

Poland

Overview of the Vocational Education and Training System

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Title: Poland: overview of the Vocational Education and Training System in 2005

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Abstract:

This is an overview of the VET system in Poland. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2005. Later editions can be viewed at http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Poland

THEMATIC OVERVIEWS



01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

The Republic of Poland is a multi-party republic, with a parliamentary-cabinet system of government and a traditional division into the three powers, the legislative, the executive and the judiciary, as stipulated in the Constitution adopted in 1997.

Legislative power is vested in the bicameral parliament, comprising the Sejm as the lower house and the Senate. Members of Parliament (460) are elected by the nation in free, equal, direct and proportional elections conducted by secret ballot, and the Senators – in free and direct elections conducted by secret ballot. Executive power rests with the President of the Republic of Poland who is elected by popular vote, and with the Government - the Council of Ministers, led by the Prime Minister (the President of the Council of Ministers). The Prime Minister and the ministers proposed by the Prime Minister are appointed by the President. To perform its constitutional functions, the Government needs a vote of confidence from the Sejm. The judiciary power is vested in independent courts.

In 1999, a three-tier system of territorial administration was introduced, under which Poland has been divided into municipalities (*gminy*), districts (*powiaty*) and administrative regions (*województwa*). The territorial self-government units include municipalities (2478), districts (314) and towns having a district status (65), as well as regions which are both self-governing units and units of government administration (16). At the regional level, the *wojewoda* is the government representative.

0102 - POPULATION AND DEMOGRAPHICS

In 2003, the demographic development of Poland followed the trends observable since 1999. According to the estimates based on the final results of the National Census of 20 May 2002, as at 31 December 2003 Poland, with a territory of 312,685 km², had a population of 38,191,000. Owing to the low birth rate and the negative balance of foreign migration, Poland's population has decreased by nearly 90,000 as compared to 1999. The population growth rate was negative, falling from -0.03 per cent in 1999 down to -0.08 per cent in 2003, which means that Poland's population is shrinking at an increasing rate.

The trends in Poland's demographic development which could be observed so far are most likely to continue throughout the forecasting period, i.e. until 2025. Poland is expected to have a negative birth rate, which by 2025 will most probably lead to a reduction of the country's population by about 1,600,000. These phenomena, in addition to such tendencies as lowered mortality rates and increased life expectancy will be reflected in the age structure of the population. It is anticipated that in 2025 there will be 5,000,000 less children and youth aged 0-24. This will be accompanied by a progressing ageing of the Polish society, which will mean an increase of the population in the post-productive age and a decrease of the economically active population (see Table 1).

Tabela 1. Demographic forecast for Poland until 2025 (in thousand; as at 31 December)

AGE	2003	2005	2010	2015	2020	2025
0-18	9 009	8 417	7 313	6 701	6 419	6 123
19-24	3 944	3 925	3 367	2 810	2 308	2 066
0-24	12 953	12 342	10 680	9 511	8 727	8 189
18-59/64 (*)	24 036	24 403	24 658	23 861	22 620	21 560
25-59/64 (*)	19 434	19 896	20 789	20 648	19 962	19 155
60+/65+ (**)	5 805	5 885	6 430	7 468	8 540	9 254
TOTAL	38 219	38 123	37 899	37 626	37 229	36 598

(*) total number of women in the 18-59 or 25-59 age brackets and men in the 18-64 or 25-64 age brackets
(**) total number of women over 60 and men over 65

Source: Author's own calculations based on: *Prognoza ludności Polski do 2030 roku*, Główny Urząd Statystyczny (Central Statistical Office), www.stat.gov.pl

The anticipated changes in the age structure of Poland's population are likely to have far-reaching consequences for the educational system. The forecasted drastic reduction in the population groups comprised by school education at all levels (from the primary to the tertiary level) may result in an improved quality of instruction on the one hand, but on the other it may lead to staff redundancies and limiting the training resources addressed to this group. At the same time, the demographic changes will probably lead to a dynamic increase in the training offer addressed to the economically active part of the population (e.g. expanded system of training targeted at updating and upgrading the competencies and qualifications of employees). Another consequence of such changes will be the need to introduce modifications in the profiles of education and training, owing to an increased demand for medical services triggered by a growing number of old people.

