

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of youth



EUROPEAN UNION



COUNCIL OF EUROPE
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Information sheet YOUTH IN THE WORLD Poland



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1. Implementation of a new field of action: “Youth and the World”

How is the field of action “Youth and the World” of the current EU youth strategy transposed in your country?

The **actions of Polish Presidency** in the field of youth during the second half of year 2011 focused on *the Youth and the World priority* – one of the fields of action defined in the Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018). This priority matched the leading theme of the whole PL-DK-CY presidency trio, i.e. *Youth Participation*, as well as the ideas of the European Year of Voluntary Activities Promoting Active Citizenship (2011). The Polish government focused, within Youth and the World priority, on promoting youth participation in mobility, mainly as part of non-formal education and voluntary activities, with a particular focus on cooperation with neighbouring countries of the European Union – the Eastern Europe and Caucasus. Read more <http://www.prezydencja.men.gov.pl/en/youth/13-priorytety-polskiej-prezydencji-polityka-modzieowa>.

The Polish Presidency's efforts have resulted in the adoption of the **Council conclusions on the Eastern dimension of youth mobility** by the Education, Youth, Culture and Sports Council in November 2011. Youth exchanges with Eastern Partnership countries and the Russian Federation are a particular priority for the Ministry of Education. Executing the national priority to establish positive relationship with the Eastern neighborhood, Poland was trying to make people realize the needs and advantages of cooperation with their neighbors beyond the Eastern border of the EU.

The **Multiannual development cooperation programme** (2012-2015), accepted by Council of Ministers, includes as areas of action ‘Global education and volunteer work’. As programmes states: “Global education and volunteer work are well inscribed into the civic dimension of Poland's development cooperation. These forms of activity serve to promote open attitudes towards global development challenges among the widest possible domestic audience.” Read more https://www.polskapomoc.gov.pl/files/dokumenty_publicacje/PW_EN-po_reas.pdf.

Fields of action:

- a. the promotion of and support for global education;
- b. supporting international voluntary service in the developing countries;
- c. supporting youth exchanges;
- d. grant competition for funding NGOs projects within the area of global education, as well as Polish development aid;
- e. existence of office of SALTO Eastern Europe and Caucasus Resource Centre in Warsaw.

2. Awareness raising on Global issues

2.1. Promotion of Global Education

Is there any national/regional policy document which lays the legal basis for the promotion of Global Education?

Development Cooperation Act – establishes as one of its aims the support and development of global education. Global education is defined as activities aiming at raising awareness and

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understanding of global problems and interdependencies between the countries. The Minister of Foreign affairs is responsible for initiating and supporting activities within the framework of global education. ([http://orka.sejm.gov.pl/opinie6.nsf/nazwa/4469_u/\\$file/4469_u.pdf](http://orka.sejm.gov.pl/opinie6.nsf/nazwa/4469_u/$file/4469_u.pdf))

The Memorandum of Understanding on global education support in Poland – signed on May 26, 2011 between the Ministry of Foreign Affairs, the Ministry of National Education and the Zagranica Group. This agreement of support for global education consists of a declaration of measures aimed at disseminating global education in Poland, including its promotion in the framework of both formal and non-formal education.

(http://www.polskapomoc.gov.pl/agreement_on_global_education_support.1181.html)

Additionally, global education since 2009 is an obligatory programme component in secondary education (gymnasiums and upper secondary schools). This perspective has to be included in the lessons of geography, history, civic education, entrepreneurship, as well as it can be implemented during foreign languages and Polish literature classes. Read more about Global Education in formal education system in the GENE report:

http://www.polskapomoc.gov.pl/files/2010%20/GENE/Global%20Education%20in%20Poland_GENE%20report.pdf

How is Global Education promoted?

Global Education is being promoted mostly through the system of formal education (mostly secondary education), as well as through the work of the non-governmental organisations. The funding for the projects comes mostly from the Ministry of Foreign Affairs, as well as from Ministry of National Education.

