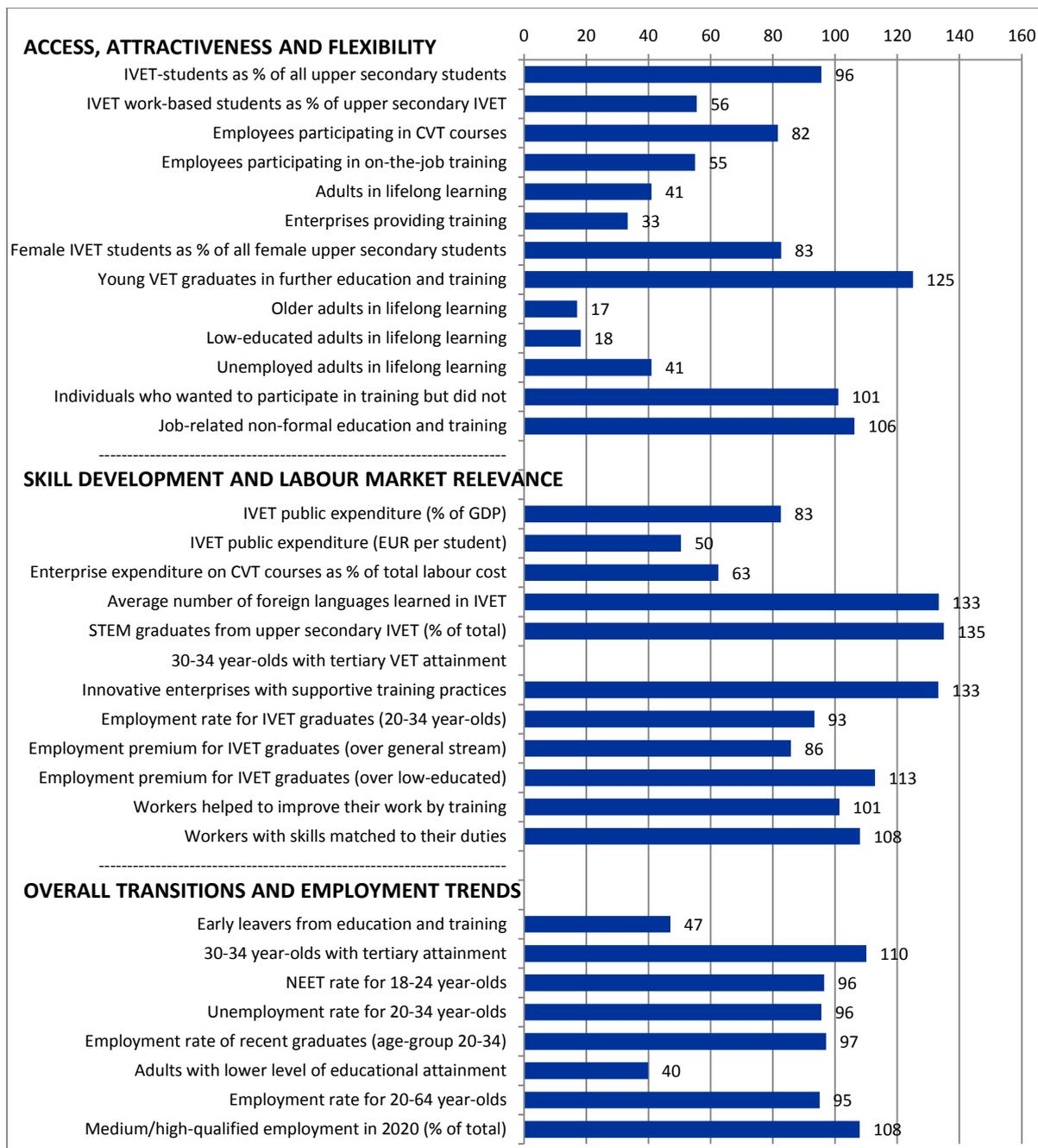


21. Poland

VET indicators for Poland for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.
All data in the table have been rounded.

Poland's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Poland with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Poland is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Poland's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The percentage of all upper secondary students participating in IVET in Poland is 48.2%, close to the EU average of 50.4%. The share of female upper secondary students participating in IVET is, 37.2%, lower than the EU average of 45.0%. At 14.7%, the share of IVET-students in combined work- and school-based programmes is relatively low compared with the EU average of 26.5%. Young VET graduates are more likely to participate in further education and training (38.4%) than in the EU as a whole (30.7%) (data for 2009).

Adult participation in lifelong learning is much lower in Poland (4.3%) than across the EU (10.5%) (data for 2013). For older (1.1%) and lower-educated adults (0.8%), participation level differences are even more substantial: participation rates are less than a fifth of EU average rates. According to 2010 CVTS data, 22% of employers reported providing training compared with 66% in the EU, and 31% of all Polish employees undertook CVT courses compared with 38% in the EU.

