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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Second periodical report
presented to the Secretary General of the Council of Europe
in accordance with Article 15 of the Charter**

POLAND

**2nd REPORT FOR THE SECRETARY GENERAL OF THE COUNCIL OF
EUROPE CONCERNING IMPLEMENTATION OF PROVISIONS OF *THE
EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES* BY
THE REPUBLIC OF POLAND**

Warsaw, 2014

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INTRODUCTION

The Committee of Experts for The European Charter for Regional or Minority Languages has pointed out that the selection of provisions of The European Charter for Regional or Minority Languages which the Republic of Poland has decided to use regarding the minority and regional languages is an ambitious choice, because Poland has undertaken to implement the same measures towards all the languages. Additionally, only one signatory state has selected a number of languages greater than Poland. Most states would report a few languages, Poland has chosen 15 of them. This results from the principle of equality of all in respect of the law included in Article 32, passage 1 of the Constitution of the Republic of Poland, and from the right of everyone to be treated equally by the public authorities and, on the other hand, it is compliant with suggestions of minority and regional language users, submitted during consultation of ratification documents of the Charter. Accepting the European Charter for Regional or Minority Languages, Poland sees in this convention of the Council of Europe an extremely important instrument to support solutions used in our country before, aimed at protecting the minority and regional languages.

A great number of minority languages present in Poland, with small number of their users, makes practical application of provisions of the Charter by people speaking minority languages the main problem in its implementation. Poland tries to create the best (both legal and practical) conditions in this regard, and to encourage to use binding regulations and to use created options, however activity of users and finding methods to encourage them to use minority languages daily in various aspects of public life remains a problem. The European Charter for Regional or Minority Languages is an excellent instrument to protect the languages, however, due to the factors indicated previously, full implementation of all of its provisions must proceed in stages. This implementation is a goal Poland is pursuing by accepting practical solutions aimed to promote all minority and regional languages.

Bearing the above in mind, the Polish government constantly undertakes actions to increase the presence of the minority languages and a regional language in public space. To implement the recommendations of the Committee of Experts, and the recommendations of the Committee of Ministers of the Council of Europe for the Polish government regarding presentation of *the I Report for the Secretary General of the Council of Europe on Implementing the Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland* ^{to the Secretary General of the Council of Europe}¹, the text of Evaluation Report of

¹ The presented document has been prepared by the minister competent for the religious denominations and the national and ethnic minorities, at present it is the Minister of Administration and Digitization. The Report presents information relating to issues included in the Report of the Committee of Experts, and in the document of April 23,2013, MIN-LANG (2013) 5.

the Committee of Experts has been published and submitted to entities responsible for implementing the provisions of the Charter. The content of the Report, and the scope of comments and recommendations submitted have also been subjected to a discussion between the Common Commission of the Government and National and Ethnic Minorities.

Then, on June 19 2012, within preparations for an expert seminar concerning *the I Report*, the Ministry of Administration and Digitalization organized a meeting for government administration representatives (of the Ministry of Foreign Affairs, the Ministry of National Education, the Ministry of Administration and Digitization) to discuss further actions related to the implementation of the Charter's provisions by Poland.

On September 27 – 28 2012, an expert seminar was held in Warsaw dedicated to the implementation of the Charter's provisions by Poland.

Then, on March 14, 2014, the Ministry of Administration and Digitalization organized another meeting dedicated to the preparation of II Report on implementing The European Charter for Regional or Minority Languages by Poland, which was attended by representatives of the government and local government administration bodies: The Ministry of Administration and Digitization, the Ministry of National Education, the Ministry of Foreign Affairs, the Ministry of Culture and National Heritage, the Marshal Office of the Silesian Province, and the Governor of the Podlaskie Province. It should be emphasized that the Ministry of Administration and Digitalization keeps permanent consultations with the listed institutions and with communities using regional and minority languages to agree actions for further implementation of the Charter's provisions.

In addition, it should be indicated that in order to improve, in the next monitoring cycle, the grade obtained by Poland, the Ministry of Administration and Digitalization has commissioned two expert studies. The purpose of the first of them was to assess the implementation degree of the provisions of The European Charter for Regional or Minority Languages by Poland as compared to other states which have ratified the Charter. The second expert's report is intended to propose actions that the government administration should take in order to implement the recommendations formulated by the Committee of Ministers of Europe, and by the Committee of Experts, as well as actions that should be undertaken before drawing up the II Report in order to implement the Charter as fully as possible with regard to particular minority and regional languages.

At the same time, measures to implement the recommendations of the Committee of Experts, and the recommendations of the Committee of Ministers of the Council of Europe that have legislative nature are undertaken, an example of which is an amendment of the Act

of January 6 2005 on National and Ethnic Minorities and on regional language (Journal of Laws No.17, item 141, with later amendments) in preparation, and also preparing the Regulation of the Minister of National Education of December 18 2013 on the way of dividing parts of general educational subvention for local government units in 2014 (Journal of Laws of 2013, item 1687). Also, actions are being undertaken aimed at promoting the awareness of the minority and regional languages among the Polish population, as well as encouraging the users of the minority and regional languages to fully use their rights. An example of the said activities is a campaign being prepared by the Ministry of Administration and Digitalization to promote the usage of the languages of the national and ethnic minorities and the regional languages, by informing local authorities on obligations resulting from the Charter, promoting among teachers teaching on the aforementioned languages, encouraging the parents of children belonging to the minorities and to a community using a regional language to use options to teach the native languages or in the native languages, by showing the possibility of using the abovementioned languages as auxiliary languages in offices, and by promoting additional names of towns, physiographic names, and street names in these languages, as well as the use of the minority and regional languages in economic and social life.

PART I: GENERAL

1. *The number of people using the minority and regional languages, according to the General Census of the Population and Households 2011.*

The National Census of the Population and Households in 2011 was the first census implemented since Poland's accession to the European Union. The subject matter of the census, its scope, form, mode, statistical obligation limits and participation voluntariness in the study are defined in the Act of March 4 2010 on National Census of the Population and Households in 2011 (Journal of Laws of 2010 No. 47, item 277), and on implementing acts to the Act, as well as in (EC) regulation of the European Parliament and the European Council no. 763/2008 of July 9 2008 on censuses of the Population and Households (Official Journal of the European Union. L. of 13.08.2008 No. 218). In 2011 a mixed census method was applied, consisting in combining data from registers and information systems with data acquired in direct statistical studies.

In the Population census in 2011, for the first time in the history of Polish censuses, inhabitants of Poland could report the national-ethnic identity, by answering two questions about their national-ethnic affiliation. Also, within the 2011 census, a study of the language used most often at home (the respondents could name two non-polish languages, regardless of whether they are used along with the Polish language or not), was conducted. It is worth emphasizing that, apart from the question about the language used daily at home in contacts with their relatives, the respondents were also asked a question about their native language, that is the language they have learned as the first in their early childhood, e.g. from the mother.

Currently, representatives of 13 national and ethnic minorities live in Poland, whose number is 286,192 people. This is approximately 0.75% of all the inhabitants of Poland. In addition, 301,805 of people living on the territory of the Republic of Poland declare using minority languages or a regional language at home.

The number of people using any minority and regional languages at home is as follows:

Minority/ regional language	Number of people declaring using given language at home
Belarussian	26.448
Czech	1.451

Karaim	1-50*
Lithuanian	5.303
Lemko	6.279
German	96.461
Armenian	1.847
Roma	14.468
Russian	19.805
Slovakian	765
Tatar	1-50*
Ukrainian	24.539
Hebrew	321
Yiddish	90
Kashubian	108.140

* Due to the lack of possibility to estimate the numbers precisely, data are provided in ranges.

Source: National Statistical Office (GUS). National Census of the Population and Households 2011.

The number of people reporting minority and regional languages as their native language is as follows:

Minority/regional language	Number of people reporting given language as the native language
Belarussian	17.480
Czech	890
Karaim	1-50*
Lithuanian	5.408
Lemko	4.454
German	58.170
Armenian	2.115
Roma	8.612
Russian	17.048
Slovakian	648
Tatar	1-50*
Ukrainian	28.172
Hebrew	92
Yiddish	1-50*
Kashubian	13.799

* Due to the lack of possibility to estimate the numbers precisely, data are provided in ranges.

Source: National Statistical Office (GUS). National Census of the Population and Households 2011.

2. Information on measures undertaken by the Polish government intended to implement recommendations of the Committee of Ministers of the Council of Europe, adopted on December 7, 2011.

The Polish Government has undertaken a number of activities designed to implement the recommendations of the Committee of Ministers on implementing the provisions of The European Charter for Regional or Minority Languages by Poland which include legislative works aimed at rising awareness about the minority and regional languages in the Polish general public, as well as at a dialogue with people using any minority and regional languages to improve the implementation of language rights.

Ad 1²

Promoting the awareness and tolerance in the Polish society for the minority and regional languages, as well as the cultures they represent, is conducted mainly by educating children and teenagers. Transferring knowledge about the national and ethnic minorities languages and regional languages, the history, culture and tradition of the minorities, to the students in Polish public schools, results from the implementation of mandatory goals and teaching contents specified in the Regulation of the Minister of National Education of August 27, 2012, on the curriculum in pre-school education and general education in particular types of schools (Journal of Laws of 2012 item 977, with later amendments), preceded by the Regulation of the Minister of Public Education of December 23, 2008 on the curriculum in pre-school education and general education in particular types of schools (Journal of Laws of 2009, No. 4, item 17). The above teaching contents have been considered in the curriculum at each educational stage, starting with pre-school education. Education on the languages of the national and ethnic minorities and on the regional language, history, culture and traditions of the minorities, being implemented in public schools, proceeds in various forms. The way of implementing the teaching contents specified in the curriculum is determined by teachers, taking into consideration local conditions and educational needs of their students. In realization of the curriculum, a teacher has also the right to use teaching methods freely and to choose teaching aids and a textbook from among the textbooks permitted for use in teaching. Education in classes, based on the content and recommendations of the curriculum, is

² The information presented below refers to the implementation of recommendations of the Committee of Ministers of the Council of Europe included in the document: Recommendation RecChL (2011) 4 of the Committee of Ministers on implementing provisions of The European Charter for Regional or Minority Languages by Poland.

accompanied by different forms of support for a school in transferring the abovementioned contents, they depend on regional and local conditions and on the size and diversity of any language groups living in a given area. Detailed information on education about the languages of the national and ethnic minorities, their history and culture and on the regional languages, are presented in part III of the Report that discusses the implementation of the provisions of Article 8 of the Charter (Education).

In addition, in 2014, the Ministry of Administration and Digitalization prepared a campaign to promote the usage of the languages of the national and ethnic minorities and the regional languages. The campaign is targeted at many groups of recipients. It assumes diverse measures promoting the use of the above mentioned languages: brochures, leaflets, the outline of lessons, preparing a website promoting bilingualism (www.jezyki-mniejszosci.pl)³. The deadline for the campaign has been set for October 2014. One of the goals of the campaign is to improve knowledge of the Polish general public on the minority and regional languages, it is being accomplished through a campaign aimed at teachers that is promoting teaching about the languages of the minorities. The campaign assumes preparing, releasing, and distributing the outline for the lessons on the minority and regional languages. The outline shall be submitted provided all secondary schools in Poland, regional education departments, and teachers' development institutions. In addition, a website has been prepared to promote bilingualism, containing materials on the minority and regional languages for download in the form of files.

Ad 2

Educational regulations in Poland make it possible for the users of the minority and regional languages to keep their language and cultural identity by one of several options of teaching a language, and in a minority and regional language, on the pre-school and school education level, at all the educational levels. At the same time, financial funds are transferred from the state budget for supporting the minority and regional languages. These are additional funds transferred as a part of general educational subvention, funds for financing textbooks and additional books, and designated subsidies for outsourced tasks, including methodical publications. In addition, the Polish Government has undertaken actions aimed at increasing interest in educational offer of users of the minority and regional languages. These activities include changes introduced in 2013 in the way of calculating parts of general educational

³ Numeric data concerning the campaign are presented in the Appendix to the II Report entitled. *Number of booklets and leaflets transferred to particular groups of addressees in the campaign promoting the usage of the national and ethnic minority languages and the regional languages.*

subvention, promoting teaching of the minority and regional languages. Due to increased maintenance costs of schools teaching the above mentioned languages, an additional coefficient has been introduced, the so-called waga P12, increasing the amount of funds transferred to local government units as a part of general educational subvention. Detailed information on the algorithm to divide parts of the general educational subvention for local government units are presented in part III of the Report discussing the implementation of the provisions of Article 8 of the Charter (Education).

In addition, one of the goals of the campaign promoting the usage of the national and ethnic minority and regional languages, prepared by the Ministry of Administration and Digitalization, is to increase the number of children learning the minority and regional languages and in those languages, it is being accomplished through a campaign aimed at the parents of children from national and ethnic minorities and at communities using a regional language, encouraging the use and teaching the minority and regional languages. The campaign consists in preparing, releasing, and distributing leaflets, which will be transferred to organizations associating the users of minority and regional languages, to communes, counties, representatives of province governors for national and ethnic minorities, to schools where the above listed languages are being taught, to provincial education departments and teachers' development institutions. Detailed information regarding the content of the leaflets are presented in part III of the Report discussing the implementation of the provisions of Article 8 of the Charter (Education).

At the same time it should be pointed out that the Ministry of Administration and Digitalization supports initiatives of any organizations associating the users of minority and regional languages, aimed at increasing the number of children learning the languages mentioned above. One example is transferring funds from the state budget in 2013 and in 2014 for Dom Współpracy Polsko- Niemieckiej having its registered office in Gliwice for the implementation of a project named *Expert Meetings together with Consulting Point in the scope of Polish-German bilingualism*. Within the project, a cycle of meetings was organized to promote the benefits arising from bilingual education instead of teaching the German language solely as an additional subject among the parents. Furthermore, a year-long advisory point was operated dealing with the aforementioned issues.

Q 3

According to the Regulation of the Minister of National Education of November 14,2007 on the conditions and method of implementing projects maintaining the sense of national, ethnic, and language identity among students from national and ethnic minorities and in communities using a regional language, in kindergartens, schools, and public

institutions (Journal of Laws of 2014 item 263), teaching the minority and regional languages, history, culture, and geography of the state, whose cultural area a national minority identifies with, is conducted on the basis of textbooks permitted for use in teaching by the minister for the school system and education.

According to Article 22aa of the Act of September 7 1991 on the educational system (Journal of Laws of 2004 No.256, item 2572, with later amendments) as set in the Amending Act of May 30 2014 amending the Act on the educational system, and of other acts (Journal of Laws, item 811), a teacher may determine the curriculum:

- 1) with the use of a textbook, educational materials, or exercise materials
or
- 2) without using any textbook, educational materials, or exercise materials

Any textbook, or educational materials replacing the textbook, and any exercise materials are chosen by the team of teachers teaching given classes.

In the case of students being educated in the scope necessary to keep the sense of national, ethnic, and language identity, the team of teachers teaching the minority language propose more than one textbook, or educational materials to the school headmaster.

The Ministry of National Education is financing on the annual basis the education textbooks and auxiliary books for students in the scope necessary to keep their national, ethnic, and language identity according to Article. 13. passage 5 of the Act of September 7 1991 on the educational system (Journal of Laws 2004, No. 256 item 2572, with later amendments), pursuing thereby the provisions of the Act of January 6 2005 on National and Ethnic Minorities and regional languages (Journal of Laws no. 17 item 141 with later amendments amended).

A list of textbooks eligible for financing is determined on the annual basis after publishing houses present their offers, in numbers compliant with needs reported by the directors of schools where any national minority, ethnic or regional languages are taught, confirmed by the heads of education departments, taking the funds available to the Ministry into consideration.

From September 1 2009, under the provisions of the Regulation of the Minister of National Education from December 23,2008, on the curriculum in pre-school education, and in general education in particular types of schools (Journal of Laws of 2009, No. 4, item 17), a new curriculum is binding (currently, a version introduced by the Regulation of the Minister of National Education from August 27, 2012, on the curriculum for pre-school education and for general education in particular types of schools – Journal of Laws of 2012 item 977, with later amended). The new core curriculum was introduced in the 2009/2010 school year for

1st primary school year and 1st junior high school year, and over the subsequent years it was gradually introduced in subsequent classes, and from September 1, 2012, it covers 4th primary school year and 1st year in high schools, vocational secondary schools, and professional schools. Introducing the new curriculum in subsequent classes meant the need to prepare school textbooks consistent with its requirements.

Starting from the year 2009/2010, in connection with gradual implementation of the curriculum reform in the schools, textbooks approved for use in teaching according to the new curriculum by the minister for the school system and education are financed. In 4th year in vocational secondary schools which are not covered yet by the new core curriculum, textbooks approved for use in teaching according to the previous curriculum specified by the Regulation of the Minister of Public Education and Sport of February 26, 2002 on the curriculum for pre-school education and for general education in particular types of schools (Journal of Laws No.51, item 458 with later amendments) are still in use. It should be emphasized that textbooks released so far, intended for teaching own history and geography of the country whose cultural area a national minority identifies with, containing teaching contents related to a given subject, exceeding the scope specified in the general education curriculum, as well as auxiliary textbooks (such as dictionaries related to particular subjects) are still valid, and can be used in classes covered by the curriculum reform.

The Ministry of National Education is financing all costs associated with preparing, developing, and releasing textbooks and auxiliary books intended for teaching minority and regional languages. Any textbooks and auxiliary books purchased are transferred to school libraries for future students to use. Since 2010, electronic versions of particular textbooks, with prior consent of their publishers, are uploaded on the Scholaris educational website, thanks to which teachers and students can use them, apart from their traditional form.

Teaching other general education subjects at schools with a minority language of lectures or in schools where educational classes are conducted in two languages (Polish, and a minority or a regional language), is conducted according to the binding core curriculum, with the use of textbooks permitted for use in teaching, and entered on the list of textbooks meant for general education.

Furthermore, under the "Cyfrowa Szkoła" program, electronic textbooks will be prepared for early school education, Polish language, history, history and society, social studies, nature, biology, geography, physics, chemistry, mathematics, computer classes, computer science, safety education (in total 18 textbooks involving at least one educational stage for 14 subjects/classes) as well as 2.5 thousand supplementary educational resources. E-books created within the project (multimedia, containing videos, interactive images, and

exercises) will be intended for teaching in primary schools, junior high schools, and secondary schools. They will be uploaded on a public, open educational website enabling free access at any place and time to everybody. The e-books will be available both in online and offline version on stationary computers and various types of mobile devices (tablets, notebooks, e-book readers, etc.). The textbooks prepared under the "Cyfrowa Szkoła" program, in their substantive-educational scope, will meet requirements similar as those binding for traditional textbooks, in particular they will include all objectives and educational content specified in the curriculum. Until September 2015, all the planned textbooks should be ready and available. Thanks to making the e-books available on the terms of full openness, everyone will be able to modify them freely, including e.g. translating into minority languages. Detailed information regarding the number of textbooks prepared in accordance with the new core curriculum, as well as activities undertaken to ensure better textbook offer, are presented in part II of the Report that discusses the implementation of the provisions of Article. 7 of the Charter (Objectives and principles), item 36.

As for trainings for teachers related to teaching minority and regional languages, it should be pointed out that these are organized by provincial teachers development institutions in cooperation with provincial boards of education. An example of the abovementioned activities was organizing a conference in 2012 in Katowice, devoted to teaching minority languages, addressed to representatives of schools where the language of the German minority is being taught (during the conference, among others, examples of *good practices* were presented – schools teaching German in the Silesia province), and also organizing 2nd International Scientific-Methodical Conference for teachers of the Ukrainian language, and for teachers from schools with the Ukrainian language in Poland. Detailed information concerning the teachers' development system are presented in part III of the Report on the implementation of the provisions of Article 8 of the Charter (Education).

In addition, the aforementioned training offer is supplemented by training programs organized by organizations associating minority and regional language users, an example of which is Vocational Education Academy that operates within the structure of Kaszubian-Pomeranian Association, which organizes development courses for teachers, aimed at acquiring or improving the command of Kaszubian language. The course prepares the teachers to participate in Postgraduate Pedagogical-Methodical Qualification Studies in teaching kaszubian language, as well as for an exam for a license to teach the kaszubski language at schools and kindergartens. Also, the Academy organizes a course entitled *Own Programs in Teaching the Kaszubian Language*, whose goal is to acquire skills in writing own programs of teaching the Kaszubian language in kindergartens and schools.

It is also worth to mention that in 2013 and 2014, the German Educational Society operated Summer Academy for German language teachers teaching a national minority language (a course for teachers teaching the German language as a minority language). The implementation of the project was subsidized from the budget of the Ministry of Administration and Digitalization.

The above listed actions are also supplemented by training programs organized under bilateral agreements. The Silesian Province together with the Opole Province, and with General Consulate of the Federal Republic of Germany in Wrocław have implemented the NIWKI Program, aimed mainly at improving skills of the German language teachers.

Q 4

The presence of programs in minority and regional languages is seen by the Polish state as an important element of the public mission of public mass media. The National Broadcasting Council keeps constant dialogue with representatives of minority and regional language users and takes actions aimed at implementing their postulates, requests regarding the needs of the above mentioned language users.

As a result of the 2010 amendment to the Act of December 29 1992 on radio and television (Journal of Laws of 2011 No. 49, item 226, with later amendments), a new planning and evaluation mechanism for the public mission was created, which should help to improve the offer of programs in national and ethnic minority and regional languages. It assumes that public funds are to be allocated for specific projects to implement the mission. In accordance with the new wording of Article 21 , passage 3 and passage 4 of the Act on Radio and Television Broadcasting, binding from 2013, public broadcasters in agreement with the National Broadcasting Council are preparing their annual financial-programming plans regarding the mission of the public broadcasters. The financial-programming agreement process enables the National Broadcasting Council to act in specific cases concerning shows broadcasted in minority and regional languages. An example of such an action are shows addressed to communities that use regional languages in TVP Gdańsk, Radio Gdańsk and Radio Koszalin, broadcasted from September 15 2013 to October 20 2013, being monitored by the Council, in connection with a complaint submitted by the above mentioned community about insufficient number of shows intended for them. Conclusions from this monitoring will be taken into account in agreeing the above mentioned financial-programming issues.

Q 5

The Ministry of Administration and Digitalization has participated in activities aimed at reducing limits at which it is possible to introduce auxiliary languages and additional names of towns from 20% to 10 % of people belonging to a national and ethnic minority living in the

territorial division unit, as well as at making it possible for poviats to introduce auxiliary languages. A working group, appointed according to the arrangements of XLIII Session of the Common Commission of the Government and National and Ethnic Minorities, has prepared a bill on changing the Act on National and Ethnic Minorities and Regional Languages and other acts, which was approved during XLIV Session of the Commission on May 28, 2014. The concerned project has been submitted by a group of deputies to the Speaker of the Sejm. The proposed regulation makes it possible for counties to use national and ethnic minority and regional languages as auxiliary languages. As a result, an auxiliary language may be used not only in offices of a commune and their subordinate units, but also in county offices and their subordinated units.

In addition, the projected amendment provides reducing from 20% to 10 % the threshold at which national and ethnic minority and regional languages may be used as auxiliary languages. A consequence of the introduced amendment will be increase from 51 to 94 in the number of communes where the following languages can be used as auxiliary languages: Belarussian (increase by 6 communes), Lithuanian (increase by 1 commune), Kashubian (increase by 7 communes), and German (increase by 20 communes), and making it possible to use the following languages as auxiliary languages: Lemkos (in one commune), and Ukrainian (in 8 communes).

At the same time, the proposed regulation reduces from 20% to 10% the threshold at which it is possible to introduce additional names of towns and physiographic objects in national and ethnic minority and regional languages without the need of consultations. A consequence of the introduced amendment will be increasing the number of communes where it will be possible to determine additional names without the need of consultations in the following languages: Belarussian, Lithuanian, Kashubian, and German, and making it possible to set additional names without the need of consultations in the following languages: Lemkos, and Ukrainian.

Detailed information regarding the proposed changes in the use of minority and regional languages as auxiliary languages and introducing additional names in these languages, are presented in part III of the Report on the implementation of the provisions of Article. 10 of the Charter (Administrative Authorities and Public Services).

Q 6

The Ministry of Administration and Digitalization keeps permanent consultations with communities using regional and minority languages on the forum of the Common Commission of the Government and National and Ethnic Minorities, aimed at improving the realization of the Charter's provisions. At the same time, to ensure the fullest possible

implementation of the Charter with regard to particular minority and regional languages, including the Armenian, Czech, Karaim, Roma, Russian, Slovak, Tatar, and Yiddish languages, the Ministry of Administration and Digitalization has commissioned preparing *an Expert's Report concerning the Implementation of the Recommendations on The European Charter for Regional or Minority Languages formulated by the Committee of Ministers of Europe, and by the Committee of Experts*, intended to propose actions that should be undertaken by the government administration in order to implement the abovementioned recommendations.

In addition, a result of cooperation between the central and local government administration with people using the Ukrainian and Belorussian language was Strategy for Development of Education of the Ukrainian Minority in Poland, prepared in 2011, as well as Strategy for Development of Education of the Belorussian Minority in Poland, prepared in 2014. Detailed information regarding the language strategies are presented in part II of the Report on the implementation of the provisions of article. 7 of the Charter (Goals and Principles), item 37.

3. Information on measures undertaken by the Polish government intended to implement the recommendations of the Committee of Experts for The European Charter for Regional or Minority Languages

Ad 12⁴

The Hebrew language meets the criteria included in Article 1a of The European Charter for Regional or Minority Languages. It is one of languages traditionally used by Polish citizens from the Jewish minority. In population censuses conducted after recovering the independence by Poland (on September 30 1921 and December 9 1931), the Hebrew language was reported by the respondents as one of the native languages used on the territory of the Republic of Poland e.g. in the Second Common Population Census, the Hebrew language was declared as the native language by 243.539 people.

Ad 22

The position of the Polish government in the case of the Silesian dialect of the Polish language was confirmed in the opinion dated May 20, 2011 by the Polish Language Council

⁴ The information presented below refers to implementing recommendations of the Committee of Experts for The European Charter for Regional or Minority Languages included in the Report of the Committee of Experts, and in the document of April 23, 2013, MIN-LANG (2013) 5.

at the Polish Academy of Sciences, which is, pursuant to Article 12, passage 1 of the Act of October 7 1999 on the Polish language (Journal of Laws of 2011 No. 43, item 244, with later amendments), a consultative-advisory institution for the usage of the Polish language.

In the letter of March 30,2012, (Print no. 567), a group of Polish MPs submitted to the Speaker of the Sejm of the Republic of Poland Ms. Ewa Kopacz, a deputies' bill on amending the Act on National and Ethnic Minorities and Regional Languages, as well as other acts. The project assumes, among others, assigning the status of a regional language to the Silesian dialect of the Polish language. On July 11,2012, the bill was sent to the 1st reading in the Commission for National and Ethnic Minorities of the Sejm of the Republic of Poland. On August 30,2012, 1st reading of the bill before the Commission took place. At the session on December 4,2012, the Council of Ministers discussed a Draft of the Government's opinion in respect of the deputy's bill on changing the Act on National and Ethnic Minorities and Regional Languages, as well as other acts (Print no. 567) (RM-140-89-12). As a result of the session, the Council of Ministers decided to take no position. Until drawing up this Report, the Sejm of the Republic of Poland did not complete the works on the bill.

Ad 25

Any actions of government administration bodies having systemic nature, aimed at preservation and development of any minority and regional languages, are consulted with users of these languages represented in the Common Commission of the Government and National and Ethnic Minorities. As part of the said activities, the government administration applies an approach characterized by openness and full flexibility within the boundaries of the binding law.

Ad 27

The government administration bodies undertaking actions aimed at preserving and developing any minority and regional languages are interested in the fullest possible information concerning the number of the users of the above mentioned languages. For this purpose, on the annual basis, by means of surveys filled by those concerned, the National Statistical Office collects data regarding the number of national and ethnic associations members in Poland (including associations of users of minority and regional languages). These data are then published by the National Statistical Office (GUS).

In addition, within the Educational Information System, the Ministry of National Education collects data concerning teaching minority and regional languages. Information on the number of students learning at their schools the abovementioned languages in the school year 2012/2013 (as of September 30, 2012), and the school year 2013/2014 (as of September 30 2013) is presented in the table below:

Language	School year 2012/2013	School year 2013/2014
Belarussian	3 148	3 141
Czech	-	-
Karaim	-	-
Lithuanian	683	664
Lemko	281	352
German	38 783	40 809
Armenian	54	51
Roma	1	2
Russian	8	-
Slovakian	202	333
Tatar	-	-
Ukrainian	2 757	2 807
Hebrew	301	369
Yiddish	-	-
Kashubian	15 842	17 147
Total	62 060	65 675

The Minister of Administration and Digitization, as part of support for projects necessary to maintain the cultural identity of national and ethnic minorities and to preserve and develop minority and regional languages on the basis of the Act of 6 January 2005 on National and Ethnic Minorities and Regional Languages), collects also information about the number of addressees of the projects financed/co-financed from the budget of the Ministry of Administration and Digitization. The data collected is transferred by entities implementing the aforementioned projects, they include the number of participants of artistic events (concerts, reviews, festivals, festive parties, musical and recitation contests), the members of art groups, editions of journals, editions of other types of publications (discs, cassettes, folders, calendars; in the case of electronical publications – the number of downloads), the number of students/audience of radio and television programmes, and the number of the members of minority organizations that pay their premiums. The number of addressees of projects for maintaining the cultural identity of national and ethnic minorities, and preserving and developing minority and regional languages, is as follows:

The total number of addressees of projects for maintaining the cultural identity of national and ethnic minorities in the years 2011-2013
(including preserving minority and regional languages),

Language	2011	2012	2013
Belarussian	145 340	420 583	430 534
Czech	No data	No data	No data
Karaim	2 614	2 038	2 822
Lithuanian	28 252	23 818	19 624
Lemko	52 602	57 907	67 261
German	859 827	838 296	892 683
Armenian	8 799	10 192	10 555
Roma	21 224	14 744	18 620
Russian	7 863	7 374	7 374
Slovakian	23 400	23 517	24 900
Tatar	5 140	3 165	3 330
Ukrainian	89 179	82 762	83 227
Hebrew/Yiddish	36 209	43 199	36 914
Kashubian	289 999	571 192	701 860

Total edition of press for particular national and ethnic minorities and communities using a regional language in the years 2011-2013
(including press in minority and regional languages),

National/ethnic minority or community using a regional language	2011	2012	2013
Belorussian	157 553	147 147	152947
Czech	-	-	-
karaim	2 667	2 667	4 500
Lithuanian	36 000	36 000	36 000
Lemkos	8 500	8 650	9 300
German	357 800	384 290	458 000
Armenian	8 800	7 200	9 200
Roma	16 000	12 700	4 125
Russian	9 000	7 500	9 000

Slovak	25 200	25 200	25 200
Tatar	5 000	2 000	2 000
Ukrainian	212 400	200 745	171 800
Jewish (Yiddish language),	29 900	57 700	67 700
community using the Kashubian language	30 000	30 000	30 000

The information stated above supplement data concerning the number of minority and regional language users acquired during the 2011 General Census of the Population and Households. However, it should be noted that the Yiddish language is one of two languages used traditionally by persons belonging to the Jewish national minority. The fact of using two traditional minority languages (jointly or separately) makes it difficult to use some of additional acquisition methods for data concerning the number of minority language users, e.g. the number of the members of an organization.

