brief intervention made by teachers and/or school pedagogues, (3) [FreD goes net](#) (early intervention programme for young people aged 15-21 occasionally using drugs or alcohol).

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

In Poland there is no integrated and universal tool for diagnosing and signposting young people facing health risks. Individual health conditions have their own statistics, which have not been provided in an integrated study. However, the [Polish Matrix on Physical Activity for Children and Youth](#) (Polska Karta Aktywności Fizycznej Dzieci i Młodzieży) launched in 2016 was also prepared for Poland as part of the activity of the Active Healthy Kids Global Alliance. It presents data relating to a number of indicators, such as overall physical activity, organised sports participation, active play and transportation as well as activities aimed at healthy weight maintenance. Interestingly, the data made it possible to put forward the thesis that there is no balanced attitude to supporting children's and young people's physical activity, and that the school is the best functioning area in this respect, as its activities focus on improving physical education classes and school facilities; one of the conclusions drawn on completion of the study was that it was necessary to constantly monitor changes to individual indicators of the Matrix and fill in gaps in research

There have also been local diagnoses focussing on the health of inhabitants of certain cities, such as [Szczecin](#) and [Białystok](#). [The Social Diagnosis 2015 report](#) - the living conditions and the quality of life of Poles (Raport Diagnoza społeczna 2015, Warunki i jakość życia Polaków) is a source referring to the whole Polish nation. However, it does not focus solely on health issues. The report offers chapters concentrating on health (somatic symptoms, disabilities, lifestyle and health risk factors) and chapters describing other issues such as life stress and strategies of coping with problems and difficulties.

Stakeholders

Not applicable

Guidance to stakeholders

Not applicable

Target groups

Not applicable

Funding

Not applicable

7.7 Making health facilities more youth friendly

It is impossible to indicate initiatives aimed at improving access to health care establishments in the case of a specific age group. The country operates the [Accreditation Programme. Hospitals](#) (Program Akredytacji. Szpitale). It contains a set of standards prepared in 2009 by the Centre for Monitoring Health Care Quality. But firstly, they refer to general friendliness and attention given to the standards of service and patients' access to hospitals. Secondly, they are not compulsory. There is also the [Accreditation Programme. Primary Health Care. A set of standards](#) (Program akredytacji. Podstawowa Opieka Zdrowotna. Zestaw standardów). It provides the rules of conduct towards all patients, such as respect for basic rights and needs, respect for dignity - in particular in cases of people with physical or mental disabilities, regardless of their health condition, convictions and economic situation, ensuring privacy, freedom from embarrassment, secrecy, providing intelligible information about health, participation in making decisions about planned medical treatment. Some of those rules may be particularly important to young patients.

Improved access to health services is one of the tasks listed in the 2020 National Programme of Combating Poverty and Social Exclusion. The Programme is intended to improve the effectiveness of the health care system in all areas of health care (primary, outpatients, inpatients and addiction treatment) as well as to implement integrated health care and disease management. As it is also planned that effective public health programmes concerning selected social groups will be developed, this will hopefully mean undertaking activities targeting individual age groups, including young people.

The document whose certain provisions refer to youth is entitled the [Patient Rights Charter](#) (Karta Prawa Pacjenta). One of its sections, *the Rights of Children Receiving Treatment (Prawa dziecka w trakcie udzielania świadczeń zdrowotnych)*, focusses on patients under 18 years of age who, apart from being entitled to use most of the rights of adult patients receiving treatment (however, taking account of the entitlements of parents or guardians and restrictions due to age) are guaranteed additional health services provided by dentists and access to dental materials. The remaining rights can mostly be exercised by persons aged 16 or over (13 or over in one case) and focus on access to information and expressing their opinion about medical acts, application of methods minimising the discomfort of an examination as well as consent to be admitted to psychiatric hospitals.

7.8 Current debates and reforms

There are at least two directions in the current debates concerning young people's health and well-being issues. The first of them - a debate relating to expenditure on health care services required by the medical community - is of a general nature. The Ministry of Health has published a material entitled [All Together for health - a national health debate](#) (*Wspólnie dla zdrowia – narodowa debata o zdrowiu*), which reads: *the decision to significantly increase state expenditure on health care services up to 6% of the GDP has created an exceptional opportunity for introducing changes to the health service system, so it can operate more effectively. The optimum use of higher than ever public expenditure for health care requires - as Łukasz Szumowski, Minister of Health says - a public debate. We intend to set priorities and objectives by engaging in a nationwide dialogue, together with various communities: patients, doctors, nurses and other medical professions, employers and experts.* Although the planned increase of public expenditure should be the starting point for the discussion, it should also include the problem of ageing society, epidemiological challenges and technology development. The debate should be aimed at developing a system which would strike a balance between social needs, the financial and economic capacities of the State and social capital involvement.

Another debate, which has already been referred to Polish Parliament as a bill, focusses on compulsory immunisation. The Polish Vaccination Knowledge Association "STOP NOP" is the author of draft amendments to the Act on Prevention and Combating Infections and Infectious Diseases in People (*Ustawa o zapobieganiu oraz zwalczaniu zakażeń i chorób zakaźnych u ludzi*). It intends to waive the obligation of compulsory vaccination and make it voluntary. However, as the Chief Sanitary Inspector says, *from the perspective of public safety and citizens' health, each change likely to lower vaccination ratios exposes us to the return of diseases which are almost forgotten.*

Many debates involving health issues in Poland are ideology-based and the admissibility of pregnancy termination is the best example thereof. Issues linked to dependencies and addictions are also part of such discussions. Poland definitely prefers the paradigm of total abstinence from psychoactive drugs, which significantly hinders harm reduction activities. In the same way, mental and ideological limitations affect the issue of treating people carrying HIV. There are no uniform and universal medical procedures in relation to them. This is all the more important as new social phenomena are emerging, which are the cause of this and many other infections, such as prostitution of young males involving those entering Poland by crossing the Eastern border, or so-called chemsex which means taking drugs or consuming alcohol to enhance sexual pleasure which, in turn, leads to a total loss of control and increased exposure to infection.

The most recent legal change concerning psychoactive substances relates to amendments to the [Act on Counteracting Drug Addiction](#), which treat 114 psychoactive substances used in legal highs in the same way as traditional drugs. This, in turn, causes further penalisation of the phenomenon. Currently, the possession and supply of such substances carry the same penalties. People opposed to this solution say that excessive penalisation for possessing psychoactive substances makes it impossible to implement effective harm reduction measures in relation to abusers.

Activities aimed at the protection of the young generation from sexual abuse and its consequences are the subject of a debate currently in progress. The withdrawal of public funding provided to activities conducted by the Empowering Children Foundation (among other things in relation to providing the helpline for children and youth already discussed) is a tangible result of that dispute. The Foundation aims to protect the youngest citizens from harm and minimise the consequences that result from experiencing violence. Sexual violence is one of the frequently indicated forms which has resulted in the emergence of this issue in public debates.

8. CREATIVITY AND CULTURE

In Poland individuals aged between 25-34 and 15-24 years- represent the highest percentage of people who consider culture as important (84.0 and 81.8 percent respectively), similarly in the 15-24 age group was the highest percentage of people who read at least one book - 74.9 percent (in cities - 79.5 percent, in rural areas - 69.1 percent, however, it should be mentioned that often those are school or student textbooks and, as such, obligatory readings).

As far as the use of mass media is concerned, over 70 percent of people aged 25 or over were reading newspapers, while in the youngest age group (15-24 years) - 55.7 percent (...) the most people listening to the radio were in the group of 25-34 years old - 89.6 percent, but on the other hand, the least radio listeners were recorded in the youngest group (15-24 years). When it comes to watching movies, young people relatively often go to the cinema (78.0 percent of the 15-24 years old group) but at the same time, the lowest percentage of viewers of the feature films (87.9 percent) was recorded in this group.

8.1 General context

Main trends in young people's creativity and cultural participation

In Poland, research aimed specifically at the culture and creativity of young people is not regularly carried out. However, participation in culture is examined and some of the available reports indicate significant differences between the intensity and the forms of participation amongst the different age groups. From the outset, however, attention should be paid to the significant definitional discrepancies, which have a major influence on the assessment of this phenomenon. It regards the defining of the concept of participation in culture, which is sometimes described in a traditional, [narrow way, as doing something with cultural resources](#) - this approach is usually used in public statistics on culture and it simply means the use (consumption) of cultural resources created by various cultural institutions, possibly also the [amateur creation of such resources](#). We are therefore dealing with an understanding of participation, which is almost exclusively seen through the prism of the individual's relationship with institutional culture. Subsequent approaches can be considered as progressively wider; some of them include not only reception, but also the creation and interpretation of various contents, while another, even broader approach, defines cultural participation as *individual participation in cultural phenomena - absorption of its contents, use of its resources, subjecting oneself to the existing norms and models, but also the creation of new cultural content and the reproduction and processing of existing ones*. A separate set of approaches results from a very broad anthropological definition of culture and can be characterised as a specific way of human living; as everything which makes a person live differently than other creatures, as a unique way of adapting to reality, a basic tool that provides people with an advantage over the animal and natural world. In this broad approach, the social context is also important - the fact that we live among the creations of culture which significantly mediate interpersonal relations, because culture is a sphere surrounding human beings on all sides and humans are inherently "immersed" in it. It is also referred to as "being in culture, meaning having internal dispositions to understand cultural patterns and the human behaviours resulting from it, as well as an understanding of the products of culture, along with the ability to produce and process them, which results from acquired cultural competence. The characteristic of this type of understanding of participation in culture is its broad scope: contents, goods, norms, models and values of culture and all possible manifestations of culture, but paradoxically, the universality of this state means that the fact of "being in culture" is neither felt nor realised in everyday life. Another issue is the relation of cultural participation with common norms, models

and values - participation is both the reproduction and processing of existing ones, as well as the creation of new ones. This broad social and moral context has a special meaning in the life of the young generation - it indicates that participation in culture, its frequency and daily practice has a significant importance in further life of young people, not only with regards to the narrowly understood participation in culture, but also relating to attitudes in later life, existence in society and professed values.

Main concepts

Participation in culture may have, first and foremost, an institutional and reception-oriented dimension, as well as reference to broad spheres of life, including *non-mass and non-institutional phenomena into the analysis of contemporary culture*, and define them as *a process of including and excluding individuals and groups, objects, ideas, behaviours and their configuration into specific situations (both everyday situations and special occasions) regulated culturally (...) [which] is possible due to human behaviour - therefore always, as per definition, having an active character*.

