

There are no happy societies without happy children.

**NATIONAL ACTION PLAN FOR
CHILDREN**

2004-2012

“POLAND FOR CHILDREN”

Warsaw 2004

*“We emphasize our commitment to building a world
friendly to all children,
in which continuous development of the human is based on
the principles of democracy, equality, non-discrimination,
peace and social justice,
as well as universality, indivisibility, co-dependence and
correlation of all human rights, including the right to
individual development (...).*

*We pledge to combat child and family poverty, united in
believing that investing in children and enforcing their
rights is one of the most effective ways of eradicating
poverty.”*

Point 7, chapter I of the document “A child-friendly world”.

I.

INTRODUCTION

At the beginning of the 20th Century there was an arising belief that taking care of a child cannot consist exclusively of charity of social or religious organisations or people. The necessity of equalizing the situation and rights of all children and recognizing their needs was then pointed to as the most important task for adults. It was acknowledged that the state should guarantee the enforcement of children's rights to them and organize various forms of care.

From the experience of the wars of the 20th Century and a lot of human tragedy international standards were created that indicated the direction of the development of civilization. The following contributed to defining a new position of the child: The Declaration of the Rights of the Child of 1924 (the so-called Geneva Declaration), The International Declaration of the Rights of the Child of 1959 and finally the Convention on the Rights of the Child adopted by the United Nations General Assembly on 20 November 1989 (The 1991 Journal of Laws No. 120, item 526 and The 2000 Journal of Laws No. 2, item 11) – the world's constitution of the rights of the child.

Upon filing a draft of the International Convention on the Rights of the Child Poland indicated the need of making the society more receptive to children being vulnerable as victims. What was of importance then was the experience of the Second World War, in which millions of Polish children lost their lives, were forced to work, deprived of medical care and of access to education and culture and lost their homes and families.

The draft of the International Convention on the Rights of the Child was supposed to inspire to treat the child in a new way – as the subject of rights and not as, like until then, merely the subject of care and protection. There was an effort made to use the heritage of the Polish philosophical and pedagogical thought in this field, especially the work of doctor Janusz Korczak – a doctor, a writer, a tutor and a philosopher who testified to his ideals in practice.

At the moment, “after the previous century of the child”, upon entering a new millennium, a true social revolution is beginning to take place. It is a common truth that a person's development in childhood cannot proceed effectively without respecting their individuality and dignity. The child is an autonomous subject requiring special care due to his or her mental and physical state and the best environment for raising and development of a child is the family.

We therefore acknowledge that the rights of the child, although they constitute an autonomous system of standards, are human rights that can be fully enforced by children as they grow up.

The Convention on the Rights of the Child specified the children age limit – until the age of 18 – and also brought a common consent as to the commitments of states towards the new generation. It also defined basic principles that became a contract of the greatest number of states in the world: the principle of child welfare, the principle of equality, the principle of state support and finally the principle of respecting the rights and responsibility of both parents, which ensures respecting the autonomy of family life and limits the state's interference to particularly justified cases only.

1. DECLARATION AND ACTION PLAN INCLUDED IN THE DOCUMENT “A CHILD-FRIENDLY WORLD”

The National Action Plan for Children 2004-2012 “Poland for Children” is the fulfilment of the commitment of the Republic of Poland, resulting from the provisions of the Declaration and Action Plan, included in the document “A child-friendly world” adopted at the 27th United Nations General Assembly Special Session on Children.

The Special Session of the United Nations General Assembly that took place on 8 – 10 May 2002 in New York aimed at reviewing the implementation of the provisions of the first international Summit on children of 1990, renewal of the commitments adopted there, as well as formulating new tasks to improve the situation of children in the decade to come. The result of the Special Session conference was the adoption of the document “A child-friendly world” containing the Declaration and Action Plan on improving the situation of children in four main fields: promoting healthy lifestyle, ensuring education at an appropriate level, protection from molesting, abuse and violence as well as combating HIV/AIDS.

The Action Plan adopted at the end of the Special Session is a concise document, future-oriented and focused on specific actions. In the document “A child-friendly world” (part III, l. D) governments undertook the obligation that at national level they would create action plans determining the time limits of the actions and containing specific aims and tasks based on the provisions of the document “A child-friendly world”.

The document “A child-friendly world” was adopted by all states participating in the Special Session of the United Nations General Assembly, including Poland. By doing that the government of the Republic of Poland committed itself to implementing the tasks included in the document and creating a national action plan for children.

On the 18th April 2002 the Prime Minister passed over to the Minister of National Education and Sport the coordination of implementing the tasks ensuring full enforcement of the rights of children and youth, as well as the improvement of their living conditions resulting from international agreements in which the Republic of Poland is a side, especially the Convention on the Rights of the Child and recommendations of international organizations working for children and youth.

The Minister of National Education and Sport coordinates the actions concerning the implementation of the provisions of the Convention on the Rights of the Child and creating *the National Action Plan for Children 2004 – 2012 “Poland for Children”*.

By approving the *National Action Plan for Children 2004 – 2012 “Poland for Children”* the Cabinet obliges respective departments to implement the tasks included therein.

2. PROCESS OF PREPARING THE NATIONAL ACTION PLAN FOR CHILDREN 2004 – 2012 “POLAND FOR CHILDREN”

The National Action Plan for Children 2004 – 2012 “Poland for Children” was created as a result of the cooperation of the government administration with non-governmental organizations, the UNICEF Polish National Committee and the Office of the Ombudsman for Children’s Rights.

Representatives of the following departments became involved in the works on the document: national education and sport, economy, labour and social policy, justice, home affairs and administration, health, agriculture and rural development, foreign affairs, as well as the Government Plenipotentiary for the Equal Status of Women and Men, the National Centre for AIDS, the Central Police Office and the Institute “Children’s Health Centre Monument”.

An important element in the process of creating the *National Action Plan for Children 2004 – 2012 “Poland for Children”* was the meeting of various groups dealing with children affairs. Their common involvement and experience exchange is a substantial step towards cooperating with non-governmental organizations in the area of creating children policy and supervising children’s rights.

The National Action Plan for Children “Poland for Children” was created based on:

- 1) the document “**A child-friendly world**” that outlines the directions of actions to improve the situation of children in the whole world;
- 2) materials and documents prepared at the National Summit for Children “**Poland for Children**”, that outline the directions of actions for the improvement of the situation of children in Poland;
- 3) the Position of the Non-governmental Organization Forum on taking the actions necessary to improve the situation of children in Poland formulated at the National Summit for Children “Poland for Children”;
- 4) the materials of the National Summit for Children and the work of the Central Statistical Office and the Office of the Ombudsman for Children’s Rights “**Children in Poland**” constituting a diagnosis and description of the situation of children in Poland.

Important documents and works in setting the objectives of the following document were:

- 1) The recommendations of the Committee for Children’s Rights issued at the 31st session after examining the second periodical report of Poland in 2002 (official UN document - CRC/C/15/Add.194);
- 2) The report on the implementation of the Polish Convention on the Rights of the Child in the Republic of Poland in the years 1993 – 1998 and the information on the implementation of the above Convention in the years 1999 – 2001 – the Report supplementary material (official UN document – CRC/C/70/Add. 12 and CRC/C/Q/POL2);
- 3) The alternative report to the Report on the implementation of the Convention on the Rights of the Child in the Republic of Poland in the years 1993 – 1998;

- 4) The departments' information on the implementation of the recommendations of the Committee of the Rights of the Child of October 2002 and the implemented government programmes for children – as for the year 2003.

3. SCOPE OF THE NATIONAL ACTION PLAN FOR CHILDREN 2004 – 2012 “POLAND FOR CHILDREN” AND THE GOVERNMENT DECLARATIONS

National Action Plan for Children:

- 1) sets long-term objectives and formulates tasks making it possible to achieve them for considerable improvement of the fate of children in Poland and ensuring their harmonious development and equal opportunities;
- 2) formulates important actions that should be executed immediately in order to harmonize Polish legislation and adjust it to international standards;
- 3) sets the paths of building social dialogue based on the constitutional guarantees of subsidiarity and partnership of public administration and citizens in implementing social programmes for the benefit of children.

Implementing the **National Action Plan for Children** means active counteracting any manifestations of intolerance and discrimination of children for any reason.

The **National Action Plan for Children** proposes to implement changes to improve the fate of children in Poland through:

- 1) **legal regulations** guaranteeing the protection and enforcement of their rights to children, including the ratification of the protocols to the Convention on the Rights of the Child as well as withdrawing restrictions;
- 2) **appointing** people coordinating actions for the benefit of children resulting from their competences in governmental institutions;
- 3) constant guarantee of social dialogue; **harmonious cooperation** of State institutions and citizens for effective and fast support in a crisis situation of the child;
- 4) **effective use of the resources** of the State and the potential of its people for the implementation of social programmes for improving the quality of life of the citizens, among which the children should be the most important beneficiary;
- 5) **The consent of all political forces concerning the interest and welfare of the child**, guaranteeing harmonious and optimal support.

THE INTEREST OF THE CHILD should be considered as first in all actions concerning the child.

