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Contents

Introduction **7**

Jacek Adamek: *Halal* food market vs. Polish meat producers. On the dissimilarities in approaching the idea of sustainable development 9
Arkadiusz Babczuk: Debt of municipal companies in Poland in the light of research 20
Melania Bąk: Social responsibility of accounting vs. corporate image 45
Piotr Bolibok: Value relevance of impairment provisions in the Polish banking sector 58
Grażyna Borys: Selected directions of increasing efficiency in supporting thermomodernization in buildings from public funding 68
Jarosław Dziuba: Environmental aspects in the system of local taxes and tax policy of cities with the *powiat* status in Poland 78
Elżbieta Hajduga: Social insurance of farmers vs. the concept of sustainable development 89
Alicja Janusz, Teresa Orzeszko: Education as an operation area of domestic listed bank foundations 100
Joanna Kogut: Directions of changes in SME accounting in accordance with the amended Accounting Act 126
Andrzej Koza: Grants for employment as an instrument for counteracting unemployment of persons with disabilities in the Czech Republic and Poland 138
Robert Kurek: Bitcoin vs. legal and tax regulations in Poland and worldwide 153
Agnieszka Łukasiewicz-Kamińska: Digital currencies and their impact on monetary systems 162
Małgorzata A. Olszak, Mateusz Pipień, Sylwia Roszkowska: Do loan loss provisions accounting and procyclicality matter for the effects of capital on loan growth of big banks in the European Union? 171
Małgorzata Solarz: Equity release type of financial services in the context of the intergenerational justice principle 182

Streszczenia

Jacek Adamek: Rynek żywności *halal* a polscy producenci mięsa. O odmienności pojmowania idei zrównoważonego rozwoju 9

Arkadiusz Babczuk: Zadłużenie spółek komunalnych w świetle badań..... 20
Melania Bąk: Społeczna odpowiedzialność rachunkowości a wizerunek przedsiębiorstwa 45
Piotr Bolibok: Znaczenie odpisów aktualizujących z tytułu utraty wartości i rezerw dla wartości rynkowej w polskim sektorze bankowym 58
Grażyna Borys: Wybrane kierunki zwiększenia efektywności wspierania termomodernizacji w budynkach ze środków publicznych 68
Jarosław Dziuba: Aspekty ekologiczne w systemie podatków lokalnych i polityce podatkowej miast na prawach powiatu w Polsce..... 78
Elżbieta Hajduga: Ubezpieczenie społeczne rolników a koncepcja zrównoważonego rozwoju 89
Alicja Janusz, Teresa Orzeszko: Edukacja jako obszar działania fundacji krajowych banków giełdowych 100
Joanna Kogut: Zmiany ustawy o rachunkowości i ich wpływ na poprawę warunków wykonywania działalności gospodarczej 126
Andrzej Koza: Dotacje do zatrudnienia jako instrument przeciwdziałania bezrobociu osób niepełnosprawnych w Czechach i w Polsce 138
Robert Kurek: Bitcoin a regulacje prawno-podatkowe w Polsce i na świecie. 153
Agnieszka Łukasiewicz-Kamińska: Waluty cyfrowe i ich wpływ na systemy monetarne 162
Małgorzata A. Olszak, Mateusz Pipień, Sylwia Roszkowska: Czy specyfika zastosowania rezerw na ryzyko kredytowe i ich procykliczność wpływają na związek między aktywnością kredytową i kapitałami dużych banków w Unii Europejskiej? 171
Małgorzata Solarz: Usługi finansowe typu *equity release* w kontekście zasady sprawiedliwości międzypokoleniowej 182

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EDUCATION AS AN OPERATION AREA OF DOMESTIC LISTED BANK FOUNDATIONS

EDUKACJA JAKO OBSZAR DZIAŁANIA FUNDACJI KRAJOWYCH BANKÓW GIEŁDOWYCH

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Summary: Concerns about the state of education cannot be left to public authorities and the education system only, but should remain the subject of interest of all socially responsible entities. Banks declare themselves as representing such institutions, which is confirmed, among others, by the foundations they set up. The purpose of this article is to provide an answer to the question whether, to what extent and using what methods the domestic listed bank foundations are operating for the benefit of Polish society education. The applied research methods, which allowed for the defined purpose realization, focused on subject literature studies, a review of legislation in force, an interview and a comparative analysis. The research was conducted in February 2015. The necessary analytical data were mainly collected based on the statutes and obligatory reports – financial and substantive – of the studied foundations covering the period 2011–2013, available on their websites, but also in the course of interviews with employees representing these entities. The performed research confirms a hypothesis that all domestic listed bank foundations get involved in certain operations aimed at public education; however, this is executed to a various extent, by means of diverse methods and for the benefit of different groups of beneficiaries.

Keywords: foundations, banks, education, sustainable development, CSR.

Streszczenie: Troska o stan edukacji nie może pozostawać tylko w gestii organów publicznych i systemu szkolnego, ale powinna być ona przedmiotem zainteresowania wszystkich podmiotów społecznie odpowiedzialnych. Takimi deklarują się być np. banki, a potwierdzeniem ich deklaracji są m.in. zakładane przez nie fundacje. Celem artykułu jest znalezienie odpowiedzi na pytanie: Czy, w jakim zakresie i w jaki sposób fundacje krajowych banków giełdowych działają na rzecz edukacji polskiego społeczeństwa. Metodami badawczymi, które pozwoliły na realizację tego celu, były studia literatury przedmiotu i regulacji prawnych, wywiad oraz analiza porównawcza. Badania przeprowadzono w lutym 2015 roku. Niezbędne dane analityczne pozyskano głównie ze statutów oraz obligatoryjnych sprawozdań – finanso-

wych i merytorycznych – badanych fundacji za lata 2011–2013, dostępnych na ich stronach internetowych, ale także w trakcie wywiadów z pracownikami tych podmiotów. Przeprowadzone badania potwierdzają hipotezę, że wszystkie fundacje krajowych banków giełdowych podejmują działania w zakresie edukacji społeczeństwa, jednak czynią to w bardzo różnym zakresie, różnymi sposobami i na rzecz różnych grup beneficjentów.

Słowa kluczowe: fundacje, banki, edukacja, zrównoważony rozwój, społeczna odpowiedzialność biznesu/przedsiębiorstw.

Once someone becomes a master of something
one should become a student of something else.

Gerhart Hauptmann

1. Introduction

Despite the fact that the side effects of irresponsible management have destructive social and environmental impacts, still the paradigm of economic growth remains the dominant one over the sustainable development concept [Sendzimir 2010, p. XVII]. Chances for reversing such an incorrect relationship are offered, among others, by consistently and continuously conducted education, considered as the key area of operations aimed at sustainable development and confirmed e.g. by the declaration adopted during the Earth Summit in June 2012 in Rio de Janeiro [*The Future We Want* 2012] and ratified by 193 countries [Kłusek 2012; Tylman 2014, p. 435]. At this background, it seems obvious to put forward a statement that the concerns about the state of education cannot be left exclusively to public authorities and the education system itself, but rather remain the object of interest of all socially responsible entities. Banks declare themselves as representing such institutions, which is confirmed, among others, by the foundations they set up. A hypothesis is assumed that banking foundations show some involvement in the area of education.

The purpose of this article is to find an answer to the question whether, to what extent (objective, subjective) and by means of what methods, the domestic listed bank foundations are operating for the benefit of Polish society education. The applied research methods, which allowed for the defined purpose realization, focused on subject literature studies, a review of legislation in force, an interview and a comparative analysis. The research was conducted in February 2015. The necessary analytical data were mainly collected based on the statutes and obligatory reports – financial and substantive – of the studied foundations covering the period 2011–2013, available on their websites, but also in the course of interviews with employees representing these entities.

2. Foundations as corporate social responsibility strategies executors of their founders – domestic listed banks

Having taken into account the founder's type among private law foundations in Poland, one can distinguish the following (see Figure 1):

- private foundations, also referred to as ordinary or classical ones (only private persons can become their founder or founders);
- corporate foundations, also referred to as company foundations (their initiator or initiators are entrepreneurs/economic entities/companies only);
- mixed foundations (created by both private persons and entrepreneurs).