0103 - ECONOMY AND LABOUR MARKET INDICATORS

Employment structure by sectors of economy. In the second quarter of 2004, 17.6 per cent of people in work were employed in agriculture, 29.0 per cent in industry and 53.4 per cent in the service sector. As compared with the previous years, migration of employees from agriculture to other sectors of the economy (mainly services) could be observed.

Activity rate. In 2003, the activity rate in Poland was 54.7 per cent. Traditionally, it was much lower for women than for men, and reached 48 per cent and 62.2 per cent, respectively. Interestingly, the highest activity rate among women can be observed among women with higher or post-secondary education; in this group, they are almost as active as men.

More than one fourth of the population in the 15+ age brackets quotes education, training and upgrading qualifications as the reasons for their passivity.

Employment rate. In 2003, the total employment rate in Poland was 44 per cent. For men, it reached a level of 50.4 per cent and was much higher than for women – 38.2 per cent. It should be noted that a vast majority of people in work have at least secondary education.

Official (registered) unemployment rate. In 2004, the total registered unemployment rate in Poland showed a slight decreasing tendency, from a level of 20.6 per cent in January down to 18.7 per cent in October. 2004 was another consecutive year when the unemployment rate remained at such a high level. At the end of the second quarter of 2004, the unemployment rate for women was 19.8 per cent and 18.5 per cent for men, with 42.2 per cent unemployment rate for the population under 25. The latter group accounted for over 25 per cent of all the unemployed.

It should also be noted that 65 per cent of all the unemployed were people with elementary or basic vocational education. The extent of this phenomenon invites the conclusion that a low level of education can be regarded as one of the reasons why people in this group have difficulties in finding work. Therefore, stepping up activities aimed to upgrade qualifications or facilitate retraining of the unemployed or those threatened with unemployment can prove an effective tool in both combatting and preventing unemployment.

Expenditures on science and education. In 2003, the aggregate public expenditure on science and education represented 5.67 per cent of Poland's GDP. The relevant state budget allocation was PLN 35.9 billion, including PLN 24.3 billion of subsidies for education. The total allocation for science and education (subsidies for education plus allocations from the local government budgets) was PLN 45.6 billion. This budgetary category accounted for 12 per cent of the total general government expenditure.

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

According to Eurostat data, a definite majority of Poland's population aged 25-64, i.e. 82 per cent, have at least ISCED-3 level of education. In the case of Poland, this means all people who finished their education at least at the basic vocational level. However, a more detailed analysis of the level of education among this group indicates that to a large extent (about 33 per cent) it is composed by people who did not move beyond the basic vocational education level. The data from the National Census indicates that one in four Poles had basic vocational education, and one in three – secondary or post-secondary education.

On average, in 15 EU Member States, people with at least ISCED-3 education represent 63 per cent of the population, which means that Poland is much above the average EU level. Among the accession countries (excluding Malta [*]), Estonia and the Czech Republic have the largest population with at least ISCED-3 education – 88 per cent each.

One in five Poles aged 18-64 has the lowest level of education. It should be observed however that among the youngest age brackets in this group (25-34 years of age), the share of people with the lowest education level is two times lower, reaching 9.7 per cent (National Census data). According to Eurostat, one in seven Poles had university education. The share of the population with tertiary education is the highest among the youngest age brackets. According to the National Census data, it is 18.6 per cent in the 25-34 age brackets.

The Eurostat data indicates that in 2003 the share of people in the 18-24 age brackets who had at least lower secondary education and did not continue their education beyond the compulsory level was 6.3 per cent, 1.3 per cent less than in December 2002. The low share of school dropouts places Poland in a group of countries with the lowest dropout rates, and high above the EU Member States and the Accession Countries average, which is 15.9 per cent.