1. Through the **grant competition** for non-governmental organisations, non/public higher education institutions, research centres or administration units. “Global education 2012” funds projects promoting global education, raising knowledge and awareness of Polish society about global challenges as well as global development cooperation. In 2012, 2,000,000 PLN were granted. The grants are supporting initiatives within formal education as well as of non-formal education “Global education for all” (about 25% of the sum is redistributed by Foundation Education for Democracy to smaller projects realised by the NGOs in the communities not bigger than 500,000 inhabitants). Also, the International film festival “HUMANdoc – on global development in cinema” was organized thanks to this support. You may read about other exemplary projects here: <http://www.polskapomoc.gov.pl/Interesting,projects,577.html>.

2. Through **teacher trainings and conferences** (also for teachers in higher education) – to provide them with pedagogical tools, as well as to encourage them to collaborate with NGOs on global education issues. Since 2007, the Centre for Education Development with the financial support of the MFA implements educational programmes addressed to teachers of different level of education.

3. Through **competitions for schools** ‘Open School’ organised by Ministry of National Education - the prizes are awarded to a category of projects on “Global and intercultural education”; the best practices are promoted on the Ministry website: <http://www.otwartaszkola.men.gov.pl/>.

4. Through **publications** of the stakeholders (examples below):

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a) Report from the first peer review of materials and activities in the field of global education, by Zagranica Group, <http://zagranica.org.pl/en/Positions-and-publications/raport-z-przegladu-partnerskiego-materiaow-i-dziaa-z-zakresu-edukacji-globalnej.html>;

b) Global Education Guidelines by Zagranica Group - a pedagogical tool to support educators from formal and non-formal systems to understand and put into practice global education activities in their respective contexts, <http://zagranica.org.pl/en/Aktualnosci/global-education-guidelines.html>.

5. Through events, such as the **Annual Polish Development Cooperation Forum** - an annual public gathering organized by the Ministry of Foreign Affairs to raise awareness among Polish society with regard to measures undertaken by Poland to help developing countries and tackle development challenges. It includes workshops, films, exhibitions and presentation of volunteers experiences for children and young people, as well as families organised by NGOs (<http://www.polskapomoc.gov.pl/5th,Forum,of,Polish,development,co-operation,1561.html>).

Another nation-wide event is the **Week of Global Education** (<http://www.teg.edu.pl/>). It encourages mostly teachers/schools to organise local events on global education themes by providing them with educational materials and ideas for possible projects. Within WEG, e.g. Polish Humanitarian Aid coordinated nation-wide campaigns to which local schools could join (against hunger, education for all, wells for Sudan).

6. Through **online courses** on global development issues such as: <http://e.gdrg.pl/index.php>.

What are the most tackled aspects of Global Education?

Global education in schools contains the following components: developmental education, human rights education, education for sustainability, education for peace and conflict prevention, intercultural education.

What are the main stakeholders in the field of Global Education?

Ministry of Foreign Affairs of the Republic of Poland – the Development Cooperation Department (<http://www.polskapomoc.gov.pl/Polish,Aid,160.html>) is the leading institution, running the Funding for Global Education;

Ministry of Education – promotes global education within formal education sector (primary and secondary schools) and provides teacher training;

Ministry of Science and Higher Education – promoting GE in higher education institutions, there are existing study courses being realised in the topic of development cooperation as well as peace studies;

Ministry of the Environment – education for sustainable development;

The Centre for Education Development (Ośrodek Rozwoju Edukacji) - a national teacher training institution – running courses on global education for teachers (<http://www.ore.edu.pl/>).

Non-governmental organisations (selected):

Zagranica Group ('zagranica' in Polish means 'abroad'): "Zagranica Group is the association of Polish non-governmental organizations involved in international development cooperation, democracy support and humanitarian aid. (...) Zagranica Group works towards better involvement of Polish NGOs in international development, democracy support and humanitarian aid, acting as an advocate of the sector's interests towards external partners, building competence of NGOs in

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development cooperation, as well as promoting internal cooperation within the sector to increase its effectiveness.” (<http://zagranica.org.pl/en/Kim-iestesmy/>).