Ad 28

The results of the General Census of the Population and Households in 2011 indicated that the number of people using the Karaim language at home on the territory of the Republic of Poland is less than 50 people. It should be also emphasized that organizations associating persons of the Karaim minority undertake actions to preserve the karaim language with financial support from the state budget. An example of such actions are texts published in Karaim in the "Awazymyz" quarterly, audio and video recordings from events organized by the Karaim community, the production of the first animated film in Karaim in 2014 titled *Cudowny koń księcia Witolda*, participation and coorganization of annual Karaim Language Summer Schools at places especially associated with the Karaim culture. During the abovementioned camps, courses of this language take place, among others.

PART II:
INFORMATION ON IMPLEMENTING BY THE POLISH GOVERNMENT
RECOMMENDATIONS OF THE COMMITTEE OF EXPERTS FOR THE EUROPEAN
CHARTER FOR REGIONAL OR MINORITY LANGUAGES IN RELATION TO ARTICLE. 7

Article 7

With regard to regional or minority languages on lands where such languages are used, and depending on the situation of each language, the Parties shall base their policy, legislation, and practice on the following goals and principles:

c) the need to undertake decisive actions to promote regional or minority languages for the purpose of their protection

Ad 32

One of the goals of the campaign, prepared by the Ministry of Administration and Digitalization, promoting the use of the national and ethnic minority and regional languages, is to increase knowledge of local administration employees about language rights of people using any minority and regional languages, obligations of local governments resulting from of the Charter, and benefits from teaching the national and ethnic minority and regional languages, which is being accomplished through an information campaign addressed to communes, counties, and the representatives of province governors for national and ethnic minorities. The campaign consists in preparing, releasing, and distributing brochures, which will be transferred to the above entities. The brochure contains information concerning duties of local administrations with regard to maintaining and developing the minority and regional languages, in particular teaching the abovementioned languages, enabling the use of the minority and regional languages as auxiliary languages, as well as enabling the use of traditional names of towns, physiographic objects and streets in the languages mentioned above. In addition, the brochure contains information concerning the procedure of introducing minority languages as auxiliary languages, and introducing additional names in these languages, organizing teaching, as well as financing the said activities from the state budget.

In addition, however, due to great importance of actions of local governments for the preservation of the minority languages, the bill on changing the Act on National and Ethnic Minorities and Regional Languages and other acts assumes the option of appointing an authorized representative for national and ethnic minorities by the following local government authorities: district head, mayor, county governor, and the marshal of a province. The responsibilities of the abovementioned representative will include, among others, issues related to the preservation and development of minority and regional languages.

Ad 33

As part of actions aimed at promoting the minority and regional languages, the Minister of Administration and Digitization on the annual basis transfers financial means for replacing information boards resulting from additional names of towns in the languages mentioned above. Information on the amount of funds transferred for the aforementioned replacement in the years 2011-2013 are presented in the table below.

Language	2011	2012	2013
Belarussian	183.393,09	-	18.837,37
Kashubian	663.204,70	221.875,96	786.941,46
Lemko	-	23.486,22	-
German	251.079,58	197.187,11	51.091,12
Total	1.097.677,37	442.549,29	856.869,95

In addition, financial funds are transferred from the state budget to support the minority and regional languages. Information on the amount of these funds transferred in the years 2011-2013 (with specification of additional funds provided within parts of a general educational subvention, funds for financial support for textbooks, and designated subsidies for outsourced tasks) are presented in a table on the next page.

FINANCING FOR TEACHING NATIONAL AND ETHNIC MINORITY
AND REGIONAL LANGUAGES
FROM THE BUDGET OF THE EDUCATION MINISTRY IN THE YEARS 2011-2013

Minority/regional language	Additional amounts in part of a general educational subvention (PLN)			TEXTBOOKS FINANCING (PLN)			Subsidies, designated subsidies, publication funding (PLN)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Belarussian	10.050.731	11.273.996	12.209.105	-	-	179.595	15.799	-	-
Czech	-	-	-	-	-	-	-	-	-
Karaim	-	-	-	-	-	-	-	-	-
Lithuanian	1.679.474	1.878.932	2.502.145	478.960	422.000	423.000	-	-	-
Lemko	1.842.081	2.089.429	1.966.565	-	-	-	-	-	-
German	105.437.036	120.910.715	121.314.310	-	-	-	-	-	-
Armenian	108.114	227.323	382.836	-	-	-	-	-	-
Roma ⁵	16.691.998	17.510.868	17.987.631	-	-	-	26.022	20.000	-
Russian	-	-	-	-	-	-	-	-	-
Slovak	1.404.649	1.417.970	1.414.998	-	-	-	-	15.700	15.700
Tatar	-	-	-	-	-	-	-	-	-
Ukrainian	14.116.389	15.439.295	15.402.323	247.580	-	-	15.597	52.500	52.500
Hebrew	824.673	737.477	790.162	-	-	-	-	15.150	-
Kashubian	74.030.848	99.071.544	106.406.810	204.600	235.300	215.000	-	-	-
Total	226.185.996	270.557.549	280.376.885	931.140	657.300	817.595	57.418	103.350	68.200

⁵ In Poland, teaching of the Romani language is not provided, which results from the lack of consent of the Romany community in Poland for teaching of this language within the public education system. Funds for the Romani language reported in the table are transferred to projects leveling educational opportunities of the Romany students.

f) providing proper forms and measures for teaching and learning regional or minority languages on all relevant levels

Ad 36

In the list of textbooks for the new curriculum, set in the Regulation of the Minister of National Education from August 27, 2012, on the curriculum in pre-school education and in general education in particular types of schools (Journal of Laws of 2012 item 977, with later with amendments), according to the situation as of 2014, there are: for Belarussian - 3 textbooks, for Lithuanian – 12 textbooks, for Ukrainian – 6 textbooks, for Kashubian – 7 textbooks. Those textbooks have been financed by the Ministry of National Education and made available free of charge for students declaring affiliation to a national, ethnic minority or a community that is using a regional language. The Ministry of National Education has also financed auxiliary books (methodical manuals, exercise books) prepared for the new curriculum: for Lithuanian – 3 auxiliary books, for Ukrainian – 1 auxiliary book, for Lemko – 1 auxiliary book, for Kashubian – 2 auxiliary books. In addition, negotiations with publishers are in progress on publishing plans for the future years.

Teachers may use any textbooks permitted for use in teaching the national and ethnic minority and regional languages that follow the new curriculum, as well as textbooks for the history and culture of a given minority and for the geography of the country, whose cultural area the national minority identifies with, that exceed the curriculum, and auxiliary textbooks (exercise books, dictionaries) that are still valid, permitted for use in teaching before 2009. In addition, the teachers can also use other educational materials replacing a textbook.

It should be also emphasized that within actions aimed at providing lacking textbooks for teaching the minority and regional languages, on the basis of the decision of the Common Commission of the Government and National and Ethnic Minorities, taken during XLIV Session on May 28, 2014, a working group for textbooks for national and ethnic minority and regional languages was appointed, consisting of government administration representatives and a representative of each of the minorities or communities, for which teaching of their native language is provided (Belarussian, Hebrew, Kashubian, Lithuanian, Lemko, German, Armenian, Slovak, and Ukrainian). The main purpose of the group is to create a publishing schedule for the lacking minority and regional language textbooks, and to specify their method of publishing and to determine entities involved in this process. The first meeting of the group was held in July 2014, its object of discussion were the methods of publishing and financing the textbooks by the Ministry of National Education. The next meeting was planned for October 2014

Strategies for education development for particular minorities stipulate mechanisms to monitor how assumed obligations are being implemented, which include cyclical meetings. The purpose of the abovementioned meetings is to summarize the implementation of any included recommendations, and to develop actions that would make it possible to put them into force more effectively. The meetings dedicated to monitor the Education Development Strategy for the Lithuanian minority in Poland were also an opportunity to analyze the impact of any changes introduced as a result of reforms in the education system, as well as to diagnose new needs that require proper actions. The Education Development Strategy for the Lithuanian minority, and the method of its implementation, have become a model for subsequent documents of this type, and implementing postulates of the Lithuanian minority contained in the Strategy has initiated changes in the Polish education system related to all the minority and regional languages (with regard to education financing as well as to the method of conducting examinations at the end of primary school and secondary schools examinations).

On October 24, 2011 in Puńsk, a conference was held on monitoring the implementation of the Education Development Strategy for the Lithuanian minority in Poland. The conference was attended by representatives of: The Ministry of Internal Affairs and Administration, the Ministry of National Education, the Provincial Office of Podlasie, the Board of Education of Podlasie, the Central Examination Commission, the Regional Examination Commission in Łomża, the Sejny County, the communes: Sejny and Puńsk, the city of Sejny, Lithuanian Minority Organization, including, among others the Lithuanian Association in Poland, as well as the directors of schools that teach Lithuanian. The purpose of the meeting was to analyze the implementation of recommendations stipulated in part III of the Strategy, and to present proposed solutions for problems reported. During the Conference a Report was presents entitled *Implementation of the Strategy for Development of Education in the Lithuanian minority in Poland*, prepared jointly by the Ministry of National Education and the Ministry of Internal Affairs and Administration. This Report indicates that the solutions suggested in the Strategy have been realized. At the same time, new challenges have emerged. In addition, on April 20, 2012 in Sejny, and on November 9, 2012 in Puńsk, two meetings of *The Working Team for Lithuanian Education in Poland* were held. The team consists of representatives of the Ministry of Administration and Digitization, the Ministry of National Education, the Provincial Office of Podlasie, the Board of Education of Podlasie, the Central Examination Commission, the Regional Examination Commission in Łomża, the Teachers'Education Centre in Suwałki, the Sejny County, the communes: Sejny and Puńsk,

the city of Sejny, the Lithuanian Minority Organization in Poland. The purpose of the team is to solve current problems related to financing and running the education in the Lithuanian language.

In the period covered by the Report, two meetings also took place dedicated to monitoring the implementation of the Education Development Strategy for the German minority in Poland (Opole – April 11, 2011, Opole – April 12, 2012). The meetings were attended by representatives of government administration offices, of local administration of the Opole and Silesia province, and of the Opole and Silesian Board of Education, by MPs, representatives of universities from the area of the Opole Province, and representatives of the German Minority Organization in Poland. During the meeting on April 12, 2012 in Opole, in response to postulates of the German minority organization stipulated, for instance, in Common Polish – German Round Table Statement issued on June 12 2011, *on supporting German citizens of Polish origin and Poles in Germany, and the German minority in Poland, according to the Polish-German Treaty on Good Neighborhood and Friendly Cooperation*, a working group for updating and deepening the education development for the German minority in Poland was appointed. Within the works of the working group, three meetings were held: on October 17, 2012, in Opole, on December 18, 2012, in Katowice, on March 19, 2013, in Opole. The result of works of the working group is a document titled *Deepening and Updating the Education Development Strategy for the German Minority in Poland*.

In addition, education development strategies for other national minorities were prepared: Ukraine and Belarus from another perspective. On June 28, 2011, Education Development Strategy for the Ukrainian minority in Poland was adopted. After . The Strategy for Development of Education for the Lithuanian minority in Poland, prepared in 2001, as well as the Education Development Strategy for the German Minority in Poland adopted in 2006 - the Education Development Strategy for the Ukrainian minority in Poland - is the third document in the package, dealing with specific education problems for particular national and ethnic minorities in Poland. The purpose of the Education Development Strategy for the Ukrainian minority in Poland was to analyze the education situation in the Ukrainian minority in Poland, prepared in 2001, as well as to develop solutions ensuring proper implementation of activities aimed at sustaining the sense of national identity in students belonging to the Ukrainian minority, and at preserving the Ukrainian language. This document reflects the special character of education organized for the Ukrainian minority in Poland, problems it encounters as a result of demographic, social, and structural changes. It also presents actions in such domains as: teaching base, preparing the teaching staff, methodical assistance, which determine to a large extent maintaining high quality education. Provisions of the Education

Development Strategy for the Ukrainian minority in Poland will be regularly monitored by entities involved in its creation.

On February 11, 2014, in Białystok, Education Development Strategy for the Belorussian minority in Poland was adopted. The strategy has been prepared by the Ministry of National Education, the Ministry of Administration and Digitalization, and Belorussian minority organizations in Poland, in cooperation with the Board of Education of the Podlaskie Province, the directors and teachers of schools for Belorussian minority, and with local administrations. The document contains analysis of the education situation in the Belorussian minority in Poland, as well as proposed solutions to ensure strengthening the sense of national identity in students from this minority. The document is an answer to problems related to ongoing demographic processes and progressing assimilation of the Belorussian minority. The objectives of the Strategy are: ensuring educational continuity in the scope of preserving language and cultural identity from kindergarten to university, establishing Belorussian ethnology, publishing a Belorussian educational journal, ensuring methodical consulting for teachers of the Belorussian language, culture, history, and geography, improving the financing system for Belorussian language teaching in kindergartens, promoting teaching in Belorussian, preparing textbooks for teaching the Belorussian language, history culture, and geography. Provisions of the Education Development Strategy for the Belorussian minority in Poland will be regularly monitored and for that purpose, at least once a year, a meeting shall be held, which will be attended by representatives of all entities involved in the creation of the Strategy.

Documents to be discussed, along with the protocols from the meetings monitoring the implementation of the recommendations contained therein, are published on the website of the Ministry of Administration and Digitization www.mniejszosci.narodowe.mac.gov.pl.

g) providing facilities to help people not speaking a regional or minority language but living within the area where it is used, to learn it, if they want it

Ad 38

The Minister of Administration and Digitization, within funds transferred for projects aimed at preserving and developing the cultural identity of the national and ethnic minorities, and at preserving and developing the minority and regional languages, has legal and financial means to support learning for people not speaking any regional or minority language. An example of such support is organizing courses of the Lemko language, Lemko literature, and culture, addressed to people who want to use practically the Lemko language, and haven't learned this language at their school within the project: Teaching the Lemko Language,

implemented by the Ruska Bursa Association in Gorlice. In addition, the Lemko language courses were available for people not speaking this language within the project: Operations for preserving and developing the Lemko language – training candidates for teachers of the Lemko Language, implemented by the KEN Pedagogical University in Kraków. A Tatar language course, organized by the Tatar Association in RP, is addressed both to children and adults. In addition, the Estera Rachel and Ida Kamiński Jewish Theatre - Yiddish Culture Centre, runs Yiddish courses, music and art workshops in Warsaw (Yiddish courses with Yiddish song workshops and with Hebrew course), as well as a Cycle of classes on Jewish issues at the University of the Third Age (among others, lectures of Yiddish and Hebrew – previously, the entity realizing the project was the SHALOM Foundation), on the other hand, the SHALOM Foundation organizes Yiddish courses in Łódź, and Hebrew courses are conducted by the Jewish Religious Commune Association in RP.

With regard to issues of promoting studies and research on minority languages at universities or in similar scientific institutions, it should be pointed out that the funds allocated for scientific research by the Ministry of Science and Higher Education and the National Science Center support research projects related to the minority languages. Examples of the abovementioned projects are presented below.

1. Ministry of Science and Higher Education:

- Critical edition of the "C" text of a hebrew language karaim manuscript from a private collection (siglum Abk 3)" - Adam Mickiewicz University in Poznań;

2. National Program for Humanities Development:

- "Monuments of Polish Karaim history: critical edition of documents of Karaim communes" - Higher School of Hebrew Philology in Toruń;
- "Documents of Eastern-European Karaims: Edition of manuscripts of Abraham Firkowicz in collections of the National Russian Library" - Adam Mickiewicz University in Poznań;
- "Critical Edition of Karaim Bible with Translation into English" - Adam Mickiewicz University in Poznań;
- "Linguistic Heritage of the Polish Republic. Documentation Database of Endangered Languages" (www.inne-jezyki.amu.edu.pl);

3. The National Science Center:

- "Court Minutes from 17th-Century Crimea and their Content" - Adam Mickiewicz University in Poznań;

- "Catalogue of Karaim Manuscripts and Old Prints" - Jagiellonian University.

3. The Parties undertake to promote, by means of relevant measures, mutual understanding between language groups, and in particular to respect and to tolerate regional or minority languages – among goals of education and learning in those countries - as well as to encourage the mass media to pursuit the same objective.

Ad 43 and 44

Public media in Poland undertake actions aimed at raising awareness among the general public about the minorities and the minority and regional languages, by broadcasting cyclical programs on channels of regional centres of the Telewizja Polska S.A., Polskie Radio S.A. and Regional Radio Stations, presenting languages, cultures, and traditions of national and ethnic minorities and communities using a regional language in Poland. An example of such a show is a show being presented by Polskie Radio Kraków titled *Na wschód od zachodu* (http://www.radiokrakow.pl/www/index.nsf/ID/na_wschod), a show being prepared in the Szczecin branch of the Telewizja Polska titled *Pomerania Ethnica* (<http://www.tvp.pl/szczecin/nasze-programy/pomerania-ethnica>), as well as a show presented until 2012 on the channels of regional branches of the Telewizja Polska titled *Etniczne Klimaty* (<http://www.tvp.pl/krakow/etniczne-klimaty>). This type of shows preserve in the public awareness the need of mutual understanding and respect in relation to the abovementioned languages.

In addition, the Polish government promotes the minority and regional languages, and tolerance towards the above mentioned languages, by educating children and teenagers, realized on the basis of mandatory goals and teaching contents, as well as through public awareness campaigns, among others, a campaign aimed at teachers that is promoting teaching about minority languages. Detailed information on education about the languages of the national and ethnic minorities, their history and culture and on the regional languages, are presented in part III of the Report that discusses the implementation of the provisions of Article 8 of the Charter (Education). The issue of campaigns is discussed in part II of the Report on the implementation of recommendations of the Committee of Ministers by the Polish government.

PART III:
INFORMATION ON IMPLEMENTING RECOMMENDATIONS OF THE COMMITTEE OF
EXPERTS FOR THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES
BY THE POLISH GOVERNMENT IN RELATION TO ARTICLES 8, 10, 11, 12, 13 AND 14

Article 8

Education

Ad 47, 130, 216, 300, 382, 468

One of operations of the Polish government aimed at interesting users of minority and regional languages with teaching in these languages at all the educational levels, was introducing in 2013 an additional coefficient, the so-called weight P12, increasing the amount of funds transferred to local government units as a part of general educational subvention⁶. The weight is calculated per each student for which a minority or regional language is the teaching language (of lecture language) or the second teaching language, apart from Polish, and it does not depend on the number of students who learn these languages in such a form. In addition, weight P12 is summed up with other weights P9, P10 or P11, determined by the number of students being taught minority and regional languages in a given school or by the number of Romani students for which their school runs additional educational projects. The value of weight P12 is additionally increased in 2014. (2013. -P12 = 0.2; 2014 - P12 = 0.4). This means that in 2014, a part of the general subsidy per each student for which a minority or regional language is the language of lectures or the second lecture language, will be increased by one of weights P9, P10, P11 (depending on the number of students who in a given school learn a minority language), and additionally by 20% (in 2013), or 40% (since 2014) depending on the method of teaching a minority language .

The values of weights described, and principles of their application in 2014, are presented in the table below:

	Total number of students learning a	
--	-------------------------------------	--

⁶ In response to the recommendations contained in these items, it should be pointed out that the Polish education funding system provides that local government units receive a subvention from the state budget for running their schools. The amount of this subvention depends on many factors determined by coefficients (weights) in an algorithm being prepared on the annual basis by the Ministry of National Education. Each coefficient is described by the letter P and subsequent number. A coefficient means, by how much the amount calculated per each student will be increased as compared to the base amount. For instance, if a coefficient is 1.5, it means that the amount granted per each student described by this coefficient is 1.5 times greater than per a student covered only by the base amount. The students learning a minority language or in that language are described by means of four coefficients, depending on the method of running classes and the number of students learning their mother language. As a result, a local government running schools where teaching in a minority language (or in a regional language), or bilingual education is provided, receives a higher subvention than in the case when a minority language (or a regional language) is taught only as a subject. Similarly, to protect small schools from liquidation where learning a minority language (or a regional language) is conducted, a higher subvention is calculated for students learning a minority or a regional language in small schools than in big ones.

School type	minority language or a regional language (U)	Weight
Primary school	$U > 84$	P9=0,2
Junior high school and higher schools	$U > 42$	
Primary school	$U \leq 60$	P10=1,5
Junior high school and higher schools	$U \leq 30$	
Primary school	$60 < U \leq 84$	P11=1,1
Junior high school and higher schools	$30 < U \leq 42$	
Primary school, junior high school and higher schools that teach a minority or a regional language or in two languages (Polish and a minority/regional language)	Identical for all the students learning in a minority/regional language or in two languages, regardless of the above student number ranges	P12=0,4

Source: Regulation of the Minister of Public Education of December 18 2013 on dividing parts of a general educational subvention for local government units in 2014 (Journal of Laws of 2013, item 1687).

In addition, within the campaign encouraging the parents of children who use a minority and regional language to fully exploit options to teach minority and regional languages or in those languages, the Ministry of Administration and Digitalization has prepared a leaflet on the benefits resulting from teaching of the abovementioned languages, and on advantages of multilingualism. The mentioned leaflet contains information on options of preserving the language and cultural identity within the Polish education system, details of organizing teaching minority languages or in those languages at all educational levels, and a list of institutions that offer information concerning the aforementioned teaching. In addition, in the leaflet, the parents can find information about funding for teaching the minority and regional languages from the state budget, as well as an assurance that users of these languages will not bear any additional associated costs.

It should also be mentioned that information that promote teaching the Kashubian language are popularized via the website of the Board of Education in Gdańsk, www.kuratorium.gda.pl, under the tab *Język kaszubski*. In addition, a crucial meaning for the promotion of the Kashubian language have the so-called Kashubian dictations organized for several years by the Kashubian-Pomeranian Association and financed by the state budget. , addressed both to children and adults.

Ad 48, 131, 217, 301, 383, 469

The Polish education subvention system is modified every year. This system ensures continuous education, because it is based on a stable financing system for local government units from the state budget. According to Article 167, passage 1 of the Constitution of the Republic of Poland, local government units have an assured share in public revenue, according to their respective tasks. Spending any subventions for minority and regional language teaching by the local government authorities is monitored by the Ministry of National Education. On the other hand, Regional Accounting Chambers, and the Supreme Control Chamber are authorized to control these expenditures.

It is worth noting that the Polish education subvention system provides a material incentive for local governments to have institutions located in their area that teach minority and regional languages, it is therefore the best way to promote these languages.

It should be noted that the amount of funds transferred to local government units as a part of general educational subvention for organizing teaching minority and regional languages is systematically growing every year. Detailed information regarding the amount of funds provided in the years 2011-2013 is presented in part II of the Report discussing the implementation of the provisions of ARTICLE. 7 of the Charter (Goals and Principles), item 33.

1. *With regard to education, in an area where such languages are used, the Parties undertake, in accordance with the situation of each of these languages and without prejudice to teaching the official language (languages) of the country:*
 - a) *(i) to make available pre-school teaching in respective regional or minority languages,*

Ad 51, 134, 220, 304, 472, 553, 555

The Polish Government provides legal and financial options for pre-school teaching of minority and regional languages. In addition, the Ministry of Administration and Digitalization has undertaken actions aimed at increasing the number of children who study minority and regional languages, by preparing a campaign aimed at the parents of the children from the national and ethnic minorities and communities that use a regional language, encouraging to teach the minority and regional languages or in those languages. Organizing the aforementioned teaching is regulated by provisions of § 3 of the Regulation of the Minister of National Education from November 14,2007 on conditions and methods of performing duties by kindergartens, schools, and public institutions to preserve the sense of national, ethnic, and language identity in students from the national and ethnic minorities and

communities that use a regional language in kindergartens (Journal of Laws of 2014, item 263).

Belarussian language

According to data from the Educational Information System (as of September 30, 2012), teaching of the Belarussian language within the pre-school educational program covered 103 children in 5 facilities in the school year 2012/2013. According to data from the Educational Information System (as at September 30, 2013), teaching of the Belarussian language within the pre-school educational program covered 121 children in 4 facilities in the school year 2013/2014⁷.

Czech language

currently, teaching of the Czech language at the pre-school education level in the public education system is not provided, despite existing legal and actual possibilities. Teaching the Czech language for pre-school children is run by Przedszkole Edukacyjne im. Jana Amosa Parafii Ewangelicko-Reformowanej in Zelów.

Karaim Language

Currently, teaching of the Karaim language is not provided within the pre-school educational program in the public education system, despite existing legal and financial options.

Lithuanian Language

According to data from the Educational Information System (as of September 30, 2012), teaching of the Lithuanian language within the pre-school educational program covered 111 children in 5 facilities in the school year 2012/2013. According to data of the Educational Information System of (as of September 30, 2013), teaching of the Lithuanian language within the pre-school educational program covered in 3 facilities 126 children in the school year 2013/2014.

Lemko Language

According to data from the Educational Information System (as of September 30, 2012), teaching of the Lemko language within the pre-school educational program covered 40 children in 6 facilities in the school year 2012/2013. According to data of the Educational Information System (as of September 30, 2013), teaching of the Lemko language within the pre-school educational program covered 66 children in 7 facilities in the school year 2013/2014.

German language

⁷ In the context of numeric data on teaching minority and regional languages, decrease in the number of students in Polish schools should be indicated. The reason for such a situation is demographic decrease. Currently, the demographic decrease generation of the end of 1990s and early 21st century starts junior high - school education.

According to data from the Educational Information System (as of September 30, 2012), teaching of the German language at the pre-school level covered 7061 children in 183 facilities in the school year 2012/2013. According to data of the Educational Information System (as of September 30, 2013), teaching of the German language at the pre-school level covered 7259 children in 181 facilities in the school year 2013/2014.

Armenian Language

According to data of the Educational Information System (as of September 30 2012) in the school year 2012/2013 teaching of the Armenian language within the pre-school educational program covered 1 child in one facility. According to data of the Educational Information System (as of September 30, 2013), teaching of the Armenian language at the pre-school educational level covered 2 children in one facility in the school year 2013/2014.

Romani Language

Owing to the lack of consent of the Romani community in Poland, pre-school teaching in the Romani Language in the public education system is not provided. On the other hand, projects are being undertaken to equalize educational opportunities of the Romany students.

A team of experts for the Romani language appointed in 2008 has completed their works on the codification of the abovementioned Romani language. The Romani community has not accepted teaching of the Romani language in the school system.

It is worth mentioning that in 2012 the District Museum in Tarnów, being involved for years in promoting the Romani culture, including language issues, in cooperation with the INALCO Institute (Institut National des Langues et Civilisations Orientales) in Paris organized an international conference on the condition of the contemporary Romani language in Europe, attended by recognized linguists. However, the conference did not grab any interest of the Polish Romani people, for whom their language remains a strong cultural taboo. The fact that in some European countries the Romani language is taught at schools does not encourage the Polish Romani community.

Russian language

Currently, teaching of the Russian language within the pre-school educational program in the public education system is not provided, despite existing legal and financial options.

Slovak Language

According to data of the Educational Information System (as of September 30, 2012), teaching of the Slovak language at the pre-school level covered 37 children in 3 facilities in the school year 2012/2013. According to data of the Educational Information System (as of September 30 2013), teaching of the Slovak language at the pre-school level covered 181 children in 3 facilities in the school year 2013/2014.

Tatar Language

Currently, teaching of the Tatar language at the pre-school level is not organized in the public education system, in spite of legal and actual possibilities. However, reviving interest in the Tatar language among the Tatar minority should be emphasized - since 2012 in Białystok, a group of Polish Tatars (ca. 30 people) learns Tatar (presently used in Tatarstan). The Tatar language courses are run by an immigrant from Tatarstan and are financed with subsidies from the Minister of Administration and Digitization.

Ukrainian Language

According to data of the Educational Information System (as of September 30, 2012), teaching of the Ukrainian language at the pre-school level covered 293 children in 37 facilities in the school year 2012/2013. According to data of the Educational Information System (as of September 30 2013), teaching of the Ukrainian language at the pre-school level covered 336 children in 37 facilities in the school year 2013/2014.

Hebrew Language

According to data of the Educational Information System (as of September 30, 2012), teaching of the Hebrew language at the pre-school level covered 95 children in 3 facilities in the school year 2012/2013. According to data of the Educational Information System (as of September 30 2013), teaching of the Hebrew language at the pre-school level covered in 3 facilities 130 children in the school year 2013/2014.

Yiddish Language

Currently, teaching of the Yiddish language is not provided at the pre-school level in the public education system, in spite of existing legal and financial means.

Kashubian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Kashubian language at the pre-school level covered 855 children in 34 facilities. According to data of the Educational Information System (as of September 30 2013), teaching of the Kashubian language at the pre-school level covered 653 children in 22 facilities in the school year 2013/2014.

b) (i) make available elementary education services in respective regional or minority languages,

Ad 54, 137, 223, 307, 475, 559

The Polish Government provides legal and financial means for teaching at the basic level in minority and regional languages. In addition, the Ministry of Administration and

Digitalization has undertaken actions aimed at increasing the number of children learning the minority and regional languages and in those languages, preparing a campaign aimed at the parents of the children from the national and ethnic minorities and communities using a regional language, encouraging them to fully use possibilities to teach their native languages or in those languages the minority and regional languages or in those languages. Organizing the aforementioned teaching is regulated by provisions of the Regulation of the Minister of National Education from November 14, 2007 on terms and methods of performing some duties by kindergartens, schools and public institutions to ensure preserving the national, ethnic, and language identity by students from the national and ethnic minorities and communities that use a regional language (Journal of Laws of 2014 item 263).