According to Eurostat, the share of students attending vocational schools at the upper secondary level (64 per cent) was much higher than the share of students attending general secondary schools (*licea*), which was 36 per cent. It should be noted that as in Table 1, this group also included students attending basic vocational schools which do not lead to secondary education certificate (*matura*) (Cf. Table 1). If we took into account only students attending secondary vocational schools (technical schools and equivalent) leading to *matura*, the respective values would be 52 per cent and 48 per cent. In both cases, this would place Poland in a group of countries where more than 50 per

cent of students are attending vocational schools at the upper secondary level. Other accession countries which had a share in excess of 50 per cent included Slovakia, Slovenia and the Czech Republic.

According to Eurostat, costs of training account for a mere 0.8 per cent of labour costs in enterprises, which places Poland, along with Lithuania and Greece, in a group of countries with the lowest share of training costs in enterprises' labour costs – under 1 per cent.

(*) According to Eurostat, educational statistics concerning Malta are at variance with the statistics from other accession countries and for this reason were not taken into account.

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

The objectives of governmental policy in the field of vocational education and training are consistent with both the changes in the whole education system that have been gradually introduced since 1989, and the on-going 1998 education system reform. The education system reform aims at:

- Increasing the number of people with secondary and higher education;
- Enhancing equal opportunities to access education at all levels;
- Developing schools' educational role through ensuring an appropriate balance of teaching, skill development and guidance for personal growth.

After the year 2000, the realisation of the reform objectives in the area of vocational education and training has been linked with the postulates of "The Memorandum on continuing education" (2000) and "The Copenhagen Declaration" (2002). These documents as well as the strategic objectives of the reform have become the basis for "The Development Strategy for Continuing Education until 2010" adopted by the Council of Ministers in 2003. The activities foreseen in the strategy focus on supporting personal development and stimulating human innovativeness and creativity so that students will be able to adapt to continuous changes and find employment. In order to achieve the accepted goal the following measures were defined as priorities:

- Improving the access to continuing education,
- Improving the quality of CVET,
- Co-operation and partnership,
- Increasing investments in human resources,
- Creating information resources in the field of continuing education and development of counselling services,
- Raising awareness of the role and importance of continuing education.

The objectives indicated in the reform documents and the strategy are being implemented through the changes in the school system structure, reconstructing vocational education and training and building it up on a broad general basis as well as through reconstructing the curriculum and the teaching methods in all types of schools.

The changes in the schooling structure, begun in 1999, first covered primary and lower secondary schools, and since 2002, – upper secondary general schools and vocational schools. The structured post-secondary (not tertiary) schools will be covered as of 2005. Vocational education in the school system and the training of juvenile workers occur after a nine-year obligatory general education in a primary school (6 years) and in a lower secondary school (3 years). Other measures addressed to meet the objectives and priorities in the field of VET and CVET and to popularise the idea of lifelong learning include enhancing co-operation with employers, widening the educational offer in out-of-school system, developing non-public schools and establishments, integrating out-of school and in-school education to give a second chance to people wanting to acquire, complete, upgrade or change their qualifications.

The new system of external examinations and tests (after primary school, after lower secondary school and for an upper secondary general school leaving certificate) and the system of exams confirming qualifications (introduced in 2004) are aimed at improving education quality. In the area of continuing education, the accreditation system for institutions providing continuing education in out-of-school forms (introduced in December 2003) is meant to ensure the quality of education promised and delivered.

In connection with building an information society and the Polish accession to the EU, in January 2004, the Minister of National Education and Sport has appointed the Council for Information and Media Education. The Council is an advisory body, proposing activities and giving opinions in issues concerning IT and media education.

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - ADMINISTRATIVE FRAMEWORK

The management and administration of the education system, including the VET system, has a four-level structure resulting from the administrative division of the country.

The educational policy is formulated and implemented centrally at the level of the Ministry of Education and Sport. The Minister of Education and Sport, by means of regulations and detailed arrangements, creates a legal framework for functioning of all educational establishments, including vocational education and training. The Minister of Education and Sport co-operates with other branch ministers supervising vocational schools.

The Minister of Education and Sport accepts the curricula and approves the textbooks that can be used in both general and vocational education.

Furthermore, the Minister of Education and Sport partly supervises the operation of school superintendents (*kurators*).

