

**Midterm progress report on the implementation of the third phase of the World Programme for Human Rights Education**

**Polish contribution**

**I. Human rights in the education system**

The education system in Poland constitutes a common good of the entire society and it is guided by the principles contained in the Constitution of the Republic of Poland, and also the provisions of the Universal Declaration of Human Rights, International Covenant on Civil and Political Rights and Convention on the Rights of the Child.

The educational activity of a school is the basic objective of the state educational policy. Teaching and education aims at strengthening the sense of individual, cultural, national, regional and ethnic identity as well as raising the sense of dignity among the students and respect for the dignity of others. Their purpose is also to show the value of knowledge, including the rights of the child and human being as a basis for the development of social relations building skills, cooperation, solidarity, altruism, arousing cognitive curiosity of students as well as development of critical and logic thinking and reasoning skills.

In 2016, in connection with the structural reform of the educational system in Poland, the Ministry of National Education started to develop a new core curriculum of general education for different types of schools. It will be implemented in primary schools successively from the 2017/2018 school year. The new curriculum specifies the primary school tasks in terms of development of respect for human rights and respect for others among the pupils: *“Teaching and education in primary schools are conducive to the development of civic, patriotic and social attitudes in students. [...]. The school takes care of children and teenagers in a spirit of acceptance and respect for another human being [...]”*. The core curriculum also specifies the scope of the content of education - specific requirements concerning the human rights issue, that a primary school student should have:

*[Content of education - specific requirements]*

**IV. Human rights. Student:**

- 1) *justifies that human dignity is the basis for various moral systems; explains that it is a source of universal, natural, indefeasible and inalienable freedoms and rights of a human being; analyzes the preamble of the Universal Declaration of Human Rights;*
- 2) *shows differences between the human rights and freedoms; names personal rights and freedoms specified in the Constitution of the Republic of Poland;*
- 3) *names rights of children and analyzes the provisions of the Convention on the Rights of the Child;*
- 4) *gives examples of activities of the Ombudsman for Children; presents the goals of the United Nations Children’s Fund;*
- 5) *names the political rights and freedoms set out in the Constitution of the Republic of Poland; proves that a human being may influence public rights thanks to such political rights and freedoms;*

- 6) shows that the human rights must be protected; explains the role of the Ombudsman and gives examples of his activities;
- 7) presents examples of activities of non-governmental organizations for the protection of human rights; justifies the need of being against the phenomenon of lack of tolerance towards various minorities.

The currently developed draft core curriculum for secondary schools also provides for the content concerning human rights issues. The preliminary draft of the core curriculum for secondary schools, including the draft core curriculum for the subject *social studies* which comprises the issues of civic education and human rights in the broadest scope, has now been subject to the so-called public pre-consultations. The works on the new core curriculum for secondary schools will be completed by September 2017 and the program changes will start to be implemented in the secondary schools from the 2019/2020 school year.

The pupils of vocational training schools acquire knowledge on human rights mostly during the classes carried out under the general education and classes with the form-master.

The Ministry of National Education encourages schools to cooperate with Border Guard experts and non-governmental organizations in terms of trainings for teenagers concerning counteracting trafficking in human beings. The students of post-gymnasium schools are sensitized not only to the phenomena of trafficking in human beings and hazards resulting from, for example, increased mobility or ease of getting holiday work abroad, but first of all, they gain knowledge about their rights, legally protected rights of a person who became a victim of trafficking. The aim of the training is to broaden the knowledge of the students about human rights and also mechanisms protecting the observance of these rights. Moreover, multimedia materials and general education class scenarios developed by non-governmental organizations under the *“National Action Plan Against Trafficking in Human Beings for 2013-2015”* were developed and made available to schools. The continuation of this tasks is also planned in the next *“National Action Plan Against Trafficking in Human Beings for 2016-2018”*. The representative of the Ministry of National Education is involved in the operations of the interdepartmental Team for Combating and Preventing Trafficking in Human Beings.

