



**Follow-up of CONFINTEA VI:**

**Reporting template for National progress reports in preparation of the  
*Global Report on Adult Learning and Education (GRALE)*  
 and the end of the  
 United Nations Literacy Decade (UNLD)**

**National progress report submitted by  
 the Government of Poland**

This report is submitted on behalf of the Government of Poland in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes<sup>3</sup>, which are meant to provide further clarification.

<b>Contact Information</b>	
Institutional:	
Institution responsible for submitting this report	Ministry of National Education
Submission date	28 August 2012

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>2</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>3</sup> The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
<p>Government Ministries</p> <p style="text-align: right;">Agriculture <input type="checkbox"/></p> <p style="text-align: right;">Defence <input type="checkbox"/></p> <p style="text-align: right;">Education <input checked="" type="checkbox"/></p> <p style="text-align: right;">Foreign Affairs <input type="checkbox"/></p> <p style="text-align: right;">Health <input checked="" type="checkbox"/></p> <p style="text-align: right;">Interior/Home affairs <input type="checkbox"/></p> <p style="text-align: right;">Labour <input checked="" type="checkbox"/></p> <p style="text-align: right;">Others (please mark and specify below) <input checked="" type="checkbox"/></p> <p style="text-align: right;">Ministry of Science and Higher Education, Central statistical Office</p> <p style="text-align: right;">Civil society organisations <input type="checkbox"/></p> <p style="text-align: right;">National non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">International non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">Educational or research institutions/Universities <input checked="" type="checkbox"/></p> <p style="text-align: right;">Private sector companies <input type="checkbox"/></p> <p style="text-align: right;">United Nations agencies <input type="checkbox"/></p> <p style="text-align: right;">Non-UN bilateral or multilateral organisations <input type="checkbox"/></p> <p style="text-align: right;">Others (please mark and specify below) <input checked="" type="checkbox"/></p> <p style="text-align: right;">Polish Agency of Enterprise Development - PARP (National Agency), Polish Craft Association, Partnership for Lifelong Learning in Malopolska, Regional Labour Office in Cracow, Lodz Center for In-service Teacher Training and Practical Training (ŁCDNiKP), Education Research Institute in Warsaw</p>	

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

This report has been produced by the Ministry of National Education (responsible for preschools and schools from ISCED 0 level to ISCED 5B level including schools and other educational institutions for adults). Additional input has been provided by the institutions and organizations listed above. The UNESCO questionnaire has been sent to other governmental and non-governmental institutions and organizations but the response rate was not satisfactory.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of <b>adult education</b>?  <i>If Yes, please provide it in the space below:</i>  The official definition has a narrow scope – it refers to two areas:</p> <p>(1) the system of education (which includes kindergartens and schools from ISCED 0 level to ISCED 5B level, including schools for adults and education centres cooperating with schools at the above levels):  The Act of September 1991 on Education System (Journal of Laws of 2004, No 254, item 2572 with further amendments) defines adult education as "continuing education" ("... defined as education in schools for adults, as well as the acquisition and extension of general knowledge, vocational skills and qualifications in out-of-school forms by persons who have graduated from compulsory education" (Art. 3, section 16).  A school for adults is defined as a school "... with a separate education organization system which admits persons above 18 years of age, as well as those who attain the age of 18 in the calendar year in which they are admitted to school". Out-of-school forms of education (as forms of educational system) are defined as forms of acquiring and extending general knowledge, vocational skills and qualifications in continuing education centres, practical training centres and vocational training centres.</p> <p>(2) the system of employment promotion and labour market institutions (including training of the unemployed, job seeking persons, employees and employers, mainly stressing the first group of adults):  The Act on Employment Promotion and Labour Market Institutions of 20 April 2004 (Journal of Laws of 2008, No 69, item 415 with further amendments) defines adult education as continuing education, namely: "... education in schools for adults, as well as the acquisition and extension of general knowledge, vocational skills and qualifications of the unemployed, job seeking persons, employees and employers" (Art. 4, section 1, point 2b).</p> <p>The Act on Education System (Art. 68a, section 3) states that it does not refer to continuing education implemented according to the provisions of the Act on Freedom of Economic Activity, as well as in the forms and according to the provisions specified by separate regulations, unless the specific regulation states otherwise – underlying the fact that continuing education also exists outside the education system. Despite this regulation, continuing education is not officially defined outside the education system and the system of employment promotion and labour market institutions.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>  In practice and unofficially several definitions are used to describe adult learning and education: "continuing education" (used in a broader perspective than the official definition, as it refers to e.g. different types of training and courses for adults outside the educational system and the system of promotion of employment), "lifelong learning", "adult education".</p> <p>The above definitions usually have only an intuitive meaning referring</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>to organized communication concerning adults. However, they all stress the formal and official aspect of adult education.</p>	
<p>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?  <i>If Yes, please provide it in the space below:</i>  Although an official definition of the term “literacy” is not defined directly, the rules regulating the core curriculum for general education in schools for children, youth and adults include sufficient definitions to state that the actual meaning of the term “literacy” is represented in the official documents and the official policy.  The current core curriculum, which was introduced on 1 September 2009 for schools at the 1 and 2 ISCED levels, and will be introduced on 1 September 2012 for schools at the ISCED 3 and 4 levels, is written in the language of requirements. This is in accordance with the policy based on learning outcomes promoted, among others, by the implementation of the European qualifications framework.  Taking into consideration the requirement of compulsory education which requires all persons to complete education at least at the ISCED 2 level (which has been implemented in Poland since 2002), it may be said that the requirements specified in the core curriculum upon the completion of this level of education fulfil the definition of “literacy” in many subject areas, which should be mastered by all citizens of Poland.</p> <p>In this respect, the practical use of the term “literacy” in Poland is close to the one promoted in the PISA study. Similarly to the PISA study it refers to all young people who have completed a fairly long period of compulsory education (longer than in the case of primary schools of the old type, namely upon the completion of education at the ISCED 2 level). It also refers to the basic functionalities of the term “literacy” concerning different subject areas, namely: the ability to find, understand and process information, especially in order to solve problems, plan and achieve one's goals.</p> <p>With reference to persons who obtained their school leaving certificates before the year 2002, the requirements specified upon the completion of the 8-year primary school apply.</p> <p>Furthermore, as upper secondary and higher education, namely ISCED level 3 and higher, is very common in Poland (Poland is among the leaders of EU and OECD countries as concerns promoting the education of young adults at this level at minimum), it may be said that in practice over 90% of young adults fulfil the above set of requirements in several types of schools at the ISCED 3 level (general and vocational schools).</p> <p>In this respect the term “literacy” has lost its traditional meaning defined by basic skills, such as “the ability to read and write”. Currently, it refers to a whole set of skills in different areas and the level of their mastery specified by the final requirements of a given education level, at least at the ISCED 2 level.  The only problem with this definition is with a reference to elderly persons, who have not completed primary school education. However, according to the National Population Census 2011 such persons constitute merely 1.4% of the population of persons over 13 years of age (in the previous census in 2002 this group constituted 3.6%).</p>	<div style="text-align: right;"> <input checked="" type="checkbox"/>      <input type="checkbox"/> </div>

