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**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

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

**POLAND**

**3<sup>rd</sup> REPORT**  
**TO THE SECRETARY GENERAL OF THE COUNCIL OF EUROPE**  
**ON THE IMPLEMENTATION BY THE REPUBLIC OF POLAND**  
**OF THE PROVISIONS**  
***OF THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES***

**Warsaw, September 2019**

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## General remarks

The obligation of the states being parties to *the European Charter for Regional or Minority Languages* (hereinafter referred to as the *Charter*) to periodically provide the Secretary General of the Council of Europe with regular reports (in the form specified by the Committee of Ministers of the Council of Europe) on their policy implemented in accordance with Part II of *the Charter* and measures undertaken in order to implement those provisions of Part III which have been adopted by them was specified in Article 15 of the *Charter*.

Article 15 imposes on states being parties to the *Charter* the obligation to submit the first report within a year following the *Charter's* entry into force with respect to a given Party and the subsequent reports every three years after the submission of the first report.

The consent of the President of the Republic of Poland for the ratification of the *Charter* was granted in the Act of 13 June 2008 on ratification of the European Charter for Regional or Minority Languages drawn up in Strasbourg on 5 November 1992. (Journal of Laws of 2008, No 144, item 898). On 12 February 2009, the *Charter* was ratified. Pursuant to article 19(2) of the *Charter*, with respect to Poland the document entered into force on 1 June 2009.

In view of the obligation arising from Article 15, in 2010, the Republic of Poland presented *The 1<sup>st</sup> Report to the Secretary General of the Council of Europe on the Implementation by the Republic of Poland of the Provisions of the European Charter for Regional or Minority Languages*. Then, on 2 February 2015, *The 2<sup>nd</sup> Report to the Secretary General of the Council of Europe on the Implementation by the Republic of Poland of the Provisions of the European Charter for Regional or Minority Languages* was presented. It was assessed by the Committee of Experts of the European Charter for Regional or Minority Languages, which, on 19 June 2015, pursuant to Article 16 of the *Charter*, drew up its own report submitted to the Committee of Ministers of the Council of Europe in respect of which the Government of the Republic of Poland made remarks.

On 1 December 2015, at the meeting of the Ministers' Deputies, the Committee of Ministers of the Council of Europe adopted recommendation CM/ RecChL(2015)6 in which it called on the Polish authorities to take into account all the observations and recommendations of the Committee, in particular:

1. to intensify their efforts with regard to spreading awareness and tolerance across Poland with regard to regional or minority languages, as well as cultures that they represent;
2. to enable education in Belarusian, German, Kashubian, Lemko and Ukrainian as languages of instruction in preschools, primary and secondary schools;
3. to provide updated textbooks and other educational materials for teaching in a regional or minority language in accordance with the new core curriculum and enable basic and advanced training for a sufficient number of teachers able to teach in Belarusian, German, Kashubian, Lemko and Ukrainian;
4. to take measures to support and offer transmissions in all regional or minority languages;
5. to reconsider the issue of the 20% threshold enabling to submit applications with regard to the obligations under Article 10 and give the legal possibility of submitting written and oral applications in a regional or minority language, including at poviats and voivodship level;
6. to establish a structured policy in close cooperation with the stakeholder group and take measures to facilitate the application of the *Charter* with regard to Armenian, Czech, Karaim, Roma, Russian, Slovak, Tatar and Yiddish languages.

It should be noticed that since the presentation of the previous report the reporting institution has changed. Under the Ordinance of the Prime Minister of 20 November 2015 on the establishment of the Ministry of the Interior and Administration (Journal of Laws of 2015, item 1946), the Ministry of the Interior was transformed into the Ministry of the Interior and Administration. This transformation involved adding to the remit of the Ministry of the Interior and Administration the organisational units of the previous Ministry of Administration and Digitisation which deal with matters of public administration, as well as religious denominations, and national and ethnic minorities. Therefore, depending on the period when the activity being described took place (either before or after 15 November 2015) – the reporting body/the minister competent for religious denominations and national and ethnic minorities is either the Ministry of Administration and Digitisation (until 15 November 2015) or the Ministry of the Interior and Administration (after 15 November 2015).

This report covers the period from *1 January 2014* to *31 December 2016*. The information presented here only occasionally includes data from before 1 January 2014 or concerns the situation after 31 December 2016. In view of the applicable guidelines and also considering the regularity of the prepared reports and an evident need for enabling as comprehensive comparison of the information included there as possible, the 3rd Report is prepared in a similar form to the previous report.

The publications of the legal acts referred to concern the situation on 31 December 2016.



## Introduction

The Committee of Experts of *the European Charter for Regional or Minority Languages* noted that the choice of the provisions of *the European Charter for Regional or Minority Languages* that the Republic of Poland decided to apply with regard to minority languages and the regional language is an ambitious choice. Poland committed itself to implementing the same measures with regard to all languages and only one signatory State selected a higher number of languages than Poland. The majority of states reported a few languages, Poland chose 15.

On the one hand, it followed from the principle that all persons shall be equal before the law and that all persons shall have the right to equal treatment by public authorities. On the other hand, it was consistent with the suggestions of minority and regional language users made during the consultations on the instruments of the Charter's ratification. Poland decided to adopt *the European Charter for Regional or Minority Languages* because it believed that this document of the Council of Europe is an extremely important instrument enabling to strengthen the solutions aimed at the protection of minority languages and the regional language which were applied previously in our country.

The high number of minority languages in Poland and the small size of the population using them causes the main problem with the implementation of *the Charter*, which is the practical application of its provisions by people speaking minority languages. Poland tries to create the best possible conditions (both legal and practical) for this and to encourage the use of existing regulations and created opportunities, however, the activity of the users themselves remains a problem and finding methods that would encourage them to widely adopt the use of minority languages in various aspects of public life. *The European Charter for Regional or Minority Languages* is an excellent instrument for the protection of languages. However, due to the above-mentioned circumstances, full implementation of all its provisions must take place in stages. Such implementation is the goal that Poland pursues by adopting practical solutions for the promotion of all minority languages and the regional language. In view of the above, the Polish government constantly undertakes actions aimed at increasing the presence of minority languages and the regional language in the public space.

On 14 March 2014, the Ministry of Administration and Digitization organised a meeting on the preparation of *2<sup>nd</sup> Report on the implementation by the Republic of Poland of the provisions of the European Charter for Regional or Minority Languages* with the participation of representatives of the government and local government administration: the Ministry of Administration and Digitization, the Ministry of National Education, the Ministry of Foreign Affairs, the Ministry of Culture and National Heritage, the Office of the Marshal of the Dolnośląskie Voivodship and the Voivode of the Podlaskie Voivodship.

At the same time measures are being taken to implement the recommendations made by the Committee of Experts and the legislative recommendations made by the Committee of Ministers of the Council of Europe, an example of which is the cyclical issue of the Regulation of the Minister of National Education on the division of the educational part of the general subsidy for local government units. The effect of the undertaken measures is the gradual increase in the total subsidy for the education of students originating from national and ethnic minorities and communities speaking the regional language which is presented in details in the table below:

Year	Amount of the annual educational subsidy in PLN
2010	197,470,927

2011	226,185,997
2012	270,557,548
2013	280,376,886
2014	296,684,463
2015	326,010,879
2016	356,784,343

Actions for promoting the awareness of minority languages and the regional language in the Polish society and encouraging the users of these languages to fully exercise their rights are also undertaken. An example of such actions is a campaign conducted in 2014 which promoted the use of national minority and ethnic languages as well as the regional language. It was aimed at informing local authorities about obligations under the *Charter*, promoting education about the above-mentioned languages among teachers, encouraging parents of children belonging to minorities and the community using the regional language to take advantage of the possibility of learning these languages or of education in their mother tongue. Under the campaign, the possibilities of using the above-mentioned languages as auxiliary languages before authorities and promoting additional names of localities, physiographic names and street names in these languages as well as using minority languages and the regional language in economic and social life were also presented.

## PART I: General

### 1. The number of people using minority languages and the regional language on the basis of the National Census of Population and Housing 2011.

The data referred to in this report comes from the National Census of Population and Housing 2011 which was the first census carried out since the accession of Poland to the European Union (this data is valid until the publication of the results of the next census which is planned for 2021).

The subject matter of the census, its scope, form, mode, boundaries to the statistical obligation limits and voluntary participation in the study was specified in the Act of 4 March 2010 on the national census of population and housing in 2011. (Journal of Laws of 2010, No 47, item 277) and implementing acts to the Act as well as in the Regulation (EC) No 763/2008 of the European Parliament and of the Council of 9 July 2008 on population and housing censuses (OJ L 218, 13.08.2008). In 2011, a mixed census method was applied. It consisted in combining data from registers and information systems with data acquired in direct statistical studies. In the 2011 population census, for the first time in the history of Polish population censuses, the inhabitants of Poland were enabled to declare complex national-ethnic identities by being asked two questions about national-ethnic affiliation. In the 2011 census, a study of the language most frequently used in household interactions was also conducted (respondents could indicate two non-Polish languages regardless of whether they were used with Polish or not). It is worth stressing that apart from the question about the language used in everyday household interactions with the closest relatives, respondents were also asked about their mother tongue, i.e. the language they learned first in their early childhood, e.g. from their mother.

Poland hosts members of 13 national and ethnic minorities with a population of 286,192. This is around 0.75% of all Polish residents. Furthermore, 301,805 persons living on the territory of the Republic of Poland declared using minority languages or the regional language at home. The population of persons using minority languages and the regional language in household interactions is as follows:

Minority/regional language	Number of people declaring using a given language at home
Belarusian	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
Slovak	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: Statistics Poland (GUS). National Census of Population and Housing 2011.*

The number of persons reporting minority languages and the regional language as their mother tongue is as follows:

Minority/regional language	Number of persons indicating a given language as a the mother tongue
Belarusian	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
Slovak	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: Statistics Poland (GUS). National Census of Population and Housing 2011.*

**2. Information concerning the measures taken by the Polish government aimed at implementing the recommendations of the Committee of Ministers of the Council of Europe, adopted on 1 December 2015 – recommendation CM/RecChL(2015)6**

The Polish government has taken a number of measures aimed at implementing the recommendations made by the Committee of Ministers with regard to the implementation of the provisions of the *European Charter for Regional or Minority Languages* by Poland which extended to legislative work, actions aimed at promoting awareness with regard to minority languages and the regional language within the Polish general public, as well as dialogue with persons using minority languages and the regional language, aimed at improving the way in which language rights are exercised.

**Re 1. Recommendation for the Polish authorities to intensify their efforts with regard to spreading awareness and tolerance across Poland with regard to regional or minority languages, as well as cultures that they represent.**

Promoting awareness and tolerance in the Polish society with regard to minority languages and the regional language as well as the cultures represented by them is carried out mainly through the education of children and youth. Educating students in Polish state schools about national minority and ethnic languages as well as the regional language, history, culture and minorities' tradition results from the implementation of educational aims and teaching content specified in *the Regulation of the Minister of National Education of 27 August 2012 on core curricula for preschool and general education in specific types of schools* (Journal of Laws, item 977, as amended). The teaching content mentioned above have been included in the core curricula at every educational level, starting from preschool education. Education about national minority and ethnic languages as well as the regional language, minorities' history, culture and traditions is present in state schools in various forms. The mode of implementing the teaching content specified in the curriculum is determined by teachers, taking into consideration local conditions and educational needs of their students. When implementing the curriculum, a teacher has also the right to freely apply teaching methods and choose teaching aids, as well as select a textbook from among the textbooks approved for use in schools. Education provided as part of educational activities based on the content and recommendations featured in the core curriculum is accompanied by various forms of support assisting the school in teaching the aforementioned content. These depend on regional and local conditions and the size and diversity of linguistic groups residing in a given area. Detailed information on the education about national and ethnic minority languages and the regional language, minorities' history and culture has been presented in Part III of the Report concerning the implementation of the provisions of Article 8 of the Charter (education).

In 2014, a campaign was carried out in the scope of actions taken by the Ministry of Administration and Digitisation to promote the use of national and ethnic minority languages as well as the regional language<sup>1</sup>. The campaign was aimed at increasing the presence of minority languages and the Kashubian language at school, in the place of residence, in economic and social life. The campaign was targeted mainly at users of national and ethnic minority languages as well as the

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<sup>1</sup> <http://mniejszosci.narodowe.mswia.gov.pl/mne/prawo/europejska-karta-jezyk/uzywanie-jezykow-mniejs/8090,Wiecej-jezykow-mniejszosci-narodowych-i-etnicznych-kampania-promocyjna.html> and: <http://mniejszosci.narodowe.mswia.gov.pl/mne/prawo/europejska-karta-jezyk/kampania-promujaca-jezy>

Kashubian language. The campaign was aimed at supporting the minorities with regard to exercising their rights to use their mother tongues in private and public life (including the economic and social sphere), to educate their children in these languages, to take advantage of the provisions concerning the auxiliary language and using additional names of localities or physiographical objects in minority languages and in the Kashubian language. The Ministry also educated the inhabitants of Poland about these languages.

The campaign was related to promoting information about *the European Charter for Regional or Minority Languages* which was ratified by Poland on 12 February 2009. The campaign involved local authorities as well as national and ethnic minority organisations and schools, regional educational authorities and representatives of employers.

4,226 entities were provided with materials prepared under the campaign promoting the use of national and ethnic minority languages and the regional language. These included: 244 municipalities, 41 poviats, 2,312 general upper secondary schools, 1,311 schools where national and ethnic minorities languages as well as the regional language are taught (including 259 preschools), 16 regional educational authorities, 43 training institutions for teachers, 239 organisations of national and ethnic minorities, 4 employer organisations and 16 voivodes' plenipotentiaries for national and ethnic minorities. The amount of PLN 158,480.58 was allocated for the campaign.

The campaign was divided into several activities, taking into account the diversity of recipients:

1. information campaign for local authorities about obligations under *the European Charter for Regional or Minority Languages* (the campaign consisted in publishing and distributing brochures targeted at municipalities and poviats where they found information about obligations under *the European Charter for Regional or Minority Languages* and advantages related to teaching minority languages and the regional language as well as using auxiliary languages and additional names – 6,000 brochures were printed);
2. a campaign targeted at teachers promoting teaching about the languages of national and ethnic minorities languages and the regional language (the campaign consisted in issuing and distributing a lesson plan for teachers – 2,500 lesson plans were printed);
3. creating a website promoting the ability to speak regional languages and knowledge about them – [www.jezyki-mniejszosci.pl](http://www.jezyki-mniejszosci.pl);
4. a campaign encouraging parents of children belonging to the Kashubian minority and community to take advantage of learning their mother tongue and/or education in this language (the campaign consisted in issuing and distributing leaflets targeted at parents – 150,000 leaflets in 15 languages were printed);
5. a campaign presenting the possibilities of using minority languages and the regional language as auxiliary languages before authorities and promoting additional names of places and physiographic names as well as street names (the campaign consisted in issuing and distributing leaflets targeted at Belarusian, Lithuanian, Lemko, German, Ukrainian and Kashubian minorities – 6,000 brochures were printed);
6. a campaign promoting the use of national and ethnic minorities' languages and the regional language in economic and social life (the campaign consisted in issuing and distributing a leaflet targeted at employers – 6,000 leaflets were printed);

Thanks to the campaign the Ministry of the Administration and Digitisation achieved the following goals:

- 1) better knowledge of local authorities about:
  - language rights of national and ethnic minorities as well as the Kashubian community;
  - obligations of local authorities arising from the *Charter*;
  - advantages from teaching national and ethnic minority languages and the regional language;
- 2) better knowledge of the general public about minority languages and the regional language;
- 3) better knowledge of employers about the right to use minority languages and the regional language in economic and social life;
- 4) stronger presence of minority languages and the regional language in the social and economic life of Poland.

The summary of the campaign by specific voivodships is published on the following website: <http://mniejszosci.narodowe.mswia.gov.pl/mne/prawo/europejska-karta-jezyk/kampania-promujaca-jezy/9067,Sprawozdania-Pelnomocnikow-Wojewodow-do-spraw-mniejszosci-narodowych-i-etnicznych.html>

***Re 2. Recommendation for the Polish authorities to enable education in Belarusian, German, Kashubian, Lemko and Ukrainian as languages of instruction in preschools, primary and secondary schools***

Education regulations in Poland provide the users of minority languages and the regional language with the opportunity to maintain their linguistic and cultural identity, giving the choice one of several possibilities of learning minority languages and the regional language and education in these languages in preschool and school at every level of education. At the same time, the State budget provides financial means to support minority languages and the regional language. It consists of additional funding provided under the educational part of the general subsidy, funding for financing the publication of textbooks and auxiliary books as well as earmarked subsidies for assigned tasks, including methodological publications.

In addition, the Polish government has taken actions to increase the interest of users of minority languages and of the regional language in the educational offer. These actions include the introduction of changes in 2013 in the way of calculating the educational part of the general subsidy promoting education in minority languages and in the regional language. Due to higher costs of maintaining schools that organise teaching of the above-mentioned languages, an additional coefficient was introduced, i.e. the weight P12, increasing the amount of funds transferred to local government units under the educational part of the general subsidy. Detailed information on changes in the algorithm for the allocation of the educational part of the general subsidy has been presented in Part III of *the Report* concerning the implementation of the provisions of Article 8 of *the Charter* (education).

Moreover, one of the objectives of the Ministry of Administration and Digitisation's campaign<sup>2</sup> promoting the use of national and ethnic minorities' languages as well as the regional language was to increase the number of children learning minority languages and the regional language and educated in these languages. This is being done through a campaign targeted at parents of children belonging to national and ethnic minorities and the community using the regional language which encourage them to benefit from the possibility of learning minority languages and the regional language or of education in these languages. The campaign consisted in preparing, issuing and distributing a leaflet which was provided to organisations of users of minority languages and of the regional language, municipalities, poviats, voivodes' plenipotentiaries for national and ethnic minorities, schools where the above-mentioned languages are taught, voivodeship educational authorities and teacher training institutions. Detailed information on the contents of the leaflet is presented in Part III of *the Report* concerning 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 Digitisation supported initiatives of organisations of minority and the regional language users aimed at increasing the number of children educated in the above-mentioned languages. An example is allocating funds from the State budget to the House for Polish-German Cooperation in Gliwice for the implementation of the task: *Expert meetings and activity of a consultancy point with regard to Polish-German bilingualism*. In the framework of the task's implementation, a series of meetings was organised. They promoted among parents the benefits stemming from a bilingual education model instead of teaching German only as an additional subject. Moreover, a consultancy point dealing with these issues operated throughout the whole year.

***Re 3. The recommendation that the Polish authorities provide updated textbooks and other educational materials for teaching in a regional or minority language in accordance with the new core curriculum and enable basic and advanced training for a sufficient number of teachers able to teach in Belarusian, German, Kashubian, Lemko and Ukrainian***

Under the paragraph 9 of the Regulation of the Minister of National Education of 14 November 2007 *on the conditions and manner of performance by preschools, schools and public educational institutions of tasks supporting national, ethnic and linguistic identity of students from national and ethnic minorities and the community speaking the regional language* (Journal of Laws of 2014, item 263), the teaching of minority and regional languages, own history and culture and geography of the state with the cultural area of which a given national minority identifies itself is based on the curricula approved for school use by the school principal and textbooks approved school use by the minister competent for education, in accordance with the provisions on the admission to school of pre-school and school curricula and the admission to school of textbooks. Pursuant to Article 22aa of the Act of 7 September 1991 on the school education system (Journal of Laws of 2016, item 1943) a teacher may decide to implement the curriculum:

- 1) with the use of a textbook, educational materials or materials for exercises or
- 2) without the use of a textbook, educational materials or materials for exercises.

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<sup>2</sup> The figures related to the campaign are presented in Annex 1 to the 3<sup>rd</sup> Report entitled *Number of brochures and leaflets provided to specific groups of recipients of the campaign promoting the use of national and ethnic minorities' languages and the regional language*.



A textbook or educational materials replacing a textbook and materials for exercises for a given class are selected by the team of teachers involved in teaching such classes. In the case of students who participate in classes aimed at maintaining their national, ethnic and linguistic identity, the team of minority language teachers may present the proposal of more than one textbook or educational material to the head of the school.

Article 13(4)–(7) of the Act on the education system provides that:

- the teaching and educational work of public schools shall ensure maintenance of regional culture and tradition;
- textbooks and auxiliary books for teaching students to the extent necessary to sustain their sense of national, ethnic and linguistic identity may be co-financed from the State budget part administered by the minister competent for educational and pedagogical matters;
- the minister competent for educational and pedagogical matters shall take measures to ensure the possibility of training teachers and to ensure access to textbooks for state schools and institutions involved in activities for sustaining national, ethnic and linguistic identity;
- the minister competent for educational and pedagogical matters shall take measures to popularise the knowledge of history, culture, language and religious traditions of the national and ethnic minorities and the community using the regional language (the Kashubian language).

In the reporting period, education concerning national or ethnic minority languages and the regional language – Kashubian – was provided in line with the core curriculum regulated by the Regulation of the Minister of National Education of 27 August 2012 *on core curricula for preschool and general education in specific types of schools*<sup>3</sup>.

According to the preamble of the core curriculum, the aims of preschool education include: retaining and development of national, ethnic and linguistic identity – preparing children to use the language of a national or ethnic minority or regional language through developing their national, ethnic and linguistic awareness and building positive motivation towards learning the language of a national or ethnic minority or a regional language at further educational levels.

In grades 1–3 of primary school (first level of education), the pupils followed the content of teaching in the fields of “National or ethnic minority language” and “Regional language – Kashubian”.

In grades 4–6 of primary school (second level of education), in lower secondary schools and upper secondary schools (third and fourth stage of education) the pupils could participate in “Regional language – Kashubian” and “Minority or ethnic minority language” classes.

The core curriculum of national or ethnic minority language classes defines the following educational goals:

- 1) awareness of own national or ethnic heritage;
- 2) comprehension of statements and using the information they contain;
- 3) producing statements;
- 4) analysis and interpretation of cultural texts.

The core curriculum for classes in the regional language – the Kashubian language and the language of national or ethnic minorities defines the following educational goals:

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<sup>3</sup> Journal of Laws of 2012, item 977; Journal of Laws of 2014, item 803; Journal of Laws of 2016, item 895.

- 1) knowledge about tangible and intangible culture of Kashubian region;
- 2) comprehension of statements in the Kashubian language and using the information they contain under the guidance of a teacher; understanding simple oral and written expressions concerning elementary topics;
- 3) producing simple statements in the Kashubian language; use of basic vocabulary and phrases;
- 4) processing of text orally or in writing under the guidance of a teacher;
- 5) analysis and interpretation of simple cultural texts; delivering Kashubian texts from memory.

Teaching content determined in the core curricula of the above subjects for specific levels of education has been adequately defined according to students' age, capabilities and educational needs.

During the reporting period, actions undertaken for maintenance of students' sense of national, ethnic and linguistic identity, in particular classes on the language, history and culture of their minorities, were conducted at all levels of education, i.e. in preschools, primary schools, lower secondary schools, general upper secondary schools and in vocational and music schools.

The list of textbooks and auxiliary books covered by funding is determined on a yearly basis, following the presentation of an offer by publishers, in numbers corresponding to the demand signalled by headteachers of schools teaching languages of national and ethnic minorities or the regional language, confirmed by education superintendents, taking into account the financial capacity of the Ministry.

As of 2010, electronic versions of individual textbooks and auxiliary books (such as visual boards, films, methodical guides, exercise books and glossaries of terms concerning specific subjects) financed by the Ministry of National Education, with the approval of the publishers, are published on the *Scholaris*<sup>4</sup> educational platform. This allows teachers and students to use them in addition to textbooks in the traditional form. The instruction in the area of the remaining subjects of general education in schools where the language of instruction is a minority language or in schools where there are two languages of instruction (Polish and a minority language or the regional language) is provided in line with the current core curriculum and on the basis of textbooks approved for use in schools and registered on the list of textbooks for general education and of auxiliary books.

Teachers of the regional language or the language of a national or ethnic minority can take part in various forms of professional training which are prepared for them by experts (didactics specialists, methodologists, advisers) from voivodeship-level teacher training centres. Detailed information on the contents of the system of teacher training is presented in Part III of *the Report* concerning the implementation of the provisions of Article 8 of *the Charter* (education).

Moreover, the above-mentioned training offer is completed with trainings organised by organisations of the users of minority languages and the regional language. An example is the Academy of Professional Education operating within the structure of the Kashubian-Pomeranian Association which organises courses improving professional skills of teachers aimed at acquiring or improving knowledge of the Kashubian language. The course prepares teachers to enrol in Postgraduate Pedagogical and Methodological Qualification Studies in teaching the Kashubian language and take the exam giving them qualifications for teaching the Kashubian language in schools and preschools. The Academy also organises the course "Self-developed programmes of teaching the Kashubian language".

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<sup>4</sup> <http://www.scholaris.pl/>

It is aimed at learning how to write one's own programmes for teaching the Kashubian language in preschools and schools.

In the period covered by the report, the NIWKI Programme was continued. Within its framework trainings were offered to support the development of professional skills of German language teachers.