The **regional authorities** (*województwa*) mainly play a co-ordinating role; they supervise the implementation of the national policy and provide pedagogical supervision. The representative of the educational authority at this level is a school superintendent (*kurator*), who is appointed by the head of the regional government (*wojewoda*). The regional authorities also run schools and educational establishments of regional significance, including schools for medical staff and social workers, public establishments for teacher training and development, as well as teachers' libraries. The body running a school or an educational establishment supervises the financial and administrative aspects of its activity i.e. budget realisation, property management, as well as issues relating to organisation of school/ educational institution's work.

The **district authorities** (*powiaty*) and their heads (*starosta*) are in charge of managing upper secondary education (including vocational education), post-secondary schools and special schools (primary and secondary), sports schools and schools of sports mastery, practical and continuing education centres, psychological and pedagogical centres.

In Poland, the local level is the **municipality** (*gmina*). All kindergartens, primary schools and lower secondary schools (*gymnasium*) are run by local governments.

At the level of a school or an educational establishment, the headmaster, elected in a competition for a five-year-period, is the person responsible for management. He chooses curricula realised in the school, provides pedagogical supervision, hires and dismisses personnel.

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

The right to education and the freedom of teaching in Poland are safeguarded by the Constitution of the Republic of Poland. It obliges the public authorities to ensure that citizens have general and equal access to education.

- The basic legislative act which regulates the functioning of the education system, including vocational education and continuing education, for youths and adults is the Education System Act of September 7, 1991, with further amendments of 1995, 1998, 2001 and 2002. The amendments to the Act stipulate changes regarding: the schooling obligation and compulsory education; the new education system; the establishment and management of public schools and educational institutions by territorial self-government bodies of different levels; the pedagogical supervision; the external examination system; the registration of non-public schools and educational institutions; the financing of public and non-public schools and educational institutions; procedures for defining the classification of occupations covered by the system of vocational education.

The amendments to the Act, dated July, 25, 1998, introduced changes to the education system, consisting in establishments of new types of schools and modification of term of education at particular levels of the system. According to the assumptions of the educational reform, the following types of schools were introduced:

- Six-year primary school.
- Three-year lower secondary school (a gymnasium)
- Post-gymnasium schools:
- Three-year profiled lyceum, that enables obtaining a secondary school graduation certificate (*matura*)
- Two-year basic vocational school, that ends with vocational exam and gives the opportunity to continue education in two-year supplementary upper-secondary general school (lyceum) or supplementary upper-secondary technical school.
- Two-year supplementary lyceum, that enables vocational school leavers obtaining a secondary school graduation certificate (*matura*)
- Post-lyceum school, that gives opportunity to acquire vocational education and may end with vocational certificate.

The amendment of the Act dated on June 27, 2003, introduced the accreditation of institutions of continuing education and teacher training. It also enables the adults who do not attend any schools to acquire a certificate on the basis of exams carried out by the Central Examination Commission (*Centralna Komisja Egzaminacyjna*). Furthermore the amendment defines more strictly the organisational framework for continuing education and specifies types of schools and establishments entitled to provide this kind of education. In order to improve practical

training, the amendment allows to conclude agreements with employers' organisations, economic self-governments and NGOs regarding organisation of practical training for vocational school pupils.

The specific issues related to VET and CVET such as e.g.: requirement standards for examinations confirming vocational qualifications; types, organisation and operation of public continuing education establishments (Continuing Education Centres, Practical Training Centres, further training and upgrading centres); statutes of public continuing education establishments; core curricula for particular vocations; general vocational education profiles; are regulated by means of the Minister's of National Education and Sport separate ordinances. In the school year 2003/2004, approximately a dozen of such secondary legislation acts were enacted.

The question of continuing education is not regulated by a separate act but is included in the existing legal documents.

Regulations regarding higher vocational education are comprised in Higher Vocational Schools Act of June 26, 1997. This act sanctions a dual system of education at the higher level, distinguishing higher education institutions of academic character and a sector of non-academic higher education institutions. The act refers to state-run higher vocational education institutions, excluding military colleges, that provide licentiate or engineer programmes preparing for carrying on a profession. The regulations of the act apply also to non-state run higher vocational education institutions.