Corporate foundations – constituting autonomous legal entities from the formal perspective – are considered the most advanced form of **c**orporate **s**ocial **r**esponsibility (CSR) idea implementation [*Fundacje korporacyjne*… 2008, p. 6]. This is confirmed by the experiences obtained in many countries which prove that the establishment and proper functioning of a corporate foundation allows its founder (entrepreneur) to carry out the policy of CSR more effectively, which results in more advantages for all stakeholders, i.e. a foundation (the founder's brand promotes operations performed by a foundation, thus making them more effective) and society (larger social effect – social problems are more effectively alleviated and eliminated) as well as the founder (image effect – positive image of an entrepreneur – philanthropist;[1] economic effect – measurable advantages resulting from socially responsible actions and separating business from social involvement) [Pyka 2013, p. 2; *Fundacje korporacyjne*… 2008, p. 99].

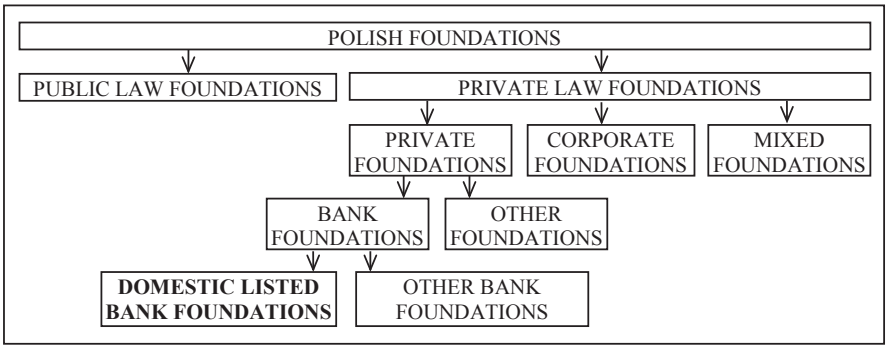

Figure 1. DLBFs as the type of Polish foundations

Source: own study.

[1] Corporate foundations – by operating, among others, for the benefits of local communities, i.e. by executing the strategy of corporate community involvement – implement the CSR concept of their founders who thus obtain corporate citizenship, hence becoming an integral part of civic society [Westhues, Einwiller 2006, p. 145; Wiktorska-Święcka 2011, pp. 75–78].

In 2012 there were 117 corporate foundations in Poland. The situation in terms of their number is comparable to the one observed in many other countries of Western Europe. In spite of the observed quite dynamic development of such entities in the recent years in our country, still among the total number of foundations registered they constitute a very small group [*Fundacje korporacyjne*… 2012, pp. 9–10].

Corporate foundations cover, among others, **bank foundations**, i.e. the ones founded by banks [*Mniej znane*… 2013]. Distinguishing them from the total number of corporate foundations and treating them as a separate group is closely related to the specific role and significant importance of their founders in economy as well as the resulting larger, addressed to banks, social expectations that they should become particularly interested in CSR idea implementation in their business strategies [Korenik 2013, p. 308; Krasodomska 2012, pp. 151, 154, 156; Orzeszko 2014, p. 277; Waksmundzka 2012, p. 189]. In the discussed perspective, the establishment of bank foundations should be recognized as banks' reaction to social demand and their functioning – as the forms of CSR implementation in their founders' activities. In some countries, e.g. in Italy, bank foundations have long traditions and play an important role [*Fundacje korporacyjne*… 2008, p. 15]. In Poland the first foundation of this type was established by Bank Śląski in 1991.[2] Currently their founders are – excluding Narodowy Bank Polski and Bank Gospodarstwa Krajowego – mostly represented by listed banks. While conducting the research, in February 2015, 13 **d**omestic **l**isted **b**ank**s** (DLBs) were operating in Poland [*Lista spółek* 2015], i.e. banks with the registered office in Poland and listed on **W**arsaw **S**tock **E**xchange (WSE). Among the mentioned entities – eight (Bank Gospodarki Żywnościowej S.A. – BGZ, Bank Handlowy w Warszawie S.A. – BHW, BNP Paribas Bank Polska S.A. – BNP, Bank Ochrony Środowiska S.A. – BOS, Bank Zachodni WBK S.A. – BZW, mBank S.A. – MBK, Bank Polska Kasa Opieki S.A. – PEO and Powszechna Kasa Oszczędności Bank Polski S.A. – PKO[3]), i.e. over 60%, have their own foundations, referred to in the present article as **domestic listed bank foundations** (DLBFs). They include exclusively corporate foundations whose only founder is a DLB. Names and general characteristics of such defined foundations are presented in Table 1.

There are both similarities and differences present between the particular DLBFs.

The examples of similarities – regardless of those resulting from the essence of bank corporate foundations – are as follows: their official seat location – all analyzed

[2] The continuation of Fundacja Banku Śląskiego is Fundacja ING Dzieciom . Due to the fact that among its present founders, apart from ING Bank Śląski S.A., there are also non-bank entities it was not covered by research. The same situation also refers to the second foundation of which this bank remains the cofounder, i.e. Fundacja Sztuki Polskiej (Polish Art Foundation). Banks are also associated with two other foundations, i.e. Fundacja Jolanty i Leszka Czarneckich and St. Anthony's College Oxford – Noble Foundation. This results, among others, from the fact that information about them is available on the Getin Noble Bank S.A. website. They were not covered by research since their founder (in the first case) or cofounder (in the second case) is a private person (Leszek Czarnecki).

[3] Abbreviations of banks' names are used in accordance with the terminology applied on WSE.

foundations have their registered offices in Warsaw, all of them were established for an unlimited period of time and carry out operations in the area of Poland, whereas pursuant to seven of their statutes (except FPEO), they can extend it also outside the borders of country.

Among the differences between DLBFs their various origins can be listed. Half of them was established in the 1990s (the oldest one in 1993), whereas the remaining ones in the first decade of the current century (the youngest one in 2010). As many as 17 years passed between the establishment of the oldest and the youngest foundation.

Table 1. DLBFs – general characteristics

Foundation name (abbreviation)	Funder	Foundation's registered seat	Year of foundation establishment/ starting operations	Foundation establishment fund (PLN)	Scope of foundation activities temporal/ spatial	Minister supervising the foundation	Economic operations executed by the foundation	Effective date of the foundation receiving PBO[1] status
1	2	3	4	5	6	7	8	9
Fundacja Bankowa im. Leopolda Kronenberga (FBHW)	BHW	Warsaw	1995	500,000.00	Undetermined/ The area of Poland[2]	Minister of Finance	No	No status
Fundacja Bankowa imienia dr Mariana Kantona (FPEO)	PEO	Warsaw	1997	50,000.00	Undetermined/ The area of Poland[2]	Minister of National Education[3]	No	No status
Fundacja Banku Ochrony Środowiska (FBOS)	BOS	Warsaw	2009	10,000.00	Undetermined/ The area of Poland[2]	Minister of Environment Protection	Yes	No status
Fundacja Banku Zachodniego WBK S.A. (FBZW)[4]	BZW	Warsaw	1997	1,000.00	Undetermined/ The area of Poland[2]	Minister of Labor and Social Policy	No	26.04.2006
Fundacja BGŻ (FBGZ)	BGZ	Warsaw	2006	100,000.00	Undetermined/ The area of Poland[2]	Minister of National Education[5]	No	05.02.2007
Fundacja BNP Paribas (FBNP)[6]	BNP	Warsaw	2006	40,000.00	Undetermined/ The area of Poland[2]	Minister of Labor and Social Policy	No	02.01.2012
Fundacja mBanku (FMBK)[7]	MBK	Warsaw	1993 /1994	100,000.00	Undetermined/ The area of Poland[2]	Minister of National Education	No	21.12.2005

1	2	3	4	5	6	7	8	9
Fundacja PKO Banku Polskiego (FPKO)[8]	PKO	Warsaw	2010	100.000.00	Undetermined/ The area of Poland[2]	Minister of National Education	No	No status