Information on the number of students learning the above-mentioned languages in schools in the school year 2014/2015 (as of 30 September 2014), in the school year 2015/2016 (as of 30 September 2015) and in the school year 2016/2017 (as of 30 September 2016) is provided below:

Language	School year 2014/2015	School year 2015/2016	School year 2016/2017
Belarusian	3010	3072	2862
Czech	0	0	0
Karaim	0	0	0
Lithuanian	648	622	600
Lemko	280	333	290
German	45543	51198	52914
Armenian	76	86	75
Roma	5	2	2
Russian	0	59	68
Slovak	190	219	258
Tatar	0	0	0
Ukrainian	2934	3136	3108
Yiddish	0	0	0
Hebrew	418	427	435
Kashubian	19527	20323	20690
<b>Total</b>	<b>72631</b>	<b>79477</b>	<b>81302</b>

***Re 4. (Recommendation that the Polish authorities take measures to support and offer broadcasts in all regional or minority languages)***

The presence of programmes broadcast in minority languages and the regional language is considered by the Polish State as an important element of the social mission of the public media. The National Council of Radio Broadcasting and Television maintains an ongoing dialogue with the representatives of persons using minority languages and the regional language and takes actions aimed at the implementation of expressed suggestions and requests concerning taking into account the needs of users of the above-mentioned languages.

As a result of the amendment in 2010 of the Act of 29 December 1992 on radio and television broadcasting (Journal of Laws of 2016, item 639), a new mechanism of planning and accounting for the public mission was established, which should contribute to the improvement of the offer of programmes broadcast in minority and ethnic languages as well as in the regional language. It assumes that the public funds should be allocated to specific tasks for the implementation of tasks related to the mission. According to Article 21(3)–(4) of *the Act on radio and television broadcasting*, every year public radio and television units, in consultation with the National Council of Radio Broadcasting and

Television, draft activity plans relating to financing and programmes in view of implementing tasks requiring financing from public funds, including tasks, taking into account the needs of national and ethnic minorities, as well as the community speaking the regional language, including broadcasting news programmes in languages of national and ethnic minorities and in the regional language” (in accordance with Article 21(1a)(8a) of the above mentioned Act).

***Re 5. (Recommendation that the Polish authorities reconsider the issue of 20% threshold enabling to submit applications with regard to the obligations under Article 10 and create a legal possibility of submitting written and oral applications in a regional or minority language, including at poviats and voivodship level).***

The Ministry of Administration and Digitisation was involved in activities aimed at lowering the thresholds enabling to introduce auxiliary languages and additional names of localities from 20% to 10% of persons belonging to national and ethnic minorities living in the territorial division unit and extending the possibility of introducing auxiliary languages to poviats. The working group established in accordance with the decisions made during the 43<sup>rd</sup> meeting of the Joint Commission of Government and National and Ethnic Minorities prepared the draft Act amending the Act on national and ethnic minorities and on the regional language and certain other acts which was approved at the 44<sup>th</sup> meeting of the Commission on 28 May 2014. The above-mentioned draft Act was submitted to the Marshal of the Sejm. The proposed regulation provided for extending the possibility of using national and ethnic minority languages as well as the regional language as auxiliary languages to poviats. This solution was aimed at giving the possibility of using an auxiliary language not only in municipality offices and their subordinate units but also in poviats offices and their subordinate units. Moreover, the proposed amendment provided for lowering the threshold enabling to use national and ethnic minority languages as well as the regional language as auxiliary languages from 20% to 10%. The consequence of the planned amendment was the increase from 51 to 94 of the number of municipalities where the following languages could be used as auxiliary languages: Belarusian (6 more municipalities), Lithuanian (1 more municipality), Kashubian (7 more municipalities) and German (20 more municipalities) and giving the possibility of using the following languages as auxiliary languages: Lemko (in one municipality) and Ukrainian (in 8 municipalities). At the same time, the proposed regulation provided for lowering from 20% to 10% the threshold enabling to introduce additional names of places and physiographic objects in minority and ethnic languages as well as the regional language without the necessity to hold consultations. This amendment should have resulted in the increased number of municipalities where it would have been possible to introduce additional names in the following languages without the necessity of holding consultations: Belarusian, Lithuanian, Kashubian and German and should have given the possibility of introducing additional names without holding consultations in Lemko and Ukrainian. The President of the Republic of Poland refused to sign the Act in the presented form and referred it back to the Sejm of the Republic of Poland for reconsideration (Paper of the 7<sup>th</sup> term of the Sejm No. 3999 of 26 October 2015).

***Re 6. Recommendation that the Polish authorities establish a structured policy in close cooperation with the stakeholder group and take measures to facilitate the application of the Charter with regard to Armenian, Czech, Karaim, Roma, Russian, Slovak, Tatar and Yiddish languages.***

The Ministry of the Interior and Administration conducts continuous consultations with communities of users of the regional language and minority languages within the Joint Commission of Government and National and Ethnic Minorities aimed at improving the extent of implementing the provisions of *the Charter*. Furthermore, the effect of the cooperation between the government and local administration and persons using Ukrainian and Belarusian languages was the preparation of *the Education Development Strategy of the Ukrainian Minority* in Poland in 2011 and of *the Education Development Strategy of the Belarusian Minority* in Poland in 2014. These strategies were drafted after adopting *the Development Strategy of the Lithuanian Minority* in 2001 and *the Education Development Strategy of the German Minority* in 2007. Detailed information on the language strategies is presented in Part II of *the Report* concerning the implementation of the provisions of Article 7 of *the Charter* (Objectives and principles). Poland committed itself to implementing the same measures with regard to all minority languages and the regional language.

**Information concerning the measures taken by the Polish government aimed at implementing the recommendations made by the Committee of Experts of the European Charter for Regional or Minority Languages<sup>5</sup>**

**Re 23.**

Hebrew fulfils the criteria specified in Article 1a of *the European Charter for Regional or Minority Languages*. It is one of languages traditionally used by the Polish citizens belonging to the Jewish minority. In population censuses carried out after regaining independence by Poland in 1918 (on 30 September 1921 and on 9 December 1931), respondents declared Hebrew as one of the mother tongues used on the territory of the Republic of Poland, e.g. during the second general population census, Hebrew was declared as a mother tongue by 243,539 people. During the last census carried out in 2011, 321 respondents from the Jewish minority declared they used Hebrew in household communication.<sup>6</sup> Hebrew is taught at preschool, primary school and lower secondary school level – see details in the part concerning education.

**Re 24–25**

The position of the Polish government on the Silesian dialect of the Polish language was confirmed in the opinion of 20 May 2011 by the Polish Language Council at the Polish Academy of Sciences, which is, pursuant to Article 12(1) of the Act of 7 October 1999 on the Polish language (Journal of Laws of 2011 No. 43, item 244, as amended) a consultative-advisory institution on issues concerning the usage of Polish. In the letter of 30 March 2012, (print No. 567), a group of Polish MPs submitted to the Marshal of the Sejm of the Republic of Poland Ms Ewa Kopacz, a deputies' draft Act on amending the Act on national and ethnic minorities and the regional language, as well as certain other acts. The provisions of the draft included, among others, assigning regional language status to the Silesian dialect of the Polish language. On 11 July 2012, the draft Act was sent to the 1<sup>st</sup> reading before the National and Ethnic Minorities Committee of the Sejm of the Republic of Poland. On 30 August 2012, the 1<sup>st</sup> reading of the draft Act before the Committee took place. At the meeting on 4 December 2012, the Council of Ministers discussed a Draft of the Government's position on the deputies' draft Act on amending the Act on national and ethnic minorities and the regional language, as well as certain other acts (print No. 567) (RM-140-89-12). As a result of the session, the Council of Ministers decided not to take a stance on this issue. The Sejm of the Republic of Poland of the 7<sup>th</sup> term did not complete work on the draft.

In 2015, a civic proposal for the Act amending the Act on national and ethnic minorities and on the regional language was submitted to the Polish Sejm. It was discussed at the meetings of three Sejm committees and the special subcommittee established to examine this draft Act (print No. 2699). The draft Act provided for recognising the community of Silesians as an ethnic minority. The legislative process finished on 24 September 2015 (at the end of the 7<sup>th</sup> term of the Sejm) and resulted in referring the draft Act back to the special subcommittee.

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<sup>5</sup> Recommendations of the Committee of Experts of the European Charter for Regional or Minority Languages were included in the Report of the Committee of Experts of 19 June 2015 (document MIN-LANG (2015) 18 rev.).

<sup>6</sup> Table 20 of the publication of Statistics Poland National, ethnic, linguistic and religious structure of the population of Poland, Warsaw 2015.

At the 10<sup>th</sup> sitting on 30 January 2016, the Sejm of the Republic of Poland of the 8<sup>th</sup> term referred the civic proposal for the Act amending the Act on national and ethnic minorities and on the regional language providing for acknowledging the community of Silesians as an ethnic minority (print No. 27) to the Administration and Internal Affairs Committee and to the National and Ethnic Minorities Committee. After holding committee debate on this draft Act on 19 October 2016, during a joint sitting, both committees put forward a motion to the Sejm of the Republic of Poland for its rejection (print of the Sejm of the Republic of Poland of the 8<sup>th</sup> term No. 944 of 19 October 2016).

**Re 34**

Government administration units undertaking actions aimed at preserving and developing minority languages and the regional language are interested in acquiring as comprehensive information relating to the number of the above-mentioned languages users as possible. In order to achieve this, Statistics Poland annually collects, through surveys filled in by stakeholders, data on the number of members of national and ethnic associations in Poland (including those bringing together users of minority languages and the regional language). Then, the data is published by Statistics Poland. In addition, the Ministry of National Education, in the framework of the Education Information System, collects data on the teaching of minority languages and of the regional language.

On the basis of the provisions of the Act of 6 January 2005 on national and ethnic minorities and on the regional language, in the framework of supporting tasks aimed at sustaining the cultural identity of national and ethnic minorities and preserving and developing minority languages and the regional language, the Minister of the Interior and Administration also collects information on the number of recipients to whom the projects financed/co-financed from the budget of the Ministry of the Interior and Administration are addressed. The collected data is provided by entities performing the aforementioned tasks. It includes the number of: persons participating in artistic events (concerts, reviews, festivals, festivities, musical and recitation competitions), art groups members, circulation of journals, editions of other types of publications (discs, cassettes, folders, calendars; in the case of electronic publications – the number of downloads), listeners/viewers of radio and television programmes as well as the number of members of minority organisations who pay membership fees.

**Re 38–39**

The results of the National Census of Population and Housing 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. It should also be emphasized that organisations bringing together persons of the Karaite minority undertake actions aimed at preserving the Karaim language with financial support from the State budget. Examples of such actions are texts published in the Karaim language in the *Awazymyz* quarterly, audio and video recordings from events organised by the Karaite community, the 2014 production of the first animated film in Karaim entitled *Wonderful Horse of Duke Vytautas*, the participation and co-organisation of the annual *Karaim Language Summer Schools* at places of particular importance for the Karaim culture. During the above-mentioned camps, courses of this language are organised, among others. It should be noted that National Population and Housing

Censuses are carried out in Poland every 10 years. Thus, the data of 2011 is valid also in the period covered by this report.

**PART II: INFORMATION ON THE POLISH GOVERNMENT'S IMPLEMENTATION OF THE RECOMMENDATIONS MADE BY THE COMMITTEE OF EXPERTS FOR THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES WITH REGARD TO ARTICLE 7 OF THE CHARTER**

**Article 7. In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:**

**c) the need for resolute action to promote regional or minority languages in order to safeguard them;**

**Re 54**

One of the goals of the campaign promoting the use of national and ethnic minority languages and the regional language prepared by the Ministry of Administration and Digitisation was to increase the knowledge of local administration staff about the linguistic rights of people using minority and regional languages and the regional language, the obligations of local governments resulting from of *the Charter* and benefits from teaching the languages of national and ethnic minorities and the regional language. This goal was accomplished through an information campaign addressed to municipalities, poviats and voivodes' plenipotentiaries for national and ethnic minorities. The campaign consisted in preparing, issuing and distributing a brochure which was passed to the entities listed above. The brochure contains information concerning the duties of local administrations with regard to preserving and developing minority languages and the regional language, in particular teaching the languages mentioned above, enabling the use of minority languages and the regional language as auxiliary languages as well as enabling the use of traditional names of localities, physiographic objects and streets in the languages mentioned above. In addition, the brochure contained information concerning the procedure of introducing minority languages as auxiliary languages and introducing additional names in these languages, organising teaching as well as financing of the said activities from the State budget.

In the first half of 2015, voivodes' plenipotentiaries for national and ethnic minorities submitted written reports about the campaign to the minister competent for religious denominations and national and ethnic minorities. Evaluation questionnaires sent to entities who were the targets of the campaign were one of the reporting elements. The reports provided by the plenipotentiaries were published on the website dedicated to national and ethnic minorities<sup>7</sup>.

**Re 55**

<sup>7</sup> <http://mniejszosci.narodowe.mswia.gov.pl/mne/prawo/europejska-karta-jezyk/kampania-promujaca-jezy/9067/Sprawozdania-Pelnomocnikow-Wojewodow-do-spraw-mniejszosci-narodowych-i-etnicznych.html>



As part of actions aimed at promoting the minority and regional languages, the minister competent for religious denominations and national and ethnic minorities in the reporting period continued the allocation of financial means for replacing information boards resulting from the decision of establishing additional names of localities in the aforementioned languages. Information concerning the amount of funds allocated on the basis of agreements signed with municipalities for the said replacement in the years 2014–2016 is presented in the table below:

Language	2014	2015	2016
Belarusian	0	0	0
Kashubian	249,902.30	113,177.12	163,746.10
Lemko	0	0	0
German	13,063.11	64,590.44	0
Total:	262,965.41 [used amount: PLN 209,353]	214,394.00 [used amount: PLN 177,767.66]	163,746.10 [used amount: PLN 102,368.06]

Moreover, the State budget provides funds for the support of minority languages and the regional language. Information concerning the amount of funds provided in 2014–2016 (specifying additional funds provided under the educational part of the general subsidy, funds for co-financing of textbooks and specific-purpose subsidies for delegated tasks) is presented in a table in separate Annex 2.

***(f) the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;***

***Re 59***

The list of textbooks attached to the core curriculum specified in the Ordinance of the Minister of National Education of 27 August 2012 on core curricula for preschool and general education in particular types of schools (Journal of Laws, item 977, as amended) as of 2016, includes textbooks for learning the following languages: Belarusian – 3 textbooks, Lithuanian – 14 textbooks, Ukrainian – 6 textbooks, Kashubian – 9 textbooks. These textbooks were financed by the Ministry of National Education and are made available free of charge for students who declared affiliation to a national minority, an ethnic minority or to the community using the regional language. In 2014–2016, the Ministry of National Education financed textbooks and auxiliary books (methodological guidebooks, exercise books) prepared in accordance with the new core curriculum for learning the following languages: Belarusian – 2 textbooks and 1 auxiliary book, Lithuanian – 9 textbooks and 12 auxiliary books, Kashubian – 2 textbooks and 4 auxiliary books, German as the language of national minority – 1 textbook. Furthermore, discussions are being held with publishers about publishing plans for the following years. Teachers may use textbooks approved for use at schools for national and ethnic minority language and regional language classes which are based on the new core curriculum. They may also use textbooks dedicated to the history and culture of a given minority and the geography of the state with the cultural area of which a given national minority identifies itself, going beyond the core curriculum, and auxiliary textbooks (exercise books, glossaries of terms concerning specific

subjects) which are still valid and were approved for use before 2009. Moreover, instead of a textbook teachers may also use other educational materials.

It should also be highlighted that as part of activities aimed at ensuring the lacking textbooks for teaching minority languages and the regional language, on the basis of the decision of the Joint Commission of the Government and National and Ethnic Minorities made during the 44<sup>th</sup> meeting on 28 May 2014, a working group for textbooks for the languages of national and ethnic minorities and the regional language was established. It consists of the representatives of government administration and representatives of each minority or community for whom classes of the mother tongue are conducted (Belarusian, Hebrew, Kashubian, Lithuanian, Lemko, German, Armenian, Slovak and Ukrainian). The main goal of the group is to create a publication schedule for the lacking textbooks for learning minority languages and the regional language and specify how they will be published and what entities will be involved in the process. The first meeting of the group took place in July 2014. The discussions concerned the modes of publishing textbooks and their co-financing by the Ministry of National Education. The second meeting took place in October 2014, the third one in January 2015, the fourth one in May 2015. Furthermore, in May 2016, the first meeting monitoring the work of this working group was organised. At the same time, in 2016, work commenced on the largest reform of the Polish education system in recent years. The Education Law Act of 14 December 2016 (Journal of Laws of 2017, item 59) and the Act of 14 December 2016 – Provisions implementing the Education Law Act (Journal of Laws of 2017, item 60) introduced a new school system, to be implemented in the school year 2017/2018, i.e. from 1 September 2017. The above-mentioned regulations provide for the following types of schools: 8-year primary school, 4-year general upper secondary school, 5-year technical secondary school, 3-year first-grade sectoral vocational school, 3-year special school preparing for employment, 2-year second-grade sectoral vocational school and post-secondary school.

#### **Re 62–63**

In the reporting period, four strategies for the development of education of the following minorities were still valid: Belarusian, Lithuanian, German and Ukrainian. The strategies for the development of education of the specific minorities provide for mechanisms for the monitoring of the adopted obligations, which include regular meetings. The objective of the above-mentioned meetings is to sum up the implementation of the recommendations and specify measures which would enable to implement them more effectively. The meetings dedicated to monitoring of the *Strategy for the development of education of the Lithuanian minority in Poland* were also an occasion to analyse the impact of changes introduced as a result of the implementation of the education system reform and identify new needs that require taking proper actions. *The Strategy for the development of education of the Lithuanian minority* and the mode of its implementation became the basis for preparing subsequent documents of this type and the implementation of suggestions of the Lithuanian minority contained in the *Strategy* resulted in changes introduced in the Polish education system with respect to all minority languages and the regional language (with respect to the financing of the education system and the way of carrying out tests for students finishing primary school and final exams in lower secondary schools). The documents discussed and the minutes from the meetings dedicated to monitoring the implementation of the recommendations from these documents are available on the website of the Ministry of the Interior and Administration: [www.mniejszosci.narodowe.mswia.gov.pl](http://www.mniejszosci.narodowe.mswia.gov.pl)

***(g) the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire;***

Within the framework of means provided for the implementation of tasks aimed at sustaining and developing cultural identity of national and ethnic minorities and preserving and developing minority languages and the regional language, the minister competent for religious denominations and national and ethnic minorities has legal and financial possibilities to support persons who do not speak the regional language or a minority language in learning such a language. An example of such support is organising classes of the Lemko language, Lemko literature and culture addressed to persons who want to use Lemko in practice but did not learn this language at school. The classes are organised in the framework of the task: *Teaching the Lemko language*, implemented by Ruska Bursa Association in Gorlice. Moreover, persons who do not know the Lemko language could take part in Lemko language classes in the framework of the task: *Activities aimed at preserving and developing the Lemko language – training candidates for Lemko language teachers* organised by the Pedagogical University of Krakow. The Tatar language course organised by the Association of Tatars in the Republic of Poland is addressed both to children and adults. Moreover, the Ester Rachel and Ida Kaminska Jewish Theater – Centre for Yiddish Culture offers Yiddish language courses, song workshops and artistic workshops in Warsaw (Yiddish language courses including Yiddish song workshops and a Hebrew language course) as well as a series of classes on Jewish topics in the framework of the University of the Third Age (among others, Yiddish and Hebrew language classes – this task was previously carried out by the SHALOM Foundation). In turn, the SHALOM Foundation organises Yiddish language courses in Łódź and a Hebrew language course was run by the Union of Jewish Communities in Poland.

With regard to the issue of promoting studies and research on minority languages at universities or in similar scientific institutions, it should be mentioned that research projects related to minority languages are implemented from the funds allocated for research by the Ministry of Science and Higher Education and the National Science Centre. In the framework of the National Programme for the Development of Humanities, in the years 2012–2016, 46 projects on national minorities received support worth PLN 27,409,970 (in 2012, 33 projects obtained co-financing for the amount of PLN 17,396,232, in 2014 – 8 projects for the amount of PLN 4,241,006, in 2015 – 5 projects for the amount of PLN 5,772,732). Projects implemented as part of the National Programme for the Development of Humanities concerned very diverse minority-related issues, e.g. documenting the linguistic and cultural heritage of Wilamowice, protecting and rehabilitating the Lemko linguistic heritage and culture, and also Polish and Ukrainian historiography in Lviv in the 19<sup>th</sup> and 20<sup>th</sup> century (until 1939).

It should be noted that issues related to national minorities may also be financed as part of ‘activities promoting science’. As part of this activity, two projects concerning minority-related issues worth a total of PLN 46,000 were co-financed in 2015–2016.

***3. The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.***

*Re 72*

The issue of the presence of national and ethnic minorities and communities speaking the regional language is perceived as an important element of the social mission of the public media. Article 21(1)(8a) of the Act of 29 December 1992 on radio and television broadcasting obligates public radio and TV companies, as part of their public mission, to take into account the needs of national and ethnic minorities and the community using the regional language, including broadcasting news programmes in the languages of national and ethnic minorities and in the regional language. Programmes classified as addressed to minorities are subject to fixed criteria and broadcasters apply standards to them that meet the general requirements for journalistic professionalism and integrity.

Furthermore, the Polish government promotes minority languages and the regional language as well as tolerance towards the aforementioned languages through education of children and youth carried out on the basis of mandatory educational aims and teaching content and also social campaigns, including the campaign addressed to teachers promoting teaching about minority languages. Detailed information on education about national and ethnic minority languages and the regional language, minorities' history and culture has been presented in Part III of the *Report* concerning the implementation of the provisions of Article 8 of the *Charter* (education). The campaign has been discussed in Part II of the *Report* concerning the implementation of the recommendations of the Committee of Ministers of the Council of Europe by the Polish government.

For example: According to the core curriculum of the obligatory subject "Civics" for the lower secondary school, at this level of education a student should acquire the following skills:

- 1) he/she explains what it means for him/her to be a Pole (or a member of other national community) and what is the difference between citizenship and nationality;
- 2) he/she explains, taking into account the multinational traditions of Poland, what is the impact of common history, culture, language and tradition on the shaping of a nation;
- 3) he/she enumerates national and ethnic minorities and groups of migrants (including refugees) living currently in Poland and presents their rights; on the basis of materials gathered by him or herself, the student describes one of these groups (its history, culture, current situation);
- 4) he/she explains the principles of: majority, pluralism and respecting minorities' rights in a democratic state;

A component entitled "Nation, motherland and national minorities" is an element of the core curriculum of "Civics" at the next level of education (upper secondary school). At this stage, a student:

- 1) presents two concepts of a nation: ethnic and cultural as well as political;
- 2) discusses factors facilitating assimilation and preservation of national identity;
- 3) characterises contemporary Poles' attitudes towards motherland and nation;
- 4) characterises national and ethnic minorities and immigrant groups living in Poland (number, history, culture, religion etc.); enumerates their rights;
- 5) recognises symptoms of xenophobia, anti-Semitism, racism as well as chauvinism and justifies the need to counteract these phenomena.

**PART III: INFORMATION ON THE POLISH GOVERNMENT'S IMPLEMENTATION OF THE RECOMMENDATIONS MADE BY THE COMMITTEE OF EXPERTS FOR THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES WITH REGARD TO ARTICLE 8, 10, 11, 12, 13 and 14 OF THE CHARTER**

**Article 8 Education**

**1. With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State (...).**

**Re 80-81**

One of the measures of the Polish government aimed at increasing interest of minority language users and users of the regional language in teaching in these languages at all educational levels was the introduction in 2013 of an additional factor known as weight P12 which increased the amount of financial means provided to local government units under the educational part of the general subsidy<sup>8</sup>. This weight is calculated for each student for whom a minority language or the regional language is a language of instruction or the second language of instruction together with Polish; the weight does not depend on the number of students who learn these languages in this form.

In the algorithm for the allocation of the educational part of the general subsidy for local government units for 2016, with regard to students from national or ethnic minorities and the community using the regional language, the following weights were fixed for students who belong to a given national or ethnic minority or a community using the regional language, for the Roma students for whom a school carries out additional educational tasks: P<sub>13</sub>, P<sub>14</sub>, P<sub>15</sub>, P<sub>16</sub>. Assigning the first three weights depends on the number of students belonging to a given national or ethnic minority and community using the regional language and the Roma students in primary school and lower secondary school. P<sub>16</sub> weight is in turn calculated for students in classes and schools providing education in a national or ethnic minority language or in the regional language and for students in classes and schools in which education activities are conducted in two languages: Polish and a minority language or the regional language which is the second language of instruction.

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<sup>8</sup> Under the Polish system of financing education, local government units are granted subsidies for maintaining schools from the state budget. The amount of this subsidy depends on many factors defined with the use of special coefficients (weights) in an algorithm prepared by the Ministry of National Education on an annual basis. Each weight (coefficient) is described by the letter P and the subsequent number. The weight indicates how much the amount of money calculated for each student will be increased with respect to the basic amount. For example, if the weight is 1.5, it means that for each student described by this weight the amount of money granted will be 1.5 higher than in the case of a student for whom the basic amount was granted. Students who learn a minority language or are taught in this language have been described using four weights, depending on the way classes are taught and the number of students who learn their native language. As a result, the local government running a school where a minority language (or the regional language) is the language of instruction or the education is bilingual is granted a higher subsidy than in the case when a minority language (or the regional language) are taught only as a subject. Similarly, in order to protect small schools where a minority language (or the regional language) is taught from liquidation, a higher subsidy is granted for each student learning a minority language or the regional language in a small school than in a big school.