We are, therefore, dealing either with the participation in culture treated as receiving (reception), learning, using and consuming *cultural goods* produced by others (this is in line with the understanding of culture visible in the most important document in this respect, i.e. the [Act on Organising and Running Cultural Activity](#) (Ustawa o organizowaniu i prowadzeniu działalności kulturalnej) or with a complex dynamic set of cultural practices that can occur in various places, such as locations [described by Barbara Fatyga](#) as a *substitute (substitutive) cultural infrastructure, including objects and places in public spaces that were not originally conceived as performing (narrowly understood) cultural functions. They are particularly important in places where the existing and official cultural infrastructure does not meet integration needs and, often, the ludic needs of specific social groups or excludes them from the official participation. Examples of substitute infrastructure understood in this way include: a spot outside a local shop, stairwells and alleyways, obfuscated park benches, bus stops or staircases occupied by slackers or/and young people, uninhabited buildings and ruins, allotment gardens, nooks and crannies of stations and canals occupied by homeless people, et cetera*. There is no specialised formal institution necessary to practice such understood participation in culture. Instead, in the typology of cultural activity and participation in contemporary cultural life, developed by Tomasz Szlendak, the "social circles" category manifests. These are "hordes" of school or university friends, . Young people going out together, visiting the gallery to see an exhibition before heading to the pub, or ending up in a cluster of people at an electronic music festival. People, especially young people, leave their homes because they want to meet their friends. This is their main need and motivation. Thus, they independently organise themselves into groups of people for whom collaboration and sociability are more important than artistic experiences.

Therefore, when analysing the issues of culture and creativity of young people, this phenomenon must certainly be taken into consideration. Some sources unequivocally emphasise such a broad, socialised approach. In the [Youth 2011 Report](#) (Raport Młodzi 2011) prepared by the Strategic Advisers to the President of the Council of Ministers, we read: *for contemporary youth, participation in culture means first of all entertainment and a form of "being together" – a means of presenting one's own social position and creating one's own image*. After that, the authors write about such phenomena as *shifting of the emphasis from culture on to entertainment, seeking pleasure and pleasing others, seeking fun*, while pointing to the specific creative aspect shaping the future of young people, which is *experimenting with their own, as yet undiscovered talents*. Unfortunately, the negative aspect of this approach was emphasised too. It was pointed out that opening up to everything is causing *the aesthetic taste of the youth to become multi-vector, "not seeking", blurry, random and "patchwork-like"*, although this does not lead to *mindless acceptance of the dominant culture – that being the mass culture or current trends circulating on the internet. In some groups it creates conscious resentment demonstrated by this disregard of "mass produced" goods and contents*,

"mass gatherings", TV series, distancing themselves from the online "garbage of meanings", or exclusion of TV from the set of home appliances. What is important is that the quoted report has found the source of such a state of affairs mainly in the lack of an attractive offer for young people on the side of cultural institutions (its mismatch to the tastes and preferences of the youth, its financial inaccessibility) and negligence in the realm of cultural education. To a large extent this results from the improper structure of state expenditure on culture, which does not take into account the needs of the young recipients, including investments into large facilities, while the diverse and niche aspects of culture would be better served by small facilities having flexible functions and purpose.

The Central Statistical Office (*Główny Urząd Statystyczny – GUS*) conducts a cyclic survey entitled: Participation in Culture (*Uczestnictwo ludności w kulturze*). The last one available is from 2014, and refers to data even as far back as from 2009. They show that among young people - individuals aged between 25-34 and 15-24 years- represent the highest percentage of people who consider culture as important (84.0 and 81.8 percent respectively), similarly in the 15-24 age group was the highest percentage of people who read at least one book - 74.9 percent (in cities - 79.5 percent, in rural areas - 69.1 percent, however, it should be mentioned that often those are school or student textbooks and, as such, obligatory readings). Participation in culture also means the use of mass media: over 70 percent of people aged 25 or over were reading newspapers, while in the youngest age group (15-24 years) - 55.7 percent (...) the most people listening to the radio were in the group of 25-34 years old - 89.6 percent, but on the other hand, the least radio listeners were recorded in the youngest group (15-24 years). When it comes to watching movies, young people relatively often go to the cinema (78.0 percent of the 15-24 years old group) but at the same time, the lowest percentage of viewers of the feature films (87.9 percent) was recorded in this group.

That is all regarding the participation of young people in the institutional culture studied within the framework of public statistics. However, with regards to the preliminary considerations, it should be emphasised that young people for various reasons - material, social, and infrastructural – often cannot find their place in institutional culture. The Central Statistical Office data quoted above confirms this (according to the reporting data of community centres, clubs and groups, in 2014 only 266,600 individuals (of which 61.2% were primary and secondary school students) participated in arts group classes, and 422,900 people (of which 41.1% were primary and secondary school students) participated in the activities offered by clubs and day groups). It is difficult to consider this data as impressive, especially, as Tomasz Szlendak writes in the previously mentioned typology, if we are dealing here with compulsory participation. The typology of cultural activity and participation in contemporary cultural life mentions another category of youth: "the children from the bus". These are *pupils and pre-schoolers who are brought to cultural institutions to watch plays, exhibitions and educational programmes/events, one of the most faithful and most numerous spectators and clients of Polish cultural institutions, who have no choice – they simply have to participate in artistic events. Without them, cultural institutions in Poland would certainly be empty.* Thus, as we read in the Youth Joined in Action Programme for 2016-2019 (*Młodzież Solidarna w Działaniu na lata 2016-2019*): *children and youth constitute a group of 'professional' recipients of culture.*

Further data, which is helpful in the diagnosis of the way in which young people participate in culture, is brought by the report entitled: Youth and Media. New Media and Cultural Participation (*Młodzi i media. Nowe media a uczestnictwo w kulturze*), prepared by the SWPS Centre for Popular Culture Studies (Centrum Badań nad Kulturą Popularną SWPS) at the University of Social Sciences and Humanities. The Report concerns the impact of modern communication methods, often blamed for having a devastating effect, not only on the cultural activity of the young generation, but on any activity which they engage in. The authors put forward the thesis that states quite the opposite, because *the Internet at the level of young people's practices is not at all an individualistic and global medium. Its uses usually have a group character, shared by a circle of friends (who visit similar websites and communicate with each other through the same channels), and thus*

strongly local. The practiced 'co-internet' is closer and smaller than the abstract global network. The authors of the report also point to the fact that the Internet is completing the gaps in the aforementioned institutional offer: anti-hierarchical circulation of knowledge and cultural content challenges the world of institutions, both educational - because it facilitates learning outside of school, beside school and sometimes against school - and cultural. Once connected to the network, a computer becomes the basic interface for access to knowledge and culture. Regardless of whether it is about accessing texts needed to do homework, watching a favourite series or a theatre play, the most commonly used medium is not a book or television, but a computer screen. In times like this, when culture is digital or digitised, easily replicated and circulating in online exchange networks, the hierarchies separating the 'high' from the 'low' and the 'elite' from the 'popular' eventually collapse, and traditional cultural institutions suddenly start to operate in a completely new environment.

It is impossible to talk about the participation of young people in culture without appreciating the role of the Internet and modern forms of communication. This is also visible in the previously quoted [Central Statistical Office research](#): the percentage of people using a computer at home every day is the highest (85.8 percent) among the youngest age group – 15-24 years. It is usually used for the entertainment purposes: streaming or downloading movies, music files, playing computer games or downloading games (this type of computer usage was declared by 62.6 percent of people from the 15-24 age group and 45.8 percent of people from the 25-34 age group). The authors of the diagnosis prepared for the needs of the Social Capital Development Strategy 2020 (Strategia Rozwoju Kapitału Społecznego 2020) were also aware of this (unfortunately it is currently impossible to say whether the Strategy is implemented in Poland, although it is formally valid until 2020 - therefore the diagnostic part of it should be considered the most important). It points out a very significant aspect of the self-awareness of young people, who are convinced (and it is hard to doubt the rightness of this conviction) that they are more modern than the older generation, better at multi-tasking, learn faster and are generally more creative. At the same time, it should be emphasised that patterns of participation in culture do not depend solely on age, but also on (often strongly correlated) geographical, economic, educational and technological factors (well-illustrated by the results of a [study conducted by Millward Brown](#), on behalf of the Warsaw authorities, which showed that in addition to age, the factor having the greatest impact on the use of the wider cultural offer in the Polish capital is material status - the higher the status, the more frequent the participation). In general, however, *the new forms of participation positively involve other forms of active participation in culture.*

The abovementioned factors jointly predicate access to cultural goods as well as its reverse, i.e. cultural exclusion. These are not, of course, factors related only to young age, but their impact on the model of participation of young people in culture is all the more important, that it translates into current and - as it was said - future social practices, which in turn affects important factors for development, such as cohesion and social mobility, or equal opportunities. However, it is worth emphasising, that not only economic, temporal and spatio-geographical factors are important here, but *more and more often the role of quality of the cultural offer, cultural aspirations of citizens along with lifestyle changes are being pointed out as equally important. As in the case of other spheres of social activity, the threat of exclusion mainly concerns deprived groups, from poor environments, with low education and social status.* Access to the cultural offer is diverse both at the city-village level and in the regional distribution. Both cultural offer and cultural infrastructure in cities are much more developed and diverse. The cited diagnosis also contains important contextual information about the creative potential, which, although it does not refer only to young people, it postulates the thesis that, in relation to European average, Poland has a very low percentage of students of artistic faculties. To a limited extent this fact can be regarded as characterising the level of creative potential of Polish youth, which has a significant social impact, because, as the authors of the diagnosis write, *it is not a resource that belongs to individuals, institutions, organisations or companies, but rather a specific system of connections*

between them, favouring the creation of new, original and innovative things (...) and the system of artistic education due to its versatile character is an important element of cultural and creative potential. However, there is an important obstacle hindering access to culture and the creative ability of using it by young people. It is a restrictive approach to the issue of copyright, which is often incomprehensible to them: the issue of authorship is secondary to them and they intuitively use the materials posted on the web as if they had permission to do so. Interestingly, it is actually in line with the law, which allows one to use already shared content for one's own use. In the long run, however, copyright can be treated as a handbrake on cultural education, when it does not allow legal development of culture and blocks educational opportunities. This refers to such aspects of it as the inability to process and publish modified content, creating an illusion of the illegality of downloading content (propaganda activities, presenting aspects of copyright that are convenient for specific interest groups, blocking access to knowledge. The dissemination of open educational materials, amongst others, guarantees (putting aside the issues of accessibility to equipment, network and the user's skills) equal access to [knowledge](#).