[1] PBOs – **p**ublic **b**enefit **o**rganization**s** functioning based on [Ustawa z 24 kwietnia 2003].
[2] The foundation statue allows for the option of its extension outside the country area.
[3] Earlier name: the Minister of National Education and Sport.
[4] It was founded as Fundacja Pomoc Ludziom by Bank Zachodni S.A. Since the above mentioned entity merged with Wielkopolski Bank Kredytowy S.A., which took place in 2001, the foundation has been operating under its current name. In 2013, as a result of merger between BZW and Kredyt Bank S.A. Fundacja Banku Zachodniego WBK S.A. took over Fundacja Kredyt Banku, which has been operating since 2011.
[5] Earlier name: the Minister of Education and Science.
[6] It was founded by at that time Fortis Bank Polska S.A. and has been functioning under the following names respectively: Fortis Foundation Polska and Fundacja BNP Paribas Fortis.
[7] It was founded by at that time BRE Bank S.A. and before had been operating as Fundacja Banku Rozwoju Eksportu (Fundacja BRE Banku).
[8] As a result of Bank Nordea S.A. takeover by PKO and putting Fundacja Nordea into liquidation as at 01.10.2014, the philanthropic activities of both banks are continued under the name FPKO.

Source: own study based on the information available on DLBFs websites.

Additionally, the analyzed entities are characterized by an extensively diversified level of assets allocated by the founder on the day of the foundation's establishment. BHW turned out to be the most generous founder, who allocated the initial fund/capital to its foundation amounting to PLN 500,000. On the other hand, the most modest initial fund – or rather a symbolic one amounting to PLN 1,000 was that of FBZW. In the case of three foundations the discussed capital presented the level of PLN 100,000, whereas in three others it remained within the range of PLN 10,000–50,000.

The common characteristic of seven DLBFs is resignation from the right to run a business, which means that they represent the nonprofit type of organizations (they do not earn profit from their business since they do not run it). Only FBOS declared in its statute the possibility of running a profit earning business, which means that it has to be qualified as a not for profit organization (profit from running a business is not a goal, but just a means of carrying out statutory objectives). It should also be added that running a business results in certain consequences, such as higher requirements in terms of accounting for those foundations which are not involved in such operations.

The next difference refers to the status of PBOs – four of the analyzed foundations have such a status (the first one received it in 2004 and the last one in 2012) and the other four do not. Whether the foundations remain PBOs or not determines the differences referring to the legislation basis of their functioning. In the case of the foundations without the PBO status, the major regulation governing their activities is the Law on Foundations [Ustawa z 6 kwietnia 1984], while those which were granted the PBO status have to abide by its provisions and – additionally – by the Law on Public Benefit and Volunteer Work [Ustawa z 24 kwietnia 2003]. At this

point, more extensive reporting requirements should be also mentioned, which have to be observed by PBO type foundations against the remaining ones.

The difference which reflects indirectly the main activity areas of DLBFs – determined by their basic statutory objectives – is the ministerial supervision over them. In four cases it is the Minister of National Education who exercises this supervision, in two – the Minister of Labor and Social Policy, in one case the Minister of Finance and in another one – the Minister of Environment Protection.

Each entity in the group under analysis carries out slightly different objectives and performs them in different ways by emphasizing different activity areas and concentrating on slightly different groups of beneficiaries.

3. The importance of education in the light of statutory goals carried out by domestic listed bank foundations

All private law foundations in Poland, thus also DLBFs, are obliged by law to carry out both socially or economically useful objectives remaining in accordance with fundamental state interests and especially such as: health care, the development of economy and science, learning and upbringing, culture and art, social care and aid, environment protection and care over the relics of the past [Ustawa z 6 kwietnia 1984, Art. 1]. Such generally phrased statutory aims open space within the framework of which each founder, also including DLBs – in the statement of intent to establish a foundation and its statute – should specify goals adequate for an established foundation, i.e. justifying its existence and operations [Ustawa z 6 kwietnia 1984, Art. 3.2, Art. 5.1]. Due to the absence of any statutory requirements regarding a method for determining objectives, they are quite diversely articulated, which is confirmed by the analysis of DLBFs' statutes. It provides that the statutory objectives defined by the analyzed foundations differ mainly in terms of:

- their number – five DLBFs (FBGZ, FBHW, FBZW, FPEO, FPKO) specify one goal, two (FBNP, FBOS) – two goals each and one (FMBK) – five goals;
- assigned significance (refers to the foundations whose statutes identify more than one goal) – in one case the founder clearly determines the hierarchy of goals (FBNP) and in the case of the other two – (FBOS and FMBK), it can be inferred that the importance of goals is determined by their sequence;
- the level of detail/generality – e.g. in extreme cases the goal was articulated: briefly and generally, in one – relatively short – sentence (FBHW); in a very detailed manner – its content is presented on the entire page of a standard typewritten sheet (FPKO) (see Figure 2);
- presentation forms – in the case of seven DLBFs, the objective was presented in the form of a list, whereas only in the case of one foundation (FBHW) in a descriptive form;
- substantive content – all DLBs as the founders specifying goal/goals of their foundations indicate more or less clearly their activity areas (domains) within

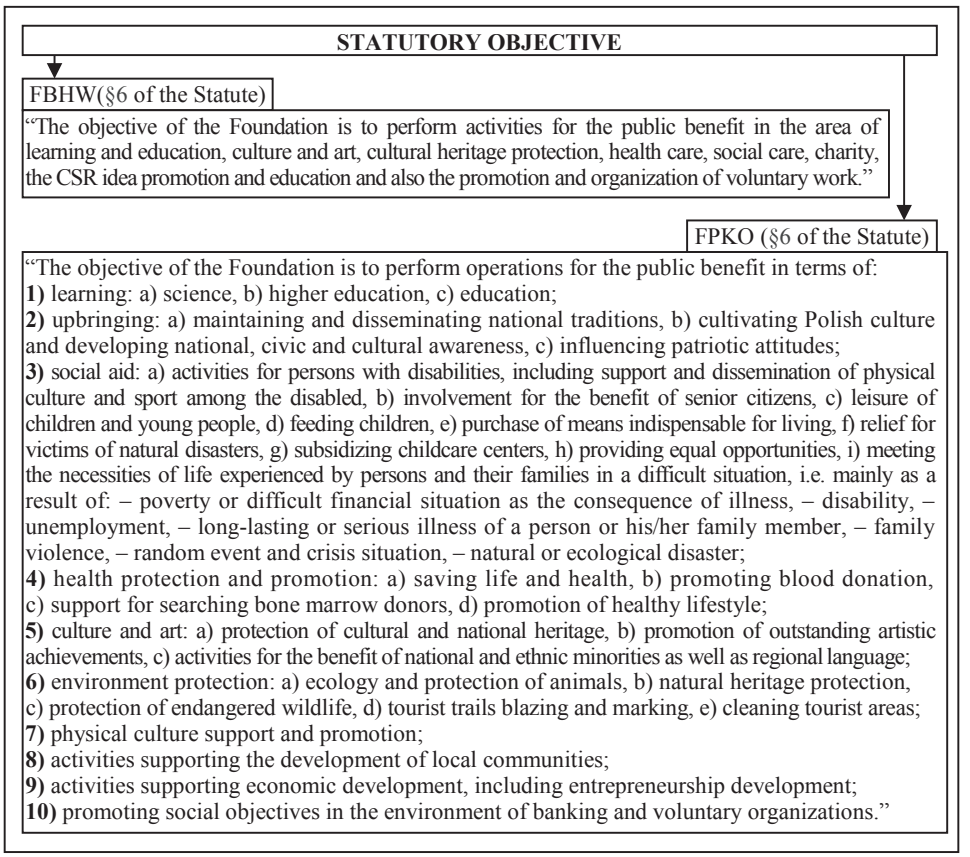

Figure 2. Statutory objectives of DLBFs based on the example of FBHW and FPKO

Source: own translation based on FBHW and FPKO statutes available on their websites.

the framework of which they will be carried out, whereas the number and these areas types, as well as their names differ (see Table 2); sometimes – but rather rarely – the content of some statutory objectives includes references to their implementation methods[4] and/or the beneficiaries of the carried out activities.[5]

[4] "The Foundation objectives are as follows: 1) to support the activities carried out by the State bodies and social organizations and also to support social initiatives aimed at increasing the educational level of society and mainly: a) **participation in actions and** selected **programs** of the organizations operating for the benefit of raising education level as well as promoting the knowledge of economics, mathematics and entrepreneurship, b) **supporting initiatives** focused on equalizing educational opportunities and promoting outstandingly talented young people and children, (…)." [Statut Fundacji mBanku, 7§7].