The activities under the professional development of teachers are carried out by the Center for Education Development (the reporting unit of the Ministry of National Education).

- Project: „*Edukacja Prawna w Szkole*” [“*Legal Education At School*”]. The main goal is to support the social studies teachers in the implementation of tasks resulting from the core curriculum of general education by providing them with a practical knowledge and skills in legal education, including human rights. Between March and June 2016, 20 workshops were organized involving 305 teachers. In 2016, 343 teachers participated 21 trainings. The project is continued in 2017.
- Project: „*Różnorodność w(śród) nas*”, [“*Diversity (With)In Us*”], launched in June 2014. The main goal was to create Polish Intercultural Competence Framework for the education system. The Polish Framework is to provide a comprehensive and coherent system of definitions, aims, standards, regulations, education and teaching

staff training programs as well as guidance for schools and school-related environment - to develop intercultural competencies of students at all educational levels, as a part of formal education. The result of the implementation of the Framework is the preparation of the young generation to coexist in a culturally and ethnically diverse world.

- Project „Szkoła Demokracji - Szkoła Samorządności”. [*School Of Democracy. School Of Autonomy*]. Development of social and civic competencies of pedagogical councils based on the publication „How all teachers can support citizenship and human rights education: a framework for the development of competences” and „Charter on Education for Democratic Citizenship and Human Rights”. The program is being implemented since 2013. According to the provisions of the *Charter on Education for Democratic Citizenship and Human Rights*, all teachers, regardless of their years worked, subject taught, number of hours spent at school, should “teach in democracy”. In 2015, 16 trainings were conducted for a group of 336 people. In 2016, 7 trainings were conducted for a group of 132 people. The project is continued in 2017.
- Project “Edukacja Globalna” [“*Global Education*”] is co-financed by the program of Polish development cooperation of the Ministry of Foreign Affairs of the Republic of Poland. Its aim is to raise the awareness and understanding of global problems and the response of Poland to the Sustainable Development Goals adopted by the General Assembly of the United Nations in 2015. An e-learning training for teachers (open resource) was developed under this project „Edukacja globalna w szkolnych programach nauczania” [“*Global Education in School Curricula*”]. Module III of the e-training is devoted to conscious attitudes, participation and human rights. The project is attended by 35 coordinators - project coaches, 160 global education leaders in schools across Poland and 2400 teachers teaching students (ca. 40 000 students of all types of schools, actively participating in the series of classes concerning global issues, global interdependencies, problems of the modern world, including human rights).
- Project „Preserving the Memory. The History and Culture of the Two Nations”. The program of Polish-Israeli youth meetings entitled „Preserving the memory. The history and culture of the two nations” was created by Polish and Israeli teachers in 2003. From the very beginning it has been conducted by the Centre for Education Development in Warsaw and the Yad Vashem Institute in Jerusalem. Its aim is to support education in activities combating antisemitism, racism and intolerance, create the space for dialogue between young Poles and Israelis, create a bond based on common interests and tighten contacts and cooperation between schools. Annual trips of young Israelis to Poland as part of educational trips of students, co-organised by the Israeli Ministry of Education, provide the perfect opportunity. Over 20,000 students and 400 teachers from 400 schools participated in the program by 2016. Every year about 150 one-day meetings take place in Poland. As a result of previous meetings, several Polish schools were successful at establishing a regular exchange of youth and teachers and 15 Polish schools revisited their partner schools in Israel. By 2016, 750 teachers from all over Poland took part in a two-week international seminar in Yad Vashem. The website [www.polska-izrael.edu.pl](http://www.polska-izrael.edu.pl) is an important element supporting the implementation of the program.