The Education for Democracy Foundation (Fundacja Edukacja dla Demokracji) - one of the area the organisation is involved in is 'global solidarity'. The Foundation is an organisation managing micro-grants on global education for NGOs (from Ministry of Foreign Affairs Development Fund), as well as providing NGOs with trainings. The Foundation runs the RITA programme, founded by Polish-American Freedom Foundation, which supports Polish NGOs that promote knowledge about democracy and a free market economy working with partners from Eastern Europe, the Caucasus and Central Asia (<http://edudemo.org.pl/en/>).

Polish Humanitarian Aid (Polska Akcja Humanitarna) (www.pah.org) - published a number of publications in Global Education, conducted training courses for teachers, students and NGOs. Provides teachers with materials on Global Education: <http://www.pah.org.pl/nasze-dzialania/53>

Salesian Missionary Voluntary Service - Youth For The World (Salezjański wolontariat misyjny Młodzi światu) organizes voluntary (missionary) service in developing countries and voluntary service in Poland within the Global Education theme (<http://swm.pl>). It runs the Development Education Village – fun park with reconstructions of villages/houses from different parts of the world (<http://parkedukacji.swm.pl/>).

Center For Citizenship Education (Centrum Edukacji Obywatelskiej) - online courses on global education as well as materials for teachers (<http://www.ceo.org.pl/globalna>).

Is there any report/survey available on Global education and young people in your country? If yes what is its focus of research and what are the main outcomes?

The most thorough report is a National Report on Global Education in Poland, which was created as a part of the European Global Education Peer Review Process. This is an in-depth overview on the state of art of global education in Poland. Additionally, the report gives recommendations as far as the development of global education is concerned. The report notes the significant progress achieved in Global Education in Poland, particularly over the past five years. Report an establishment of the funding round for Global Education, curriculum reform in favor of global education, establishment of collaboration between Ministries, as well as growing engagement of NGOs in the issue. It suggests “the need for further capacity building, strategic planning and resourcing of institutions and organisations involved in Global Education in Poland”, as well as to consider the establishment of a National Committee for Global Education. As far as formal education is concerned, the reports suggests for stakeholders to “support information sharing and coordination among emerging initiatives in initial or pre-service teacher education and training”.

Find the report here:

http://www.polskapomoc.gov.pl/files/2010%20!/GENE/Global%20Education%20in%20Poland_GENE%20report.pdf

Additionally, Poland was one of the countries considered in the report of North-South Centre of the Council of Europe on global education. The key findings are available here:

http://www.coe.int/t/dg4/nscentre/Resources/Publications/Summary_Country_Reports_GE_Seminars2011.pdf

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2.2. Young people and sustainable development

What are the most relevant initiatives/projects at regional/national level encouraging green patterns of consumption and production with young people?

Some examples of organisations and projects:

- 1. The Fair Trade Coalition** (Koalicja na rzecz Sprawiedliwego Handlu), promotes the Fair Trade movement in Poland and gathers non-government organizations that support Fairtrade (http://www.fairtrade.org.pl/s3_english_info.html).
- 2. eFTe Group Warsaw** – the organisation promotes responsible consumption and fair trade among children, students, adults, NGOs, restaurants/cafes and private companies. Their activities include running an informational website, promoting set up of ecological work spaces and offices, providing educational materials for schools (<http://www.efte.org>)
- 3. Polish Green Network (Polska Zielona Sieć)** - an association of Polish environmental NGOs from various cities, promoting sustainable development and the building of civil society in Poland. It runs the Fairtrade.org.pl website which aims at bringing together people involved in Fair Trade and serves as a source of information and a platform for communication and discussion. The organisation runs the campaign 'Buy Responsibly – your money shape the world' which is aimed at promoting ethical consumption in Polish society (<http://www.ekonsument.pl/>), as well as Global South campaign (<http://globalnepoludnie.pl/>). In 2012, it organized the 'Festival on the Plate – solidarity in the fight against hunger' (<http://globalnepoludnie.pl/Festiwal-SWIAT-NA-TALERZU-w>).
- 4. Our Earth Foundation (Fundacja Nasza Ziemia)** is a NGO focused mainly on environmental education, and raising awareness about environmental protection and sustainable development. One of the most prized accomplishments has been the successful promotion and coordination of the "Clean up the World" campaign in Poland. The organisation runs the campaign on sustainable development focusing on training teachers and educators. It also organizes the school clubs 'Our Earth'. (<http://www.naszaziemia.pl/english/basic-info/>)
- 5. Project 'Raising awareness of Polish society on the impact of the common agricultural policy of the European Union on the socio-economic situation of sub-Saharan Africa'** - organised by Research and Innovation Centre Pro-Akademia in 2011. It included workshops and informational materials directed to students, young farmers, as well as policy makers and media.
- 6. The Educational Center "Gate to swamps"** run by the Association for Sustainable Development "Agro-Group" – providing the educational programmes for children and young people on sustainable development and ecological education (<http://www.oee.bramanabagna.pl/>).