The state should fulfil the promise of even distribution of goods – even benefit of the fruits of progress through its economic and social policy. An alliance is needed: of the main political forces and citizens, and of the rich and poor – for counteracting and the reparation of the

wrong done to children. The state's support in coming out of the trap of poverty and in stopping the inheritance of poverty is needed.

The efficiency of the *National Action Plan for Children 2004-2012 "Poland for Children"* requires taking into consideration the best interest of the child, the maximum and effective use of the means and agreement above political division.

4. METHOD OF IMPLEMENTING THE NATIONAL ACTION PLAN FOR CHILDREN 2004 – 2012 "POLAND FOR CHILDREN" AND FINANCING POSSIBILITIES

The National Action Plan for Children 2004-2012 "Poland for Children" has a strategy character and embraces actions for children that have been specified in the fields of health, education, family and protection from violence.

The National Action Plan for Children 2004-2012 "Poland for Children" will be implemented during a period of 8 years from 2005 until the end of 2012 taking into consideration the need of evaluating the Plan, as well as introducing changes in legal regulations.

The following Plan is an open document that will be subject to changes in the area of planning actions necessary to achieve the objectives set. The results of implementing the Plan will be the basis of setting the directions of actions for the benefit of children after the year 2012.

The actions within the Plan should be coordinated with the implemented government programmes for the benefit of children.

The main standard of the Plan realized by all entities is a complex review of legal acts in all departments and their improvement in the area of children's rights.

The person coordinating all the actions is the minister responsible for education and teaching. The Plan is implemented by:

- ministers responsible for: the economy, culture and the protection of national heritage, physical education and sport, education and teaching, labour, justice, higher education, home affairs, social security, health – at central level;
 - voivode, the marshal of voivodeship - at voivodeship level;
 - head of county – at county level;
 - head of commune (mayor and president of town) – at commune level
- and non-governmental organizations, churches and religious groups, other respective institutions, the Ombudsman for Children's Rights.

It is assumed that detailed schedules of actions will be prepared by the departments on a specific date each year. The schedules will include specific actions planned for implementation in a specific time, sources of financing them and the amount of costs indispensable.

All tasks planned in the schedules will be implemented within the budgets of the departments, territorial government units, structural funds and the labour fund.

Public expenditure can be made in the amount set in the budget law, therefore the amount of financial means to implement the tasks mentioned in the Plan will depend on the capabilities of the state budget and Parliament decision in the following years.

Moreover, it should be stressed that many of the tasks mentioned in the Plan will be a continuation, so their implementation will not require additional expenditure from the state budget – it will be financed from budget shares of respective administrators. The amount of financial means designated by territorial government units to implement tasks resulting from the Plan will depend on the budgetary possibilities of those units.

Assuming that the actions presented in the Plan will be continued after 2012, a long-term strategy can be formed based on that, taking into account also the possibilities of gaining financial means from structural funds in consecutive budgetary periods of the European Union.

The implementation of the Plan will require from individual entities of the state administration creating conditions supporting actions for children undertaken by non-governmental organizations.

Actions undertaken by individual departments or institutions will be financed within the budgets managed by ministers, voivodes or institutions in question. It will be necessary to specify amounts indispensable to implement objectives and tasks in the budgetary projects of those institutions for the following years.

The implementation of the Plan does not plan on establishing new institutions working for the benefit of children, but improving the work of the already existing ones.

5. IMPLEMENTING THE PROVISIONS OF THE NATIONAL ACTION PLAN FOR CHILDREN 2004-2012 “POLAND FOR CHILDREN” – STAGES OF IMPLEMENTING THE PLAN

In order to implement the tasks set to improve the situation of children it is necessary to undertake the following actions:

1. Forming the Interdepartmental Group for Children – coordination in the Ministry of National Education and Sport.
2. Forming the rules of managing the *National Action Plan for Children 2004-2012 “Poland for Children”* enabling its implementation, including creating a detailed Action Schedule for individual implementing entities of the Plan.

Units responsible for implementing the objectives and tasks will propose sources and methods of financing the actions undertaken – tasks aiming to achieve the objectives set.

3. Creating a permanent and effective system of supervising the actions planned by an appropriate unit in the Ministry of National Education and Sport.
4. Implementation, functioning and evaluation of the *National Action Plan for Children 2004-2012 “Poland for Children”*.
5. Annual reports of implementing the tasks – coordination in the Ministry of National Education and Sport.

II.

MAIN AREAS OF ACTIONS TO IMPROVE THE SITUATION OF CHILDREN – PRIORITIES, OBJECTIVES, ACTIONS

In order to ensure an appropriate level of health, high quality of education, decent conditions of living in a family and protection from violence towards children, objectives and directions of actions in four fields have been set:

1. Promoting healthy lifestyle - so that all children live in a healthy environment ensuring the highest level of health protection to them and embracing especially prevention and protection from epidemics.

2. Ensuring appropriate quality of education - so that all children, including the poorest ones and the ones in difficult situations of life, have equal access to education of highest quality ensured:

- 1) to develop critical and creative thinking in children, shape safe behaviour and instil the values of peace and human dignity in them;
- 2) for the school to be an environment open and focused on the welfare of the child; seen as a safe and healthy place by children, where the teacher shows respect for those rights with his attitude, and the students discover that education is not only necessary for life, but can also be a source of happy childhood.

3. Help and support for the family - so that all children are raised in an environment of full care, including the primacy of family forms and supporting malfunctioning families in appropriate enforcement of care and education duties, as well as so that the children raised in families in difficult material and social situation could be supported financially in order to prevent poverty – Art. 48, Art. 71 and Art. 72, paragraph 2 of the Constitution of the Republic of Poland.

4. Protection from molesting, abuse and violence - to protect children from violence, abuse and exploitation. The phenomenon of violence towards children is a violation of fundamental human rights – treated equally with the problem of torture, inhuman and humiliating treatment – Art. 40, Art. 41, paragraph 1, Art. 71, paragraph 1 and Art. 72, paragraph 1 of the Constitution of the Republic of Poland.

By setting the above areas of the *National Action Plan for Children 2004-2012 “Poland for Children”* global problems are undertaken that do not only concern Polish children, but are also the subject of international coalition of states and non-governmental organizations. Pointing to those problems aims at mobilising all forces in the Republic of Poland, as well as using the support and experience of other states, especially the European Union.

The choice of priorities in individual areas was made based on the analysis of the situation of the child in Poland based on the diagnosis created for the National Summit for Children organized by the Ombudsman for Children’s Rights in May 2003, as well as government documents, reports and works of non-governmental organizations concerning children.

The priorities set long-term objectives and actions necessary to improve the situation of the child in Poland, and they also define the necessity of changing some legal regulations, as well as system and economic changes.

1. PROMOTING HEALTHY LIFESTYLE

Priorities

- A. *Developing social awareness and the ability to take action to improve health in a holistic approach.*
- B. *Shaping appropriate attitudes and behaviour towards the threats and illnesses of civilization – addiction, HIV/AIDS.*
- C. *Ensuring appropriate quality and access to health care in the family and non-family environment.*

In the field concerning the promotion of healthy lifestyle attention is drawn to the following alarming facts:

- 1) an increase in risky and anti-health behaviour among children and youth;
- 2) more difficult access to health care responding to the needs of children;
- 3) insufficiently effective system of mother and child care;
- 4) underdeveloped system of psychological and pedagogical help for children until the age of 6;
- 5) limited possibilities of children and youth participating in extracurricular and non-school activities.

In order to counteract the above facts it is necessary to conduct broad health education embracing both children, as well as parents.

The influence on shaping the attitudes and pro-health behaviour of young people depends on the compatibility of the actions of the school and home in the scope discussed. In the Polish system pro-health education is compulsory in all types of schools as educational path (*Regulation of the Minister of National Education and Sport of 26 February 2002 on the core curriculum of kindergarten education and general education in specific school types – Journal of Laws No. 51, item 458, later amended*), however the majority of teachers are not sufficiently prepared for those tasks. There are not enough people with adequate competences to conduct teacher training, as well as other people cooperating with the school in the area of health education and promotion, including especially parents and nurses of the teaching and raising environment. There is also not enough amount of educational and methodical materials giving examples of good practice.

Apart from health education it is necessary to ensure accessibility of health care and creating conditions for practicing pro-health behaviour.

A. Developing social awareness and the ability to take action to improve health in a holistic approach.

Objectives

1. Most parents and guardians know what is necessary for their child's proper development and health and take adequate action.
2. Most children know and apply the rules of healthy lifestyle and know where to seek help in case of health problems.
3. Most people who work with children are ready to take appropriate action in order to improve their children's health and they do it.

1. Most parents and guardians know what is necessary for their child's proper development and health and they take adequate action.

1.1. Parents with children under 18 will have knowledge concerning development needs of the child and their possibilities of influencing the fulfilling of these needs.

1.2. Parents with children under 18 will know where to seek medical, psychological and pedagogical, as well as social help.

Proposed action:

- 1) creating education and information programmes for parents-to-be;
- 2) creating education and information programmes for parents of children from birth until the age of 6;
- 3) each commune shall ensure a psychological consultation point operating in cooperation with a psychological and pedagogical advisory centre.