Belarussian language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Belarussian language at the elementary level covered 1528 children in 23 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the Belarussian language at the elementary level covered 1610 children in 24 facilities.

Czech language

Currently, teaching of the Czech language at the elementary level is not provided in the public education system, in spite of existing legal and financial means.

Karaim Language

Currently, teaching of the Karaim language is not provided at the elementary level in the public education system, in spite of existing legal and financial means.

Lithuanian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Lithuanian language at the elementary level covered 288 children in 7 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the Lithuanian language at the elementary level covered 276 children in 7 facilities.

Lemko Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Lemkos language at the elementary level covered 164 children in 21 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the Lemkos language at the elementary level covered 209 children in 21 facilities.

German language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the German language as the native language at the elementary education level covered 26050 children in 315 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the German language at the elementary level covered 27650 children in 335 facilities.

Armenian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Armenian language at the elementary level covered 53 children in 3 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the Armenian language at the elementary level covered 49 children in 3 facilities.

Romani Language

Currently, teaching of the Romani language is not provided at the elementary school level in the public education system, in spite of existing legal and financial means. Information on the reasons for such a situation is included in passage 1 item a.

Russian language

Currently, teaching of the Russian language as the native language at the elementary education level is not provided in the public education system, in spite of existing legal and financial means. On the other hand, it is worth noting that teaching of the Russian language as a foreign language at the elementary education level is commonly available in the public education system.

Slovak Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Slovak language at the elementary level covered 138 children in 6 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the Slovak language at the elementary level covered 139 children in 6 facilities.

Tatar Language

Currently, teaching of the Tatar language is not provided at the elementary level in the public education system, in spite of existing legal and financial means.

Ukrainian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Ukrainian language at the elementary level

covered 1566 children in 79 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the Ukrainian language at the elementary level covered 1518 children in 74 facilities.

Hebrew Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Hebrew language at the elementary level covered 167 children in 3 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the Hebrew language at the elementary level covered 205 children in 3 facilities.

Yiddish Language

Currently, teaching of the Yiddish language is not provided at the elementary level in the public education system, in spite of existing legal and financial means.

Kashubian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Kashubian language at the elementary level covered 12301 children in 254 facilities. According to data of the Educational Information System (as of September 30 2013), in the school year 2013/2014, teaching of the Kashubian language at the elementary level covered 13205 children in 277 facilities.

c) (i) make available high school level education services in respective regional or minority languages,

Ad 56, 139, 225, 309, 391, 477, 562

The Polish Government has undertaken actions to standardize the criteria of teaching the minority and regional languages or in those languages, i.e. setting the number of 7 persons interested in the said education in all types of schools. This postulate has been included in legislative plans of the Ministry of National Education for 2014 in the scope of amending the Regulation of the Minister of National Education from November 14, 2007 on conditions and the method of performing duties by kindergartens, schools and public institutions to preserve the national, ethnic, and language identity of students belonging to national and ethnic minorities and communities that use a regional language (Journal of Laws No.214, item 1579, with later amendments amended).

Ad 392

Budget cuts do not apply to funds transferred as subventions to local government units on the area of which the Lithuanian language is taught, and they do not affect transport and

board services for the students attending the junior high school in Puńsk. It is worth noting that the amount of the funds allocated for teaching of the Lithuanian language as the mother language has increased. In 2011, additional amount included in a part of general educational subvention amounted to 1.679.474 zł, in 2012, - 1.878.932, in 2013 – 2.502.145 zł, and in 2014. - 3.060.208 zł.

Ad 57, 140, 226, 310, 563

The Polish Government provides legal and financial options of teaching at the high school level in minority and regional languages. In addition, the Ministry of Administration and Digitalization has undertaken actions aimed at increasing the number of children who study minority and regional languages, by preparing a campaign aimed at the parents of the children from the national and ethnic minorities and communities that use a regional language, encouraging to teach the minority and regional languages or in those languages. Organizing the above teaching is regulated by provisions of the Regulation of the Minister of National Education from November 14, 2007 on conditions and the method of performing duties by kindergartens, schools, and public institutions to preserve the national, ethnic, and language identity of students from the national and ethnic minorities and communities that use a regional language (Journal of Laws No.214, item 1579, with later amendments amended).

Belarussian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Belarussian language at the high school level covered 814 people in 16 junior high schools, 703 people in 3 secondary schools. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Belarussian language at the high school level covered 731 people in 18 junior high schools, 672 people in 3 secondary schools.

Czech language

Currently, organized teaching of the Czech language at the high school level within the public education system is not provided, in spite of legal and financial possibilities.

Karaim Language

Currently, teaching of the Karaim language at the high school level within the public education system is not provided, in spite of legal and financial possibilities.

Lithuanian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Lithuanian language at the high school level covered 173 people in 4 junior high schools and 107 people in 2 secondary schools. According to data of the Educational Information System (as of September 30, 2013), in the

school year 2013/2014, teaching of the Lithuanian language at the high school level covered 143 people in 5 junior high schools and 114 people in 2 secondary schools.

Lemko Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Lemko language at the high school level covered 62 persons in 7 junior high schools and 15 people in 1 secondary school. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Lemko language at the high school level covered 65 people in 7 junior high schools and 12 people in 2 secondary schools.

It is worth mentioning that in the school year 2012/2013, for the first time, one person attempted the maturity examination in the Lemko language in Legnica, while in the school year 2013/2014, two people attempted the maturity examination in the Lemko language – in Gorlice and Legnica.

German language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the German language as the mother language at the high school level covered 5635 people in 87 junior high schools, and 7 people in 1 general secondary school. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the German language at the high school level covered 5712 people in 95 junior high schools, and 55 people in 2 secondary schools.

Armenian Language

Currently, teaching of the Armenian language at the high school level within the public education system is not provided, in spite of legal and financial possibilities.

Romani Language

Currently, teaching of the Romani language at the high school level within the public education system is not provided, in spite of legal and financial possibilities. Information on the reasons for such a situation is included in passage 1 item a.

Russian language

Currently, teaching of the Russian language as the mother language at the high school level within the public education system is not provided, in spite of legal and financial possibilities⁸. On the other hand, it is worth noting that teaching of the Russian language as a

⁸ According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of Russian language in a postsecondary artistic school covered 8 people. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Russian language in a postsecondary artistic school covered 7 people.

foreign language at the high school level is commonly available in the public education system.

Slovak Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Slovak language at the high school level covered 27 people in 3 junior high schools. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Slovak language at the high school level covered 13 people in 2 junior high schools.

Tatar Language

Currently, teaching of the Tatar language at the high school level within the public education system is not provided, in spite of legal and financial possibilities.

Ukrainian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Ukrainian language at the high school level covered 635 people in 45 junior high schools and 259 people in 7 secondary schools. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Ukrainian language at the high school level covered 45 junior high schools 620 people in and 8 secondary schools 282 people in .

Hebrew Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Hebrew language at the high school level covered 39 people in 1 junior high school. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Hebrew language at the high school level covered 34 people in 1 junior high school.

Yiddish Language

Currently, teaching of the Yiddish language at the high school level within the public education system is not provided, in spite of legal and financial possibilities.

Kashubian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Kashubian language at the high school level covered 2317 people in 92 junior high schools and 308 people in 9 secondary schools. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Kashubian language at the high school level covered 2682 people in 103 junior high schools and 340 people in 11 secondary schools.

d) (iii) include teaching relevant regional or minority languages as an integral part of the curriculum within technical and professional education,

Ad 60, 143, 228, 313, 396, 481, 565

The Polish Government provides legal and financial options for teaching of minority and regional languages within technical and professional education. In addition, the Ministry of Administration and Digitalization has undertaken actions aimed at increasing the number of children learning minority and regional languages, by preparing a campaign aimed at the parents of the children from the national and ethnic minorities and communities that use a regional language, encouraging them to fully use options to teach those languages or in those languages.

It should be emphasized that in technical and vocational schools, where minority and regional languages are taught, these subjects are an integral part of the school curriculum, in accordance with provisions of the Regulation of the Minister of National Education from August 27, 2012, on the curriculum in pre-school education and general education in particular types of schools (Dz. of Laws item 977).

Belarussian Language

Currently, teaching of the Belarussian language in technical and vocational education within the public education system is not provided, in spite of legal and financial possibilities.

Czech Language

Currently, teaching of the Czech language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

Karaim Language

Currently, teaching of the Karaim language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

Lithuanian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Lithuanian language covers 4 persons in a vocational secondary school. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Lithuanian language covered 5 people in 1 vocational secondary school.

Lemko Language

Currently, teaching of the Lemko language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

German

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the German language as the mother language covered 4 people in 1 vocational secondary school and 26 people in 2 basic vocational schools. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the German language covered 77 people in 3 technical schools and 56 people in 2 basic vocational schools.

Armenian Language

Currently, teaching of the Armenian language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

Romani Language

Currently, teaching of the Romani language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

Russian Language

Currently, teaching of the Russian language as the mother language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities. On the other hand, it is worth noting that teaching of the Russian language as a foreign language within technical and vocational education is commonly available in the public education system.

Slovak Language

Currently, teaching of the Slovak language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

Tatar Language

Currently, teaching of the Tatar language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

Ukrainian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Ukrainian language covered 4 people in a vocational secondary school. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Ukrainian language covered 34 people in two technical schools and 17 people in 2 basic vocational schools.

Hebrew Language

Currently, teaching of the Hebrew language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

Yiddish language

Currently, teaching of the Yiddish language in the technical and vocational schools within the public education system is not provided, in spite of legal and financial possibilities.

Kashubian Language

According to data of the Educational Information System (as of September 30, 2012), in the school year 2012/2013, teaching of the Kashubian language covered 61 people in 2 technical schools. According to data of the Educational Information System (as of September 30, 2013), in the school year 2013/2014, teaching of the Kashubian language covered 184 persons in 7 technical schools and 83 people in 6 basic vocational schools.

e) (ii) make it possible to study these languages as subjects in education at the university and higher level

In Poland, it is possible to study minority and regional languages both within philological majors and at foreign language courses and postgraduate studies. The number of students studying minority languages within philological majors in the winter semester of the academic year 2013/2014 was 21976.

The need to preserve and develop the minority and regional languages and the cultural identity of the national and ethnic minorities is recognized both by universities that prepare the curriculum, and by the minister competent for higher education.

The list of majors valid before the higher education reform in 2011 does not include teaching at a separate major dedicated to minority or national minority and ethnic languages. The mentioned problem was addressed - within a specialty - at the following majors: ethnology, political science, history, and international relations.

With regard to teaching in the language scope, it was possible to establish a specialty within a major: philology, or Polish philology, corresponding to the following languages: Belarussian, Ukrainian, Russian, German, Slovak, Lithuanian, Czech, Hebrew, Lemkos, and Kashubian.

It should be emphasized that the higher education reform in 2011 provided for creating majors, rather than specialties like before, for the purposes of teaching in the scope the languages and cultures of the national and ethnic minorities and communities that use a regional language.

Curriculum autonomy introduced in 2011 by virtue of the Act of March 18, 2011, amending the Act - Law on higher education, the Act on scientific degrees and scientific titles

as well as degrees and titles in the field of art, as well as on amendments in certain other acts (Journal of Laws no. 84, item 455, with later amendments) does not allow the minister competent for higher education to impose teaching in a given major on the universities. The central list of majors and the teaching standards forming the basis for curricula were cancelled. In consequence, universities create majors on their own and define their curriculum, i.e. the results of education and the curricula.

In connection with the higher education reform that allows for more flexible creation of new study majors in cooperation between representatives of the government administration, national and ethnic minorities and communities using a regional language, and experts, a proposal of education at higher schools within the etno - philology of national and ethnic minorities was developed. The mentioned proposal answers the demand of the national and ethnic minorities and communities that use a regional language that point out the lack of specialists in the field of some languages (e.g. Lemko, Kashubian) and personnel that could work as: teachers of these languages, journalists in the press being published, culture animators or local administration employees in communes where the inhabitants use a minority or a regional language. The study concerning minority etno - philology (constituting a substantive aid in creating new majors) is addressed to the Chairwoman of the Academic Rector's Conference of Polish Schools as well as to the Chairman of Rectors' Conference of Polish Vocational Schools, with a request to consider establishing etno - philology of national and ethnic minorities at universities.

In addition, it is worth mentioning that in a draft of the Regulation of the Minister of Science and Higher Education on the conditions of conducting studies in a given major and level, the minimum personnel for first degree studies in a subject related to education in the scope of etno - philology has been specified as three academic teachers having scientific achievements in a scientific discipline related to education results specified for this subject, including at least one independent academic teacher. This draft is currently consulted.

Ad 62

With regard to the number of students learning the Belarussian language, it should be pointed out that in the academic year 2012/2013 at the Warsaw University, the Belarussian Language was studied by 60 students at the philology major (specialty Belorussian philology), and at the Belorussian philology major, and at the Białystok University – by 32 students at the philology major (specialty Belorussian philology – currently, recruitment for this study major is not conducted). In addition, at the Jagiellonian University, the Belarussian language course was attended by 12 students from the Philology Department.

Ad 230

In the academic year 2014/2015 at the Philology Faculty of Gdańsk University, a new study major was launched – Kashubian etno-philology, in the form of stationary first degree (bachelor) studies. Due to an insufficient number of candidates, in the academic year 2013/2014, this subject was not opened. The graduates of the Kashubian philology can seek employment as teachers of the Kashubian language in elementary schools, journalists in local media, culture activists, editors, correctors in press and publishing outlets. It is worth mentioning that the Gdansk University runs the following postgraduate studies: Teaching of Kashubian.

In addition, at the Pomeranian Academy in Słupsk, the following postgraduate studies are run: teaching of Kashubian in Pre-School Education and Early School Education, and Methodical-Culture Qualifications in Teaching of the Kashubian language.

Ad 566 and 567

The Yiddish language in the academic year 2012/2013 was taught within the culture studies (specialty Judaistics) at the University of Maria Curie-Skłodowska in Lublin, at the Judaistics major of the Jagiellonian University, and at the hebraism major at the Adam Mickiewicz University in Poznań. In addition, at the University of Łódź, students could attend a course in Yiddish.

In the years 2011-2012, a course in the Karaim language has been available at the Adam Mickiewicz University in Poznań. For the purpose of this course, a textbook has been prepared by Michał Németh titled. *Brief Grammar of the West-Karaim Language (with exercises)* used by the Karaim community.

Presently, there is no possibility of studying the Tatar, and Romani languages as subjects at the universities.

g) undertake actions to provide teaching of the history and culture corresponding to a given regional or minority language

Ad 65, 148, 233, 318, 401, 486, 570

The process implementing the new curriculum will be completed in the primary and secondary schools in the school year 2014/2015, and in the vocational secondary schools in 2015/2016. In the school year 2013/2014, the new curriculum was binding in classes 1-V in the primary schools, in all the classes in the junior high schools, and in classes I and II in the high schools. The curriculum puts an emphasis on shaping civil attitudes, attitudes of respect for the tradition and culture of own nation, as well as for other cultures and traditions.

The education and upbringing goals have been adjusted to the age of students at a given educational stage and their cognitive skills. According to the priorities assumed, the contents included in the curricula and upbringing programs should prepare the young generation to function efficiently on the basis of responsibility and respect in contemporary society, diverse in terms of nationality and ethnicity. The process of transferring knowledge about the history and culture of minorities must therefore be accompanied by undertaking, right from the beginning of education, upbringing actions that shape the ability to see and appreciate diversity, to respect differences in another human being, and skills to undertake a dialogue and cooperation.

The pre-school curriculum recommends e.g. building a system of values and developing social skills that are necessary to establish correct relations with children and adults. In the scope of shaping social skills, a child completing their kindergarten should comply with rules in children's community, and know that all the people have equal rights.

The curriculum in early school education emphasizes e.g. supporting children in obtaining skills necessary to understand the world, and necessary to participate in social life actively and ethically. Social education at this stage is intended to educate in consistent cooperation with peers and adults. A pupil completing their 3rd class should demonstrate their tolerant attitude and openness towards people of other nationality and cultural tradition, and be convinced that all the people have equal rights.

At higher educational stages, knowledge is transferred concerning the languages, history, culture, and tradition, as well as current social problems of the national and ethnic minorities and communities that use a regional language. The aforementioned content is considered above all in the curriculum of such subjects as history and society, social studies, history, geography, and culture studies. Teaching in the scope of knowledge of tradition and cultures which are reflected in minority and regional languages is also influenced by the implementation of the curriculum in artistic subjects, i.e. music, fine arts, music history, art history, and art classes, at which the pupils are acquainted with the cultural heritage of other nationalities.

An example of the concerned teaching is the following subject: social studies. At 3rd educational stage (I-III junior high schools), the following issues are compulsory for teachers and students: *Nation and National Minorities. A student: explains, taking into consideration multinational traditions of Poland, what impact shared history, culture, language, and traditions have on nation building; lists national and ethnic minorities (...) living currently in Poland and presents their rights; on the basis of materials collected on their own, characterizes one of these groups (its history, culture, present situation).* In addition, referring

to historical and contemporary examples, a student must be able to refer to stereotypes and prejudices hindering relations between nations.

Below are presented selected examples of initiatives that support transferring knowledge about the history and culture of the national and ethnic minorities and the minority and regional languages on the basis of the content and recommendations of the curriculum. From information provided by provincial education departments, it seems that more and more often schools benefit from other educational forms that supplement school education. Also, it is worth to mention initiatives supporting teachers in getting knowledge and competences necessary to execute the job concerned, e.g. national and regional conference entitled *Multilingual and Multicultural Children*, the purpose of which was to popularize issues of multilingualism and multiculturalism in the education system, exchange of school experiences and preparing recommendations for teachers. In addition, proclaiming the year 2012 *the Korczak year* was an opportunity to organize in many provinces seminars, and workshops for teachers, during which, as part of the so-called *good practices*, examples of lessons and out-of-school classes on the history and culture of Jews were presented. In addition, activities of the Zespół Szkół z Ukraińskim Językiem Nauczania in Górowo Iławeckie should be emphasized, addressed to students from the outside of the Ukrainian minority. Promoting knowledge about its culture and history is supported by art events and initiatives to commemorate significant events in Ukrainian history. In many provinces, the school community is interested in initiatives aimed at promoting the culture and tradition of minorities that are related to traditional holiday rites. The students of the Western Pomerania Province participate in the nation-wide historical-social competition *Poznajemy historię mniejszości narodowych w Polsce*. An opportunity to popularize knowledge about the culture and history of national and ethnic minorities in the school community of the Lubuskie province are projects, workshops, competitions, and art events conducted at schools, e.g. the educational project *Mniejszości narodowe w Polsce*, as well as *Gorzów miastem wielu kultur*. Some schools run initiatives related to multiculturalism of their own town, e.g. *Wielokulturowy Płock*.

h) provide teachers with basic and further training necessary to implement points from a to g adopted by a Party,

Ad 67, 151, 237, 321, 404, 488, 572

Within the Ministry of National Education, works have been undertaken on creating a system to support kindergartens and schools. When preparing solutions in this respect, the Ministry followed results of analyses on the basis of which operation principles for the school support system were defined and recommendations were formulated concerning, among others, changes in the teachers' development system, indicating the need to link the teachers' development system with the school and facility support system. The result of these works is a change of the Regulation of the Minister of National Education from November 19, 2009, on teachers' development facilities (Journal of Laws No.200, item 1537 and from 2012, item 1196), obliging the teachers' development facilities to implement tasks through:

- 1) organizing and conducting support for schools and facilities, consisting in planning and conducting activities to improve the operation quality of a school or a facility in the scope resulting from tasks or needs of the school or facility being supported;
- 2) organizing and running cooperation and self-education networks for teachers, and the directors of schools and facilities who cooperate in an organized manner with each other to improve their work, in particular by exchanging experiences. The cooperation networks could have a specialized character (e.g. cooperation network for national minority language teachers), or purpose character (e.g. a network connecting people interested in developing teachers' intercultural competences). The above solution will come into force on January 1, 2016. Until then, the use of new forms of support by the teachers' development facilities is voluntary.

Introducing changes in functioning of the teachers' development facilities left the provincial teachers' development facilities with an obligation to organize and run methodical consulting for teachers employed at schools that teach minority and regional languages, in cooperation with national and ethnic minority organizations and communities that use a regional language. The changes introduced in functioning of the abovementioned facilities will support availability of professional training for teachers of all types of schools and facilities, including the teachers employed at schools teaching in national and ethnic minority language.

It should be also emphasized that it is possible to acquire the qualifications necessary to teach the following languages: Belarussian, German, Lemko, Lithuanian, Ukrainian, Armenian, Czech, Russian, Slovak and Hebrew by studying at the university philological majors.

- i) establish a supervisory body or bodies responsible for monitoring measures undertaken and any progress achieved in introduction or development of teaching the regional or minority languages, as well as for preparing periodical reports that concern their conclusions which will be transferred to the public*

Ad 70, 154, 240, 324, 407, 491, 575

Monitoring the activities and progress in teaching of the minority languages for which education development strategies have been prepared (Lithuanian, German, Ukrainian, and Belarussian), is currently implemented, within the teams that prepare the mentioned strategies, which include representatives of the Ministry of Administration and Digitalization, the Ministry of National Education, education departments and teachers' development facilities, and representatives of communities that use minority languages (school directors, teachers, minority organization representatives). Minutes from meetings of the teams are published on the website of the Ministry of Administration and Digitalization www.mac.gov.pl. On the other hand, monitoring of developments in teaching other minority and regional languages is implemented by the Common Commission of the Government and National and Ethnic Minorities.

- 2. As for education services, and with regard to areas other than those where regional or minority languages are traditionally used, if it is justified by the number of users of a minority or a regional language, the Parties undertake to make possible, encourage, and ensure teaching of the regional or minority language or teaching this language on all relevant education levels.*

Ad 72, 156, 242, 311 (326), 409, 578

According to the Regulation of the Minister of National Education from November 14, 2007, on conditions and the method of performing duties by kindergartens, schools, and public institutions to preserve the national, ethnic, and language identity of students from national and ethnic minorities and communities that use a regional language, teaching a minority or regional language or in this language at all educational levels is available to all the students on the whole territory of the Republic of Poland, an example of which is teaching of the Lemko language, and the Ukrainian language being provided in areas where the aforementioned languages are not traditionally used.

Ad 579

For many years, Slovakian has been taught as an additional subject at public schools in Spis and Orawa (Małopolskie Province), and in the Silesian province, in towns inhabited by people of Slovak origin. Detailed information regarding the number of students and facilities where the Slovak language is taught at the pre-school, elementary, and junior high school level, are presented in the subitems above. For several years, the Slovak community in Poland has not expressed any interest in continuing of teaching the Slovak language at the level higher than junior high school.

Currently, teaching of the Czech language within the public education system is not provided, in spite of legal and financial possibilities.

Article. 10

Administrative Authorities and Public Services

2. As for local and regional authorities, on the territory of which the number of inhabitants using any regional or minority languages is such that it justifies measures listed below, the Parties undertake to approve or encourage:

b) submitting by users of the regional or minority languages either spoken or written applications in these languages

Ad 79, 163, 333, 416, 499, 585

The prepared bill on changing the Act on National and Ethnic Minorities and Regional Languages and other acts mentioned in Part I of the Report, devoted to implementing recommendations of the Committee of Ministers (item 5), except for lowering the threshold at which it is possible to introduce auxiliary languages from 20% up to 10 % of people belonging to the national and ethnic minorities living in a territorial division unit, and extending the option to introduce auxiliary languages to counties, assumes extending the option of using an auxiliary language by citizens of other member states of the European Union, and the member states of the European Free Trade Agreement (EFTA). The introduction of this provision results from rulings of the Court of Justice of the then European Communities (now EU CJ) expressly indicating that the national legal regulations concerning language rights of minorities cannot be excluded from application towards other citizens of the European Communities/of the European Union who use a given language owing to the principle of non-discrimination due to the citizenship.

The designed change also provides for extending the scope of application of an auxiliary language, i.e. obtaining bilingual certificates. In addition, commune and county bodies will be able to use bilingual letterhead, and to send bilingual letters to national and ethnic minority organizations.

It is worth mentioning that communes entered into the Official Register of Communes where an auxiliary language is in use as of the effective date of the Amending Act will be entered to the Official Register of Communes and Counties where an auxiliary language is used. This solution is to prevent a situation where communes entered into the earlier register would be obliged to make a re-entry.

Belarussian Language

Apart from communes listed in *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*, a rural commune of Hajnówka, in which Belarussian is used as the auxiliary language, has been entered to the Official Register of Communes where an auxiliary language is in use.

In addition, as a result of the amendment to the Act on National and Ethnic Minorities and Regional Languages, the number of communes where an auxiliary language is Belarussian will increase by 6 communes.

Czech language

Owing to a small number of Czech language speakers, no commune with Czech as the auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Karaim Language

Due to a small number of Karaim language speakers, no commune with Karaim as an auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Lithuanian language

As a result of the amendment of the Act on National and Ethnic Minorities and Regional Languages, the number of communes where an auxiliary language is Lithuanian will increase by 1 commune.

Lemko Language

As a result of the amendment of the Act on National and Ethnic Minorities and Regional Languages, it will be possible to use the Lemko language as an auxiliary language in one commune.

German language

As a result of the amendment of the Act on National and Ethnic Minorities and Regional Languages, the number of communes where German is used as an auxiliary language will increase by 20 communes.

Armenian Language

Due to a small number of Armenian language speakers, no commune with Armenian as an auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Romani Language

Due to a small number of Romani language speakers, no commune with Romani as an auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Russian language

Due to a small number of Russian language speakers, no commune with Russian as an auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Slovak language

Due to a small number of Slovak speakers, no commune with Slovak as an auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Tatar Language

Due to a small number of Tatar language speakers, no commune with this language as an auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Ukrainian

As a result of the amendment of the Act on National and Ethnic Minorities and Regional Languages, it will be possible to use Ukrainian as an auxiliary language in 8 communes.

Hebrew Language

Due to a small number of Hebrew language speakers, no commune with Hebrew as an auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Yiddish Language

Due to a small number of Yiddish speakers, no commune with Yiddish as an auxiliary language has been entered to the Official Register of Communes where an auxiliary language is in use.

Kashubian language

Apart from communes listed in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*, the following communes with Kashubian as an auxiliary language have been entered to the Official Register of Communes where an auxiliary language is in use: Linia, Żukowo and Luzino.

In addition, as a result of the amendment to the Act on National and Ethnic Minorities and Regional Languages, the number of communes where an auxiliary language is Kashubian will increase by 7 communes.

At the same time it should be pointed out that one of the goals of a campaign promoting the use of the national and ethnic minorities and regional languages, prepared by the Ministry of Administration and Digitalization, is to increase the number of people using minority and regional languages as auxiliary languages in their contacts with offices, it is being accomplished through a campaign directed at communes, counties, representatives of province governors for national and ethnic minorities, as well as at minority organizations. The campaign consists in preparing, releasing, and distributing brochures, which will be transferred to the above entities. The brochure contains information on what an auxiliary language is, where it can be used, on the method to introduce an auxiliary language in a commune and on benefits resulting from this, as well as on financial matters related to introducing auxiliary languages. In addition, within the said campaign, a brochure was prepared informing local authorities on their duties resulting from the Charter, including enabling users of any minority and regional languages to submit either spoken or written applications in the languages mentioned above.

It is also worth mentioning that in 2013, the Ministry of Administration and Digitalization informed communes, *in which the share of people having Polish citizenship and declaring affiliation to a national group or ethnic community and communes where the share of people using a regional language at home – amounted to at least 20%* (2011 the list has been prepared on the basis of the National Census Of the Population and Households) on the possibility to introduce minority languages as auxiliary languages within a commune.

Ad 250

Matters of issuing certificates confirming the command of minority and regional languages are regulated by the regulation of the Minister of Internal Affairs and Administration of June 16, 2005 on diplomas, or certificates confirming the command of an auxiliary language (Journal of Laws No. 119, item 1013) which specifies the above mentioned documents confirming the command of national and ethnic minority and regional languages. According to an appendix to the above regulation, the documents confirming the command of the Kashubian language are:

- a certificate of postgraduate pedagogical-methodical study program in the scope of teaching the Kashubian language, organized by the University of Gdańsk;
- a certificate confirming the command of the Kashubian language issued by the Kaszubsko-Pomorskie Association for teaching or running classes at schools preserving the national, ethnic, and language identity of students, according to regulations on qualifications required from teachers.

g) using or accepting, if necessary, together with the name in the official language (languages) of traditional and correct forms of local names in regional or minority languages.

Ad 81, 83, 165, 252, 255, 335, 418, 420, 501, 503, 588, 589

The prepared bill on changing the Act on National and Ethnic Minorities and Regional Languages and other acts mentioned in Part I of the Report, devoted to implementing recommendations of the Committee of Ministers (item 5), except for lowering the threshold at which it is possible to introduce additional names for towns and physiographic objects in minority and regional languages from 20% to 10 % of people belonging to national and ethnic minorities, or who use in domestic contacts the Kashubian language, who live in a commune, provides that accepting or rejecting an application for establishing the name of towns and streets, and conducting consultations, must take place by way of a resolution of the Commune Council. Thanks to such a solution, in the case of rejected application for establishing an additional name or for conducting any consultations, it will be possible to appeal the resolution of the Commune Council.

Belarussian Language

The Orla commune, where additional names have been established in Belarussian, has been entered to the Register of communes where names in a minority language are used.

In addition, as a result of the amendment to the Act on National and Ethnic Minorities and Regional Languages, the number of communes where it will be possible to set additional names in Belarussian without the need of any consultations, will be increased by 6 communes.

Czech language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in the areas where a given language group has been traditionally present, regardless of its present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. For instance, the aforementioned possibility has been used by the Gorlice commune, where the Lemkos minority constitutes 0.5% of the inhabitants. Until now, the Ministry of Administration and Digitization has not received any application for establishing an additional name in Czech.