<p>1.2.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>  Different definitions of the term “literacy” have been used in literature concerning the international studies on the competence of youth and adults, especially PISA and IALS. With regard to youth and adults the best term conveying the meaning “literacy” seems to be “functional literacy”. However, it should be stated that this term is usually used by experts. It does not function as a recognised term in public debate. It is very difficult to convey the basic idea of the new meaning of the term “literacy” in the Polish language, as provided for in the PISA study. For example, experts use several terms referring to “reading literacy”: “understanding the text”, “reading with understanding”, “reading and reasoning in humanistic subjects”, “reading and interpretation”, whereas neither of the above terms includes all the functionalities of the term “literacy” (identifying information, understanding and interpretation, using information to plan and achieve goals).</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?  <i>Please select the option(s) below</i>  National census  School administrative data (years of schooling completed/primary certificate)  Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)  Household surveys  Other methodology (<i>please describe below</i>):</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?  <i>If Yes, please select the option(s) below that best describe the change(s)</i>  New conceptual definition on literacy in place (for policy)  New conceptual definition on literacy in place (for data collection only)  New assessment of youth and/or adults’ literacy skills  Increase in the periodicity without significant conceptual changes  Other changes (<i>please provide details below</i>):</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?  <i>If Yes, please describe them briefly in the space below:</i>  There are no regular studies concerning the skills of adults. Poland participated only in the IALS study, and is now taking part in the PIAAC study. National studies are rather incidental. The best known study concerned the study of adult literacy in 1999 (its aim was, among others, to refer to the results of the IALS study in Poland).</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p>Adult learning and education in Poland is dominated by formal education. The concentration of public and private funding within this context has brought a permanent effect – Poland is now among the leaders of EU countries in promoting formal education among youth and young adults (e.g. we are one of the few</p>	

EU countries to have achieved 4 out of 5 benchmarks of the Education & Training 2010 Programme, even earlier than it was expected in the EU). However, the participation of persons over 25, especially elder people, in education and learning, including learning with the use of e.g. new methods of communication and information, still poses a great challenge.

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Poland has not adopted yet a legal instrument or a programming document that would indicate measures to address the full scope of LLL policy, i.e. learning in diverse forms and places and at all stages of life – final arrangements for the adoption of the document by the Government have been conducted.</p> <p>However, there are several systemic solutions to support learning in the perspective of LLL. In the most comprehensive and effective way is regulated and supported formal learning of children, adolescents and young adults. The results of that are visible, inter alia, by the EU benchmarks, used for monitoring the progress in the development of education in Europe, to be reached by 2010, which largely relate to these groups of learners. Poland was one of the leaders in Europe in achieving these benchmarks (early school leavers, at least upper secondary attainment, low achievers, MST graduates). At the same time, in the context of achieving in Poland the common objectives of the development of education in Europe by 2010 the biggest challenge was the continuing education of adults. It is still a challenge in the perspective of the year 2020. Therefore, the measures presented below concern mainly the LLL policy in the area of adult persons learning.</p> <p>According to the official definition of lifelong learning in Poland systemic regulations in this area are based on the Act of 7 September 1991 on Education System and the Act of 20 April 2004 on Employment Promotion and Labour Market Institutions.</p> <p>1. Continuing education in education system. (The definition of continuing education in the system of education has been provided in para. 1.1 hereof.)</p> <p>The regulations introduced by the Act of 19 August 2011 on the Reform of the Act on Education System and of other Acts (Journal of Laws No 205, item 1206), which shall enter into force 1 September 2012, will reorganize the area of continuing education implemented within the educational system by binding it to vocational education. In accordance to the Act on Education System, continuing education shall include (Art. 3, section 16 and 17 and Art. 68a):</p>	<p>1991, amended</p> <p>2011</p>