[5] "The Foundation was established in order to: (…) 2) support and disseminate initiatives aimed at increasing the educational level of **society** and most of all equalizing intellectual, educational and

Table 2. The areas of DLBFs activities within the framework of which their statutory objectives are implemented

Foundation	Activity areas* of DLBFs												
	Education	Science	Social aid	Health care	Culture and art	Ecology and environment protection	Sport and recreation	Supporting civic initiatives	Humanitarian aid	Local development	Human rights	Labor market and occupational activation	Other
FBHW	x		x	x	x								X[1,2]
FPEO	x	x	x	x	x	x	x	x					
FBOS	x		x	x	x	x							X[1]
FBZW	x	x	x	x	x	x	x		x				X[3,4]
FBGZ	x	x	x	x	x		x					x	X[1,2]
FBNP	x	x	x	x	x	x	x			x	x		X[1]
FMBK	x		x	x	x	x		x				x	X[2]
FPKO	x	x	x	x	x	x	x	x	x	x		x	X[1,2]

*Activity areas distinguished following: [*Fundacje korporacyjne*… 2008, p. 106].
[1] Supporting the idea of voluntary work. [2] Popularization of social objectives' idea in banking/financial environment. [3] Support for religious cult. [4] Support for public safety.

Source: own study based on DLBFs statutes available on their websites.

Among activity areas within the framework of which statutory objectives are carried out all DLBFs list – apart from social aid, health care as well as culture and art – also broadly understood **education** (see Table 3), i.e. education covering by its scope all the kinds of activities within the framework of upbringing, teaching and learning undertaken by DLBFs for the benefit of its beneficiaries in order to support the development of their different life capacities (e.g. physical, cognitive, aesthetic, moral, religious) [Orzeszko 2013, p. 121]. Identifying education, by the analyzed entities, as their activity area is not a surprise, since in Poland it is quite common to present an opinion that currently – along with the existing conditions (e.g. social inequalities, large scale of social exclusion and unemployment, low level of banking services provision, insufficient ecological awareness, shortage in resources for education) – it is education that should constitute the priority of initiated and performed operations by all socially responsible entities, which also refers to DLBFs since they – by functioning in accordance with the intention of their founders – carry out their CSR strategy. The substantive justification of such an opinion results from a belief that [Orzeszko 2013, pp. 120–121]:

professional development opportunities of the **talented young people** originating from different environments and mainly from **regions and families affected by poverty**, (…)." [Statut Fundacji BGŻ, §8].

- activities for the benefit of education are undertaken by entities managing within CSR strategy; they can facilitate and stimulate solving such social problems in our country as e.g. limited access to education of rural children and children from poor families or underfunded schools;

Table 3. Education as one of DLBFs activity areas in the light of their statutory objectives

DLBF	Education* in the light of DLBF statutory objectives
FBGZ	"The Foundation was established in order to: 1) perform comprehensive socially useful activities, including the support for initiatives covering the development of **education**, science, (...), 2) support and dissemination of the initiatives aimed at upgrading the level of **education** in society, especially offering equal opportunities for intellectual, **educational** and professional development of talented young people originating from various environments and mainly from poverty-stricken regions and families, (...)."
FBHW	"The Foundation objective is to perform activities focused on public benefit in terms of learning and **education**, (…) **education** in the framework of corporate social responsibility (...)."
FBOS	2. "The Foundation objectives (...) Activities for the benefit of learning, **education**, (...)."
FPEO**	"The Foundation objective is to support activities covering: 1) learning and upbringing of children and youth, 2) implementing scientific and research projects and also those carried out by didactic scientific institutions and universities, 3) banking knowledge popularization, (...)."
FBZW**	"The Foundation objective is to support the following areas: (...) – learning and upbringing**,** (...)."
FBNP	(e) "(...) Moreover, the Foundation's objective is to improve the conditions of social life and mainly in the following areas : (...) science, higher education, **education**, learning and upbringing; (...)."
FMBK	"The Foundation objectives are as follows: 1) support for the activities carried out by the State bodies and social organizations and also the support for social initiatives aimed at upgrading the level of education in the society and mainly: a) participation in actions and selected programs of organizations focused on **education** level upgrading as well as promoting the knowledge of economics, mathematics and entrepreneurship, b) support for the initiatives aimed at equalizing **educational** opportunities (...)."
FPKO	"The Foundation objective is to performs activities for public benefit in terms of: 1) learning: science, higher education, **education**; 2) upbringing: maintaining and disseminating national traditions, cultivating Polish culture as well as national, civic and cultural awareness development, forming patriotic attitudes; (...)."

* In the area of activities specified as **Education** also the initiatives performed within **learning** and **upbringing** as well as **science, research, didactics** and **higher education** were included. The presented concepts were considered in the present article as synonymous. The authors are aware of the differences occurring between them; however, discussing them goes beyond the scope of this article.
** The description of a statutory objective does not include the term **education**; however, the word **learning** is present.

Source: own translation based on DLBFs statutes available on their websites.

- education development is key for sustainable development and welfare of every society and therefore also for Polish society;
- investing in education constitutes the basis for future society formation in Poland, i.e. society prepared for meeting its challenges.

Regardless of the fact that all DLBFs include education among their statutory objectives, still – as the research has confirmed – not each of them assigns the same significance to this area. If e.g. the minister indicated by DLBF in Krajowy Rejestr Sądowy/**N**ational **C**ourt **R**egister (NCR) to perform a supervisory function is considered (the supervising minister is selected having the consistency of his/her competencies scope and the foundation major objectives in mind), then in the light of the above it turns out that education was recognized as a priority area of operations only in the case of four analyzed entities, i.e. FBGZ, FMBK, FPEO and FPKO, which pointed to the Minister of National Education as their supervisor. Due to the fact that the remaining foundations, as already mentioned, indicated a different minister in NCR (see Table 1), one can assume that – in the light of statutory objectives – the involvement for the benefit of education is not the most important for them.

4. The analysis of domestic listed bank foundations' involvement for the benefit of Polish society education

The assessment of actual DLBFs' involvement for the benefit of social education was mainly performed based on the analysis of their operations in the above-mentioned area from the perspective of objective (types of education) and subjective (beneficiaries of the conducted activities) areas and methods of putting them into the real life practice. Moreover, it was attempted to evaluate the scale and importance of the discussed involvement based on the analysis of available figures.

The conducted studies confirm the implementation of statutory declarations in terms of support for Polish society education by all DLBFs. Additionally, they have proved that the operations performed by the above-mentioned institutions focused on providing support for all the types of education (see Table 4); however, in the case of each of them they were slightly different, following diverse methods and to a different extent. Almost all the analyzed entities, except FBOS, were undertaking initiatives in the area of general education. As far as the specifically focused education (objectively oriented) is concerned, all of them, without exception, were most interested in cultural education (artistic education in particular) and health promoting education. Business education (including financial education) turned out to be slightly less popular and remained the focus of five foundations (FBGZ, FBHW, FBZW, FMBK, FPEO). Moreover, the following types of education were also supported: ecological education – by FBOS, FBZW, FPKO, historical and information technology education – FBHW, FBZW, FPKO. Civic and social education were supported by FBZW and FPKO, whereas agricultural education was covered by the patronage of FBGZ.