Karaim Language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing an additional name in the Karaim language (the only town in the present boundaries of Poland where a Karaim community lives traditionally since mid 19th century is Warsaw).

Lithuanian language

As a result of the amendment of the Act on National and Ethnic Minorities and Regional Languages, the number of communes where it will be possible to set additional names in the Lithuanian language without the need of any consultations, will be increased by 1 commune.

Lemko Language

Apart from the commune mentioned in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*, the Uście Gorlickie commune, where additional names have been established in the Lemkos language, has been entered to the Register of communes where names in a minority language are used. In the above commune, the Lemkos minority also constitutes below 20% of the inhabitants.

In addition, as a result of the amendment to the Act on National and Ethnic Minorities and Regional Languages, it will be possible to determine additional names in the Lemkos language, without the need of any consultations in one commune.

German

Apart from the communes listed in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*, the following communes, where additional names have been established in German, have been entered to the Register of communes where names in a minority language are used: Łubniany, Prószków, Gogolin, Lasowice Wielkie, Bierawa, Reńska Wieś, Polska Cerekiew, Turawa, and Sośnicowice.

In addition, as a result of the amendment to the Act on National and Ethnic Minorities and Regional Languages, the number of communes where it will be possible to set additional names in German without the need of any consultations, will be increased by 20 communes.

Armenian Language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing any additional name in the Armenian language.

Romani Language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing any additional name in the Romani language.

Russian language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional

traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing any additional name in Russian.

Slovak language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing any additional name in the Slovak language.

Tatar Language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing any additional name in the Tatar language.

Ukrainian

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing any additional name in Ukrainian.

In addition, as a result of the amendment to the Act on National and Ethnic Minorities and Regional Languages, it will be possible to set additional names in Ukrainian without the need of any consultations in 8 communes.

Hebrew Language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing any additional name in Hebrew.

Yiddish Language

The Act on National and Ethnic Minorities and Regional Languages enables the use of additional names in areas where a given language group has been traditionally present, regardless of their present number. It is because an option is provided to introduce additional traditional names within a commune for towns in national and ethnic minority and regional languages in the event when in a town the majority of inhabitants supported in consultations establishing additional names for the town in the languages mentioned above. Until now, the Ministry of Administration and Digitization has not received any application for establishing any additional name in Yiddish.

Kashubian language

Apart from the communes listed in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*, the following communes, where additional names have been established in Kashubian, have been entered to the Register of communes where names in a minority language are used: Linia, Kartuzy, Brusy, Parchowo, Sulęcyno, Somonino, Kościerzyna (a rural commune), Kościerzyna (a municipal commune), Lipusz, Żukowo, Dziemiany, Lipnica, Czarna Dąbrówka, Wejherowo, Luzino, and Karsin.

In addition, as a result of the amendment to the Act on National and Ethnic Minorities and Regional Languages, the number of communes where it will be possible to set additional names in Kashubian without the need of any consultations, will be increased by 7 communes.

At the same time it should be pointed out that one of the goals of the campaign promoting the usage of the national and ethnic minority and regional languages, prepared by the Ministry of Administration and Digitalization, is to increase the number of additional names of towns, physiographic objects, and streets in minority and regional languages, it is being accomplished through a campaign aimed at communes, counties, representatives of province governors for national and ethnic minorities, as well as at minority organizations.

The campaign consists in preparing, releasing, and distributing brochures, which will be transferred to the above entities. The brochure contains information on what additional names are, where they can be used, the method of determining additional names, and benefits resulting from this, as well as on financial matters related to changing information boards. In addition, within the said campaign, a brochure was prepared to inform local authorities on duties resulting from the Charter, which include enabling users of any minority and regional languages to use traditional local names in the languages mentioned above.

It is also worth mentioning that in 2013, the Ministry of Administration and Digitalization informed communes, *in which the share of people having Polish citizenship and declaring affiliation to a national group or ethnic community and communes where the share of people using a regional language at home – amounted to at least 20%* (2011 the list has been prepared on the basis of the National Census Of the Population and Households) on the possibility to introduce additional names within a commune in minority languages.

Ad 254

The Minister of Administration and Digitization is entering a commune in the Register of communes where names in a minority language are used at the request of the Commune Council. Applications for establishing an additional name of a town or physiographic object are assessed by the competent province governor, and by the Commission for Names of Towns and Physiographic Objects. The mode of issuing opinions about the names of towns and physiographic objects by the Commission is determined by the Act of August 29, 2003, on the Official Names of Towns and Physiographic Objects (Journal of Laws of 2003, 166, item 1612, with later amendments) as well as by the Regulation of the Minister of Internal Affairs and Administration of August 5, 2004, on the Operation Mode of the Commission for the Names of Towns and Physiographic Objects, and on the Amount of Remuneration attributable to its Members for their Participation in Meetings (Journal of Laws No.177, item 1831). It should be emphasized that applications submitted to the Ministry of Administration and Digitization are considered on a current basis. However, they often contain formal errors and are consequently sent back to the communes to be corrected and supplemented. There are cases of sending applications back to the communes that require corrections for several times. In addition, it should be mentioned that the Commission for the Names of Towns and Physiographic Objects includes, first of all, scientific representatives (linguists, historians, geographers) from different scientific centres, which also affects the frequency of meetings of the Commission. The time for obtaining an entry in the Register of Communes could be initially longer due to the fact that the regulations on double naming were innovative in

Poland. Currently, this time is shorter and the Ministry of Administration and Digitization does not get any complaints on this matter any more.

5. The Parties undertake to permit, at the request of those interested, to use or assume surnames in regional or minority languages.

Ad 170

As part of the campaign promoting the use of the national and ethnic minorities and regional languages, addressed to local administration authorities, the Ministry of Administration and Digitalization encourages local administration representatives to greater activity with regard to promoting the above mentioned languages, including legal possibility to use minority names and surnames. A brochure transferred to the mentioned authorities includes, among others, information regarding rights of people belonging to any national and ethnic minorities to use and write their names and surnames according to the writing principles of their mother language, in particular their right to registration in dossiers of marital status and identity documents.

Art. 11

Media

- 1. The Parties accept an obligation with regard to users of the regional or minority languages on territories where these languages are spoken, depending on the situation of each language, to the extent to which public authorities have direct or indirect competences, authority, or to which they play roles in this field, and with respect for principles of the independence and autonomy of mass media:*
 - a) to a degree in which radio and TV serve a public service mission:*
 - (ii) that they will encourage establishing or will facilitate establishing of at least one radio station and one TV channel in regional or minority languages, or*
 - (iii) that they will release an appropriate regulation providing that broadcasters will offer shows in regional or minority languages,*

Ad 91, 176, 342, 428, 511, 597

The obligation included in Article 11, passage 1, item 11 a is partially executed by broadcasting radio and television shows in minority and regional languages by public broadcasters. In addition, The National Broadcasting Council actively promotes development

of digital radio and television due to which the electronic media offer is commonly available. The development of digital radio and television, in the case of both public and licenced broadcasters, will contribute to satisfying the needs of users of the minority and regional languages to a greater extent than previously in the program scope of the future.

Belarussian Language

Programs in Belarussian are present on the air of the Białystok branch of TVP S.A. , and of the Polish Radio Białystok. A detailed list of the abovementioned shows is presented in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*. In addition, in the program of the Radio Białystok a show was included named *Duchowe Spotkania* being realized e.g. in the Belorussian language (<http://www.radio.bialystok.pl/duchowe>), broadcasted once a week (duration: 15 minutes).

Czech language

Currently, shows in Czech are not broadcasted by the public radio and television.

Karaim Language

Currently, shows in the Karaim language are not broadcasted by the public radio and television.

Lithuanian language

Shows in the Lithuanian language are present on the air of the Białystok branch of TVP S.A. , and of the Polish Radio Białystok. A detailed list of the abovementioned shows is presented in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*.

Lemkos Language

Currently, shows in the Lemkos language are not broadcasted by the public radio and television.

German language

Shows in German are present on the air of the Katowice and Opole branch of TVP S.A. , and of the Polish Radio Opole, of the Polish Radio Olsztyn and of the Polish Radio Katowice. A detailed list of the abovementioned shows is presented in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*. In addition, in the program of the Radio Katowice, there was a journalistic show, *Praesent*, being broadcasted once a week (duration: 55 minutes), edited by the German Socio-Cultural Association of the Silesian Province, while the Radio Opole would broadcast an information show, *Śląskie*

aktualności, on current events from the region, important from the point of view of the German language speakers (5 times per week, duration: 35 minutes).

Armenian Language

Currently, no shows in Armenian are broadcasted by the public radio and television.

Romani Language

Shows in the Romani language are present on the air of the Polish Radio Opole, and of the Polish Radio Koszalin. A detailed list of the abovementioned shows is presented in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*. In addition, in the program of the Radio Opole, once a week a show was broadcasted named *Romano Drom* and a journalistic show *Romscy Bracia*, while on the air of the Radio Koszalin, there was *Serwis Romski*, once a week (duration: 2.5 minutes) – (<http://www.radio.koszalin.pl/pl/program/serwis-romski.394.html>).

Russian Language

Shows in Russian are present on the air of the Białystok branch of TVP S.A. A detailed list of the abovementioned shows is presented in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*. In addition, in the program of the Białystok branch of TVP S.A. , and of the Olsztyn branch of TVP S.A. there was a show, broadcasted twice a month, *Express Rosyjski* (in Russian, with subtitles in Polish, duration: 10 minutes) - (<http://www.tvp.pl/bialystok/mniejszosci/rosyjski-express>). Since May 2014, this show is broadcasted under the name *Wiadomości rosyjskie*.

Slovak Language

Currently, no shows in Slovak are broadcasted by the public radio and television.

Tatar Language

Currently, no shows in Tatar are broadcasted by the public radio and television.

Ukrainian

Shows in Ukrainian are broadcasted by the Polish Television S.A. , and by the Białystok and Olsztyn branches of TVP S.A., as well as on the air of the Polskie Radio Białystok, of the Polskie Radio Koszalin, the Polskie Radio Olsztyn, Polskie Radio Kraków, Polskie Radio Rzeszów, Polskie Radio Szczecin, and the Polskie Radio Wrocław. A detailed list of the abovementioned shows is presented in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*. In addition, the Białystok branch of TVP S.A. presented a coverage of the Ukrainian cultural event, *Na Ivana na Kupala*. The Radio

Koszalin was broadcasting *Magazyn ukraiński* two times per week (duration: 15 minutes) – (<http://www.radio.koszalin.pl/pl/program/podcast/magazyn-ukrainski.36.html>), while the Radio Olsztyn was broadcasting a news show, *Od niedzieli do niedzieli* (duration: 5 minutes), and a political commentary show *Od niedzieli do niedzieli* (duration: 25 minutes), edited by Ukrainian language speakers. In addition, Radio Rzeszów was broadcasting an informational-journalistic show, *Wiadomości dla Ukraińców*, four times a week (duration: 30 minutes), while Radio Szczecin was broadcasting a news show *Posydenki-Informacje* two times per week (duration: 5-7 minutes), and a political commentary show, *Posydenki* (duration: 47-50 minutes) – (http://radioszczecin.pl/249,0_posydenki). In June 2012 Radio Rzeszów was broadcasting special information show in Ukrainian seven times per week in connection with the European Soccer Championship.

Hebrew Language

Currently, no shows in Hebrew are broadcasted by the public radio and television.

Yiddish Language

Currently, no shows in Yiddish are broadcasted by the public radio and television.

Kashubian language

Shows in Kashubian are present on the air of Polskie Radio Gdańsk, and Polskie Radio Koszalin. A detailed list of the abovementioned shows is presented in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*. In addition, in the program of Radio Koszalin, a show was broadcasted named *Pogadanki kaszubskie*, broadcasted two times per week (duration: 1.5 minute), *Lekcja języka kaszubskiego* (<http://www.radio.koszalin.pl/pl/program/podcast/lekcja-jezyka-kaszubskiego.56.html>), broadcasted once a week (duration: 1 minute), *Z poradnika cotczi Trudë* (a cycle lasting ca 2 minutes) – ([http://www.radio.koszalin.pl/pl/program-type/z-poradnika-cotczi-trud% C3% AB.10.html](http://www.radio.koszalin.pl/pl/program-type/z-poradnika-cotczi-trud%C3%AB.10.html)), and *Kaszëbszczi słowa na mądrą głowã* (a cycle of two minute shows).

b) (ii) to encourage regular broadcasting or to facilitate regular broadcasting of radio shows in regional or minority languages

Ad 93, 178, 344, 430, 513, 599

The Polish law makes it possible for social broadcasters to function. In response to requests reported by users of minority and regional languages, The National Broadcasting Council applies to the Office of Electronic Communications for a frequency within areas inhabited by persons using the above languages and then conducts a proceeding for granting a

broadcast licence for a show. An example of the above action was granting a licence for the Belarussian Information Centre to broadcast a show entitled. *Białoruskie Radio Racja* (<http://www.racyja.com/>), and for the Ziemia Pucka Association to broadcast a show entitled. *Radio Kaszebe* (<http://radiokaszebe.pl/>), which is mentioned in the *1st Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland*. It is also worth mentioning that the development of digital radio will allow in the future for creation of radio stations addressing scattered groups of audience, including users of minority and regional languages.

In addition to the information presented above, it should be pointed out that, according to provisions of the Act on National and Ethnic Minorities and Regional Languages, the Minister of Administration and Digitization shall transfer funds for tasks to protect, preserve, and develop the cultural identity of the minorities and to preserve and develop regional languages, including supporting radio shows in minority and regional languages. Any financial support is subject to submitting a requisition request by the concerned entities. Below are presented examples of the abovementioned tasks which in years 2011 -2014 received a financial support from the budget of the Ministry of Administration and Digitization:

Belarussian Language

- Centre for Civil Education Polska-Białoruś – Providing radio shows in Belarussian for the Belarussian minority inhabiting Białystok and Białostoczczyzna in 2012.
- Centre for Civil Education Polska-Białoruś – Providing radio shows in Belarussian for the Belarussian minority inhabiting Białystok and Białostoczczyzna in 2013.
- Centre for Civil Education Polska-Białoruś – Providing radio shows in Belarussian for the Belarussian minority inhabiting Białystok and Białostoczczyzna in 2014

Czech language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in Czech.

Karaim Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in the Karaim language.

However, it should be pointed out that Karaim appears in shows prepared with participation of representatives of the community that use the Karaim language (e.g. Lem.fm, Allensteiner Welle, as well as in shows broadcasted in Polskie Radio).

Lithuanian language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in the Lithuanian language.

Lemko Language

- Ruska Bursa Association in Gorlice - Lemko internet radio of RUSKA BURSA LEM.FM (<http://lem.fm/>).

It is worth mentioning that the Ruska Bursa Association in Gorlice has undertaken steps to obtain a licence for broadcasting a show in cable radio.

German

- The Socio-Cultural Association of Germans of the Silesian Province in Racibórz – Implementing German-speaking radio shows in 2011.
- The Socio-Cultural Association of Germans of the Silesian Province in Racibórz – Implementing German-speaking radio shows in 2012.
- The Socio-Cultural Association of Germans of the Silesian Province in Racibórz – Implementing German-speaking radio shows in 2013.
- The Socio-Cultural Association of Germans of the Silesian Province in Racibórz – Preparing German-speaking radio shows in 2014;
- Union of German Socio-Cultural Associations in Poland – Preparing German radio show Musikschachtel – Minderheit Aktuell;
- Union of German Socio-Cultural Associations in Poland - Preparing German radio show Kaffeeklatsch.

German language speakers have also undertaken steps to launch a non-public radio station broadcasting within the Opole region.

Armenian Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in the Armenian language.

Romani Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in the Romani language.

Russian language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in Russian.

Slovak language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in Slovak.

Tatar Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in the Tatar language.

Ukrainian

- Association of Ukrainians of Podlasie "Radio shows in Ukrainian "Ukraïńskie Słowo" (<http://www.orthodoxia.pl/?p=7&cat=6>)
- Ukrainian Society "Dzwony Chołmszczyń i Podlaszszia" (radio program)
- Ukrainian Society – Ukrainian version of the website Prawosławne Radio Internetowe Orthodox.fm. (<http://orthodox.fm/>)

Hebrew Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in Hebrew.

Yiddish Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting radio shows in Yiddish.

Kashubian language

- Ziemia Pucka Association – Preserving and developing the command of the Kashubian language in the Kashubian community by broadcasting a radio show named "Radio Kaszebe".

c) (ii) to encourage regular broadcasting or to facilitate regular broadcasting of television programs in regional or minority languages

Ad 95, 180, 346, 432, 515, 601

The Polish law makes it possible for social broadcasters to function, which is mentioned in the point above. In addition, developing digital television will enable to create television stations addressing scattered groups of audience, including the users of minority and regional languages.

It should be also emphasized that in accordance with regulations of the Act on National and Ethnic Minorities and regional languages, the Minister of Administration and Digitization shall transfer funds to protect, to preserve and develop the cultural identity of the minorities

and to preserve and develop the regional languages, including supporting television programs in minority and regional languages. Any financial support is subject to submitting a requisition request by the concerned entities. Below are presented examples of the abovementioned projects which between 2011 -2014 received a financial support from the budget of the Ministry of Administration and Digitization:

Belarussian language

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for broadcasting television programs in Belarussian.

Czech language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in Czech.

Karaim Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in the Karaim language. However, it is worth to mention that since 2011, the Karaim community produces within projects financed from the funds of the Ministry of Culture and National Heritage, and of the Ministry of Foreign Affairs, documentary video films summing up their annual operations. In each from the above films, Karaim is used.

Lithuanian language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in the Lithuanian language.

Lemko Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in the Lemkos language.

German language

- Union of German Socio-Cultural Associations in Poland - Preparing German television program Schlesien Journal (<http://www.tvp.pl/opole/kultura/schlesien-journal>).

Armenian Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in the Armenian language.

Romani Language

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for broadcasting television programs in the Romani language.

Russian Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in Russian.

Slovak language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in Slovak.

Tatar Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in the Tatar language.

Ukrainian

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in Ukrainian.

Hebrew Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in Hebrew.

Yiddish Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in broadcasting television programs in Yiddish.

Kashubian language

- Ziemia Pucka Association – Preserving and developing the command of Kashubian by producing and broadcasting television programs of educational, information and entertainment nature
- Kaszubsko-Pomorskie Association - Production of television show "Godome po kaszebsku" ([http://www.telewizjattm.pl/nasze-programy/62/24369-godome-po-kaszebsku-lomiaco-kleka-dr-treker-dziwna-pisownia.html? play=\)](http://www.telewizjattm.pl/nasze-programy/62/24369-godome-po-kaszebsku-lomiaco-kleka-dr-treker-dziwna-pisownia.html?play=))
- Kaszubsko-Pomorskie Association - Television show "Przegląd prasy kaszubskiej"
- Kaszubsko-Pomorskie Association - Production of television show "Kleka"
- Kaszubsko-Pomorskie Association - Production of television show "Na Kaszubską nutę"

Ad 266

In 2011, the Ministry of Internal Affairs and Administration received an application for subsidies for a television show in the amount of 270 700 zł. The subsidy for the said project was not granted, due to cessation of the operations by the broadcaster of the show - Media Kaszebe sp. z o.o. It is worth mentioning that since 2013, television programs in Kashubian are prepared by the Kaszubsko-Pomorskie Association and emitted by Twoja Telewizja Morska (a cable television operating within area inhabited by speakers of the Kashubian language).

d) that they will encourage to produce and distribute audio and audiovisual works in regional or minority languages, or will facilitate such production and distribution,

Ad 97, 182, 268, 348, 434, 517, 603

The Minister of Administration and Digitization has legal and financial means to support producing and distributing audio and audiovisual works in the minority and regional languages. Any financial support is subject to submitting a requisition request by the concerned entities. Below are presented examples of the abovementioned projects which in the years 2011-2014 received a financial support from the budget of the Ministry of Administration and Digitization.

Belarussian Language

- Communal Culture Centre in Gródek - Releasing a record "Szciodry wieczar dobrym ludziam" (Releasing a record with carols in Belarussian)
- Communal Culture Centre in Gródek - Releasing a record of the KALINKA band (publication in Belarussian)
- Association for Children and Youth Learning the Belarussian language AB-BA - Releasing records with Belarussian songs for years I-III

Czech language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in producing and distributing audio and audiovisual works in Czech.

Karaim Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in producing and distributing audio and audiovisual works in the Karaim language.

However, it is worth to mention that the Polish Karaim Association released in 2013 a record of a band of Crimeo-Tatar Television ATR Maqam *Karaj konuszmasy. Piosenki karaimskie* (publication in the Karaim language, Crimeo-Tatar dialect) and in 2014 they produced an animated fairytale *Cudowny koń księcia Witolda. Legenda karaimska* (publication in four languages: Karaim - trocki dialect, Polish, Lithuanian, and English).

Lithuanian language

- The Św. Kazimierz Association in Sejny – Releasing an album of Lithuanian sacristan choir of Sejny (publication in the Lithuanian language)
- Bishop Antanas Baranauskas "Dom Litewski" Foundation w Sejnach – Releasing an album of art groups operating at Dom Litewski (publication in Lithuanian)

Lemko Language

- Lemko Tower Association - Recording and releasing Lemko Tower album on the occasion of X-anniversary of operation (publication in the Lemko language)
- RUSKA BURSA Association in Gorlice - Releasing within publishing series entitled "Biblioteka Ruskiej Bursy" a multimedia publication titled "Pieśni i piosenki Petra Murianki" Part 2
- RUSKA BURSA Association in Gorlice - Releasing within series "Biblioteka Ruskiej Bursy" a CD record with Lemko songs entitled: "Micne zila"
- Lemko Culture Enthusiasts Association – Recording and releasing a record of the Sestry Boczniewicz band titled „Strunamy serca”

German language

- German Minority Association "Warmia" in Lidzbark Warmiński Archiving fading culture of Eastern Prussia - recording an album - vol. 2 (publication in German)
- Język-Kultura-Tradycja-Pomostem do Europy Association - Releasing a jubilee album with songs in German by german minority choir in Rybnik
- German Population Cultural Association (TKLN) "OJCZYŻNA" in Kwidzyn - Recordings of German language songs performed by TKLN bands
- German Minority Association "Warmia" in Lidzbark Warmiński - Piosenki dziecięcych snów (a record with songs for children in German)

Armenian Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in producing and distributing audio and audiovisual works in Armenian.

Romani Language

- Consultancy and Information Centre Association for the Romani people in Poland - Poszukiwanie i archiwizacja wspomnień i Muzyki Romów (among others, recording Romani memories, melodies and songs, in Polish and Romani).

Russian Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in producing and distributing audio and audiovisual works in Russian.

Slovak language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in producing and distributing audio and audiovisual works in Slovak.

Tatar Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in producing and distributing audio and audiovisual works in Tatar.

Ukrainian

- Association of Ukrainians in Poland – Releasing a CD of *Żurawli Male Choir*

Hebrew

- Chór Żydowski "CLIL" Association – Financial support for a record (releasing a record with shabbat songs in Hebrew – 12 Hebrew songs and two Yiddish songs)

Yiddish Language

- Chór Żydowski "CLIL" Association – Financial support for a record (releasing a record with shabbat songs in Hebrew – 12 Hebrew songs and two Yiddish songs)

Kashubian language

- Discantus Choir Association - Kaszubskie kolędy na chór z towarzyszeniem zespołu instrumentalnego (publication in Kashubian)
- Choir Association Discantus – Kaszubskie pieśni ludowe na chór a capella (publication in Kashubian)
- Kaszubsko-Pomorskie Association Branch in Gdynia – Releasing an audiobook – a radio play by L. Będkowski "Zaklęta królowna" (publication in Kashubian)

- Kaszubsko-Pomorskie Association - Kaszubski na każdy dzień - Releasing an mp3 record with 365 lessons of the Kashubian language (bilingual publication)
- Discantus Choir Association - Preparing Kashubian folk songs for a vocal band accompanied by instruments - recording and releasing a record (publication in Kashubian)

e) (i) to encourage establishing, or to facilitate establishing or maintaining at least one newspaper in regional or minority languages

Ad 184 i 185

According to regulations of the Act on National and Ethnic Minorities and Regional Languages, the Minister of Administration and Digitization can transfer funds for protects preserving and developing the cultural identity of the minorities and to preserve and develop the regional languages, including issuing journals in minority and regional languages. Transferring such support is, however, dependent on submitting an application by the publishers concerned. Until now, the Ministry of Administration and Digitization has not received any application for support for a daily in German. Bearing in mind the need to increase availability of any press in German, the Minister of Administration and Digitization has applied to the Union of German Socio-Cultural Associations in Poland - an organization associating German language speakers, being at the same time the publisher of a weekly titled *Wochenblatt.pl*, with a proposal of considering possible increase of the share of texts published in the magazine in German, and future publishing of a daily in the language mentioned above. Until now, the Ministry has not received any answer to the mentioned call.

Ad 270, 350, 436, 609

The Minister of Administration and Digitization has legal and financial means to support weeklies in minority and regional languages, an example of which is transferring funds from the state budget for weeklies: *Niwa*, *Schlesisches Wochenblatt*, and *Nasze Slowo*. Any financial support is dependent, however, on submitting an application by the publishers concerned. Until now, the Ministry of Administration and Digitization has not received any application for financial support for a weekly in Kashubian, Lemko, Lithuanian, Armenian, Czech, Karaim, Romani, Russian, Slovak, Tatar, and Yiddish. On the other hand, the mentioned languages are constantly present in magazines being supported from the state budget.

Karaim Language

Karaim is present in *Awazymyz* quarterly, and *Almanach Karaim* yearly.

Lithuanian language

Biweekly *Aušra* is issued in Lithuanian.

Lemkos Language

Bimonthly *Besida* is issued in Lemko, the Lemko language is also present in *Watra quarterly*, and *Sami o sobie* monthly.

Armenian Language

Armenian is present in *Awedis magazine*.

Romani Language

Romani is present in - *Romano Atmo - Cygańska Dusza bimonthly*, and *Dialog-Pheniben quarterly*.

Russian language

Zdrawstujcie bimonthly is issued in Russian, Russian is also present in *Sami o sobie* monthly.

Slovak Language

Život monthly is issued in the Slovak language.

Yiddish Language

The Yiddish language is present in *Słowo Żydowskie – Dos Jidisze Wort* monthly.

Kashubian Language

Kashubian language is present in *Pomerania* monthly.

f) (ii) to apply existing funds also in relation to audiovisual works in regional or minority languages,

Ad 101, 187, 272, 351, 438, 521, 611

The Minister of Administration and Digitization has legal and financial means to support audiovisual works in minority and regional languages. Any financial support is subject to submitting a requisition request by the concerned entities. Below are presented examples of the abovementioned projects which in the years 2011-2014 received a financial support from the budget of the Ministry of Administration and Digitization.

Belarussian language

- Film Education Association - Nosiciele kultury (producing and releasing on a disc two documentary films in Belarussian, with Polish subtitles, on people significant for the development of culture of the Belorussian minority)
- Communal Culture Centre in Gródek - "Łavaczka" - a four-disc DVD album with coverages from Polish-Belarussian border (communes Krynki, Gródek, Narewka, Białowieża - a publication in Belarussian)

Czech language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for audiovisual works in Czech.

Karaim Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for audiovisual works in Karaim.

It is worth to mention however that the Polish Karaim Association is producing audiovisual works within projects commissioned by the Ministry of Culture and National Heritage, and the Ministry of Foreign Affairs, an example of which are films produced in 2011, *Karaj jollary – Karaimskie drogi* which are posted on the website: www.karaimi.org/video (in those films the following languages are present: Polish and Karaim - trocki dialect).

Lithuanian language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for audiovisual works in the Lithuanian language.

Lemko Language

- The Lemko Tower Association - Lemko Tower TV – a cycle of coverages from 2014 cultural events (coverages in the Lemko language)
- The Lemkos Association – Preparing 2nd part. of the film "Akcja Wisła" (dialogues in Lemkos, and Polish)

German language

- The Olsztyn German Minority Association - Zatrzymane w kadrze (bilingual coverages about the history and operations of the organization)
- Union of German Associations of Warmia and Masuria - Production of a short film on german minority in Warmia and Masuria (a film in German)

Armenian Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for audiovisual works in the Armenian language.

Romani Language

- Audiovisual documentation of International Meetings of Romani bands "Romane Dyvesa".

Russian language

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for audiovisual works in Russian.

Slovak language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for audiovisual works in Slovak.

Tatar Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for audiovisual works in the Tatar language.

Ukrainian

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for audiovisual works in Ukrainian.

Hebrew Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for audiovisual works in Hebrew.

Yiddish Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for audiovisual works in Yiddish.

Kashubian language

- Kaszubsko-Pomorskie Association – Wirtualne Kaszuby (24 documentary films in Kashubian, and an online platform for uploading short educational-documentary videos in Kashubian and/or with Kashubian subtitles)

g) to support training for journalists and other employees of mass media that use regional or minority languages.

Ad 103, 189, 274, 354, 440, 523, 613

Courses initiated by the National Broadcasting Council for reporters preparing shows in minority and regional languages for radio and television have taken place. Additionally, on August 5 2011, The National Broadcasting Council expressed support for the idea of establishing International Education Centre for Journalists from National and Ethnic Minorities and for Polonia Journalists, having its registered office in Białystok, run by the "Nasza Przyszłość" Foundation. In the opinion of the National Broadcasting Council, the operation of the Centre may significantly improve professional qualifications of journalists who prepare shows in minority and regional languages. Courses in the aforementioned Centre are conducted by Radio Białystok, while seminars for journalists involved in the subject of national and ethnic minorities and minority and regional languages are run in cooperation with the Department of Journalism and Political Sciences of the University of Warsaw and with the National Broadcasting Council.

3. *The Parties undertake to ensure that the interests of the regional or minority language speakers are represented or respected in such bodies that may be established in accordance with the law, and at the same time being responsible for guaranteeing freedom and pluralism in media.*

Ad 107, 193, 275, 358, 444, 617

The bill on changing the Act on National and Ethnic Minorities and Regional Languages and other acts provides changes in the Act of December 29, 1992, on radio and television (Journal of Laws of 2011 No. 43, item 226, with later amendments), consisting in the National Broadcasting Council being required to include candidates presented by national and ethnic minority organizations and communities that use a regional language when appointing programme boards. In addition, in connection with difficulties related to ensuring participation of representatives of all the minority and regional languages in the programme boards, the designed change grants at the same time the right to nominate candidates for the boards listed above to the Common Commission of the Government and National and Ethnic Minorities. The aforementioned solution will allow to represent interests of the users of the above mentioned languages by an institution associating representatives of all the minority and regional languages referred to in Article. 7, passage 4 of the Charter.