		<p>1) education in public and non-public schools for adults;  2) acquisition and extension of general knowledge, vocational skills and qualifications by persons who have completed compulsory education in out-of-school forms provided by public and non-public continuing education centres, practical education centres and vocational training centres;  3) education obtained on qualificational vocational courses provided by:</p> <p>a) public schools and non-public schools with the rights of public schools offering vocational education,  b) public and non-public continuing education centres, practical education centres and vocational training centres,  c) institutions of the labour market, as referred to in Art.6 of the Act of 20 April 2004 on Promotion of Employment and Labour Market Institutions (Journal of Laws of 2008, No 69, item 415 with further amendments), which carry out an educational and training activity,  d) establishments carrying out an educational activity as referred to in Art. 83a, section 2 of Act on Education System.</p> <p>As specified above, according to the will of the legislator, the provisions of the Act on Education System do not regulate all matters concerning continuing education at length – they do not include e.g. continuing education provided by higher education establishments, entrepreneurs or institutions of the labour market (excluding qualification vocational courses). The current legal system does not provide a “Polish definition of continuing education”, the definition included in the Act on Education System refers to:</p> <p>1) education in public and non-public schools for adults  2) out-of-school education provided in public and non-public continuing education centres, practical education centres and vocational training centres,  3) education offered on qualificational vocational courses.</p> <p>2. Continuing education has been developed on the basis of the system of employment promotion and labour market institutions.  (The definition of continuing education in the system of employment promotion and labour market institutions has been provided in para. 1.1. hereof).</p> <p>Continuing education may also be provided on the basis of other regulations, e.g. the Act of 20 April 2004 on Employment Promotion and Labour Market Institutions.  The above-mentioned Act and regulations issued</p>	<p>2004,  amended</p>
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		<p>under the Act by the Minister of Labour and Social Policy regularize measures of labour market institutions, inter alia, in terms of continuing education of employees as well as job seekers and unemployed.</p> <p>The institutions of labour market include: public employment services, Voluntary Labour Corps, employment agencies, training institutions and institutions of social dialogue and local partnership. The Act regularizes basic services of the labour market such as job placement, assistance in active job search, and - closely related to continuing education - vocational guidance and information, as well as the organization of training courses. Unless it has got a job offer suitable for an unemployed or job seeker that meets certain criteria, Labour Office can help to better adjust the person's competences to the needs of employers by offering so-called "basic training services" that include directing to trainings in the form of courses, financing of the postgraduate studies, granting of loans to finance the costs of trainings, financing the costs of examinations required for the beneficiaries to obtain certificates, diplomas or professional titles, as well as the costs of obtaining licenses needed to get a job</p> <p>More information about services and labour market instruments relevant to continuing education of adult persons is available on the website of the Ministry of Labour and Social Policy - <a href="http://www.mpips.gov.pl/praca/uslugi-rynku-pracy/">http://www.mpips.gov.pl/praca/uslugi-rynku-pracy/</a></p> <p>The above-mentioned Act, as well as the Act of 27 August 1997 on Vocational and Social Rehabilitation and Employment of Disabled Persons and the Act of 1 July 2009 on the Effects of the Economic Crisis Mitigation for Employees and Entrepreneurs, regularize the issue of funding and financing sources of continuing education of employees, including rules of creating a company training fund and granting to employers reimbursement for the costs of their employees trainings.</p> <p>3. Adult education outside the system of education and the system of employment promotion.</p> <p>According to "Plan of development strategies arrangement", adopted by the Council of Ministers on 24 November 2009 (with further amendments), the issue of the development of people competence and qualifications, including the process of learning throughout life, is a part of all development strategies and indirectly of all areas supervised by the ministers. However, this is relatively a new approach to the policy on skills and qualifications development which formerly used to be reduced to the actions of</p>	<p>1997, amended</p> <p>2009, amended</p>
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	<p>ministers responsible for primary, secondary and higher education supplemented by measures taken by the minister responsible for the training of the unemployed.</p> <p>In the new approach it is emphasized, on the one hand, the need to encourage the development of skills and qualifications of the staff that implement development plans in various sectors of economy and administration, on the other hand, the need to develop universal education of citizens in various areas that are supervised by the ministers (such as digital, environmental, financial, safety, health, cultural, civic education, etc.). Work has been still carried out on new development strategies that will lead to better cohesion of the policy for the development of competences and qualifications in the areas of responsibility of many ministries.</p> <p>Commitments and measures to implement adult persons education concern many ministers the exemplification of which are the obligations of the minister supervising higher education and the minister supervising health, presented below.</p> <p>Amendments of 18 March 2011 to the Act – Law on Higher Education introduce to the university catalogue of basic tasks references to lifelong learning. The current provisions of the Act not anymore apply only to the education of students but clearly indicate that the role of the university is also to conduct postgraduate studies, courses and trainings, aimed at acquisition of new skills needed in the labour market, in the lifelong learning system. Thereby, the scope of the university activities has been extended to the organization of trainings and courses that lead to the acquisition of new skills relevant from the perspective of lifelong learning policy.</p> <p>Moreover, to the legal system have been also introduced National Qualifications Framework for Higher Education. The changes also apply to the scope of studies, including part-time and postgraduate studies, which are largely targeted at adult persons.</p> <p>Furthermore, the reform of the higher education system also introduces more opportunities for cooperation between universities and the external environment, including the operators which should play a greater role in higher education.</p> <p>Among important actions coordinated by the Ministry of Health, is, inter alia, to ensure the professional development of healthcare staff the basis for which is the Regulation on the Professional Development of Physicians and Dentists, as well as to carry out various public campaigns aimed at raising citizens</p>	<p>2011</p>
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		<p>awareness on health, including protection from commonly occurring diseases.</p> <p>4. Development of the basis for new LLL policy.</p> <p>In accordance with the strategic document “Lifelong Learning Perspective”, which defines the goals and action plans for the development of lifelong learning in Poland to the year 2020, as well as the obligations resulting from the European area of LLL, including the European qualifications framework, all actions concerning continuing education shall be included – upon taking into consideration specific Polish conditions – in all the development strategies, which confirms the cross-sectoral nature of this field of learning.</p>	2012
Adult education	<input checked="" type="checkbox"/> <input type="checkbox"/>	see above	
Adult literacy	<input checked="" type="checkbox"/> <input type="checkbox"/>	see above	