Is there any report/survey investigating the awareness of environmental issues among young people in your country? If so what are the main outcomes?

The results of the survey on attitudes of Poles towards environmental issues (CBOS 2008) indicate that 55% of young people (18-24) are worried about the state of natural environment of Poland (compared to 61% of all the population). Young people relatively less frequently than the overall population, recycle (45% to 55%), try to save energy (69% to 79%), water, gas or chemical detergents, and buy environmentally safe products. They relatively more often than the general

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population collect recyclable materials or gather trash in forests or parks, which may be caused by the participation in the school organised events (such as cleaning the earth). Read more: http://www.cbos.pl/SPISKOM.POL/2008/K_111_08.PDF.

According to the **2011 survey on energy sources**, young people (18-24 years old) are the group most worried about depletion of natural resources, at the same time the same group is the least active in saving energy in households. At the same time they feel also not well informed about how to save energy at home. Reports indicates that young people (25-34) and pupils and students are more often keen to support the creation of nuclear power plants (20%) than other respondents. About 25% would agree to have a nuclear power plant built in their neighborhood. At the same time, young people are also in majority in favor of renewable energies, and feel well informed about this source of energy (<http://www.ine-isd.org.pl/lang/pl/page/raporty/id/40/file/84/option/save/>). Three most common sources of knowledge on climate changes are for them TV, internet, and school (<http://www.klimat.edu.pl/raport-z-badania/>).

Information concerning the Polish fifteen-year-old pupils' performance in environmental science and geosciences can be found here:

<http://www.oecd.org/pisa/pisaproducts/pisa2006/42467312.pdf>.

Is there any report/survey investigating the civic engagement related to environment issues among young people in your country? What are the main outcomes?

8,5% of young people in the past year participated in some activities of the local organisation aimed at improving local community and/or local environment, while 1,3% participated in activities of an organisation active in the domain of global climate change/global warming (http://ec.europa.eu/public_opinion/flash/fl_319a_en.pdf). 1% of young people (18-24 years old) are members of an NGO dealing with environmental issues and 5% signed a petition supporting an environmental cause (http://www.cbos.pl/SPISKOM.POL/2008/K_111_08.PDF). According to study in secondary schools in Łódź region (<http://www.klimat.edu.pl/raport-z-badania/>), 6% of high school students are active in environmental organisations.

The regular donors to Green Peace are most often young people (among 16,5 thousands of donors, 75% are 15-35 years old). The average age of volunteers supporting Greenpeace in their activities would be 25 years (now about 120 people are active).

Concerning the activism in formal education, there exists about **200 School Clubs "Our Earth"** all around Poland (<http://www.naszaziemia.pl/klubynaszejziemi/>).

2.3. Young people and human rights

Is there any report/survey investigating the civic engagement related to global human rights issues among young people in your country? What are the main outcomes?

According to Eurobarometer, 3,1% of young people (age 15-30) participated in an organisation promoting human rights or global development (http://ec.europa.eu/public_opinion/flash/fl_319a_en.pdf), compared to 5% average in EU.

Concerning the activism in secondary schools within the area of global human rights, there exists 149 Amnesty International school groups – each involving 5-15 pupils (<http://amnesty.org.pl/edukacja/zaangazuj-sie/dla-uczniow.html>). Each school group organizes on average 4-5 big events a year involving each time around 100 persons from the school community,

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as well as media and local community. Additionally, 74 schools collaborates with Amnesty International on the project 'Education for Dignity' (concerned with poverty and its links with human rights, www.edukacjadlagodnosci.pl) and 54 schools on the project 'Human rights NOW!' (<http://prawaczlowiekateraz.pl/>).