It is worth emphasizing that in recent years, the share of the representatives of these communities in bodies issuing program proposals has increased by several times (at present, there are seven representatives for the users of the minority and regional languages in the programme boards of public radio and television companies, in the previous term of office, there were only two representatives).

Belarussian Language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Belorussian.

Czech language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Czech.

Karaim Language

Currently, the programme boards of the public radio and television companies do not include anyone speaking Karaim.

Lithuanian language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Lithuanian.

Lemko Language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Lemko.

German language

Currently, the programme boards of the public radio and television companies include the following representative of the German speaking community:

- Krzysztof Wysdak - presented to the Program board of Radio Opole by the Socio-Cultural Association of Germans in Opole Silesia;

Armenian Language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Armenian.

Romani Language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Romani.

Russian Language

Currently, the programme boards of the public radio and television companies include the following representative of the Russian speakers community:

- Andrzej Romańczuk – presented to the Program board of Radio Białystok by the Russian Cultural-Educational Association;
- Marek Kozłowski – presented to the Program board of OTVP Białystok by the Russian Cultural-Educational Association.

Slovak language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Slovak.

Tatar Language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Tatar.

Ukrainian

Currently, the programme boards of the public radio and television companies include the following representatives of the Ukrainian speakers community:

- Roman Biłas – presented to the Program board of Radio Koszalin by the Association of Ukrainians in Poland;

- Paweł Pietnoczka - presented to the Program board of Olsztyn Radio by the Association of Ukrainians in Poland;
- Michał Pulkowski - presented to the Program board of Radio Rzeszów by the Association of Ukrainians in Poland;
- Oksana Kłosowska - presented to the Program Board of Radio Szczecin by the Association of Ukrainians in Poland.

Hebrew Language

Currently, the programme boards of the public radio and television companies do not include any representatives of the community that speaks Hebrew.

Yiddish Language

Currently, the programme boards of the public radio and television companies do not include any representatives of the Yiddish speakers community.

Kashubian language

Currently, the programme boards of the public radio and television companies do not include any representatives of the Kashubian speakers community.

Art. 12

Cultural Activities and Cultural Facilities

1. *With regard to operations of cultural facilities – and in particular libraries, video libraries, cultural centres, museums, archives, associations, theatres, and cinemas, and to literary, and film works, common forms of cultural expression, festivals and cultural organizations, including, among others, application of new technologies – the Parties undertake on the areas where such languages are used, and to a degree to which public authorities are competent, are authorized, or play a role in this field:*
 - a) *to support forms of expression and initiatives relevant to the regional or minority languages and to promote different forms of access to works created in these languages,*

Ad 109, 195, 280, 360, 446, 529, 622

The Minister of Administration and Digitization has legal and financial means to support initiatives to preserve and develop the minority and regional languages, and different forms of expression in the languages mentioned above. Any financial support is subject to submitting a requisition request by the concerned entities. Below are presented examples of the abovementioned projects which in the years 2011-2014 received a financial support from the budget of the Ministry of Administration and Digitization.

Belarussian Language

- The Program Board of the Niwa weekly - XIV Konkurs Poezji i Prozy "Debiut" (literary competition for amateur writers writing in Belorussian)
- The Program Board of the Niwa weekly - XV Polsko-Białoruskie- Warsztaty Literackie "Biazmieżza" (shared literary workshops for writers writing in Belorussian from Belarus and Poland)
- The Program Board of the Niwa weekly - Warsztaty "Sustreczy Zorki" (Journalistic workshops for children in Belorussian)
- Communal Culture Centre in Gródek - Releasing the collection "Pieśni Białoruskie Ziemi Gródeckiej/Biełaruskija pieśni Haradockaj Ziamli" (bilingual book publication presenting Belorussian songs from the Gródek Commune)
- The Belarussian Socio-Cultural Association - Prezentacje Zespołów Obrzędowych (A competition for amateur art groups presenting ceremonial scenes performed in Belorussian)
- The Belarussian Socio-Cultural Association - Ogólnopolski Festiwal "Piosenka Białoruska 2011" (A multistage song festival performed in Belorussian)
- The Belorussian Cultural Association - Konkurs Recytatorski "Ojczyście Słowo" (A recitation competition for children in Belorussian)
- The Belorussian Cultural Association - Konkurs "Piosenka Białoruska" dla dzieci i młodzieży z przedszkoli i szkół podstawowych i gimnazjalnych (A competition of songs in Belorussian for children and youth)
- The Belorussian Cultural Association - Konkurs "Sceniczne Słowo" (A recitation competition for teenagers in Belorussian)
- The Belorussian Cultural Association - Konkurs szkolnych zespołów teatralnych (A competition of small dramatic forms in Belorussian)
- Belorussian Youth Association - XVIII Festiwal Białoruskiej Poezji Śpiewanej i Piosenki Autorskiej "Bardauskaja Vosień 2011" (A song festival of author and literary songs in Belorussian)
- Communal Culture Centre in Gródek - Wieczór kolęd "Шчодры вечар добрым людзям" (Evening carols in Belorussian)
- Białowieża Center of Culture – Różnogłosie (a cycle of concerts of bands singing in Belorussian)
- Communal Culture Centre in Czyże - XVIII Jesienne Spotkania z Folklorem Białoruskim (A concert of bands singing in Belorussian)

- Belorussian Students' Association - XXII Festiwal Muzyki Młodej Białorusi "Basowiszcza"
- Belorussian Youth Association - Cykl spotkań "Tradycja, czasność, buduczynia" (A cycle of lectures and workshops for youth in Belorussian)
- Association Museum and Center of Belorussian Culture in Hajnówka - "Białoruski Alfabet Sztuki" (Organizing exhibitions of modern art of the Belorussian minority along with publishing a bilingual Belorussian-Polish folder for each of them, guiding tours in Belorussian and Polish)
- Muzeum Małej Ojczyzny Association in Studziwody - Białoruskie rody mieszczańskie z Podlasia. Antychowicze z Bielska Podlaskiego (Publication in Belorussian)
- Belorussian Youth Association - Teatr blizki - teatr blizka (A cycle of dramatic performances in Belorussian)
- Association Museum and Center of Belorussian Culture in Hajnówka - Białoruska grupa teatralna (Operation of a children-youth dramatic group performing in Belorussian)
- VILLA SOKRATES Foundation - Releasing "Pieśni Białoruskie Ziemi Sokólskiej/Bielaruskija pieśni Sakolskaj Ziamli" collection (A bilingual book publication presenting Belorussian songs from the Sokółka region)
- Belorussian Journalists Association - Publication of a book by Dmitry Szatyłowicz titled "Uspaminy" (Publication in Belorussian)
- Muzeum Małej Ojczyzny Association in Studziwody - MIASTA I MIASTECZKA w historii podlaskich Białorusinów. Releasing a book from the following series: Historia i kultura podlaskich Białorusinów (Publication in Belorussian)
- Belorussian Literary Association BIAŁOWIEŻA - Publication of a literary book (in Belarussian): Halina Twaranowicz, Pójść, aby wrócić (Pajści, kab wiarnucca)
- Muzeum Małej Ojczyzny Association in Studziwody - Bielski Sejm i Bielski Przywilej. Publishing a book from the series titled "Historia i kultura podlaskich Białorusinów" (Publication in Belorussian)
- Jacek Kuroń Education Foundation - Supporting classes in Belarussian at school in Białowieża (A cycle of (dramatic, music) classes in Belarussian for children)

Czech language

- Evangelical-Reformed Parish in Żelów - Zabawy z językiem czeskim w przedszkolu (among others, learning of the Czech language, reviewing Czech fairytales, festiwal for kindergarten theaters)

- Evangelical - Reformed Parish in Zelów - Przegląd Bajki Czeskiej
- Evangelical - Reformed Parish in Zelów - XI Festiwal Teatrzyków Przedszkolnych "Mali-Większym" im. Jana Amosa Komeńskiego
- Czech Association in Poland - Operation of Czech Culture Center *Klub Czeski* in Zelów (among others, learning of the Czech language for children and youth, presentations of Czech fairytales and films, meetings with Czech literature)

Karaim language

- The Polish Karaim Association – "Publication of book "Rozmówki Polsko-Litewsko - karaimskie" by Halina Kobeckaite"

It is also worth mentioning that the Polish Karaim Association acts to preserve the Karaim language with financial support from the Ministry of Culture and National Heritage, from the Ministry of Foreign Affairs, and from local governments, an example of which is organizing between 2011-2014 a cycle of events accompanying "Karaj jołary – Karaimskie drogi" exhibition, entitled "Karaimskie of the road. Spis podróżny", a concert accompanying Karaimi Turkolodzy conference, during which traditional works in the Karaim language were presented in contemporary arrangements. In addition, on the website www.gry.karaimi.org, a memo game is available in the Karaim language.

Lithuanian language

- Association of Lithuanians in Poland – Konkurs Recytatorski dla uczniów (in Lithuanian)
- Association of Lithuanians in Poland - Publishing a poetry book by a Lithuanian poet and literature translator Sygit Birgiel in Lithuanian
- Association of Lithuanians in Poland - Janina Aleksaite "Išbraižiotos rugienos" – a poetry book
- Association of Lithuanians in Poland – Navinykai - a monograph of the Nowiniki village in Lithuanian
- Association of Lithuanians in Poland – Vaitakiemis - a monograph of Wojtokiemie village in Lithuanian
- Association of Lithuanians in Poland – Juozas Vaina - a biography of Józef Wiktor Vaina (1916-2011) in Lithuanian
- Association of Lithuanians in Poland - Jolanta Malinauskaitė-Vektorienė "Minčių užkulisiai" – a poetry book

Lemko Language

- RUSKA BURSA Association in Gorlice-Publications of novellas by Petr Polański Karpatsky noweli (Publication in Lemko);
- Diocese Center of Orthodox Culture Elpis - VI Ogólnopolski konkurs poezji łemkowskiej dla uczniów szkół podstawowych i gimnazjalnych
- RUSKA BURSA Association in Gorlice - Publication of works by Władimir Chylak "Повѣсти и розы/Повісти і оповіданя" Volume 1 and Volume 2
- Association for Development of Museum of Lemko Culture – Publication of *Bajkowy świat Mikołaja Buriaka* (Publication in the Lemko language)

German language

- German Minority Association of Ostróda "Jodły" - V Konkurs Piosenki Niemieckiej (A competition of songs in German for children and youth)
- Union of German Socio-Cultural Associations in Poland - Konferencja historyczno-polityczno-popularnonaukowa- "Niemcy w Polsce w 20 lat po traktatach Polsko-niemieckich. Stan i perspektywy" (Bilingual scientific conference devoted to the history, present day, and prospects of development of the cultural-social life of the german minority in Poland),
- Union of German Socio-Cultural Associations in Poland - A cycle of discussion meetings (A cycle of meetings/lectures in German and Polish on important people from the history of Silesia and Germany)
- Socio-Cultural Association of Germans in Opole Silesia - Ogólnopolski Konkurs Literacki "W języku serca" / "In der Sprache des Herzens" (A literary competition for amateur writers writing in German)
- Socio-Cultural Association of Germans in Opole Silesia - Konkurs Recytatorski w języku niemieckim "Młodzież recytuje poezję"
- Socio-Cultural Association of Germans of the Silesian Province in Racibórz -10 edycja Konkursu Piosenki Niemieckiej (A competition of songs in German for children and youth)
- German Population Association "Herder" in Morąg - Co wiemy o naszych sąsiadach. A German language competition
- Union of German Associations of Warmia and Masuria - Publication of a book about Eckhard Werner, honorary Chairman of the Union of German Associations in Warmia and Masuria (oral history) (A book publication in German)

- Olsztyn German Minority Association - Weisst du, dass...? -karty do gry (A card game in German)
- Eichendorff Upper Silesian Centre for Culture and Meetings - Preparing a dramatic act titled: " Eichendorff-podróż sentymentalna" (A bilingual German-Polish open air dramatic act)
- German Minority Foundation of the Silesian Province - Recitation Contest "Wiersze wybitnych poetów niemieckich" (A recitation competition in German)
- Caritas Libraries Association of St. Karol Boromeusz - Releasing a pilgrimage guide (A bilingual publication containing texts of prayers and religious songs prepared for a pilgrimage of national minorities)
- Dom Współpracy Polsko-Niemieckiej based in Gliwice - A cycle of reading of fairytales in German for children of the german minority (A cycle of meetings connected with reading fairytales in German)

Armenian Language

- Ari Ari Foundation – "E-learning dla dzieci i młodzieży ormiańskiej" (An educational-information website containing educational and language materials, and tests and assignments for examination)
- Foundation for Culture and Heritage of Polish Armenians – A calendar devoted to Armenians in Poland (A publication in Polish and Armenian – promoting the history and traditions of the Armenian minority)
- Association of Armenians in Poland – Niedzielną Szkoła Ormian
- Armenian Cultural Association – Running a Saturday Armenian language and culture school (learning the Armenian language for school children)
- Polish Armenians Association TOP – Running an Armenian language and culture school in Wrocław (studying Armenian alphabet, reading and writing in Armenian)
- Armenian-Polish Social Committee – developing a language and culture school

Romani Language

- PROM Association - Publishing a comic book about the history and culture of the Romani people in two Romani language dialects – Polska Roma and Carpathian Romani groups
- Polish Romani Union - Releasing a book with exercises in the Romani language - Akademia przedszkolaka – czyli łamigłówni romskiej główki

Russian language

- Rosyjski Dom Association - "Śpiewamy razem" Russian song book (publication in Russian)
- Rosyjski Dom Association - Publishing in the form of a book the materials of I, II and III and IV National Conference "Rosjanie w Polsce na przestrzeni wieków" (bilingual publication)
- Rosyjski Dom Association - Creation of bilingual Internet website "Russkije chroniki - Kroniki Rosyjskie"

Slovak language

- Slovak Association in Poland – Dni Kultury Słowackiej w Małopolsce (among others, a competition in prose and poetry for Slovak youth, a theatre act)
- Slovak Association in Poland – Operation of community centres of the Slovak Association in Poland (among others, learning Slovak, recitation circles)

Tatar Language

Due to the early stage of revitalisation of the Tatar language in Poland, in the years 2011-2014, funds were transferred from the budget of the Ministry of Administration and Digitization for one project whose aim was to preserve the above language, indicated in item c (answer to question no. 624).

Ukrainian

- Association of Ukrainians in Poland – the Poznań City Hall - Ukrainian Multimedia Website
- Association of Enthusiasts of the Open-air Museum of Material Culture of the Chełmszczyzna and Podlasie in HOLA - Poems by Tadej Karabowicz "Wybrani poezji"
- Association of Ukrainians in Podlasie – Konkurs Recytatorski *Ukraińskie Słowo*
- Association of Ukrainians in Podlasie – *Publication of children book Kotylasia torba z wysokoho horba*
- Association of Ukrainians in Poland – Publishing album-songbook *Oj wersze, mij wersze*

Hebrew

- *Prof. Mojżesz Schorr Foundation - Hebrew language course for children with Jewish tradition elements*
- *Religious Jewish Communes Association in the Republic of Poland - Regional language development - Hebrew (Hebrew language course)*

Yiddish Language

- *The Socio-Cultural Association of Jews in Poland - Education for children and teenagers - Yiddish oczami dziecka (Cultural-dramatic classes introducing Yiddish elements through fun and games)*
- *SHALOM Foundation – A cycle of meetings, workshops and lectures, devoted to the Yiddish culture, taking place at the Singer's Warsaw Jewish Culture Festival (As a part of the project, among others, presentations and lectures concerning the Yiddish language, literature and traditions, workshops in Yiddish, a scientific session on the most recent achievements of the Polish Yiddish research field)*
- *SHALOM Foundation – IX International Seminar on Jewish Culture and Yiddish (3 week seminar addressed to people interested in deepening their command of Yiddish. Within seminar, among others, language sessions, seminars, lectures, exercises etc.)*
- *Estera Rachel and Ida Kamiński Jewish Theatre - Yiddish Culture Centre- Courses in Yiddish, song and art workshops in Warsaw (- Courses in Yiddish supported by Yiddish song workshops, and artistic-dramatic workshops)*
- *SHALOM Foundation - Program of classes on Jewish issues at the University of the Third Age of the SHALOM Foundation (As part of the classes, among others, language sessions in Yiddish and Hebrew)*
- *SHALOM Foundation - - Courses in Yiddish and song workshops (Courses in Yiddish in Warsaw and Łódź, and Yiddish song workshops)*
- *SHALOM Foundation - - Courses in Yiddish in Łódź (A language course on several teaching levels)*
- *Chór Żydowski "CLIL" Association - Jewish song workshops for school youth (Workshops for youth in Yiddish and Hebrew combined with a solemn concert accompanied by a choir)*

Kashubian language

- *Kaszubsko-Pomorskie Association – Dramatic scenarios (publication in Kashubian)*
- *Kaszubsko-Pomorskie Association - Publishing fables by Jan Drzeżdżon (publication in Kashubian)*
- *Kaszubsko-Pomorskie Association - Publishing "Słownik polsko--kaszubski" vol. I*
- *Kaszubsko-Pomorskie Association , Branch in Bytów – A comic book in Kashubian*
- *Florian Ceynowa Puck Area Museum in Puck - Konkurs Mowy Kaszubskiej: By nie zapomnieć mowy ojców im. Jana Drzeżdżona*

- *Kaszubsko-Pomorskie Association - Publishing "Słownik polsko--kaszubski" vol. II and III*
 - *Kaszubsko-Pomorskie Association - Publishing the publication "Chemio po kaszebsku. Zares chemii oglowej e organicznej" (publication in Kashubian)*
 - *Kaszubsko-Pomorskie Association Branch in Kościerzyna - Zbiór Kaszubskich Życzeń (publication in Kashubian)*
 - *Kaszubski Institute - Releasing a work by Hanna Makurat titled "Jinterferencjowe przejinaczi u bilingwalnech ledzy w kaszebszczi spoleznie" (in Kashubian)*
 - *Muzeum Piśmiennictwa i Muzyki Kaszubsko-Pomorskiej in Wejherowo - XV Ogólnopolski konkurs prozatorski im. Jana Drzeżdżona (a competition for authors writing in Kashubian)*
- b) *to support different forms of access in other languages to works created in any regional or minority languages through supporting and developing activities in the scope of translation, dubbing, post-synchronization and dialogue subtitles,*

Ad 110, 196, 281, 361, 447, 530, 623

The Minister of Administration and Digitization has legal and financial means to support different forms of access in other languages to works created in any minority and regional languages. Any financial support is subject to submitting a requisition request by the concerned entities. Below are presented examples of the abovementioned projects which in the years 2011-2014 received a financial support from the budget of the Ministry of Administration and Digitization.

Belarussian Language

- Association Museum and Center of Belorussian Culture in Hajnówka - 30 lat Muzeum Białoruskiego - issuing a publication (A bilingual publication summing-up 30 years of activities for the benefit of facility)
- Communal Culture Centre in Gródek - Releasing an album documenting the history and achievements of Rozśpiawany Haradok band on the occasion of the 60-anniversary of its activity (Bilingual album devoted to the operation of the band)

Czech language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in other languages to works created in Czech.

Karaim Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in other languages to works created in Karaim. However, it should be pointed out that translation of works created in Karaim are made free of charge by members of the community that speak Karaim for Karaim publishing houses (printed: *Awazymyz*, and audio-visual: videos).

Lithuanian language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in other languages to works created in Lithuanian.

Lemko Language

- The Lemkos Association – Preparing the 2nd part of the film *Akcja Wisła* (dialogues in Lemkos, and subtitles in Polish)
- RUSKA BURSA Association in Gorlice – Releasing, within publishing series entitled Biblioteka Ruskiej Bursy, a multimedia publication titled *Pieśni i piosenki Petra Murianki* (publication in the Lemko language, texts of the songs in Lemkos and Polish)
- Association of Enthusiasts of Lemko Culture – Publishing short stories by Teodor Kuziak *Dawno to były czasy* (also in the form of an audiobook, in Lemko and in Polish)
- The Lemkos Association – Releasing a poetry book by Petr Murainka *Do kraju nienarodzenia* (Publication in Lemko and subtitles in Polish)

German language

- Olsztyn German Minority Association - "Ernst Wichert i jego powieść *Der große Kurfürst in Preußen. Między romanssem a prawdą historyczną*" (Bilingual publication)
- Union of German Socio-Cultural Associations in Poland - A science publication on the occasion of 20th anniversary of the Union (A bilingual publication summing-up 20 years of operations of the organization)
- German Population Cultural Association "OJCZYŻNA" in Kwidzyn - Releasing a monograph devoted to the 20 anniversary of the German Population Cultural Association "OJCZYŻNA" in Kwidzyn (A bilingual publication summing-up 20 years of operations of the organization)
- German Population Association "Herder" in Morağ - Publishing book: *20 lat Stowarzyszenia Herder w Morağu* (A bilingual publication summing-up 20 years of operations of the organization)

- German Social-Cultural Association in Wrocław - Resuming publication "Jestem Niemką w Polsce" (Bilingual memories of the author, and poems in German)
- German Minority Association "Warmia" in Lidzbark Warmiński - Czas i ludzie - przeszłość, przyszłość - historia subiektywna Stowarzyszenia Mniejszości Niemieckiej "Warmia" (Bilingual publication)
- German Minority Socio-Cultural Association in Zielona Góra - A publication titled "Moja droga do tożsamości" in German and Polish
- German Cultural -Social Association in Wrocław - A publication devoted to conservator's works of Gerard Koch (A bilingual album publication)
- Union of German Associations of Warmia and Masuria - Publication of a book on the occasion of twentieth anniversary of the Union of German Associations in Warmia and Masuria (A bilingual publication)
- German Cultural -Social Association in Wrocław - A publication "Monografia Mniejszości Niemieckiej na Dolnym Śląsku" (Bilingual scientific monograph of the German Minority in Lower Silesia)

Armenian Language

- Armenian Cultural Association - Running a theatre by students of Saturday language and culture school (translating Polish texts to Armenian and Armenian texts to Polish, publishing Armenian fairytales, and Polish fairytales in Armenian)
- Foundation for Culture and Heritage of Polish Armenians – Preparing a folder with Armenian manuscripts in the resources of FKIDOP (creating a comprehensive catalogue of the manuscripts in Armenian with a description in Polish)

Romani Language

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for supporting different forms of access in other languages to works created in the Romani language.

Russian language

- Stow. Rosyjski Dom - Publishing a book "Śladami Rosjan w Polsce" (A bilingual publication) Part 1, 2 i 3

Slovak language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in other languages to works created in Slovak.

Tatar Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in other languages to works created in Tatar.

Ukrainian

- Association of Enthusiasts of the Open-air Museum and Material Culture of Chełmszczyzna and Podlasie in Hola - Poetry-Photographic Folder in Ukrainian and Polish entitled. Uciekające pejzaże (poems by an Ukrainian poet and translation into Polish)

Hebrew Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in other languages to works created in Hebrew.

Yiddish Language

- Ner Tamid Foundation - Wieczne Światło - A Jewish calendar for the year 5774 (2013/2014) (A calendar in Polish, Yiddish and English) – 2013, 2014 (A calendar entitled - Historia Żydów łódzkich - A calendar for 5775 (2014/2015)
- CZULENT Jewish Association - A Majse /Bajka - second edition (A book publication containing poems for children written in Yiddish in original version and translated into Polish)

Kashubian language

- Kaszubsko-Pomorskie Association - Publishing "Vademecum kaszubskie" (bilingual publication)
- c) to support access in regional or minority languages to works created in other languages through supporting and developing activities with regard to translation, dubbing, post-synchronization and dialogue subtitles,*

Ad 111, 197, 282, 362, 448, 531, 624

The Minister of Administration and Digitization has legal and financial means to support different forms of access in minority and regional languages to works created in other languages. Any financial support is subject to submitting a requisition request by the concerned entities. Below are presented examples of the abovementioned projects which in the years 2011-2014 received a financial support from the budget of the Ministry of Administration and Digitization.

Belarussian Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Belarussian to works created in other languages.

Czech language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Czech to works created in other languages.

Karaim Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Karaim to works created in other languages.

Lithuanian language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Lithuanian to works created in other languages.

Lemko Language

- Association of Enthusiasts of Lemko Culture - Publicating a book by Antoine de Saint-Exupery – Little Prince translated into Lemko

German

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in German to works created in other languages.

Armenian Language

- Armenian Cultural Association - Running a theatre by students of saturday language and culture school (translating Polish texts to Armenian and Armenian texts to Polish, publishing Armenian fairytales, and Polish fairytales in Armenian)

Romani Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in the Romani language to works created in other languages.

Russian language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Russian to works created in other languages.

Slovak language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Slovak to works created in other languages.

Tatar Language

- Religious Muslim Union in the Republic of Poland – Releasing the book "Sonety Krymskie – Qirim Sonetleri" (publication in Crimeo-Tatar)

Ukrainian

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Ukrainian to works created in other languages.

Hebrew Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Hebrew to works created in other languages.

Yiddish Language

In the period 2011-2014, the Ministry of Administration and Digitization received no applications for projects consisting in supporting different forms of access in Yiddish to works created in other languages.

Kashubian language

- Kaszubsko-Pomorskie Association - Publishing "Biblio dlo dzecy" (publication in Kashubian)

d) ensure that bodies responsible for organizing and supporting different kinds of cultural activities include to a suitable extent the use of the command and knowledge of regional or minority languages and cultures in undertakings that they initiate, or that they support,

Ad 112, 198, 283, 363, 449, 532, 625

Polish cultural institutions include in cultural projects they organize minority and regional languages, an example of which are operations of the Estera Rachel and Ida Kamiński State Jewish Theatre in Warsaw, and operations of Ośrodek *Pogranicze – Sztuk, Kultur, Narodów* .

e) to promote solutions ensuring that bodies responsible for organization and supporting different kinds of cultural activities have at their disposal employees with

full knowledge of an appropriate regional or minority language, and the language (languages) of the remaining part of the Population,

Ad 113, 199, 284, 364, 450, 533, 626

Cultural institutions that conduct operations directed, among others, to users of any minority and regional languages, have employees speaking in the abovementioned languages with different degrees of advancement, an example of which are the employees of the Auschwitz-Birkenau State Museum in Oświęcim who are required, among others, to speak German and Yiddish. Another example is the Estera Rachel and Ida Kamiński State Jewish Theatre in Warsaw whose work would not be possible without employees speaking Yiddish.

f) to encourage direct participation of representatives of a given regional or minority language when creating cultural facilities and planning activities,

Ad 114, 200, 285, 365, 451, 534, 627

Speakers of the minority and regional languages can regularly participate in planning cultural activities by taking part in dividing the funds allocated for protecting, preserving and developing the cultural identity of the national and ethnic minorities and for preserving and developing the regional languages. It is worth mentioning that since 2010, the committee evaluating applications for subsidies from the state budget for the above purpose includes representatives of the minority and regional language speakers, designated by the Common Commission of the Government and National and Ethnic Minorities that associates representatives of all the minority and regional languages. In addition, the government administration ensures that the minority and regional speakers can directly participate in works aimed at creating cultural facilities, an example of which was preparing the project of Institutions for the Culture of National and Ethnic Minorities and Regional Languages within working group of the Common Commission. Information on the above project are presented in the item below.

g) to support or facilitate creating institutions responsible for collecting, copying and presenting or publishing works created in regional or minority languages,

Ad 115, 201, 286, 452, 535, 628

The project of establishing Institutes for National and Ethnic Minorities and Regional Languages was prepared by a working group of the Common Commission of the Government and National and Ethnic Minorities established in 2010 that included ten minority

representatives and two representatives of the government administration. The project concerned was presented to the Common Commission at XXVII meeting on April 20,2011. However, it wasn't accepted by the minority part of the Common Commission, which considered that according to the project of the Institutes proposed by the working group, national and ethnic minority organizations would have too little influence on their functioning. It should be noted that the project has been prepared to ensure that the minority organizations have as much of influence on the functioning of the Institutes as allowed by provisions of the Act of October 25,1991 on Arranging and Conducting Cultural Activities (Journal of Laws of 2012 item 406, with later amendments amended). Only the representatives of the Lemko minority decided to begin works to establish an Institute on the basis of the project developed by the working group. The Ministry of Internal Affairs and Administration received an application for establishing of the Lemko Minority Institute, in the letter of May 9 2011, from the RUSKA BURSA Association in Gorlice. The application was questioned by some of the Lemko minority organizations. At the request of the Lemko organizations which couldn't come to an agreement, the Ministry of Administration and Digitalization organized on June 5,2012, in Warsaw, a meeting to establish the Lemko Minority Institute, which was attended by representatives of the Lemko minority organizations, and of organizations supporting the Lemko culture, as well as by representatives Of the Ministry of Administration and Digitization and the Ministry of Culture and National Heritage. The aforementioned meeting and subsequent consultations carried out in the Lemko community did not result in developing a solution that would be accepted by all the community. The issue of establishing the Institutions for the Culture of National and Ethnic Minorities and Regional Languages was also one of the subjects at XXXIX meeting of the Common Commission of the Government and National and Ethnic Minorities on September 18,2013., for which a new project has been prepared. So far, the Ministry of Administration and Digitization has not received any requests for establishing any Institutions for the Culture of National and Ethnic Minorities and Regional Languages on the basis of this project.

It is worth however to mention that one of the forms of supporting the programme activity of minority and regional language community organizations is to transfer designated subsidies from the state budget. The designated subsidies cover mainly financial-accounting and legal costs, wages of office employees, and operation and renting of premises used for the programme activity. Typically, in the Polish support system for non-governmental organizations is that this type of subsidies is not granted. An exception from this principle is

made for organizations of national and ethnic minorities and communities that use a regional language.

In addition, it should be emphasized that financial funds are transferred from the state budget for operations of institutions responsible for collecting, presenting and publishing works created in minority and regional languages. Below are presented examples of the abovementioned projects which in the years 2011-2014 received a financial support from the budget of the Ministry of Administration and Digitization.