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	<p>unemployed;</p> <p>individuals with disabilities;</p> <p>young adults, including graduates;</p> <p>elderly persons (50+);</p> <p>rural residents;</p>	<p>about 2,100,000 (January 2012)</p>
Adult literacy	employees, employers (20% over 50 years of age)	about 350,000

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>In accordance with the national LLL policy project Poland aims at achieving:</p> <ul style="list-style-type: none"> <li>- a minimum 10% number of adults (aged 25 to 64) participating in education and training (in the 4 weeks preceding the survey);</li> <li>- a 4.5% number of early school leavers (aged 18-24);</li> <li>- a 45% number of persons aged 30-34 with higher education.</li> </ul>	All goals refer to the year 2020
Adult literacy	<input checked="" type="checkbox"/> <input type="checkbox"/>	see above	see above

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p>		

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>1. The Regulation of the Minister of Education and Science of 3 February 2006 on the Acquisition and Extension of General Knowledge, Vocational Skills and Qualifications by Adult Persons in Out-of-school Forms, binding until the end of August 2012, on 1 September 2012 shall be succeeded by the Regulation of the Minister of National Education of 11 January 2012 on Continuing Education in Out-of-school Forms.</p> <p>2. The Regulation of the Minister of National Education of 18 September 2007 on Extramural Examinations, binding until the end of August 2012, on 1 September 2012 shall be succeeded by the Regulation of 11 January 2012 on Extramural Examinations. Apart from the existing extramural examinations concerning the scope of primary schools for adults, lower secondary schools (gimnazjum) for adults and general upper secondary schools (liceum) for adults, the regulation also introduces an extramural examination concerning the requirements specified in the core curriculum for general education in basic vocational schools. Furthermore, the provisions of the new regulation introduce an extramural vocational examination confirming individual qualifications for a given occupation and is designed for persons who have graduated from secondary lower schools or an 8-year primary school and have completed at least two years of training or have two years of work experience in the profession to which the qualification applies in accordance with the classification of vocational education professions. It will be possible to obtain a diploma confirming a full profession upon achieving all the qualifications specified for a given profession and completing an adequate level of education.</p> <p>The above possibilities enable adults to improve their vocational skills or retrain, hence increasing their chances on the job market. The current qualification examinations that enable the attainment of a professional title conducted by national examination boards appointed by education superintendents will be replaced from 1 January 2013 with extramural vocational examinations.</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>In February 2010 the Prime Minister appointed an Inter-Ministerial Team for lifelong learning, including the National Qualifications Framework. The Team drew up a national LLL strategy project concerning all aspects of education (formal, informal and non-formal) and all levels of education (starting from early childhood education and care through education for senior citizens) – “Lifelong Learning Perspective” (PLLL). In the spring of 2011 the project went through the phase of inter-ministerial arrangements and public consultations. Due to the fact that all development strategies in Poland are being reorganized and limited to just 9 integrated strategies, PLLL is waiting to be approved by the Council of Ministers in a set of new development strategies that provide for a complex development of the country. PLLL will constitute an attachment to the Human Capital Development Strategy, which being a complex and integrated strategy reaches beyond areas concerning education and human skills, e.g. employment, health, family support, social welfare, sport, housing industry (see the answer in point 3.3).</p> <p>The Strategy of Development for Lodzkie region: <a href="http://www.lodzkie.pl">www.lodzkie.pl</a></p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>PLLL also refers to the modern understanding of the term “literacy” (see the answer in point 1.2).</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2012-2013	<a href="http://www.mpips.gov.pl/bip/akty-prawne/programy/krajowy-plan-dzialan-na-rzecz-zatrudnienia-na-lata-2009-2011/">http://www.mpips.gov.pl/bip/akty-prawne/programy/krajowy-plan-dzialan-na-rzecz-zatrudnienia-na-lata-2009-2011/</a>
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2020	
Education strategy	<input checked="" type="checkbox"/>	2020	
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2020	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2020	
Sustainable development strategy	<input checked="" type="checkbox"/>	2020	
<i>Other (specify in the space below)</i>	<input checked="" type="checkbox"/>	2020	
National Action Plan for Employment 2009-2011;			
Remark: The plan to reorganize development strategies (see the answer in point 2.6 and 3.3) reduces sectoral strategies and includes them in 9 integrated strategies providing for a complex development of the country.			
<b>Adult literacy:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2012-2013	
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2020	

Education strategy	<input checked="" type="checkbox"/>	2020	
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2020	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2020	
Sustainable development strategy	<input checked="" type="checkbox"/>	2020	
<i>Other (specify in the space below)</i>	<input checked="" type="checkbox"/>	2020	
<p>Remark: The plan to reorganize development strategies (see the answer in point 2.6 and 3.3) reduces sectoral strategies and includes them in 9 integrated strategies providing for a complex development of the country.</p>			