Table 4. The verification of operations carried out by DLBFs for the benefit of education divided into its types

Foundation	Types of education								
	General education	Cultural education	Health promoting education	Business education	Ecological education	Historical education	Information technology education	Civic and social education	Agricultural education
FBHW	x	x	x	x		x	x		
FPEO	x	x	x	x					
FBOS		x	x		x				
FBZW	x	x	x	x	x	x	x	x	
FBGZ	x	x	x	x					x
FBNP	x	x	x						
FMBK	x	x	x	x					
FPKO	x	x	x		x	x	x	x	

Source: own study based on DLBFs reports available on their websites.

The involvement in terms of **general education** was quite popular in the analyzed group of entities (it was present in the case of all foundations except FBOS) and it was put into practice by programs offering scholarships and financing educational projects implemented by various nongovernmental organizations, as well as by financial support and aid in-kind for educational institutions and universities.

The basic method for general education support, in the case of most foundations (except FBHW and FBOS), was the assistance in the form of scholarships. It was carried out by means of authorial scholarship programs and those prepared by other entities (partners). Scholarships were mostly addressed to students of secondary schools and universities, but also to teachers.

FBGZ played a particular role in supporting scholarship awarded students – for many years it has been implementing two independent authorial projects, one of which – *Klasa BGŻ* – represents an initiative in general education dedicated to talented lower secondary school graduates originating from smaller locations and rural areas.[6] The discussed program assumes providing education in the best secondary schools in five academic cities for 70 students per year. In the period 2011–2013 FBGZ allocated almost PLN 5.5 mn to its financing, i.e. about 65% of all its annual statutory expenditure. In 2012, as a result of the competition entitled "Dobre Stypendia 2012" ("Good Scholarships 2012") *Klasa BGŻ* was recognized as the best scholarship oriented program carried out by an economic entity.

[6] The latter program – *Agrotalenty* (*Agrotalents*) – supports the development of agricultural education.

Scholarship type programs were also offered by FMBK and FPEO; however, the financial means for supporting them were far more limited than in the case of *Klasa BGŻ*.[7] In both cases students remained the addressees of these programs.

Children and youth originating from environments threatened with social exclusion were able to receive FBNP support, which in cooperation with Caritas Polska was implementing the scholarship program entitled *Skrzydła* (*The Wings*). For talented youth coming from rural areas and small cities as well as families presenting low material status, FBNP provided scholarships granted by Fundacja "Dzieło Nowego Tysiąclecia." The scholarship program carried out by FPKO by means of Centrum Rozwiązań Strategicznych (The Centre of Strategic Solutions) was addressed to a completely different target group, i.e. mathematics and information technology teachers from lower secondary schools.

The activities carried out by FBZW in terms of scholarship assistance cannot be referred to as significant in the period under analysis, which is confirmed by a very low (less than 1%) share of financial means allocated to this purpose in the total amount of statutory expenditure. The discussed foundation, however, applied other, non-scholarship methods for general education support, mainly dedicated to higher (university) education. Owing to an additional purpose oriented donation, received from its founder in the period 2012–2013, it carried out the program entitled *Santander Unversidades* as part of the global project coordinated by Banco Santander for almost 20 years. The leading objectives of this program are as follows: supporting entrepreneurship, research development, especially in the area of new technologies, students and employees mobility development, networking expansion and knowledge exchange on the global level, culture and Spanish language promotion and also higher education quality upgrading along with increasing student competencies on the labor market. Within the framework of *Santander Unversidades* numerous research, development and information technology projects carried out by the national universities and higher education institutions were supported.[8]

Universities, by means of other social organizations were also supported by FPEO, which transferred financial means e.g. to Towarzystwo Przyjaciół Politechniki Opolskiej or to Fundacja Rozwoju Politechniki Rzeszowskiej. FPKO, on the other hand, by means of, among others, Fundacja Edukacja dla Przyszłości was financing efforts related to the adaptation for the needs of Polish addressees

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[7] In 2011 FMBK allocated PLN 356,000 to scholarships and in 2012 – PLN 306,000. There is no available information about the volume of means allocated to this purpose in 2013. In the period 2011–2013 FPEO allocated PLN 145,000, PLN 165,000 and PLN 190,000, respectively, to scholarship oriented support. In the case of this foundation, the presented amounts constituted about 20% of all its statutory expenditure.

[8] Within the projects implemented within the framework of *Santander Unversidades* almost PLN 1 mn was allocated by FBZW in 2012 and in 2013 – over PLN 2 mn. More about this program: [*3 lata za nami*].

(children, youth and adults), the substantive content of e-learning courses and *Khan Academy* educational platform.

Moreover, the foundations were supporting the initiatives aimed at general education both financially and organizationally within the framework of projects carried out based on volunteers work of their founders (projects filed by workers and related to e.g.: computer lab equipment in a primary school, more books for a school library, etc.), whereas the scale of these projects financing was not very extensive, having taken into account all the operations performed by the studied foundations in the discussed area.

Another manifestation of DLBFs' activity in the domain of general education was direct aid in-kind addressed to various types of schools, kindergartens and libraries, e.g. in the form of purchased teaching aids, books or equipment for computer labs.

Cultural education[9] has been recognized as a type of objective education which could expect support – to a lesser or larger extent – from all studied foundations, with a particular focus placed on artistic education.[10]

FBHW plays a particular role in supporting artistic activities and developing aesthetic imagination and sensitivity of children and youth and thus it provided financial means for numerous grant supported projects in the domain of artistic education in the period under analysis.[11]

FMBK and FPKO were supporting artistic education through grants dedicated to strategic partners carrying out cultural and artistic activities consisting in propagating culture in Polish society (e.g. FPKO, among others, provided support for Fundacja Dziedzictwa Rzeczpospolitej by offering grants for the organization of Koncert Niepodległości (The Independence Concert) in 2013 with young artists performing on it), or by financing projects carried out by partners (e.g. FMBK subsidized, among others: the project entitled *Królewskie Arkady Sztuki* (*The Royal Arcades of Art*) implemented by the Royal Castle in Warsaw and also the project related to Professor Bogusław Schaeffer's artistic output digitalization and provision for public created by Fundacja Przyjaciół Sztuki "AUREA PORTA").

The activities performed by other foundations, in the area under analysis, were insignificant. FBZW transferred donations to publishers, for the organization

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[9] The term "cultural education" covers all sorts of educational activities for the benefit of children, youth and adults carried out by various entities, including schools, within the framework of universal education. Artistic education remains its integral part [Jędrzejec 2011, p. 193].

[10] In accordance with UNESCO Roadmap, artistic education concentrates on three mutually supplementary directions, which are: studying works of art, direct contact with works of art (concerts, exhibitions, books and films) as well as involvement in art oriented projects [*UNESCO Road Map*… 2006, p. 8].

[11] At this point, it should be mentioned that FBHW was also involved in financing numerous activities supporting cultural heritage, however, not directly related to education, e.g. projects of significant importance for Polish culture, such as *Odzyskiwanie Dzieł Sztuki* (*Art Works Recovery*) or *Nagroda im. Prof. Aleksandra Gieysztora* (*Professor Aleksander Gieysztor's Award*).

of cultural events and culture promotion, including Eastern borderlands. FPEO subsidized the organization of open air painting for persons with disabilities, whereas FBGZ took over the patronage of Varsoviae Regii Cantores choir. The only form of activities carried out by FBOS, which remains the part of, among others, artistic education, was providing support for photography and painting competitions (they will be discussed while presenting initiatives for the benefit of ecological education). Some foundations (FBHW, FBZW) were supporting artistic education of children by financing projects of volunteers and consisting in, among others, artistic workshops organization for children.

The next popular area of DLBFs' activities in terms of education was **health education**[12] also defined as health promoting education. The foundation activities performed in this area focused in particular on: health lifestyle propagation; support for physical activity of children, youth and other members of society; safety promoting initiatives, especially the road safety ones.