Conclusions contained in the document entitled: [Poland 2030. The Third Wave of Modernity. Long-term National Development Strategy](#) (Polska 2030. Trzecia fala nowoczesności. Długookresowa Strategia Rozwoju Kraju) may be regarded as a summary of the above considerations. While characterising young people, the authors write about the phenomenon of *socialisation into a culture of diversity and prosperity*, which is accompanied by a process, as part of which *adults increasingly adopt or retain the features and behaviours of teen style in an attempt to maintain a level of social acceptance within contemporary youth culture. This process also involves the promotion of a cult of youth among the adults.* At the same time, they note that *this generation has no complexes against its peers from other countries - this is the first generation in Poland for centuries without experience of cultural or technological gaps in comparison to young people from other developed countries.* The authors point to the important consequences of such a state of affairs for the activities designed and implemented to support the participation of young people in culture, stressing that they define it as *participation in a "massclusive culture", i.e. one that operates in mass circulation due to availability, but at the same time, through the existence of niches for groups of addressees, a kind of exclusivity, or "clubiness". It is a generation that is characterised by a different evaluation of the role and realm of freedom. For them, the oasis of freedom (of the greatest importance) and the area of creating social bonds is the Internet. At the same time, the Internet organises access to other media in a convergent way (for people under the age of 25, the Internet is the source of information about the world and Poland; to a greater extent than television). This young generation is the first "net generation" in Poland.*

Youth subcultures also exist in Poland. One [definition](#) assumes that the subculture is: *almost every group with a sufficient number of adherents, which has social beliefs, values, norms and a lifestyle which differ to the rest of society, can be considered a subculture. Subcultural models give the group a clear identity and style, which distinguishes it from the whole of society, of which it is a part.* Polish youth subcultures are most often associated with a specific type of music, for example heavy-metal or hip-hop. There is no indication that central authorities perceive this diversity and therefore create related documents.

8.2 Administration and governance

Governance

[The Ministry of Culture and National Heritage](#) is the authority responsible for shaping the cultural policy at state level. The Ministry's responsibilities include designing relevant elements in the national draft budget and supervising numerous areas, in particular, in

the context of the young generation, cultural education (the Ministry supervises artistic education), amateur artistic movements and international cultural exchange.

The most important elements of the state policy aimed at cultural activities and addressed to the young generation include (1) urban, municipal and district culture centres (in some cases, these are combined with sports and recreation centres), which usually carry out extracurricular activities and educational and cultural initiatives; (2) youth centres run as institutions of culture, and also as care and educational institutions on the basis of regulations concerning the education system; (3) school libraries and libraries at other institutions within the education system, which implement curricula and programmes concerning education and care, cultural and information education for children and young people, as well as initial and in-service teacher training; and (4) the system of artistic education (which is separate from mainstream education), for example music, arts and ballet schools, schools for cultural animators and circus artists, experimental schools, education centres providing for the development of artistic interests and talents, as well as arts universities and colleges (the authority responsible for these institutions is the Department of Artistic and Cultural Education at the Ministry of Culture and National Heritage, and Centre for Artistic Education (Centrum Edukacji Artystycznej). It should be emphasized that the Ministry of National Education is also responsible for the operations of care and education institutions, which provide non-school education, namely youth centres, interschool sports centres, non-school work centres, children's playgrounds and non-school specialist institutions.

The Ministry of Culture and National Heritage does not run any [programmes](#) that are strictly dedicated to young beneficiaries (the only information on the Ministry's website, in the tab School and university students, concerns artistic education). The programmes that are addressed to the young generation to the greatest extent include: artistic events for children and young people (*Wydarzenia artystyczne dla dzieci i młodzieży*), aimed at supporting valuable and fully professional artistic events of regional, national and international significance, designed for children and young people under the age of 18, and arts education (*Edukacja artystyczna*), aimed at raising the standard of arts education in Poland by providing financial support to the most interesting projects addressed to school and university students, as well as arts school and university graduates. To a much lesser extent, the following programmes are addressed specifically to these age groups: Cultural Education (*Edukacja kulturalna*), with the goal of supporting activities in the field of cultural education which are important to the development of the social capital, and Accessible Culture (*Kultura Dostępna*), which supports activities aimed at facilitating access to culture, targeted at a wide range of beneficiaries and conducive to social integration. It needs to be noted that the programme provides for modules dedicated to large families and senior citizens, but there are no modules addressed to young people.

Funding culture is one of the local governments' individual responsibilities, wherein the role of the state is limited to the principle of subsidiarity, which states that each level of government should carry out only those tasks, which cannot be effectively fulfilled by a lower level or by individuals acting within society as such. This state of affairs is the result of the administrative reform of 1998, which was one of the pillars of the political transformation in Poland. The reform has triggered many processes in the functioning of cultural institutions, for instance the denationalisation and socialisation of culture or the reorganisation of institutions based on market economy principles. This has given them independence, whilst depriving them of the state's patronage. With regard to the cultural functioning of the young generation, attention should be paid to the elimination of apparent actions and phenomena, the potential for cultural diversity (which has triggered a multitude of new initiatives and self-organisation within various environments, as well as the emergence of environmental pluralism and cultural minorities, including ethnic, religious, and ideological minorities, such as feminism, sexual minorities and alternative movements) and media pluralism. At the same time, the indispensable institutional networks have collapsed, making access to culture significantly more difficult for young people, especially those living away from large towns. According to sociologist Aldona

Jawłowska culture has become *an open area, which is developing in the course of ongoing negotiations that have not concluded with the implementation of some great new project, between the different partners of the cultural system*. An outcome of these processes is a change within the structure of organising and funding culture, resulting in an increase in the resources involved by local governments. Furthermore, since 2006 there has also been a dynamic increase in the real spending on culture by households, which results from their higher incomes. In Poland, a rule is applied that the value of total expenditures on culture correlates with an increase in GDP. Among local governments, the largest share of these expenditures is displayed by municipalities and cities with county (*powiat*) rights. An [analysis of the expenditures](#) of municipalities on culture and national heritage preservation shows a similar division as in the case of the activities of public benefit organisations: performance in central and eastern Poland is inferior to that of other regions.

Cross-sectorial cooperation

There is no evidence of cross-sectorial cooperation in the field of culture with respect to young people.

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

The most important document in this respect is the [National Strategy for the Development of Culture](#) (Narodowa Strategia Rozwoju Kultury), initially effective until 2013 and currently available as the addendum of 2014, which is valid until 2020. An element of the Strategy is the Operational Programme: Cultural education and popularisation of culture (Program operacyjny: Edukacja kulturalna i upowszechniania kultury), of which young people are an important beneficiary.

Scope and contents

The main objective of the Programme has an extensive definition, nonetheless it includes a stipulation on the preparation of children and youth for active participation in culture and on creating conditions for the development of creative activity and enriching the cultural offer addressed to a wide range of beneficiaries. More details, which are relevant to the young generation can be found in the description of the tasks that qualify for implementation under the Programme. The first four of these are: (1) enriching the offer of free time management by organising workshops, courses and training in all fields of arts: theatre, visual arts, literature, music, film, and so on; (2) providing financial support to social campaigns that promote reading, especially among children and young people; (3) tasks in the field of film education addressed primarily to young audiences, initiated by various entities, and in particular, a network of arthouses; and (4) popularising the achievements of children, young people and university students (competitions, concerts, reviews, exhibitions, etc.). The fifth task refers to the development of the cultural and educational function of libraries, including their unapparent function as local centres for education and information on cultural, educational, recreational and tourism activities, which should also be considered important to young people, especially in places where the remaining cultural and social infrastructure is not sufficient.

Responsible authority for the implementation of the strategy

The implementation of the National Strategy is the responsibility of the Department of Cooperation with Local Governments and Dissemination of Culture at the Ministry of Culture and National Heritage. The document also contains information on monitoring activities, whereby the entities that carry out the particular tasks must agree to being inspected by the Department's representatives.

Revisions/updates

As mentioned above, the document was amended and extended, however this was done under the PO-PSL government (in 2014), hence it is not clear whether the introduced addendum, which formally covers the period until 2020, is still being implemented by the current authorities. The changes concerned an update of the diagnosis, an extension of the objectives to those contained in the National Development Plan for 2007-2013 (Narodowy Plan Rozwoju na lata 2007-2013) and the designing of a system for the implementation and monitoring of the Strategy.

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

There is no document that discusses the mechanisms for facilitating young people's access to culture and their participation in cultural events. An important instrument in this respect (albeit, like most government programmes, it is addressed to the general public) is the [Accessible Culture](#) portal funded by the Ministry of Culture and National Heritage, whereas the [National Centre for Culture](#) is responsible for staging a call for applications for the programme. The portal provides information on the most interesting events in the vicinity of one's place of residence and aims to popularise participation in culture as a way of spending one's free time. At the same time, it targets those users who cannot always afford to buy cultural services: admission to many of the listed proposals is free, whilst the ticket price of others does not exceed PLN 20. Moreover, accessibility icons mark the places that are friendly to families with children and people with disabilities. The portal also features a database of websites containing cultural resources, namely films, e-books and 3D museum exhibitions. In addition, the National Centre for Culture runs the long-term grant programme; the [Very young culture](#) 2016-2018 (Bardzo młoda kultura 2016-2018), which supports organisational, information-related and integrational activities. In particular, this includes the creation of regional information portals, and the organisation of conferences, meetings and presentations concerning activities in the field of cultural education, which also serve as an exchange of educators' experiences.