## **II. Human rights trainings for law enforcement officials and the military**

### **1. The Police**

Human rights protection tasks carried out by the Police are focused on improving intramural and extramural education and information measures that contribute to the professionalization of Police work in the aspect of observance of human rights and freedoms, professional ethics and equal treatment. These tasks are arranged according to 3-year plans and timetables. In 2015-2016, the Police carried out tasks on the basis of:

- *Targeted strategy of the Police for the development of the human rights protection system in the years 2013-2015;*
- *Main directions of education and information activities for protecting human rights and freedoms and equal opportunity strategy in the Police in 2016-2018*

Educational efforts in the area of human rights are aimed at making Police officers and employees aware and sensitive to issues relating to respect for human dignity, maximizing Police officers' emphatic attitudes towards all persons, properly preparing Police officers to react to hate crimes.

Three types of in-service training exist:

- central – organized by Police schools and the Police Academy in Szczytno in the form of specialist courses,
- local – organized by Police units and organizational cells depending on what kind of training needs have been identified,
- external – co-organized by non-Police entities.

It should be noted that at every step of the training process (basic training, training for university graduates, specialist courses, in-service training) issues relating to the protection of human rights and freedoms are included. Moreover, the European Convention on Human Rights and the case-law of the European Court of Human Rights are disseminated.

Education programmes coordinated by the National Police Headquarters include:

- Programme on combating hate crime among Police officers - The Law Enforcement Officer Programme (LEOP).

Since 2010, the Law Enforcement Officer Programme on Combatting Hate Crimes (LEOP) has been running as part of Police officers' in-service training in the form of training workshop cycles. This training covers issues relating to human rights and freedoms, the significance of proper attitudes and conduct, the codification of hate crimes, deals with elements of hate speech and incidents motivated by discrimination. During the workshops Police officers are trained how to properly identify (classify) so-called hate crimes; how to react properly to incidents and crimes motivated by hate and how to intervene in compliance with the law. But the main role of the training is to make its participants aware of and sensitive to all forms of widely understood intolerance.

- “To serve and to protect” - a specialist trainer’s guide in the area of xenophobia and the related intolerance
- “Human rights in Police management” to address the issue of social minorities, including national and ethnic minorities.
- “Anti-discrimination workshops, taking into account the subject matter of the permanent exhibition in POLIN Museum of the History of Polish Jews.”

The aim of the workshops is to improve effective service/work by looking at the official duties/work from an anti-discrimination perspective. The training in the form of a workshop involves raising awareness, knowledge and skills in, among others, intergroup relations in the context of anti-discrimination, attitudes of persons from majority and minority groups. The innovative manner of running the workshops, based on elements of retrospective education with interactive use of elements of the main exhibition, has met with the approval of training participants. POLIN Museum, where the workshops are run, by presenting the 1000-year-old history of Polish Jews, has a major influence on the proper reception of the training’s subject matter.

- “Understanding evil. Workshops for superiors in the Police”

The basic aim of the 3-day workshop was to increase the determination of the Police in preventing and combatting the so-called hate crimes and to prevent abuse of power by officers in using violence. The training addressed the escalation of offences motivated by hate, the so-called hate speech in the public domain and the rebirth of neo-Nazi movements in Poland and the world. The history of the Holocaust allowed disclosing universal psychological mechanisms that direct human behaviour in situations of service subordination, increased stress levels and the need to make quick decisions. Workshop sessions were held in the Auschwitz Jewish Centre and Jewish Museum in Oświęcim, in the Chevra Lomdei Mishnayot Synagogue and on the premises of the former German Nazi concentration and extermination camp Auschwitz-Birkenau.

- Polish-German seminar

From 30 August to 4 September 2015, a seminar for Polish and German Police officers was organised together by the Berlin House of the Wannsee Conference and the Auschwitz Jewish Centre in cooperation with the Voivodship Police Headquarters in Krakow. As an international pilot programme, the seminar was aimed at broadening historical knowledge about Nazi genocide carried out during WW2 in order to better understand and combat present-day hate crimes. The programme of the seminar covered a study of the role of the Police in the Third Reich and the participation of Police formations in the Holocaust and in murdering non-Jewish Poles.