Deadline for implementation:

by the end of 2012

2. Most children know and apply the rules of healthy lifestyle and know where to seek help in case of health problems.

2.1. Children in kindergarten and school education will know the factors that influence their health positively and negatively in all areas, as well as the possibilities of their own influence on them.

2.2. Children of school age will know where to seek medical, pedagogical and psychological help in situations requiring independent action.

Proposed action:

- 1) creating education programmes in kindergartens and schools;
- 2) counselling as part of basic health as well as psychological and pedagogical care.

Deadline for implementation:

by the end of 2012.

2.3. Children assume pro-health behaviour.

Proposed action:

- 1) creating a wide range of extracurricular and non-school activities;
- 2) propagating pro-health behaviour in the media.

Deadline for implementation:

by the end of 2012.

3. Most people who work with children are prepared to take necessary action in order to improve children's health and they do it.

3.1. All graduates of higher education institutions that entitle them to work with children shall possess knowledge and skills in the field of health promotion.

Proposed action:

including the topic of health promotion, together with the topic of reproductive health, in teacher training programmes.

Deadline for implementation:

by the end of 2012.

3.2. All people working with the child in the education system shall possess knowledge and skills in the field of health promotion.

Proposed action:

supplementing the existing offer of vocational further education for people working with children with topics concerning health promotion.

Deadline for implementation:

by the end of 2012.

3.3. All doctors and nurses who are graduates with degrees in medicine shall possess knowledge and skills preparing for work with children.

Proposed action:

including programmes that develop knowledge and skills preparing for work with the child in doctor and nurse training programmes.

Deadline for implementation

by the end of 2012.

B. Shaping the right attitudes and behaviour towards civilization threats and illnesses – addictions, HIV/AIDS.

Objectives

1. Young people know how to avoid HIV infection and take the right decisions aiming at limiting the risk of infection.
2. Young people know about the causes and results of using psychoactive drugs and have the ability to take appropriate decisions aiming at avoiding risky behaviour.

1. Young people know how to avoid HIV infection and take the right decisions aiming at limiting the risk of infection.

1.1. Children and youth under 18 shall undergo training on HIV and AIDS and they shall acquire skills of taking the right decisions aiming at limiting HIV infection.

Proposed action:

- 1) creating and issuing materials on HIV and AIDS as an education package used to teach classes for students, parents and teachers;
- 2) conducting activating classes on HIV and AIDS among young people, taking into consideration the age of recipients and in full cooperation with the youth, parents and pedagogical staff.

Deadline for implementation:

by the end of 2008.

1.2. Teachers and pedagogues shall be trained on HIV and AIDS and will be able to conduct classes for youth using interactive methods in order to teach them the ability to take the right decisions aiming at limiting HIV infection.

Proposed action:

- 1) preparing topics on HIV and AIDS, drug addiction and sexual education by trained pedagogical staff and incorporating them into the curriculum in all school types;
- 2) incorporating the topic of HIV and AIDS, as well as subjects concerning sexual health into programmes of vocational further education of teachers.

Deadline for implementation:

by the end of 2012.

2. Young people know about the causes and results of taking psychoactive drugs and have the ability to take the right decisions aiming at avoiding risky behaviour.

2.1. The youth will be covered by actions aiming at preventing risky behaviour and promoting pro-health behaviour in places where young people meet, especially in pubs, discos, festivals and concerts.

Proposed action:

creating alternative prophylactic programmes directed at children and youth participating in cultural events away from school.

Deadline for implementation:

by the end of 2006.

C. Ensuring appropriate quality and accessibility of health care in family and non-family environment

Objectives

1. All pregnant women should have ensured access to pre-natal care of the foetus.
2. All children under 6 benefit from health care and psychological and pedagogical help according to the needs.
3. All children from 7 to 18 benefit from health care and psychological and pedagogical help according to the needs.

1. All pregnant women should have ensured access to pre-natal care of the foetus.

Deadline for implementation:

by the end of 2010.

2. All children until the age of 6 benefit from health care and psychological and pedagogical help according to their needs.

2.1. All children shall have prophylactic health care ensured.

Deadline for implementation:

by the end of 2010.

2.2. Each commune shall provide at least one consultation point of psychological and pedagogical help for children until the age of 6.

Proposed action:

amending the regulation on the rules of providing and organisation of psychological and pedagogical help in public kindergartens, schools and institutions, the regulation on specific rules of the operation of public psychological and pedagogical advisory centres, including public specialist advisory centres and the regulation on the framework charter of the public psychological and pedagogical advisory centre, including the public specialist advisory centre, as well as the regulation on health care institutions.

Deadline for implementation:

by the end of 2010.

2.3. Each child from birth until the age of 6 undergoes regular prophylactic check-up.

Proposed action:

regular supervision of the implementation of prophylactic examinations.

Deadline for implementation:
by the end of 2006.

3. All children at the age from 7 to the 18th birthday benefit from health care and psychological and pedagogical help according to their needs.

3.1. All children at the age from 7 to the 18th birthday have prophylactic health care ensured and undergo regular prophylactic medical check-up.

3.2. Children who have been psychologically diagnosed as being in the need of undergoing therapy will be covered by such actions.

Proposed action:

- 1) conducting psycho-educational and therapy activities by each psychological and pedagogical advisory centre;
- 2) expanding the network of psychological and pedagogical advisory centres.

Deadline for implementation:
by the end of 2010.

2. ENSURING APPROPRIATE QUALITY OF EDUCATION

Priorities

- A. *Providing highly qualified academic staff by increasing the quality of training and further education of teachers and creating an effective recruitment system.*
- B. *Creating a cooperation platform of parents, teachers and students ensuring effective cooperation.*
- C. *Providing an appropriate substantial and material basis.*
- D. *Equalizing education opportunities.*

Access to education is a fundamental human right and a key factor limiting the scope of child poverty, and also promoting democracy, peace, tolerance and development.

The main problems identified in this area are the following:

- 1) a lack of effective recruitment system for teachers and insufficient preparation of teachers to perform the profession;
- 2) a lack of understanding of the importance of cooperation and the necessity of creating a common platform of communication and cooperation by all participants of the education process (parents, teachers and students);
- 3) insufficient equipment of schools and institutions operating in the education system – fundamental deficiencies in the basic technical and sanitary infrastructure. Many Polish students still attend overcrowded, badly lit and inadequately equipped classrooms in schools that lack course books, academic aids and technical basis.

Therefore actions in this area should be concentrated on:

- 1) training, recruiting and further education as well as lifelong learning of teachers;
- 2) cooperation between parents, teachers and students in the education process;
- 3) providing an appropriate substantial and material basis;
- 4) equalizing education opportunities.

The proposed actions concerning the training, further education and lifelong learning of teachers include the issue of students with special education needs.

A. Providing highly qualified teachers by increasing the quality of training and further education of teachers, as well as creating an effective recruitment system.

Objectives

1. Taking programme, legal and administrative actions aiming at setting off the positive selection mechanism among professionally active and newly accepted teachers.
2. Modernizing the further education system enabling teachers to regularly update and supplement professional qualifications depending on the needs of the school and local environment.
3. Creating a system of preparing teachers to work with special needs students at each education stage.

1. Taking programme, legal and administrative actions aiming at setting off the positive selection mechanism among professionally active and newly accepted teachers.

1.1. Cooperation of the Ministry of National Education and Sport with higher education institutions to create programmes and a system of training teachers-to-be.

Proposed action:

- 1) implementing the standards of training teachers in higher education institutions;
- 2) creating education programmes for students including regulations on *standards of training teachers*.

Deadline for implementation:

2005-2010.

1.2. Increasing the quality of education, learning and further education of teachers.

Proposed actions:

- 1) creating and implementing a concept of the system of education, learning and further education of teachers including a new concept of traineeship as an important component of training teachers;
- 2) building a system of counselling considering the needs of teachers.

Deadline for implementation:

by the end of 2008.

2. Modernizing the system of further education enabling teachers to regularly update and supplement professional qualifications depending on the needs of the school and local environment.

2.1 Adjusting the system of further education of teachers to the organisation of education systems including the competences of the bodies executing pedagogical supervision and bodies running schools and institutions.

Proposed action:

creating a system of evaluating qualifications and skills of teachers in order to define the needs in the field of training and further education.

Deadline for implementation:

2005-2008.

2.2. Creating a system of substantial support for teachers in educational and didactic work.

Proposed action:

implementing a system of substantial support for teachers in educational and didactic work.

Deadline for implementation:

2008-2010.

3. Creating a system of preparing teachers to work with special needs students at each education stage.

3.1. Creating a system of further vocational training of teachers for the need of educating children with special education needs.

Proposed action:

- 1) creating education programmes for students of subject courses to teach students of special education needs;
- 2) creating education programmes for students of the special pedagogy course, enabling their preparation to teach specific subjects in public schools.

Deadline for implementation:

2006-2012.

B. Creating a platform of cooperation of parents, teachers and students ensuring effective cooperation.

Objectives

1. Introducing an institutional and obligatory platform of parent – teacher – student cooperation reflecting the interests of the groups (P+T+S).
2. Propagating public school (understood as public good) reacting to local demands and securing the interests of all groups, as well as taking into consideration social and environmental conditions of the local community.
3. Propagating an open school, well integrated in the system of providing service in the local environment, with special consideration of: rural school, education of national and ethnic minorities, refugee education, children of special education needs and children educated within OHP (Voluntary Labour Regiments).