Disseminating information on cultural opportunities

Within the scope of increasing young people's knowledge of the cultural heritage, important provisions are included in the [Governmental Programme for the Public Activity of Young People 2015-2016, Active Youth](#) (Rządowy Program Aktywności Społecznej Młodzieży na lata 2015-2016 'Aktywna młodzież'). One of its priorities, Passions and interests, contains provisions on supporting activities in the field of cultural education. This includes the organisation of happenings and performances, music education, managing art studios, and educational programs based on museum facilities and resources. Furthermore, it focuses on historical education based on young people's active participation in thematic camps and classes, reconstruction groups, and activities that enhance their knowledge of and involvement in their local community, its affairs and history, its historic structures, and its residents. The programme is funded by the state budget (its website informs of PLN 20 million per year). Other potential sources of

funding can be found in (1) the Civic Initiatives Fund Programme for 2014-2020 (Program Fundusz Inicjatyw Obywatelskich na lata 2014-2020), and (2) the programmes implemented under the Strategy for Responsible Development 2020 (with a 2030 perspective) (*Strategia na rzecz odpowiedzialnego rozwoju do 2020 roku (z perspektywą do 2030 roku)*). Within the first programme, the section Priorities and courses of action; subsections 5.1, Priority 1. Civic creativity and activity and 5.1.2 Activation of citizens for public affairs stipulates, among other activities (again, addressed to the general public), those oriented at cultivating a national, local and cultural identity, including the development of patriotic attitudes, the promotion of local tradition, the development of attitudes of tolerance for multiculturalism and diversity, and cooperation of various circles related to national culture on the local, regional and central level. The Strategy, on the other hand, defines one of its objectives as strengthening the role of culture for economic development and social cohesion, and emphasises that educating the beneficiaries and developing their cultural competences contributes to the development of culture and innovation, because due to these competences and participation in culture, society develops its identity, respect for tradition, a sense of belonging to a community and its history on the one hand, and on the other its creativity, innovativeness, openness and tolerance. Among the planned activities, it is worth noting the topics, which the documents discussed so far have not identified in such a clear way, for instance designing a system to support the development of the creative sectors: to provide conditions for the development of creative sectors in Poland, which will affect the development of the whole ecosystem of supporting culture. Another example is strengthening the identity, sense of community and intergenerational bonds through participation and broader access to cultural institutions and works of culture at all the levels, where communities operate (local, regional and national), as well as the elimination of 'blank spots' in access to culture. Furthermore, fulfilling all the goals of the Strategy for Responsible Development will necessitate *the involvement of significant public (domestic and foreign) and private resources, which by 2020 are estimated at about PLN 1.5 trillion on the part of the public sector, and over PLN 0.6 trillion from private investments*. The public resources are identified as a wide range of institutions and agendas subject to various ministries, which causes concerns as to the coordination of this undertaking.

Knowledge of cultural heritage amongst young people

There is no data on the level of knowledge of cultural heritage of young People in Poland.

The Ministry of Culture and National Heritage runs the Support of National Memory Programme (Program Wspierania Pamięci Narodowej). It is however dedicated to the wider public, and not to young people directly.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

Among the projects that support high-quality education and the building of young people's potential with regard to culture and creativity, it is worth mentioning: (1) the [Cultural Education grant programme](#), operated by the National Centre for Culture and commissioned by the Ministry of Culture and National Heritage; (2) the National Centre for Culture's [Very Young Culture](#) long-term grant programme; (3) the [Civic Initiatives Fund Programme](#) for 2014-2020; and (4) the [Long-term National Development Strategy 2030](#) (Długookresowa Strategia Rozwoju Kraju 2030).

[The first](#) of these programmes supports projects that are based on cooperation with kindergartens and schools and aid the implementation of the core curriculum for mainstream education and teaching of arts-related subjects. The tasks within the [second](#)

[programme](#) include the management of programmes designed to fund cultural education projects created jointly by representatives of cultural entities and educational institutions. The beneficiaries of these projects should primarily be schoolchildren and young people at schools, as well as education staff, parents and guardians. [The Civic Initiatives Fund Programme](#) provides for the development of children and young people, their recreation, social and cultural tourism and sightseeing, their intellectual development, counteracting violence, as well as therapeutic and preventive programmes for children and young people. Finally, the [Long-term Strategy](#), which lists among its objectives and activities (again, addressed to the general public) enhancing the presence of culture in everyday life by continuously improving the accessibility of cultural resources and developing cultural habits, including appending school curricula with activities concerning culture and arts (expanding arts and music classes), as well as the introduction of cooperation projects between schools and cultural institutions, namely museums, community centres, libraries, theatres, cinemas and arts galleries; improving the quality and development of cultural and arts education in the formal and non-formal education system; using and developing the infrastructure of cultural institutions in the field of cultural education and animation, and the fulfilment of social functions by institutions; modernising and developing the infrastructure of local libraries and community centres, especially in rural areas and small towns; providing programmes and training for the staff of these institutions and organisations, in particular in the field of digital, cultural, media, and legal education

Specialised training for professionals in the education, culture and youth fields

The described documents above contain also a component related to the improvement of the competences of education, culture and youthwork professionals. In this context, of particular significance are the provisions contained in the Rules for Cultural Education grant programme with regard to raising the qualifications of cultural institution staff and teachers, which develop their competences in the scope of undertaking animation and education activities and include an element of using the acquired skills in practice. Also noteworthy are the funding options for training and workshop activities addressed to representatives of cultural and education institutions, including publishing training and methodological materials, organisation of workshops and training courses, in addition to consultancy and advisory activities, provided for in the Very Young Culture programme run by the National Centre for Culture.

Providing quality access to creative environments

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

The activities on the part of authorities aimed at strengthening entrepreneurial abilities by taking part in cultural activities, in addition to supporting entrepreneurs in the cultural and creative sector in Poland are not addressed to young people as a separate age group. This does not change the fact that such undertakings are usually carried out by the youngest generations.

Information on this subject can be found the document entitled: [Poland 2030. The Third Wave of Modernity. Long-term National Development Strategy](#)(Polska 2030. Trzecia fala nowoczesności. Długookresowa Strategia Rozwoju Kraju), which reads: *In developing the innovative and creative potential, it is also necessary to consider non-technological innovations, which are largely based on the cultural potential and are the domain of the cultural and creative sector. Therefore, it is also important to support studies in creative programmes which supply the economy with the human resources that are necessary in*

the age of a dynamically changing situation on the labour market and in a knowledge-based economy. In the section Main areas of intervention, objectives and development priorities some elements of a diagnosis in this area can also be found. The authors suggest that the turnover of goods and services in which added value is created due to intellectual property is growing. In modern economies, the creative sector will soon become comparable to the traditional industries. Particular attention should be paid to the development of cities, which are the natural environment for the sector's operations. Cities must become attractive to live and invest in, to create an inspiring space, and ensure that resources and the growth of the cultural potential are maintained, in addition to being open to new cultural phenomena. Only then will they be able to attract and retain active and creative individuals. Moreover, one of the objectives of the Strategy is formulated as improving the accessibility and quality of education at all stages and increasing the competitiveness of science, which means strengthening the use of the creative potential through the development of the creative sector and creative enterprises. This can be achieved by supporting the diversification of funding sources for the cultural and creative sectors, arts education, entrepreneurial approaches in the culture sector and cooperation with entities from other sectors. This also directly translates into strengthening education in its various forms, including the shaping of entrepreneurial attitudes and education for sustainable development in school curricula.

In the context of developing entrepreneurial competences in culture, it is also worth mentioning the aforementioned Strategy for Responsible Development, where section 3 mentions the mobilisation of private capital for research and development and innovation activities, as well as increasing the market potential of the conducted research and the commercialisation of the results. This is to be achieved through a package for creative industries aimed at supporting innovative products developed by the cultural and creative sectors. The package makes it possible to build a competitive advantage within the sector and counteracts the outflow of creative capital. The proposed measures include the introduction of incentives for the making audio-visual productions in Poland, the introduction of tax holiday for companies from the creative sector, and the establishment of the so-called 'fast-track tax path' for international productions in the audio-visual segment.

Support young entrepreneurs in the cultural and creative sectors

In Poland, there is no specialised system of educating for the development of entrepreneurship competences in culture. A review of offers in this area leads mainly to identifying individual subjects and courses (at schools and universities) run on an ad hoc basis, usually by non-governmental organisations or institutions of culture. It is, therefore, worth mentioning an isolated example of a specialised post-graduate course in [Culture and cultural entrepreneurship animation](#): from diagnosing a situation to managing a cultural project (Animacja kultury i przedsiębiorczość kulturalna - od diagnozy sytuacji do zarządzania projektem kulturalnym), provided by the Institute of Cultural Studies, Faculty of Social Sciences at Adam Mickiewicz University in Poznań. The course features lectures on topics such as the implementation of cultural projects, entrepreneurship in the sphere of culture as part of institutional and commercial activities, diagnosis of cultural situation, fundraising, and promotion and communication with project beneficiaries.

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

Similarly to what has been described above, the discussed documents do not regard the young generation as the main target group of their provisions. Nonetheless, [the National Development Strategy 2020](#), as an area of development-related interventions, objectives and priorities, stipulates that one of the two groups (apart from senior citizens) to which

the activities are addressed are educators (teachers, staff in other education and culture institutions, and in non-governmental organisations), who should use Internet resources to prepare and conduct classes, training courses and self-development counselling. This makes an obvious impact on the state of young people's competences in this area. The authors of the Strategy suggest that *developing the digital competences of educators, who are often a model of behaviour for other members of local communities, may contribute to the faster spreading of these competences in their environments. By using digital technologies, students should be inspired to use these technologies creatively and to acquire the ability to obtain valuable information.* The document also refers to the necessary physical and technological development of the facilities for such activities, pointing to the promotion of investment in the ICT infrastructure as a factor that contributes to economic and social cohesion through, among other things, the opportunities provided by broadband Internet access in rural and underdeveloped areas

Facilitating access to culture through new technologies

The issue of facilitating access to culture using new technologies (which, again, concerns the society at large, and not young people specifically) is addressed in the operational programme [Media and Culture](#) (Media z kulturą), which constitutes a part of the addendum to the National Strategy for the Development of Culture 2004-2020. The programme assumes the promotion of cultural communications, impact on cultural activity within society and enabling (indirect) contact with arts and culture through media communications for the widest possible group of culture beneficiaries and participants. Under the programme, it is possible to obtain co-funding for various activities, for example (1) popularising Polish culture and cultural heritage by co-funding the production and presentation in the mass media of such forms as films and documentary series, reportages, programmes about art, radio programmes, music videos, phonograms, and so on; (2) creating dedicated web portals to promote culture; and (3) media campaigns (both promotional and social) to promote active participation in culture and encourage people to spend time in a creative and useful way (e.g. by popularising reading among children and young people). The programme is currently implemented by the Department of Film and Audio-visual Media. Promoting participation in culture through open access to digital heritage resources and the development of cultural infrastructure and basic cultural competences, including digital media literacy among all citizens, is also stipulated as an objective of the National Development Strategy 2020 described above. Simultaneously, in the Long-term National Development Strategy 2030, one of the courses of intervention is to make available, in accordance with the developed standards of openness, the existing public resources in the sphere of education, science and culture, including public media resources and the public resources of cultural institutions, as well as the outcomes of public content digitisation programmes and of research and development institutions funded by the state, in accordance with copyrights held by them.