Health education was mainly supported by FBOS (as the only one among DLBFs was supporting a healthy diet) in the form of numerous and valuable activities covering healthy lifestyle and most of all keeping a healthy diet and engaging in physical activity. This foundation, within the framework of the key original program *Aktywnie po zdrowie* (*Actively for Health*) was involved in many initiatives related to health promotion which were realized by all the kinds of projects dedicated to diverse target groups. Among the most important ones the following should be listed: national training project *Szkolne Smaki – Szkoły Dobrego Żywienia* (*School Tastes – Good Nutrition Schools*) covering many conferences for school headmasters and culinary workshops addressed to school kitchen staff and catering companies providing supplies for school canteens; competitions dedicated to: students of primary schools (*Zdrowo jem – więcej wiem* (*Eating Healthy – Knowing More*)), for lower secondary and higher secondary school students (*Nakręć się na zdrowie* (*Focus on Health*)), primary school teachers (*Napisz scenariusz* (*Write a Screenplay*) – competition for the best screenplay of classes teaching healthy diet and promoting physical activity); a grant supported competition addressed to students aged 7–19 from primary lower secondary and higher secondary schools, teachers and parents' council representatives (*Sklepiki szkolne – zdrowa reaktywacja* (*School Kiosks – Healthy Reactivation*)); a project addressed to teams of students attending schools of all levels, i.e. primary,

[12] Health education is defined in various ways [Woynarowska 2007, p. 102]. According to Chorońska, it means "the entire spectrum of activities aimed at influencing health promoting behaviors among people to follow a healthy lifestyle resulting in better health and in developing competencies for exerting effective impacts on one's own health and that of the entire society in which they live" [Bielski, Blada 2014, p. 10]. Health education represents an integral and complementary component of health promotion, which according to The Ottawa Charter, adopted at the 1st International Conference of Health Promotion in 1986 "remains the continuous, rhythmical and planned process implemented to facilitate people in increasing control over their body and opening opportunities for its improvement" [*The Ottawa Charter*…].

lower secondary and higher secondary aimed at the popularization of healthy lifestyle idea, including a healthy diet, organic food and physical activity (*Czas na zdrowie* (*Time for Health*)); a social campaign attracting parents' attention to obesity and overweight among children (*Jakie matki takie dziatki* (*As Mothers as Children*)). Within the framework of *Aktywnie po zdrowie* (*Actively for Health*) program FBOS was educating: the Internet users – through the provided online portal under the same name representing one of the largest Polish portals about a healthy lifestyle; magazine readers – by publishing a series of thematic articles in high-volume press; TV viewers – by presenting a series of educational films in public television.

Education oriented activities aimed at supporting physical education were also undertaken by other DLBFs. They mainly consisted in: providing financial support for children's active leisure and holidays (FBZW through the project *Narty na zdrowie* (*Skiing for Health*) subsidized safe and active holidays for children after renal transplantations); providing grants to sport organizations and school sport clubs for conducting sport activities for children and youth (FPEO, FMBK); providing grants for olympiads (e.g. FBNP donated a grant to the organization of sport olympiads for persons with disabilities *Przełam bariery* (*Overcome the Barriers*)); propagating and sponsoring the so-called sponsored races (e.g. FPKO through all types of – local, mass; half-marathons and marathons – sponsored races organized all over Poland supports people in need and simultaneously promotes physical activity; by supporting sport activities through projects popularized by volunteers (e.g. FBHW).

Health education for safety remained the focus of two foundations, i.e. FBGZ and FBZW. The first of them, through and an original program entitled *Jeżdżę z głową* (*I Drive Carefully*) was supporting education of lower secondary school students and residents of local communities in the area of road safety. This program was of particular significance for FBGZ since about 14% share of expenditure was allocated to its financing in the total value of its statutory expenditure. The discussed program was appreciated by society, which was manifested by the place among the three finalists of the competition entitled Social Campaigns of the Year. Children's safety is also supported by FBZW through the program *Smok Mądragon daje radę* (*Clever Dragon Offers Advice*) implemented together with the Society "Laboratorium Troski" from Cracow.

Having taken into account the nature of the entities represented by particular founders discussed in the presented article, it may seem that **business education**[13]should represent a very popular and important area of the initiatives they

[13] Business education "provides knowledge about the environment in which an enterprise, an entrepreneur or a given venture is functioning." Its "objective is to promote economic knowledge indispensable in the contemporary reality." It constitutes an important component of education for entrepreneurship [Wach 2013, pp. 249–250]. Business education influences business awareness [Iwanicz-Drozdowska et al. 2009, p. 10] with financial education as its integral part, which means "undertaking extensive operations aimed at disseminating knowledge and at developing positive habits among citizens resulting in taking proper decisions in their personal finance management and effective

support, also covering financial education. The conducted research, however, does not fully confirm that such an implication is correct since ventures concentrated on the above-mentioned area were implemented by five out of eight analyzed foundations. As many as three of them (FPKO, FBNP and FBOS) were not involved in any activities for the benefit of business or financial education.

The foundations active in supporting economic education (FBGZ, FBHW, FBZW, FMBK, FPEO) were executing their support in various ways.

FBHW remained the most active foundation in the discussed area and specialized mainly in financial education. The scope of its own initiatives was extensive and much broader than in the case of the other DLBFs. Its own programs should be considered the most important ones among which the following can be listed: *Być przedsiębiorczym* (*To Be Entrepreneurial*, the program addressed to lower secondary and higher secondary school students), *Moje finanse* (*My Own Finance*, the program dedicated to higher secondary school students), *Budowanie Niezalezności Finansowej Kobiet* (*Establishing Women's Financial Independence*), the program supporting women and girls from financially excluded environments). Moreover, FBHW was involved in: the media campaign *Tydzień dla Oszczędzania – Światowy Dzień Oszczędzania* (*Week for Saving – World Savings Day*) focused on promoting the idea of saving and responsible finance management among Poles; two competitions, i.e. IDEA (a competition for lower secondary school students for the best project) and PRODUKCIK (a competition for higher secondary school students for the best youth mini-enterprise).

Two other foundations – FPEO and FMBK – were mainly focused on scholarship support addressed to students of business university courses, whereas the first one organized it in cooperation with universities and the second one through Fundacja Edukacyjna Przedsiębiorczość. Moreover, FMBK was supporting business education also through strategic partnership with the Center of Socio-Economic Analyses by organizing seminars and conferences. The problems discussed during seminars covered mainly financial, economic and banking issues. The world of finance, science, economy representatives as well as journalists and students[14] participated in these seminars.

FBGZ provides financial support for *Olimpiada Przedsiebiorczości* (*Entrepreneurship Contest*) for higher secondary school students organized by Fundacja Promocji i Akredytacji Kierunków Ekonomicznych in cooperation with the best business universities in Poland and supports financial education of persons with disabilities by offering, in cooperation with Fundacja "Integracja" and Fundacja NBP an educational portal called *Finanse bez barrier* (*Finance without Barriers*).

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spending of the financial means at their disposal, in accordance with the current and future needs (…)" [Iwanicz-Drozdowska (ed.) 2011, p. 13].

[14] It has to be mentioned that in 2014 FMBK initiated a grant program focused on mathematics popularization among young people.

FBZW provided grants for the competition entitled *Liga zadaniowa z matematyki finansowej* (*League of Financial Mathematics Problems*) organized in cooperation with the Institute of Mathematics at the University of Wrocław in which primary, lower secondary and higher secondary school students took part.

FBOS is the recognized leader in supporting **ecological education**[15] which – by implementing its main statutory objective – initiates and finalizes many ventures in this domain. Within the framework of an original program entitled *Przyroda u twoich drzwi* (*Nature at Your Doorstep*), this foundation coordinates initiatives focused on upgrading the level of public knowledge of sustainable development and ecology. The program covers several different projects and competitions, e.g.: nationwide projects (*Postaw na Słońce* (*Support the Sun*) and *Zielona Ławeczka* (*The Green Bench*)) and photographic competitions for students (*Las kocha nas* (*Forest Loves Us*)) and lower secondary and higher secondary school students (*Przyroda u Twoich drzwi* (*Nature at Your Doorstep*)) and also an art contest for the youth credit card project (*H2O DESIGN*) addressed to youth aged 13–19. At this point, it should be also mentioned that FBOS remains a partner of the award called *Zielony liść* (*The Green Leaf*) in memory of Prof. Stefan Kozłowski granted to people who contributed to the promotion, development and realization of eco-development program in the area of Zielone Płuca Polski (Green Lungs of Poland).