1. Introducing an institutional and obligatory platform of parent – teacher – student cooperation reflecting the interests of the groups (P+T+S).

- 1.1. Creating a platform of cooperation in increasing the quality of the work of schools.
- 1.2. Creating programmes of social education of parents, teachers and students.
- 1.3. Creating a platform of propagating “good practice”.
- 1.4. Implementing the above programmes by schools.

Proposed actions:

- 1) propagating programmes of social education of parents, teachers and students;
- 2) promoting good examples of cooperation.

Deadline for implementation:

2005-2007.

2. Propagating public school (understood as public good) reacting to local demands and securing the interests of all groups, as well as taking into consideration social and environmental conditions of the local community.

- 2.1. Creating and promoting the model of using local initiatives and including the school in these initiatives.
- 2.2. Propagating the model of using local initiatives.
- 2.3. Promoting a school oriented to vocational counselling, reacting to changes on the local, national and European labour market, including students of special educational needs.

Proposed action:

- 1) creating a programme of environment education using the possibilities of the school, parents and students;
- 2) propagating programmes of orientation, education and vocational counselling in schools and institutions (especially in psychological and pedagogical advisory centres) with the engagement of parents, local employers and non-governmental organisations.

Deadline for implementation:
2005-2006.

3. Propagating an open school, well integrated in the system of providing service in the local environment with special consideration of: rural school, education of national and ethnic minorities, refugee education, children of special education needs and children educated within OHP (Voluntary Labour Regiments).

Proposed action:

- 1) implementing national and ethnic minority education policy – creating, implementing and supervising the implementation of education strategies, taking into consideration the specifics and needs of single national and ethnic minorities in Poland;
- 2) implementing Art. 94 a of the law of 7 September 1991 on the education system (The 1996 Journal of Laws No. 67, item 329, later amended) concerning benefiting from education and care in public kindergartens, schools and institutions of persons who are not Polish citizens;
- 3) supporting the educational and education system of the state according to the law of 20 April 2004 on the promotion of employment and institutions of the labour market (Journal of Laws No. 99, item 1001);
- 4) recognizing the phenomenon of “children and youth falling out of the education system” before finishing junior school and acquiring vocational qualifications;
- 5) propagating the model of a school supporting the development of all students from the local environment irrespective of the difficulties and differences that they experience.

Deadline for implementation:
2005-2012.

C. Providing an appropriate substantial and material basis

Objectives

1. Implementing education programmes preserving national values and at the same time reflecting the needs of functioning on the European market.
2. Supplementing the basis (equipment) taking into consideration the needs of the local and external environment.
3. Propagating a school that broadens the child's horizons, including a school open to all children living within its area (children with disabilities, too).

1. Implementing education programmes preserving national values and at the same time reflecting the needs of functioning on the European market.

1.1. Creating education programmes taking into consideration future needs of the development of a young man's interests.

1.2. Propagating the above mentioned programmes in schools.

1.3. Creating a permanent mechanism of supplementing regional education programmes taking into consideration local demands adjusted to the European Union.

Proposed action:

Creating programmes to:

- 1) equalize education opportunities of children and youth (especially from rural areas), including education within Voluntary Labour Regiments;
- 2) shape education and professional development of young people and form their skills conducive to planning a career.

Deadline for implementation:

2004-2005.

2. Supplementing the basis (equipment) taking into consideration the needs of the local and external environment.

2.1. Equipping schools and institutions operating in the education system with technical means for distance learning.

2.2. Implementing programmes of distance learning for teachers.

2.3. Creating programmes of distance learning for students and propagating access to the Internet among children from rural areas, as well as developing the ability to use accessible information.

2.4. Equipping all public psychological and pedagogical advisory centres with technical equipment supporting the implementation of these tasks.

Proposed action:

- 1) purchase of equipment according to the needs;
- 2) conducting distance courses for teachers according to the programmes created.

Deadline for implementation:

2005-2012.

3. Propagating a school that broadens the child's horizons, including a school open to all children living within its area (children with disabilities, too).

3.1. Forming local education councils in order to create an educational system using local partners (a territorial government unit, non-governmental organisations, cultural centres).

3.2. Creating specimen of extracurricular activity programmes and increasing their offer.

3.3. Promoting a model of a school using the resources of the local environment.

Proposed action:

- 1) propagating programmes of extracurricular activities;
- 2) forming a platform of presenting schools using the potential of the local environment;
- 3) subsidizing investments, modernization and renovation of rural schools, as well as supplementing the equipment of junior schools;
- 4) obtaining teaching staff for rural schools.

Deadline for implementation:

2005-2012.

D. Equalizing education opportunities

The implementation of all objectives and tasks in priorities A, B and C ensures equalizing education opportunities of students.

Objectives

1.An increase in general accessibility of kindergartens and kindergarten branches in primary schools, as well as a one-year kindergarten preparation for all children, especially for children from rural areas, for children with special education needs and national minorities.

2.Improving the conditions of accessibility of public schools for disabled students by making it possible for teachers to acquire preparation in the field of special education needs.

3.Making access to education easier for children and youth from families that are not wealthy, especially for children from families that inhabit rural areas and small towns.

1. An increase in general accessibility of kindergartens and kindergarten branches in primary schools, as well as a one-year kindergarten preparation for all children, especially for children from rural areas, for children with special education needs and national minorities.

2. Improving the conditions of accessibility of public schools for disabled students by making it possible for teachers to acquire preparation in the field of special education needs.

3. Making access to education easier for children and youth from families that are not wealthy, especially for children from families that inhabit rural areas and small towns.

Proposed action:

- 1) programmes enhancing the development of a small child;
- 2) implementing the duty of a one-year kindergarten preparation of six-year-old children to start school education;
- 3) creating conditions for increasing the number of extracurricular activities, including various forms of psychological and pedagogical support, especially vocational orientation and counselling;
- 4) equipping every school with comparable academic means and didactic aids, including also computer rooms, computer programmes and ensuring access to the Internet;
- 5) creating libraries and media centres in all schools;
- 6) conducting obligatory training for teachers supporting teaching in integrating and general classes in the field of educating students with special education needs;
- 7) creating a system of services supporting the education process of students with special education needs;
- 8) continuing to provide benefits of pro-education nature in the system of family benefits addressed to all moderately wealthy families with children to support (allowances to family relief for the beginning of the school year, for the child's beginning of education in a school away from home, for education and rehabilitation of a disabled child).

Deadline for implementation:

2005-2012.

3. HELP AND SUPPORT FOR THE FAMILY

Priorities

A. *Creating an integrated system of help for the family.*

B. *Counteracting family poverty.*

C. *Propagating and spreading knowledge, as well as shaping skills necessary to fulfil roles in the family.*

In Poland care of the child is guaranteed by respective provisions of the Constitution of the Republic of Poland. At the same time the state is obliged to take care of and support the family as the basic social unit, in which the well-being of the child is always put in the first place.

The law on family benefits of 28 November 2003 (Journal of Laws No. 228, item 2255, later amended) is based on:

- 1) the income criteria, which condition access to benefits, stated in scientific research;
- 2) a catalogue of benefits including the tasks of families in single stages of family development (family relief and various special allowances, as well as guardian benefits);
- 3) the organisation of awarding benefits in a way that will ensure their accessibility at the level of the commune that the family concerned inhabits;
- 4) family relief allowances referring to the following: birth of a child, care of the child during maternity leave, single raising of a child, including a single child-raising person who has exhausted the right to relief for the unemployed, education and rehabilitation of a disabled child, the beginning of the school year, the child's beginning of education away from home (allowance for boarding house, dormitory or rented room stay, or subsidizing the expenses for the transport to school).

Counteracting fast pauperising of Polish families was recognized as the most important task in the area concerning help and support for families because the ones who are most affected by poverty are children. According to the diagnosis of the *National Summit on Children*:

- 1) almost 34% of families with children under 24 to support assess their material situation as bad or very bad;
- 2) children under 14 constitute over 30% of the population living in distress;
- 3) the age of the Polish is negatively correlated to poverty; families of young people stand out as the ones with a percentage of poor people higher than average
- 4) about 63% of families with three children and about 90% of families with four and more children do not achieve the social minimum.

The phenomenon of permanent poverty and permanent unemployment is always accompanied by a very low level of education of the parents. Supporting pro-family education requires constant cooperation of the bodies of the state, local governments, churches and religious associations, as well as non-governmental organisations. Therefore propagating knowledge

and developing skills necessary to fulfil roles in the family has been set as one of the priorities.

According to the subsidiarity principle the state should support the family and provide all-round help within pro-family social policy, and keep to international agreements ratified by Poland.

