

# Human capital development strategy

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 POLAND

## Timeline

2022 Implementation

2023 Implementation

2024 Implementation

2025 Implementation

ID number 44941

## Background

The adoption of the Strategy for responsible development (SOR) in 2017 created the need to review the 2013 Human capital strategy. The main goal of the update was to ensure that the aims and intervention areas, actions and projects for human capital development indicated in the SOR were reached.

## Objectives

The Human capital development strategy reflects and answers the main challenges faced by Poland in supporting human capital development and increasing social cohesion. The challenges outlined by the strategy are: formal and non-formal education quality improvement; health system advancement; increasing the fertility rate; changing the functioning of public administration due to the ageing processes; and poverty and social exclusion prevention.

The strategy set up four strategic goals:

- (a) increasing the level of competences and qualifications in society (including digital competences and qualifications);
- (b) increasing citizens' health and the effectiveness of the health system;
- (c) increasing and improving the absorption of human capital by the labour market;
- (d) reduction of poverty and social exclusion and increasing access to the services offered in response to the demographic challenges.

## Description

The strategy update was coordinated by the ministry responsible for family, labour and social security. The final version of the document was adopted in 2019. The strategy is implemented by 15 different institutions, including the ministries responsible for education, digitalisation, labour, health or justice.

The implementation of the strategy goals includes strategic projects outlined in the Strategy for responsible development, and supplementary projects grouped in two areas:

social cohesion and human capital. The second area includes the following five lines of intervention: better adjustment of education and learning to the needs of modern economy; building an infrastructure of equal access to information; better law-making and good governing; improving citizens' health and effectiveness of the health system; and improving physical education in society. The strategy also emphasises the role of employers and employers' associations in VET education to assure a rapid response to labour market needs. The strategy also underlines the importance of addressing better the needs of adult learners by adjusting the format of vocational courses and trainings.

### 2022 Implementation

The strategy is implemented by several strategic projects: advancing the Integrated qualification system; development of diagnostic tools for counselling centres; elaboration of model training of SEN learners with the use of the International classification of functioning, disability and health (ICF); CHANCE, the new opportunities for adults project; and the LOWE project.

### 2023 Implementation

The projects and initiatives that implement the strategy were continued, including the Integrated qualification system development; development of diagnostic tools for counselling centres; and CHANCE, the new opportunities for adults project.

### 2024 Implementation

The strategy's implementation continued through projects to develop digital literacy among teachers and students, set up and support Sectoral skills councils, the Integrated skills system, Sectoral skills centres, and post-graduate IT studies for teachers.

### 2025 Implementation

The strategy's implementation continued through diverse projects, and some of the outcomes include:

- (a) establishment of 150 local centres for education and knowledge (*lokalne ośrodki wiedzy i edukacji* - LOWE), of which 129 were still operational after the project finalisation;
- (b) over 20 thousand schools have access to fast, free and secure internet;
- (c) over 200 free e-courses for students and teachers in the field of cybersecurity, programming, artificial intelligence, multimedia, graphics, internet technologies and many others;
- (d) schools received 800 mobile labs with a network access point and over 60 thousand tablets with internet access;
- (e) establishment of 29 Sectoral skills councils, for example, in architecture and urban planning, banking and insurance or the hospitality sector;
- (f) development of 21 Sectoral Qualification Framework, e.g., in the telecommunication, fashion or construction sector.

## Bodies responsible

- Ministry of Education and Science (from 2021 until 2024)
- Ministry of National Education

## Target group

### Learners

Young people (15-29 years old)

Learners with disabilities  
Adult learners  
Older workers and employees (55 - 64 years old)  
Unemployed and jobseekers  
Persons in employment, including those at risk of unemployment  
Low-skilled/qualified persons

### **Education professionals**

Teachers  
Trainers  
School leaders  
Adult educators  
Guidance practitioners

### **Entities providing VET**

Companies  
Small and medium-sized enterprises (SMEs)  
VET providers (all kinds)

### **Other stakeholders**

Social partners (employer organisations and trade unions)

## **Thematic categories**

### **Governance of VET and lifelong learning**

Coordinating VET and other policies  
Engaging VET stakeholders and strengthening partnerships in VET  
Establishing and developing skills intelligence systems

### **Modernising VET offer and delivery**

Modernising VET standards, curricula, programmes and training courses

### **Teachers, trainers and school leaders competences**

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

### **Supporting lifelong learning culture and increasing participation**

Financial and non-financial incentives to learners, providers and companies

## **European priorities in VET**

### **VET Recommendation**

VET agile in adapting to labour market challenges

VET as an attractive choice based on modern and digitalised provision of training and skills

VET promoting equality of opportunities

### **Osnabrück Declaration**

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

## Subsystem

IVET CVET

## Further reading

[The updated Human capital development strategy](#)

[OSE IT School e-learning platform](#)

## Related policy developments

2025 Implementation

### Sectoral skills centres (SSCs)

Sectoral skills centres (*branżowe centra umiejętności*) are to be technologically advanced education, training and examination centres in a given industry.

This initiative comprises the following main activities:

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#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

2025 Implementation

### Support for SEN learners in transition to the labour market

Changing the system of vocational preparation of SEN learners (including disabilities) for active participation in social and professional life by:

 POLAND

#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

2025 Implementation

## Vocational education and training action plan for 2022-25

The action plan includes the following five specific measures:

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### Type of development

Strategy/Action  
plan

### Subsystem

IVET CVET

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**2025 Implementation**

## Polish qualifications framework (PQF) and Integrated Qualifications System (IQS)

The PQF can be considered to have reached an operational stage: it was formally adopted by parliament on 22 December 2015 together with the establishment of the Integrated Qualifications System (IQS) and Integrated Qualifications Register (IQR) and came into force in January 2016.

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### Type of development

Regulation/Legislation

### Subsystem

IVET CVET

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**2025 Implementation**

## Supporting vocational guidance

In January 2016, the National Centre for Supporting Vocational and Continuing Education (KOWEZIU) launched the two-year ESF co-funded project 'effective educational and vocational guidance for children, adolescents and adults', aimed at creating an effective guidance system in education and train

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET CVET

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**2022 Completed**

## Training scheme for adults in need: the LOWE project

In 2017/18, the education ministry developed an ESF co-funded project to support 45 schools in becoming local centres for education and knowledge (*lokalne ośrodki wiedzy i edukacji* – LOWE).

 POLAND

**Type of development**

Practical  
measure/Initiative

**Subsystem**

CVET

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**2023 Completed**

**CHANCE: new opportunities for adults (upskilling pathways project)**

From October 2018 to December 2021, the Foundation for the Development of the Education System and the Educational Research Institute are implementing the CHANCE: new opportunities for adults project – a new upskilling pathways project; the Ministry of Investment and Economic Development (current

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

CVET

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**2017 Approved/Agreed**

**National Strategy for Responsible Development**

The National strategy for responsible development (*Strategia na Rzecz Odpowiedzialnego Rozwoju* – ‘Morawiecki Plan’ – SRD) was adopted by the Council of Ministers in February 2017.

 POLAND

**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2025 Implementation**

**Initiatives supporting stakeholder involvement in VET development and delivery**

The Polish Agency for Enterprise Development (PARP) implemented an ESF co-financed project to establish and support the functioning of Sector Skills Councils – SSCs (*Sektorowe Rady ds. Kompetencji*).

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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