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	Specify policy/plan (add as many lines as needed)	References
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<p><i>If Yes, please elaborate how they have been involved.</i></p> <p>The drafts of all regulations are presented in the Public Information Bulletin and undergo the process of public consultations. Furthermore, it is possible to present remarks/suggestions/questions directly to the relevant ministries.</p>				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.				
<p>The development of adult education in Poland is supported by European funds, especially in the financial perspective of the years 2007-2013. An example of the promotion of adult education within the education system are the activities taken in the frame of the Human Capital Operational Programme. Under priority IX "Development of education and competencies in the regions" of the HC OP (for the implementation are responsible local governments) Measure 9.6 "Popularisation of adult persons education" are implemented projects aimed at increasing the participation of adult persons in formal and informal education.</p> <p>Under Sub-measure 9.6.1 "Popularisation of adult persons education in school forms" there is room for implementing projects consisting, inter alia, in educating of adult persons declaring on their own initiative willingness to acquire, complement or upgrade their general education or vocational qualifications. It is possible to develop programmes of formal evaluation and confirmation of appropriate learning outcomes acquired in non-formal and informal manner which result in raising the level of general education or acquisition of professional qualifications, as well as to provide support to schools for adults, lifelong learning institutions, institutions of practical education and institutions of in-service training aimed at enhancing or adjusting educational offer to needs of regional and local labour market, increasing quality of educational offer (including receiving accreditation from school superintendent) and developing innovative forms of lifelong learning, including forms of e-learning.</p> <p>Under Sub-measure 9.6.2 "Increasing the competences of adult persons in ICT and foreign languages" have been organized training courses aimed at adult persons who on their own initiative are interested in acquiring, complementing or upgrading skills and competencies in the areas of ICT skills and knowledge of foreign languages.</p> <p>Under Sub-measure 9.6.3 "Advisory services for adult persons in the scope of diagnosis of their needs and in choosing the directions and forms of developing their competencies and qualifications" there are possibilities to provide advisory services for adults who on their own initiative are interested in receiving support in the diagnosis of their needs as well as making choices and finding appropriate education and training offers.</p>				

### 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

**Governmental:**

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
MINISTRIES: MEN (Ministry of National Education); MNiSW (Ministry of Science and Higher Education); MPiPS (Ministry of Labour and Social Policy); MG (Ministry of Economy); MRR (Ministry of Regional Development); MSZ (Ministry of Foreign Affairs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KPRM (The Chancellery of the Prime Minister)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Ministers in charge of professions included in the training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
National Centre for Supporting Vocational and Continuing Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Polish Agency of Enterprise Development - PARP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Medical Center of Postgraduate Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supreme Medical Council	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
regional medical councils	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnership for Lifelong learning in Malopolska, Regional Labour Office in Cracow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<b>Non-Governmental:</b>				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Foundation for the Development of the Education System	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Polish Craft Association as one of main social partners represented in Tripartite Committee with right to make opinions of government legal propositions as well as organisation deeply involved in VET policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Inter-Ministerial Team for lifelong learning, including the National Qualifications Framework (see the answer in point 2.6 and 3.3).		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Inter-Ministerial Team for lifelong learning, including the National Qualifications Framework (see the answer in point 2.6 and 3.3).		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>The Inter-Ministerial Team for lifelong learning, including the National Qualifications Framework was appointed on the basis of the Directive of the Prime Minister of 17 February 2010 on the Inter-Ministerial Team for lifelong learning, including the National Qualifications Framework. The Team consists of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the Minister of National Education – Head of the Team;</li> <li><input type="checkbox"/> the Minister of Science and Higher Education;</li> <li><input type="checkbox"/> the Minister of Economy;</li> <li><input type="checkbox"/> the Minister of Labour and Social Policy;</li> <li><input type="checkbox"/> the Minister of Regional Development;</li> <li><input type="checkbox"/> the Minister of Foreign Affairs;</li> <li><input type="checkbox"/> Head of the Chancellery of the Prime Minister.</li> </ul> <p>The main task of the Team is to draw up a document providing solutions for lifelong learning in Poland – including learning outcomes specified in the National Qualifications Framework. Another task of the Team is to monitor the implementation of the said solutions for the benefit of lifelong learning, including the NQF. Therefore, the main point of interest for the Team is the lifelong learning initiative. On 2 July 2010 the Inter-Ministerial Team approved the Objectives of the Lifelong Learning Perspective.</p> <p>(source: <a href="http://www.nauka.gov.pl/finansowanie/fundusze-europejskie/program-operacyjny-kapital-ludzki/krajowe-ramy-kwalifikacji/krajowe-ramy-kwalifikacji/">http://www.nauka.gov.pl/finansowanie/fundusze-europejskie/program-operacyjny-kapital-ludzki/krajowe-ramy-kwalifikacji/krajowe-ramy-kwalifikacji/</a>)</p> <p>One of such specific actions would be the activities of FRSE (Foundation for the Development of the Education System - NA for LdV Programme) which conducts traineeships for adults (i.e. within Leonardo and Grundvig programmes).</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>see above</p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Such mechanisms are provided mainly by social dialogue on national and regional levels in the context of education and labour market issues. They are discussed on the political level and projects of legal acts might be assessed by social partners. These consultations are supplemented by NGOs participation.</p> <p>Directive no. 15 of the Minister of National Education of 18 June 2008 on the appointment of the Opinion and Advisory Team on vocational education (including continuous education of adults).</p> <p>The Team consists of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Head of the Team – Under-Secretary of State in the Ministry of National Education, competent in the area of vocational and continuing education;</li> <li><input type="checkbox"/> Deputy-Head of the Team – Director of the Vocational and Continuing Education Department in</li> </ul>		