The Convention on the Rights of the Child defines the superiority principle of the criterion of the child's well-being:

- 1) paragraph 1 Art. 3 of the above Convention constitutes that "In all actions concerning children, undertaken by public or private institutions of social care, courts, administrative authorities or legislative bodies, best securing of the child's interest shall be the highest priority";
- 2) Art. 19 of the above Convention obliges the state to take any adequate steps in legislative, administrative, social and educational field to protect the child from any forms of physical and psychical violence, abuse or neglect, or wrong treatment or exploitation, including exploitation for sexual purposes, of children remaining in the care of parents, legal guardians or other persons having the custody of the child;
- 3) Point 16, Part I of the European Social Charter stresses that the Family being the basic social unit has the right to appropriate social, legal and economic protection to ensure its full development.

Therefore all actions aiming at creating an integrated system of helping the family in crisis situations are important.

A. Creating an integrated system of help for the family

Objectives

1. Functioning of an institution that has complete information on the possibilities of help for the family and highly qualified staff of experts providing help for the family in crisis situations (based on the existing structures) at county level.
2. Increasing the access of parents, guardians and children to institutions providing help to the family, with special consideration of parents raising their children on their own.

1. Functioning of an institution that has complete information on the possibilities of help for the family and highly qualified staff of experts providing help for the family in crisis situations (based on the existing structures) at county level.

1.1. All County Family Support Centres shall create a full list of institutions offering help to the family.

1.2. Every resident of a county knows where to obtain information on help provided to the family in crisis situations.

1.3. Every employee of an organisation dealing with helping the family at least once every three years participates in a form of raising their qualifications and updating their knowledge. Every employee of the institution knows the standards of their work.

Proposed actions:

- 1) creating and updating a list of institutions offering help to the family within County Family Support Centres;
- 2) organizing training for the employees of County Family Support Centres;
- 3) developing intervention actions realized by Voluntary Labour Regiments within Social Prevention and Intervention Centres and Crisis Intervention Points.

Deadline for implementation:

by the end of 2006.

2. Increasing the access of parents, guardians and children to institutions providing help to the family, with special consideration of parents raising their children on their own.

2.1. Increasing the adequacy of the system of crisis intervention undertaken in the local environment to the needs of the environment.

2.2. Making local diagnosis by pointing to areas that require crisis intervention.

2.3. Decreasing the number of crisis situations.

Proposed actions:

- 1) organising local information campaigns;
- 2) creating permanent access to information.

Deadline for implementation:

by the end of 2006.

B. Counteracting family poverty

Objectives

1. Decreasing the differences in the material standard of families, especially the ones raising a disabled child, incomplete families and families with many children.
2. Decreasing the number of families living under the family income support threshold by including them in the new system of family benefits.
3. Supporting the employment of family members who are in a particular situation on the labour market.

1. Decreasing the differences in the material standard of families, especially the ones raising a disabled child, incomplete families and families with many children.

- 1.1. Supporting families that are not wealthy by a family benefit system.

2. Decreasing the number of families living under the family income support threshold by including them in the new system of family benefits.

- 2.1. Providing the missing benefits and support to children in situations when the family is unable to secure them.

Proposed action:

- 1) creating programmes for family judges, court guardians, teachers and social aid workers making people aware of the consequences of sending children to full care institutions;
- 2) promoting alternative solutions preventing children from being placed in care and custodial establishments;
- 3) sustaining the work of full care establishments with biological families for the purpose of re-integration;
- 4) diagnosing the needs of the child, cooperation with the family, directing to specified forms of help;
- 5) adjusting the offer of help to the diagnosed needs of the family;
- 6) harmonizing the actions of all functioning entities responsible for taking in signals of family crisis situation, creating scenarios of help and entering into contract with the family;
- 7) implementing a new system of family benefits that is important support of families with many children, families raising a disabled child and incomplete families.

Deadline for implementation:

by the end of 2005.

3. Supporting the employment of family members who are in a particular situation on the labour market.

3.1. Creating preferences in the offer of work for members of families in which nobody is professionally active.

3.2. Educating young people inhabiting regions of structural unemployment or regions threatened by unemployment to becoming active on the labour market independently after coming of age.

3.3. Vocational training adjusted to the changing labour market.

3.4. Conducting programmes that cover all unemployed in order to keep them ready to search for and to start work.

Proposed action:

- 1) promoting the concept of voluntary work and entrepreneurship by school government activity;
- 2) providing programmes of counteracting structural unemployment;
- 3) harmonizing the local education offer with the needs of the local labour market
- 4) creating and implementing the labour market instruments addressed to people in particular situation on the labour market and raising children, such as:
 - supported employment,
 - refunding the costs of care of a child under 7, to unemployed persons who are raising children on their own, who are entering employment, training or another form of vocational activating,
 - social employment;
- 5) creating and implementing projects co-financed from the Union funds, addressed to members of families that are in a particular situation on the labour market and raising children.

Deadline for implementation:

by the end of 2006.

C. Propagating and spreading knowledge as well as shaping skills necessary to fulfil roles in the family

Objectives

1. Increasing parents' knowledge and skills concerning proper physical and psychical development of the child, his or her needs and relations within the family.
2. Increasing children's' knowledge and skills concerning proper relations in the family.
3. Convincing parents of the need of deepening knowledge and skills indispensable for proper care of the child and defining the scope of their duties.

1. Increasing parents' knowledge and skills concerning proper physical and psychical development of the child, his or her needs and relations within the family.

1.1. Creating a set of basic information on basic needs of the child and educational skills for parents.

1.2. Parents shall receive information on psychical and physical development of children as well as the needs and relations in the family (information adjusted to the age of children).

1.3. Parents shall participate in training workshops or other forms of classes on psychical and physical development of children as well as needs and relations in the family (adjusted to the age of the child).

Proposed action:

- 1) formulating a set of information on basic educational needs and skills for parents;
- 2) organising training workshops;
- 3) diagnosing local environment.

Deadline for implementation:

by the end of 2006

2. Increasing children's' knowledge and skills concerning proper relations in the family.

2.1. Formulating a programme promoting children's' rights.

2.2. Participating in programmes of prevention for children from diagnosed threatened environment (based on the local diagnosis of the needs).

Proposed action:

- 1) creating programmes promoting the rights of the child – for adults and children;
- 2) selecting and conducting prevention programmes.

Deadline for implementation:

by the end of 2005.

3. Convincing parents of the need of deepening knowledge and skills indispensable for proper care of the child and defining the scope of their duties.

Proposed action:

- 1) creating programmes promoting the rights of the child – for adults;
- 2) organising workshops and training;
- 3) educating parents in the field of child labour and the dangers for their health and life resulting from it, with particular consideration of accidents of children from rural areas that occur during harvest and work on the farm.

Deadline for implementation:

by the end of 2005.

4. PROTECTION FROM MOLESTING, ABUSE AND VIOLENCE

Priorities

- A. *Increasing social and legal awareness.*
- B. *Counteracting helplessness in raising children and malfunctioning in the family.*
- C. *Improving the legal system.*
- D. *Using the mass media to combat violence.*
- E. *Improving the institutional system of reacting to violence to children.*

Children are vulnerable to many kinds of violence: domestic violence, institutional violence, peer violence and media violence. Various forms of violence that Polish children are affected by – physical, psychical and sexual violence as well as neglect – require all-round and complex action.

The main problems in this area are as follows:

- 1) no protection of the victim of violence from its perpetrator;
- 2) no resocialisation actions concerning the perpetrator;
- 3) no complex work with the family and no system therapy;
- 4) no anti-violence education;
- 5) no system of information on the perpetrators of children violence.

Changes that need to be made should be directed to:

- 1) increasing social and legal awareness;
- 2) counteracting helplessness in raising children and malfunctioning in the family;
- 3) improving the legal system;
- 4) using the mass media to combat violence;
- 5) improving the institutional system of reacting to violence to children.

A. Raising social and legal awareness

Objectives

1. Common reaction to acts of violence to children in:
 - 1) the family;
 - 2) institutions;
 - 3) the social environment.

2. The society being generally convinced of the need to protect the child from violence, to react to violence and of the inevitable punishment of the perpetrator of the deed.

1. Common reaction to acts of violence to children in:

- 1) the family;**
- 2) institutions;**
- 3) the social environment.**

- 1.1.** Polish adults accept and implement pro-social behaviour patterns in the family and social environment.
- 1.2.** Polish adults are generally aware of the institutions providing help to children – victims of crimes.
- 1.3.** Employees of organisations and institutions involved in work with children participate in training on the subject of violence to children.

Proposed action:

- 1) conducting long-term information and education actions addressed to the society and professional groups involved in work with children, as well as the employees of local governments;
- 2) propagating leaflets, publications, magazines, television spots and programmes, radio programmes and magazines on the problem of protecting the child from violence;
- 3) conducting training and workshops on the problem of protecting the child from violence;
- 4) opening a “hot line” (during education programmes on helping abused children);
- 5) spreading information on institutions providing help (specialist, academic and educational, communal and others);
- 6) introducing the problem of protecting the child from molesting, abuse and violence into the system of training and further education of teachers (various professional groups).

Deadline for implementation:

2005-2006.

2. The society being generally convinced of the need of protecting the child from violence, of reacting to violence and of the inevitable punishment of the perpetrator of the deed.

2.1. Awareness of the threat of violence to children and legal consequences among Polish adults.

2.2. Creating local coalitions dealing with protecting children from violence.

2.3. Gaining more knowledge – among the employees of organisations and institutions involved in work with children - of abnormalities in the behaviour of the child's environment and controlling the behaviour.