Police officers and Police employees take part in training on human rights and freedoms, equal treatment and anti-discrimination workshops, as well as in post-incident education meetings that are organized by garrisons as part of local in-service training when human rights and freedoms are violated in the Police. The great majority of training and workshops are conducted or organized by Police plenipotentiaries for human rights protection in cooperation with external entities (state institutions, NGOs and international human rights organizations).

## 2. Border Guard

Dissemination of human rights standards in the Border Guard is carried out mainly by using the Border Guard intranet (because it is generally accessible to the officers) and in the process of training Border Guard officers.

Texts of major international and EU legislative acts on human rights and documents from the soft law category, Council of Europe reports or papers, human rights textbooks, etc. as well as links to the relevant pages of other institutions (Ministry of Foreign Affairs, Ministry of Justice, Ombudsman, Supreme Administrative Court, Helsinki Foundation for Human Rights) are posted on the Border Guard intranet in a separate section on *Human Rights* run by the Plenipotentiary of the Commander in Chief of the Border Guard for Human Rights Protection and Equal Treatment. This enables access to the case-law of international courts, primarily to the rulings of the European Court of Human Rights translated into Polish.

Human rights education takes place throughout the educational process of Border Guard officers. In 2015, human rights topics were introduced to the curricula of all qualified trainings (basic training, non-commissioned officers' school training, warrant officers school training, and specialist training for promotion to first officer rank) and training of Border Guard senior staff. In order to standardize training in this area, teaching aid sets were developed for the purpose of running human rights training which are used by all of the Border Guard training centres.

Human rights education was also carried out in different training sessions run as part of in-service training offered by Border Guard training centres<sup>1</sup> and local training run by plenipotentiaries for human rights protection of commanders of Border Guard divisions and training centres or by external NGO experts. The subject matter communicated during such training classes is adjusted to the needs of participants stemming from the task they implement.

In February 2016, plenipotentiaries for human rights protection of Border guard division and training centre commanders attended a training course on the case-law of the European Court of Human Rights (the training was run by two experts from the Helsinki Foundation for Human Rights), and in September 2016, they attended a teacher training course in connection with the planned creation of a trainers' group tasked with running human rights training.

In 2016, changes were made in the *Textbook for the superior – Introducing a new officer to the service*, consisting in supplementing the *Textbook* with a part on *Orientation with human rights issues* by imposing an obligation on the direct superior to organize a meeting in person between the new officer with the plenipotentiary for human rights protection and equal treatment whose task will be to identify key aspects in the field of respecting the principle of equal treatment in a specific place (environment) where he or she performs his/her duty

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<sup>1</sup> For example, in-service training courses ran in 2016: *Domestic and European case-law concerning respect for family and private life, with special emphasis on Art. Art. 3 and 8 of the Convention for the Protection of Human Rights and Fundamental Freedoms, preparation of the Border Guard for tasks involving providing protection to foreigners against removal, workshops on “exchanging experiences and best practices in protection of foreigners against removal”, identification of persons belonging to vulnerable groups (human trafficking victims, persons suffering from Post-Traumatic Stress Disorder (PTSD), mentally disturbed) in the context of implemented administrative procedures, refugee status as a form of legal protection in the territory of Poland under international and domestic law, people with special needs in the administrative procedure.*

(typical areas of violations, consequences of human rights violations, implementation of procedure in cases of violation of the equal treatment principle in the Border Guard, etc.).

In order to entrust the carrying out of investigation and disciplinary proceedings in human rights violation cases to persons who specialize in this field, in 2016, a group of Border Guard officers were selected and *Disciplinary proceedings in the Border Guard in the aspect of human rights violations by Border Guard officers*, an in-service training course curriculum, was developed.