Additionally, on the university level there exist departments supporting projects on global human rights, such as Center for Human Rights at the Jagiellonian University in Kraków (<http://www.opc.uj.edu.pl/>). The Center organizes competition for secondary school students on human rights, as well as operates the Legal Clinic run by students which offers legal support within human rights section.

3. Cooperation with third countries in the field of youth*

3.1. Agreements and areas of cooperation

Are there any bilateral or supranational agreements with countries / regions outside Europe in the field of youth?

- 1) **The Council conclusions on the Eastern dimension of youth mobility** by the Education, Youth, Culture and Sports Council in November 2011
- 2) **Ukraine:** the exchange programme between Poland and Ukraine youth has its particular cultural approach, as it derives directly from the agreement on cooperation between the Polish Ministry of Culture and National Heritage and the Ministry of Culture and Tourism of Ukraine.
- 3) **Israel:** based on the Agreement between the Government of the State of Israel and the Government of the Republic of Poland in the fields of Education, Culture and Science, signed in Jerusalem on 22 May, 1991, and of the Agreement on Youth Exchange between the Government of the State of Israel and the Government of the Republic of Poland, signed on 29 August, 1991.
- 4) **Russia:** the agreement between Ministers responsible for culture to open the centers for Polish – Russian Dialogue and Understanding both in Poland and in Russia, signed 6.12.2010. The Center, among other things, supports youth exchange.

Cooperation in the field of youth policy and /or youth research

n/a

Support to the development of youth work on other continents

The Multiannual development cooperation programme (2012-2015) defines as priority areas for Polish Aid, first of all, the six Eastern Partnership countries: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine, as well as selected countries with high poverty levels and/or countries facing significant transformation challenges – the group consists of eight countries from East Africa (Burundi, Ethiopia, Kenya, Rwanda, Somalia, South Sudan, Tanzania, Uganda), two from North Africa (Libya and Tunisia), as well as Afghanistan, Kyrgyzstan, Tajikistan and the Authority. Some of the programmes aim at support civil society and youth work e.g. in Belarus actions aim at strengthening youth and children cooperation; establishing contacts and cooperation between schools, educational institutions and in-service teacher training centers.

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3.2. Support measures for young people

What are the opportunities offered to young people to explore and enhance global understanding by going abroad such as volunteering and youth exchange programmes?

Voluntary service:

- a. **Polish Aid Volunteering Programme**, implemented by Ministry of Foreign Affairs since 2008. It creates opportunity for volunteers to work for min. 3 months to help citizens of developing countries, as well as to disseminate information among Polish society on the problems facing these countries. Volunteers work in fields which serve to improve the living conditions of the more impoverished citizens of countries in Eastern Europe, Africa, Asia and Latin America. Among other things, their task is to prepare and implement programmes aimed at sustainable development, educational courses for children and youth, rehabilitation of the disabled, or vocational trainings for teachers and healthcare professional. The volunteers run also educational initiatives after returning to Poland. (<http://www.polskapomoc.gov.pl/Volunteering,Programme,810.html>)
- b. **European Voluntary Service through Eastern Partnership Window** – allowing young people to realize voluntary projects in an Eastern Partnership Neighbouring Country (Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine). (<http://www.salto-youth.net/rc/eeca/easternwindow/>)

Youth Exchanges:

- a. **International Youth Exchanges funded by Ministry of National Education with Eastern Partnership countries, Russia, Korea and Israel** - supporting international youth projects (mostly for secondary schools pupils) realized by Polish entities in cooperation with Eastern Partnership countries, Russia, Korea and Israel (the fund of about 1 million PLN). It promotes projects, which are based on non-formal education methods, develop teamwork skills and involve the engagement of local communities. The meetings should provide space for discussion on common history or contemporary youth culture. In 2012, 1600 young people took part in these projects. Since 2007, also youth exchanges between Poland and Israel are financed with a focus on Holocaust education and remembrance. More information at: www.men.gov.pl www.polska-izrael.edu.pl
- b. **Polish-Ukrainian Youth Exchange:** for youth 12-18 years old, organized by National Centre for Culture. The main objectives of the programme are: getting to know young people from the partner country, exploring culture similarities and differences, as well as focusing on local history of their home towns. The financial support is granted to cultural institutions and cooperation between western regions of Poland and eastern side of Ukraine is particularly promoted. Between 2006-2012, 729 projects for more than 32 thousand young people took place in Poland and in Ukraine. More information at: www.nck.pl
- c. **Polish-Russian Youth Exchange:** supporting projects of young people by the Centre for Polish-Russian Dialogue and Understanding. In 2011, supported 16 projects with 530 young participants from Poland and Russia. Projects has to fit the priority areas focusing on historical, social and cultural background of Polish-Russian relations. <http://www.cprdip.pl/main/index.php?id=wymiana-mlodziezy-i-studentow;>

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d. **Youth exchanges and projects within Eastern Partnership Window** (<http://www.salto-youth.net/rc/eeca/easternwindow/>).

Workcamps: Workcamps are the space for young people to act as a volunteer on a short term basis (usually for 2 weeks) in a specific project. The workcamps in Poland are run by the organisation Jeden Świat (One World). In the 2011, 12 workcamps were organized in Poland for about 100 volunteers from all over the world. Additionally, Polish young people participate in workcamps in other countries/continents. Workcamp is also treated as a preparation for long term volunteering. More information: <http://www.jedenswiat.org.pl/index.php?id=23,0,0,1,0,0>.

Summarising, most popular project topics for exchange projects would concern intercultural dialogue and cultural heritage. Among the long-term volunteers going to other continents, the educational projects would be the most common.

Promotion of youth entrepreneurship and employment opportunities with regions/countries outside of Europe

The support to young entrepreneurs is offered by PARP (Polish Agency for Enterprise Development) - a government agency supporting entrepreneurs in the implementation of competitive and innovative projects. The agency offers information and counseling concerning foreign markets in Europe, but also all over the world, as well as an opportunity to participate in economic missions organised around the world, cooperative exchanges and fair events. Furthermore, Enterprise Europe Network operating under PARP provides an opportunity for the entrepreneurs seeking foreign partners to publish their company profile in the Cooperation Offers' Database accessible by approximately 600 network units in Europe and around the world. Read more: <http://en.parp.gov.pl/>

4. Participation of young people and youth organisations in policy making on global issues

Have young people and youth organisations been given political and financial support to be individually or collectively involved in the policy regarding dialogue and cooperation on regional and global issues? How?

Young people had an opportunity to participate in the **structured dialogue process** which during Polish Presidency between 1 July 2011 - 31 December 2012 focused on the topic 'Youth and the World'. The following issues were highlighted: increasing cooperation between young people from the European Union and youth from Eastern Europe and Caucasus countries with the particular regard to youth mobility; as well as raising awareness on the situation of young people and youth policy in the Eastern European and Caucasus countries in the context of the renewed framework for European cooperation in the youth field. Additionally, during Cyprus Presidency the theme on integration of young people on immigrant background into local communities was consulted. See more:

http://www.youthforum.org/index.php?option=com_content&view=article&id=2345&lang=en&Itemid=28.

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Polish young people can participate in trainings, conferences and networking meetings organised by the SALTO and Council of Europe. Additional source of support and information for young people concerning engagement in policy-making is now the PROM (Polish Council of Youth Organisations). Many organisations are collaborating with the international networks dealing with similar issues, and some activities are also directed at global policy-making. Additionally, the Multiannual development cooperation programme was a subject for social consultation to which also young people and youth organisations could participate.

Is there any report/survey investigating young people's participation in non-governmental organisations active in the domains of global climate change/global warming, development aid or human rights? What are the main outcomes?

The Flashbarometer 'Youth on the move' provides information on share of young people engaged in different types of organisations, as well as cooperation projects with young people from other countries as well as other continents. 6,4% of young Polish people participated in projects aimed at fostering cooperation with young people from other countries, and 1,4% at those fostering cooperation with young people from other continents. See here for the full report: http://ec.europa.eu/public_opinion/flash/fl_319a_en.pdf.

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