Proposed action:

- 1) activating local and neighbour communities, involving churches and religious groups in the work (local coalition);
- 2) (social) media campaigns;
- 3) introducing prevention and education programmes in kindergartens, schools and medical service;
- 4) propagating knowledge about the protection of people reporting violence;
- 5) introducing contents on violence into the core curriculum of general education.

Deadline for implementation:

2005-2006.

B. Counteracting helplessness in raising children and malfunctioning in the family

Objectives

1. Common knowledge of and respecting the rights of the child in the family.
2. Propagating knowledge on the system of help to families in crisis.

1. Common knowledge of and respecting the rights of the child in the family.

1.1. Parents know fundamental rights of the child.

Proposed action:

All-round education in the field of protecting the rights of the child and the consequences of not respecting them addressed to: parents, teachers, pedagogues, social workers, court workers, local government workers, the police, clergy and other people working with children and youth.

Deadline for implementation:

2005-2006.

2. Propagating knowledge on the system of help to families in crisis.

2.1. Creating a system of registering cases of violating the rights of the child.

2.2. Creating local programmes of cooperation of family support centres with other institutions and organisations dealing with the protection of the rights of the child.

Proposed action:

- 1) statistical creation of a system registering cases of violating the rights of the child;
- 2) creating local programmes of recruiting voluntary workers; activating voluntary work in the field of support and help for families in crisis;
- 3) increasing the quality of work of family support centres (substantial enhancement of the staff of these institutions, implementation of tasks according to the assumptions defined for these institutions, cooperation with Social Aid Centres, schools, the police, non-governmental organisations and institutions responsible for matters concerning support for the child and family);
- 4) local recognition of the scale of the problem;
- 5) activating aid institutions to inform about their activities;
- 6) creating a programme of propagating modern and effective local programmes that can also be implemented in other communities (experience exchange).

Deadline for implementation:

2005-2006.

C. Improving the legal system

Objective

Creating legal guarantee of protecting the child from sexual abuse and violence.

- 1.1. Ensuring compatibility of legal acts in force with international standards.
- 1.2. Creating coherent and complete legal regulations ensuring legal fundamentals of protecting children from violence.
- 1.3. Creating a system of supervising the law in order to introduce corrections and recommendations.

Proposed action:

- 1) revising the law with respect to:
 - a) wrong and faulty regulations or regulations contradicting each other;
 - b) compatibility with the standards of international conventions, recommendations, proposals, social programmes of international institutions (the United Nations Organisation, the European Union, the Council of Europe);
- 2) initiating necessary changes in the regulations protecting children from violence.

Deadline for implementation:

2005-2006.

D. Using the mass media to combat violence

Objectives

1. Decreasing the presence of violence in the media.
2. Enhancing pro-social behaviour patterns and standards in the mass media.

1. Decreasing the presence of violence in the media.

1.1 Agreement between the biggest television broadcasts on increasing the presence of programmes propagating socially accepted attitudes.

Proposed action:

Forming a team to work on an agreement between broadcasts and media publishers in the field of creating programmes, selecting their contents and informing the society about them.

Deadline for implementation:

2005-2006.

2. Enhancing pro-social behaviour patterns and standards in the mass media.

2.1. Including primary and junior school students in school education programmes shaping the ability to make choices and ways of using the contents presented in the media.

Proposed action:

- 1) agreeing on the rules of broadcasting hours of education programmes with public broadcasts;
- 2) creating and implementing education programmes for children in the field of the ability to make choices and ways of using the contents presented in the media;
- 3) optimal use of the mass media by institutions of care of the child;
- 4) supporting civic initiatives in the field of regulating the ban of propagating contents related to violence and anti-social behaviour in the media (television, publications, advertisements, games);
- 5) forming a lobby influencing the kinds of television programme broadcast and the contents of publications addressed to children and youth.

Deadline for implementation:

2005-2006.

E. Improving the institutional system of reacting to violence to children

Objectives

1. Creating a system of reacting in crisis and pathological situations.
2. Creating a system of care and treatment of victims and perpetrators.

1. Creating a system of reacting in crisis and pathological situations.

1.1. Cooperation of local institutions dealing with counteracting violence.

Proposed action:

creating and implementing integrated procedures of acting in crisis and pathological situations

Deadline for implementation:

2005-2006.

2. Creating a system of care and treatment of victims and perpetrators.

2.1. Ensuring the following to the victim of violence:

- 1) psychological, medical, social and legal help free of charge;
- 2) psychological support during the criminal case.

2.2. Providing resocialisation and therapy for the perpetrator of violence

Proposed action:

- 1) creating programmes of eliminating long-term effects of crisis (for the victim);
- 2) standardization of the procedures of operation of institutions established to provide help for victims of violence;
- 3) creating a database (a national one and local ones) on institutions providing specialist help,
- 4) creating a system of permanent further education of the staff of institutions established to provide help for the victims and perpetrators of violence;
- 5) preparing the staff for therapy with perpetrators of violence;
- 6) conducting activities including therapy with the perpetrator of violence.

Deadline for implementation:

2005-2006.

ANNEX

ACTIONS FOR CHILDREN IN GOVERNMENT PROGRAMMES AND STRATEGIES

Children policy should be coherent with government strategies that also include actions for children in their plans.

The National Action Plan for Children 2004-2012 "Poland for Children" is the first national strategy for children created as a result of adopting the international document "A child-friendly world" that sets the objectives and directions of actions. However, it should be stressed that there are (already created and implemented) strategies and programmes covering the issue of children and youth under 18. Objectives and tasks set in the programmes and strategies that concern children and youth are coherent with the objectives of the *National Action Plan for Children 2004-2012 "Poland for Children"* and, at the same time, they supplement the issue in detail.

All actions planned in the programmes that already exist and in the ones that are still being worked on aim at improving the fate of children and ensuring fair living conditions for them. In the programmes and strategies created there is concern about the development of the generation of young Poles that is guaranteed in the field of the development of education and sport, actions for women and the development of youth. The following is considered important in this area:

1. **The Lifelong Learning Development Strategy by the year 2010** - created by the Ministry of National Education and Sport and adopted by the Government on 8 July 2003;
2. **The Development Strategy of Sport in Poland by the year 2012 – objectives and tasks** - created by the Ministry of National Education and Sport and adopted by the Government in February 2003;
3. **The State Strategy for Youth for the years 2003 - 2012** - created by the Ministry of National Education and Sport and adopted by the Government in August 2003;
4. **The National Action Plan for Women – stage II for the years 2003 - 2005** - created by the Government Plenipotentiary for the Equal Status of Women and Men and adopted by the Government on 19 August 2003;

and the following programmes:

- I. **The Programme of Equalizing the Conditions of the Start of School for Pupils "The school layette";**
- II. **The Programme of Equalizing Education Opportunities of Students from Rural Areas;**
- III. **The Programme of Preventing Social Maladjustment and Crime among Children and Youth;**

IV. The Programme of Improving the Safety of Citizens “Safe Poland”.

Ad. I.

The Programme of Equalizing the Conditions of the Start of School for Pupils “The school layette”.

The Programme aims at equalizing education opportunities of students entering education in the first grade of primary school.

The ones who are in a particularly difficult situation are children from families affected by unemployment and children from rural areas that used to be state agricultural farms, for whom poverty is becoming a real hurdle for education. Providing these groups of children with help making it possible to enter education is a task that is becoming more and more important.

It is assumed that the implementation of the Programme will contribute to equalizing education opportunities of first grade children from the poorest families and will, moreover, be a relief for the budget of these families.

During two years of lasting of the Programme almost 280,000 first grade children were equipped with course books. There was an enormous interest in and approval of the Programme on the part of the society. All communes and primary schools were included in the Programme as full partners. The direct course of cooperation of the departments of education and social aid, which made it possible to qualify the students who really needed help to receive it, turned out to be effective.

Thanks to the fact that the publishers of school books understood the rank of the Programme it was possible to obtain favourable purchase prices of course books for pupils covered by the programme “The school layette”, which were sometimes even 50% of the retail price. What was also important was cooperation with the Polish Post that freed of charge 30,000 parcels with course books in 2002 and as many as 35,000 parcels in 2003, as well as gave the permission to send them in a reduced form.

Adopting a Government Resolution of the Government Programme of Equalizing the Conditions of the School Start for Pupils “The School Layette” in 2004 will make it possible to meet the most urgent needs in the area of course books for 114,000 pupils of the first grade of primary school in the school year 2004/2005.

Ad. II

The Programme of Equalizing Education Opportunities of Students from Rural Areas.

Since September 2000 the Ministry of National Education and Sport has also been implementing the *Programme of Equalizing Education Opportunities of Students from Rural Areas*. The financial means for scholarship support for students from the poorest families are included in the education part of the general allocation (from 2001 onwards). Due to unfavourable financial situation of the territorial government unit the running schools considerably limited the means designated for scholarship support for students. It has become especially difficult for students from rural areas coming from the poorest families who enter education at higher levels, which creates higher costs of education (transport, meals, accommodation, etc.). Due to a lack of financial means the youth have been aiming at becoming independent as soon as possible and giving up education in schools where it is possible to obtain certificates of completing secondary education.