In 2016<sup>9</sup>, persons taking part in additional classes of the Polish language were excluded from weights for students belonging to national and ethnic minorities and a new P<sub>36</sub> weight was established for them. Furthermore, the change in the description of algorithm weights was introduced, so that students belonging to specific national or ethnic minorities, communities using the regional language (Kashubian) and Roma students are taken into account separately (with regard to each other) when specifying their number in order to determine to which weight they qualify. Following this change, each minority group is treated separately.

In the educational part of the general subsidy for 2016, the aforementioned weights were used to allocate additional funds for local government units (taking into account a corrective coefficient Di) in a total amount of PLN 356,784,000; in comparison to 2015 the funds increased by 9% (the total subsidy increased by 2.8%). These funds were calculated for 75,144 students (weight P<sub>13</sub> – 30,144 students, weight P<sub>14</sub> – 23,912 students, weight P<sub>15</sub> – 19,185 students and P<sub>16</sub> – 1,903 students) taught minority languages or students using the regional language – Kashubian. As in previous years, in 2016, an increased educational subvention was granted for each student learning at schools which carry out additional educational tasks with regard to Roma students.

Under the Regulation on the division of the educational part of the general subsidy in 2017,<sup>10</sup> changes to financing rules with regard to students belonging to national and ethnic minorities for 2017 were not introduced.

As part of campaign encouraging parents of children who are users of minority languages and the regional language to take advantage of the possibility of learning minority languages and the regional language by their children or their education in these languages, the Ministry of Administration and Digitisation prepared a brochure presenting the benefits of learning the above-mentioned languages and the advantages of multilingualism. The aforementioned brochure includes information about the possibility of sustaining the linguistic and cultural identity within the framework of the Polish system of education, details concerning the organisation of teaching minority languages or education in these languages at all levels of education as well as the list of institutions providing information concerning the above-mentioned education. In the brochure, parents found information about financing classes teaching minority languages and the regional language as well as instruction in these languages from the state budget; they were also informed that the users of these languages do not bear any extra costs related to these classes. Furthermore, spelling tests known as the Kashubian spelling tests addressed both to children and adults which have been organised for several years by the Kashubian-Pomeranian Association and financed from the state budget are very important in promoting the Kashubian language.

The Polish system of subsidies for education is adjusted every year. The system ensures the continuity of education because it is based on a stable system of financing local government units from the state budget. Pursuant to Article 167(1) of the Constitution of the Republic of Poland, units of local government shall be provided with public funds adequate for the performance of the duties assigned to them. The Ministry of National Education monitors how local government units spend subsidies for teaching minority languages and the regional language. The Regional Audit Chambers and the Supreme Audit Office are entitled to control their spending. It is noteworthy that the Polish system of subsidies

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<sup>9</sup> Regulation of the Minister of National Education of 22 December 2015 r. on the division of the educational part of the general subsidy for local government units in 2016 (Journal of Laws of 2015, item 2294).

<sup>10</sup> Regulation of the Minister of National Education of 22 December 2016 r. on the division of the educational part of the general subsidy for local government units in 2017 (Journal of Laws of 2017, item 2298),

for education makes it financially interesting for local authorities to have schools on their territory where minority languages and the regional language are taught and thus it is the best way to promote these languages. It should be noted that the amount of funds provided to local authority units under the educational part of the general subsidy for organising teaching of minority languages and the regional language gradually increases every year. Detailed information relating to the amount of funds (in PLN) provided in the years 2014–2016 are presented in the table below:

National and ethnic minority or community using the regional language	Education subsidy in 2014	Education subsidy in 2015	Education subsidy in 2016
Belarusian	12,197,480.74	11,925,229.47	11,788,836.56
Czech	0	0	0
Karaim	0	0	0
Lithuanian	3,060,207.89	3,083,852.10	2,993,423.87
Lemko	2,271,629.39	2,250,321.84	2,403,737.27
German	125,082,353.68	145,285,407.41	161,779,609.31
Armenian	347,558.79	547,091.45	630,856.94
Roma	17,913,862.64	16,269,412.33	17,445,806.59
Russian	0	0	578,199.40
Slovak	1,327,614.97	1,463,487.90	1,835,173.29
Tatar	0	0	0
Ukrainian	16,753,732.89	16,561,802.99	18,871,322.35
Jewish	979,776.50	1,428,909.38	1,633,674.61
Kashubian language	116,750,245.65	127,195,364.62	136,823,702.69
<b>Total</b>	<b>296,684,463.14</b>	<b>326,010,879.49</b>	<b>356,784,342.88</b>

**Re 85–87**

Planned lowering of the numerical threshold of students, which is necessary for creating the regional or minority language class at secondary education level, was implemented in 2017, with regard to, among others, full reform of education system and launching new types of schools on 1 September 2017. Pursuant to § 7 paragraph 1 of the *Regulation of the Minister of National Education of 18 August 2017 on the conditions and manner of performance by preschools, schools and public educational institutions of tasks supporting national, ethnic and linguistic identity of students from national and ethnic minorities and the community speaking the regional language* (Journal of Laws, item 1627), the minority language or regional language is taught in separate divisions if at least 7 pupils at the level of a given class are registered for learning – without distinguishing the level of education (in forms referred to in § 3 paragraph 1 point 2 and 3, and § 4 paragraph 1 point 2 and 3).

**(a) (i) provide access to preschool education in relevant regional or minority languages**

The Polish government provides legal and financial options for preschool education in minority languages and in the regional language. Moreover, in 2014, the Ministry of Administration and Digitisation took measures to increase the number of children learning minority languages and the regional language and educated in these languages by preparing a campaign targeted at parents of children belonging to national and ethnic minorities and the community using the regional language, which encouraged them to use the possibility of learning minority languages and the regional language or education in these languages. The organisation of the mentioned teaching is regulated by the provisions of the § 3 of the Regulation of the Minister of National Education of 14 November 2007 on the conditions and manner of performance by preschools, schools and public educational institutions of tasks supporting national, ethnic and linguistic identity of students from national and ethnic minorities and the community speaking the regional language (Journal of Laws of 2014, item 263).

According to the cumulative data of the Education Information System (as of 30 September 2014), 9,780 children were taught national and ethnic minorities' languages and the regional language at the level of pre-school education in the school year 2014/2015. According to the cumulative data of the Education Information System (as of 30 September 2015), 8,398 children were taught national and ethnic minorities' languages and the regional language at the level of pre-school education in the school year 2015/2016. According to the cumulative data of the Education Information System (as of 30 September 2016), 9,887 children were taught national and ethnic minorities' languages and the regional language at the level of pre-school education in the school year 2016/2017.

<i>Re 111, 224, 337, 448, 554, 654, 759</i>
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### **Belarusian**

According to the data of the Education Information System (as of 30 September 2013), 121 children in 4 educational establishments were taught Belarusian at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 103 children were taught Belarusian at the level of pre-school education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 163 children were taught Belarusian at the level of pre-school education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 152 children were taught Belarusian at the level of pre-school education in the school year 2016/2017<sup>11</sup>.

### **Czech**

Currently, Czech is not taught at the level of pre-school education in the public education system, despite the legal and actual possibilities. However, Czech for children of pre-school age was taught in the Jan Amos Komeński Educational Kindergarten of the Reformed Evangelical Congregation in Zelów (<http://przedszkole.zelandia.pl/>).

### **Karaim**

Currently, Karaim is not taught at the level of pre-school education in the public education system, despite the legal and financial possibilities.

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<sup>11</sup> In the context of the figures concerning teaching minority languages and the regional language, the general decrease in the number of students in Polish schools should be stressed. Demographic decline is the reason for this situation. Today, the demographic decline generation of the late 1990s and early 2000s is leaving secondary education.



**Lithuanian**

According to the data of the Education Information System (as of 30 September 2013), 126 children in 3 educational establishments were taught Lithuanian at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 108 children were taught Lithuanian at the level of pre-school education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 117 children were taught Lithuanian at the level of pre-school education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 131 children were taught Lithuanian at the level of pre-school education in the school year 2016/2017.

**Lemko**

According to the data of the Education Information System (as of 30 September 2013), 66 children in 7 educational establishments were taught Lemko at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 7 children were taught Lemko at the level of pre-school education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 45 children were taught Lemko at the level of pre-school education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 17 children were taught Lemko at the level of pre-school education in the school year 2016/2017.

**German**

According to the data of the Education Information System (as of 30 September 2013), 7,259 children in 181 educational establishments were taught German at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 7,470 children were taught German at the level of pre-school education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 6,970 children were taught German at the level of pre-school education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 8,186 children were taught German at the level of pre-school education in the school year 2016/2017.

**Armenian**

According to the data of the Education Information System (as of 30 September 2013), 2 children in 1 educational establishment were taught Armenian at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), no children were taught Armenian at the level of pre-school education in the school year 2014/2015. A similar situation existed in the subsequent school year – the Education Information System, as of 30 September 2015, shows the value “0”. According to the data of the Education Information System (as of 30 September 2016), 5 children were taught Armenian at the level of pre-school education in the school year 2016/2017.

**Romani**

In the public educational system, Romani is not taught in the pre-school education because the Romani community in Poland did not give its consent. However, tasks aimed at equalizing

educational opportunities of Roma students are undertaken. The expert group on the Romani language, appointed in 2008, has completed its work on codification of the transcription of this language. The Roma community did not accept the introduction of the Romani language into the education system. In relation to the previous report, the general situation has not changed. The only exception was the school year 2014/2015 when, according to the data of the Education Information System (as of 30 September 2014), 3 children were taught Romani at the level of pre-school education. In the school years 2015/2016 and 2016/2017 (as of 30 September for both) no children were taught Romani at the level of pre-school education.

### **Russian**

Currently, Russian is not taught at the level of pre-school education in the public education system, despite the legal and financial possibilities. The only exception was the school year 2015/2016 when, according to the data of the Education Information System (as of 30 September 2015), 2 children were taught Russian at the level of pre-school education.

### **Slovak**

According to the data of the Education Information System (as of 30 September 2013), 25 children in 2 educational establishments were taught Slovak at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 22 children were taught Slovak at the level of pre-school education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 7 children were taught Slovak at the level of pre-school education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 13 children were taught Slovak at the level of pre-school education in the school year 2016/2017.

### **Tatar**

Currently, Tatar is not taught at the level of pre-school education in the public education system, despite the legal and actual possibilities. However, it should be underlined that the Tatar minority has demonstrated a renewed interest in the Tatar language – since 2012 a group of Polish Tatars in Białystok (about 30 persons) has been learning Tatar (which is currently used in Tatarstan). Tatar courses are taught by a Tatarstan immigrant woman and financed with subsidies from the Minister of the Interior and Administration.

### **Ukrainian**

According to the data of the Education Information System (as of 30 September 2013), 336 children in 37 educational establishments were taught Ukrainian at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 378 children were taught Ukrainian at the level of pre-school education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 318 children were taught Ukrainian at the level of pre-school education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 375 children were taught Ukrainian at the level of pre-school education in the school year 2016/2017.

### **Hebrew**

According to the data of the Education Information System (as of 30 September 2013), 130 children in 3 educational establishments were taught Hebrew at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 162 children were taught Hebrew at the level of pre-school education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 64 children were taught Hebrew at the level of pre-school education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 58 children were taught Hebrew at the level of pre-school education in the school year 2016/2017.

#### **Yiddish**

Currently, Yiddish is not taught at the level of pre-school education in the public education system, despite the legal and financial possibilities.

#### **Kashubian**

According to the data of the Education Information System (as of 30 September 2013), 653 children in 22 educational establishments were taught Kashubian at the level of pre-school education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 1527 children were taught Kashubian at the level of pre-school education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 712 children were taught Kashubian at the level of pre-school education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 950 children were taught Kashubian at the level of pre-school education in the school year 2016/2017.

***(b) (i) provide access to primary education in relevant regional or minority languages***

***Re 114, 228, 340, 451, 657, 765***

The Polish government provides legal and financial possibilities for primary education in minority languages and in the regional language. Moreover, the Ministry of Administration and Digitisation took measures to increase the number of children learning minority languages and the regional language and educated in these languages by preparing the campaign targeted at parents of children belonging to national and ethnic minorities and the community using the regional language which was an incentive to use the possibility of learning minority languages and the regional language or education in these languages. The organisation of the mentioned teaching was regulated by the provisions of the Regulation of the Minister of National Education of 14 November 2007 on the conditions and manner of performance by preschools, schools and public educational institutions of tasks supporting national, ethnic and linguistic identity of students from national and ethnic minorities and the community speaking the regional language (Journal of Laws of 2014, item 263).

According to the cumulative data of the Education Information System (as of 30 September 2014), 51,073 children were taught national and ethnic minorities languages' and the regional language at the level of primary education in the school year 2014/2015. According to the cumulative data of the Education Information System (as of 30 September 2015), 58,694 children were taught national and ethnic minorities' languages and the regional language at the level of primary education

in the school year 2015/2016. According to the cumulative data of the Education Information System (as of 30 September 2016), 58,704 children were taught national and ethnic minorities' languages and the regional language at the level of primary education in the school year 2016/2017.

### **Belarusian**

According to the data of the Education Information System (as of 30 September 2013), 1,610 children in 24 educational establishments were taught Belarusian at the level of primary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 1,659 children were taught Belarusian at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 1,728 children were taught Belarusian at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 1,580 children were taught Belarusian at the level of primary education in the school year 2016/2017.

### **Czech**

Currently, Czech is not taught at the level of primary education in the public education system, despite the legal and financial possibilities.

### **Karaim**

Currently, Karaim is not taught at the level of primary education in the public education system, despite the legal and financial possibilities.

### **Lithuanian**

According to the data of the Education Information System (as of 30 September 2013), 276 children in 7 educational establishments were taught Lithuanian at the level of primary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 283 children were taught Lithuanian at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 281 children were taught Lithuanian at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 276 children were taught Lithuanian at the level of primary education in the school year 2016/2017.

### **Lemko**

According to the data of the Education Information System (as of 30 September 2013), 209 children in 21 educational establishments were taught Lemko at the level of primary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 212 children were taught Lemko at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 215 children were taught Lemko at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 219 children were taught Lemko at the level of primary education in the school year 2016/2017.

### **German**

According to the data of the Education Information System (as of 30 September 2013), 27,650 children in 335 educational establishments were taught German at the level of primary education in

the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 32,397 children were taught German at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 38,252 children were taught German at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 38,658 children were taught German at the level of primary education in the school year 2016/2017.

### **Armenian**

According to the data of the Education Information System (as of 30 September 2013), in the school year 2013/2014, 49 children in 3 educational establishments were taught Armenian at the level of primary education. According to the data of the Education Information System (as of 30 September 2014), 76 children in were taught Armenian at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 86 children in were taught Armenian at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 70 children in were taught Armenian at the level of primary education in the school year 2016/2017.

### **Romani**

Currently, Romani is not taught at the level of primary education in the public education system, despite the legal and financial possibilities. Information on the causes of this situation has been indicated in paragraph 1(a). Compared to the previous report, there was a change concerning attending a primary level art school. 2 children being taught the Romani language completing education in the six-year I level music school were recorded in the Education Information System (as of 30 September 2014). Also – in the subsequent school years 2015/2016 and 2016/2017 – according to the Education Information System (as of 30 September in both cases), two children were taught Romani.

### **Russian**

Compared to the previous report, a change in the situation has been observed. According to the data of the Education Information System (as of 30 September 2014), there were until then no children taught Russian at the level of primary education in the school year 2014/2015, but in the subsequent years their group consisted of several dozen people. According to the data of the Education Information System (as of 30 September 2015), 57 children in were taught Russian at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 56 children in were taught Russian at the level of primary education in the school year 2016/2017.

### **Slovak**

According to the data of the Education Information System (as of 30 September 2013), 139 children in 6 educational establishments were taught Slovak at the level of primary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 151 children were taught Slovak at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 177 children were taught Slovak at the level of primary education in the school year 2015/2016. According

to the data of the Education Information System (as of 30 September 2016), 186 children were taught Slovak at the level of primary education in the school year 2016/2017.

#### **Tatar**

Currently, Tatar is not taught at the level of primary education in the public education system, despite the legal and financial possibilities.

#### **Ukrainian**

According to the data of the Education Information System (as of 30 September 2013), 1518 children in 74 educational establishments were taught Ukrainian at the level of primary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 1579 children were taught Ukrainian at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 1782 children were taught Ukrainian at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 1750 children were taught Ukrainian at the level of primary education in the school year 2016/2017.

#### **Hebrew**

According to the data of the Education Information System (as of 30 September 2013), 205 children in 3 educational establishments were taught Hebrew at the level of primary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 226 children were taught Hebrew at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 317 children were taught Hebrew at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 312 children were taught Hebrew at the level of primary education in the school year 2016/2017.

#### **Yiddish**

Currently, Yiddish is not taught at the level of primary education in the public education system, despite the legal and financial possibilities.

#### **Kashubian**

According to the data of the Education Information System (as of 30 September 2013), 13,205 children in 277 educational establishments were taught Kashubian at the level of primary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 14,490 children were taught Kashubian at the level of primary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 15,799 children were taught Kashubian at the level of primary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 15,597 children were taught Kashubian at the level of primary education in the school year 2016/2017.

***(c) (i) provide access to secondary education in relevant regional or minority languages***

The Polish government has taken measures to unify the criteria for learning minority languages and the regional language or instruction in such languages, i.e. to establish the number of 7 persons interested in such teaching in all types of schools. This postulate has been included in legislative plans of the Ministry of National Education for 2014 on the amendment of the Regulation of the Minister of National Education of 14 November 2007 on conditions and manner of performance by preschools, schools and public educational facilities of tasks supporting national, ethnic and linguistic identity of students from national and ethnic minorities and the community speaking the regional language (Journal of Laws No. 214, item 1579, as amended).

The Polish government provides legal and financial options for secondary education in minority languages and in the regional language. Moreover, the Ministry of Administration and Digitisation took measures to increase the number of children learning minority languages and the regional language and educated in these languages by preparing the campaign targeted at parents of children belonging to national and ethnic minorities and the community using the regional language which encouraged to use the possibility of learning minority languages and the regional language or education in these languages.

According to the data of the Education Information System (as of 30 September 2014), 9,776 children in lower secondary schools, 169 in vocational schools, 1,391 in upper secondary schools and 435 in technical secondary schools were taught national and ethnic minorities' languages and the regional language at the level of secondary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 10,076 children in lower secondary schools, 295 in vocational schools, 1,359 in upper secondary schools and 651 in technical secondary schools were taught national and ethnic minorities' languages and the regional language at the level of secondary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 10,496 children in lower secondary schools, 264 in vocational schools, 1,231 in upper secondary schools and 701 in technical secondary schools were taught national and ethnic minorities' languages and the regional language at the level of secondary education in the school year 2016/2017.

### **Belarusian**

According to the data of the Education Information System (as of 30 September 2013), 731 children in 18 lower secondary schools and 672 in 3 general upper secondary schools were taught Belarusian at the level of secondary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 1,248 children (666 in lower secondary schools and 582 in upper secondary schools) were taught Belarusian at the level of secondary education in the school year 2014/2015.

According to the data of the Education Information System (as of 30 September 2015), 1,181 children (646 in lower secondary schools and 535 in upper secondary schools) were taught Belarusian at the level of secondary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 1,130 children (664 in lower secondary schools and 466 in upper secondary schools) were taught Belarusian at the level of secondary education in the school year 2016/2017.

### **Czech**

Currently, Czech is not taught at the level of secondary education in the public education system, despite the legal and financial possibilities.

#### **Karaim**

Currently, Karaim is not taught at the level of secondary education in the public education system, despite the legal and financial possibilities.

#### **Lithuanian**

According to the data of the Education Information System (as of 30 September 2013), 143 children in 5 lower secondary schools and 114 in 2 general upper secondary schools were taught Lithuanian at the level of secondary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 252 children (143 in lower secondary schools and 109 in upper secondary schools) were taught Lithuanian at the level of secondary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 217 children (124 in lower secondary schools and 93 in upper secondary schools) were taught Lithuanian at the level of secondary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 193 children (121 in lower secondary schools and 72 in upper secondary schools) were taught Lithuanian at the level of secondary education in the school year 2016/2017.

#### **Lemko**

According to the data of the Education Information System (as of 30 September 2013), 65 children in 7 lower secondary schools and 12 in 2 general upper secondary schools were taught Lemko at the level of secondary education in the school year 2013/2014. It is worth noting that the school year 2012/2013 was the first year when one person in Legnica took Lemko as a matriculation examination subject, and in the school year 2013/2014 two persons took this exam – in Gorlice and Legnica. According to the data of the Education Information System (as of 30 September 2014), 61 children (41 in lower secondary schools and 20 in upper secondary schools) were taught Lemko at the level of secondary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 73 children (62 in lower secondary schools and 11 in upper secondary schools) were taught Lemko at the level of secondary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 54 children (44 in lower secondary schools and 10 in upper secondary schools) were taught Lemko at the level of secondary education in the school year 2016/2017.

#### **German**

According to the data of the Education Information System (as of 30 September 2013), 5,712 children in 95 lower secondary schools and 55 in 2 general upper secondary schools were taught German at the level of secondary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 5,538 children (5,475 in lower secondary schools and 63 in upper secondary schools) were taught German at the level of secondary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 5,699 children (5,638 in lower secondary schools and 61 in upper secondary schools) were taught German at the level of secondary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 5,881 children were taught



German at the level of secondary education in the school year 2016/2017. All these children were taught in lower secondary schools.

It should be noted that for several years now it has been observed that secondary school students resign from learning German as a minority language. For pragmatic reasons, they decide to take their mother tongue as a modern foreign language at the matriculation examination. When they graduate from lower secondary school, they resign from the current language learning option (such a situation is not observed in the case of other minorities whose languages – in a vast majority – are not offered as a first or second modern foreign language in all types of schools). The matriculation examination in a minority language has different requirements than the matriculation examination in a modern foreign language. The formula of such an examination should be communicated 2 years prior to its date. Students take their decisions taking into account expected matriculation examination results and seek to score a greater number of points that will give them a better chance of being admitted to universities.

### **Armenian**

Currently, Armenian is not taught at the level of secondary education in the public education system, despite the legal and financial possibilities.

### **Romani**

Currently, Romani is not taught at the level of secondary education in the public education system, despite the legal and financial possibilities.

### **Russian**

Currently, Russian is not taught as a mother tongue at the level of secondary education in the public education system, despite the legal and financial possibilities. It is worth to note that teaching Russian as a foreign language at the level of secondary education is commonly available in the public education system. According to the data of the Education Information System (as of 30 September 2013), 7 children were taught Russian in a post-secondary art school in the school year 2013/2014.

### **Slovak**

According to the data of the Education Information System (as of 30 September 2013), 13 children in 2 lower secondary schools were taught Slovak at the level of secondary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 17 children were taught Slovak at the level of secondary education in the school year 2014/2015. All these children were taught in lower secondary schools. According to the data of the Education Information System (as of 30 September 2015), 35 children were taught Slovak at the level of secondary education in the school year 2015/2016. All these children were taught in lower secondary schools. According to the data of the Education Information System (as of 30 September 2016), 59 children were taught Slovak at the level of secondary education in the school year 2016/2017. All these children were taught in lower secondary schools.

### **Tatar**

Currently, Tatar is not taught at the level of secondary education in the public education system, despite the legal and financial possibilities.

### **Ukrainian**

According to the data of the Education Information System (as of 30 September 2013), 620 children in 45 lower secondary schools and 282 in 8 upper secondary schools were taught Ukrainian at the level of general secondary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 924 children (638 in lower secondary schools and 286 in upper secondary schools) were taught Ukrainian at the level of secondary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 1003 children (679 in lower secondary schools and 324 in upper secondary schools) were taught Ukrainian at the level of secondary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 965 children (641 in lower secondary schools and 324 in upper secondary schools) were taught Ukrainian at the level of secondary education in the school year 2016/2017.

### **Hebrew**

According to the data of the Education Information System (as of 30 September 2013), 34 children were taught Hebrew at the level of secondary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 30 children were taught Hebrew at the level of secondary education in the school year 2014/2015. All these children were taught in lower secondary schools. According to the data of the Education Information System (as of 30 September 2015), 46 children were taught Hebrew at the level of secondary education in the school year 2015/2016. All these children were taught in lower secondary schools. According to the data of the Education Information System (as of 30 September 2016), 65 children were taught Hebrew at the level of secondary education in the school year 2016/2017. All these children were taught in lower secondary schools.

### **Yiddish**

Currently, Yiddish is not taught at the level of secondary education in the public education system, despite the legal and financial possibilities.

### **Kashubian**

According to the data of the Education Information System (as of 30 September 2013), 2,682 children in 103 lower secondary schools and 340 in 11 general upper secondary schools were taught Kashubian at the level of secondary education in the school year 2013/2014. According to the data of the Education Information System (as of 30 September 2014), 3,097 children (2,766 in lower secondary schools and 331 in upper secondary schools) were taught Kashubian at the level of secondary education in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 3,181 children (2,846 in lower secondary schools and 335 in upper secondary schools) were taught Kashubian at the level of secondary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 3,380 children (3,021 in lower secondary schools and 359 in upper secondary schools) were taught Kashubian at the level of secondary education in the school year 2016/2017.

