

# Changes in the regulation on practical vocational training

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 POLAND

## Timeline

2015 Approved/Agreed

2017 Approved/Agreed

2019 Approved/Agreed

**ID number 28474**

## Background

The share of practical training in formal VET (offered at upper and post-secondary and non-tertiary levels) varied between 50-60%, depending on the programme and the occupation concerned. Practical training content was defined by occupation-specific curricula and it was delivered either in mainly school-based settings (school workshops and laboratories, school farms, continuing education centres and practical training centres), as on-the-job training with an employer or through a special form of apprenticeship (juvenile employment). On-the-job training with an employer was organised by the school, based on a contract between the school and the employer.

Although there is a traditionally active group of small and medium-sized companies from the craft sector providing training through apprenticeships, in general employers' involvement in practical training provision at the beginning of the reporting period was limited; quality apprenticeships and work-based learning opportunities were insufficient. As obstacles to further engagement, companies mentioned the lack of adequate financial incentives, bureaucracy and legal issues. There are also other issues of concern, such as the structure of companies, the lack of a tradition of cooperation, and a negative perception of VET. Employers also tended to consider work placements in enterprises as rather short, hence not worth the investment. Also, they considered their role in shaping VET policy as mostly consultative (issuing opinions) without any power in decision making.

## Objectives

The main objectives of this regulation were to increase cooperation between VET schools and employers and access to work-based learning (WBL).

## Description

In August 2015, the Ministry of National Education amended the Regulation on practical vocational training. The amendments came into force in September 2015, bringing important changes, including:

- (a) vocational schools are required to ensure the provision of work-based learning in their vocational programmes; the amount of provision varies by education level (basic vocational, upper secondary, post-secondary);

- (b) assigning different forms of practical training to different types of schools;
- (c) the legal basis for practical training offered at employers' premises is an agreement concluded between an employer and either the learner or the school director;
- (d) employers are entitled to influence the curriculum of vocational programmes by recommending changes in the study programme to school directors.

In 2017, the regulations on practical training were adapted in accordance with the changes introduced by the structural reform of December 2016.

#### **2015 Approved/Agreed**

#### **2017 Approved/Agreed**

Regulation was amended in 2017.

#### **2019 Approved/Agreed**

Following the Law changing the Education Act adopted on 22 November 2018, amendments to the regulation were adopted at the beginning of 2019 and entered into force as of September 2019. They specify such issues as the types of contracts with employers, the organisation of practical training with employers during school breaks, and the number of hours of practical training per day. They also introduce changes regarding the requirements for practical vocational training instructors (e.g. more flexibility and a framework programme for pedagogical courses).

## **Bodies responsible**

- Ministry of National Education
- Ministry of National Education (until 2021)

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices

### **Entities providing VET**

Companies  
VET providers (all kinds)

## **Thematic categories**

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

Engaging VET stakeholders and strengthening partnerships in VET

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

Reinforcing work-based learning, including apprenticeships

### **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

# Subsystem

IVET CVET

## Further reading

[Act of 22 December 2018 amending the Education Law, the Act on the Education System and other acts \(Journal of Laws 2018, item 2245\)](#)

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[Cedefop ReferNet Poland \(2019\). VET reform continues](#)

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[Regulation of the Minister for National Education of 11 August 2015 amending the regulation on practical vocational training \(Journal of Laws 2015, item 1183\)](#)

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[Regulation of the Minister for National Education of 29 March 2019 amending the regulation on practical vocational. training \(Journal of Laws 2019, item 644\)](#)

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[Regulation of the Minister for National Education of 22 February 2019 on practical vocational training \(Journal of Laws 2019, item 391\)](#)

## Related policy developments

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**2018 Approved/Agreed**

### 2018 law reforming VET

The new act:

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**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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**2019 Approved/Agreed**

### Requirements for trainers in companies

A Regulation on practical vocational training introduced in February 2019 provides more flexibility in the requirements for in-company trainers on work experience and pedagogical training, as some of the previous regulations limited the possibilities for professionals to engage in VET.

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**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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## 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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