It has become necessary to equalize the opportunities of accessing education for students from rural areas by granting real and efficient help in overcoming education hurdles that make it difficult to enter higher stages of education to this group of students and making it possible to overcome the material obstacle of accessibility of education at a higher level.

Help for this group of youth should at the same time be a tool of education and social activating and have influence on improving their functioning on the labour market by doing that.

The aim of such help is:

- ensuring possibly equal education opportunities for students from rural areas,
- accommodating discrepancies in the material conditions,
- creating possibilities of continuing education and learning a chosen profession.

As part of equalizing education opportunities of students from rural areas there is material support provided in the form of:

- social scholarship for students of schools where it is possible to obtain a certificate of secondary school graduation, for those coming from rural areas (who are permanent residents of rural areas),
- total or part coverage of the costs of accommodation in a dormitory or in a boarding house,
- total or part coverage of the costs of meals in the school, boarding house or other kinds of canteen.

Depending on the situation of the students, they can be granted one or more kinds of help that influence their material situation to such extent as to enable them to overcome the material barrier of accessibility of education at a higher level.

These scholarships are financed from the target reserve of the state budget. Despite the budget's difficult situation, the amount of financial means allocated for that is practically being kept unchanged. In 2002 it was increased to the amount of 73,384 PLN (from 64,586 in 2001) and in 2003 it amounted to 70,700 PLN.

Apart from granting financial support that makes it possible to continue education, the aim of introducing such a form of scholarship is to motivate the youth from rural areas to enter education in schools where it is possible to obtain a secondary school graduation certificate and, in the long run, to enter higher education. In the scale of the country there are about 100,000 students from rural areas who benefit from such a scholarship every year.

The education scholarship support system for students from rural areas going to schools where it is possible to obtain a certificate of secondary school graduation has been reported as one of the projects of actions co-financed from the structural funds. It has been accepted as a financial priority within the European Social Fund as activity 2.2 of the Integrated Regional Development Operational Programme (IRDOP). In the years 2004-2006 103,000,000 Euro in total shall be allocated to the following activity.

The domestic co-funding of this activity is provided by the Ministry of National Education and Sport from the means of the budget reserve. Using the structural funds for activities

increasing education opportunities of the youth from rural areas shall make it possible to broaden the scope of this form of support.

Ad. III

The Programme of Preventing Social Maladjustment and Crime among Children and Youth - adopted by the Government on 13 January 2004.

The programme was created by the Interdepartmental Group formed on the basis of the Order of Prime Minister 37 of 25 March 2002 (M.P. No. 12, item 216). The Group consisted of the representatives of: the Minister of Home Affairs and Administration, the Minister of Health, the Minister of Economy, Labour and Social Policy, the Minister of National Education and Sport, the Minister of Justice and the Chief Police Officer. The creation of the above Programme was a result of the government Programme of Improving the Safety of Citizens "Safe Poland".

The main objective of the Programme is to begin combating negative phenomena concerning crime and demoralization of children and youth in a complex way and by involving many entities taking actions together. Moreover, the Programme sets directions of action of the government administration, local government administration and covers local actions. The objectives of the Programme are to:

- 1) impede the dynamics of growth of social maladjustment;
- 2) eliminate and accommodate drastic signs of social maladjustment, especially the ones endangering the health and life of children and youth and leaving permanent effects unfavourable to their future;
- 3) create a permanent model and system attitudes indispensable for:
 - solving problems of social maladjustment and crime of children and youth at central (*government*) level, local government level and environment level (*district, street, area, school and others*),
 - interdepartmental and community coordination,
 - supervision and monitoring of the programme implementation,
- 4) implement module programmes constituting an integral part of the Programme of Preventing Social Maladjustment and Crime among Children and Youth:
 - *"The procedures of teacher behaviour and methods of cooperation of schools with the police, other services and non-governmental organisations in situations that threaten children and youth with criminality and demoralisation, especially drug addiction, alcoholism and prostitution"*,
 - *"The project of the system of methodical support for people working with the youth threatened by maladjustment, especially in the area of crisis intervention in the family"*,
 - *"The project of alternative probation for the youth staying in correctional institutions and penitentiary facilities"*;
- 5) define target needs in the area of financial and organisational means;
- 6) propagate recommended prevention programmes.

The above Programme shall be implemented by the government administration, territorial government and non-governmental organisations. It is expected that its introduction and implementation will contribute to decreasing criminality and social maladjustment of children and youth.

Ad. IV

The Programme of Improving the Safety of Citizens “Safe Poland”

The Programme is supposed to make it possible to achieve the following objectives:

1. Re-establishing the authority of the state as the constitutional guarantor of the safety of citizens. The state, by undertaking specific action directed against criminals, has to demonstrate its power, its superiority over criminals and regain the trust of the citizens. All state institutions shall combat criminality.

2. Preparing the state for the implementation of tasks in the area of safety within the European Union. International activity of criminals is becoming a new challenge for the world order and safety. Membership in the European Union constitutes for Poland a challenge of ensuring public order not only on the territory of the Republic of Poland, but also participating in the European safety system. Polish law enforcement institutions have to act in compliance with the standards and procedures adopted by united Europe.

3. Building a civil society. The principle that constitutes a civil society is the citizens’ engagement in the public life and to an ever greater extent accepting co-responsibility for the fate of oneself and others. Every citizen should, by the activity of local government and non-governmental organisations, support the actions of state bodies to improve safety.

4. Reducing the level of criminality and improving the feeling of safety of the society. None of the areas of criminal activity will be neglected or tolerated by the state. It refers equally to organized crime, especially corruption, and to common criminal activity that affects citizens to the greatest extent, as well as the phenomenon of domestic violence of which women and children are victims. It is not only the real level of criminality, but also the subjective opinions of citizens that are expressed in fears and uncertainty about their peaceful existence and the safety of family, that have influence on the feeling of safety of the society. The citizen has the unalienable right to expect that the state is stronger than criminals and is capable of doing justice.

Achieving the main objectives

The actions that are to ensure the achieving of the main objectives of the Programme set can be ordered in the following areas:

1. Preventing crime and relapse into crime. From the social and economic point of view it is most desirable to prevent crime from being committed. It is indispensable to coordinate the efforts directed at eliminating the factors that are conducive to crime and the actions decreasing the risk of becoming a victim of crime in the scale of the country.

2. Effective prosecution and punishment of criminals. It is necessary to create conditions for effective detection and detention of the criminal, followed by a fast and lawful judgement and consequent execution of the court sentences.

3. Organisational conditions and funding. Effective fight against and detection of crime requires considerable changes in the structure, organisation and equipment of the law enforcement and judiciary bodies. It is also necessary to create a proper system of funding institutions responsible for prosecuting and punishing criminals in the state.

Crime is a phenomenon that is measurable and related to real events. In practice, however, there is a subjective human fear of crime. Therefore it is necessary for both the state and

institutions of civil society to be active in social communication to the extent that aims at improving the subjective feeling of safety among citizens and shaping the genuine image of our country in the international community. This means demonstrating the strength and determination of the state in detecting criminals, judging them and punishing accordingly. The society considers the recovery of goods obtained by committing a crime to be the most effective punishment. Legislation works should be proceeding in this direction.

OTHER PROGRAMMES FOR CHILDREN IMPLEMENTED BY DEPARTMENTS

- 1. SAFE POLAND – SCHOOL**
- 2. AGGRESSION REPLACEMENT TRAINING**
- 3. DAPHNE**
- 4. SUPPORTING LOCAL PROGRAMMES**

Ad. 1

SAFE POLAND - SCHOOL

The Programme run by the Ministry of National Education and Sport is part of the Programme of Improving the Safety of Citizens – Safe Poland.

The aim of the programme is:

- 1) universal education in the field of legal education and for safety, especially shaping social attitudes that definitely negate crime;
- 2) creating favourable legal and financial conditions for building safe environment for education, living, playing and free time for children and youth;
- 3) forming a social movement of parents, teachers, youth organisations and local communities for the safety of children and youth.
 - The programme is implemented:
 - a) at national level – tasks for the Ministry of National Education and Sport,
 - b) at voivodeship level – tasks for Inspector-General of Education,
 - c) at local level – tasks for school governing bodies and education establishments,
 - d) at the level of schools as well as education and educational institutions – tasks.

The effect of implementing these tasks will be:

- 1) a methodical guidebook for teachers in the area of legal education and safety of children and youth (part I – core curriculum and part II – materials from the didactic class scenario competition);
- 2) programme library as part of the Web site of the ministry “Safe Poland – School”;
- 3) didactic materials for education for safety;
- 4) training programmes for teachers in the area of safety of children and youth, safe school movement as a result of the “Safe Poland – School” competition.

Ad. 2

AGGRESSION REPLACEMENT TRAINING

(ART - Aggression Replacement Training) by professor ARNOLD GOLDSTEIN is a method that was created over 10 years ago in the United States in response to the increasing problem of aggression and violence. The method, which was developed by professor Arnold Goldstein and his co-workers at the end of the Seventies, turned out to be successful not only with children and youth showing aggression towards their peers, but also towards adult criminals, members of street gangs and even representatives of criminal subcultures (Swedish experiences among others). In Poland the first materials were translated for the Ministry of National Education in 1998. A group of Polish psychologists and pedagogues during training in Sweden obtained the licence of professor Goldstein – the licence of coaches of Aggression Replacement Training – and started training groups of experts to work using this method in our country.