Digitisation and Internet access are also mentioned in the Strategy for Responsible Development 2020 (with a 2030 perspective), which includes the E-State area. This assumes, among other things, the continuation of the processes related to the digitisation and storage of, as well as access to various types of digital heritage resources in Poland (in museums, libraries and archives, in addition to audio-visual resources and those concerning historic sights), also for the purpose of re-using the resources wherein digitisation should be understood as a modern form of conservation and preservation for the most valuable cultural resources.

8.8 Synergies and partnerships

Synergies between public policies and programmes

As shown above, in Poland there is no system that fully integrates the topics pertaining to young people's participation in culture and their creativity. Effective (or at least specified as formal) bases for activities in this area are dispersed in a number of documents (e.g. the National Development Strategy, the Social Capital Development Strategy, etc.), and additionally, they are not dedicated (apart from small fragments) specifically to the young generation, but to the general public. In this situation, it is impossible to talk about a synergy effect of such activities. Moreover, as noted by the authors of the [Report: Towards Culture. Watch out for the entities!](#) (Raport Kierunek Kultura. Uwaga na podmioty!), networking still remains a barely perceptible form of cooperation (especially to local authorities and institutions). While grassroots thematic (hobby-related) networks are quite popular (albeit difficult to be noticed), for example, young people listening to certain genres of music (hip-hop, punk rock, etc.), brotherhoods of knights and reconstruction groups, old car and motorcycle aficionados, breeders and collectors, the situation with the networking of staff in cultural entities is much worse. There are no thematic workshops, training courses, industry meetings, conferences or symposia.

Partnerships between the culture and creative sectors, youth organisations and youth workers

8.9 Enhancing social inclusion through culture

Fostering equality and young people involvement through cultural activities

Among the challenges facing the programme entitled [Active forms of counteracting social exclusion: a new dimension 2020](#) (Aktywne formy przeciwdziałania wykluczeniu społecznemu – nowy wymiar 2020) is the inclusion of youth environments through animation and education in the creation of space for their activity, with a particular focus on strengthening individual social competences. Under the programme, a competition titled Young people's active attitudes and improving competences, entrepreneurship and responsibility in the dimension of their environment has been planned. This will make it possible to obtain funding for, among others, activities aimed at developing and implementing a local programme in the field of young people's social activation, using the potential and resources of schools, reintegration entities and local networks of community halls and youth clubs, in addition to a programme addressed to young people, which will define preventive activities and educational proposals for acquiring social skills and for spending free time. The arranged activities concerning a specific topic will put an emphasis on using the participants' individual preferences and abilities, as well as on education regarding the problem of addiction, both among young people and in their immediate environment. The outcome should be the providing of conditions for developing young people's active attitudes, and mobilising young people to organise social and neighbourhood self-help with the support of their community. The social, or even directly preventive nature of the programme is also evidenced by the fact that its funding is, in part, the responsibility of the Ministry of Family, Labour and Social Policy.

Another programme entitled [Accessibility Plus](#) (Dostępność plus) was launched in the first half of 2018. It includes the action entitled Culture, tourism and sports. The aim of the programme is to provide people with various types of disability with opportunities to participate in cultural life, recreation and leisure on an equal footing with others. The programme enjoys many sources of funding, both public and private, as well as foreign

and domestic ones, including EU funds (i.e. the European Regional Development Fund, the European Social Fund and the Cohesion Fund), the Norwegian Financial Mechanism and the European Economic Area Financial Mechanism, as well the state budget, the resources of local governments and special purpose funds). However, it should be clearly stressed that in the relevant document, young people are not identified as specific beneficiaries of the activities. A completely different approach is used with regard to this age group in the ministerial programme: [Youth Joined in Action Programme for 2016-2019](#) (Młodzież Solidarna w Działaniu na lata 2016-2019), wherein Priority 5 is to run youth centres based on non-governmental organisations, educational and cultural institutions, and so on, (which will provide premises, and counselling and training support for young people), and on youth NGOs and informal groups

Combating discrimination and poverty through cultural activities

As far as combating discrimination through cultural activities is concerned, a key initiative is the [National Programme for Counteracting Poverty and Social Exclusion 2020](#). A new dimension of active inclusion (Krajowy Program Przeciwdziałania Ubóstwu i Wykluczeniu Społecznemu 2020. Nowy wymiar aktywnej integracji). Among other things, the programme identifies measures for the social inclusion of migrants, which again, are not specifically addressed to young people, but due to the relatively highest social mobility of the young generation, may significantly impact on the situation of this age group. In particular, this concerns the building of acceptance for cultural and ethnic differences, and sensitising society to issues related to multiculturalism and ethnic diversity, as well as education and support for the leaders of migrant communities and showing them the benefits of forming associations and being active. It also involves support for multicultural centres, in addition to encouraging participation in mainstream culture. This is another programme funded from many sources, including the state and local government budgets, and EU funds.

8.10 Current debates and reforms

The Ministry of Culture and National Heritage has initiated a debate in Poland on amending the [Act on Organising and Running Cultural Activity](#) (Ustawa o organizowaniu i prowadzeniu działalności kulturalnej). It should be stressed that the future of local-government-led cultural institutions (i.e. over 8,000 libraries, some 120 theatres and nearly 300 museums) depends on this act, which was adopted in 1991, in a completely different, 'pre-internet' reality.

According to the [draft amendments](#), these are to concern three areas: (1) staging competitions to select candidates for executive positions in cultural institutions; (2) transforming research institutes with a focus on humanities into state-run institutions of culture for which the supervisory body is the minister in charge of culture and national heritage preservation (the amendment will concern the National Research Institute – Silesian Institute in Opole (Państwowy Instytut Naukowy – Instytut Śląski w Opolu) and the Wojciech Kętrzyński Centre for Scientific Research in Olsztyn (Ośrodek Badań Naukowych im. Wojciecha Kętrzyńskiego w Olsztynie); and (3) awarding grants for activities under state patronage and subsidising entities which conduct activities in the field of culture and national heritage preservation. These changes may potentially affect the activities of many local cultural institutions, and thus, access to culture and how it is perceived by young people.

9. YOUTH AND THE WORLD

9.1 General context

Main concepts

In Poland, young people's [public participation](#) is considered mainly in the context of local governments as the activities of youth councils in municipalities (gminy), which are seen as important institutions for activating young people in municipal self-governments. However, at statutory level, this is regulated in very general terms, and is based on the statutory norms adopted by particular municipal councils. Many authors emphasise that schools are the first place where the mechanisms of participation in government should be implemented, and that schools are charged with great responsibility in this respect. Nonetheless, according to the report entitled *Student self-governance in the education system (Samorządność uczniowska w systemie edukacyjnym)*, student councils are *among the weakest and most neglected democratic institutions' in Poland*. In this context, it is worth mentioning Polish initiatives that support self-governance in schools, for instance the Student councils (Samorząd Uczniowski) and Children and Youth Parliament (Sejm dzieci i młodzieży) programmes run by the [Centre for Citizenship Education](#) (Centrum Edukacji Obywatelskiej) or the project entitled [Municipal Youth Councils as a public consultation mechanism](#) (Młodzieżowe Rady Gmin jako mechanizm konsultacji społecznych) delivered by Fundacja Civis Polonus and addressed to local communities. A somewhat wider context of youth participation, which forms part of the non-formal education area, was also included in the activities supported by the Youth in Action programme funded by the European Commission. These included the projects Log in to action (Zaloguj się do działania) and Log in to Euroaction (Zaloguj się do eurodziałania) offered to young people by the 'Good Life' Foundation for Development (Fundacja Rozwoju 'Dobre Życie'). Under these projects, young people, supported by the Foundation staff and contributing experts, identified local problems and undertook initiatives for positive change, which involved creative activism within urban space and organising sessions of the European Youth Parliament. Another programme operated by the Foundation with the Association of Drama Practitioners 'Freeze Frame' (Stowarzyszenie Praktyków Dramy STOP-KLATKA) was PRO Citizen (Obywatel PRO), delivered in the Podkarpacie and Mazowsze regions.

Nevertheless, the above-specified activities do not affect the general trend, namely the lack of widespread youth involvement in public affairs. According to the [Youth 2011 \(Młodzi 2011\) report](#), general public issues, and especially politics, do not fit contemporary youth life. Involvement in public campaigns and taking part in elections were not a generational event. They were, in the young people's minds, a necessary response in defence of key values: freedom and keeping Poland within the civilisation circle that guarantees the effectiveness of the social system. Of key significance is the question concerning the quality of social capital and its foundation, namely the beliefs regarding the value of engaging in other people's affairs and the point of collective action. The report also accentuates the lack of a suitable formula that would attract young people and stimulate their readiness to engage in activism for the benefit of others. Such a formula could be developed, among others, by non-governmental organisations. However, most organisations are holding on to old models and formulas that do not take into account the different types of young people's sensitivity, the different symbols they use and their different methods of communication. Another issue is the fragility of young people's involvement in individual and general matters. Various studies give reason to believe that such an involvement exists, especially in the younger age groups (and this is optimistic). At the same time, this is only a deeply hidden potential, an important social resource, which is neither stimulated, 'processed' nor

developed. Therefore, there is a danger that, especially under the influence of negative experience or due to lack of support, it will be wasted (and this is pessimistic).