Ecological education was also supported by two other foundations, i.e. FPKO and FBZW, through grants for the implementation of projects carried out by their partners. For example, FPKO was offering grants to the Ecological and Cultural Association "Klub Gaja" with which it was implementing a several-year lasting educational project entitled *Zaadoptuj Rzekę* (*Adopt a River*). Its purpose was to inspire local communities to become involved in the protection of rivers, streams, lakes, ponds, The Baltic Sea and their waterfronts. The project was nominated for the title of The Best Practice – the best environmental program in the European Union. The project entitled *Zdrowa Planeta* (*Healthy Planet*) was addressed to a different target group – secondary and children aged 3–13 – carried out by FBZW in cooperation with Fundacja "Wygrajmy Zdrowie."

Similarly to the situation with ecological education, the interest in **historical education**[16] was also presented by as few as three DLBFs. This time, apart from FBZW and FPKO, it was also FBHW.

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[15] Ecological education as a component of environmental education is differently understood, e.g. as a conception of education and upbringing provided to society in accordance with the motto "think globally – act locally", i.e. in the spirit of respect for natural environment, or as a psycho-pedagogical process of influencing a human being in order to exert an impact on his/her ecological awareness [Dobrzańska et al. 2008, p. 38].

[16] Historical education should "stimulate interest in the past, provide knowledge about the most important events and the most outstanding personalities in Polish and worldwide history, explain national, religious and state symbols, influence historical imagination and also teach basic historical concepts" [Radomski 2005].

FPKO has particular merits in supporting this type of education. It offers grants to its strategic partners for the implementation of projects or statutory tasks. The examples of this foundation activity, within the discussed case, are as follows: the donation for Fundacja Wspólnota Pokoleń to execute the project called *Dialog Międzypokoleniowy* (*Intergenerational Dialogue*) aimed at maintaining and supporting intergenerational bond development between youth and senior citizens which were actively involved in social and civic development in the past; donating prizes in the competition *Sprzączki i guziczki z orzełkiem ze rdzy* (*Buckles and Buttons with an Eagle of Rust*) addressed to lower secondary and higher secondary school students; grants for the project implementation *Dom Spotkań z Historią* (*History Encounters House*) commemorating the 70th anniversary of Warsaw Ghetto Uprising and for conducting history workshops serving the same purpose for students from all types of schools.

FBZW was implementing many own projects dedicated to historical education and addressed to the general public within the framework of which competitions, quizzes, e-learning panels and also educational packages for school-age students were organized. The most important ones among them are as follows: *Mistrz i uczeń – wychowanie w II RP* (*A master and a disciple – education in the Second Republic of Poland*), *Pamięć o Powstaniu Warszawskim* (*Memory of the Warsaw Uprising*), *Bitwa Warszawsaka 1920* (*The Battle of Warsaw 1920*).

Among three foundations involved in historical education, the smallest involvement was presented by FBHW. Its only project carried out in this area was the realization of an original program entitled *Korzenie* (*The Roots*), which popularizes the knowledge of Kronenberg family's accomplishments and presents the history of BHW, the oldest, continuously operating bank in Poland.

The same three DLBFs which were undertaking initiatives in the domain of historical education were also active in the area of **information technology education**;[17] however, their involvement in this case was much smaller in general. Along with providing examples for the foundation activities in the discussed scope FPKO should be also mentioned since it was financing Polish Academic Championships, European Championships and World Championships in Team Programming – organized by Fundacja Rozwoju Informatyki and the University of Warsaw – and additionally scholarships for the winning teams. The discussed foundation was also offering donations in-kind to those in need in the form of computer hardware removed from usage by its founder. Such donations were also granted by FBZW, whereas FBHW subsidized, among others, the project in information technology education implemented within the framework of voluntary work.

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[17] Information technology education, referring to the spectrum of computers' usage in teaching aims at preparing people for life in the currently being created information oriented society and mainly for taking advantage of new communication forms, collecting information and skills for their proper application [Sysło 2003, pp. 7–23].

Another area of DLBFs activities is **civic education**[18] and **social/pro-social education**[19] closely related to it. FBZW was presenting particular involvement in the discussed area by implementing its original grant program called *Bank Ambitnej Młodzieży* (*Ambitious Youth Bank*) focused on raising awareness among young people that not only their own future, but also the future of local environment, the nation and the Polish State depends on education, initiative, involvement and pro-social activities. FBZW was allocating slightly over PLN 1 mn annually for the implementation of the above-mentioned program which constituted about 25% of its entire statutory expenditure. Moreover, in partnership with the Foundation "De Primario," it was carrying out the project entitled *Ucz się od ucznia* (*Learn from a Student*) dedicated to activating the young generation to pass on knowledge of an effective usage of the latest technical news to an older generation.[20] FPKO was also active in the discussed educational area and granted support to strategic partners implementing their statutory activities aimed at forming civic and pro-social attitudes among the young generation including e.g. Związek Harcerstwa Polskiego (Polish Scouting Association) and Towarzystwo Przyjaciół Związku Strzeleckiego "Strzelec" (The Fellowship of Shooting Association "Shooter").

Agricultural education[21] remained the type of education the least frequently supported by the analyzed entities. It was supported by FBGZ only through an original scholarship program called *Agrotalenty* (*Agrotalents*). The program is focused on selecting scholarship students in cooperation with the Central Committee of Agricultural Knowledge and Skills and eight agricultural universities from all

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[18] Civic education can be defined in the broad and narrow perspective. In the first case, it refers to "education at school level which is to prepare students for becoming active citizens by passing knowledge, skills and attitudes to them necessary for development and resulting in wealth of the society in which they live" [*Edukacja...* 2012, p. 8]. In its narrow meaning – in accordance with the definition by the International Association for the Evaluation of Educational Achievements – civic education covers the "knowledge and understanding of formal institutions and processes of civic life (e.g. voting in elections)" [Schulz et al. 2010, p. 22].

[19] Social education aims at preparing children and youth for adult life in society and in a family and for perceiving standards and principles from their perspective, as well as developing habits in them necessary in team work and personal manner and also teaching them to remain both active and fully aware citizens presenting social responsibility for their local community and their country [Jaroszuk 2013, p. 2].

[20] Students play the roles of teachers, whereas teachers, parents and grandparents act as students during extracurricular classes organized within the framework of this project.

[21] According to some researchers, agricultural education consists in "self-motivational and intentional partnership cooperation of a farmer with a farming consultant aimed at solving professional problems of a farmer – who finds himself/herself or can find himself/herself in a particular problematic situation – and allowing to: prepare a farmer for taking up effective actions preventing failures while working on his/her own farm; prepare and implement a farmer for independent identifying and resolving his/her own professional problems [Kujawiński 2005, p. 3]. In the present article agricultural education refers to all the types of activities aimed at disseminating knowledge and skills in the area of growing crops and plants as well as animal husbandry.

over Poland. The program is addressed to young agricultural talents – future leaders in farming.

Finalizing the analysis of DLBFs' involvement in public education a few more initiatives should be also mentioned, which cannot be assigned to any of the earlier distinguished education types. Financing by FPKO, through its strategic partner – Aid Association of the Disabled Drivers "SPiNka" – specialized driving courses for persons with disabilities can serve as their example.