According to the Act of September 4, 1997 on Departments in Government Administration, the department of higher education, responsible for higher education issues and archives, comes under supervision of a minister appropriate for higher schooling issues. The regulations of the act came into force on April 1, 1999.

The questions of training of the unemployed and other job seekers and the question of vocational guidance and counselling are regulated by the Act on Promoting Employment and Labour Market Institutions of 20 April, 2004 as well as numerous ordinances of the Minister of Labour and Social Policy and the Minister of National Education and Sport.

0303 - ROLE OF SOCIAL PARTNERS

The institutional framework for social dialogue in Poland started to be created in the early nineties; however, initially the prime interest of social partners was focused on social and economic issues. Recently the involvement of social partners - both employers' and employees' organisations - in VET-related matters has been increasing due to employers' need to improve the quality of their products and services as well as of the requirement to increase workers' mobility on the labour market.

The main institutional platform for social partners' involvement in vocational education and training at the national level is the Tripartite Commission on Socio-Economic Issues (*Komisja Trójstronna ds. Społeczno-Gospodarczych*), established by the resolution of the Council of Ministers of 15 February 1994. The Tripartite Commission is composed of representatives of public administration, employers such as the Business Centre Club, the Confederation of Polish Employers, the Polish Confederation of Private Employers, the Association of Polish Crafts and the National Chamber of Commerce, the largest trade unions (NSZZ Solidarnosc, OPZZ and Trade Unions' Forum) as well as some sectoral trade unions. All these organisations, representing employers and employees, function in two capacities: consultatively and as initiators of legal measures in the field of vocational education. This may be illustrated in the consultation in 2002 regarding the governmental programme "First Job" addressed to post-gymnasium school leavers, works on development of modular curricula for vocational education and training and the accreditation procedures for curricula and educational institutions implementing them. Likewise, an illustration may be the discussion on vocational and continuing education taken up in March 2004 by the Tripartite Commission during a plenary session with the Minister of National Education and Sport. That session provided an opportunity for a broad presentation of social partners' various opinions both on the present state of vocational and continuing education and on plans for their development.

Another body for social dialogue operating at the national level is the Central Employment Board (*Naczelna Rada Zatrudnienia*), which fulfils an advisory role to the Minister of Labour. The Central Employment Board consists of representatives of public administration, employers' organisations, trade unions and representatives of territorial self-governments and is consulted on, amongst others, issues concerning training of the unemployed, programmes promoting employment, planning and use of the Labour Fund (state purpose fund).

Furthermore, social partners take part in works of the Education Committee of the Polish Parliament and in works of the Ministry of National Education and Sport task forces on the reform of the vocational education and training system.

The Ministry of National Education and Sport, in 2002, initiated a search for social partners willing to sign agreements in order to improve the quality of vocational education, particularly practical education, and to broaden its technical base by taking advantage of enterprises' capacities. Between 2002 and 2004, the Minister of Education signed agreements with ten partners, including organisations participating in the social dialogue underway as part of the Tripartite Commission. For some of them, the agreements represent a crowning achievement to years of collaboration with the Department of Education (e.g. the Association of Polish Crafts) whereas for others the agreement represents the first step along a common path. The agreements have been a good initiative that will, in time, certainly bring advantages to both parties. The participation of employers and their organisations in vocational education in post-gymnasium schools will definitely increase leavers' chances of finding employment, e.g. thanks to having had previous experience under real work conditions.

At the regional and district levels, regional and district employment boards inspire undertakings aimed at full and rational employment in the region, evaluate the management of the Labour Fund, submit applications and give opinions concerning strands and profiles of vocational education and training.

A relatively new consultation structures for VET issues are regional commissions for social dialogue, established on the basis of the Act of 6 July, 2001. The commissions consist of representatives of regional administration, employers' organisations, trade unions and representatives of regional self-government, sometimes the representatives of district self-governments are also invited to the meetings. The commissions meet at least once every three months and discuss social and economic matters crucial for the region, including questions of education organisation and financing. However, not enough time has passed since they started operating to assess their real impact on vocational education and training.

At the level of enterprises, their involvement in VET is mostly through either organisation of practical training or vocational placements for vocational school pupils on the basis of agreements concluded between employers and particular schools or organising vocational training under the apprenticeship scheme as it happens mainly in the case of enterprises associated in the Association of Polish Crafts (see 0404).