- the Ministry of National Education;
- members of the Team:
  - representative of the Ministry of Finance,
  - representative of the Ministry of Science and Higher Education,
  - representative of the Ministry of Economy,
  - representative of the Ministry of Infrastructure,
  - representative of the Ministry of Labour and Social Policy,
  - representative of the Ministry of Agriculture and Rural Development,
  - representative of the Ministry of Environment,
  - representative of the Ministry of Culture and National Heritage,
  - representative of the Ministry of Health,
  - representative of the Polish Teachers' Union,
  - representative of the National Education and Upbringing Section of NSZZ "Solidarność",
  - representative of the Polish Craft Association,
  - representative of the Confederation of Polish Employers,
  - representative of the Polish Confederation of Private Employers "Lewiatan",
  - representative of the Polish Chamber of Commerce,
  - representative of the Polish Housing Development Chamber of Commerce and Industry,
  - representative of the Polish Federation of Engineering Associations (NOT),
  - representative of the Polish Association of Education Senior Management,
  - representative of the Association of Directors of Practical Training Centres,
  - representative of the Board of Catholic Schools,
  - representative of the Association of In-service Training Centres,
  - representative of the Union of Polish Metropolises,
  - representative of the Council of Province Marshals,
  - representative of the Association of Polish Counties,
  - representative of the Association of Polish Towns;
  - Group Secretary- employee of the Vocational and Continuing Education Department in the Ministry of National Education, appointed by the Director of the Department.

One of the main tasks of the Team was, among others, to prepare proposals for changes in the vocational education system.

...adult literacy?

*If Yes, please indicate what activities are undertaken and provide references:*  
see above

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...

Yes No

...adult education?

...adult literacy?

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Example of Partnership for Lifelong learning in Malopolska, Regional Labour Office in Cracow:

Planning Workshops by Malopolska Partnership for Lifelong Learning is a very important part of social dialogue in the area of the implementation of regional LLL Policy. Recommendation concerning regional LLL policy have been working out every year by the Partnership and sent to local governances, labour market institutions and education and training institutions as a directive for planning of their activities.

Add. 3.5

Decisions concerning the educational offer of upper secondary schools, including vocational education and the management of schools for adults are made by powiat (district) authorities.  
The district and province council of employment qualifies a given school to initiate training in a given profession (Art.39 of the Act on Educationa System).  
The above concerns both adult education and literacy.

#### 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input checked="" type="checkbox"/>	<i>Budget allocation</i> <input type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

PLN
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4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	53300 - education  11630 - higher education establishments  380 - trainings for unemployed  755 - PARP (see p. 3.1)	56600 - education  12500 - higher education establishments (2011)  473 - trainings for unemployed  432 - PARP (see p. 3.1)	State budget, local government budgets  Labour Fund
<i>Sub-national governments</i> <sup>5</sup>			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

<sup>4</sup> Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

<sup>5</sup> Control for the potential double-counting effect of transfers across different government levels.

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?			
	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments<sup>5</sup></i>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description:</i>		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>Under priority IX "Development of education and competencies in the regions" of Human Capital Operational Programme for the implementation of Measure 9.6 "Popularisation of adult persons education" (as described in Section 2.9 of this survey) for the period 2007-2013 has been allocated EUR 76,430,616, including:</p> <ul style="list-style-type: none"> <li>- EUR 13,297,369 for Measure 9.6.1 "Popularisation of adult persons education in school forms";</li> <li>- EUR 54,009,005 for Measure 9.6.2 "Increasing the competences of adult persons in ICT and foreign languages";</li> <li>- EUR 9,124,242 for Measure 9.6.3 "Advisory services for adult persons in the scope of diagnosis of their needs and in choosing the directions and forms of developing their competencies and qualifications".</li> </ul>

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	unemployed individuals with disabilities elderly people (50+) rural residents	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	employees and employers	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	unemployed individuals with disabilities elderly people (50+) rural residents	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	unemployed individuals with disabilities elderly people (50+) rural residents	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All adults	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	All adults	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below: skills for employees and employers)</i>	<input type="checkbox"/>	employees and employers	<input type="checkbox"/>

Private companies	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>	unemployed individuals with disabilities elderly people (50+) rural residents	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>	unemployed individuals with disabilities elderly people (50+) rural residents	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>	unemployed individuals with disabilities elderly people (50+) rural residents	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<i>Other</i> (please provide a brief description below:)	<input type="checkbox"/>		<input type="checkbox"/>
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<b>Civil society or non-governmental organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other</i> (please provide a brief description below:)	<input type="checkbox"/>		<input type="checkbox"/>

<b>5.2 Are there surveys on provision and demand?</b>		
	<b>Provision</b>	<b>Demand</b>
<b>On adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>On adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p>Surveys are conducted by the Central Statistical Office (GUS). As concerns education and some other areas, GUS makes use of administrative data bases. As concerns the survey of offers provided by the education system and higher education, regular surveys are conducted (e.g. the national database concerning education is completed twice a year, at the end of March and September). Surveys concerning educational offers outside the education system, higher education and the promotion of employment and institutions of the labour market are not conducted on a regular basis and are not complex (see the definition of adult learning in Poland in point 1.1). The surveys on demand are dominated by representative surveys.</p> <p>Study of Human Capital in Poland (BKL) is a labour market monitoring project that is unique in Poland and Europe. By 2014, the Polish Agency for Enterprise Development (Polska Agencja Rozwoju Przedsiębiorczości, PARP) in collaboration with the Jagiellonian University will trace – in five rounds of research – how the structure of competences is changing in the labour market. This extensive research project seeks the answers to the key questions about the future asked by schoolchildren, students, employees, employers, and public institutions responsible for the shaping of policy related to human capital at both national and regional level:</p> <ul style="list-style-type: none"> <li>• What subjects of studies to select to have desirable knowledge and skills after graduation?</li> <li>• What competences to hone to build the best professional career, one that will be in demand in the face of dynamic economic changes?</li> <li>• How to plan the development of the team, so that the firm gains a lasting competitive edge founded on the team’s qualifications?</li> <li>• Finally, what changes to introduce at the state level to support the building of an innovative economy based on human capital?</li> </ul> <p>For all the stakeholders who influence the character and form of the labour market, the conclusions from the research will provide real assistance in the form of recommendations for specific actions. This is a unique chance for combining the forces of public administration, academia, training companies and employers, and focusing them on the introduction of changes that are necessary from the point of view of the needs of the labour market.</p>		