Skill development and labour market relevance

Public expenditure on IVET as a percentage of GDP is 0.57%, lower than the EU average of 0.68% (2011 data). The amount spent per student (EUR 4 330) is also below the EU average of EUR 8 586. STEM graduates account for 39.4% of all graduates from upper secondary VET which is above the corresponding EU average of 29.2%. At 55.4%, the share of Polish innovative enterprises providing training to support innovation is also relatively high compared with the EU average of 41.6%. The average number of foreign languages learned by students in upper-secondary-level IVET (1.6) is higher than the EU average of 1.2.

The employment rate for IVET graduates aged 20-34 at ISCED levels 3-4 is 73.8%, lower than the EU average of 79.1%. IVET graduates in Poland enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 4.8 percentage points higher than their counterparts from general education (although their premium is lower than the EU average of 5.6 percentage points), and 19.6 percentage points higher than those with lower-level qualifications (above the EU average premium of 17.4 percentage points). All these employment data relate to 2009 and exclude young people in further education.

Overall transitions and employment trends

In this section all data refer to 2013 unless otherwise stated.

The rate of early leaving from education and training is 5.6%, much lower than the EU average of 11.9%. Poland is already below the Europe 2020 average target (10%), but not yet below its national target of 4.5%. At 40.5%, the share of 30 to 34 year-olds who have completed tertiary-level education is higher than the EU average of 36.8%. It has increased faster than in the EU as a whole, and as a result it is higher than the Europe 2020 average target (40%) but still below the national target (45%). The percentage of adults who have completed low-level education (9.9%) is lower than the EU average of 24.8%.

The unemployment rate is 14.4% (15.1% in the EU) and the NEET rate is 16.4% (17.0% in the EU), both slightly lower than in the EU. The employment rate for 20 to 64 year-olds (64.9%) is lower than that of the EU (68.3%).

Score on VET indicators in Poland and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	PL	EU	PL	EU	PL	EU		PL	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students	44.0	51.9	48.2	50.1	48.2	50.4	(2)	0.0	0.3
IVET work-based students as % of upper secondary IVET	14.3	27.2	13.7	27.4	14.7	26.5	(2)	1.0	-0.9
Employees participating in CVT courses (%)	21	33	31	38					
Employees participating in on-the-job training (%)	15	16	11	20					
Adults in lifelong learning (%)	4.7		5.2		4.3	10.5 ^(b)	(3)	-0.9	
Enterprises providing training (%)	35	60	22	66					
Female IVET students as % of all female upper secondary students	33.0	46.5	36.9	44.4	37.2	45.0	(2)	0.3	0.6
Young VET graduates in further education and training (%)			38.4	30.7					
Older adults in lifelong learning (%)	1.1		1.4		1.1	6.6 ^(b)	(3)	-0.3	
Low-educated adults in lifelong learning (%)	0.6		0.8		0.8	4.4 ^(b)	(3)	0.0	
Unemployed adults in lifelong learning (%)	3.7		5.8		4.1	10.0 ^(b)	(3)	-1.7	
Individuals who wanted to participate in training but did not (%)	9.0	14.2	9.6	9.5					
Job-related non-formal education and training (%)			85.2	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)	0.57	0.67	0.55	0.71	0.57	0.68	(1)	0.02	-0.03
IVET public expenditure (EUR per student)	3 041	7 033	3 998	8 558	4 330	8 586	(1)	332	28
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.5	0.8					
Average number of foreign languages learned in IVET			1.6	1.2 ^(d)	1.6	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	46.0	32.0	40.7	28.7	39.4	29.2	(2)	-1.3	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3		7.4		8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)	54.4	43.1	55.4	41.6					
Employment rate for IVET graduates (20-34 year-olds)			73.8	79.1					
Employment premium for IVET graduates (over general stream)			4.8	5.6					
Employment premium for IVET graduates (over low-educated)			19.6	17.4					
Workers helped to improve their work by training (%)			91.0	89.8					
Workers with skills matched to their duties (%)			59.6	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)	5.4	15.4	5.4	13.9	5.6	11.9	(3)	0.2	-2.0
30-34 year-olds with tertiary attainment (%)	24.7	28.8	34.8	33.4	40.5	36.8	(3)	5.7	3.4
NEET rate for 18-24 year-olds (%)	17.2	15.1	14.5	16.6	16.4	17.0	(3)	1.9	0.4
Unemployment rate for 20-34 year-olds (%)	17.8	10.6	13.1	13.1	14.4	15.1	(3)	1.3	2.0
Employment rate of recent graduates (age group 20-34) (%)	71.3	79.0	76.3	77.4	73.2	75.4	(3)	-3.1	-2.0
Adults with lower level of educational attainment (%)	14.2	30.0	11.5	27.3	9.9	24.8	(3)	-1.6	-2.5
Employment rate for 20-64 year-olds (%)	60.1	68.9	64.3	68.5	64.9	68.3	(3)	0.6	-0.2
Medium/high-qualified employment in 2020 (% of total)					88.8	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).