As already mentioned, the verification of DLBFs' actual scope of involvement for the benefit of education can also be conducted based on the analysis of funds' value allocated by them to its support, whereas the verification of actual importance assigned by the presented foundations to the activities carried out within the discussed area – through the analysis of expenditure share to educational purposes in the total value of their statutory expenditure (see Table 5). Unfortunately owing to the fragmented availability of the source research materials,[22] performing a complete

Table 5. Expenditure for statutory and education objectives in DLBFs in the period 2011–2013

Foundation	Expenditure for statutory objectives (in thous. PLN)			Expenditure for supporting education (in thous. PLN)			Share of expenditure for supporting education in expenditure for statutory objectives (%)		
	Year								
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Foundations for which supporting education is the priority in the light of statutory purposes (Minister of National Education is their supervisor)									
FBGZ	2,331	3,032	3,108	2,017*	2,452*	2,640*	87	81	85
FPKO	5,313	9,032	9,740	1,872	2,038	3,231	48	64	79
FMBK	2,895	2,470	1,702	1,471	1,267	951	35	22	33
FPEO	920	796	937	273*	325*	385*	30	41	41
Foundations for which supporting education is not the priority in the light of statutory purposes (Minister of National Education is not their supervisor)									
FBHW	7,483	7,798	8,072	3,687	3,063	4,124	51	51	56
FBZW	3,586	4,097	4,732	1,714*	2,632*	3,748*	48	64	79
FBNP	289	210	231	No data					
FBOŚ	No data								
* Expenditure was estimated based on authors' calculations.									

Source: own study based on DLBFs' reports available on their websites and information obtained from their employees.

[22] Not all the analyzed foundations, in their general-purpose reports, present figures illustrating the scale of activities carried out for the benefit of education (e.g. FBNP) and even if such data are provided, they frequently remain incompatible in time and space, among others, due to variations in their specificity and residual nature. FBOS remains a foundation which does not provide any figures about its own activities in its general-purpose reports. Many desirable information were also unavailable through e-mail or phone requests addressed to DLBFs. The only exception in this case was FBHW the employee of which provided all necessary information.

analysis in the studied scope turned out impossible. In spite of that, the collected figures should be regarded as useful since they offer a background for extending conclusions in the researched area.

Among four foundations for which supporting education remains – in the light of statutory objectives – a priority, FBGZ presented the highest involvement evaluated from the perspective of the financial means provided and also FPKO – only slightly smaller in 2013 (in the period 2011–2012 much smaller but still significant). In both cases the confrontation of statutory intentions with reality was definitely positive – the value of annual means allocated by them to education presented, in the analyzed period, the range of PLN 1.8–3.2 mn and was increasing each consecutive year, whereas the share of expenditure for education in their spending for statutory purposes ranged between 48–87% in the period under analysis (in FBGZ this share presented the level exceeding 80% throughout the entire year and in FPKO it continued to grow and at the end of the studied period remained close to 80%). As far as the other two foundations covered by this group (FMBK and FPEO), comparing statutory declarations with the reality can no longer be so clearly positively evaluated because both the means allocated to financing education (especially in FPEO) and their shares in statutory expenditure (especially in FMBK, but also in FPEO in 2011) were much lower than in the earlier discussed institutions and also lower than in FBHW and FBZW, which did not list education in their statutes as a leading area of activity. The situation observed in the two last-mentioned foundations may lead to a conclusion that their statutory objectives are not consistent with their actual operations among which an important place is occupied by activities for the benefit of education – FBHW, in each year of the analyzed period, allocated the most financial means for education financing from all studied entities (PLN 3–4 mn annually), and their share in its total statutory expenditure presented the level of about 50–55%;[23] during the same period FBZW expenditure on education was slightly lower (PLN 1.7–3.8 mn); however, their share in expenditure was continuously increasing, from the level of 48% through 64% up to 79%. The scale of financial involvement for the benefit of education by FBNP and FBOS was impossible to identify due to insufficient or missing information, but – regarding the first one it can be inferred that the volume of expenditure in the discussed area could not be significant owing to the low value of total statutory expenditure (barely 210,000–290,000 per year).

5. Conclusions

The analysis conducted for the purposes of this article has proved as follows:

1. DLBFs are covered by the category of bank corporate foundations representing the type of private law foundations.

[23] At this point, it should be added that FBHW excels in the studied group in terms of financial means level allocated not only to Polish society education in general, but mainly to financial education (share of the latter in total expenditure for education was about 74–84% in this case, which presented a completely exceptional situation at the background of the other DLBFs).

2. The above-mentioned foundations were established by 8 out of 13 DLBs. The first one was FMBK (1993) and the last FPKO (2010). BGZ, BHW, BOS, BNP, BZW and PEO also have their own foundations.

3. All DLBFs declare in their statutes that education remains within the scope of their interest, but only four of them (FBGZ, FMBK, FPEO and FPKO) consider it their primary area of operations in the light of statutory objectives.

4. Although in the case of all DLBFs education oriented activities were confirmed, their statutory declarations and actual operations in the discussed area are frequently inconsistent. For example, FBHW does not identify education in its statute as a major area of its own activities; however, in practice its financial involvement in the above-mentioned domain remains the largest in the entire group of analyzed foundations. An opposite situation occurs in the case of FPEO. Based on statutory provisions and the National Court Register indications (Minister of National Education acts as FPEO supervisor), one could infer that it will remain highly active in the domain of education, but the practice does not confirm that. Its means allocated to social education are significantly different from the expenditure of the other six DLBFs which provided due data and remain the lowest in the analyzed population. In the case of FPKO and FBGZ, the statutory intentions of significant involvement for the benefit of education were positively verified.

5. All DLBFs, except for FBOS, were engaged in general education initiatives. Regardless of that, they were also involved in the area of objective education: cultural and promoting health (in both cases all studied foundations); business education (five out of eight foundations, FBNP, FBOSand FPKO remained inactive); ecological education (FBHW, FBZW, FPKO); historical education and information technology education (in both cases only FBHW, FBZW and FPKO); civic and social education (FBZW and FPKO only); agricultural education (only FBGZ).

6. Some analyzed entities (FBZW and FBGZ) showed relatively small and three other (FBNP, FBOS and FPKO) total absence of interest in business education. This may seem surprising since one may expect that – due to the presented competences and particular interests of these entities' founders – this type of education in all DLBFs operations will remain the primary one. Such expectations were confirmed only in the case of FBHW, which is an undisputable leader in providing support for financial education.

7. Different social groups represent the beneficiaries of educational activities carried out by the analyzed entities, and in particular: youth and students. Some foundations were addressing their educational initiatives to a great number of diverse entities (e.g. FBOS), while others concentrated on just a few selected groups.

8. DLBFs put their operations into real life practice in the field of education in different ways, but mostly by financing: scholarship type of programs (authorial and strategic partners); their own projects carried out within the framework of authorial programs; projects by grant programs beneficiaries; non-grant projects; statutory tasks of strategic partners; programs implemented within the framework of the founder's

voluntary work. Financing scholarship programs and strategic partners projects should be listed among the most frequently applied financing types. The studied foundations relatively rarely supported education by means of offering aid in-kind.

9. It is difficult to perform a comparative assessment of financial involvement by particular DLBFs for the benefit of educational initiatives due to the insufficiency of indispensable, credible and comparable data in their reports and difficulties in obtaining them form a given foundation employees, or based on individual choices and estimations. Ultimately, however, such assessment was performed, but based on incomplete – and in some cases – only estimated data, which means that they cannot be regarded as reflecting the reality in full. In accordance with the above-mentioned assessment, FBHW has received the best review, with FBZW, FBGZ and FPKO ranked just behind it.

The finnal conclusion of the study is that the assumed hypothesis has been confirmed – all DLBFs get involved in certain operations aimed at public education; however, it is executed to a various extent, by means of diverse methods and for the benefit of different groups of beneficiaries.

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Education contributes to the improvement of the living standards and remains a decisive factor in the process of influencing human attitudes as valuable, productive and responsible members of a democratic civic society [Jutvik, Liepina (eds.) 2008, p. 20]. It constitutes, as already mentioned in the introduction, the key area of activities focused on sustainable development. Domestic listed bank foundations – by supporting both, general education and profiled one (cultural, health promoting, business oriented, ecological, historical, information technology, civic and social as well as agricultural) – contribute to turning it into the actual reality in our country. In the course of assessing their, so far observed, involvement in the area of education, it has to be recognized as extensive, however, insignificant and thus they should be encouraged towards intensifying their operations in the discussed scope.

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