Belarussian Language

- Association Museum and Center of Belorussian Culture in Hajnówka - "Cyrylicą pisane" (All-year round operation of the library of belorussian-language publishing houses functioning within the Association)

Czech language

- Czech Association in Poland - Operation of Czech Culture Center *Klub Czeski* in Żelów (among others, collection and presentation of Czech literature)

Karaim Language

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for institutions responsible for collecting, presenting and publishing works created in Karaim.

It is worth however to mention that since 2012, the Polish Karaim Association is implementing assignments from the budget of the Minister of National Culture and Heritage under the program: Dziedzictwo kulturowe. Priority 2: Wspieranie działań muzealnych zadania wieloletnie: Ratunkowe prace konserwatorsko-restauratorskie nad wybranymi karaimskimi rękopisami i starodrukami. In the custody of the Polish Karaim Association, there are collections containing rare collections and monuments of the Karaim language – manuscripts and old prints (16th-19th century), printed books and archives (19th-20th century), and journals (20th century). In addition, since 2012, members of the Polish Karaim Association, experts for the Karaim culture, being employees of universities, are implementing a project of the National Science Centre titled *Katalog rękopisów i starodruków karaimskich*. Also, after the completion of the research works, their publication is planned.

Lithuanian language

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for institutions responsible for collecting, presenting and publishing works created in the Lithuanian language.

Lemko Language

- Association for Development of the Museum of Lemko Culture - operation of the library and the archive at the Lemko Culture Museum in Zyndranowa – (book collection, archive journals and documents in Lemko; publishing)
- RUSKA BURSA Association in Gorlice - Running a library, Lemko archive, and Ivan Rusenko Remembrance Chamber in the Lemko Culture Centre

German language

- Socio-Cultural Association of Germans of the Silesian Province in Racibórz - Archiwum DFK (archiving and ordering documents drawn up in the organization and its circles, then making the documents available to those interested)

Armenian Language

- Archbishop Józef Teodorowicz Armenian Association in Poland having its registered office in Gliwice – "Zakup książek i czasopism do biblioteki ormiańskiej" (book collection, archive journals and documents in Armenian)

Romani Language

- Romani People Association in Poland - Romani Institute of History in Oświęcim
- Polish Romani Union - Institute of Romani Memory and Heritage, and Holocaust Victims in Szczecinek

Russian language

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for institutions responsible for collecting, presenting and publishing works created in Russian.

Slovak language

- Slovak Association in Poland - Operation of community centres of the Slovak Association in Poland (one of the functions of the Association's community centres is to collect and make available publications in Slovak)

Tatar Language

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for institutions responsible for collecting, presenting and publishing works created in the Tatar language.

Ukrainian

In the period 2011-2014, no funds were transferred from the budget of the Ministry of Administration and Digitization for institutions responsible for collecting, presenting and publishing works created in Ukrainian.

Hebrew Language

- CZULENT Jewish Association - Remu Jewish Library (A library, collections in Polish, Yiddish, Hebrew, and English) – 2011, 2012, 2013, 2014

Yiddish Language

- The Socio-Cultural Association of Jews in Poland – Organizing and running a library for collections in Yiddish and Polish in 2011 (Running a library and reading room - collections mostly in Yiddish and Polish) – 2011, 2012, 2013, 2014

Kashubian language

- Ziemia Pucka Association - Popularization of knowledge about minorities and regional languages by Knegobus Radia Kaszebe (mobile Kashubian library)

In addition, it is worth mentioning that Polish cultural institutions gather and present works created in minority and regional languages. One example is operation of the *Pogranicze – Sztuk, Kultur, Narodów* centre, a culture institution since 2000, run jointly by the Minister of National Culture and Heritage, and the Marshal of the Podlaskie Province. In the *Pogranicze - Sztuk, Kultur, Narodów* centre in Sejny, *Centrum Dokumentacji Kultur Pogranicza* Studio was established, which gathers and makes available library collections in the following minority languages: Lithuanian, Russian, Ukraine, Czech, Slovak, Yiddish, and Hebrew.

Ad 366-367

The state budget transfers regularly funds for the library and the archive at the Lemko Culture Museum in Zyndranowa Running the library, Lemko archive, and Remembrance Chamber of Ivan Rusenko at the Centre of Lemko Culture, and for Research Facility for the Lemko Culture at the Lemko "Kyczera" folk band. All of the above institutions gather and make available a book collection, archive journals and documents in Lemko, and they issue publications in the above language.

2. *With regard to areas other than those where regional or minority languages are traditionally used, if it is justified by the number of users of a regional or a minority language, the Parties undertake to allow, support, or ensure appropriate actions and cultural centers, according to the previous paragraph.*

Ad 116, 202, 287, 368, 369, 453, 536, 629

According to the Act on National and Ethnic Minorities and Regional Languages, a support for cultural activities is available for speakers of the minority and regional languages on the whole territory of the Republic of Poland, an example of which is subsidizing from the state budget objectives in areas where the mentioned languages are not traditionally used (among others, operations Of the Research Facility for the Lemko Culture at the Lemko "Kyczera" folk band). This applies both to supporting different forms of expression in the languages mentioned above, access to works created in them, and institutions responsible for collecting and presenting works in minority and regional languages.

3. The Parties undertake to appropriately include the regional or minority languages and respective cultures in their cultural policy conducted abroad.

Ad 118, 204, 289, 371, 455, 538, 631

In their cultural policy conducted abroad, Polish diplomatic institutions promote the minority and regional languages. One example is celebrations of the European Language Day, presentations of films made in languages other than Polish (for instance in Yiddish), supporting publications propagating minority and regional languages (e.g. releasing a Russian-Kashubian dictionary in cooperation with the Polish Institute in Petersburg), presentation of Polish solutions in the scope of the language policy in other countries (for instance in Georgia).

Art. 13

Economic and Social Life

1. With regard to economic and social activities, in the whole country, the Parties undertake to:

b) impose a ban on including in internal regulations of companies and in private documents any clauses excluding or restricting the use of the regional or minority languages, at least between the users of the same language,

Ad 120, 206, 291, 373, 457, 540, 633

The purpose of a campaign prepared by the Ministry of Administration and Digitalization promoting the use of the minority and regional languages in economic and social life is to improve knowledge of employers on rights of people who use the above languages to use them in the economic and social sector. The campaign consists in preparing, releasing, and

distributing leaflets, which will be transferred to employers organization: Employers of the Republic of Poland, Lewiatan Confederation, Polish Craft Association , Business Centre Club – Employers Union, and to communes, counties and representatives of province governors for national and ethnic minorities. The mentioned leaflet contains information about rights of the minority and regional languages speakers to use their mother language freely in their private and public life, to distribute and exchange information in the above language, and to post information of private nature in it. In addition, employers were informed about the ban on clauses excluding or restricting the use of the minority and regional languages in their corporate internal regulations or in private documents.

c) to oppose practices discouraging the use of the regional or minority languages in connection with any economic or social activities,

Ad 122, 208, 293, 375, 459, 542, 635

As part of the campaign promoting the minority and regional languages in the economic and social sector, the Ministry of Administration and Digitalization has developed a leaflet which shall be transferred both to the employers organizations: Employers of the Republic of Poland, Lewiatan Confederation, Polish Craft Association , Business Centre Club – Employers Union, and to the communes, counties and representatives of province governors for national and ethnic minorities. In the above mentioned leaflet, the Ministry emphasizes that the minority and regional languages are a part of the multicultural wealth of the Republic of Poland, as well as informs about the ban on any discrimination of the above mentioned languages, and encourages to support the use of the minority and regional languages in all aspects of the economic and social life.

d) to facilitate or to support the use of the regional or minority languages with methods other than those listed in the items above.

Ad 124, 210, 295, 377, 461, 544, 637

As part of the campaign promoting the minority and regional languages in the economic and social sector, the Minister of Administration and Digitization has applied to institutions responsible for enforcing rights of people who use the abovementioned languages (the representatives of province governors for the national and ethnic minorities, counties, communes, organizations of employers) with a request to support the minority and regional languages in public space, and to organizations associating users of the above mentioned

languages to use their rights to a greater extent, among others, the right to use the mother languages in the economic and social area.

In addition, the Ministry of Administration and Digitalization has developed materials encouraging to use the minority and regional languages in the economic and social life across the whole country. The documents in the form of files for download are on the website of the Ministry.

2. With regard to economic and social activities, the Parties undertake to a degree in which public authorities are authorized on the territory where any regional or minority languages are used, and to such extent to which this is reasonably possible:

b) in the economic and social sector, which remain directly under their control (public sector), to arrange activities promoting the use of the regional or minority languages

Ad 125, 211, 296, 379, 462, 545, 638

Documents addressed to the representatives of province governors for national and ethnic minorities, counties, communes, prepared as part of the campaign promoting the use of the minority and regional languages in the economic and social life include, among others, information on possible use, next to names, and texts in public offices and utility institutions, and intended for the public, and in means of public transport, prepared in Polish, a version in a minority language (this applies to towns with large communities of national or ethnic minorities), an example of which is placing boards with names in Kashubian, German, and Czech on public buildings, e.g. district offices, welcome tables in Kashubian at entry streets to a town.

In addition, the activities promoting the minority and regional languages in the public sector include transferring from the state budget funds for replacing information boards at railway stations connected with establishing additional names of towns in those languages. An example of the said activities is exchanging information tables containing additional names of the town in German at the railway stations in Chrzastowice, Suchy Bór, and Dębska Kuźnia.

Art. 14

Cross-Border Exchange

The Parties undertake:

- a) to apply existing bilateral, or multilateral agreements which bind them with countries where the same language is used in identical or similar form, or, if necessary, to take action to conclude such agreements, in a way that fosters contacts between users of the same language in the countries concerned in the field of culture, education, information, vocational education and recurrent education,*

Ad 380, 644-645

The Polish Government favours contacts between minority language users from Poland and other countries where the same language is used in identical or similar form in the field of culture, education, information, vocational education and recurrent education, an example of which is supporting from the state budget annual summer camps for children and youth in places related to the Karaim culture in Lithuania (at camps, the language is taught), implementing, together with partners from Lithuania, the projects of Karaimskie drogi. Spis podróży, and internships for Lemko philology students in Slovakia, and a youth camp organized for three years in Poland, for Tatar communities from Poland, Lithuania, and Białorusi.

With regard to issues of Polish-Slovak cooperation in the field of education, it should be pointed out that diplomas and certificates of secondary education require legalization in accordance with procedures valid in a given country. Certificates of secondary education obtained in Poland and in Slovakia shall be deemed equivalent on the basis of Article. 2 of international agreement between the Government of the Republic of Poland and the Government of the Republic of Slovakia on Mutual Recognition of Studying Periods, and on Equivalence of Documents on Education and Degrees and Titles obtained in the Republic of Poland and in the Slovak Republic, drawn up in Warsaw on July 18 2005, (M. P. of 2006 No. 14, item 187).

Cooperation in the field of development system for teachers of the Slovak language is ensured by Article 9 of the Collaboration Program between the Ministry of National Education and Sport of the Republic of Poland and the Ministry of Education of the Republic of Slovakia for the period 2003-2006 of December 20,2002, (extended automatically for the future years).

b) for the benefit of the regional or minority languages, to facilitate or to support cross-border cooperation, in particular between regional or local authorities, on the territory of which the same language is used in identical or similar form.

Ad 129, 381, 466, 549, 650

Communes and other administrative units inhabited by persons using any minority languages run transborder cooperation with administrative units from countries, on the territory of which the same language is used in identical or similar form. The cooperation in the field of economy, culture and ecology is usually conducted in a minority language – as a language enabling direct communication between the parties concerned. One example of such a cooperation are communes inhabited by users of the Belorussian language from the south-east areas of the Podlaskie Province which run permanent cross-border cooperation with partners from the area of the Belarus Republic, both directly and within the euro-regions: Niemen and Białowieża Forest. Specific benefits for the Belorussian language are provided by youth exchange within the cross-border cooperation and cultural activities by art groups operating in the areas of the cooperating local government units.

CONCLUSION

The Polish Government has undertaken a number of activities to develop minority and regional languages, and to promote multilingualism. In the opinion of the government, the right of people speaking the above languages to learn them is a factor having crucial importance for preserving and developing the abovementioned languages. In connection with the above, actions with regard to education are priority. Actions aimed at interesting minority and regional language speakers in teaching of these languages include changes introduced in 2013 in the way of calculating parts of general educational subventions that promote teaching of these languages by means of an additional coefficient, calculated per each student for whom a minority or regional language is the language of lectures or second language of lectures, apart from Polish.

There were also prepared other education development strategies for the national minorities: Ukrainian and Belorussian, and the implementation of previously prepared strategies is gradually monitored.

In addition, in 2014, the Ministry of Administration and Digitalization prepared a campaign to promote the usage of the languages of the national and ethnic minorities and the regional languages, a part of which is a campaign addressed to the parents of the children from the national and ethnic minorities and communities that use a regional language, encouraging to use fully options to teach native languages or in those languages .

At the same time, due to the need to increase the presence of minority languages in the public space, a part of the said campaign is a campaign addressed to communes, counties, the representatives of province governors for national and ethnic minorities, as well as to minority organizations whose goal is to increase the number of people using minority and regional languages as auxiliary languages in contacts with offices, as well as to increase the number of additional names of towns, physiographic objects, and streets in minority and regional languages. The campaign will be also addressed to employers in order to improve their knowledge about the right to use the above mentioned languages in the economic and social sector.

In addition, an amendment of the Act on National and Ethnic Minorities and Regional Languages, providing reduction of thresholds, at which it is possible to introduce auxiliary languages and additional names of towns from 20% to 10 % of people belonging to national and ethnic minorities, will contribute to increasing the number of communes where the following languages will be allowed as an auxiliary language: Belorussian, Lithuanian, Kashubian, German, and making it possible to use the following languages as an auxiliary language: Lemko, Ukrainian, and to increasing the number of communes where it would be

possible to set additional names without the need of any consultations in the following languages: Belorussian, Lithuanian, Kashubian, and German, and to make it possible to set additional names without the need of any consultations in the following languages: Lemkos, and Ukrainian.

Poland still faces a number of actions that will facilitate it to the people who speak any minority and regional languages to use their language rights, for instance, in terms of their access to mass media in those languages, possibilities to teach in native languages at all educational stages, as well as to use the minority and regional languages in the economic and social sector.

ATTACHMENTS
TO THE 2nd REPORT PREPARED FOR THE SECRETARY-GENERAL OF
THE COUNCIL OF EUROPE ON THE IMPLEMENTATION BY THE
REPUBLIC OF POLAND OF THE PROVISIONS OF
THE EUROPEAN CHARTER OF REGIONAL OR MINORITY LANGUAGE

Appendix No. 1

Number of brochures and leaflets delivered to the individual groups of recipients in a campaign promoting the use of languages of national and ethnic minorities, and regional language

Measure	Language	Groups of recipients								Reserve	Total
		Local Government Units	High schools in Poland	Schools in which languages of national and ethnic minorities as and regional language are taught	Voivodeship boards of education	Teacher training institutions	Organizations of national and ethnic minorities	Employers' organizations	The plenipotentiaries of the voivodeship marshals for national and ethnic minorities		
I. Campaign to promote the European Charter for Regional or Minority Languages among the members of the local government	Polish	3950							1330	720	6000
II. Campaign to promote conducting classes on the languages of national and ethnic minorities and the regional language	Polish		4624		160	430			1700	586	7500
III. Developing a website to promote bilingualism, that would contain all the files in downloadable form	Polish										
IV. Campaign to encourage parents of children belonging to minorities to take advantage of the possibility of teaching of minority languages or in minority languages	Byelorussian	680		500	10	10	900		290	610	3000
	Czech	10		10	10	20	100		80	270	500
	Lithuanian	125		150	10	20	550		150	495	1500
	German	1915		6170	30	50	1960		760	2115	13000
	Armenian	60		40	60	50	300		185	305	1000
	Russian	90			40	50	450		240	130	1000
	Slovak	40		100	10	40	100		90	120	500

Measure	Language	Groups of recipients									Total
		Local Government Units	High schools in Poland	Schools in which languages of national and ethnic minorities as and regional language are taught	Voivodeship boards of education	Teacher training institutions	Organizations of national and ethnic minorities	Employers' organizations	The plenipotentiaries of the voivodeship marshals for national and ethnic minorities	Reserve	
	Ukrainian	920		1470	1560	180	550		410	410	5500
	Karaim	20			20	10	50		50	350	500
	Lemko	170		370	40	90	470		640	220	2000
	Romany	1230		10	160	430	1170		2370	630	6000
	Tatar	40			10	10	100		90	250	500
	Yiddish	190			20	20	310		285	175	1000
	Hebrew	190		70	20	20	210		285	205	1000
	Kashubian	700		4260	10	30	900		330	1770	8000
V. Campaign to promote the use of minority and regional languages as auxiliary languages in government offices and promoting additional names of places, physiographic and street names	Byelorussian	680					700		110	510	2000
	Lithuanian	135					350		80	435	1000
	German	1915					2010		450	625	5000
	Ukrainian	950					400		560	90	2000
	Lemko	180					470		265	85	1000
	Kashubian	700					525		230	545	2000
VI. Campaign to promote the use of minority and ethnic languages and regional language in economic and social life	Polish	4660						400	1300	640	7000

Specification of comments submitted to the *2nd Report for the Secretary General of the Council of Europe on implementing The European Charter for Regional or Minority Languages by the Republic of Poland* which have not been included in the primary text of the Report

II Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland was prepared by the Minister of Administration and Digitization in cooperation with other governmental administration bodies. The report was the subject of consultations with representatives of all the minority and regional language community organizations in Poland in the Common Commission of the Government and National and Ethnic Minorities. An attempt was made to include all of the submitted comments. However, parts of the comments could not be included, mainly because they are comments in nature. Below are presented comments to the Report which could not be included in the primary text of the document.

1. Representative of the Belorussian minority in the Common Commission of the Government and National and Ethnic Minorities Slawomir Iwaniuk.

A. 1. Comments

The sentence "... activity of the users themselves remains a problem ..." does not represent the reality and does not explain the process of assimilation "of the users" in the sphere of minority languages, hence after this phrase a clarification should be added: "This problem has historical causes, and the present situation is a result of discriminative policy of the communist authorities in the period after World War II. Reviving activity in national minorities is not easy, and requires support of the state" ; in the event of failure to include in the Report the above clarification of low activity "of the users" in using their own languages, the analyzed phrase should be deleted.

A. 2. Comments

Too general description concerning history and geography textbooks, showing the problem inadequately as compared to the bad situation in this respect, since there still is lack of such textbooks.

A. 3. Comments

The statement that "The development strategy for education of the Belorussian minority in Poland" has been prepared as a result of cooperation of local administration is untrue, "and local administration" should be deleted;

"The cooperation" with the Education Department of Podlasie, the schools headmasters, and the local administration is not true, since these institutions did not contribute to the text of "The development strategy for education of the Belorussian minority in Poland", these institutions should be deleted, or it should be pointed out that these institutions passively participated in the works on "The Strategy";

B. 3. The position of the Ministry of Administration and Digitization

All of the above entities have participated in works related to developing the Strategy, though it's true that expectations regarding the participation of the local government side, both on the part of the government, and of the minority, were greater.

A. 4. Comments

Add (*with regard to the Strategy*) that the Belorussian minority postulates establishing a Belorussian Culture and Education Centre in Białystok, financed from the state funds;

Since 1990's, the Belorussian minority requests for establishing the Belorussian Culture and Education Centre in Białystok which would be financed from the state funds (government and local administration funds), so far the state and local administration are refusing; the national minorities should be able to run at least one culture institution, which would act for the culture and language of a minority ;

In the last paragraph (*of the Report*), a declaration of the Polish authorities should be added concerning establishing a culture institution for each of the minorities, including the Belorussian Culture and Education Centre in Białystok.

B. 4. The position of the Ministry of Administration and Digitization

The postulate has not been entered into the text of the Strategy. The government administration is interested in establishing the Institutes for National and Ethnic Minorities and Regional Languages, which is proven by the above mentioned undertaken actions. However, until now, only the representatives of the Lemko minority organizations have decided to begin works to establish an Institute, the Ministry of Administration and Digitization has not received any project of the Belorussian Culture and Education Centre in Białystok.

2. Karaim minority representative in the Common Commission of the Government and National and Ethnic Minorities Mariola Abkowicz

A. Comments

The Tatar language and literature are studied at the Department of Asian Studies of the Adam Mickiewicz University at turkology, and at the Nicolas Copernicus University in Toruń, the University of Łódź and the Białystok University.

B. The position of the Ministry of Administration and Digitization

The Report informs that there is no possibility of studying the Tatar language as a study major at the universities - because a recommendation of the Committee of Experts for The European Charter for Regional or Minority Languages is expressly related to the study major.

3. The representatives of the Lemko minority in the Common Commission of the Government and National and Ethnic Minorities Mirosława Kopystiańska and Stefan Dudra.

Comments

We criticize operations of the public media in Poland. Their operations aimed at raising awareness of the general public about the national minorities and minority and regional languages are, in our opinion, not sufficient. The mentioned examples that partially serve their role (p. 28 of the draft Report) are not able to establish the awareness of the general public in the above mentioned subject. We are concerned with blaming particular minorities for the lack of specific actions (for instance, in the case of a minority language). We think the government side should demonstrate greater activity.

4. Union of German Socio-Cultural Associations in Poland.

A. 1. Comments

- Organizations of the german minority indicate insufficient promotional activities with regard to promoting awareness and tolerance towards the German language as a national minority language. For example, school events in areas inhabited by the German minority, having patriotic character during Polish national holidays do not consider the fact that the local student community is composed in substantial portion of children from the german minority . School events supporting German national identity are not organized or do not have the same rank as the events to support Polish national identity. This means that in spite of existing legal grounds, the situation in the schools differs from the recommended forms of activities that promote the awareness and tolerance towards the minority languages and the cultures they represent.

- The German minority organizations point out that there are no campaigns addressed to adults - apart from those initiated directly by the minority.
- The German minority organizations cannot refer to the mentioned campaign, because its content and form are unknown. At present, only the general assumptions of the campaign are known.

B. 1. The position of the Ministry of Administration and Digitization

The national holidays are for all the citizens, regardless of their nationalities, thus the thesis that they are "events to sustain the sense of Polish nationality" is wrong. Assigning suitable importance to holidays important from the point of view of the German minority should be a job of the schools, parents, and local communities. At schools where all the children learn German as their mother tongue, and there are many of them, it should not be a problem. It is good to take advantage of experiences of other minorities. In addition, it should be emphasized that the campaign to promote the use of minority and regional languages being prepared by the Ministry of Administration and Digitalization is addressed mostly to adults. The discussed campaign is the answer to a comment in tiret 2.

A. 2. Comments

Regarding teaching of the German language within the public education system:

- Among the aforementioned facilities, in most of these institutions, teaching of the German language is conducted in the form of additional classes. The German minority organizations indicate the fact that the schools do not teach in German.
- The German minority organizations indicate the fact that the schools do not teach in German.
- Promoting teaching in German as a minority language is hindered by unfavourable administrative adjudications and negative atmosphere in media around events such as in Elementary School no. 13 in Koźle Rogi where, because four parents failed to fill their applications for teaching of the German language as a minority language, the organization of the classes in this language was unjustifiably questioned. The position of state administration authorities and processing such matters like in Koźle Rogi is not beneficial for education of minorities.
- The German minority organizations point out the lack of provisions that would ensure funding for educational investments of associations with funds allocated for minority language teaching, since they end up in full in the budget of local government units. The funds for teaching minority languages are only made available after creating a facility as a part of a general educational subvention, thus they are not available at the

investment stage, which effectively inhibits creating new facilities, especially schools of associations.

- The number of high schools teaching the German language as a national minority language is disturbingly low, and results from unfavourable regulations on subjects selection by the students learning German as a minority language. Those students – as opposed to other students - are obliged to pass one additional examination in their national minority language, and cannot pass German as a modern foreign language at the maturity exam. In addition, the results of the maturity exam in their national minority language may be, but usually are not taken into account in the recruitment process at universities.

A. 3. Comments

Regarding textbooks:

The German minority organizations point out the lack of textbooks to study German as a minority language at all educational stages, and the lack of textbooks to study own history and culture.

The development of education in German as a minority language is hindered, among others, by lacking textbooks to study subjects being taught in this language.

In addition, for years the Ministry of National Education has the attitude according to which the German minority is the only minority, for which the Ministry does not provide a 100% support for new textbooks. Unlike in the case of the Ukrainian, Belorussian or Lithuanian minority. It is because MEN believes that due to a large number of students learning German as a minority language, this textbook should be published on commercial terms. Such a standing of MEN is considered a kind of discrimination, which the German minority has expressed many times.

A. 4. Comments

Regarding the document: Deepening and Updating the Education Development Strategy for the German Minority in Poland:

The German minority organizations believe that the document *Deepening and updating the education development strategy for the German minority in Poland* in its present form is only a working version. Although representatives of the German minority have signalled many times the need of further works over the content of this document, the Ministry of Administration and Digitalization unilaterally considers the document as completed and states that the implementation of the provisions of this document should proceed under monitoring of the *Development Strategy for the German Minority in Poland*.

B. 4. The position of the Ministry of Administration and Digitization

A document entitled *Deepening and Updating the Education Development Strategy for the German Minority in Poland* was prepared in the course of works conducted in the years 2012 – 2013 by a working group, and monitoring of the implementation of the provisions of this document should take place as part of meetings monitoring the implementation of *the Strategy*. In addition, according to the Ministry of Administration and Digitization, proposals included in *Deepening and Updating the Education Development Strategy for the German Minority in Poland* give a chance for solution of many problems reported by the German minority.

A. 5. Comments

The Report presents "initiatives to support teachers in getting knowledge and competences necessary for the job concerned, e.g. national and regional conferences entitled *Multilingual and Multicultural Children*, the purpose of which was to popularize issues of multilingualism and multiculturalism in the education system, exchange school experiences, and prepare recommendations for teachers."

The *Multilingual and Multicultural Children* conference was organized for instance in the Opole Provincial Office, in the province having the largest German minority. However, the subject of the conference was related to the Romani Children only and did not address any German minority issues.

A. 6. Comments

Regarding training for teachers:

In spite of education of teachers in teaching the German language as a foreign language, no education for the teachers in teaching subjects such as mathematics, physics, biology, chemistry, and others in German is provided. Also, attempts to launch a department of minority ethno - philology at the Opole University have not been successful.

A. 7. Comments

Regarding the bodies responsible for monitoring introduction or development of teaching of regional or minority languages, as well as for preparing periodical reports

In the opinion of the German minority, the team preparing the development strategy for German minority education, due to its makeup, its way of meetings and its meeting frequency, is not a body which can effectively monitor undertaken measures and the progress on a current basis.

A. 8. Comments

With regard to establishing at least one radio station and one TV channel in regional or minority languages:

- Shows for the German minority broadcasted by public broadcasters are financed mostly with subsidies of the Ministry of Administration and Digitalization of the Republic of Poland, the Foreign Relations Institute (IFA Stuttgart), and own funds earned by the Pro Futura producing team, although broadcasting of these programs takes place within the mission of the public media. A considerable part of the funds available in the public media for projects related to minority shows is not spent for those shows.
- The German minority organizations have applied for a channel to broadcast radio shows in German. The frequency and transmitter range offered differ from those stated in the applications and do not cover areas inhabited by the German minority.
- Since 2013, time for radio shows intended for the German minority is being shortened.

B. 8. The position of the Ministry of Administration and Digitization.

The Ministry of Administration and Digitalization does not fund shows broadcasted by the public mass media.

A. 9. Comments

Regarding setting additional names in German:

The German minority organizations indicate, however, the fact that there are legal possibilities to block initiatives in this respect. Attempts to introduce bilingual name tables in communes Ozimek, Strzelce Opolskie, and Krapkowice have been blocked by the relevant Commune Councils. In Strzelce Opolskie and Krapkowice, it consisted in stopping social consultations, and in Ozimek in not undertaking a procedure to introduce additional names in German despite a positive result of the social consultations.

A. 10. Comments

Regarding creating Institutions for the Culture of National and Ethnic Minorities and Regional Languages:

Creating any Institutions for the Culture of National and Ethnic Minorities and Regional Languages is limited by the way of funding which, according to information provided by a representative of the Ministry of Culture and National Heritage on a meeting of KWMNiE in September 2013, assumes that such investments are financed from the funds of the Ministry of Culture and National Heritage in 50%. The remaining 50% of the investment costs must be covered by national minority organizations.

B. 10. The position of the Ministry of Administration and Digitization

The position of the Ministry of Administration and Digitization on appointing any Institutions for the Culture of National and Ethnic Minorities and Regional Languages is presented in item related to comments of representative of the Ukrainian minority in the

Common Commission of the Government and National and Ethnic Minorities, Piotr Tyma. It should be noted that in the model developed by the working group, own contribution is not required.

A. 11. Comments

Regarding promoting the use of the minority and regional languages:

The Report repeatedly mentions the campaign to promote the use of minority and regional languages, prepared by the Ministry of Administration and Digitalization.

The german minority organizations cannot refer to the mentioned campaign, because its content and form are unknown. At present, only the general assumptions of the campaign are known.

B. 11. The position of the Ministry of Administration and Digitization

At the stage of consulting the Report, the campaign prepared by the Ministry of Administration and Digitalization was not being implemented.

A. 12. Comments

Regarding the replacement of information tables containing additional town names in German at the railway stations in Chrzęstowice, Suchy Bór, and Dębska Kuźnia:

Information tables with the town names in German at the mentioned stations were dismantled during repairs of the stations, and the decision on their re-installation has been made only after intervention of the Socio-Cultural Association of Germans in Opole Silesia, among others, through the Ministry of Administration and Digitalization. Today however, it should be stated that these names have not been restored yet.

5. Ukrainian minority representative in the Common Commission of the Government and National and Ethnic Minorities, Piotr Tyma.