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5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.

<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Polish	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

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5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

*If Yes, please provide a brief description and references:*

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5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach documents on local community participation:*

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5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

Example of Partnership for Lifelong learning in Malopolska, Regional Labour Office in Cracow:  
 Web portal „Małopolski Pociąg do Kariery”  
 The web portal concerns educational and training services in the Malopolska region and its aim is to inform people of all ages about the possibilities for developing their qualifications. It's a part of the „Maloposka Partnership of Labour Market, Education and Training Institutions” – a structural project of the Regional Labour Office in Cracow.

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
This information is available here: <a href="http://cie.men.gov.pl/index.php/dane-statystyczne.html">http://cie.men.gov.pl/index.php/dane-statystyczne.html</a>	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
<b>Adult education</b> programmes (other than literacy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b> programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
Standardised tests for certification purposes – primary school test, lower-secondary school (gimnazjum) examination, general upper secondary school examination (matura), examination confirming vocational qualifications – in accordance with the Regulation of the Minister of National Education of 30 April 2007 on the Conditions and Methods of Assessing, Classifying and Promoting Students and Learners and Conducting Tests and Examinations in Public Schools (Journal of Laws of 11 May 2007).				
Only by teachers/ facilitators – period tests and end-of-term examinations, as specified in chapter 3 of the above mentioned Regulation (“The assessment, classification and promotion of students in schools for adults”).				
Others - e.g. pre and posttests, surveys, interviews, CAWI.				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	Mark all that apply	
	Yes	No

<b>Adult education</b> <b>Adult literacy</b>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If yes: Who participates more?</i> Women Men	<b>Adult education</b>	<b>Adult literacy</b>
	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes? <b>Adult education</b> <b>Adult literacy</b>	Yes  <input type="checkbox"/> <input type="checkbox"/>	No  <input type="checkbox"/> <input type="checkbox"/>
<i>If measures have been undertaken please provide a brief description and references:</i>		

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

Example of Partnership for Lifelong learning in Malopolska, Regional Labour Office in Cracow:  
The Malopolska Day of Lifelong Learning  
June 8 is a Day of Lifelong Learning in the Malopolska region. It was formally established in 2010 to promote the benefits of participating in continuing education and inspire educational initiatives for the citizens.  
The „Educational Community of the Malopolska Region” Program  
The following activities are organized annual in the framework of promoting lifelong learning:

- Informational meetings in the region’s schools about career planning the benefits of learning;
- Competitions for students – literary for high-school and elementary school and drawing for the youngest in primary schools;
- A competition in the framework of which the „Educational Community of the Maloposka Region” is promoted as an educational initiative;

Organizing local sites of partnership for continuing education, supporting local educational initiatives, inspiring local entities to cooperate in this field

## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

<b>Adult education</b>			
Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	<input checked="" type="checkbox"/>	2012	Regulation of the Minister of National Education of 23 December 2008 on the Core Curriculum of Pre-school Education and General Education in Particular Types of Schools (Journal of Laws of 15 January 2009) and the Regulation of the Minister of National Education of 10 January 2012 on the Core Curriculum of Vocational Training, which shall enter into force 1 September 2012, succeeding the currently binding Regulation of the Minister of National Education on Core Curricula.
Learning materials	<input checked="" type="checkbox"/>	2009	Regulation of the Minister of National Education of 8 June 2009 on Admitting the Use of Pre-school Curricula and Curricula in schools and Admitting Textbooks into Use (Journal of Laws no. 89, item 730)
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>	2009	The teaching/learning methodology constitutes an integral part of every teacher training programme. Furthermore, the Regulation of the Minister of National Education of 12 March 2009 on the Specific Qualifications Required from Teachers and Determining Schools and Cases in which it is Possible to Employ Teachers Without Higher Education or Teachers Who Have not Graduated from Teacher Training Centres (Journal of Laws of 27 March 2009) defines the requirements

			that need to be fulfilled in order to work as a teacher.
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2007	The system of external examinations guarantees an objective assessment of learning outcomes. Specific requirements have been outlined in the Regulation of the Minister of National Education 30 April 2007 on the Conditions and Methods of Assessing, Classifying and Promoting Students and Learners and Conducting Tests and Examinations in Public Schools (Journal of Laws of 11 May 2007).