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

The Polish government provides legal and financial possibilities for education in minority languages and in the regional language within technical and professional education. Moreover, the Ministry of Administration and Digitisation took measures to increase the number of children learning minority languages and the regional language and educated in these languages by preparing the campaign targeted at parents of children belonging to national and ethnic minorities and the community using the regional language encouraging to use the possibility of learning minority languages and the regional language or education in these 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 of 27 August 2012 on core curricula for preschool and general education in specific types of schools (Journal of Laws, item 977, as amended).

According to the cumulative data of the Education Information System (as of 30 September 2014), 9,776 children in lower secondary schools, 169 in vocational schools, 1,391 in upper secondary schools and 435 in technical secondary schools were taught the national and ethnic minorities languages and regional language at the level of secondary education in the school year 2014/2015. According to the cumulative data of the Education Information System (as of 30 September 2015), 10,076 children in lower secondary schools, 295 in vocational schools, 1,359 in upper secondary schools and 651 in technical secondary schools were taught the national and ethnic minorities languages and regional language at the level of secondary education in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 10,496 children in lower secondary schools, 264 in vocational schools, 1,231 in upper secondary schools and 701 in technical secondary schools were taught the national and ethnic minorities languages and regional language at the level of secondary education in the school year 2016/2017.

#### **Belarusian**

Currently, Belarusian is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

#### **Czech**

Currently, Czech is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

#### **Karaim**

Currently, Karaim is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

#### **Lithuanian**

According to the data of the Education Information System (as of 30 September 2013), 5 children were taught Lithuanian in the school year 2013/2014. According to the cumulative data of the Education Information System (as of 30 September 2014), 5 children in technical secondary schools were taught Lithuanian in the school year 2014/2015. According to the cumulative data of the Education Information System (as of 30 September 2015), 7 children in technical secondary schools were taught Lithuanian in the school year 2015/2016. According to the cumulative data of the

Education Information System (as of 30 September 2016), no children in technical and vocational secondary schools were taught Lithuanian in the school year 2016/2017.

#### **Lemko**

Currently, Lemko is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

#### **German**

According to the data of the Education Information System (as of 30 September 2013), 77 children in 3 technical secondary schools and 56 in 2 basic vocational schools were taught German in the school year 2013/2014. According to the cumulative data of the Education Information System (as of 30 September 2014), 129 children (27 in basic vocational school and 111 in technical secondary school) were taught German in the school year 2014/2015. According to the cumulative data of the Education Information System (as of 30 September 2015), 277 children (92 in basic vocational school and 185 in technical secondary school) were taught German in the school year 2015/2016. According to the cumulative data of the Education Information System (as of 30 September 2016), 189 children (69 in basic vocational school and 120 in technical secondary school) were taught German in the school year 2016/2017.

#### **Armenian**

Currently, Armenian is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

#### **Romani**

Currently, Romani is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

#### **Russian**

Currently, Russian is not taught as a mother tongue within the technical and vocational education in the public education system, despite the legal and financial possibilities. It is worth noting that learning Russian as a foreign language within the technical and vocational education is commonly available in the public education system.

#### **Slovak**

Currently, Slovak is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

#### **Tatar**

Currently, Tatar is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

#### **Ukrainian**

According to the data of the Education Information System (as of 30 September 2013), 34 children in 2 technical secondary schools and 17 in 2 basic vocational schools were taught Ukrainian in the school year 2013/2014. According to the cumulative data of the Education Information System (as

of 30 September 2014), 50 children (8 in basic vocational school and 42 in technical secondary school) were taught Ukrainian in the school year 2014/2015. According to the cumulative data of the Education Information System (as of 30 September 2015), 33 children (2 in basic vocational school and 31 in technical secondary school) were taught Ukrainian in the school year 2015/2016. According to the cumulative data of the Education Information System (as of 30 September 2016), 18 children (1 in basic vocational school and 17 in technical secondary school) were taught Ukrainian in the school year 2016/2017.

### **Hebrew**

Currently, Hebrew is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

### **Yiddish**

Currently, Yiddish is not taught within the technical and vocational education in the public education system, despite the legal and financial possibilities.

### **Kashubian**

According to the data of the Education Information System (as of 30 September 2013), 184 children in 7 technical secondary schools and 83 in 6 basic vocational schools were taught Kashubian in the school year 2013/2014. According to the cumulative data of the Education Information System (as of 30 September 2014), 411 children (134 in basic vocational school and 277 in technical secondary school) were taught Kashubian in the school year 2014/2015. According to the cumulative data of the Education Information System (as of 30 September 2015), 609 children (201 in basic vocational school and 408 in technical secondary school) were taught Kashubian in the school year 2015/2016. According to the cumulative data of the Education Information System (as of 30 September 2016), 758 children (194 in basic vocational school and 564 in technical secondary school) were taught Kashubian in the school year 2016/2017.

Moreover, it should be mentioned that, in relation to the previous report, there was a change concerning students of special school preparing for employment for students with moderate or significant mental retardation and for students with more than one disability. According to the data of the Education Information System (as of 30 September 2014), 2 children in an educational establishment of this type were taught Kashubian in the school year 2014/2015. According to the data of the Education Information System (as of 30 September 2015), 2 children in an educational establishment of this type were taught Kashubian in the school year 2015/2016. According to the data of the Education Information System (as of 30 September 2016), 5 children in an educational establishment of this type were taught Kashubian in the school year 2016/2017.

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

***Re 123, 349, 774***

In Poland, it is possible to study minority languages and the regional language at language faculties as well as foreign language classes and post-graduate studies. The studies are available in

first-, second- and third-cycle, both as full-time and part-time programmes. The number of students studying minority languages at language faculties or similar faculties in the 2016/2017 academic year exceeded 13,000<sup>12</sup>. This education within this scope mostly relates to the German (ca. 7,000 students) and Russian (over 3,000 students).

The need to retain and develop minority languages and the regional language, as well as the cultural identity of national and ethnic minorities, is recognised both by the minister competent for higher education and by higher education institutions. Nonetheless, in the light of the Polish law, higher education institutions enjoy curriculum autonomy, which leaves no possibility of imposing upon them the obligation to offer a particular field of study. There is also no central list of fields of study or education standards defining the curricula<sup>13</sup>. Therefore, higher education institutions open fields of study and specify the curricula themselves.

The Ministry of Science and Higher Education made efforts to decrease the requirements related to the 'academic staff minimum' for minority language studies. The amendment introduced by the Regulation of the Minister of Science and Higher Education of 3 October 2014 on the conditions of providing degree programmes in a given field and at a given level of study<sup>14</sup> (Journal of Laws, item 370) introduced less restrictive requirements related to academic staff for this field of study. Pursuant to Article 14(5) of the Regulation, the academic staff minimum for first-cycle degrees of minority language studies is five academic teachers with scientific background in the academic discipline related to the field of study, including at least one independent teacher and at least four teachers holding a doctoral degree, provided that among the group at least two academic teachers holding a doctoral degree should specialise in a national and ethnic minority language which is related to this field of study. Regarding the second-cycle degrees, pursuant to Article 15(5) of the Regulation, the academic staff minimum for second-cycle degrees of minority language studies is eight academic teachers with scientific background in the academic discipline related to the field of study, including at least three independent teachers and at least five teachers holding a doctoral degree, provided that among the group at least one independent academic teacher and at least three academic teachers holding a doctoral degree should specialise in a national and ethnic minority language which is related to the field of study.

The above amendments to legislation on higher education enable more flexibility in creating new faculties. An example of practical application of these provisions is the creation of Kashubian Studies at the Faculty of Languages of the University of Gdańsk (Resolution of the Senate of the University of Gdańsk of 20 December 2012). According to the data stored in the POL-on System of Higher Education Data, 58 students studied at this faculty during the 2016/2017 academic year.

It is worth mentioning that education in the field of minority languages is not limited only to the most popular languages, namely German and Russian. Many academic centres throughout the country provide education in the field of minority languages and the regional language. It is impossible to mention all activities of universities in this area. This is why examples are given below which

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<sup>12</sup> Accurate estimation of this number is difficult due to the specificity of language education – for statistical purposes, studies involving minority languages are not always distinguished as a separate field of study.

<sup>13</sup> Except for nine fields of study indicated in Article 96 of the Higher Education Act (Journal of Laws of 2016, item 1842).

<sup>14</sup> Currently, the issues related to the academic staff minimum are governed by the Regulation of the Minister of Science and Higher Education of 26 September 2016 on the conditions of providing degree programmes (Journal of Laws item 1596).

illustrate the differentiated approach to the subject of education in the field of minority languages and the regional language.

The Department of Humanities of Maria Curie-Skłodowska University in Lublin offers first- and second-cycle programmes in the field of Ukrainian studies. In the 2016/2017 academic year, 96 students studied at this faculty. Graduates of this faculty of study are not only able to speak Ukrainian (at C1 CEFR level for first-cycle studies and C2 level for second-cycle studies), but also possess structured knowledge on Ukrainian culture and literature.

Education in the field of the Lithuanian language is provided e.g. as part of the Baltic Philology field of study (first- and second-cycle studies) at the University of Warsaw. In the 2016/2017 academic year, 56 students studied at this faculty, where learning Lithuanian was an obligatory element of the curriculum.

Learning Yiddish is an important element of education at faculty of Jewish Studies at the History Department of the Jagiellonian University in Kraków. 149 students were enrolled in first- and second cycle studies. It is also worth stressing that there is a possibility of enrolling in a PhD programme in Jewish Studies. At present, over a dozen of PhD students remain under scientific guidance of the staff members of the Institute of Jewish Studies.

The Faculty of Philology of the Jagiellonian University also offers studies in the field of Modern Languages. These studies make it possible to learn Slovak and Czech Philology (first- and second-cycle studies). In the 2016/2017 academic year, 57 students attended classes offered as part of the Czech Philology module and 30 students attended classes as part of the Slovak Philology module.

Issues related to the Tatar and Karaim languages are taught as part of classes held by the staff members of the Department of Asian Studies of the Adam Mickiewicz University in Poznań. Students may attend such classes as 'Karaim language', 'Literature and Culture of Polish Karaites', 'Literature and Culture of Polish Tatars' and 'Polish-Tatar Literature'.

***(g) to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language***

***Re 127, 240, 353, 460, 563, 666, 778***

The process of new core curriculum implementation ended for primary schools and high schools in the school year 2014/2015 and for technical secondary schools in 2015/2016. In the school year 2013/2014, the new core curriculum was applied to grades I-V of primary schools, in all grades of lower secondary schools and in grades I and II of upper secondary schools. The core curriculum focused on the development of a civic attitude, an attitude of respect for the tradition and culture of one's own nation, as well as for other cultures and traditions. Educational and pedagogical objectives were adapted to the students' age at each educational stage and to their cognitive capacities.

In accordance with the adopted priorities, the content of the school curricula and pedagogical programmes is intended to prepare the young generation for efficient functioning in contemporary society, which is diverse in terms of nationality and ethnicity, based on responsibility, respect and tolerance. The process of teaching about the history and culture of minorities should from the

beginning of education include educational activities that shape the ability to notice and appreciate diversity, respect distinctiveness of other human beings and the ability to enter into dialogue and cooperate. The core curriculum for preschool education recommends for example building a system of values and developing social skills that are necessary to establish proper relations with children and adults. In terms of developing social skills, a child that graduates from preschool should follow the rules of the children's community and know that all people have equal rights.

***(h) to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party***

***Re 76, 130, 244, 358, 465, 566, 782***

Teachers of the regional language or the language of a national or ethnic minority can take part in various forms of professional training prepared for them by experts (didactics specialists, methodologists, advisers) from voivodeship-level teacher training centres.

The Ministry of National Education started developing a support system for preschools and schools. When preparing solutions in this respect, the Ministry used the results of analyses on the basis of which operation principles for the school support system were established and recommendations concerning e.g. changes in the teacher training system were formulated, indicating the need to link the teacher training system with the school and institution support system. The result of these was the amendment of the Regulation of the Minister of National Education of 19 November 2009 on in-service teacher training centres (Dz. U. No 200, item 1537 and of 2012, item 1196), which stated that:

*§ 15. 3. The obligatory tasks of public training centres run by voivodship self-government, hereinafter referred to as "voivodeship level training centres", include also:*

*1) organising and providing, as needed, methodological advisory services for teachers:*

*(a) of vocational subjects taught for the purposes of unique professions;*

*(b) employed in schools teaching languages of national and ethnic minorities and the regional language;*

*4. Within the scope referred to in paragraph 3(1)(1)(b) voivodeship level training centres cooperate with organisations of national and ethnic minorities and communities using the regional language.*

In-service teacher training centres have been obliged to carry out their tasks through:

1) organising and providing support to schools and institutions consisting in planning and carrying out activities aimed at improving the quality of the school's or institution's work in the scope resulting from the tasks or needs of the supported school or institution;

2) organising and running cooperation and self-education networks for teachers and headteachers of schools and institutions who cooperate in an organized manner to improve their work, in particular by sharing experiences. The cooperation networks will be able to be related to particular subjects (e.g. cooperation network for national minority language teachers), or problems (e.g. a network connecting people interested in developing teachers' intercultural competences). The above solution came into force on 1 January 2016 r. Until then, the use of new forms of support by in-service teacher training centres was voluntary.



When the changes in the functioning of in-service teacher training centres were introduced, the task of organising and providing methodological advisory services to teachers employed in schools where minority languages and regional language are taught was assigned to voivodeship level in-service training centres in cooperation with organizations of national and ethnic minorities and communities using the regional language. The changes were introduced to the functioning of the centres in order to increase the availability of forms of professional training for teachers from all types of schools and institutions, including teachers employed in schools where minority and ethnic languages are taught.

In 2016, the above-mentioned legal act was replaced by the Regulation of the Minister of National Education of 29 September 2016 on in-service teacher training centres (Journal of Laws, item 1591), which provides that:

*§ 17*

*1. The obligatory tasks of public training centres run by voivodeship self-government, poviats or municipalities include organising and running teacher training related to:*

- 1) educational policy and changes introduced to the educational system;*
- 2) requirements for schools and institutions whose fulfilment is verified by pedagogical supervision bodies in the process of external evaluation, pursuant to provisions on pedagogical supervision;*
- 3) implementation of the core curricula, including elaborating curricula;*
- 4) diagnosing students' needs and individualising the educational and pedagogical process;*
- 5) preparation for the analysis of results and conclusions from the pedagogical supervision, of exam results referred to in Article 9(1) of the Act, and using them to improve teachers' work;*
- 6) needs diagnosed on the basis of analysis of results and conclusions from the pedagogical supervision and of exam results, referred to in Article 9(1) of the Act.*

*2. Obligatory tasks of the public in-service training centres, referred to in paragraph 1, also include organising and running professional training in education management for headteachers of schools and institutions.*

*3. The obligatory tasks of public training centres run by voivodeship self-government, hereinafter referred to as "voivodeship level training centres", include also:*

- 1) organising and providing, as needed, methodological advisory services for teachers:*
  - (a) of vocational subjects taught for the purposes of unique professions;*
  - (b) employed in schools teaching languages of national and ethnic minorities and the regional language;*
- 2) maintaining the voivodeship pedagogical information system, which includes gathering and sharing information about the available forms of teacher training and in-service training.*

*4. Within the scope referred to in paragraph 3(1)(1)(b), voivodeship level training centres cooperate with organisations of national and ethnic minorities and communities using the regional language.*

*5. Public in-service training centres, referred to in paragraph 1, can also undertake other activities in the area of teacher inservice training, recommended by their supervising body.*

It should be stressed that it is possible to obtain the necessary qualifications to teach Belarusian, German, Lemko, Lithuanian, Ukrainian, Armenian, Czech, Russian, Slovak and Hebrew in the course of language studies at universities.

***(i) to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.***

***Re 136, 248, 363, 470, 570, 674, 786***

Monitoring of activities and progress in development of minority languages teaching for which education development strategies were created (Lithuanian, German, Ukrainian and Belarusian) is currently being carried out by teams elaborating the above mentioned strategies, which include representatives of the Ministry of the Interior and Administration, Ministry of National Education, school superintendents and in-service teacher training centres, and representatives of communities using minority languages (headteachers, teachers, representatives of minority organizations). Minutes from team meetings are available on the website of the Ministry of the Interior and Administration <http://mniejszosci.narodowe.mswia.gov.pl/mne/oswiata/strategie-rozwoju-oswi>

In the period covered by the report the following meetings took place:

- meetings on the Education Development Strategy of the Belarusian Minority – Białystok 11 February 2014 (document adoption), Białystok 28 April 2015, Białystok 22 June 2016;
- meeting on the Education Development Strategy of the German minority – Opole 26 May 2015;
- meeting on the Education Development Strategy of the Ukrainian minority – Warsaw 18 March 2016.
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Monitoring the progress in the development of teaching other minority languages and the regional language is carried out as part of the work of the Joint Commission of Government and National and Ethnic Minorities.

***Article 8(2) With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.***

***Re 139, 251, 366, 473, 573, 677, 789***

Pursuant to the Regulation of the Minister of National Education of 14 November 2007 on conditions and manner of performance by preschools, schools and public educational institutions of tasks supporting national, ethnic and linguistic identity of students from national and ethnic minorities and the community speaking the regional language, minority language teaching or teaching in a minority language at all levels of education is available to students in the entire Republic of Poland,

which is exemplified by Lemko and Ukrainian language teaching in areas where these languages were not traditionally used.

**Article 10 Administrative authorities and public services**

**2. In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:**

**(b) the possibility for users of regional or minority languages to submit oral or written applications in these languages.**

**Re 45, 96, 143, 255, 370, 476, 576, 680, 793**

The draft Act amending the Act on national and ethnic minorities and on the regional language and certain other acts, referred to in part I of the *Report* concerning the implementation of Committee of Ministers' recommendations (point 5), which contains proposals for legal regulations lowering the percentage threshold for the introduction of auxiliary languages was not signed by the President of the Republic of Poland who refused to sign it in the presented form and referred it back to the Sejm of the Republic of Poland for reconsideration (Paper of the 7<sup>th</sup> term of the Sejm No. 3999 of 26 October 2015). After the inauguration of the 8<sup>th</sup> term of the Sejm of the Republic of Poland, work on the proposed wording of the Act was resumed, but the resubmitted Act was withdrawn.

Principles concerning the use of a minority language in public administration offices were introduced by the Act on national and ethnic minorities and on the regional language. According to Article 9 of the Act, the minority language may be used as an auxiliary languages before municipality authorities. The right may only be exercised by residents of municipalities in which the number of minority residents is at least 20% of the total number of the given municipality residents and the municipality has been entered into the official register of municipalities where an auxiliary language is used. The possibility of using an auxiliary language means that persons belonging to a minority have the right to apply to the municipality authorities in the auxiliary language, either in a written or oral form (it is possible to submit an application in the auxiliary language), and to obtain, on his/her distinct request, an answer in the auxiliary language, either in a written or oral form, while the appeal proceedings take place in the official language only.

An entry into the official register is made by the minister competent for religious denominations and national and ethnic minorities upon a request from the municipality council. The Act lays down the procedure to follow in order to enter a municipality into the Official Register. On the basis of the authorisation stipulated in the Act, the Minister of the Interior and Administration issued a regulation laying down the method of keeping the Official Register and the sample request for entering a commune in the Register. According to Article 10(5) of the Act, the municipality council has the right to lodge a complaint to an administrative court against the refusal by the Minister to make an entry in the Official Register. The Act also provides that a municipality may be deleted from the Official Register only upon request of the municipality council.

The Act introduced a mechanism intended to encourage local government officials to learn auxiliary languages and thus ensure high quality of service to persons belonging to minorities in their

mother tongues. According to Article 11(1) of the Act, in the case of a municipality entered into the official register, a salary supplement may be granted to employees of the municipality office, municipality units and budgetary agencies for the knowledge of the auxiliary language. On the basis of the authorisation stipulated in the Act, the Minister of the Interior and Administration issued a regulation laying down the list of diplomas and certificates confirming the knowledge of minority languages.

The official register of municipalities where an auxiliary language is used became operational with the first municipality entry, i.e. on 25 January 2006. The first municipality entered in the Register was Radłów in the Opolskie Voivodeship, while the first auxiliary language entered was German. As of 31 December 2016, the register included 33 communes, of which six municipalities in the Podlaskie Voivodeship (Lithuanian being the auxiliary language in one and Belarusian in the other five), five municipalities in the Pomorskie Voivodeship, where Kashubian is the auxiliary language, and twenty two municipalities in the Opolskie Voivodeship with German as the auxiliary language.

### **Belarusian**

The following are listed in the official register of municipalities where Belarusian is used as an auxiliary language: rural municipality Hajnówka (entry date 2010), rural municipality Czyże (2010), rural municipality Narewka (2010), rural municipality Orla (2009), urban municipality Hajnówka (2007).

### **Czech**

Due to the low number of Czech language users, no municipalities where Czech is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

### **Karaim**

Due to the low number of Karaim language users, no municipalities where Karaim is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

### **Lithuanian**

In the official register of municipalities where Lithuanian is used as an auxiliary language there is one municipality – rural municipality Puńsk (2006).

### **Lemko**

Due to the low number of Lemko users, no municipalities where Lemko is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

### **German**

The official register of municipalities where German is used as an auxiliary language, includes the following municipalities: rural municipality Radłów (2006), rural municipality Chrzastowice (2006), rural municipality Izbicko (2006), urban-rural municipality Biała (2006), rural municipality Walce (2006), rural municipality Strzeleccki (2006), urban-rural municipality Leśnica (2006), rural municipality Prószków (2006), rural municipality Jemielnica (2006), urban-rural municipality Ujazd (2006), urban-rural municipality Kolonowskie (2006), rural municipality Lasowice Wielkie (2006), rural municipality

Reńska Wieś (2006), rural municipality Tarnów Opolski (2007), rural municipality Bierawa (2007), rural municipality Zębowice (2007), rural municipality Turawa (2008), rural municipality Dobrzeń Wielki (2009), urban-rural municipality Głogówek (2009), rural municipality Murów (2009), urban-rural municipality Dobrodzień (2009), rural municipality Komprachcice (2009).

#### **Armenian**

Due to the low number of Armenian language users, no municipalities where Armenian is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

#### **Romani**

No municipalities where Roma is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

#### **Russian**

Due to the low number of Russian language users, no municipalities where Russian is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

#### **Slovak**

Due to the low number of Slovak users, no municipalities where Slovak is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

#### **Tatar**

Due to the low number of Tatar users, no municipalities where Tatar is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

#### **Ukrainian**

No municipalities where Ukrainian is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

#### **Hebrew**

Due to the low number of Hebrew users, no municipalities where Hebrew is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

#### **Yiddish**

Due to the low number of Yiddish users, no municipalities where Yiddish is used as an auxiliary language were entered into the official register of municipalities where an auxiliary language is used.

#### **Kashubian**

The following are listed in the official register of municipalities where Belarusian is used as an auxiliary language: rural municipality Parchowo (2006 r.), rural municipality Sierakowice (2007), rural municipality Linia (2012), rural municipality Żukowo (2013), rural municipality Luzino (2014).

At the same time, it should be pointed out that one of the objectives of the Ministry of Administration and Digitisation's campaign promoting the use of national and ethnic minority languages as well as the regional language was to increase the number of people using minority languages and the regional language as auxiliary languages in daily contact with authorities which is implemented through the campaign addressed to municipalities, poviats, voivodes' plenipotentiaries for national and ethnic minorities and minority organizations. The campaign consisted in preparing, issuing and distributing a brochure which was passed to the entities listed above. The brochure includes information on what an auxiliary language is, where it can be used, how it is introduced in the municipality and what are the ensuing benefits, and on financial matters related to introducing an auxiliary language. Additionally, in the aforementioned campaign a leaflet was prepared informing local authorities of the obligations under the *Charter* which includes allowing users of minority languages and the regional language to submit oral or written applications in the above-mentioned languages. It should be also mentioned that in 2013 the Ministry of Administration and Digitisation informed municipalities, where at least 20% of the population are Polish citizens who declare affiliation to a national group or an ethnic community, and municipalities, where at least 20% of the population uses the regional language at home (the list was based on the results of the National Census of Population and Housing 2011), about the possibility of introducing minority languages as an auxiliary language in the municipality.