A. 1. Comments

One entry in the Report (page 96) clearly suggests that cultural minority institutions have not been created due to obstruction of national and ethnic minorities. In reality, the Report should contain an information that the governmental side, facing rejection of the proposed project by most of the organizations (which is mentioned), did not undertake for several years any real actions (and does not undertake) which would result in breaking the deadlock. What caused the failure of the project was the actions taken towards establishing the Lemko Institute (when from the moment of its announcement, the project was causing negative reactions also in the Lemko community), and failure to find solutions other than those proposed on the part of the government. Because of the aforementioned reasons, in my opinion, at least few minority culture institutions have never been established. Information that the project wasn't accepted by the minorities because of little impact of the minorities on

the institutions being created is also questionable. In my opinion, the failure of the project was jointly caused by provisions on appointing heads of the institutions supported by the government party, and by the lack of precise information on funding from the state budget for the new entities. The mode of creating minority culture institutions is an example of insufficient dialogue and will of cooperation with minority communities, simulated actions prevailing over creative searching for solutions which would allow to implement the postulate of a minority, often defined by leaders of the aforementioned communities as the priority. Bringing such a major issue, requiring commitment and knowledge from several fields (in the event of a large diversity within particular communities) down to works of a workgroup consisting of 10 minority representatives (with different degree of preparation, available knowledge on functioning of a culture institution, and ability to obtain expert support), and 2 representatives of the government administration, indicates low priority of the task undertaken. The importance of the workgroup, unresponded comments of the minority side, rise a suspicion that there is no will or real commitment on the part of the government in developing a model (structure, tasks, funding) for the minority culture institutions which would correspond to the needs of the minorities.

B. 1. The position of the Ministry of Administration and Digitization

The government administration has undertaken actions to appoint National and Ethnic Minority Institutes two times. The first project was prepared by a working group established in 2010 of the Common Commission of the Government and national and ethnic minorities that included ten minority representatives (including the President of Ukrainians in Poland), and was submitted to the Common Commission on April 20 2011. The second project was submitted to the Commission at its XXXIX meeting on September 18 2013, Only the representatives of the Lemko minority organizations have decided to begin works to establish their Institute, on the basis of the project developed by the working group, and because of disagreement in the Lemko community minority, these actions were not successful. Association of Ukrainians in Poland has not submitted any competitive projects of establishing Institutes for National and Ethnic Minorities and Regional Languages, not during the works of the workgroup, nor after their completion. The statement that "The mode of works on establishing minority culture institutions is an example of lacking dialogue and will of cooperation with the minority communities" is not true, in the opinion of the Ministry of Administration and Digitization, the actions undertaken to prepare two institute establishing projects, as well as meetings and talks carried out with the Lemko minority community, are a proof of dialogue and will of the government administration to satisfy the needs of the minority communities.

A. 2. Comments

Similar concerns with regard to the results of the works and to those "responsible" for the fiasco are also raised by reducing the issue of publishing textbooks for minorities solely to the competences of the workgroup. Getting rid (by the governmental side) of the responsibility for finding solutions other than charging the organizations with new tasks (without considering limitations, priorities of a minority organization) may contribute to a similar result as in the case of the culture institutions.

B. 2. The position of the Ministry of Administration and Digitization

Regarding textbooks, it should be pointed out that working group for textbooks for national and ethnic minorities and regional languages was established on the basis of a decision of the Common Commission of the Government and National and Ethnic Minorities (consisting of all the communities using minority and regional languages), taken at XLIV meeting on May 28 2014. Thus it seems that concluding the works of this group at this stage is premature. The main task of the group is to create a publication schedule for lacking textbooks for minority and regional languages, and to specify the publication method and to set entities involved in this process. The statement that an attempt to solve the problem of the lacking textbooks for the minority and regional languages is "charging the organizations with new tasks", and the composition of the workgroup constituted by representatives of the government administration, and representatives of minorities for which teaching of their mother tongue is provided is a proof of dialogue and cooperation of the government administration with the interested communities to ensure better offer of textbooks for teaching the above mentioned languages, is not true.

A. 3. Comments

Another remark refers to criteria used to describe the situation in a given community. For example, on page 81 with regard to Article 12 *Cultural Activities and Cultural Facilities*, in the case of the Belarussian language, the following examples are given supported by MAiC of tasks: "cykl koncertów zespołów prezentujących repertuar w języku białoruskim", "wieczór kolęd". In the case of the Ukrainian language, the following are specified: UMP, publishing books. Activities similar as in the case of the Belarussian language (reviews of dramatic groups, concerts) are not mentioned.

B. 3. The position of the Ministry of Administration and Digitization

Regarding the projects mentioned in the item concerning the implementation of provisions of Article 11 12 of the Charter *Cultural Activities and Cultural Facilities* by Poland, it should be emphasized that the Report only presents examples of the projects financed in the years 2011-2014 from the budget of the Ministry of Administration and

Digitization, which is addressed within the above document, and not all the projects implemented by a given community.

6. Ukrainian minority representative in the Common Commission of the Government and National and Ethnic Minorities Grzegorz Kuprianowicz.

A. 1. Comments

The 2nd Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland is an extremely important document showing the language policy of the Polish state in the context of The European Charter for Regional or Minority Languages. The tone of the document, whose job is first of all to indicate these areas where the Republic of Poland is effectively implementing provisions of the Charter, is understandable. It seems however, that it will be very favourable for the situation of the minority and regional languages, and for better application of the Charter to indicate these fragments of *the II Report* where it would be beneficial to present the current situation in the implementation of the provisions of the Charter in Poland more precisely or more completely.

The conclusion included in the first sentences of *the II Report* that, according to the authorities of the Republic of Poland, "The European Charter for Regional or Minority Languages is an excellent instrument to protect the languages" is very welcomed (p. 3). However, an earlier statement that "Poland tries to create the best in this regard [application of the provisions of the Charter by people speaking minority languages – a comment of GK] (both legal and practical) conditions, and to encourage to fully use valid regulations and to use created possibilities, **actions of the users themselves** and finding methods to encourage them to use the minority languages daily in various aspects of public life remain a problem" raises serious questions (p. 3). It would mean that the Polish state has created all possible conditions for application of the provisions of the Charter and the only problem is lack of interest in their application on the part of the users of the minority languages. This view is untrue and unconfirmed by facts. Communities that use minority and regional languages undertake many activities for functioning and developing their languages, not always encountering understanding of representatives of the public authorities. It seems that such phrases as: "**actions of the users themselves remain a problem** ", are in a document of this kind inappropriate and unacceptable, even taking into account understandable drive to show one's country in a favorable light.

In my further remarks, I will address particular parts of the *2nd Report*, providing my comment.

A. 2. Comments

Part I

Section 1

It is understandable that governmental institutions use the official results of the newest census. It seems however that it would be appropriate to point out that during the preparations for the 2011 General Census of the Population and Households, in its course and after its conclusion, numerous doubts were raised about the adopted methodology, in particular about the method of joining the results of the census carried out directly on a representative sample (covering only ca. 20% of the population) with the Internet census. During the preparation of the census, representatives of the institution running the census (the National Statistical Office) e.g. repeatedly emphasized that the Internet census is the instrument which enables the minorities to express their identity, after the census it turned out that the results of the internet census, unless applicable to people included in the representative sample, have only auxiliary, supplementary nature. These doubts concerning the census seem to be important when assessing calculated by GUS, as a result of processing the census results, data concerning the number of the users of particular languages.

In the *2nd Report...* (p. 6) it was emphasized that during the census, "apart from the question about the language used daily at home in contacts with their relatives, the respondents were also asked a question about their native language, namely the language they have learned as the first in their early childhood, e.g. from their mother". It is worth to notice that this question was not posted in all the questionnaires. The question about their native language was a question answered only by a part of the respondents of the census (included in the representative sample), rather than all the people taking part in the census. It seems significant that the number of people who use a minority or a regional language at home was calculated by the National Statistical Office according to different methodology than the number of people reporting a minority or regional language as their native language. This results for instance in incomparability of these data. One example is a paradox which results in comparing data quoted in the *2nd Report...* concerning the language used at home, and the mother language, regarding Ukrainian and Belorussian. In both cases, according to these data, the number of people who use these languages currently at home is significantly greater than the number of people for whom they are the first languages learned in their childhood (namely – according to the GUS definition – their native languages). It would mean that the use of these languages grows, since people that didn't know them in their childhood begin to use them on such a scale. This is contradicting the actual situation, since the scope of use of these languages, after all, is systematically reducing.

In the light of the above, it appears that in the 2nd Report, instead of using towards the results of the 2011 census calculated by GUS expressions like: "amounts to", "constitutes", "equals" (p. 6) towards the results of the 2011 census calculated by GUS, it would be more appropriate to use conditional forms, e.g. "according to GUS calculations on the basis of the 2011 census, it amounts to", "according to GUS, it equals" etc. This will certainly better correspond to the reality. It is because e.g. the sentence that "305.926 people living on the territory of the Republic of Poland declare using at home minority languages or regional languages" is not true (p. 6). The stated number of people did not declare that they "use any minority or regional languages at home". It is the number of people calculated by GUS on the basis of partial data obtained from the 2011 census. By analogy, the statement that the number of the representatives of 13 national and ethnic minorities amounts in Poland to exactly 286.192 people is not true (p. 6), these are also data calculated on the basis of the partial data obtained by various methodologies from 2011. All these reservations apply also to the table on p. 7 where "The number of people using any minority and regional language at home" is presented (p. 6), From the heading of the field in this table that states: "Declared use of minority and regional languages at home" it seems that the exact number of people given in the subsequent fields declare using corresponding languages, in reality these are also necessarily approximate GUS calculations.

Except for the issue of evaluation of the 2011 General Census of the Population and Households and its credibility, it is also worth pointing out that each common census is burdened with an error resulting both from objective, and from subjective factors. In addition, no census would represent the actual situation, if it is not reflected in declarations of people participating in the census, or the applied methodology does not include it. As for rare minority and regional languages, this factor is extremely significant for historical and emotional reasons. There are entire areas in Poland where these languages do function, and it is not reflected in the GUS data. Hence, the 2011 census regarding both the applied methodology, and objective factors, could not represent the actual language mosaics of the Polish society. Certainly, it is understandable to use data of the census, at least because they are the only available, however it seems appropriate to point out that these data are calculated on the basis of the census, and not the actual state.

A. 3. Comments

Section 2

Q 1

The *2nd Report...* (p. 8-9) presents theoretical assumptions related to including minority languages in curricula. In practice, these matters are dealt with quite marginally in

the conditions of a school, which has resulted in little knowledge on the minorities in general, and especially on the minority and regional languages. In the future, apart from describing the formal-legal situation, it is worth presenting the results of research which would reflect the effectiveness of such education and the presence of these problems in the curricula. The *2nd Report...* includes a very significant statement that "the teacher decides on how to implement the teaching contents (...)" (p. 8-9). Unfortunately, sometimes they decide that those are not important.

A. 4. Comments

Q 2

Definitely true is the statement that begins fragment of the *2nd Report* concerning the availability of education in minority and regional languages saying that "Educational regulations in Poland make it possible for the minority and regional languages speakers to keep their language and cultural identity" (p. 9). It should be however taken into account that the legal regulations are an insufficient (though necessary) factor for the possibilities "of keeping their language and cultural identity" to be fully used in practice.

It is true that "financial funds are transferred from the state budget for supporting the minority and regional languages" (p. 9). On the other hand, it is worth pointing out that in the case of additional funds transferred as a part of a general educational subvention for teaching minority and regional languages, these are not funds which are used directly in whole to support the minority and regional languages, but funds being at the disposal of local governments, which can dispose them freely (more on this topic hereinafter). This also applies to a recently introduced coefficient, a very needed one, the so-called P12 coefficient, which is also mentioned in this section of the *2nd Report*

Saying that "the Polish Government has undertaken additional actions to increase the interest in the educational offer of users of the minority and regional languages" is a very promising declaration (p. 10). However, it appears that there is still much to do in this matter. The relation between modifying principles of calculating parts of general educational subventions transferred to local governments (including introduction of the new P12 coefficient) and increasing interest in the educational offer of the minority language users does not seem to be completely direct. It is more like it was an action to encourage the local governments to expand the educational offer and to implement the educational rights of the minority and regional languages users more comprehensively. It is also worth pointing out that the change in the way of calculating educational subvention (introduction of P11 coefficient), though justified, is in some situations financially unfavorable to local governments that teach minority and regional languages. As for direct promotion of teaching minority and regional

languages, more detailed actions by the public authorities should be expected. So far, the state authorities are focused on creating legal and financial conditions for teaching of the minority and regional languages (which is obviously crucial), while the issue of promotion, namely of active encouraging to use these rights and opportunities, is not conducted so far by the state authorities on a greater scale. It's good that a change will take place here.

The initiatives indicated in the Report aiming to increase the number of children learning minority languages (p. 10-11) are elementary. The pool of funds for minority cultures in the state budget is fixed and new projects have small chances, including those related to education promotion, and if they obtain such support, it will be at the expense of other cultural projects. In addition, these are one-time projects, and not system operations. There is a need for system operations in this area that will take into account distinctness of the situations of particular languages, depending at least on whether their speakers live in clusters, or are dispersed or depending on the social status and perception of a given language.

B. 4. The position of the Ministry of Administration and Digitization

The Report presents numerous operations of the government administration aiming to promote the educational offer of users of minority and regional languages. In addition, it should be noted that the state budget is set each year, and any funds entered in the budget act for projects to protect the cultural identity of the national and ethnic minorities and for preserving and developing the regional languages are not a constant value (the amount of the abovementioned funds systematically increases in the last years). All submitted applications for the above mentioned projects are examined following the same procedure (regardless of whether these are projects implemented for many years or new projects).

A. 5. Comments

Q 3

Issues related to textbooks are presented very extensively in the *2nd Report...*, however it lacks a key information that in connection with new curriculum, in the case of some minority languages there are too few textbooks to study these languages at different education stages. This is a very serious problem faced currently by teachers and students learning these languages.

The *2nd Report...* includes a statement that "In these classes, which are not covered with the new core curriculum, textbooks approved for use in teaching according to the previous curriculum apply" (p. 12). However, the problem exists also in this case, since the circulation of these textbooks is often already exhausted and they are not available in distribution.

The purpose of placing in the *2nd Report*... almost full-page fragment concerning electronic textbooks is not very clear (p. 12-13). For the time being, this issue does not apply to teaching any minority and regional languages. The only reference to any minority languages is the following sentence: "Thanks to making the ebooks available on the terms of full openness, everyone will be able to modify them freely, including e.g. translating them into minority languages" (p. 13). The intention of this observation and related expectations are not completely clear. In the event when teaching of a given subject will not be conducted in a minority language, there will be a need to ensure on the part of the state professional translation of a corresponding textbook for the given minority.

A separate part of this fragment of the *2nd Report* is devoted to training the teachers. Unfortunately, problems related to the functioning of the teachers' development system have not been indicated here, which have been repeatedly reported by minority representatives. A serious problem is the fact that some minority language teachers are not covered by permanent methodical supervision. The issue of the teachers' development system has been transferred to local provincial and district governments which approach this matter in various ways. There is no system solution for this issue, this applies particularly to languages whose speakers are dispersed. Initiatives supplementing the teachers' development system mentioned in this section of the *2nd Report* are certainly valuable, however it does not change the fact that there is no efficient system that would ensure appropriate methodical support to all the teachers. Initiatives of non-governmental organizations should not replace the system solutions. (More information on this topic in further part of these comments)

B. 5. The position of the Ministry of Administration and Digitization

The Report indicated numeric data concerning published textbooks according to the new curriculum, with regard to particular minority and regional languages.

A. 6. Comments

Q 4

Extremely significant is the issue of improving the offer of shows broadcasted in the minority languages in the mass media, which is pointed out by the Committee of Ministers. Actions taken in the past years by the National Broadcasting Council in order to improve the situation of the minority and regional languages in the public media are extremely important and valuable. It seems however that the cooperation of the National Broadcasting Council with representatives of the users of minority and regional languages has slightly decreased recently. Unfortunately no body has been created, at the NBC specialized in the minority and regional languages in the public media, its creation has been planned.

At this point of the *2nd Report*, important information are missing about problems faced by the shows in the minority languages. It may happen that shows in the minority languages have unstable situation, often their emission time, duration, broadcasting period all depend on decisions of the authorities of a media outlet and are not a result of substantive analysis. Interruptions in their emissions, unexpected changes of emission hours or setting them in irrational manner do happen, hindering the use of this offer of the public media by the language speakers. No model could be developed for permanent monitoring of how the public mass media serve their public mission regarding the programmes in the minority languages. "The new mechanism of planning and controlling the public mission" mentioned in the *2nd Report*... certainly creates better conditions than the previous system, however there is no mechanism of permanent participation of the minority and regional language users in determining the needs with regard to the minority and regional languages in the mass media. These needs are often defined by the broadcasters themselves who, on this basis, prepare their annual financial- program plans with regard to the implementation of their public mission. Here, minority language speakers often serve the role of askers. It is worth noting that Telewizja Polska S.A. has refused to establish a relevant group, in which minority representatives would participate, stating that there is no such need.

B. 6. The position of the Ministry of Administration and Digitization

The interests of the users of minority and regional languages are represented in the programme boards. It is worth reminding that the draft of the Act on amending the Act on National and Ethnic Minorities and Regional Languages and other acts provides changes in the Act of December, 29, 1992, on radio and television (Journal of Laws of 2011 No. 43, item 226, with later amendments), consisting in the National Broadcasting Council being required to include candidates presented by national and ethnic minority organizations and communities that use a regional language when appointing programme boards. In addition, in association with difficulties related to ensuring participation of representatives of all of the minority and regional languages in the programme boards, the designed change grants at the same time the right to nominate candidates for the boards listed above to the Common Commission of the Government and National and Ethnic Minorities.

A. 7. Comments

Q 5

Involvement of the Ministry of Administration and Digitization mentioned in the *2nd Report*... in operations aimed at reducing thresholds, at which it is possible to introduce auxiliary languages and additional names of towns from 20% to 10 % of people belonging to national and ethnic minorities living in a territorial division unit, as well as to extend the

possibility of introducing auxiliary languages to counties, should be appreciated. However, it is worth pointing out that the draft of this amendment is on a very initial legislative stage (information about its formal contribution to the Sejm is not even on the website of the Parliament).

It also seems that in the situation of the amendment draft at a very initial proceeding stage, it is unjustified to use expressions: "it will be allowed to use", "a consequence of the change introduced will be"(p. 15) etc.. The following forms seem to be more appropriate: "it could be used", "it would be a consequence of the change introduced" etc., possibly with adding "in the case this amendment is accepted". There is still a lot to do to introduce the proposed changes and their final shape is not known.

A. 8. Comments

Q 6

The *2nd Report...* states that "the Ministry of Administration and Digitalization runs permanent consultations with the communities of the users of regional and minority languages within the Common Commission of the Government and National and Ethnic Minorities (KWRIMNIE) to improve the implementation of the Charter's' provisions (p. 16). It seems that the phrase "the governmental side" or "the Polish government" would be more appropriate, since KWRiMNiE is an advisory body of the Prime Minister and within its makeup the governmental side is represented by representatives of various ministries. It also seems that it would be good if the mentioned "permanent consultations" in this respect are not only limited to the Common Commission of the Government and National and Ethnic Minorities.

An extremely important for the users of the minority languages was preparing governmental education development strategies with the participation of their representatives. It seems that these strategies are insufficient to inspire public institutions responsible for the language policy to take actions. Also, they require monitoring which e.g. in the case of *the Education Development Strategy for the Ukrainian Minority in Poland* adopted in 2011 has not been undertaken yet. (More information on this topic further *in the Comments...*).

B. 8. The position of the Ministry of Administration and Digitization.

The Common Commission of the Government and National and Ethnic Minorities is not the only forum of cooperation of the government administration with the communities using the minority and regional languages. The education development strategies are gradually prepared in cooperation of the government administration, local governments, representatives of educational institutions and minority language users.

A. 9. Comments

Chapter 3

Ad 25

The *2nd Report...* contains a very optimistic evaluation of the activities of government administration bodies with regard to maintaining and developing the minority and regional languages (p. 18). However, actions of some government administration bodies, at the central or regional level, involve situations which in the opinion of minority language users differ from what can be described as "an approach characterized by openness and full flexibility within the boundaries of the binding law" (p. 18).

Ad 27

This fragment of the *2nd Report* addresses a recommendation of the Committee of Experts encouraging "the Polish authorities to complete the results of the population census from 2011 by collecting, in cooperation with the speakers, data concerning the number of users using the regional or minority languages, and their geographic distribution". It seems that the answer on p. 18-20 of the *2nd Report* does not correspond to the intention of the recommendations of the Committee of Experts, and data stated here only indirectly relate to the heart of the matter. Thus it seems that in this case the recommendation of the Committee of Experts has not been implemented.

A recommendation of the Committee of Experts no. 27 appears to be very important and necessary to implement. As it was mentioned above, each census is burdened with an error resulting both from objective, and subjective factors. In the case of the census from 2011, many controversies have arisen regarding for instance the methodology and the way of conducting the census. In fact, GUS itself has emphasized that the results of the 2011 census they achieved are true for large areas, whereas in the case of small territorial units they are burdened with a significant error. Therefore, it is advised to undertake other activities to obtain reliable information about the number of users using the regional or minority languages, and their geographic distribution, something minority representatives have repeatedly suggested.

It is also worth noting that on the territory of the Republic of Poland, there are areas with speakers of languages protected under the Charter who for various reasons (historical, social, social atmosphere) do not perceive their languages as a value, or even cannot specify what language they speak. Out of necessity, the results of the census could not represent these users. However, in accordance with the spirit of the Charter, the state should take actions aimed at promoting the use of these languages also by these people.

There are instruments that enable us to enforce the above recommendation of the Committee of Experts. Certainly this will require actions different than those so far undertaken by the government administration. With help of the scientific community and minority and regional languages users, it is possible to collect more detailed information concerning the number of the regional or minority languages speakers and their distribution on the territory of the country.

A. 10. Comments

Part II

Article 7

c)

Ad 32

Of course, true is the recommendation of the Committee of Experts that "more active attitude of the central authorities is necessary to ensure that Poland complies with its obligations resulting from the Charter. In particular, adopting a language policy and corresponding specified legislation or measures in certain areas (education, administration, media, etc.) as well as establishing bodies having rights in this area will promote effective implementation of the Charter's provisions in Poland". The only good news is that those recommendations have become an impulse for the Ministry of Administration and Digitalization (MAiC) to prepare a campaign promoting the usage of the languages of the national and ethnic minorities and the regional languages. Of course, at this stage it is difficult to assess whether future actions under the information campaign, described in the Report, meet the recommendations of the Committee of Experts.

However, from the description included there it seems they will meet them only partially. Response included in the *2nd Report...* does not address e.g. the recommendation that states "establishing bodies with rights in this area will promote effective implementation of the Charter's provisions in Poland". Such an authority dealing only with the issues resulting from the Charter is very needed in Poland. Ceding of this on the existing bodies will not ensure appropriate implementation of the Charter in Poland. A formulation contained in the recommendations stating that it is necessary to "adopt a language policy" is also a suggestion for the future.

Q 33

The request of the Experts Committee to "deliver detailed information in the next periodical report regarding the amount intended for support for each regional or minority language, apart from the one intended for the sector of culture" in the present legal system (because of specific manner of education fundig by a part of a general education subvention)

is impossible to be complied with without implementing exact monitoring of how additional funds transferred to local administrations as a part of a general educational subvention are used in connection with teaching of the minority and regional languages.

For this reason, it is improper to place it the table titled "Funding for teaching of national and ethnic minority and regional languages from the budget of the Ministry of Education in the period 2011-2013..." (p. 23) additional funds transferred to the local administrations calculated as a part of a general educational subvention in connection with teaching of the minority and regional languages. Those funds are at full disposal of the local councils who can freely decide about their allocation. Hence, not always they will be spend for financing the minority and regional languages, maybe even not for educational purposes. Therefore, it is unjustified to place them In the table mentioned above. Without a monitoring or reporting system it will be impossible to specify what part of these funds is actually spend for financing the minority and regional languages.

Representatives of minority and regional language speakers have repeatedly pointed out this paradox that funds transferred from the state budget for teaching of the minority and regional languages are huge and, according to the law, do not have to be disbursed for teaching of the minority and regional languages and their spending is not subjected to strict monitoring. At the same time, as proven by the example of the *2nd Report*, the government administration allocates these funds in the statements of the funds disbursed from the state budget for teaching of the minority and regional languages where the amount of these funds may be impressive, though nobody knows what part proportion is disbursed for this purpose.

f)

Q 36

It seems that the view presented in the *2nd Report...* with regard to textbooks for minority languages does not reflect the complexity of the situation in full. as it was mentioned before, (Part I Q 3), in the case of some minority languages, presently there is lack of most textbooks to study these languages at different education stages.

Actions to find a way to publish the minority language textbooks, initiated this year by the Common Commission of the Government and National and Ethnic Minorities, may bring effects in a long-term perspective. At that time, there was no efficient mechanism to publish lacking textbooks that would correspond to the actual capability . It seems that the government has abandoned this issue, since no actions have been taken in advance in due time to provide the minority language textbooks.

Q 37

The announcement of regular monitoring of how *the Ukrainian Education Development Strategy* is implemented sounds promising (p. 26). It seems however that postponing of this issue was unjustified, and over 3 years that elapsed since this strategy was adopted is enough to undertake monitoring of its implementation. It seems that this kind of strategies should be monitored on the current basis by specifically created bodies, e.g. those recommended by the Committee of Experts in item 491.

A. 11. Comments

g)

Ad 38

Information included in the *2nd Report...* on "facilities enabling adults not speaking a regional or minority language to learn it" relates to four languages only. It seems that there is no system-based solution to the problem raised in this instruction of the Committee of Experts. For normal functioning of the minority and regional languages in the social space, it is necessary to develop system-based capabilities to learn them for people unacquainted with these languages and living where they are in use. Such capabilities should cover both people for whom a minority or regional language is their native language but for various reasons they could not learn it, and for people for whom it is simply a foreign language but they want to learn it.

B.11. The position of the Ministry of Administration and Digitization

The options to learn the minority and regional languages for people not speaking these languages presented in the Report relate to all the above mentioned languages, while the Report presents examples of how such projects are implemented with regard to selected languages.

A. 12. Comments

Chapter 3.

Ad 43 and 44

Informing about the minority and regional languages and their cultures in mass media, and in the educational mainstream is an extremely significant issue for their functioning in the society. The actions in this respect, referred to in this section of the *2nd Report*, do not fully correspond to the recommendations of the Committee of Experts.

It is worth noting that very useful initiatives undertaken in the past in the public media are not necessarily continued, they are not replaced by new ones.

A. 13. Comments

Part III

Ad 47, 130, 216, 300, 382, 468

It is very important to encourage the Polish authorities by the Experts Committee to "actively promote education of the regional or minority languages among parents and students". It seems that the actions presented in the *2nd Report...* are insufficient in this respect. It is worth noting that some actions are taken not only at the central level, however no thought-out strategy can be seen here. Without coordinated activities of the government administration in cooperation with local governments, it will be difficult to change the present situation.

Most of the text devoted to this issue in the *2nd Report...* applies to information on introducing the so-called new P12 coefficient. It is worth pointing out that this very necessary operation of the Ministry of National Education may only indirectly (through the attitude of local governments and schools) affect promoting "education of the regional or minority languages among parents and students". Especially that – as it was already said – additional funds calculated as a part of a general educational subvention in connection with teaching of the minority and regional languages are not expended directly for teaching of the these languages, but are at the disposal of the local councils.

Information on the web pages of education departments (as mentioned in the *2nd Report...* with regard to the Education Department in Gdańsk) are very important for promoting the minority and regional languages among parents and students. It is worth adding that such information (though addressed to the directors of educational institutions and local governments rather than parents and students) are on the MAiC website, and the websites of other departments e.g. in Białystok or Opole. Unfortunately, there are school-boards that do not provide such information on their websites. Also, they are not uploaded in any systematic manner on the website of the Ministry of National Education. It would be good if user-friendly information about capabilities and terms of teaching the minority languages is uploaded on websites of MEN, all the education departments, local governments, and schools. The promotional campaign prepared by MAiC, directed also to parents and children – the first in history, is encouraging. It's a shame that during its preparation, it was not consulted to a greater extent with minority communities. It will be possible to assess the effectiveness of this campaign after its implementation.

Q 48, 131, 217, 301, 383, 469

The *2nd Report...* properly states that: "the Polish education subvention system makes local governments materially interested in having facilities in their area where minority and regional languages are taught, therefore this is the best way to promote these languages". However, it is worth noting that the local governments not necessarily are interested in allocating the funds obtained from the state budget for teaching any minority languages (or a

regional language) right for teaching the minority languages (or the regional language) when in accordance with the law they may transfer them for other purposes. It seems that it is worth considering whether the recommendations of the Committee of Experts which "encourage the Polish authorities to improve the subsidy system for the system of teaching the regional or minority languages to ensure continued education" should encourage to modify the existing system.

The *2nd Report...*, addressing a recommendation by the Committee of Experts which "encourages the Polish authorities to monitor regularly how the local authorities use their subsidies meant for any regional or minority education", states that "Spending subventions meant for teaching any minority and regional languages by local government authorities is monitored by the Ministry of National Education" (p. 31). It may be worth supplementing this fragment by information on the result of this monitoring: to what extent the funds obtained by the local governments from the state budget for teaching any minority languages (or a regional language) are used for teaching the minority languages (or the regional language)? It is also worth pointing out that even in the case of observing through monitoring that most of these funds is allocated for purposes other than the minority languages (or the regional languages), the Ministry of National Education cannot in any way affect this situation, since it is consistent with the law.

It is true that "the amount of funds transferred to local government units as a part of a general educational subvention for teaching the minority and regional languages systematically increases every year" (p. 31). However this does not mean that the amount of funds allocated by the local governments for the minority (or the regional) languages increases. It is because a problem persists of what part of the funds obtained by the local governments "for teaching any minority languages" is allocated for those languages.

It seems that in this section of the *2nd Report* in subsequent passages (p. 31), we are dealing with terminological inconsistencies. The first paragraph mentions subsidies "meant for teaching any minority and regional languages", and two paragraphs later "parts of a general educational subvention for teaching the minority and regional languages". In the Polish legal system this is an important difference. After all, in the state budget (and the budgets of local governments), there is no funds separated for teaching any minority and regional languages.