Youth interest in global issues

None of the projects specified above assume the participation of young people in the processes of creating, implementing and monitoring policies at global level. Neither has the concept of 'global problems' been given any binding definition that would be formally recognised by the Polish authorities. Based on literature of the subject, these problems can be generally regarded as referring to humanity as whole, occurring on a supra-state and supra-regional level, distinguished by great significance, and thus connected to the issue of humanity's survival. Methods of solving global problems must be based on joint actions of the entire international community. The most frequently mentioned issues relate to international conflicts (especially armed conflicts), as well as problems concerning demographics, ecology (threats to the natural environment), food, raw materials and energy (limited natural resources). To an equal extent, economic issues are also pointed out, such as disproportions in development (the rich and poor gap), international debt and the labour market, in addition to social problems, including diseases and addictions, international crime, terrorism and religious fundamentalism. These are accompanied by problems that are seen as relatively new, namely the negative consequences of the science and technology revolution, the information revolution and the migration problem.

Of ancillary nature is, perhaps, the [definition of sustainable consumption](#) provided by the Ministry of Economy, which reads: *Sustainable consumption is the optimal, conscious and responsible use of the available natural resources, goods and services at the level of individuals, households, local communities, business environments, local governments, national governments and international structures, in accordance with the principles of sustainable development.*

There is no clear information which would make it possible to diagnose the interests of young people in global problems. A key problem in this respect is the lack of a unified, consistent system of education on issues such as sustainable development, human rights, the UN Millennium Goals, green production and consumption (e.g. recycling, energy saving or hybrid drives) or entrepreneurship, employment, education and volunteering opportunities outside Europe. This does not change the fact that all the specified issues, being crucial to the future of humanity, can be seen as strongly related to the interests young people, whereas among the eight Millennium Development Goals, the ones that specifically refer to the young generation in Poland are those concerning the promotion of a balance between women's and men's rights and the empowerment of women, combating AIDS, and ensuring the ecological balance of the environment. An [interesting position on the issue of young people's involvement in the protection of human rights](#) was presented by the participants of the discussion entitled Human rights as seen from the perspective of different generations (*Prawa człowieka widziane z perspektywy różnych pokoleń*). According to Augusta Featherston, the participation of young people is crucial to human rights. However, contemporary democracy does not take any notice of young people or their priorities, does not address them, and treats them as the passive recipients of decisions rather than new active leaders. It is, therefore, not surprising that young people are not interested in public life or in joining the democratic structures, despite having so many new inspiring tools to do so. Furthermore, *young people take human rights for granted. Only losing these rights can mobilise them. But we must seek a new code to reach young people with the message and explain what can be done*, said Danuta Przywara. Another interesting conclusion was presented by Cristi Mihalache, who said that young people were capable of responding. The key was a community-based message, the stories connecting the generations that were still valid today. Mihalache added that watchdog organizations would always be needed, and that young people knew how to run them.

The findings of the study entitled [Education for sustainable development as seen by teachers](#) (*Edukacja dla zrównoważonego rozwoju w opiniach nauczycieli*) conducted by the Ministry of the Environment, show that there is no definition of sustainable development: *it exists in many varieties in which the emphasis is on different aspects, depending on the institution, which formulated it.* Neither is there a valid document that would outline the course, which education for sustainable development in Poland should take, whilst the guidelines of the Ministry of Science and Higher Education concerning the introduction of education for sustainable development in higher education are very general and concern only some fields of study. Hence, it is not surprising that *respondents found it difficult to understand the definition of sustainable development, especially teachers and students, because, as they realised themselves, the actual issue was very complex.* Moreover, *in the field of education for sustainable development, there is no single formalised cooperation structure/network (from ministerial to individual teacher level), whereas cooperation at intersectoral level functions due to the initiatives of non-governmental organisations and the scientific community.* The Ministries of the Environment, of National Education, of Foreign Affairs, of Science and Higher Education, and to a lesser extent, the Ministries of Economy, and of Culture and National Heritage work with each other on the basis of, among other things, the implementation of joint programmes, and preparation and evaluation of strategic documents. *Intra-school cooperation takes on different forms, depending on the institution. There is no permanent cooperation in the field of education for sustainable development.* The authors of the report also point out that there are no statistics on education for sustainable development. On the other hand, what encourages some hope is the presence of topics related to global education in the continuing professional development of teachers, in addition to the availability of teacher support on web portals. This includes educational materials, publications, e-learning courses, ready to use lesson scenarios and tests, interactive maps, and thematic games concerning education for sustainable development.

An awareness of the occurrence and significance of global problems is best revealed not in declarations, but in everyday behaviours. In this context, it should be noted that there is also a trend in Poland, which promotes life balance and harmony with nature. In other words, this is about a lifestyle focused on mental and physical wellbeing, the environment and personal development that does not disturb the ecosystem balance and social justice. [The trend](#) makes a direct impact on conscious consumption, with a particular focus on local products and services, including organic food, renewable energies, efficient transport, water and energy saving, green and passive construction, alternative medicine, ecotourism and boutique tourism. In this respect, an interesting contribution are the findings of Izabela Sowa of the Department of Consumer Research, University of Economics in Katowice. [Sowa's long-term research](#) on the behaviour of young consumers draws attention to prosumer attitudes which manifest in sharing knowledge, information and resources, for example contacting manufacturers or sellers online to suggest original product improvement ideas. There is no data that makes it possible to responsibly determine the actual extent, to which such attitudes are popular among and practiced by the young generation of Polish people. Nonetheless, [the existing research](#) shows that the attitudes are currently popular mainly among younger (25 to 40-year-old) educated women from large cities and urban areas of over 100,000 inhabitants. They also strongly correlate with high incomes. On the other hand, there is no shortage of research showing a strong reverse trend in this group: young people and town residents use supermarkets much more often than people in rural areas. This may prove that the consumers opt for the convenience of shops which are more accessible to them and where they can buy several different goods at the same time. Furthermore, according to [research conducted by Paulina Peret-Drażewska](#), *the features of contemporary society which are the most conspicuous among (young people) are those attributes of living in the present that refer to the lifestyle of the 'global teenager', wherein the most important components are pop culture, consumerism and the mass media. What is also particularly typical for this group are the lowest average scores in student declarations given to those trends in society that go beyond the personal dimensions of an individual's functioning at*

the threshold of a general public or global area. This includes 'responsibility for decisions that affect the new shape of the world order', 'anticipating and creating future states of affairs' and 'responsible participation and collaboration in an interdependent global society.

9.2 Administration and governance

Governance

It is not possible to point out any documents in Poland, which in the scope of taking part in the global processes of policy development, implementation and follow-up (including cooperation at global level), are addressed to young people specifically. There is also no coherent policy in this respect, and consequently, no appointed main or responsible agency, with the exception of core curricula in formal education (see section 9.4) due to their universal application. There are many documents related to, for example, environmental protection or sustainable development, but these are created by very different ministries, and it is impossible to identify the chief manager of these topics. As in other areas of the youth policy in Poland, these issues are usually dealt with by non-governmental organisations.

Cross-sectorial cooperation

Not applicable.

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

Within the scope of formal and informal opportunities for young people to reach decision-makers with their opinions, there are certain activities aimed at supporting structured dialogue, namely EU initiatives for consulting with young people the most important directions for youth policy. According to the assumptions of these initiatives, the consulting process takes place at three levels: regional, national and European. EU debates with young people are organised, for instance, during the cyclic European Youth Weeks, wherein young people discuss the future, and the problems and challenges of the European Union with officials, politicians and experts. Structured dialogue activities in Poland are coordinated by the [Polish Council of Youth Organisations](#) (Polska Rada Organizacji Młodzieżowych), with the support of the Ministry of National Education and the Foundation for the Development of the Education System, which together form the National Working Group for Structured Dialogue with Young People (Krajowa Grupa Robocza ds. Usystematyzowanego Dialogu z Młodzieżą). An opportunity for dialogue with decisionmakers is also provided by the Children and Youth Parliament, which has been operating since 1994 and was the first such initiative in Europe. The Parliament's goal is to promote parliamentarianism among young people. During most terms of office so far, the main topics have had little relation to global problems, tending to focus on national ones. There have been, nonetheless, some notable exceptions, for instance Europe, a dialogue of cultures (Europa – dialog kultur) (2002), Ecology, a choice for the future (Ekologia – wybór przyszłości) (2006) and My country in the face of globalisation processes (Moja ojczyzna wobec procesów globalizacyjnych) (2007). The term of office is one year, and the only session in the year is held on 1 June, Children's Day. In 2018, there were some significant changes in this respect, as described in section 9.7. Ultimately, the tools for dialogue with decision-makers on local level, are the municipal youth councils described in section 9.1.

Global issues exchanges with policy-makers at the international level

There has also been a number of international events and activities that were, to varying degrees, accessible to young people in Poland, for example:

- The United Nations Conference on Sustainable Development in 2012. The outcome document entitled *The future we want* highlighted the importance of the active participation of young people in decision-making processes, as the [addressed] issues [were seen to] have a deep impact on present and future generations and as the contribution of children and youth [was perceived as] vital to the achievement of sustainable development. The conference participants also recognised the need to promote intergenerational dialogue and solidarity by recognising [young people's] views.
- The United Nations initiative for young people who want to discuss global issues: [The Economic and Social Council \(ECOSOC\) Youth Forum](#), an annual conference providing a platform for young people to talk about youth issues and their solutions. During the conferences, young people share their concerns and proposals for solving global problems and engage in political discussions concerning world development. At the Youth Forum in 2017, among the 129 representatives of the member states there were none from Poland.
- The *World Youth Report* published biannually since 2003 (and, since 2011, based on online consultations with young people), which includes an overview of the major issues of young people worldwide.
- *Voices of Youth*, an online platform for young bloggers from all over the world who want to talk about issues, which are important to them and their environment.
- [Labcityoyen, human rights in the 21st century, a commitment to tomorrow](#) (*Labcityoyen, prawa człowieka w XXI wieku, zaangażowanie na rzecz jutra*), a conference and debate on human rights, organised in 2013 by the French Embassy in Poland in cooperation with the Ministry of Foreign Affairs of Poland, under the initiative of Institut Français, Paris

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

In the formal education sector, the process of consulting new core curricula has been completed. It has not provided for teaching young people about global problems as a separate subject, since these topics are included in a subject called *Wiedza o społeczeństwie* [Civic Education] in secondary schools. [The basic \(obligatory\) and extended \(optional\) core curricula](#) now include the following topics: Convention for the Protection of Human Rights and Fundamental Freedoms in the context of the European Court of Human Rights; specific rights of national/ethnic minorities and regional language users in Poland; as well as the concept of globalisation and its effects on and challenges in the sphere of politics, culture and society, including regionalisation and changes in national cultures.