**Re 93**

The issuing of certificates confirming the knowledge of minority languages and the regional language is governed by the Regulation of the Minister of the Interior and Administration of 16 June 2005 on diplomas, documents or certificates confirming the knowledge of an auxiliary language (Journal of Laws No 119, item 58 1013) in which the above mentioned documents confirming the knowledge of national and ethnic minority languages and the regional language are listed:

1) a diploma certifying the completion of:

- (a) studies in the field of philology of a relevant foreign language;
- (b) studies with specialisation in a relevant foreign language or applied linguistics in a relevant foreign language;
- c) foreign language teacher training college dedicated to a relevant foreign language;

2) matriculation examination certificate confirming the knowledge of a relevant language, obtained after finishing a school teaching the language of a given national or ethnic minority or teaching the regional language;

(3) a document issued abroad:

- (a) confirming the completion of higher education – language of instruction is recognised;
- (b) confirming completion of higher education studies in the field of philology of a relevant foreign language;
- (c) the language of instruction is deemed to be equivalent to the matriculation examination certificate;

4) document confirming passing a ministry exam:

- (a) in the Ministry of Foreign Affairs;
- (b) in the Ministry of Economy and Labour;
- (c) in the Ministry of National Defence - from level 3333 according to STANAG 6001;

5) certificate confirming the knowledge of a foreign language issued by the National School of Public Administration as a result of the linguistic check procedure;

- 6) document confirming the entry in the list of sworn translators;
- 7) documents confirming the knowledge of the Kashubian language:
- (a) certificate of completion of post-graduate pedagogic and methodological studies in teaching the Kashubian language organised by the Gdansk University;
- (b) document confirming the knowledge of the Kashubian language issued by the Association of Kaszuby and Pomorze for the needs of education or classes in schools enabling children to maintain their national, ethnic, and language identity, in accordance with the provisions on qualifications required of teachers;
- 8) documents confirming passing exams testing the knowledge of German:
- (a) Zertifikat Deutsch (ZD), Die Zentrale Mittelstufenprüfung (ZMP), Die Zentrale Oberstufenprüfung (ZOP), Das Kleine Deutsche Sprachdiplom (KDS), Das Grosse Deutsche Sprachdiplom (GDS) – exams organised by Goethe Institut,
- (b) Prüfung Wirtschaftsdeutsch International (PWD) - exams organised by Goethe Institut, German Industrial-Commercial Chamber and the Carl Duisberg Institute,
- (c) Österreichisches Sprachdiplom für Deutsch als Fremdsprache (ÖSD) - from the level Mittelstufe, Diplom Wirtschaftssprache Deutsch (DWD) – exams organised by the Austrian Institute,
- (d) Zertifikat Deutsch (B1), Zertifikat Deutsch Plus (B2), Zertifikat Deutsch für den Beruf (B2) – TELC exams (The European Language Certificates) administered by WBT (Weiterbildungs-Testsysteme GmbH),
- (e) Deutsches Sprachdiplom (DSD I), Deutsches Sprachdiplom (DSD II) – exams organised by Kulturministerkonferenz;
- 9) documents confirming passing of exams testing the knowledge of Russian:
- (a) Русский Язык. Деловое Общение (Бизнес и Коммерция) – from the Средний Уровень level – issued by the A. Pushkin State Institute of Russian Language,
- (b) Европейские Сертификаты по языкам, Сертификат по русскому языку – TELC exam (The European Language Certificates) administered by WBT (Weiterbildungs-Testsysteme GmbH);
- 10) document confirming passing exams testing the knowledge of the Roma language: diploma of completion of studies in the field of Roma philology in Section de langues et Civilization Rromani organised by Institut National des Langues et Civilisations Orientales in Paris.

***(g) the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.***

***Re 147, 259, 374, 479, 579, 684, 797***

The Act of 6 January 2005 on national and ethnic minorities and on the regional language provides for a possibility for municipalities to introduce additional traditional names of streets, localities and physiographic objects in national and ethnic minority languages and the in regional language. An additional name of a locality or physiographical object can be introduced in the locality if:

- according to the last census the officially established number of its residents who declare that they belong to a minority or use the regional language is at least 20%;
- this requirement was not met but there are localities within the municipality where the majority of the population approved, in the course of consultations, establishing an additional

name of the locality in the minority language or the regional language. For example, the said possibility was used in the rural municipality of Gorlice where 0.5% of the residents belong to the Lemko minority.

The register of municipalities where place-names in minority languages are used started to operate in December 2006 when the first municipality, Radłów (Opolskie Voivodeship), was entered.

In 2007, three municipalities were entered on the register of municipalities. In two of these, located in the Pomorskie Voivodeship, additional place-names in the Kashubian language were introduced (Stężycza, Chmielno); in the remaining one, located in the Opolskie Voivodeship, additional place-names in the German language were introduced (Cisek).

In 2008, 15 municipalities were entered on the said register. In 11 municipalities of the Opolskie Voivodeship (Leśnica, Tarnów Opolski, Chrzastowice, Izbicko, Dobrodzień, Jemielnica, Kolonkowskie, Ujazd, Zębowice, Biała, Strzelczki) and 2 municipalities of the Śląskie Voivodeship (Rudnik, Krzanowice) additional place-names in German were introduced; in 1 municipality of the Małopolskie Voivodeship (Gorlice) additional place-names in the Lemko language were introduced; in the remaining one, located in the Podlaskie Voivodeship (Puńsk) additional place-names in Lithuanian were introduced.

In 2009 the Register was extended by 5 municipalities in the Opolskie Voivodeship (Murów, Walce, Dobrzeń Wielki, Komprachcice, Głogówek), where additional place-names in German were established, and 2 municipalities in Pomorskie Voivodeship (Bytów, Sierakowice), which introduced additional place-names in Kashubian.

In 2010, 7 municipalities were entered in the register of municipalities where minority language place-names are used. In 3 of these, located in Pomorskie Voivodeship, additional place-names in the Kashubian language were introduced (Szemud, Kartuzy, Linia); in 4 municipalities located in the Opolskie Voivodeship additional place-names in the German language were introduced (Łubniany, Prószków, Gogolin, Lasowice Wielkie).

In 2011, the Register was extended by 9 communes. In 3 municipalities in the Opolskie Voivodeship (Bierawa, Reńska Wieś, Polska Cerekiew) additional place-names in German were introduced; in 1 municipality located in Podlaskie Voivodeship (Orla) additional place-names in Belarusian were introduced; in 4 municipalities located in Pomorskie Voivodeship (Brusy, Parchowo, Sulęczyno, Somonino) additional place-names in Kashubian were introduced; in 1 municipality located in Małopolskie Voivodeship (Uście Gorlickie) additional place-names in the Lemko language were introduced.

In 2012, one municipality in the Opolskie Voivodeship (Turawa), where additional place-names in German were introduced, was entered on the register.

In 2013, 8 municipalities were added to the said Register. In 7 of them located in the Pomorskie Voivodeship (the urban municipality of Kościerzyna, the rural municipality of Kościerzyna, Lipusz, Żukowo, Dziemiany, Lipnica and Czarna Dąbrówka) additional place-names in the Kashubian language were introduced, whereas in 1 municipality located in the Śląskie Voivodeship (Sośnicowice) additional place-names in German were introduced.

In 2014, 5 more municipalities were added to the register. In 3 municipalities located in the Pomorskie Voivodeship (Wejherowo, Luzino, Karsin) additional place-names in the Kashubian language were introduced, whereas in 2 municipalities in the Opolskie Voivodeship (Popielów, Pawłowiczki) additional place-names in German were introduced.

In 2015, 2 municipalities in the Pomorskie Voivodeship (Przodkowi, Tuchomie), where additional place-names in the Kashubian language were introduced, were entered on the register.



In 2016, 1 municipality in the Pomorskie Voivodeship (Cewice), where additional place-names in the Kashubian language were introduced, was entered on the register.

As at 31 December 2016, the Register included 59 municipalities, 28 of which were located in the Opolskie Voivodeship (additional names in German), 24 in the Pomorskie Voivodeship (additional names in Kashubian), 3 in the Śląskie Voivodeship (additional names in German), 2 in the Podlaskie Voivodeship (additional names in Lithuanian in one municipality and Belarusian in the other) and 2 in the Małopolskie Voivodeship (additional names in the Lemko language).

### **Belarusian**

The register of municipalities, where minority languages are used, includes rural municipality Orla (2011), where additional names in Belarusian have been established.

### **Czech**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day, no request to establish an additional name in Czech has been submitted to the Ministry of the Interior and Administration.

### **Karaim**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day, no request to establish an additional name in Karaim has been submitted to the Ministry of the Interior and Administration (the only locality within the current borders of Poland traditionally inhabited by the Karaite community since mid-19<sup>th</sup> century is Warsaw.)

### **Lithuanian**

The register of municipalities, where minority languages are used, includes rural municipality Puńsk (2008), where additional names in Lithuanian have been established.

### **Lemko**

The register of municipalities, where names in a minority language are used, includes rural municipality Gorlice (2008) and rural municipality Uście Gorlickie (2011), where additional names in Lemko have been established.

### **German**

The register of municipalities, where names in a minority language are used, includes the following municipalities: rural municipality Radłów (2006), rural municipality Cisek (2007), urban-rural

municipality Leśnica (2008), rural municipality Rudnik (2008), rural municipality Tarnów Opolski (2008), rural municipality Chrzastowice (2008), rural municipality Izbicko (2008), urban-rural municipality Dobrodzień (2008), rural municipality Jemielnica (2008), urban-rural municipality Kolonowskie (2008), urban-rural municipality Krzanowice (2008), urban-rural municipality Ujazd (2008), rural municipality Zębówice (2008), urban-rural municipality Biała (2008), rural municipality Strzeleczy (2008), rural municipality Murów (2009), rural municipality Walce (2009), urban-rural municipality Głogówek (2009), rural municipality Komprachcice (2009), rural municipality Dobrzeń Wielki (2009), rural municipality Łubniany (2010), rural municipality Prószków (2010), urban-rural municipality Gogolin (2010), rural municipality Lasowice Wielkie (2010), rural municipality Bierawa (2011), rural municipality Reńska Wieś (2011), rural municipality Polska Cerekiew (2011), rural municipality Turawa (2012), urban-rural municipality Sośnicowice (2013), rural municipality Popielów (2014) and rural municipality Pawłowiczki (2014), where additional names in German have been established.

### **Armenian**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day no request to establish an additional name in Armenian has been submitted to the Ministry of the Interior and Administration.

### **Romani**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day no request to establish an additional name in Romani has been submitted to the Ministry of the Interior and Administration.

### **Russian**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day no request to establish an additional name in Russian has been submitted to the Ministry of the Interior and Administration.

### **Slovak**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day no request to establish an additional name in Slovak has been submitted to the Ministry of the Interior and Administration.

#### **Tatar**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day no request to establish an additional name in Tatar has been submitted the Ministry of the Interior and Administration.

#### **Ukrainian**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day no request to establish an additional name in Ukrainian has been submitted to the Ministry of the Interior and Administration.

#### **Hebrew**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations, establishing an additional name of a locality in the above-mentioned languages. To this day no request to establish an additional name in Hebrew has been submitted to the Ministry of the Interior and Administration.

#### **Yiddish**

The Act on national and ethnic minorities and on the regional language allows for the use of additional names in areas where a given language group was traditionally present, regardless of the current population. It provides for the possibility to introduce in the municipality additional traditional names of localities in the languages of national and ethnic minorities and the regional language if it includes localities, where the majority of the population approved, in the course of consultations,

establishing an additional name of a locality in the above-mentioned languages. To this day no request to establish an additional name in Yiddish has been submitted to the Ministry of the Interior and Administration.

### **Kashubian**

The register of municipalities, where names in a minority language are used, includes the following municipalities: rural municipality Stężycza (2007), rural municipality Chmielno (2007), rural municipality Sierakowice (2009), urban-rural municipality Bytów (2009), rural municipality Szemud (2010), rural municipality Linia (2010), urban-rural municipality Kartuzy (2010), urban-rural municipality Brusy (2011), rural municipality Parchowo (2011), rural municipality Sulęczyno (2011), rural municipality Somonino (2011), urban municipality Kościerzyna (2013), rural municipality Kościerzyna (2013), rural municipality Lipusz (2013), rural municipality Żukowo (2013), rural municipality Dziemiany (2013), rural municipality Lipnica (2013), rural municipality Czarna Dąbrówka (2013), rural municipality Wejherowo (2014), rural municipality Luzino (2014), rural municipality Karsin (2014), rural municipality Przdokowo (2015), rural municipality Tuchomie (2015) and rural municipality Cewice (2016), where additional names in Kashubian have been established.

At the same time it should be pointed out that one of the objectives of the Ministry of Administration and Digitisation's campaign promoting the use of national and ethnic minorities languages as well as the regional language was to increase the number of additional names of localities, physiographic objects and street names in minority languages and the regional language, carried out through a campaign directed to municipalities, poviats, Voivodes' plenipotentiaries for national and ethnic minorities and minority organisations. The campaign consisted in preparing, issuing and distributing leaflets to be passed to the above-mentioned entities. The leaflet includes information on what are the additional names, where they can be used, how they are established and what are the benefits of such action, and on financial matters related to replacing information signs. Additionally, in the aforementioned campaign a leaflet was prepared, informing local authorities of the obligations under the *Charter*, including allowing users of minority languages and the regional language to use traditional names of localities in the above-mentioned languages. It should be also mentioned that in 2013 the Ministry of Administration and Digitisation informed the municipalities, where at least 20% of the population are Polish citizens who declare affiliation to a national group or an ethnic community, and municipalities, where at least 20% of the population uses the regional language at home (the list was based on the results of the National Census of Population and Housing 2011), about the possibility of introducing additional names in minority languages in the municipality.

At the request of the municipal council, the Minister of Interior and Administration registers municipalities using names in a minority language in the Register of Municipalities. Requests to establish an additional name of a locality or a geographical object are assessed by the competent voivode and the Commission for Names of Localities and Physiographic Objects. The procedure used by the Commission for issuing an opinion on names of localities and geographical objects is specified in the Act of 29 August 2003 on official names of localities and geographical objects (Journal of Laws of 2003, No 166, item 1612, as amended) and the Regulation of the Minister of the Interior and Administration of 5 August 2004 on the procedures of the Commission for Names of Localities and Physiographic Objects and the remuneration of its members for taking part in meetings (Journal of Laws No 177, item 1831). It should be stressed, that requests sent to the Ministry of the Interior and Administration are examined on an ongoing basis. However, they often have formal defects and thus

they are returned to municipalities to be corrected and supplemented. There have been cases of returning to municipalities requests that required repeated corrections. It should be also mentioned that the Commission for Official Names of Localities and Physiographical Objects primarily includes scientists (linguists, historians, geographers) from various scientific centres, which also impacts how frequently the Commission meets. The time required to obtain an entry into the Register of Municipalities could have been initially longer, as the rules allowing for double naming were an innovation for Poland.

***5. The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.***

***Re 262, 377, 800***

Under the campaign promoting the use of languages of national and ethnic minorities and the regional language directed to local authorities, the Ministry of Administration and Digitisation was encouraging local administration representatives to be more active in promoting the use of the above-mentioned languages, including the legal right to use names and family names in the minority languages. The leaflet sent to the said authorities included information on the right of members of national and ethnic minorities to use and spell their first and family names according to the spelling rules of their mother tongue, in particular in civil records and identity documents. The legal act regulating the above-mentioned issue in detail is the Act of 17 October 2008 on changing forenames and surnames (Journal of Laws of 2016, item 10).

#### **Article 11 Media**

**1. The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:**

**(a) to the extent that radio and television carry out a public service mission:**

**(ii) to encourage and/or facilitate the creation of at least one radio station and one television channel in the regional or minority languages; or**

**(iii) to make adequate provision so that broadcasters offer programmes in the regional or minority languages;**

***Re 9, 101, 152, 267, 381, 482, 584, 690, 803***

The commitment included in Article 11(1)(a) is partially implemented by broadcasting radio and television programmes in minority languages and the regional language by public broadcasters.

Furthermore, the National Council of Radio Broadcasting and Television actively promotes developing digital radio and television, which make programmes generally available. Development of digital radio and television, both by public and licensed broadcasters, will contribute more than until now to meet the future needs of users of minority languages and the regional language in terms of programmes.

Programmes for national and ethnic minorities and communities using the regional language, aired by public radio and television companies, are indicated below. The list is based on broadcasters' reports for 2016.

### **Belarusian**

- *Tydzień Białoruski (Belarusian Week)* (O/TVP Białystok) – a 22-minute long news and feature magazine programme addressed to the Belarusian minority, on the topic of social and cultural life of Belarusians living in the Podlaskie Voivodeship. The programme is shown twice a week (premiere and rerun) all year round. It is made in Belarusian with Polish subtitles.
- *Pod Znakiem Pogoni (Under the Pahonia)* (Radio Białystok) – a 7-minute long news and feature programme aired daily all year round. The programme is made in Belarusian. A news and feature programme about the issues concerning the Belarusian minority, dedicated entirely to regional topics.
- *Duchowe Spotkania (Spiritual Meetings)* (Radio Białystok) – a 15-minute long programme that promotes Christian values, dedicated to the matters of the Orthodox Church. Aired once a week throughout the year. Broadcast in Belarusian and Ukrainian.
- *Przed wyjściem do cerkwi (Before leaving for church)* (Radio Białystok) – a 15-minute religious broadcast dedicated to matters of the Orthodox Church. Aired once a week all year round. The broadcast has a religious, feature and educational character and is in Belarusian and Ukrainian. It promotes Christian values on the basis of the Ten Commandments and is dedicated entirely to regional issues.
- *Pożądalnaja Pieśńia* (Radio Białystok) – a music programme in Belarusian, dedicated entirely to regional issues. Length – 25 minutes, aired once a week all year round.

### **Czech**

Currently, no programmes in Czech are broadcast by public radio and television.

### **Karaim**

Currently, no programmes in Karaim are broadcast by public radio and television.

### **Lithuanian**

- *Głos Polskich Litwinów (The Voice of Polish Lithuanians)* (Radio Białystok) – a 20-minute long news and feature programme about the issues of the Lithuanian minority, dedicated entirely to regional topics. Aired three times a week all year round in Lithuanian, with Polish subtitles.
- *Panorama Litewska (Lithuanian Panorama)* (O/TVP Białystok) – a 7-minute long programme, aired twice a week. A magazine for the Lithuanian minority, it discusses the social and cultural life of Lithuanians living in the Podlaskie Voivodeship and the issues of the Lithuanian minority in Poland, aired in Lithuanian.

- *Pomerania Ethnica* (O/TVP Szczecin) – a 12-minute long programme for national minorities and ethnic groups living in the Western Pomerania region (including Lithuanians). Aired twice a week all year round. It tackles social and cultural issues concerning minorities.

### Lemko

Currently, no programmes in Lemko are broadcast by public radio and television.

### German

- *Schlesien Journal* (O/TVP Katowice and O/TVP Opole) – a 11-minute long programme, aired once a week throughout the year, with a total duration of 9 hours and 27 minutes (O/TVP Katowice) and three times a week, with the total length of 28 hours and 43 minutes, with reruns (O/TVP Opole); a regular news and feature magazine for the German minority in Silesia and the Opole region, with news and commentary about social, political, economic and cultural events concerning the German minority; broadcast in German with Polish subtitles.
- *Pomerania Ethnica* (O/TVP Szczecin) – a 12-minute long programme addressed to national minorities and ethnic groups living in the Western Pomerania region (including Germans); aired twice a week throughout the year; discusses social and cultural issues relevant to the minority.
- *Pojednanie i Przyszłość (Reconciliation and Future)* (Radio Katowice) – a 55-minute long culture and feature magazine aired twice per month, made by the German Association ‘Reconciliation and Future’. The programme discusses politics and features music in German. It focuses on German tradition and culture and the history of Silesia, with frequent references to achievements of the representatives of German culture, art and science (J. von Eichendorff, Noble Prize Laureates born in Silesia etc.). As the programme is shaped by a production team linked to this organisation, it is addressed to older members of the German minority and does not include content for the younger audience.
- *Präsent* (Radio Katowice) – a 55-minute feature magazine primarily addressed to the younger and middle generations of the German minority, aired twice a week throughout the year; a political programme created by the Social-Cultural Association of Germans of Silesian Voivodeship; the content consists of reportage, coverage, interviews and commentary concerning the life and activity of the German minority throughout the Śląskie Voivodeship; created by the ‘Mittendrin’ production team operating within the DFK structure, consisting of young people, which is reflected in the tone of the programme; it is addressed to middle-aged members of the German minority and also to younger listeners who identify with this national group; this is apparent in the selection of topics, their current relevance, editing and the way the programme is hosted, as well as the music played.
- *Allensteiner Welle* (Radio Olsztyn) – a 21-minute feature broadcast dedicated to the matters of the German minority in Warmińsko-Mazurskie Voivodeship; aired once a week throughout the year.
- *Allensteiner Welle* (Radio Olsztyn) – a 5-minute news programme, aired once a week throughout the year.
- *“Die Musik” (Say: “Die Musik”)* (Radio Opole) – a new (recorded in 2016) series of educational broadcasts taking form of German language lessons based on the presentation of selected parts of popular German-language musical hit singles;

- *Publicystyka niemieckojęzyczna (Features in German)* (Radio Opole) – a series of 50-minute feature broadcasts aired twice a week, revolving around German culture, activities of the minority and its representatives in the region; the series includes broadcasts ‘Kulturviertel’, ‘Die Brücke/Most’, ‘Schönes Schlesien’, ‘Schlesien Aktuell – das Magazin’, ‘Mittendrin’, ‘Treffpunkt Opole’; the broadcast uses only music in German.
- *Geschichten um Oder (Stories about the Oder)* (Radio Zachód) – a new 10-minute broadcast aired twice a week all year round; a radio magazine dedicated to events related to the activity of German minority organisations in the Lubuskie Voivodeship; the programme covers cultural and social events as well as topics related to cross-border cooperation; the guests include representatives of the Sorbian minority from eastern Germany and journalists from Antenne Cottbus, a public radio station.

### Armenian

Currently, no programmes in Armenian are broadcast by public radio and television.

### Romani

- *My Romowie (We, the Roma)* (o/TVP Białystok) – a 8-minute feature broadcast in both Polish and Romani, as per request of the minority; it covers topics related to social and cultural life of the Roma who live in the Podlaskie Voivodeship; the programme covers various areas of Roma community life.
- *Poznajmy się (Let’s get to know each other)* (o/TVP Katowice) – a 13-minute broadcast aired twice a week in June 2016; a periodic magazine addressed to the Roma minority in Silesia, covering issues related to education of Roma children and youth in order to spread awareness about education and work in the Roma community, as well as to promote tolerance and knowledge about the Roma among the Polish audience.
- *Serwis Romski (Roma News)* (Radio Koszalin) – a 3-minute information broadcast aired once a week throughout the year; apart from covering events important to the minority, the broadcast features previews and advertisements of cultural events; aired every Sunday at 7:30 am; additionally, it discusses EU legislation and projects that might be of interest to the Roma.
- *Magazyn Romski (Roma magazine)* (Radio Koszalin) – a 10-minute broadcast aired once a week every Sunday at 7:10 pm throughout the year; news and feature magazine addressed to the Roma minority; *Romano Dżipen* is meant to familiarise the general public with the historically insular Roma community; it shows unknown aspects of Roma life and challenges established stereotypes, portrays the Roma community as it really is – this is one of the main goals of the programme; moreover, it features the elements of Roma culture which are passed on from generation to generation – both the well-known and the less known.
- *Romscy Bracia (Roma brothers)* (Radio Opole) – a 50-minute broadcast aired twice a week throughout the year; it shows various aspects of Roma life – education, culture, tradition, family life, talents and passions; the programme features profiles of exceptional minority members who became educated and who help other people; the programme includes coverage of various events organised by the Roma, for instance Roma Culture Days, Roma Song and Culture Festival, events organised by schools and institutions; informs on day-to-day problems, difficulties in finding employment, in education; promotes projects created by Roma, builds good social relations, challenges stereotypes, reduces mutual hostility and



distrust; the programme covers needs of national and ethnic minorities, and of the community using the regional language.

- *Szlakiem taborów (On the wagon trail)* (Radio Zachód) – a new 10-minute broadcast aired twice a week all year long. It aims to popularise the topic of Roma history, tradition, customs and culture among the population of the Lubuskie Voivodeship, encourage the Roma to further engage in the social life of the region, foster pro-educational attitudes among the Roma, overcome their dislike of school education, promote Roma minority artists, strengthen the identity of the Roma community, increase the activity of the Roma community in the field of culture and organisation, challenge harmful Roma stereotypes and change how they are perceived among the wider Polish public, create a platform for mutual understanding between the Roma and non-Roma communities.

### Russian

- *Wiadomości Rosyjskie (Russian news)* (O/TVP Białystok) – a 10-minute news and feature broadcast aired twice a month throughout the year. The magazine discusses issues of the social and cultural life of Russians living in the Podlaskie Voivodeship; broadcast in Russian, with Polish subtitles.

### Slovak

Currently, no programmes in Slovak are broadcast by public radio and television.

### Tatar

- *Tatarskie Wieści (Tatar news)* (O/TVP Białystok) – an 8-minute broadcast aired twice a month throughout the year. It is addressed to the Tatar minority and focuses on the cultural and social life of Tatars living in the Podlaskie Voivodeship.