A. 14. Comments

Chapter 1.

a)

Ad 51, 134, 220, 304, 472, 553, 555

Statement included in the *2nd Report...* saying that "the Polish Government provides legal and financial possibilities for pre-school teaching of the minority and regional languages" (p. 32) is true. However, it is worth noting that in contrary to school teaching, in pre-school teaching of the minority and regional languages, local governments do not receive any additional funds from the state budget, thus they do not have all these incentives that exist in the case of school education, and which are described on previous pages of the Report.

It is also worth noting that data in the Educational Information System do not include all the facilities where pre-school teaching in Ukrainian is provided (p. 34).

A. 15. Comments

b) – d)

In document titled "Issues which the Polish Government is to refer to in Preparing the 2nd Periodical Report", prepared by the Committee of Experts in fragments on the above items, a reference is made to teaching in a minority or regional language, while the answers in the *2nd Report...* relate to teaching of minority languages or a regional language. Is this an error in translation of the said document or the answers of the *2nd Report* are not corresponding to the questions and recommendations of the Experts' Committee? No part of the *2nd Report* specifies the number of students learning the minority and regional languages. It seems that these data should be supplemented.

It is also worth noting that data in the Educational Information System do not include all the students and facilities where teaching of the Ukrainian language is provided at the level of primary school, junior high school, and upper-secondary school.

A. 16. Comments

b)

Ad 54, 137, 223, 307, 475, 559

The information on teaching Ukrainian in the *2nd Report...* specify only statistical data on the situation as of 2012/2013 and 2013/2014. On the other hand, the postulate of the Committee of Experts, which in their suggestions "encourages the Polish authorities to expand the educational offer in the scope of primary school in the Ukrainian language", is not addressed. In the *2nd Report...*, there is no information on how the Polish authorities have extended the offer of education in the scope of primary school in the Ukrainian language.

B.16. The position of the Ministry of Administration and Digitization

The Report presents information regarding actions undertaken by the governmental administration aimed at increasing the demand for educational services of users of the

minority and regional languages (including teaching in Ukrainian at the primary school level).

A. 17. Comments

c)

Q 56, 139, 225, 309, 391, 477, 562

A promise to amend the Regulation to change the number of students necessary to organize education at all levels to 7 people is a very positive fact (p. 38). It corresponds to expectations of minority communities.

Item 391 was put in the heading of this fragment probably by mistake (concerning kindergarten education in Lithuanian).

B.17. The position of the Ministry of Administration and Digitization

The Report includes a reference to item 391 which applies to teaching in the Lithuanian language at the high school level.

A. 18. Comments

Ad 392

A terminological inconsistency appears. Phrase "the amount of the funds allocated for teaching of the Lithuanian language as the mother language" is used here, when these are – as it was already said – funds from "a part of a general educational subvention for teaching minority and regional languages", which may be used freely by a local government.

B. 18. The position of the Ministry of Administration and Digitization.

The terminology used in the Report is correct.

A. 19. Comments

Q 478

The *2nd Report...* does not address item 478 of the document titled "Issues which the Polish Government is to refer to in Preparing the 2nd Periodical Report", prepared by the Committee of Experts. This point is extremely important because discontinuity of teaching is a serious problem of education with regard to the Ukrainian language and in this language. The vast majority of children and teenagers who learn the Ukrainian language as their mother tongue is learning it only at a certain education level.

There is observable lack of consistent activities to provide not only formal and legal options for continued education (which do exist), but to create actual conditions so teaching Ukrainian, and in Ukrainian – as the Committee of Experts suggests – "is continuous from kindergarten to high school on territories where Ukrainian is used".

B. 19. The position of the Ministry of Administration and Digitization

The Report presents information regarding options to teach the national and ethnic minority and regional languages at all the educational levels and to ensure continuity of this teaching from kindergarten to high school on territories where the mentioned languages are used. In addition, the Report includes information on activities undertaken by the governmental administration aimed at increasing the demand for educational services of users of the minority and regional languages at all the educational levels.

A. 20. Comments

d)

Ad 60, 143, 228, 313, 396, 481, 565

It seems that it is worth pointing out at this point that teaching minority languages within technical and vocational education is harder to arrange due to dispersion of students who use these languages. One of the reasons could be the threshold of 14 students, still in force in the vocational education system.

e)

It seems that the view related to options of studying the minority languages at universities, presented in the Report (p. 44-45), is too optimistic. Vast number of students studying in total all languages that are minority languages in Poland, does not result from the fact that they are minority languages. It results, above all, from the fact that two of these languages are international languages, and others are taught as foreign languages of neighbouring countries. In the curricula at these philological majors, the context of these languages functioning as minority languages in Poland is often completely absent or is present to a minute degree. In the case of most philological majors in languages that are minority languages in Poland, these are classic foreign philologies educating people for whom the mother language is Polish.

It seems that the issues of preserving and developing the minority and regional languages, and the cultural identity of the national and ethnic minorities, are present to an insufficient degree both in the curricula of universities and in activities of the minister competent for higher education.

Suggestion of national and ethnic minority representatives and minority communities that use a regional language, to create a special study major to study these languages as native languages, namely ethno - philology of national and ethnic minorities, encounters serious problems in its implementation. So far, an appropriate system-based solution that would make it real for such a major to emerge could not be created. So far, it seems that an appropriate understanding of the importance of this issue in decision-making centers has not

been reached. Also, there is no full awareness of the need to create proper organizational and financial mechanisms (probably going beyond the present standards) to make it possible to ensure minority language education at the higher level, like it is at the primary and secondary level. Even in the case of the community that has the largest potential and great need to create their etno - philology (the Kashubian community), such philology major has been created only after declaring their own financial contribution.

Flexibility in creating new majors in the Polish higher education system, which is mentioned in the *2nd Report ...*, gives no actual capabilities to create etno - philology majors for national and ethnic minorities without ensuring an appropriate funding. Using their autonomy, universities will not create such majors, if they will generate losses, and in the present system they necessarily will. The actions of the Ministry of Administration and Digitization in order to solve this problem by subsidies from the outside of the higher education system are valuable, it is not however, a system-based solution, but only a partial solution and cannot apply to all the communities.

g)

Ad 65, 148, 233, 318, 401, 486, 570

It seems that a considerable part of this section of the *2nd Report* does not apply directly to the issue raised by the Committee of Experts in the above points. It is because the Committee of Experts indicates "teaching the history and culture which are reflected in the language (...) in practice". While the discussed fragment of the *2nd Report* indicates "educational actions that shape the ability to see and appreciate diversity, to respect differences in another human being, and skills in undertaking dialogue and cooperation" (p. 47), "building a system of values and developing social skills that are necessary to establish correct relations with children and adults" (p. 47), etc.

All of this is of course very important for the development of children and for shaping appropriate attitudes, and for normal functioning of the minority language users in the society, since it will foster shaping tolerance or even acceptance towards them on the part of the majority. However, the recommendations of the Committee of Experts relate to another issue, i.e. places in the core curriculum concerning the history and culture of the community that uses a given minority or regional language. This thread is addressed in the *2nd Report...* very generally, and it is very important for the whole functioning of the minority or regional languages in the society. Perhaps it results from the fact that the core curricula, and thereby the teaching programs, devote little attention to knowledge about the history and culture of the minority and regional languages community.

h)

Ad 67, 151, 237, 321, 404, 488, 572

Representatives of the minority language community have repeatedly pointed out imperfections of the current teachers' development system in the scope of the minority languages. The issues are transferred to local governments of the provincial level, which not necessarily notices the importance of the problem. The specific character of education with regard to the minority and regional languages is often unnoticed in comparison with other subjects taught. There are no solutions for this issue at the national level, which is particularly important for languages whose speakers are dispersed in various provinces. There are regions having no methodical consulting and training for minority language teachers, which causes that some teachers are not covered by training programs or it is possible only as a result of bottom-up or informal initiatives. Establishing centres for national minorities (or centre) for teachers' development covering all the teachers teaching minority and regional languages or in those languages is worth considering.

Information included in the *2nd Report...* that "it is possible to acquire the qualifications necessary to teach the following languages: Belarussian, German, Lemko, Lithuanian, Ukrainian, Armenian, Czech, Russian, Slovak, and Hebrew by studying at university philological majors", should be supplemented by stating that these are classic foreign philologies where a given language is lectured as a foreign language rather than a native (minority) language. Hence, future teachers obtain qualifications and skills not fully corresponding to the specific nature of mother language teaching.

i)

Ad 70, 154, 240, 324, 407, 491, 575

Recommendation of the Committee of Experts suggesting "to establish a supervisory body responsible for monitoring actions undertaken, and any progress achieved in introducing and developing education in Ukrainian and to prepare public periodical reports" has been accepted by the minorities with great hope. Functioning of the minority education system requires permanent monitoring and support.

As a member of the team preparing one of the education development strategies, and a member of the Common Commission of the Government and National and Ethnic Minorities, I was surprised to learn from the *2nd Report* that both bodies I am (or was) a member of are basic bodies to "Monitor the operations and progress in teaching of the minority languages" (p. 50). It seems that these bodies, largely consisting of persons acting in them in the form of voluntary service (on the part of the minority representatives) may hardly be considered "a body or bodies responsible for monitoring the measures undertaken and the progress

achieved in introducing and developing education of regional or minority languages and preparing periodical reports on conclusions, which will be announced to the public". Especially that their members (at least some of them) are not aware that they are members of the basic bodies that perform such monitoring.

The teams that prepare the education strategies for particular languages, as the name indicates, have been established *ad hoc*, and have operated largely on the basis of a voluntary service. Certainly, they are not constantly operating bodies, e.g. the team preparing *The Development Strategy for Ukrainian Education* has never gathered since their final text was accepted in 2011. It is difficult to assume that it monitors anything.

On the other hand, the Common Commission of the Government and National and Ethnic Minorities is a consultative-advisory body of the Prime Minister of the Republic of Poland, dealing with all aspects of functioning of the minorities in the state. The tasks of the Common Commission, listed in Article 11 23 of the Act of January 6 2005 on National and Ethnic Minorities and Regional Languages (Journal of Laws of 2005, item 141) do not include monitoring in the sphere of education, no relevant provisions that would give such authority are included in the "Regulations of Operation of the Common Commission of the Government and National and Ethnic Minorities" either. The Common Commission does not have proper organizational instruments to deal with monitoring educational issues with necessary intensity. The Committee also includes one or two representatives of a given community, operating in the Commission with no wage apart from their professional work, thus monitoring referred to in the recommendations of the Committee of Experts is on their part physically and timely unfeasible. In addition, the majority of its members is specializing in educational issues, which is necessary for professional monitoring.

Creating a competent body or bodies monitoring education with regard to the minority and regional languages, which is suggested by the Committee of Experts, is definitely necessary. It is difficult to assume that this postulate is now fulfilled. In order to do its job, this must be a professional body acting constantly (rather than sporadically), based on professional work (rather than voluntary service), having appropriate expert backup, and legal and institutional instruments. Of course, it can definitely be associated with KWRiMNiE, e.g. subordinated to it. It seems that such body or separate bodies (or subordinate structures within one body) for each of the languages should be established by statutory means and have suitable institutional authority.

A. 21. Comments

Article 10

2.

b)

Ad 79, 163, 333, 416, 499, 585

It is worth noting that "The Committee of Experts encourages the Polish authorities to identify, in cooperation with speakers of a language (...), on which areas speakers of (...) are traditionally present". This entry also leads to a conclusion that determination "on which areas speakers of (...) are traditionally present" should be made "in cooperation with speakers of the language", namely not only on the basis of official data determined unilaterally by a state authority on the basis of the population census. The *2nd Report...* does not address this issue at all.

It should be also emphasized that introducing a minority language as an auxiliary language does not happen in Poland automatically after exceeding 20% (after possible amendment of the Act – 10%) of people belonging to the national and ethnic minorities living in a territorial division unit. Exceeding the threshold gives only the right to solicit to introduce own language as an auxiliary language in local governments, this requires a resolution of the Commune Council.

It seems that entry in the *the II Report ...* with the following wording: "As a result of amending the Act on National and Ethnic Minorities and Regional Languages, it will be possible to use the Ukrainian language as an auxiliary language in 8 communes" (p. 54) should be more precise. First: instead of "as a result of the amendment" (such wording suggests that this is already done), the following seems more appropriate: "in the case of the amendment being adopted" (we are still at a very early stage of amending the Act on the minorities). Second: it will not be "possible to use as an auxiliary language", but it will be possible for the commune council to adopt a resolution on expressing consent to introduce an auxiliary language, which is required to enter the commune to the Official Register of Communes and Counties, where an auxiliary language is used, only this will make it possible to use the language as an auxiliary language. The difference is quite significant because the commune council may not accept such a resolution on expressing consent to introduce an auxiliary language and then the speakers of the minority language will not be able to use it as an auxiliary language, even if the threshold specified in the Act is exceeded. The Act makes it possible but the decision in this matter is taken by the commune council and it determines whether the right for the minorities to use the auxiliary language will be in force or not. If the commune council deems it necessary – it will be in force, if it doesn't – the minority language will not become an auxiliary language.

As it was aptly noticed in the *2nd Report...* (p. 55), MAiC could only transfer to communes where the threshold of 20% has been exceeded, "the information concerning the possibility of

introducing within the commune a minority language as an auxiliary language", while the decision on expressing consent for this may be taken by the commune council or not. It seems that this entry in the Act makes the right of the minority or regional language speakers excessively dependent on decisions of local governments.

B. 21. The position of the Ministry of Administration and Digitization

The Report (with regard to item 27) states information concerning collecting numeric data by government administration bodies on the users of minority and regional languages: data on the number of the members of national and ethnic associations in Poland (including associations of minority and regional language speakers) collected by the National Statistical Office, data concerning teaching minority and regional languages within the Educational Information System, and information about the number of recipients of tasks financed/co-financed from the budget of the Ministry of Administration and Digitization within support for projects for preserving the cultural identity of national and ethnic minorities, and to preserve and develop minority and regional languages.

Regarding the introduction of auxiliary languages, it should be pointed out that, in accordance with the Polish legislation regulating the issues of introducing auxiliary languages, entering a commune to the Official Register of Communes, where an Auxiliary Language is used, is performed on the basis of an application, an appendix of which constitutes a resolution of the Commune Council on expressing consent to introduce an auxiliary language. It should be emphasized that the Report references options (rights) to use the minority and regional languages as auxiliary languages.

A. 22. Comments

g)

Ad 81, 83, 165, 252, 255, 335, 418, 420, 501, 503, 588, 589

It seems that the following phrase from the *the II Report* ...: "The Act on National and Ethnic Minorities and Regional Languages enables using additional names in the areas where given language group is present traditionally, regardless of their present number" (p. 59), is true, though unclear. For a community that uses a minority language to be able to use this right, it must obtain approval of the local majority, a double approval – of the inhabitants of the town, in which this name would be used, and of the local authority – the Commune Council, thus *in fact* this right will be very difficult to use without full acceptance of the majority for the presence of the minority and its language in the public sphere. The real situation is shown by the following statement from the *2nd Report*: "Until now, the Ministry of Administration and Digitization has not received any application to set an additional name in Ukrainian" (p. 59). It is worth emphasizing that such an application may be submitted to

the Ministry of Administration and Digitization by the council of a commune, namely the local government, and not the minority concerned. That means that in the case of the Ukrainian Minority (but others too), the possibility of setting additional names in the areas where a given language group is present traditionally, regardless of their present number, "has only theoretical meaning at this point. Taking into account the fact that the Ukrainian minority is active and uses any options created by legal regulations to act for the preservation of their identity, it may be concluded that such a situation is not a result of its inactivity, but of insufficient real capability to use this right. After all, it depends to a large extent, on social atmosphere, on the part of the minority there is a fear that in many cases such a formal postulate of the Ukrainian Minority could be unwelcomed on the part of the majority and could worsen the situation of the community that uses Ukrainian, where it is sparse.

This provision will to a large extent remain theoretical, if no extensive effort is made by the public authorities to create good atmosphere around minority communities and acceptance for functioning of minority languages in the public sphere. Therefore the address of the Ministry of Administration and Digitization "to communes [...] informing on the possibility of introducing additional names within a commune in minority languages" mentioned in the 2nd Report...(p. 61) seems extremely positive. It seems that such actions, as well as conferences and trainings for representatives of local government for language rights of the minorities and users of a regional language, should be conducted systematically and be a permanent element of activities of governmental bodies responsible for the language policy.

The following entry in *the II Report* ... stating: "As a result of the amendment of the Act on National and Ethnic Minorities and Regional Languages, it will be possible to determine additional names in Ukrainian without the need of consultations in 8 communes" (p. 59) should be clarified. Considering the advancement of the amendment, the following form seems more appropriate: "in the case of the amendment being adopted". In addition, the option of setting additional names in Ukrainian without the need of consultations will appear only after submitting appropriate application by the commune council, the Act – like in the case of auxiliary languages – makes it possible but the decision in this matter is taken by the commune council and it determines whether the right for the minority to use additional names in their minority language will be in force or not.

The *2nd Report*... is missing an important information on by how many the number of communes where additional names of towns in minority languages may be agreed at the request of the Commune Council without conducting consultations, has increased since the last census.

A. 23. Comments

Article 11

1.

a)

Ad 91, 176, 342, 428, 511, 597

In this section, the *2nd Report* is missing any information about problems with shows in minority languages in certain public mass media. It happens sometimes that shows are cancelled or suspended without any arrangements with the community which they are addressed to. The airing hours of those shows raise doubts sometimes. There is no efficient mechanisms to monitor the public media in performing their mission with regard to the minority languages.

The following declaration that "the development of digital radio and television, both in the case of public and licenced broadcasters, will contribute to meeting the needs of the minority and regional languages in the program scope in the future"(p. 63) sounds very promising.

The *2nd Report...* refers to an information show broadcasted in June 2012 on the air of Radio Rzeszów in Ukrainian regarding the European Soccer Championship (p. 65). It seems that it was rather a symptom of international Polish-Ukrainian cooperation, and not a way to implement the language rights of the minority language speakers, though of course, they benefited on this opportunity to hear their mother language.

A. 24. Comments

c) and d)

Ad 93, 178, 344, 430, 513, 599

Ad 95, 180, 346, 432, 515, 601

It seems that in the case of mass media projects implemented by minority and regional language communities with financial support of the Ministry of Administration and Digitization, presented in this section of the *2nd Report*, it would be beneficial to specify years in which particular projects were carried out. Not all of them were in production for full four years (2011-2014).

B. 24. The position of the Ministry of Administration and Digitization

The Report presents examples of projects which received financial support from the state budget in the years 2011-2014, however there is no information that these projects were active for full 4 years.

A. 25. Comments

e)

Ad 270, 350, 436, 609

The following phrase: "Any financial support is dependent on submitting an application by the broadcasters concerned" (p. 75) raises certain doubts. Of course, for any financial support to be granted, the organization of a given community must apply for it, while granting the support and its amount are decided by the Minister of Administration and Digitization. Usually, any financial support is lower than the reported demand, i.e.. the amount of the subsidy requested.

B. 25. The position of the Ministry of Administration and Digitization

Any financial support is dependent on the amount of funds stipulated in the budget act for projects implemented for the national and ethnic minority and regional languages, it is granted after any submitted application for the support and the project's financial plan contained there are verified.

A. 26. Comments

g)

Q 103, 189, 274, 354, 440, 523, 613

Actions supporting trainings for journalists and other employees of minority media are insufficient.

A. 27. Comments

Article 12

1.

a) – c)

Ad 109, 195, 280, 360, 446, 529, 622

Ad 110, 196, 281, 361, 447, 530, 623

Ad 111, 197, 282, 362, 448, 531, 624

Subsidies from the Ministry of Administration and Digitization are the basic source of funding for cultural activities of the minorities, including various forms of access to works created in minority languages, their translations into other languages or translations of works created in other languages into the minority languages. It is worth paying attention to the fact that the funds in the state budget intended for supporting projects related to the culture of a minority persist for several years at similar level and most of new projects submitted by minority organizations receive subsidies. The organizations often resign from submitting applications for financial support for their new initiatives despite the need of such actions, since their submission is an irrational effort, when chances of obtaining any support are small. On the other hand, many applications receive no funding, which is worth noting in the *2nd Report...* From the content of the *2nd Report* it may be concluded that the initiatives are

financed, if only minorities report such a demand ("Any financial support depends on submitting an application by the broadcasters concerned", pp. 81, 89, 92).

B. 27. The position of the Ministry of Administration and Digitization

Information that most of new projects reported to the Ministry of Administration and Digitization do not receive any financial support from the state budget is untrue. All the submitted applications for subsidies are subject to assessment following the same procedure, regardless whether or not they are implemented for many years, or new ones.

A. 28. Comments

d)

Ad 112, 198, 283, 363, 449, 532, 625

Unfortunately, including minority languages and cultures by Polish cultural institutions does not correspond to the needs and standards introduced by the Charter. The following statement in the *2nd Report* that "The Polish cultural institutions include in their cultural projects minority and regional languages" (p. 94) is true of course, since they do include to some degree, it seems however that it is insufficient.

e)

Ad 113, 199, 284, 364, 450, 533, 626

It is difficult to agree with general statements from the *2nd Report* that "Cultural institutions conducting operations addressed, among others, to users of minority and regional languages, have employees speaking the abovementioned languages with different degree of advancement" (p. 95). There are, of course, such institutions but cultural institutions often take no account of any minority cultures and languages functioning in their respective area, they often lack any employees knowing these languages. This matter should be monitored. The example of the Auschwitz-Birkenau State Museum in Oświęcim is quite missed, since employees of this institution knowing languages that are also minority languages are not there for minority language speakers, but mostly for other visitors.

f)

Ad 114, 200, 285, 365, 451, 534, 627

The following thesis in the *2nd Report* that: "Minority and regional languages speakers may regularly participate in planning cultural activities by taking part in dividing funds allocated for protecting, preserving and developing the cultural identity of the national and ethnic minorities and for preserving and developing the regional languages" (p. 95) contradicts the reality.

No minority and regional language speakers participate in dividing the above funds. Minority and regional languages speakers, and to be more precise, non-governmental organizations

associating and representing them, in accordance with procedure agreed by the Ministry of Administration and Digitalization and commented by the Common Commission of the Government and National and Ethnic Minorities, submit applications to the Ministry of Administration and Digitalization for support. The applications are examined by the Application Verification Commission. It is not true that this Commission "includes representatives of users of minority and regional languages" (p. 95). Its members are three independent experts specialized in national and ethnic minority issues and minority and regional languages, only indicated by the minority party of the Common Commission of the Government and National and Ethnic Minorities, none of them is a member of any minority community. It is difficult to consider them representatives of any "minority and regional language users" (p. 95). Until recently, the majority of the members of this Commission has been composed of officers of the Ministry of Administration and Digitalization, only recently the number of its representatives in the Verification Commission has been reduced.

However, it is worth emphasizing that the Verification Commission only proposes how to divide subsidies between different projects, and the final decision on granting the subsidies is taken by the Minister of Administration and Digitalization which is not limited in any way by any proposals of the Verification Commission. Such position of the Minister as the holder of the subsidies has been repeatedly emphasized by the representatives of the government, if the minority representatives expressed their doubts regarding the opinion of the Verification Commission being ignored. Only after the decision of the Minister on splitting the subsidies, the Common Commission of the Government and National and Ethnic Minorities is informed, and may only express an opinion on how the funds are divided (according to Article 23, passage 2 item 4 of the Act on the Minorities), having no effect on the decisions in this respect. To sum up: the following statement that "Minority and regional languages speakers may regularly participate in planning cultural activities by participating in dividing the funds" is unjustified.

The following statement that "the government administration ensures direct participation of the minority and regional languages speakers in works to create cultural facilities, an example of which is the project of Institutions for the Culture of National and Ethnic Minorities and Regional Languages under a working group of the Common Commission" (p. 95) is not very convincing. Below is more information on this topic. However, it is worth noting that it is difficult to consider "preparing a project of an Institution for the Culture of National and Ethnic Minorities and Regional Languages" a significant "contribution in creating cultural facilities", even for the reason that these activities did not produce any facility or culture

institution and no prospects can be seen that it will happen on the basis of the concept proposed by the Ministry of Administration and Digitalization.

g)

Ad 115, 201, 286, 452, 535, 628

The issue of non-existing culture institutions for national and ethnic minorities and communities using regional languages, created and managed by minority and regional language speakers themselves, and being public institutions and constantly subjectively financed with public funds, is the main problem in the cultural life of national minorities in Poland. The culture of national and ethnic minorities and communities that use regional languages is the only sphere of culture in Poland that does not have any appropriate institutional protection. In Poland, there are various cultural institutions, having permanent funding from the public funds and involved in all the culture spheres. The only sphere of culture where basic tasks charge entities being non-governmental organizations, and not public culture institutions, is the culture of the national and ethnic minorities and communities that use regional languages. This is a symptom of unequal treatment of the citizens. Also, it causes that conditions proper for preserving and developing the minority and regional languages, and the cultures related to them, are not provided.

Therefore, representatives of any national and ethnic minorities and communities that use regional languages, including the undersigned, have repeatedly raised the issue of the need to appoint such institutions. As part of the works of KWRiMNiE, a working group has been established. Unfortunately, proposal of legal solutions presented by the governmental side was not approved by the minority party on the plenary assembly of the Common Commission of the Government and National and Ethnic Minorities because it did not provide proper guarantees for the influence of the representatives of the minorities on their operation, also, it meant limitations in subsidizing cultural activities of the non-governmental organizations representing those minorities which have decided to create it. Only one representative of one of the minorities (recently dismissed by her community) supported the propose of the governmental side. Works to establish the Lemko Minority Institute undertaken on the basis of the model proposed by the governmental side have failed. It is difficult not to consider this a confirmation of the evaluation of this model, made by the vast majority of the minority representatives in the Common Commission.

Not having a developed good model for culture institutions for the national and ethnic minorities and communities that use regional languages, which would be acceptable for communities of minority and regional language users, has very adverse effects for these languages and cultures.

The *2nd Report...* pays attention to the meaning of designated subsidies granted to non-governmental organizations of national minorities (p. 97). They are very important and make it possible for these organizations to function more stable, which is very important, since they must *in fact* replace the cultural institutions. However, such funding form does not ensure functioning stability. The designated subsidies are granted in the form of annual grants, with no guarantee of funding continuity in future years (though they are usually continued), they have quite limited amount, the decision on granting and their amount is made in the second half of December, and first funds arrive no sooner than in the second half of January. Also, there are no permanent subsidies for substantive activities. For each project, it is necessary to submit separate annual applications. All of that does not guarantee full cultural life quality of a minority and regional language community.

If there were stable and publicly funded cultural institutions for the national and ethnic minorities and communities that use regional languages, the present system would be sufficient as a supplement for institutional actions. At the moment, when it is the basic source of financing from the public resources for the culture of the national and ethnic minorities and communities that use regional languages, it surely cannot be considered sufficient.

It seems necessary to find in the nearest future a model for the culture institutions for the national and ethnic minorities and communities that use regional languages, which would be satisfactory and acceptable for both the government and for the communities using the minority and regional languages, and would guarantee their stability at a level similar to other public culture institutions in this country.

In the last paragraph concerning this item, it is mentioned that "The Polish cultural institutions collect and present works created in minority and regional languages" (p. 99). It seems natural and even obvious that the public cultural institutions deal also with cultures and languages functioning on the territory of the state. Here, a very good example of the Ośrodek Pogranicze – Sztuk, Kultur, Narodów in Sejny is given, this meritorious institution plays great role in building understanding for multiculturalism and the need to accept cultural differences among the Polish population. Many other Polish public culture institutions, which also deal with the cultural heritage and language of communities that use minority and regional languages, could be added. For instance, one of the most important cultural institutions in Poland – the National Library and the network of 15 other libraries which have statutory obligation to collect all the publications issued in Poland (including in minority and regional languages and on the cultures related to them), and receive mandatory copies from their publishers free of charge, can be mentioned here. However, it is worth noting that all of that cannot in any way replace separate institutions operating for the minority and regional

languages and the cultures related to them that will be formed and will be managed by minority and regional language speakers themselves, and will be public institutions and constantly subjectively financed with public funds, just as most of the culture institutions in this country.

3.

Ad 118, 204, 289, 371, 455, 538, 631

It is sad that it is rare that any minority and regional language and their respective culture are taken into account in an appropriate manner within the cultural policy of the Republic of Poland run abroad. The following generalizing statement that "The Polish diplomatic institutions, as part of the cultural policy conducted abroad, promote minority and regional languages" (p. 100) is too optimistic.

Article 14

a)

Extremely significant is the issue of contacts of the minority language users from Poland with users of these languages from other countries, where the same language is used in identical or similar form in the field of culture, education, information (p. 103). In the case of the Ukrainian Minority, one serious limitation of these contacts is the visa system which makes it difficult to maintain contacts with people using the Ukrainian language in Ukraine.

In the case of cultural actions, visas are theoretically free of charge, however Polish consular facilities require to submit visa applications through visa agencies, which requires fees and prolongs the time of receiving a visa. The Polish consular facilities have determined categories of people, who can submit their visa applications directly in consular institutions, free of charge and receiving their visas faster. They include, among others, representatives of the Polish national minority in Ukraine, however there is no people in this group who come to Poland within contacts "between users of the same language in the countries concerned", including for invitation of organizations of the Ukrainian language speakers in Poland. It seems that persons coming to Poland at the invitation of any national minority organizations should be able to use a preferential method of applying for visas, since it would be in accordance with recommendations of the Committee of Experts and would foster "contacts between users of the same language in the countries concerned in the field of culture, education, information, vocational education and recurrent education ". The Polish consular facilities do not see this problem.

b)

Unfortunately within the cross-border cooperation between local government entities the fact of the Ukrainian Minority existing in Poland is not always considered, sometimes it

is ignored, particularly where the minority is less numerous and does not function in public space.

The 2nd Report for the Secretary General of the Council of Europe on implementing Provisions of The European Charter for Regional or Minority Languages by the Republic of Poland is a document crucial for the communities that use any minority and regional languages. It is understandable that it emphasizes positive things done by the Polish government, and there are many such areas. From the point of view of users of these languages, it is no less important what have not been done to implement the regulations of the Charter in full.

In the Polish population which was functioning for decades in the atmosphere of a monoethnic society, the minority and regional languages are not always considered something natural. Therefore, good legal regulations, support from governmental structures for the language rights of the minorities and for education of the public, and for creating friendly atmosphere towards the minority and regional languages are all important.

* The italic marks footnotes of the Ministry of Administration and Digitization.