As far as the analysed subject matter is concerned, Geography core curriculum at upper secondary general education and technical schools also applies. This involves topics such as the sense of and conditions for using the principles of sustainable development, including examples of rational environmental management, the significance of spatial planning, improving the quality of human life, and a sense of responsibility for creating order and beauty within one's surroundings. As far as students' practical skills are concerned, the core curriculum addresses a number of specific topics, for example sustainable environmental management, using sea and inland water resources, the development of aquaculture, the intransgressible limits of using these resources in the context of sustainable development, the impact of the dynamic development of tourism

on the geographical environment and ways of overcoming the natural limitations of human economic activity.

Before the new core curriculum became effective, the federation of Polish NGOs involved in international cooperation for development, supporting democracy, humanitarian aid and global education, International Group (Grupa Zagranica), conducted an [analysis of the presence of global education in school \(Civic Education and Geography\) textbooks](#). The study covered the years 2014-2015 and found that despite there being global education content in all the analysed textbooks, much of the content was of a stereotyping nature, and often, there [were] no descriptions that would explain the causes of the specific phenomena and their consequences, develop among students attitudes of openness and acceptance for diversity in the surrounding world, point to the existence of global interdependency networks or explain that individual actions, even at local level, and contribute to changes in distant parts of the world. The researchers have formulated recommendations in this respect, including greater emphasis on knowledge about the UN Millennium Development Goals and the Sustainable Development Goals, which replaced the former in 2015.

According to the aforementioned UN outcome document The Future we want, the conference participants recognise that the younger generations are the custodians of the future, and the need for better quality and access to education beyond the primary level. [The participants] therefore resolve to improve the capacity of our education systems to prepare people to pursue sustainable development, including through enhanced teacher training, the development of sustainability curricula, the development of training programmes that prepare students for careers in fields related to sustainability, and more effective use of information and communications technologies to enhance learning outcomes. [The participants] call for enhanced cooperation among schools, communities and authorities in efforts to promote access to quality education at all levels. The document also points to the importance of non-formal education (i.e. learning outside the formal education system in its broadest sense through a series of planned activities with specific objectives and support for learners) and informal education (i.e. learning which is not organised or structured in terms of objectives, time and support, including the acquisition of skills, which are often nonintentional, through work and other experience). However, in Poland this recommendation has not led to the emergence of widespread and structured support from the state and its agencies for non-formal education aimed at raising awareness of global problems. The following examples of such activities are separate initiatives undertaken, in most cases, by non-governmental organisations.

In the field of human rights, the activities of the Helsinki Foundation for Human Rights include the programme entitled [Lessons on human rights](#) (Lekcje o prawach człowieka) delivered in cooperation with and in response to the needs of schools, libraries and other institutions working with young people aged 16-20. The workshop-based education programme is conducted in the form of lessons for institutions from Warsaw and the surrounding area, and of webinars for recipients from other parts of the country. It encompasses topics pertaining to human rights and freedoms, refugee issues (foreigners' rights, counteracting discrimination based on origin, hate speech and hate crimes) and counteracting discrimination (the discrimination chain and discrimination matrix, the Allport pyramid, hate language, etc.). Furthermore, in the field of education on the sustainable use of resources, a noteworthy example is [Eat locally, think globally. From school gardens to sustainable food system](#) (*Jedz lokalnie, myśl globalnie. Od szkolnych ogrodów do zrównoważonych systemów żywnościowych*), a project delivered to students between 2015 and 2017 by the Alliance of Associations 'Polish Green Network' (Związek Stowarzyszeń *Polska Zielona Sieć*). The programme was also addressed to educators and aimed to *strengthen the potential of young people and teaching staff in the critical understanding of global problems and active involvement in their resolution*, with a particular emphasis on the contemporary model of food production and consumption in the context of environmental and social problems. The international project, cofounded by the EU, assumed the participation of 4200 teachers and 42,000 students from Austria, Croatia, Cyprus, France, Hungary, Italy, Malta, Poland, Portugal, Romania, Slovenia and

Spain, as well as Burkina Faso and Senegal. It referred to the UN Sustainable Development Goals, and stressed the importance of various global problems, including the growing stratification of societies, climate change, migration, environmental degradation, the predominance of multinationals in economy and politics, depletion of natural resources, and the spread of civilisation diseases and their connection to the modern food system, including both hunger and food wastage.

Youth-targeted information campaigns on global issues

Currently, there are also [educational and information activities](#) addressed to Polish society under the umbrella name Global Education (Edukacja globalna), which aim to *explain the development problems of the modern world, as well as international development factors and their impact*. In addition to expanding knowledge, the programme also intends to *change attitudes by stimulating critical and conscious reflection on one's lifestyle and daily choices, as well as personal involvement in overcoming global poverty and participation in the process of building a global society based on the principles of solidarity, equality and cooperation* (the initiative also emphasises the need to *show people the effect of individuals on global processes and the impact of global processes on individuals*). The current global challenges specified by the programme include: ensuring peace and safety in the world, improving quality of life in countries of the Global South, protecting human rights, ensuring sustainable development and building economic and social partnerships between countries of the Global North and the Global South.

Moreover, apart from the *Eat locally, think globally...* programme described above, the Polish Green Network has developed a reference book containing, among other things, [lesson scenarios](#) for creating gardens called Ecological school gardens (Ekologiczne ogrody szkolne), where gardens are treated primarily as an educational tool, and their creating and managing is linked to lesson scenarios on the principles of permaculture.

Support for educators is also an outcome of the programme the Academy of Human Rights and Civic Activism (Humanity in Action, Akademia Praw Człowieka i Aktywności Obywatelskiej), namely the development of the reference book [Toolkit for Young Educators](#), containing articles and lesson/workshop scenarios on human rights (it has not been made available in Polish).

Another source is the [e-learning educational programme](#) for teachers run by the Helsinki Foundation for Human Rights: Human rights every day, or how to teach about human rights in an interesting and factual way (Prawa człowieka na co dzień, czyli jak ciekawie i merytorycznie uczyć o prawach człowieka).

A separate [web portal](#), run by the Centre of Citizen Education, is dedicated to global education. It provides teachers (e.g. of Biology, Chemistry, Ethics, Physics, Geography, History and Civic Education) and non-formal educators with access to information and numerous lesson scenarios. Furthermore, the Centre operates an [ecology portal](#), which also offers knowledge packages and lesson scenarios.

Information and scenarios for educators on responsible consumption and its importance to the environment can also be found on a [portal](#) run by the Buy Responsibly Foundation (Fundacja Kupuj Odpowiedzialnie). As it can be concluded based on the above-mentioned resources, in Poland the largest number of support options for educators (both formal and all other persons involved in the dissemination of knowledge about global problems) is provided by non-governmental organisations, hence it is difficult to identify the leading funding sources for such activities. In most cases, being provided under public (state and local), business and private programmes, the sources are unstable and nonuniform (even within single projects).

A good example of activities in the non-formal education sector is the Humanity in Action programme (formerly, since 2006, run as the Academy of Human Rights and Civic Activism). The Programme aims to prepare leaders of social change who are capable of

effectively motivating others to take action and of initiating cooperation within various disciplines, economic sectors and regions of the world. To achieve this, the programme combines historical education with education about and promoting human rights, thus supporting young leaders from Poland and other countries in their public activism and creating an environment that is conducive to their activity in the form of a global activist network called the Senior Fellows Network (SFN). The programme consists in learning by doing, and thus developing skills (based on educational games, workshop and lesson scenarios and public campaigns) that will be helpful in future professional careers and public activity. At the end of the [Academy programme](#), its participants can participate in the Humanity in Action annual international conferences, which are an opportunity to discuss current human rights issues in the field of international politics, and to share good activism practices. The Academy participants are a very diverse group that includes future anthropologists, doctors, engineers, filmmakers, political scientists and politicians, psychologists, sociologists, philologists and lawyers, as well as special needs educators, musicians, journalists, economists and historians, in addition to people still seeking their professional pathway. Within a year of completing the Academy, its graduates implement their Action Projects as SFN members from Poland and other countries where Humanity in Action is present. The Academy funding method is a good illustration of the aforementioned complexity and instability of funding for education on global social problems. Most of the Academies have been funded with the support of the German Foundation 'Remembrance, Responsibility and Future', whereas in 2014, the Academy was implemented under the Citizens for Democracy Programme (Program *Obywatele dla Demokracji*) funded by the EEA Funds, and with the support of the Foundation 'Remembrance, Responsibility and Future' and the Polish Ministry of Foreign Affairs.

Other initiatives of this kind, which deserve a mention include the [Model United Nations](#) (MUN), a simulation of UN sessions organised by young politicians and available to participants aged between 16 and 21. During the sessions, young people discuss global problems and propose solutions, which they ultimately vote on. The aim of the project is to educate active and conscious citizens of the world who are willing to discuss and reflect on the global problems around them. The organisers also emphasize the MUN social goals, namely integration, culture clash and broadening horizons, and consider it a great opportunity to share opinions on current problems or to get to know other points of view.

Another valuable project was the three-year international programme [Glocal Tour](#) funded by the European Commission and realised in Poland by the organisation Salesian Missionary Voluntary Service – Youth for the World (Młodzi świata. Salezjański Wolontariat Misyjny). Addressed not only to young people, but also to teachers, it fulfilled the role of educator support. The programme focused on topics related to the Millennium Development Goals, in particular to poverty, access to education, maternal and child health, combating diseases and the concept of sustainable development. Its main objective was to raise public awareness of global interdependencies and the problems of the modern world. Consequently, the Glocal Tour can be considered as one of the activities described herein, being a small information campaign on global problems. On a larger scale, similar activities have been performed under the social campaign: [Development? No Harm](#) (*Rozwój? Nie szkodzi*) dedicated to global education and the UN Sustainable Development Goals specified in the 2030 Agenda. Under this campaign, the Polish Green Network organises events for children, young people, university students and adults, including *Global Justice Night* and *Global Justice Morning* (for children, parents and grandparents), as well as *Lunch & Learn* (for university students) to discuss various development models and the Sustainable Development Goals. The aim of the campaign is to build responsible citizenship among Polish people in reference to six goals, namely *No Poverty*, *Zero Hunger*, *Affordable and Clean Energy*, *Responsible Consumption and Production*, *Climate Action* and *Partnerships for the Goals*. The campaign is co-funded under the programme for Polish development cooperation run by the Polish Ministry of Foreign Affairs and the European Union.