### Ukrainian

- *Telenowyny* (Telewizja Polska S.A. TV Regionalna) – aired on TVP Regionalna (a common spectrum band); the programme lasts 24 minutes and is broadcast four times a month; it is addressed to the Ukrainian minority in Poland and to viewers interested in Ukrainian topics; broadcast in Ukrainian, with simultaneous Polish voice-over; the programme presents: history and current information related to Polish-Ukrainian relations as well as commentary on present political and cultural events.
- *Przegląd Ukraiński (Ukrainian review)* (O/TVP Białystok) – a 11-minute news and feature magazine programme aired twice a week (premiere and rerun) throughout the year; addressed to the Ukrainian minority living in the Podlaskie Voivodeship; it discusses issues concerning social and cultural life of Ukrainians; the programme is broadcast in Ukrainian, with Polish subtitles.
- *Pomerania Ethnica* (O/TVP Szczecin) – a 12-minute long programme addressed to national minorities and ethnic groups living in the Western Pomerania region (including Ukrainians); aired twice a week throughout the year; discusses social and cultural issues relevant to the minority.
- *Ukraińskie Wieści (Ukrainian news)* (O/TVP Olsztyn) – a news and feature magazine in Ukrainian; aired twice a week throughout the year, lasting around 12 minutes; *Ukraińskie Wieści* reports on the most important current events relevant to the Ukrainian minority; the programme shows the daily life

of Ukrainians in Warmia and Mazury – their traditions, customs, education, cultural activities; it presents concerts, festivals, social campaigns; additionally, it also features information on events in Ukraine and regional cooperation; although it is addressed to the Ukrainian national minority, the magazine also presents universal topics (such as culture, tourism), which may be of interest to all viewers.

- *Przed wyjściem do cerkwi (Before leaving for church)* (Radio Białystok) – a 15-minute religious broadcast dedicated to matters of the Orthodox Church, aired once a week throughout the year; the broadcast has a religious, feature and educational character, is in Belarusian and Ukrainian, promotes Christian values on the basis of the Ten Commandments and is dedicated entirely to regional issues.
- *Ukraińska Dumka (Ukrainian Dumka)* (Radio Białystok) – a 20-minute news and feature broadcast aired three times a week throughout the year in Ukrainian, tackles various problems of the Ukrainian minority.
- *Duchowe Spotkania (Spiritual Meetings)* (Radio Białystok) – a 15-minute Christian-themed broadcast dedicated to matters of the Orthodox Church, aired once a week throughout the year; the broadcast has a religious, feature and educational character, is in Belarusian and Ukrainian, promotes Christian values on the basis of the Ten Commandments and is dedicated entirely to regional issues.
- *Serwis Ukraiński (Ukrainian News)* (Radio Koszalin) – a regular 4-minute news broadcast aired once a week all year round (each Sunday at 7:40 am); presents events relevant to Ukrainians and the most recent news from Ukraine.
- *Magazyn Ukraiński (Ukrainian Magazine)* (Radio Koszalin) – a news and feature magazine in Ukrainian; a 16-minute broadcast aired once a week every Sunday at 7:20 pm throughout the year; the magazine covers social, political and cultural issues related to the Ukrainian minority in Poland, with particular focus on Pomerania, as well as the current problems of Ukraine.
- *Kermesz – serwis informacyjny (Kermesh news)* (Radio Kraków) – a 5-minute news broadcast; both the premiere and its rerun are aired once a week.
- *Kermesz – magazyn (Kermesh magazine)* (Radio Kraków) – a social and cultural magazine in Ukrainian for the Lemko and Ukrainian minorities in Małopolska. The 25-minute long premiere and its rerun are aired once a week; edited and hosted by journalists from these minorities, the broadcast provides information on the life in these communities and documents the voice of older generations, accounts of those who witnessed historic events, disappearing rituals, customs, products of material and spiritual culture.
- *Przyszłość Ukrainy (The Future of Ukraine)* (Radio Lublin) – a 28-minute broadcast in Polish and Ukrainian, aired once a week throughout the year; a news and feature magazine, summarising events of the week that relate to Ukraine and Ukrainians; prepared by two female Ukrainian journalists in cooperation with Radio Lublin; the broadcast features news directly from Ukraine, as well as from Poland, relevant for Ukrainian students who study in Lublin and for other residents of the region.
- *Wiadomości kulturalne w języku ukraińskim (Cultural news in Ukrainian)* (Radio Lublin) – a 5-minute broadcast in Ukrainian, aired five times a week throughout the year; it discusses important cultural events of the day; the broadcast is addressed to Ukrainians living in the Lublin region: residents, students and tourists.
- *Od Niedzieli do Niedzieli (From Sunday to Sunday)* (Radio Olsztyn) – a 5-minute news broadcast aired once a week throughout the year; it focuses on issues of the Ukrainian minority; prepared by members of the Socio-Cultural Association of Ukrainians in Poland.

- *Od Niedzieli do Niedzieli (From Sunday to Sunday)* (Radio Olsztyn) – a 24-minute feature broadcast aired once a week throughout the year; it discusses the current issues of the Ukrainian minority in the region.
- *Wiadomości Ukraińców (Ukrainians' News)* (Radio Rzeszów) – a 30-minute news broadcast aired four times a week from Tuesday to Friday; a news and feature magazine in Ukrainian prepared by Ukrainian editors of Radio Polonia.
- *Święta u wschodnich chrześcijan (Eastern Christian holidays)* (Radio Rzeszów) – a broadcast aired occasionally around Christmas and Easter in the Greek Catholic Church; the broadcasts are in Ukrainian and last 55 minutes each.
- *Posydeńki* (Radio Szczecin) – a 55-minute (on average) feature broadcast aired once a week throughout the year; it presents the life, opinions and culture of the Ukrainian minority in the region; the broadcast includes a 7-minute news programme aired every day throughout the year in Ukrainian.
- *Skrynia* (Radio Rzeszów) – a 50-minute feature broadcast aired twice a week (premiere and rerun) throughout the year; addressed mainly to residents of South-Eastern Poland of Ukrainian background and to all enthusiasts of Ukrainian language and culture; the magazine includes: reports on the life of the Ukrainian minority in Poland, time-line of historic events, audio coverage of various celebrations, concerts, exhibitions, academic conferences and community meetings, previews of cultural events, press reviews; all that accompanied by Ukrainian music (from traditional folk to pop and rock); a permanent part of the broadcast is the 'Muzyczna skryniczka' ('Music box') series, which introduces Ukrainian performers and composers; a frequent topic are activities of the Association of Ukrainians in Poland and interviews with interesting personalities from politics, science and culture.
- *Besidy pro Ukrainu czyli Gawędy o Ukrainie (Besidy pro Ukrainu or Stories about Ukraine)* (Radio Zachód) – a 10-minute broadcast aired once a week throughout the year, in Polish and Ukrainian; a radio magazine dedicated to the life of Ukrainians in the Lubuskie Voivodeship and news from Ukraine; it also presents the history of the Ukrainian minority in the region; the programme with the participation of representatives of the Association of Ukrainians in Poland is addressed to the Ukrainian minority in the Lubuskie Voivodeship and to the general population.

### **Hebrew**

Currently, no programmes in Hebrew are broadcast by public radio and television.

### **Yiddish**

Currently, no programmes in Yiddish are broadcast by public radio and television.

### **Regional language – Kashubian**

- *Tedë Jo* (O/TVP Gdańsk) – a 13-minute social and cultural magazine aired twice a week throughout the year; addressed to Kashubians and covering topics broadly related to various aspects of life of the Kashubian community – culture, language, customs.
- *Kleka* (Radio Gdańsk) – a 20-minute broadcast aired four times a week throughout the year; a news broadcast in Kashubian; a recap of the *Kleka* broadcast is also aired (2-minutes, five times a week); the broadcast is addressed to the Kashubian community, is prepared and hosted by representatives of the community using the regional language; the information presented is related to the region and discusses political, social, economic and cultural topics; it is prepared and hosted by representatives of the community using the regional language.

- *Magazyn Kaszubski (Kashubian Magazine)* (Radio Gdańsk) – a 55-minute broadcast aired five times a week throughout the year; a feature magazine in Kashubian; the magazine features only songs performed in Kashubian; hosted by journalists from the Kashubian community; it focuses on Kashubian identity, language and culture; economic and social issues are also discussed; literary excerpts – usually prose by Kashubian authors – are presented as well; *Magazyn Kaszubski* also serves as platform for discussion about current issues of the community.
- *Skarby Kaszub (Kashubian Treasures)* (Radio Gdańsk) – a 5-hour broadcast aired once a week throughout the year; mostly it is a presentation of music of the Kashubian minority music performed in the regional language; the broadcast makes a creative use of Radio Gdańsk archives and Kashubian music; the broadcast is in Kashubian, is addressed to the community using the regional language and hosted by journalists from the Kashubian community.
- *Pogoda po Kaszubsku (Weather in Kashubian)* (Radio Koszalin) – a 1-minute news broadcast (weather forecast), aired once a week throughout the year.
- *Magazyn Kaszubski (Kashubian Magazine)* (Radio Koszalin) – a 15-minute feature broadcast aired once a week every Sunday at 7:40 pm throughout the year; it is addressed to the Kashubian community of Central Pomerania; *Magazyn* discusses issues mostly related to the Kashubian culture (with focus on passing on old traditions and customs), but also touches on matters concerning the life of modern Kashubians; the magazine features coverage of the most important events concerning this ethnic group, such as Kashubian Conventions or Kashubian Unity Days; it also presents persons of relevance to the community, as well as scientific achievements of Kashubians or dedicated to them; the broadcast shows the coexistence of multiple cultures in Pomerania, including the Kashubian culture; the magazine is prepared by members of the Kashubian community: dr Anna Skotnicka and Karolina Keller.
- *Pogadanka o języku kaszubskim (A chat about the Kashubian language)* – a 1–2-minute broadcast aired once a week throughout the year. Short Kashubian language lessons addressed to Kashubians and other listeners alike.

Moreover, the following broadcasts popularising multiculturalism in the regions were aired:

- *Etniczna scena Radia Koszalin (The ethnic scene of Radio Koszalin)* (Radio Koszalin) – a new 1-hour programme aired once a month: broadcast of meetings held in the Concert and Recording Studio of Polskie Radio Koszalin as part of Etniczna Scena Radia Koszalin (XI-XII). The meetings featured a presentation of the cultural heritage of national minorities: Jewish, Ukrainian, Roma ethnic minority and the community using the regional language (Kashubian); meetings organised with an audience;
- *Wieczorne Spotkania Radia Koszalin (Evening Meetings of Radio Koszalin)* (Radio Koszalin) – a new 1-hour broadcast aired six times a year. It is dedicated to the cultural heritage of national minorities: Ukrainian, German, Roma ethnic minority and the community using the regional language (Kashubian);
- *Opolski Śląsk (Silesia - Opole region)* (Radio Opole) – a new broadcast presenting the life and activity of the national and ethnic minorities living in the region, with a special focus on the least populous groups (members of all national and ethnic minorities and regional language users minority live in the Opole region). It is aimed at overcoming stereotypes, while catering to the needs of national and ethnic minorities, and of the community using the regional language, including broadcasting of news programmes in the languages of national and ethnic minorities and in the regional language.

**(b) (ii) to encourage and/or facilitate the broadcasting of radio programmes in the regional or minority languages on a regular basis**

**Re 155, 270, 485, 587, 693, 806**

The Polish law offers a possibility for social broadcasters to operate. In response to the applications submitted by the minority languages and the regional language users, the National Council of Radio Broadcasting and Television requests that the Office of Electronic Communications select a frequency in the area where people using the above-mentioned languages live and then carries out the procedure of granting the licence to broadcast a programme. An example of such an action was granting a licence to the Belarusian Information Centre to broadcast *Belarusian Radio 'Racja'* programme (<http://www.racyja.com/>) and to 'Ziemia Pucka' Association to broadcast *Radio Kaszebe* programme (<http://radiokaszebe.pl>). It is worth mentioning that the growth of digital radio broadcasting will make it possible in the future to establish radio stations aimed at scattered groups of recipients, including users of minority languages and the regional language.

In addition to the information presented above, it should be pointed out that, according to provisions of Act on national and ethnic minorities and on the regional language, the Minister of the Interior and Administration allocates funds for projects aimed at the protection, preservation and development of cultural identity of minorities as well as the preservation and development of the regional language, including supporting radio programmes broadcast in minority languages and the regional language. Financial support depends on the requests submitted by interested entities.

Presented below are examples of projects submitted for co-financing from the budget of the Ministry of Administration and Digitisation/ Minister of the Interior and Administration in the years 2014–2016:

#### **Belarusian**

- The Poland-Belarus Citizen Education Centre Association – broadcast of radio programmes in Belarusian for the Belarusian minority living in Białystok and the Białystok region in 2014–2016.

#### **Czech**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting radio programmes in Czech.

#### **Karaim**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting radio programmes in Karaim.

#### **Lithuanian**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting radio programmes in Lithuanian.

#### **Lemko**

- 'Ruska Bursa' Association in Gorlice – Lemko internet radio of the RUSKA BURSA Association LEM.FM (<http://lem.fm/>). It is worth mentioning that 'Ruska Bursa' Association in Gorlice applied for a licence to broadcast a programme in terrestrial radio,

- 'Lemko Tower' Association – Lemko internet radio – Lemko Radio.

#### **German**

- Social-Cultural Association of Germans of the Śląskie Voivodeship in Racibórz – German-language radio programmes in years 2014–2016,
- Union of German Social-Cultural Associations in Poland – German-language radio programme Musikschachtel – Minderheit Aktuell; (2016 – Musikschachtel Abgekanzelt).

#### **Armenian**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting radio programmes in Armenian.

#### **Romani**

- Sfera TV Spółka z o.o. *Wśród nas - czyli kultura, zwyczaje i życie Romów na Śląsku* (2014) (In our community i.e. culture, customs and life of Romas in Silesia),
- 'KAŁE JAKHA' Society for the Promotion of Roma Culture and Tradition – *Cygańskie drogi muzyczne* (2015) (Gypsy music roads).

#### **Russian**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting radio programmes in Russian.

#### **Slovak**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting radio programmes in Slovak.

#### **Tatar**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting radio programmes in Tatar.

#### **Ukrainian**

- Association of Ukrainians of the Podlasie region: Radio programmes in Ukrainian 'Ukraińskie Słowo'; *Łasoszczzi znad Łyny – dziedzictwo kulinarne* (2014),
- Ukrainian Society – Ukrainian version of the *Christian Orthodox Internet Radio portal Orthodox.fm*

#### **Hebrew**

Social and Cultural Society of Polish Jews (in 2014). *Żydzi na fali* – TV and radio programme.

#### **Yiddish**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting radio programmes in Yiddish.

#### **Kashubian**

- "Ziemia Pucka" Association – Maintaining and developing knowledge of the Kashubian language in the Kashubian community by broadcasting a radio programme called "Radio Kaszebe",

- Kashubian-Pomeranian Association:
  1. Norda Party
  2. Godome po kaszubsku
  3. Lekcje kaszubskiego (Kashubian language lessons)
  4. Na gościnie
  5. Kleka
  6. Kaszuby od kuchni

***(c) (ii) to encourage and/or facilitate the broadcasting of television programmes in the regional or minority languages on a regular basis***

***Re 158, 273, 384, 488, 590, 696, 809***

The Polish law offers a possibility for social broadcasters to operate. Furthermore, it is worth mentioning that the growth of digital television will make it possible in the future to establish television stations aimed at scattered groups of recipients, including users of minority languages and the regional language. It should also be pointed out that, according to provisions of Act on national and ethnic minorities and on the regional language, the Minister of the Interior and Administration allocates funds for projects aimed at the protection, preservation and development of cultural identity of minorities as well as the preservation and development of the regional language, including supporting television programmes aired in minority languages and the regional language. Financial support depends on the requests submitted by interested entities.

Presented below are examples of projects which received co-financing from the budget of the Ministry of Administration and Digitisation/ Minister of the Interior and Administration in the years 2014–2016:

#### **Belarusian**

In 2014–2016, no funds from the budget of the competent ministry were allocated to projects consisting in broadcasting television programmes in Belarusian.

#### **Czech**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Czech.

#### **Karaim**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Karaim.

#### **Lithuanian**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Lithuanian.

#### **Lemko**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Lemko.

### **German**

- Union of German Social-Cultural Associations in Poland – German-language radio programme – Production of the German-language *Schlesien Journal* television programme.

### **Armenian**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Armenian.

### **Romani**

In 2014–2016, no funds from the budget of the competent ministry were allocated to projects consisting in broadcasting television programmes in Romani.

### **Russian**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Russian.

### **Slovak**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Slovak.

### **Tatar**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Tatar.

### **Ukrainian**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Ukrainian.

### **Hebrew**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Hebrew.

### **Yiddish**

In 2014–2016, the competent ministry received no applications for projects consisting in broadcasting television programmes in Yiddish.

### **Kashubian**

- 'Ziemia Pucka' Association – Fostering and development of the knowledge of Kashubian by producing and broadcasting educational, news and entertainment television programmes.
- Kashubian-Pomeranian Association – Production of a television programme "*Godome po kaszebsku*" (<http://www.telewizjattm.pl/nasze-programy/62/24369-godome-pokaszebsku-lomiaco-kleka-dr-treker-dziwna-pisownia.html?play=on>).
- Kashubian-Pomeranian Association - Television programme "*Przełqd prasy kaszubskiej.*"
- Kashubian-Pomeranian Association – Production of a television programme "*Kleka.*"



- Kashubian-Pomeranian Association – Production of a television programme “*Na kaszubską nutę.*”

**(d) to encourage and/or facilitate the production and distribution of audio and audio-visual works in the regional or minority languages**

**Re 161, 276, 387, 491, 593, 699, 812**

The minister competent for national and ethnic minorities' affairs has the legal and financial capacity to support production and distribution of audio and audio-visual works in minority languages and the regional language. Financial support depends on the requests submitted by interested entities. Presented below are the examples of projects which received co-financing from the budget of the Ministry of Administration and Digitisation/ Ministry of the Interior and Administration in the years 2014–2016.

#### **Belarusian**

- Association for Children and Youth Learning the Belarusian Language ‘ABBA’ – publication of an album with Belarusian songs for grade 3 of primary school (2014).

#### **Czech**

In 2014–2016, the competent ministry received no applications for projects consisting in production and distribution of audio and audio-visual works in Czech.

#### **Karaim**

- Karaim Heritage Foundation – publishing of Szymon Pilecki’s book “*Chłopiec z Leśnik. Dziennik z lat 1939-1945*” as an audiobook.

#### **Lithuanian**

In 2014–2016, the competent ministry received no applications for projects consisting in production and distribution of audio and audio-visual works in Lithuanian.

#### **Lemko**

- “Lemko Tower” Association – Goodnight stories for children with an audiobook;
- “Lemko Tower” Association – Recording and releasing the album *LEMKO TOWER*;
- ‘RUSKA BURSA’ Association in Gorlice – Repository of Halych Orthodox church melodies;
- ‘RUSKA BURSA’ Association in Gorlice – Release of a CD by the band TEROCZKA as part of the *Biblioteka Ruskiej Bursy* series;
- ‘RUSKA BURSA’ Association in Gorlice – Release of a CD with Lemko songs under the title of *Micne zila*;
- Association of Lemkos – Release of a CD entitled *Pieśń lemowska w XXI wieku*;
- Association for the Promotion of Lemko art ‘SERENCZA’ – Recording and release of Lemko CD of Folk Group SERENCZA.

#### **German**

- German Minority Association 'Warmia' in Lidzbark Warmiński – Songs of children's dreams (an album with songs for children in German);
- Cultural Society of the German Population 'OJCZYŻNA' in Kwidzyn - Recordings of German-language works performed by the Society's ensembles;
- Język-Kultura-Tradycja-Pomostem do Europy Association – Releasing an album with German organ music – *Deutsche Orgelmusik*;
- Język-Kultura-Tradycja-Pomostem do Europy Association – Re-release of the album by German Minority Choir in Rybnik for the 25<sup>th</sup> anniversary of the Polish-German treaty;
- Social and Cultural Society of German Minority in Zielona Góra – Release of a CD with Grunberger Band's compositions in German;
- Mrągowo German Association of German Cities and Mrągowo Regions 'Niedźwiedzia Łapa' in Mrągowo - release of a CD for the 20<sup>th</sup> anniversary of the band 'Masurenklang'.

#### **Armenian**

- Archbishop Józef Teodorowicz Union of Armenians in Poland based in Gliwice – Collection of poems from a trip to Armenia and a CD with their recitation.

#### **Romani**

- Consultancy and Information Centre Association for the Roma people in Poland – Research and archiving of memories and Roma music (including recording Romani memories, melodies and songs, conversations held in Polish and Romani).

#### **Russian**

In 2014–2016, the competent ministry received no applications for projects consisting in production and distribution of audio and audio-visual works in Russian.

#### **Slovak**

In 2014–2016, the competent ministry received no applications for projects consisting in production and distribution of audio and audio-visual works in Slovak.

#### **Tatar**

In 2014–2016, the competent ministry received no applications for projects consisting in production and distribution of audio and audio-visual works in Tatar.

#### **Ukrainian**

- Association of Ukrainians in Poland – Release of a CD of the Men's Choir *Żurawli*,
- Association of Ukrainians in Podlasie – Release of a CD for the 20<sup>th</sup> anniversary of Song and Dance Ensemble "Ranok" – *Співає і танцює Підляшшя Ранок*,
- Association of Ukrainians in Podlasie - Release of a CD – *Koladuje Pidlasyjszsa*,
- Association of Ukrainians in Podlasie - Release of a CD for the 15<sup>th</sup> anniversary of the HIŁOCZKA ensemble.

#### **Hebrew**

In 2014–2016, the competent ministry received no applications for projects consisting in production and distribution of audio and audio-visual works in Hebrew.

## Yiddish

In 2014–2016, the competent ministry received no applications for projects consisting in production and distribution of audio and audio-visual works in Yiddish.

## Kashubian

- Kashubian-Pomeranian Association Gdynia Branch - Release of an audiobook – L. Będkowski's radio play *Zaklęta królowna* (release in Kashubian);
- Kashubian-Pomeranian Association – *Kaszubski na każdy dzień roku* – release of an mp3 album with 365 Kashubian language lessons (bilingual release);
- ‘Discantus’ Choral Association – Arrangement of Kashubian folk songs for vocal ensemble accompanied by instruments – album recording and release (release in Kashubian).

**(e) (i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages**

According to provisions of the Act of 6 January 2005 on national and ethnic minorities and on the regional language, the competent minister can allocate funds for projects aimed at the protection, preservation and development of cultural identity of minorities as well as the preservation and development of the regional language, including publishing daily newspapers in minority languages and the regional language. However, such financial support depends on the demand declared by the publishers concerned. In 2014–2016, the competent ministry received no applications for support for a daily newspaper.

**Re 164, 279, 390, 494, 596, 816**

The minister competent for national minorities' affairs has the legal and financial capacity to support the publication of weeklies in minority languages and the regional language, an example of which is allocation of funds from the state budget for the publication of weeklies: *Niwa*, *Czasopis*, *Schlesisches Wochenblatt* and *Nasze Słowo*. However, financial support is conditional upon the demand declared by the publishers concerned. To this day, no application for co-financing the publishing of a weekly in Kashubian, Lemko, Lithuanian, Armenian, Czech, Karaim, Romani, Russian, Slovak, Tatar or Yiddish has been submitted to the Ministry. However, these languages are constantly present in magazines published with the support from the state budget.

## Karaim

Karaim is present in the quarterly *Awazymyz* and the annual *Almanach karaimski*.

## Lithuanian

The biweekly *Aušra* is published in Lithuanian.

## Lemko

The bimonthly *Besida* is published in *Lemko*. *Lemko* is also present in the quarterly *Warta* and the monthly *Sami o sobie*.

**Armenian**

Armenian is present in the magazine *Awedis*.

**Romani**

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

**Russian**

The bimonthly *Zdravstvuyte* is published in Russian. Russian is also present in the monthly *Sami o sobie*.

**Slovak**

The monthly *Život* is published in Slovak.

**Yiddish**

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

**Kashubian**

Kashubian in *Pomerania* – publishing a magazine with pages in Kashubian and supplements in Kashubian *Najo Uczba i Stegna*.

***(f) (ii) to apply existing measures for financial assistance also to audio-visual productions in the regional or minority languages***

***Re 168, 283, 394, 498, 599, 703, 820***

The minister competent for national minorities' affairs has the legal and financial capacity to support audio-visual productions in minority languages and the regional language. Financial support is conditional upon requests submitted by interested entities. Presented below are examples of projects which received co-financing from the budget of the Ministry of Administration and Digitisation/ Minister of the Interior and Administration in the years 2014–2016.

**Belarusian**

▪ Film Education Association – ‘Nosiciele kultury’ (production and release of a disc with two documentaries in Belarusian, with Polish subtitles, about people who are significant for the development of Belarusian minority culture).

**Czech**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Czech.

**Karaim**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Karaim. However, it is worth mentioning that audio-visual production is

carried out by the Association of Polish Karaites as part of tasks commissioned by the Ministry of Culture and National Heritage and the Ministry of Foreign Affairs, an example of which is the production of films *Karaj jołary – Karaimskie drogi* since 2011, which can be found at the following website: <http://www.karaimi.org/pl/multimedia/>

#### **Lithuanian**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Lithuanian.

#### **Lemko**

▪ “Lemko Tower” Association – *Lemko Tower TV* – series of features on cultural events 2014 (features in Lemko).

#### **German**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in German. Projects listed on page 93 of this report received support.

#### **Armenian**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Armenian.

#### **Romani**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Romani.

#### **Russian**

In 2014–2016, no funds from the budget of the competent ministry were allocated to projects consisting in audio-visual production in Russian.