The objectives of the Programme:

- Levelling the causes of aggressive behaviour by influencing especially such areas as:
 - the ability to control one's own impulsiveness,
 - lack of knowledge of and ability to apply ways of behaviour alternative to aggression in life,
 - insufficient development of moral thinking which in this way does not play a role towards other harmful kinds of behaviour;
- Initiating work with a new and effective method among the staff of pedagogues and the staff of correctional facilities through the tutors of a pilot group,
- Introducing the ART method using a pilot group into the lives of institutions as a “general way of behaviour” in the correctional procedures of the juvenile;
- Verifying the training needs in the problem area concerned among tutors and staff of facilities;
- Propagating knowledge about the ART method in parent facilities in the context of the correctional process effectiveness;
- Learning about social and legal norms of the problem as well as the standards in this area;
- Obtaining the possibility of sharing knowledge about the problem discussed with other members of staff of the facility through the people already trained (for example during the training of General Staff Meetings);
- Organising other editions of training for new groups of pedagogues and psychologists;
- Organising supervisions supporting the training conducted using the ART method.

Aggression Replacement Training is considered to be part of the group of cognitive-behaviourist methods, that is methods using the abilities and the need of cognitive analysis of the situation, which the participant of training has been or is in, as well as the meaning of pattern and positive reinforcement during a change of behaviour of a person. Therefore its main tasks are:

- to teach how to recognize and stop the impulse of anger before it leads to aggressive behaviour,
- to implement a specific procedure of applying certain skills indispensable in contacts with people, which are alternatives to aggressive behaviour (these are among others the ability to respond to being provoked by others, dealing with rejection, asking for help, the ability to say “no” and avoiding fights),

- to stimulate into thinking in moral categories thanks to structured group discussions on the choice of certain values,
- to achieve a condition where each juvenile seclusion facility of the Ministry of Justice will have at least two ART coaches at their disposal.

Timetable of the implementation of the Programme

The implementation of the following programme is divided into three stages: one main training and two supervision meetings. After the main meeting participants of training taught classes for the under age in their parent establishments.

There are three modules that are implemented using the workshop method:

- Pro-social Skills Training,
- Anger Control Training,
- Moral Conclusion Training.

In order to ensure proper evaluation of the Programme, supervision meetings were held periodically as follows:

- Stage I: Main training - 40 hours of workshop training (5 days), March 2001
- Stage II: Supervision meeting - 16 hours of classes (2 days), May 2002
- Stage III: Supervision meeting - 16 hours of classes (2 days), September 2002
- Stage IV: Supervision meeting – one day – May 2003.

The people who underwent training – 16 educators, became obliged, upon receiving an appropriate certificate, to independently conduct Aggression Replacement Training with the under age in the subsequent years and to propagate this method in institutions.

A high level of aggression in all its forms among the under age requires intensified correctional actions under the care of experienced and trained staff of pedagogues. “Aggression replacement training” found supporters among the staff of pedagogues of facilities for the juvenile, both among the people participating in the training and among other pedagogues and psychologists, who were presented with the programme objectives and the methods of acting applied in the Training.

Applying the method of training has very good effects in reducing aggressive behaviour. However, one has to remember that any effects are possible only with systematic running of classes and training a greater number of coaches.

Ad. 3

DAPHNE

(No. 1999/DAP/014/C) is a consequence of implementing the initiative of the European Union concerning creating an instruction of prevention and reaction in cases of sexual abuse in residential institutions for children and youth in Poland.

The Polish coordinating unit is the Family Development Society with headquarters in Warsaw that in 1999 invited six penitentiary facilities run by the Minister of Justice, that is The Penitentiary Facility in Falenica, Barczewo, Kcynia, Koronowo, Tarnów and Jerzmanice Zdrój, to cooperate in agreement with the Department of Facilities for the Juvenile of the Ministry of Justice.

The costs of implementing the Programme in Poland have so far been covered from the European Union funds in total.

The effect of implementing the Programme was gathering and editing the experiences of experts in the form of the document “Creating a course book on preventing and approaching the problem of sexual abuse in residential institutions” that was presented to the participants of the Programme at a conference that was held in December 2002 in Brussels.

The Programme is a logical continuation of the works (recommended by the International Planned Parenthood Federation - European Network) on the problem of sexual aggression with regard to the conditions and needs of our country.

However, the social, legal, cultural and economic reality makes it possible just to strive for a unification of basic legal norms and the level of knowledge and social awareness in this area, demanding the necessity of generating detailed procedural and legal solutions locally and adequately to the status quo in the given country.

Programme objectives:

- Initiating among the staff of pedagogues and personnel of correctional facilities the awareness of the existence of such problem and critical situation assessment in this respect through the educators of the pilot group in parent facilities;
- Verifying the needs of training in the problem area concerned among the educators and the personnel of facilities;
- Generating a specific kind of sensitivity among educators making it possible to recognize a problem in the functioning of parent facilities;
- Developing among educators the ability of recognizing cases of sexual abuse of inhabitants;
- Learning about the procedure of action in such cases and training of applying them in practice;
- Presenting ways of preventing the creation of possibilities of sexual violence towards the under age;
- Propagating knowledge about psychosexual development of youth and the effects of its disorder in the context of correctional process;
- Learning about socio-legal norms of the problem and the standards in this area.

Tasks of the Programme:

- Getting to a stage at which each residential institution for the under age of the Ministry of Justice shall have at least two members of pedagogical staff with a passed supervision of the problem discussed at their disposal;
- Recruiting from among these co-workers so-called first contact persons capable of professional reaction to cases of sexual violence existing at their facilities;
- Obtaining a possibility of sharing knowledge about the problem concerned with other members of staff of the facility through people already trained (for example during training General Staff Meetings);
- Reviewing thoroughly the existing procedures of behaviour, educational and existential standards, as well as the technical and organisational condition that have a considerable influence on the fact of cases of sexual abuse of the under age taking place at facilities;

- Forming an advisory opinion-shaping group for respective decision factors of the Ministry of Justice in the area of target changes of structure, regulations, organisation and others.

The schedule of implementing the Programme:

The implementation of the following programme is divided into three stages: one main training and two supervision meetings.

In order to ensure appropriate evaluation of the Programme, supervision meetings can be held in the third and sixth month after the main training.

Stage I: Main training - 40 hours of workshop training (5 days, 8 hours each), date: the end of May and the beginning of June 2003

Stage II: Supervision meeting - 16 hours of classes (2 days, 8 hours of supervision each) date: the beginning of September 2003

Stage III: Supervision meeting - 16 hours of classes (2 days, 8 hours of supervision each), date: the beginning of December 2003.

The expected number of people covered by the training – 16 educators, 2 people from each of the eight penitentiary facilities, who upon receiving an appropriate certificate, in the subsequent years, will be obliged to train independently others, this is the so-called cascade form of training.

From the point of view of the merits the implementation of the following Programme is completely deliberate. The pragmatic side of this enterprise does matter, too, because, apart from obvious benefits from correct implementation of the Programme for the inhabitants of penitentiary facilities, we can see – as a member of the European Union – to what extent we are able to implement its social policy.

Studies conducted by sexologists and psychologists show that 8-10 % of the population have experienced sexual abuse in the course of their lives. A result of such experiences is a so-called reaction of aggression, that is victims of sexual abuse often become perpetrators of crimes of this type (about 30%) as well as crimes that escalate in violence not only of sexual type.

Ad. 4

SUPPORTING LOCAL PROGRAMMES

The Minister of Social Policy designates, as part of the reserve, means to support territorial government units in building county systems of family and child care.

The aim of supporting local programmes in the area discussed is:

- counteracting and preventing the pathology process of family life,
- organising family advisory centres, improving the forms of family therapy and social work at county level,
- developing community forms of supporting the family in its foster and educational functions,
- limiting the number of children sent to residential care and educational facilities,
- gradually transforming residential care and educational facilities in centres of care of the child open to the local community and keeping ties with the natural family of the child,

- creating community psycho-prevention programmes counteracting and preventing pathology of the family, pathology of the process of raising children and various forms of social pathologies.

Financial means within the programmes in the area of care of the child and family can be allocated to territorial government units and non-governmental organisations.

The following parties participate in the evaluation of applications submitted by the above entities:

- , social policy departments of voivodeship offices,
- the Ministry of Social Policy.

It is assumed that financial support shall bring the following effects in the area of building a local system of care of the child and the family:

- most children will receive help while staying in the natural family,
- foster families will be matched in a better way,
- the number of children sent to residential care and educational facilities will be limited,
- the quality of care in residential care and educational facilities will improve,
- those leaving foster families and residential care and educational facilities will not come back to the system of social aid as adult customers thanks to the implementation of individual plans of becoming independent and creating protected flats.

In 2004 the Minister of Social Policy plans to implement programmes in the field of care of the child and family within the possessed budget means.

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