Information providers

As regards information, in addition to the previously described portals run, for example, by the [Centre for Citizenship Education](#), an important action designed by the [UN Information Centre Warsaw](#) is the Public Platform: Sustainable Development Goals (Platforma społeczna: Cele Zrównoważonego Rozwoju), which provides resources to support educators, and contact details for the institutions in Poland that work towards the fulfilment of the Goals. An analysis of the tabs shows that these are mainly non-governmental organisations.

Key initiatives

9.5 Green volunteering, production and consumption

Green volunteering

Activities aimed at promoting green volunteering (understood as all voluntary activities dedicated to protecting, restoring or developing the natural environment, including wildlife) and the idea of green production and consumption (i.e. environmentally friendly production and practices, and consumer activities aimed at recycling, energy saving, producing or purchasing hybrid cars and using environmentally friendly (private or public) transport) include:

- the National Programme for Active Education: '[Young people for the environment](#)' (Ogólnopolski Program Aktywnej Edukacji – 'Młodzi dla środowiska') run by the Catholic Youth Association of the Drohiczyn Diocese (Katolickie Stowarzyszenie Młodzieży Diecezji Drohiczyńskiej), co-funded by the National Fund for Environmental Protection and Water Management and the Operational Programme Infrastructure and Environment 2014-2020. The target group of the project is the general public, whilst its direct participants are mainly school students aged from 7 to 19 years, including school and university students in home education, as well as students, home educators, and school and academic teachers. The main objective is to strengthen the mechanisms for nature protection and to raise the level of ecological awareness and develop ecological attitudes in society. This encompasses dissemination of knowledge on nature protection and the related responsibilities and rights of citizens, raising the level of ecological and biodiversity awareness, as well as encouraging pro-environmental behaviours and proactive approaches for sustainable development. The programme is a follow-up to the following projects: Youth of this Land (Młodzi Tej Ziemi) (2009-2011), St Francis Kayak Patrol (Kajakowy Patrol Św. Franciszka) (2010-2011) and The Electro-responsible (Elektro-odpowiedzialni) (2013-2015).
- [Ecological education](#) (Edukacja ekologiczna), a programme run by the National Fund for Environmental Protection and Water Management for the years 2015-2023. The programme operates as a grant competition to support educational initiatives that raise and affect ecological awareness and attitudes, in addition to disseminating knowledge in the field of environmental protection and sustainable development. The programme focuses on voluntary activities and shaping attitudes and behaviours, which are reflected in the description of specific objectives, both in the area of developing pro-environmental behaviours in the general public (including children and youth) and activating society, namely building a civic society in the field of environmental protection and sustainable development.
- [A walker's guide](#) (Spacerownik), a project run by the Buy Responsibly Foundation (in cooperation with Grupa eFTE, Warsaw, and Fundacja Ekorozwoju, Wrocław), which promotes places that are friendly to responsible consumers by creating a virtual guide to those, which *offer their customers high-quality products or services, whilst respecting the environment, promoting ecology-friendly behaviour, taking care of their employees and supporting human rights* (i.e. shops and cafés selling organic

and Fairtrade products, shops selling recycled/handmade goods, services for exchanging/repairing utility goods, and other places that promote conscious and responsible consumption and operate to sustainable standards, including information cafés, venues offering free-admission workshops, cultural events, film shows, debate opportunities, etc.).

Green production and consumption

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

In addition to the activities described in the chapter 9.5 (such as one of the Polish Green Network projects), of note are the cooperation are the activities of [AIESEC](#) in the field of intercontinental and development-related. These include the Global Volunteer programme for students, addressed to young people who want to develop their leadership attitudes and make an impact on the world's major problems by working towards the UN Sustainable Development Goals. The various activities in this area are carried out under the Erasmus+ programme. This includes [Key Action 3](#) (Support for policy reform), which endorses dialogue and building relations between young people and institutions, as well as those responsible for youth policy, and makes it possible to obtain support for organising meetings, debates, seminars, consultations and workshops concerning EU youth-related policies and activities. Furthermore, under [Key Action 2](#) (Cooperation for innovation and the exchange of good practices) two types of projects are supported, namely the exchange of experiences and good practices, and projects aimed at developing the findings of intellectual work showing high potential for wide application, the so-called 'innovation projects.' Importantly, the latter, due to being mandatorily published on the Erasmus+ dissemination platform, constitute open-licence educational resources that can serve as support for educators, being intended to focus on non-formal education, improving the quality of youth work and young people's competences, as well as those who work with them.

Development cooperation activities

9.7 Current debates and reforms

The refugee crisis and its consequences, concerning both the assessment of the EU migration policy in the last decade, as well as proposed solutions and Polish authorities' reaction to them, are a subject of a wide public debate in Poland.

Another important dispute concerns ecology, especially in the context of air pollution and the use of ecological energy sources (including limiting the use of traditional sources). The conflicts in this respect are caused by the question of pollutant emissions from car transport (a major problem in large cities), as well as the so-called 'low emissions' caused by combustion in domestic boilers (which particularly affects smaller towns and rural areas).

GLOSSARY

Youth - depending on the definition and context, in Poland there are several definitions of youth: it is a notion that initially included people aged 15-25. However, as a result of the implementation of new youth programmes, the upper age limit has now been raised from 25 to 29. Social policy programmes consider youth as people aged from 13 to 30. The lower age limit coincides with the time when children become “active participants shaping their environment by their own actions” and finish a certain stage of education when “they make important choices regarding their further education”. The upper age limit is defined as the stage of becoming self-sufficient and setting up a household. However, under the Ombudsman for Children Act (Ustawa o Rzeczniku Praw Dziecka), “any human being is a child from conception to the age of majority”, but “reaching the age of majority is regulated by separate provisions”. In accordance with the above Act, the notion of “youth” could refer to people who have reached the age of majority and therefore, have turned 18 or 16. It is also accepted that “young people” are those under 34 years old as it is difficult to pinpoint the age of passing from youth to maturity. The report “Youth 2011” describing young people’s situation in Poland applied the term “youth” to the age group of 15-29. It is this age range that is most frequently indicated when defining the notion of “youth”.

Career guidance at Voluntary Labour Corps (*Ochotnicze Hufce Pracy*) - Voluntary Labour Corps (OHP) are government-financed entities supervised by the Minister of Family, Labour and Social Policy. The target audience of the actions undertaken by OHP are:

- Minors (aged 15 to 17) from educationally malfunctioning backgrounds who are not fulfilling their schooling and educational obligations, have problems with graduating, and need to acquire vocational qualifications.
- Persons aged 18 to 25, including those who are looking for a job or want to be retrained, unemployed, school graduates, and students.

OHP, as labour market institutions, provide free services to young people, including job placement and career guidance and information services; conduct workshops on active job searching; organise training; and implement labour market schemes (e.g. under the Youth Guarantee Initiative).

Compulsory education in Poland is divided into:

- one-year compulsory pre-school preparation;
- full-time compulsory education (obligation to attend school) which starts at the beginning of the school year in the calendar year when the child reaches the age of 7 and lasts until the completion of education in the primary school ([*szkoła podstawowa*](#)) (until the completion of lower secondary education in the transition period) but not beyond the age of 18;
- part-time compulsory education until the age of 18 which young people may receive, in particular, in a post-primary school (or until completion of education in the lower secondary school in the transition period) or as part of vocational training at an employer’s organisation.

National Youth Law - Polish youth policy has no systemic solutions, nor is it operated and coordinated in a consistent way. Therefore, it is impossible to indicate one official document focussing on the needs and rights of young people and regulating issues relating to them (“Youth Law”). However, this does not mean that Polish legislation does not cover young people’s lives, rights and duties. Youth-related regulations are provided in various legal acts, such as the Constitution of the Republic of Poland, Family and Guardianship Code, Labour Code, Juvenile Proceedings Act, Education Law, Act on Higher Education, Post-graduate Placements Act or the Associations Act. For more information please see the chapter 1 Youth Policy Governance.

National Youth Strategy - the “State Strategy for Youth for 2003-2012” (Strategia Państwa dla Młodzieży na lata 2003-2012) (Strategy) prepared before Poland’s accession to the EU remains the only document determining the development and directions of Polish youth policy. Currently, there is no strategy in Poland directly relating to young people. The Strategy emphasises the links that exist between youth policy and legal regulations concerning education, social welfare, national defence, employment and combating unemployment, children’s living conditions in families, healthcare, as well as prevention of crime, drug addiction and alcohol abuse.

Student Career Centres (*Akademickie Biura Karier*) - Student Career Centres are entities whose mission is the professional activation of students and graduates of higher education, run by a higher education institution or a student organisation, whose duties include:

- providing students and graduates with information on the labour market and opportunities for improving professional qualifications,
- collection, classification and dissemination of job, internship and work placement offers,
- maintaining a database of students and higher education institution graduates interested in finding a job,
- assisting employers in obtaining suitable candidates for job vacancies and internships,
- helping with active job seeking.

In 2014, it was estimated that 346 Student Career Centres were in operation at 442 Polish higher education institutions. However, it should be emphasised that this is an indicative figure only.

Volunteering - deliberate, voluntary activity that goes beyond the ties of family, friends and colleagues” and, as a consequence, a **volunteer** is “any natural person who out of their own free will, voluntarily and for no fee provides services to organisations, institutions or individuals that go beyond the ties of family and friends”

Youth Parliament - There is no bona fide children and youth parliament in Poland operating as an institution elected by general election and thus possessing democratic legitimacy. The Children and Youth Parliament (*Sejm Dzieci i Młodzieży*) is a representative institution in name only. In reality, this is an educational project of the Polish Parliament Chancellery and is not an element of the legal system. Its nature is purely didactic, consultative and opinion-forming. In addition to the Polish Parliament Chancellery, the Ministry of National Education and several other entities, including non-governmental entities, participate in its organisation.

[Archive](#)

Information from previous years can be accessed and freely downloaded through the PDF files below.

1. [2017](#)

Pdf 2017:

 [gdłpoland.pdf](#)

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