#### **Slovak**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Slovak.

#### **Tatar**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Tatar.

#### **Ukrainian**

In 2014–2016, no funds from the budget of the competent ministry were allocated to projects consisting in audio-visual production in Ukrainian.

#### **Hebrew**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Hebrew.

## **Yiddish**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Yiddish.

## **Kashubian**

In 2014–2016, the competent ministry received no applications for projects consisting in audio-visual production in Kashubian. Projects listed on page 94 of this report received support.

***(g) to support the training of journalists and other staff for media using regional or minority languages.***

***Re 171, 286, 397, 501, 602, 706, 823***

In the period covered by this report no training of journalists and other staff for media using regional or minority languages was organised.

***3. The Parties undertake to ensure that the interests of the users of regional or minority languages are represented or taken into account within such bodies as may be established in accordance with the law with responsibility for guaranteeing the freedom and pluralism of the media.***

***Re 174, 289, 400, 504, 605, 709, 826***

In the period covered by this report, the share of minority representatives sitting on programme boards in the public radio and television broadcasting companies changed. In 2015, there were eight representatives of users of minority languages and the regional language in programme boards in the public radio and television broadcasting companies. Two of them represented the Russian minority, two – the German minority and four – the Ukrainian minority. In July 2016, the new Act of 22 June 2016 on the National Media Council entered into force. The competences to appoint members of the programme boards in the public radio and television broadcasting was conferred on the Council.

## **Belarusian**

Currently, no representatives of minorities using Belarusian sit on programme boards in the public radio and television broadcasting companies.

## **Czech**

Currently, no representatives of minorities using Czech sit on programme boards in the public radio and television broadcasting companies.

## **Karaim**

Currently, no one using Karaim sits on programme boards in the public radio and television broadcasting companies.

**Lithuanian**

Currently, no representatives of the community using Lithuanian sit on programme boards in the public radio and television broadcasting companies.

**Lemko**

Currently, no representatives of the community using Lemko sit on programme boards in the public radio and television broadcasting companies.

**German**

Currently, no representatives of the community using German sit on programme boards in the public radio and television broadcasting companies.

**Armenian**

Currently, no representatives of the community using Armenian sit on programme boards in the public radio and television broadcasting companies.

**Romani**

Currently, no representatives of the community using Romani sit on programme boards in the public radio and television broadcasting companies.

**Russian**

Currently, no representatives of the community using Russian sit on programme boards in the public radio and television broadcasting companies.

**Slovak**

Currently, no representatives of the community using Slovak sit on programme boards in the public radio and television broadcasting companies.

**Tatar**

Currently, no representatives of the community using Tatar sit on programme boards in the public radio and television broadcasting companies.

**Ukrainian**

Currently, no representatives of the community using Ukrainian sit on programme boards in the public radio and television broadcasting companies.

**Hebrew**

Currently, no representatives of the community using Hebrew sit on programme boards in the public radio and television broadcasting companies.

**Yiddish**

Currently, no representatives of the community using Yiddish sit on programme boards in the public radio and television broadcasting companies.

## **Kashubian**

Currently, no representatives of the community using Kashubian sit on programme boards in the public radio and television broadcasting companies.

### **Article 12 Cultural activities and facilities**

**1. With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia the use of new technologies – the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:**

**(a) to encourage types of expression and initiative specific to regional or minority languages and foster the different means of access to works produced in these languages**

**Re 177, 292, 403, 507, 608, 712, 834**

The minister competent for national minorities' affairs has the legal and financial capacity to support initiatives aimed at preserving and developing minority languages and the regional language and various forms of expression in the above-mentioned languages. Financial support is conditional upon requests submitted by interested entities.

Presented below are examples of projects which, pursuant to the minister's decision, received co-financing from the budget of the Ministry of Administration and Digitisation/ Ministry of the Interior and Administration in the years 2014–2016.

## **Belarusian**

- Programme Board of the *NIWA* weekly – *Polsko-Białoruskie Warsztaty Literackie "Biazmiezza"* (joint literary workshops for artists writing in Belarusian from Belarus and Poland).
- Programme Board of the *NIWA* weekly – *Warsztaty "Sustreczy Zorki"* (journalism workshops for children in Belarusian).
- Municipal Culture Centre in Gródek – Release of a collection "*Pieśni białoruskie Ziemi Sokólskiej*".
- Municipal Culture Centre in Gródek – Folk Festival "*Siabrouskaja Biasieda*"
- Municipal Culture Centre in Gródek – *Release of a book documenting the history and achievements of "Rozśpiawany Haradok" ensemble on the occasion of its 60<sup>th</sup> anniversary;*
- Belarusian Cultural Association – *Recitation competition "Ojczyste Słowo"* (Belarusian language recitation competition);
- Belarusian Cultural Association – *Competition "Piosenka Białoruska" for children and youth from preschools and lower secondary schools* (song competition in the Belarusian language for children and youth);
- Belarusian Cultural Association – *Competition for school theatre groups;*
- Belarusian Cultural Association – *Competition "Sceniczne Słowo" ["Words on the stage"]* (Belarusian language recitation competition for youth);
- Belarusian Culture Association – *Activity of Belarusian amateur artistic groups;*



- Belarusian Social and Cultural Society – *Presentations of traditional groups*;
- Belarusian Social and Cultural Society – *Presentations of groups performing Christmas carols “Gwiazda i Kolęda”*;
- Municipal Culture Centre in Czyże – *Autumn Meetings with Belarusian Folklore*;
- Belarusian Student Association – *Belarusian Youth Music Festival “Basowiszczka”* – further editions;
- Belarusian Youth Union in Szczyty – A series of meetings for youth *“Tradycja, sučasnaść, buduczynia”*;
- Museum and Centre of Belarusian Culture Association in Hajnówka – *“Białoruski Alfabet Sztuki” [“Belarusian Alphabet of Art”]*;
- Museum and Centre of Belarusian Culture Association in Hajnówka – *Belarusian theatre group* (Activity of theatre group for children and youth staging plays in the Belarusian language);
- Small Homeland Museum Association in Studziwody – *The Sejm in Bielsk and the Bielsk Privilege. Release of a book from the series “Historia i kultura podlaskich Białorusinów” [“History and Culture of the Belarusians in the Podlasie Region”]*;
- Small Homeland Museum Association in Studziwody – *Father Konstanty Bajko – priest, teacher and doctor. Release of the 4<sup>th</sup> book from the series “Historia i kultura podlaskich Białorusinów” [“History and culture of the Belarusians in the Podlasie Region”]. Educational exhibition presenting father Konstanty Bajko*;
- Belarusian Historical Association – *Release of a book “Historia Białorusinów Podlasia” [“History of the Belarusians from the Podlasie Region”]*.

#### **Czech**

- Evangelical Reformed Church Parish in Zelów – *Playing with the Czech language in preschools* (among others learning the Czech language, presentation of Czech fairy tales and cartoons, preschool theatres festival);
- Evangelical Reformed Church Parish in Zelów – *Presentation of Czech fairy tales and cartoons* – further editions;
- Evangelical Reformed Church Parish in Zelów – *Pre-school Theatres Festival* – further editions;
- Czech Association in Poland – *Activity of the Czech Culture Centre* (includes Czech language classes for children and youth, presentations of Czech fairy tales, cartoons and films, meetings with Czech literature).

#### **Karaim**

- Association of Polish Karaims – *Życie w pieśni karaimskiej [Life in Karaim songs]*;
- Association of Polish Karaites – *Activity of Karaite Folklore Group “Dostłar”*;
- Furthermore, on the website: [www.gry.karaimi.org](http://www.gry.karaimi.org) memory game in the Karaim language is available.

#### **Lithuanian**

- Association of Lithuanians in Poland – *competitions for school students in: recitation, the Lithuanian language, history and geography of Lithuania*;
- Lithuanian Culture Centre – *Lithuanian Children’s Song Competition “Dainorelis”*;
- Association of Lithuanians in Poland – *ZIELNA Folklore Fair*.

#### **Lemko**

- "RUSKA BURSA" Association in Gorlice –Support for the running of "Ruska Bursa" Lemko Culture Centre;
- Society for the Development of the Museum of Lemko Culture in Zyndranowa – *Maintenance of the Museum of Lemko Culture in Zyndranowa and the release of the Yearbook of the Museum of Lemko Culture in Zyndranowa as well as the activity of library and archives of the Museum of Lemko Culture in Zyndranowa*;
- Lemko Song and Dance Group "KYCZERA" – *Current activity of Lemko Song and Dance Group "Kyczera"*;
- Lemko Tower Association – *"Łemkowska Watra" in Ługi*, further editions.

### **German**

- German Minority Association in Ostróda "Jodły" – further editions of Song Competition;
- German Socio-Cultural Association in Śląsk Opolski – Nationwide Literary Competition *"W języku serca"/ "In der Sprache des Herzens" ["In the language of heart"]* (literary competition for amateur writers who write in German);
- German Socio-Cultural Association in Śląsk Opolski – *German Language Recitation Competition "Młodzież recytuje poezję/ Jugend trägt Gedichte vor" ("Young people recite poems")*;
- German Socio-Cultural Association in Śląsk Opolski – SUPERSTAR German Song Competitions (further editions);
- Social-Cultural Association of Germans of Silesian Voivodeship in Racibórz – *German Song competition* (song competition in German for children and youth);
- Union of German Associations in Warmia and Mazury – *Summer integration and cultural workshops for children belonging to the German minority*;
- St. Charles Borromeo Caritas Libraries Association – *Release of pilgrimage guide* (bilingual guide consisting of prayers and religious songs texts prepared for the pilgrimage of national minorities);
- House for Polish-German Cooperation in Gliwice – *Activity of the Polish-German bilingualism consultancy point*.

### **Armenian**

- Foundation of Culture and Heritage of Polish Armenians – *Operating and development of websites on Wirtualny Świat Polskich Ormian vortal [Virtual World of Polish Armenians] and organisation of theme meetings*;
- The Foundation of Culture and Heritage of Polish Armenians – *"Portrety Polskich Ormian" Calendar ["Polish Armenians Portraits" Calendar]*;
- Armenian Cultural Society – *Running Saturday school of Armenian language and culture* (Armenian language classes for children of school age);
- Armenian Cultural Society – *Running a theatre by students from the Saturday school of Armenian language and culture* in Kraków;
- ARMENIAN FOUNDATION – *Nationwide meeting of children and youth from families of Polish Armenians*;
- ARMENIAN FOUNDATION – *Trip for Armenian youth with visits to places closely associated with Polish Armenians "Kuty on the Cheremosh river – the small capital of Armenians"*;
- Archbishop Józef Teodorowicz Union of Armenians in Gliwice – *Armenian Culture Days*;
- Archbishop Józef Teodorowicz Union of Armenians in Gliwice – *"Axentowicz – fotograf" exhibition ["Axentowicz – photographer" exhibition]*.

## **Romani**

- "Bahtałe-Roma" Roma Association – *Co-financing of educational and artistic classes in Roma integration after-school club*;
- "ROMANO DZIPEN" Roma Association in Bydgoszcz – *Papusza Recitation competition for Roma children and youth*;
- Association of Authors and Friends of the Papusza Gypsy Culture in Gorzów Wielkopolski – *"Zagubiona droga – cygańskie bajki po polsku i romsku" ["The Lost Way – Gypsy Tales in Polish and Roma"]*;
- Union of Polish Roma – Division in Gorzów Wielkopolski – *Nationwide Festival of Roma and Polish Children's Dance and Vocal Groups "Muzyka łagodzi obyczaje" ("Music Opens Minds")*;
- Union of Polish Roma – *Roma–Polish board game "Wielka Wędrówka" ["Long journey"]*;
- Central Council of the Roma Community in Poland – *Counselling and Information Centre for the Roma – Roma Culture Days*;
- Central Council of the Roma Community in Poland – *Counselling and Information Centre for the Roma – Roma culture and language school*;
- Association for the Roma Community "Zefiryń" - *Celebrations of the World Roma Day*;
- *Roma Association in Kraków – Sunday schools for Roma children and youth*;
- *Roma Association in Kraków – Promoting Roma culture in theatre staging of stories and fairy tales*;
- "KAŁE JAKHA" Society for the Promotion of Roma Culture and Tradition – *Jubilee International Days of Roma Culture in Kraków 2016*;
- "KAŁE JAKHA" Society for the Promotion of Roma Culture and Tradition – *2016 Artistic Roma Meeting – 'KAŁE JAKHA' Folk Group Jubilee*.

## **Russian**

- "Rosyjski Dom" ("Russian Home") Association – *Russkije wstreci / Spotkania Rosyjskie – cultural integration meetings of the Russian minority*;
- "Rosyjski Dom" ("Russian Home") Association – *"Russkaja zima" ball (Old New Year)*;
- "Rosyjski Dom" ("Russian Home") Association – *Activity of "Rodnik" song group*;
- RUSSIAN COMMUNITY Association – *Celebration of traditional Russian folk holiday Maslenitsa*.

## **Slovak**

- Association of Slovaks in Poland – *Slovak Culture Days*;
- Association of Slovaks in Poland – *Activity of after-school clubs of the Association of Slovaks in Poland (including Slovak language classes, recitation clubs)*.

## **Tatar**

- Muslim Religious Union in Poland – *2016 Bayram Days in the Podlasie Region – the Tatar Ball*;
- Muslim Religious Union in Poland – *Publication of the book "Tatarskie love story. Rytuály przejścia Tatarów polskich – ślub" ["Tatar Love Story. Polish Tatars' Rites of Passage – Wedding"]*;
- Muslim Religious Union in Poland – *Publication of the book "Słownik biograficzny Tatarów polskich XX wieku" ["Biographical dictionary of the Polish Tatars of the 20<sup>th</sup> century"]*;
- Association of Tatars in the Republic of Poland – *Tatar Culture Festival*;
- Association of Tatars in the Republic of Poland, Podlaskie Region Division in Białystok – *Summer Academy of Knowledge about Tatars*;

- Association of Tatars in the Republic of Poland – *Tatar language course*.

### **Ukrainian**

- Association of Ukrainians in the Podlasie Region – *Meetings with folklore and tradition of the Podlasie region and with Ukrainian poetry: meeting with Christmas carols and szchedriwka folk song – Ukrainian Song Competition "Z Pidłaškoji Krynyci" – Recitation Competition ""Ukraińskie Słowo""*;
- Association of Ukrainians in the Podlasie Region – *Ukrainian culture workshops "U źródeł" for children and youth*;
- Association of Ukrainians in the Podlasie Region – *Integration camp for children and youth*;
- Association of the Friends of the Open-air Museum of Material Heritage of the Chełmszczyzna and Podlasie Regions in Hola – *Literary Yearbook in Ukrainian "Ukraiński Zautek Literacki" volume 16/2016*;
- Central European Youth Training Centre – *Ukrainian Culture Festival in Górowo Iławeckie EKOŁOMYJA*;
- Ukrainian Society – *Educational and cultural activity*;
- Association of Ukrainians in Poland – *Children and youth educational programme*;
- Association of Ukrainians in Poland – *Ukrainian Culture Days*;
- Association of Ukrainians in Poland – *Ukrainian Meetings at the Borderland*;
- Association of Ukrainians in Poland – *PROSTIR – Ukrainian Multimedia Portal*;
- Association of Ukrainians in Poland – *Festivals and competition for children*.

### **Hebrew**

- Ester Rachel and Ida Kaminska Jewish Theater – Centre for Yiddish Culture – *Yiddish and Hebrew language courses as well as song workshops*.

### **Yiddish**

- Ester Rachel and Ida Kaminska Jewish Theater – Centre for Yiddish Culture – *Yiddish and Hebrew language courses as well as song workshops*;
- Social and Cultural Society of Polish Jews – *Running the library of the Social and Cultural Society of Polish Jews containing books in Yiddish and Polish – 2016*;
- SHALOM Foundation – *14<sup>th</sup> Seminar of Yiddish Language and Jewish Culture*;
- SHALOM Foundation – *Yiddish Language Courses in Łódź*;
- SHALOM Foundation – *A series of meetings, workshops and lectures concerning Yiddish culture as part of the 13<sup>th</sup> edition of Singer's Warsaw Jewish Culture Festival*.

### **Kashubian**

- Kashubian-Pomeranian Association – *Kashubian fairy tales academy 2016*;
- Florian Ceynowa Museum of the Puck Region in Puck – Jan Drzeżdżon *Kashubian language competition: "By nie zapomnieć mowy ojców" ("Not to Forget Our Fathers' Language")*;
- Kashubian Institute – *Publication of the 11<sup>th</sup> volume of the Library of Kashubian Writers: Jan Drzeżdżon "Twórczość kaszubska" (Kashubian creative work)*;
- Museum of the Kashubian-Pomeranian Literature and Music in Wejherowo – *Jan Drzeżdżon Nationwide Polish Prose Competition (competition for authors writing in the Kashubian language), further editions*;

- ZIEMIA PUCKA Association – Development of youth artistic movement and promoting works in the regional language or inspired by regional tradition by organising further editions of the music competition “Kaszubski Idol” [*“Kashubian Idol”*];
- Municipal Centre of Sport Culture and Recreation in Chmielno – *Voivodship final of the 45<sup>th</sup> Recitation Competition of Kashubian Literature “Rodno Mowa”*.

It should also be noted that the above-mentioned activities do not include the amounts granted by the Ministry of Culture and National Heritage (and by institutions subordinated to the Ministry and/or supervised by it) for tasks aimed, to a various extent, at developing the culture and promoting the knowledge of the history and traditions of national and ethnic minorities as well as preserving and developing the regional language. The majority of activities implemented thanks to the aforementioned subsidies of the Ministry of Culture and National Heritage (including by the organisations of national and ethnic minorities) were aimed at promoting the history, tradition and culture of minorities. They were also important for sustaining and development of the minorities’ cultural identity<sup>15</sup>. In the period covered by this report, the following minorities benefited from subsidies granted by the Ministry of Culture and National Heritage: Karaim, Lemko, Lithuanian, Armenian, Ukrainian and Jewish as well as the community using the regional language.

The Ministry of Culture and National Heritage as part of patronage of folk culture implements the *Folk and Traditional Culture* programme. The strategic goal is to support the most valuable phenomena belonging to the folk culture in the broad sense. This involves activities aimed at strengthening the sense of regional identity, preserving, documenting and sharing the authentic values of traditional culture and promoting the phenomena of folk culture, including the promotion of respect and tolerance for culture and tradition of other ethnic and national groups. The above-mentioned programme is mainly addressed to the rural population, local communities as well as to the inhabitants of large cities. Given its specificity and thematic scope, it covers various types of tasks, i.e.: documenting, examining the valuable phenomena of folk culture, workshops, courses and trainings, competitions, festivals of folk art, purchasing folk art objects and collections of folk art, activities aimed at protecting regional architecture and activities related to sustaining and promoting local dialects of ethnographic regions, including regional languages.

Between 2015 and 2016, under the *Folk and Traditional Culture* programme, the Ministry of Culture and National Heritage co-financed the following projects for the preservation and promotion of cultural traditions, including the regional language and languages of national and ethnic minorities:

## 2015

- 1) 33<sup>th</sup> Łemkowska Watra (Lemkos Union) – PLN 60,000;
- 2) Roma craftsmanship and professions (Dobra Wola Foundation) – PLN 50,000
- 3) 18<sup>th</sup> International Folklore Festival “The World Under Kyczera” (“Kyczera” Lemko Song and Dance Ensemble) – PLN 40,000;
- 4) 2<sup>5th</sup> Watra Bytowska – Ukrainian Wedding Party (Association of Ukrainians in Poland) – PLN 30,000;

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<sup>15</sup> According to data from programmes of the Minister of Culture and National Heritage and declarations gathered from institutions and authorities subordinate to that Minister or supervised by him.

- 5) Preserving disappearing crafts from oblivion (Kashubian-Pomeraniam Association) – PLN 30,000;
- 6) MODRA SZKOŁA – pograniczem kultur – folk crafts workshops (Kashubian People’s University) – PLN 25,000;
- 7) Kashubian funeral custom “Pusta noc” and its digitisation for future generations (Kashubian-Pomeranian Association) – PLN 25,000;
- 8) Association of Polish Karaites – Życie w pieśni karaimskiej [Life in Karaim songs] – PLN 25,000;
- 9) 7<sup>th</sup> Festival of Ukrainian Culture in Górowo Hławieckie EKOŁOMYJA (Central European Youth Training Centre) – PLN 17,000;
- 10) 14<sup>th</sup> Kashubian Spelling Test – “Królewionka w Pałacu” (Kashubian-Pomeranian Association Gdynia Branch) – PLN 15,000.

## 2016

- 1) Życie w pieśni karaimskiej [Life in Karaim songs] (Association of Polish Karaims) – PLN 35,000;
- 2) 15<sup>h</sup> Kashubian Spelling Test – “Królewionka w Pałacu” (Kashubian-Pomeranian Association Dębogórze-Kosakowo Branch) – PLN 25,000;
- 3) Kaszubskie Gwizdże – rituals fading into oblivion (Kashubian-Pomeraniam Association) – PLN 25,000;
- 4) Traditional Fabric – regional diversity (Association of Lithuanian Ethnic Culture in Poland) – PLN 18,500;
- 5) 34<sup>th</sup> Łemkowska Watra (Lemkos Union) – PLN 30,000;
- 6) Disappearing world – borderland songs (Association of Ukrainians in Poland) – PLN 36,000;
- 7) 19<sup>th</sup> International Folklore Festival “The World Under Kyczera” (“Kyczera” Lemko Song and Dance Ensemble) – PLN 50,000;
- 8) Development and printing of the book entitled “Ubiory Łemków w XIX – I połowie XX wieku” [“Lemko clothes in 19<sup>th</sup> – 1<sup>st</sup> half of the 20<sup>th</sup> century”] (“Kyczera” Lemko Song and Dance Ensemble) – PLN 25,000;
- 9) Kashubian Wedding Party – digitisation and reconstruction of the ritual (Kashubian-Pomeraniam Association) – PLN 20,000.

## Activities undertaken within the framework of the Cultural Education Programme

Under the Programme managed by the Ministry of Culture and National Heritage until the end of 2015 (since 2016 the National Centre for Culture is the Managing Authority) financial support was granted to education and animation initiatives, i.e. workshops, education projects, exhibitions, reviews aimed at disseminating knowledge about the culture of national minorities in Poland among various social groups. The beneficiaries included mainly non-governmental organisations promoting and supporting the cultures of national and ethnic minorities.