<b>Adult literacy</b>			
Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input type="checkbox"/>		
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

<b>Adult education</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input checked="" type="checkbox"/>	vary
University	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	vary
Private company	<input type="checkbox"/>		<input checked="" type="checkbox"/>	vary
Non-governmental organisation	<input type="checkbox"/>		<input checked="" type="checkbox"/>	vary

  

<b>Adult literacy</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input checked="" type="checkbox"/>	vary
University	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	vary
Private company	<input type="checkbox"/>		<input checked="" type="checkbox"/>	vary
Non-governmental organisation	<input type="checkbox"/>		<input checked="" type="checkbox"/>	vary

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? ( <i>academic year ending in 2010</i> )		
Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)		
<b>Adult literacy</b>		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	Mark all that apply
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms?  
(If yes, mark all that apply)

	Monitoring	Evaluation
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Please provide a brief description and references:*

The Regulation of the Minister of National Education of 7 October 2009 on Pedagogical Supervision (Journal of Laws of 9 October 2009) specifies the methods of assessing schools and monitoring the quality of their work.

The report "The Monitoring of Institutions with Accreditation Offering Continuing Education in Out-of-school Forms" prepared under the project co-financed from the means of ESF, aimed at:

- obtaining complex data on out-of-school continuing education centres in Poland,
- obtaining information on the implementation process and the outcomes of the current accreditation system of out-of-school continuing education centres,
- preparing or improving accreditation tools, methods and criteria,
- evaluating the effectiveness of the accreditation process,
- obtaining information on how and if the fact that a given centre received accreditation affected its evaluation among teachers, students and graduates.

Example of Partnership for Lifelong Learning in Malopolska, Regional Labour Office in Cracow:

Model of Standards for Education and Training Services:

Malopolska Standards for Education and Training Services were formulated in 2010, at present, the model is testing in trainings institutions.

The model of standards for education and training services in the Malopolska region comprises of 20 standards, ordered into four thematic groups, with five standards in each group. The thematic groups are as follows:

- the education and training service
- competencies and development of training personnel
- infrastructure, organization and client service
- management of the training institution

Each of the standards is accompanied by relevant indicators that detail their meaning and outline the specific task related with the implementation of the standard. The standards are defined with indicators on two levels:

- expected – defined by the boundary conditions for implementing each standards on a guaranteed high level of quality
- beyond-standard – defined by the perspective of development for training institutions, which implement expected level of standards.

In the case of certain standards, it is possible that the indicators will define them only at the expected or only at the beyond-standard level. Each standard is also accompanied by its merit-based justification, referring to arguments for their inclusion in the model and to the pertinent literature. Attached with the standards is a glossary of terms, which has been used to define the model and which in turn is intended to lead to a consistent understanding of the model's content.

Malopolska Partnership postulates the formation of a Malopolska Regional Agency for the Standardization of Educational and Training Services. This would be an self-financing entity independent from administrations or companies that are seeking accreditation, dealing with the evaluation of the potential and quality management system of entities, which would seek certification for training institutions in the Malopolska region. It would be necessary, especially in the first phase of the Agency's functioning, to secure external financial sources for the Agency, e.g. EU programs and funds.

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	<i>Mark all that apply</i>
<b>Lifelong learning</b>	<input checked="" type="checkbox"/>
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

*If one or more of the boxes is marked, please provide a brief description and references:*  
 The Inter-Ministerial Team for lifelong learning, including the National Qualifications Framework (see description above in point 2.6) is obliged for preparation of annual reports on implementation of LLL policy, (including adult education and adult literacy).

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.



**7. CONFINTEA VI follow-up: additional activities**

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other ( <i>please specify below</i> )	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

Activities of the Partnership for Lifelong Learning in Malopolska, coordinated by Regional Labour Office in Cracow (described above).

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

**8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006**

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Other (please specify below)</p> <ul style="list-style-type: none"> <li>•Promotion of the Lifelong Learning idea and the same programme of the European Commission by Foundation for the Development of the Education System. (www.llp.org.pl). Organising competitions for funding projects and initiatives for youth, students and adults in the frameworks of programmes such as: COMENIUS (www.comenius.org.pl), ERASMUS (www.erasmus.org.pl), LEONARDO DA VINCI (www.leonardo.org.pl) and GRUNDTVIG (www.grundtvig.org.pl).</li> <li>•Publications – examples: promotion and information booklets, leaflets, guides published in projects directed to youth and adults. Furthermore, publications of Lodz Centre of Teacher Training and Vocational Education – Education Labour Market Observatory which include analyses, recommendations and focus on relations between education and labour market. Recommendations influence modeling trends in education according to the needs of labour market and changes in economy.</li> <li>• Media campaigns – examples: Information campaign for dissemination idea of formal ways of education in lifelong learning <a href="http://tvp3.lodz.tvp.pl/kl/">http://tvp3.lodz.tvp.pl/kl/</a>. Project was led by The Polish Television in Lodz. Similar campaign is being held by The Polish Radio in Łódź.</li> <li>•Advocacy events – examples: <ul style="list-style-type: none"> <li>1.Lodz Education Fair – an event which is organised annually. The aim of the fair is to disseminate many kinds of education methods and trends such as: formal and informal education, promotion of education, innovations in education. The fair is organized by The City of Łódź in cooperation with the Lodz Centre of Teacher Training and Vocational Education, schools, media institutions, education publishing houses and NGOs.</li> <li>2.Nationwide Social Campaign “The Days of Life-long Learning” – annual event organized by The Polish Chamber of Training Companies in cooperation with regional and local authorities – The Marshall Office of Lodzkie region, The City of Lodz and NGOs.</li> </ul> </li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8.2 Have there been specific initiatives/ activities in support of...?		Yes	No
... women and girls?		<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>			
... other excluded/ under-represented/underprivileged groups?		<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>			

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?			
It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>			

8.5 Have your literacy targets changed over the last five years?		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>			

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?	

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

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8.8 Are there other obstacles or major challenges in increasing efforts in literacy?  
Which of these areas, or other areas, requires further research?

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8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

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