Following the entry into force of the Law on Aliens of 12 December 2013, under which the Border Guard has the power to grant residence permits to foreigners on humanitarian grounds and permits for tolerated stay in the territory of the Republic of Poland, in April 2014, coordinators for protection against removal of foreigners from the territory of the Republic of Poland were appointed in all the Border Guard divisions and in its Specialist Training Centre in Lubań, and a national coordinator for protection against removal was appointed at the Border Guard Headquarters. The coordinators are tasked with improving knowledge about the application of the Convention for the Protection of Human Rights and Fundamental Freedoms and the ECHR case-law needed to conduct proceedings that may end in granting foreigners protection against removal. Division coordinators also act as advisors in identifying premises for granting foreigners the said protection and in conducting administrative proceedings in cases relating to granting protection to foreigners, and play a supporting role in collecting and vetting information about the countries of origin of foreigners, focusing specifically on the social and political situation and human rights protection in the countries of origin of foreigners.

### **3. Military**

The Ministry of National Defence puts special emphasis on improving knowledge of the principles and observance of the international humanitarian law of armed conflicts (IHLAC) among its soldiers and civilian staff because of the scope of tasks fulfilled by the Polish Armed Forces. The main measures to further that goal involve ongoing and cyclical training and education about the law of armed conflicts and its observance.

#### **a. The General Command of Branches of Armed Forces**

As part of programme and complementary training, the Command provides IHLAC training on a daily basis at all Polish Armed Forces military subunits and structural units under the General Command of Branches of Polish Armed Forces (GCBPAF);

In 2017, the Command standardized and updated training programmes for military subunits directly under the General Commander of Branches of Armed Forces; it also introduced into normative documents a requirement to conduct IHLAC courses not only in the form of theoretical lectures but also in the form of practical classes conducted as part of the Tactics course.

The Command improves the level of knowledge of legal advisors who support the IHLAC training process at military units. The GCBPAF, together with the Ministry of National Defence's Legal Department and the Military Centre for Civic Education, co-organizes IHLAC courses to improve the level of legal advisors' knowledge of the law of armed conflicts.

**b. The Ministry of National Defence's Department of Education, Culture and Heritage** coordinates the programming of troops' supplementary education.

In 2016, it completed training on protection of civilian population in international and domestic armed conflicts, treatment of refugees and principles of the laws and customs of war, treatment of prisoners of war and other persons taken captive during international and domestic armed conflicts. Knowledge test of the basic principles of humanitarian law and the rules of treating persons taken prisoner.

Furthermore, in November 2016 the Department provided military unit commanders, female soldiers in command roles and disciplinary officers with training on preventing discrimination, conflicts and violence in the workplace and in the military environment; the training promoted the right of every individual to equal treatment.

**c. The Operational Command of Branches of Armed Forces,**

Training in the protection of humans rights and fundamental values and the international humanitarian law of armed conflicts is a part of activities to prepare Polish military contingents serving in international missions abroad. These issues are taken into account at each stage of operational planning, with personnel of Polish military contingents selected to make sure that our country promotes the highest standards of conduct beyond its borders.

**d. As part of its training for candidates for professional soldiers, the Ministry of National Defence's Department of Education, Culture and Heritage** conducts a course on the international humanitarian law of armed conflicts, of minimum 20 hours.

Furthermore, pursuant to decision No. 420/MON of the Minister of National Defence of 12 September 2008 on the introduction of in-service training system for professional soldiers (Official Journal of the Ministry of National Education, No. 18, Item 241), the Department included international humanitarian law of armed conflicts in the curricula at all levels of education and training as part of post-graduate studies and professional courses at military academies and schools for non-commissioned officers of Branches of Armed Forces. The courses focus on the basic principles of the law of war, including the principles of protecting civilians and civilian property (including humanitarian personnel), and the principles of treatment of prisoners and people taken into custody. Classes are held in the form of lectures and use interactive methods which require students' engagement, independent analyses, and solving relevant cases.

**e. The Military Centre for Civic Education** focuses on conducting courses and postgraduate studies designed to enhance knowledge, application and propagation of the international humanitarian law of armed conflicts, in accordance with the applicable international conventions and Polish law.