The list of activities related to the culture of national minorities co-financed in 2014–2015 under the Cultural Education Programme is provided below:

Organiser	Name of the task	Description	Subsidy amount
<b>2014</b>			
<b>TOTAL: PLN 180,000</b>			
"Dzielnica Wzajemnego Szacunku Czterech Wyznań" Foundation [District of Mutual Respect of Four Faiths] Foundation]	Children of One God – integration through education	"Children of One God" is a long-lasting project for inter-cultural education conducted by members of three Christian denominations (Catholic, Lutheran and Orthodox) and Judaism cooperating in a unique place in Europe, the "District of the Four Faiths" in Wrocław. The range of activities covering various age (children up to 12 years old, youth of 13–18 years old, adults and seniors), religious (Lutherans, Catholics, Orthodox, Jews) and national (Ukrainians, Poles, Jews, Lemkos) groups was extended to the national and international scale in 2014. The project involved a series of 10 lectures as part of the Salon of Mutual Respect, two editions of an urban game for different age groups (children, youth, families), 20 educational walks down the cultural path in the District of Mutual Respect (for youth, adults at age 50+ and seniors), 16 music, art and theatre workshops under the "Kids" project, two discussion panels entitled "The road to tolerance".	PLN 60,000
"PRO ARTE 2002" FOUNDATION	The 14 <sup>th</sup> SIMCHA Jewish Culture Festival	The 16 <sup>th</sup> edition of the SIMCHA Jewish Culture Festival focused on the Jewish diaspora. The subject was introduced to the participants of the Festival during interdisciplinary music, language and art workshops, a debate, meetings and cultural events. The priority was to ensure that the whole project was conducted by outstanding specialists and prominent figures of the cultural and artistic world. Concerts and an exhibition dedicated to the Jewish diaspora acquainted the public with the subject and provided an insight into the reality of life outside the borders of one's own state. The festival is a	PLN 80,000

Organiser	Name of the task	Description	Subsidy amount
		<p>response to the urgent need of organising events promoting valuable cultural education allowing to learn about the culture of the Jewish national minority in Poland and abroad. By taking an innovative approach to cultural education, the Jewish tradition was shown as still alive and fascinating. A platform enabling meetings in an atmosphere of mutual respect was also set up.</p>	
<p>“Shalom” Foundation</p>	<p>Nationwide competition “History and culture of Polish Jews” (11<sup>th</sup> edition) and “On the common ground” (7<sup>th</sup> edition).  The central stage</p>	<p>The Shalom Foundation history competitions are education projects allowing young people to learn about Poland's multicultural heritage. The aim of the competition was to trace the history and culture of the local Jewish community and its relations with the Polish community in the student’s region of residence and to present selected aspects in written form. Regional themes were preferred, as well as sociological projects investigating social awareness and perception of the various issues related to the history and culture of Polish Jews and Polish-Jewish relations. The competitions are nationwide and have been organised every two years since 1993. They are popular among students and teachers alike and receive positive opinions of scientific and educational institutions (such as the UW, JU, JHI). The papers of the students are edited and published on websites in the form of an information base for sociologists, researchers of the history and culture of Polish Jews or the regional history.</p>	<p>PLN 40,000</p>
<b>2015</b>			
<b>TOTAL: PLN 163,000</b>			



Organiser	Name of the task	Description	Subsidy amount
Marek Edelman Dialogue Centre in Łódź	Rysunek z pamięci ("Memory drawing")	Memory drawing was an interdisciplinary project combining various arts and educational objectives. It aimed at attracting the audience's attention to the identity of a site – its past and present contexts – by exposing the presence of the Jewish community in urban spaces. The creative elaboration of archive materials and testimonies of the Survivors prepared by the Organiser was presented as part of the "Town of Bałuty" project and the 71 <sup>st</sup> anniversary of the abolition of the Litzmannstadt Ghetto. Moreover, the history of Łódź was transferred beyond the city borders, to Warsaw and Lublin, where it emerged as a performative installation in a broader historical context.	PLN 30,000
Cultural Education Society	Poznaj moją bajkę ("Hear my fairy tale")	The project was aimed at multicultural education among children and youth through integrative theatrical activities. The idea was to form three theatre groups consisting of young participants representing the "majority" with those representing Belarusian, Chechen and Ukrainian minorities. As a result, four theatrical performances based on fairy tales of each minority were created. Performances will be documented as videos. The plays were staged in preschools, schools and for parents with children. In addition, the project participants attended integration workshops open to the public.	PLN 36,500
Association of the Jewish Historical Institute of Poland	"TUMULT! Teatr w muzeum. Scena teatralna dla dzieci i młodzieży mającej utrudniony dostęp do usług kulturalnych" ["TUMULT! A stage in a museum. Theatre	The project was executed by the Jewish Historical Institute Society in Poland in cooperation with the Museum of the History of Polish Jews, the Powszechny Theatre and the Theatre Corporation Association.  As part of the task, two new plays were created on the basis of scenarios specially	PLN 96,500

Organiser	Name of the task	Description	Subsidy amount
	stage for children and youth with restricted access to cultural services”]	<p>prepared on the basis of texts of books required at school. The plays presented timeless truths and problems in a modern way, attractive to a young audience, with the use of new media and the latest theatre techniques. Each play was staged at least four times (including the premiere), that is, at least 8 plays were performed under the project.</p> <p>A series of meetings with the authors of the plays was held in cooperation with expert educators from the Museum of the History of Polish Jews. The project targeted youth up to 18 years of age with special focus on students with difficult access to culture services, especially youth staying in care institutions.</p>	

***b) to foster the different means of access in other languages to works produced in regional or minority languages by aiding and developing translation, dubbing, postsynchronisation and subtitling activities;***

***Re 180, 295, 406, 510, 611, 715, 837***

The minister competent for national and ethnic minorities' affairs has the legal and financial capacity to support various forms of access in other languages to works in minority languages and the regional language. Financial support is conditional upon requests submitted by interested entities. Examples of the above-mentioned projects which received co-financing from the budget of the Ministry of Administration and Digitisation / Ministry of the Interior and Administration in the years 2014–2016 are presented below:

#### **Belarusian**

- Belarusian Historical Association – bilingual publication *Białoruskie Zeszyty Historyczne* (further issues).

#### **Czech**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in other languages to works created in Czech.

#### **Karaim**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in other languages to works created in Karaim. However, it should be noticed that translations of works created in Karaim are made free of charge by the members of community using Karaim for Karaim publications (printed: *Awazymyz* and audio-visual: films).

#### **Lithuanian**

- Association of Lithuanian Ethnic Culture in Poland – *Publication of bilingual book “Opowieści eksponatów” [“Exhibits’ stories”] – “Stara Plebania” Museum in Puńsk.*

#### **Lemko**

In 2014–2016, no funds from the budget of the competent ministry were allocated to projects consisting in supporting various forms of access in other languages to works created in Lemko.

#### **German**

- House for Polish-German Cooperation in Gliwice – *Animation meetings – “Dwujęzyczność - podaj dalej”, [Bilingualism – pass it on];*
- German Socio-Cultural Society in Wałbrzych – *Co-financing of the second edition of bilingual book: “Wczoraj, dziś, jutro” – “Gestern, Heute, Morgen” [“Yesterday, today, tomorrow”];*
- German Socio-Cultural Society in Śląsk Opolski – *Presentation and publication in the form of a book of awarded texts in German from the 14th Nationwide Literary Competition “W języku serca” [“In the language of heart”].*

#### **Armenian**

- Armenian Cultural Society – *Running a theatre by students from the Saturday school of Armenian language and culture in Kraków; (translation of Polish texts into Armenian and Armenian texts into Polish, theatre performances of Armenian and Polish fairy tales in Armenian).*

#### **Romani**

In 2014–2016, no funds from the budget of the competent ministry were allocated to projects consisting in supporting various forms of access in other languages to works created in Roma.

#### **Russian**

- “Rosyjski Dom” (“Russian Home”) Association – *Publication of a book “Following Russian traces in Poland” (bilingual publication), further editions;*
- “Rosyjski Dom” (“Russian Home”) Association – *Publication in the form of a book of materials from the 5<sup>th</sup> Conference “Russians in Poland over the centuries”.*

#### **Slovak**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in other languages to works created in Slovak.

#### **Tatar**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in other languages to works created in Tatar.

### **Ukrainian**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in other languages to works created in Ukrainian.

### **Hebrew**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in other languages to works created in Hebrew.

### **Yiddish**

- Ner Tamid Foundation – Eternal Light – *Jewish Calendar* (calendar in Polish, Yiddish and English).

### **Kashubian**

- Kashubian-Pomeranian Association – Release of “*Kashubian Vademecum*” (bilingual publication).

***c) to foster access in regional or minority languages to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;***

***Re 183, 298, 409, 513, 614, 718, 840***

The minister competent for national and ethnic minorities' affairs has the legal and financial capacity to support different forms of access in minority languages and the regional language to works created in other languages. Financial support depends on the demand declared by the stakeholders. Examples of the above-mentioned projects which received co-financing from the budget of the Ministry of Administration and Digitisation / Ministry of the Interior and Administration in the years 2014–2016 are presented below:

### **Belarusian**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Belarusian to works created in other languages.

### **Czech**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Czech to works created in other languages.

### **Karaim**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Karaim to works created in other languages.

### **Lithuanian**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Lithuanian to works created in other languages.

**Lemko**

- "Lemko Tower" Association – *Publication of a book by Vaclav Pankovcin "Trzy kobiety pod orzechem" ["Three women under a nut tree"] translated into Lemko.*

**German**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in German to works created in other languages.

**Armenian**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Armenian to works created in other languages.

**Romani**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Romani to works created in other languages.

**Russian**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Russian to works created in other languages.

**Slovak**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Slovak to works created in other languages.

**Tatar**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Tatar to works created in other languages.

**Ukrainian**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Ukrainian to works created in other languages.

**Hebrew**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Hebrew to works created in other languages.

**Yiddish**

In 2014–2016, the competent ministry received no applications for projects consisting in supporting different forms of access in Yiddish to works created in other languages.

**Kashubian**

- Kashubian-Pomeranian Association – Publication of "Biblio dlo dzeczy" (publication in Kashubian).

***d) to ensure that the bodies responsible for organising or supporting cultural activities of various kinds make appropriate allowance for incorporating the knowledge and use of regional or minority languages and cultures in the undertakings which they initiate or for which they provide backing***

**Re 186, 301, 412, 516, 617, 721, 843**

Polish cultural institutions take minority languages and the regional language into account in cultural projects organised. Examples of such activities carried out by the substantively competent Ministry of Culture and National Heritage and its subordinate or supervised institutions are published on page 100 of this Report. Non-governmental organisations are also involved in the activity concerned as exemplified by Sejny centre “Borderland of Arts, Cultures and Nations”

***e) to promote measures to ensure that the bodies responsible for organising or supporting cultural activities have at their disposal staff who have a full command of the regional or minority language concerned, as well as of the language(s) of the rest of the population***

**Re 189, 304, 415, 519, 620, 724, 846**

Cultural institutions conducting activity addressed inter alia to users of minority languages and the regional language employ people speaking the languages mentioned at varying levels of proficiency as exemplified by employees of Auschwitz-Birkenau State Museum in Oświęcim who are required to speak such languages as German and Yiddish. Another example is the Ester Rachel and Ida Kaminska Jewish Theater in Warsaw whose work would not be possible without employees speaking Yiddish.

***f) to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities***

**Re 193, 308, 419, 523, 624, 728, 850**

Users of minority languages and the regional language have the possibility to regularly participate in planning of cultural activities by taking part in the process of dividing funds allocated for the protection, preservation and development of cultural identity of national and ethnic minorities as well as for the preservation and development of the regional language. It is worth mentioning that since 2010 the commission assessing requests for subsidy from the State budget for the above-mentioned purpose consists of representatives of users of minority languages and the regional language designated by the Joint Commission of Government and National and Ethnic Minorities associating representatives of all minority languages and the regional language. Moreover, government administration ensures that users of minority languages and the regional language participate directly in works aimed at creating cultural facilities as exemplified by developing the project of Cultural Institution of National and Ethnic Minorities and the Regional Language under the working group of the Joint Commission. Information on the said project are presented in the point below.

***g) to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages***

***Re 107, 196, 311, 422, 527, 627, 731, 853***

As regards the project of creating Institutes of National and Ethnic Minorities and the Regional Language it should be mentioned that – in comparison with the previous report edition – in 2014–2016 no changes took place. Such a project was developed by a working group of the Joint Commission of Government and National and Ethnic Minorities established in 2010 which consisted of ten minority representatives and two representatives of government administration. The said project was presented to the Joint Commission during the 27<sup>th</sup> meeting on 20 April 2011, yet it was not accepted by the minority side which considered that in the project on Institutes proposed by the working group organisations of national and ethnic minorities would have too little influence on their functioning. It should be noted that the project was developed in such a way as to provide minority organisations with as large influence on the functioning of Institutes as allowed by the provisions of Act of 25 October 1991 on organising and pursuing cultural activity (Journal of Laws of 2012, item 406, as amended). The Lemko minority, in its letter of 9 May 2011, decided to start work on the establishment of an Institute based on the project developed by the working group. The “*Ruska Bursa*” Association in Gorlice requested the Ministry of the Interior and Administration to establish an Institute of Lemko Minority. The request was questioned by some of the Lemko minority organisations. Upon request of Lemko organisations which were not able to develop a unified position, on 5 June 2012 the Ministry of Administration and Digitisation organised a meeting in Warsaw on the topic of setting up the Institute of Lemko Minority. The meeting was attended by representatives of the Lemko minority and organisations supporting Lemko culture, as well as representatives of the Ministry of Administration and Digitisation and Ministry of Culture and National Heritage. The said meeting, as well as further consultations conducted in the Lemko community did not lead to developing a solution which would be accepted by the entire community. The issue of establishing the Cultural Institutions of National and Ethnic Minorities and the Regional Language was also one of the subjects of the 39<sup>th</sup> meeting of the Joint Commission of Government and National and Ethnic Minorities on 18 September 2013 for which a new project was prepared.

However, it is worth mentioning that one of the forms of support for the programme related activity of organisations of communities speaking minority languages and the regional language is transfer of earmarked subsidies from the State budget. Earmarked subsidies mostly cover costs of providing financial, accounting and legal services, salaries of office employees as well as use and lease of premises for programme related activity. The rule in the Polish system of supporting non-governmental organisations is that such subsidies are not awarded. For organisations of national and ethnic minorities and the community speaking the regional language an exception was made to this rule. Moreover, it should be highlighted that the State budget provides funds for the activity of institutions responsible for collecting, presenting and publishing works created in minority languages and the regional language. Presented below are examples of projects which received co-financing from the budget of the Ministry of Administration and Digitisation / Minister of the Interior and Administration in the years 2014–2016:

### **Belarusian**

- Museum and Centre of Belarusian Culture Association in Hajnówka – *“Cyrylicą pisane” [“Written in Cyrillic”]* (year-round activity of the library of Belarusian publications functioning under the Association).

#### **Czech**

- Czech Association in Poland – *Activity of the Czech Culture Centre – Czech Club in Żelów* (collection and presentation of Czech literature).

#### **Karaim**

In 2014–2016 the budget of the competent ministry did not provide funds for the activity of institutions responsible for collecting, presenting and publishing works created in Karaim. However, it is worth mentioning that since 2012 the Association of Polish Karaites has implemented tasks from the budget of Minister of Culture and National Heritage under the programme: *Cultural heritage. Priority 2: Supporting museum activities* – multiannual tasks: *Rescue conservation and restoration work on selected Karaim manuscripts and old prints*. Association of Polish Karaites takes care of collections including rare collections and works of Karaim – manuscripts and old prints (16<sup>th</sup>–19<sup>th</sup> centuries) printed books and archival materials (19<sup>th</sup>–20<sup>th</sup> centuries) and magazines (20<sup>th</sup> century). Moreover, members of the Association of Polish Karaites, Karaim experts being employees of higher education institutions, implement project of the National Science Centre.

#### **Lithuanian**

In 2014–2016 the budget of the competent ministry did not provide funds for the activity of institutions responsible for collecting, presenting and publishing works created in Lithuanian.

#### **Lemko**

- Society for the Development of the Museum of Lemko Culture – *The activity of the library and archives of the Museum of Lemko Culture in Zyndranowa* (collection of books, magazines and archival documents in Lemko, publishing works),
- *“Ruska Bursa”* Association in Gorlice – *Running a library, Lemko archive and Ivan Rusenko Memorial Chamber at the Lemko Culture Centre*,
- Diocesan Centre of Orthodoxy Culture: ELPIS – *Running a library and digitisation studio*.

#### **German**

- Saint Charles Borromeo Caritas Libraries Association – *German language activity of a library in the countryside environment through bookmobiles*.

#### **Armenian**

- Armenian Cultural Society – *Armenian Library: protection of the collection of books of the Armenian Cultural Society in Kraków*,
- Archbishop Józef Teodorowicz Union of Armenians in Poland, based in Gliwice – *Armenian Library*,

#### **Romani**

- Association of Roma in Poland – *Romani Historical Institute in Oświęcim*,



- Union of Polish Roma – *Institute of Roma Memory and Heritage and Holocaust Victims in Szczecinek*.

#### **Russian**

In 2014–2016 the budget of the competent ministry did not provide funds for the activity of institutions responsible for collecting, presenting and publishing works created in Russian.

#### **Slovak**

- Association of Slovaks in Poland – *Activities of after-school clubs of the Association of Slovaks in Poland* (one of the functions of the after-school clubs of the Association is to collect and share publications in Slovak).

#### **Tatar**

- Muslim Religious Union in Poland – *Tatar library* – website design and share of publications of the Muslim Religious Union in Poland, College of Excellence.

#### **Ukrainian**

In 2014–2016 the budget of the competent ministry did not provide funds for the activity of institutions responsible for collecting, presenting and releasing works created in Ukrainian.

#### **Hebrew**

- Jewish Association *Czulent* – *Remu Jewish Library* (library, collections in Polish, Yiddish, Hebrew and English).

#### **Yiddish**

- Social and Cultural Society of Polish Jews – *Organising and running the library containing books in Yiddish and Polish*.

#### **Kashubian**

- Ziemia Pucka Association – *Dissemination of knowledge about minorities and the regional language through touring Knegobus of Radio Kaszebe* (2014 mobile Kashubian library).

Moreover, it is worth mentioning that Polish cultural institutions deal with collecting and presenting works created in minority languages and the regional language. An example is the activity of the Centre “*Borderland of Arts, Cultures and Nations*” in Sejny where a *Centre for the Documentation of Borderland Cultures Studio* was established which collects and shares library collections in the following minority languages: Lithuanian, Russian, Ukrainian, Czech, Slovak, Yiddish and Hebrew.

The State budget regularly provides funds for the activity of the library and archive at the Museum of Lemko Culture in Zyndranowa, running of the library, Lemko archive and the Ivan Rusenko Memorial Chamber at the Lemko Culture Centre and the activity of the Lemko Research Studio at Lemko Folk Song and Dance Ensemble “*Kyczera*”. The above-mentioned institutions collect and present a collection of books, magazines and archival documents in Lemko, as well as release publications in the said language.

In 2016, the Ministry of Culture and National Heritage, under the Minister Programme “Digital Culture” granted a subsidy to the Association of the Jewish Historical Institute of Poland for the implementation of the “Delet” project. The project provided access to the most valuable collections owned by the Jewish Historical Institute in a way allowing their usage for dissemination, educational and scientific purposes (the total amount of the co-financing: PLN 690,000).

**2. In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.**

*Re 199, 314, 425, 530, 630, 734, 856*

According to the Act on national and ethnic minorities and on the regional language, support for cultural activity can be used by users of minority languages and the regional language on the entire territory of the Republic of Poland, as exemplified by the co-financing from the State budget for task implementation on territories where the said languages were not traditionally used (including the Activity of the Lemko Research Studio at Lemko Folk Song and Dance Ensemble “Kyczera”). It relates to support for various forms of expression in the above-mentioned languages, access to works created in these languages, as well as institutions responsible for collecting and presenting works in minority languages and the regional language.

**3. The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.**

*Re 202, 317, 428, 533, 633, 737, 859*

Polish diplomatic posts, under the cultural policy conducted abroad, promote minority languages and the regional language. Periodic celebrations of the European Day of Languages can serve as an example.

#### **Article 13 Economic and social life**

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

**b) to prohibit the insertion in internal regulations of companies and private documents of any clauses excluding or restricting the use of regional or minority languages, at least between users of the same language,**

*Re 205, 320, 431, 536, 636, 740, 862*

The goal of the campaign promoting the use of minority languages and the regional language in the economic and social life prepared by the Ministry of Administration and Digitisation was to improve knowledge of employers about the right of people speaking the above-mentioned languages to use them in economic and social sector. The campaign consisted in preparing, issuing and distributing a leaflet which was passed to employer organisations: Employers of Poland, Lewiatan Confederation, Polish Craft Association, Business Centre Club – Association of Employers and municipalities, poviats, and voivodes’ plenipotentiaries for national and ethnic minorities. The said leaflet included information on rights of users of minority languages and the regional language to freely use their mother tongue in private life and publicly, to disseminate and exchange information in the said language and to provide private information in that language. Moreover, employers were informed about the prohibition to insert in internal regulations of companies and private documents any clauses excluding or restricting the use of minority languages and the regional language.

***c) to oppose practices designed to discourage the use of regional or minority languages in connection with economic or social activities,***

***Re 208, 323, 434, 539, 639, 743, 865***

Under the campaign promoting the use of minority languages and the regional language in economic and social life, the Ministry of Administration and Digitisation prepared a leaflet which was passed to employer organisations: Employers of Poland, Lewiatan Confederation, Polish Craft Association, Business Centre Club – Association of Employers and municipalities, poviats, and voivodes’ plenipotentiaries for national and ethnic minorities. In the said leaflet the Ministry highlighted that minority languages and the regional language are a part of multicultural wealth of the Republic of Poland, as well as informed about the prohibition of discrimination against the above-mentioned languages and encouraged to support the use of minority languages and the regional language in all aspects of economic and social life.

***d) to facilitate and/or encourage the use of regional or minority languages by means other than those specified in the above sub-paragraphs.***

***Re 212, 327, 438, 543, 642, 747, 869***

Under the campaign promoting the use of minority languages and the regional language in economic and social life, the Minister of Administration and Digitisation requested the institutions responsible for the fulfilment of rights of people speaking the said languages (voivodes’ plenipotentiaries for national and ethnic minorities, poviats, municipalities, employer organisations) to support the presence of minority languages and the regional language in the public space, as well as organisations bringing together users of the above-mentioned languages to fully exercise their rights, including the right to use mother tongues in the economic and social sphere. Moreover, the Ministry of Administration and Digitisation prepared materials encouraging the use of minority languages and the regional language in economic and social life throughout the country. Materials in the form of downloadable files were posted on the website of the Ministry.

**2. With regard to economic and social activities, the Parties undertake, in so far as the public authorities are competent, within the territory in which the regional or minority languages are used, and as far as this is reasonably possible:**

**b) in the economic and social sectors directly under their control (public sector), to organise activities to promote the use of regional or minority languages**

**Re 216, 331, 442, 547, 646, 751, 873**

The material addressed to voivodes' plenipotentiaries for national and ethnic minorities, poviats, municipalities prepared under the campaign promoting the use of minority languages and the regional language in economic and social life included information about the possibility to use, in addition to names and texts in Polish, versions translated into minority language, in public offices and institutions, as well as names and texts intended for the general public and in means of public transport (this concerns localities with dense communities of national or ethnic minorities). This is exemplified by placing plates with names in Kashubian, German and Czech on public buildings, e.g. municipality offices, welcoming boards in Kashubian at streets of entrance to localities.

**Article 14 Transfrontier exchanges**

**The Parties undertake:**

**a) to apply existing bilateral and multilateral agreements which bind them with the States in which the same language is used in identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education**

**Re 443, 550, 877**

The Polish government fosters contacts between users of minority languages from Poland and other States in which the same language is used in identical or similar form in the field of culture, education, information, vocational training and permanent education, as exemplified by support from the State budget for annual holiday camps for children and youth in places related to Karaim culture in Lithuania (activities during camps include language training), implementation together with partners from Lithuania of tasks "Karaimskie drogi. Spis Podróżny" and internships of students of Lemko language studies in Slovakia, as well as youth camp for Tatar communities from Poland, Lithuania and Belarus. As regards the issue of Polish-Slovak cooperation in the field of education, it should be indicated that maturity diplomas and certificates require legalisation according to procedures in place each country. Maturity certificates obtained in Poland and Slovakia are considered equivalent under the Article 2 of the international agreement between the Government of the Republic of Poland and the Government of the Slovak Republic on Mutual Recognition of Periods of University Studies and

Equivalence of Certificates of Education and Scientific Titles Gained in the Republic of Poland and the Slovak Republic, drawn up in Warsaw on 18 July 2005. (Official Gazette [Monitor Polski] of 2006, No 14, item 187). The cooperation in the field of training of Slovak teachers is ensured by Article 9 of the Programme of Cooperation between the Ministry of National Education and Sport of the Republic of Poland and the Ministry of Education of the Slovak Republic for 2003–2006 of 20 December 2002 (automatically extended for subsequent years).

***b) for the benefit of regional or minority languages, to facilitate and/ or promote co-operation across borders, in particular between regional or local authorities in whose territory the same language is used in identical or similar form.***

***Re 219, 333, 444, 553, 649, 754, 880***

Municipalities and other administrative units inhabited by people speaking minority languages are involved in cross-border cooperation with administrative units of States where the same language is used in an identical or similar form. The cooperation in the field of economy, culture and ecology is usually carried out in the minority language as the language allowing direct communication between interested parties. Such cooperation is exemplified by municipalities inhabited by users of Belarusian from south-eastern parts of Podlaskie Voivodeship which are involved in permanent cross-border cooperation with partners from the Republic of Belarus both directly and within the Euroregion: Niemen and Białowieża Primateval Forest. Youth exchange conducted under the cross-border cooperation and cultural activities implemented by artistic groups active on the territories of cooperating local government units offer particular advantages for the Belarusian language.

Through active cooperation within the Polish-German Intergovernmental Commission for Regional and Cross-Border Cooperation (also under working groups separated in the Commission) the Republic of Poland implements the above-mentioned provision with respect to the Federal Republic of Germany. The last meeting of this committee (in the period covered by this report) took place on 3 June 2016.

## **CONCLUSION**

The Polish government has taken a number of measures aimed at the development of minority languages and the regional language and promotion of multilingualism. In the government's opinion, the right of people speaking the above-mentioned languages to learn them is a factor of key importance for the preservation and development of the said languages. Therefore, actions in the area of education were a priority. Actions aimed at increasing interest of users of minority languages and the regional language in teaching these languages include the introduction of changes in 2013 in the way of calculating the educational part of the general subsidy promoting education in these languages using an additional factor calculated for each student for whom minority languages or the regional language is the language of instruction or the second language of instruction together with Polish. Further strategies for the development of education of national minorities: Ukrainian and Belarusian were also prepared, and implementation of previously prepared strategies is gradually monitored. Furthermore, in 2014 the Ministry of Administration and Digitisation prepared a campaign promoting the use of national and ethnic minorities' languages as well as the regional language which included a campaign targeted at parents of children belonging to national and ethnic minorities and the

community using the regional language which encourage them to benefit from the possibility of learning mother tongues or of education in these languages. At the same time, due to the need to increase presence of minority languages in the public space, the said campaign included a campaign targeted at municipalities, poviats, voivodes' plenipotentiaries for national and ethnic minorities and minority organisations which aims at increasing the number of people using minority languages and the regional language as auxiliary languages in daily contact with authorities, as well as to increase the number of localities, physiographic objects and street names in minority languages and the regional language. The campaign is also addressed to employers to increase their knowledge on the right to use the above-mentioned languages in the economic and social sector.

Poland still has a number of actions to take which will facilitate the exercise of language rights for people speaking minority languages and the regional language, including in the area of access to media in the said languages, the use of the possibility to teach in mother tongues at all levels of education, as well as to use minority languages and the regional language in economic and social life.