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

[Diagram of Education System in Poland](#)

Schooling becomes obligatory in Poland during the calendar year of a child's 6th birthday and remains mandatory until the child turns 16, but he or she is still required to pursue an education until the completion of the age of 18. For the vast majority of students, this entails first attending a primary school and then a lower secondary school (a gymnasium). After graduation from a lower secondary school, the compulsory education is fulfilled by attending a public or non-public post-gymnasium school or by out-of-school forms of education. The lower secondary school graduates start their education in post-gymnasium general education or vocational schools at the age of 16. Education in those schools lasts between 2 to 6 years depending on the type of school. Most vocational pupils finish their education in the school system at the age of 19 or 20.

The vertical permeability of the school system allows one to continue education in schools leading to an upper secondary school-leaving certificate (a matura) or in basic vocational schools leading to vocational qualifications only. However, basic vocational school leavers may go on with their education in supplementary upper secondary technical schools or supplementary general schools that can award an upper secondary school-leaving certificate (a matura). This certificate opens the way to higher education, including higher vocational schools awarding the vocational title of a licentiate or an engineer. Graduates from higher vocational schools are entitled to continue their education at two-year supplementary Master's programmes. The school system also ensures horizontal permeability albeit mostly in one direction – from general schools to vocational schools or from schools for youths to schools for adults.

Vocational education and training in school and out-of-school forms is provided by public and non-public schools, higher education institutions, continuing education institutions, practical training centres and other establishments offering out-of-school education.

In the education system the following types of post-gymnasium schools provide initial vocational education and training:

- 3-year profiled lyceum- providing general education and offering tuition in individual general vocational profiles, leading to secondary school-leaving certificate (a matura)
- 4-year technical secondary school- awarding a vocational qualification diploma. Furthermore secondary school-leaving certificate (a matura) can be obtained after completion of the fourth grade of the school
- 3-year supplementary technical secondary school –awarding a vocational qualification diploma, leading up to secondary school-leaving certificate (a matura), for basic vocational school leavers
- 2-3 year basic vocational school - awarding a vocational qualification diploma
- 2,5 year post-secondary schools- awarding a vocational qualification diploma, for graduates from general secondary schools (starting their operation in 2005)
- 3-year special schools preparing for work for pupils mentally challenged or physically handicapped – awarding a certificate confirming preparation for work.

The reason for the different forms of post-gymnasium schooling lies in the different educational objectives of particular types of schools. General secondary schools, called lycea, prepare their students for obtaining an upper secondary school-leaving certificate after passing a matriculation exam and, further on, for pursuing their education in higher-education institutions; therefore, they are a part of an “academic pathway of education”. In contrast, the rest of post-gymnasium schools, apart from general education preparation, are focused on providing vocational qualifications or general vocational preparation. That is why their curricula are different and their educational process includes practical training in particular vocations. Furthermore, the duration of education is different – three years in the case of a general secondary school but four years for secondary technical schools.

Whether in secondary technical schools, basic vocational schools or post-secondary schools, vocational education is provided in vocations included in “The Classification of Vocations for Vocational Schooling”, which is consistent with the classification worked out for labour market needs.

Table 1: The number of vocational schools for youths in the 2003/2004 school year- data by the Central Statistical Office.

TYPE OF SCHOOL	NUMBER OF SCHOOLS
TOTAL UPPER SECONDARY	10 898
VOCATIONAL UPPER SECONDARY	6 376
BASIC VOCATIONAL	1 919
POST- SECONDARY VOCATIONAL	3 171

According to the Central Statistical Office, 45.2% of 2003 gymnasium leavers continued education in general secondary schools, 24.9% - in secondary technical schools, 14.7% - in profiled lycea, 14.7% - in basic vocational schools and only 0.5% in artistic schools.

0402 - IVET AT LOWER SECONDARY LEVEL

Initial vocational education and training at the lower secondary level is provided in 3-year gymnasias with work preparation classes. These types of schools are aimed at youths with learning difficulties, socially unsuitable or those who have no other possibility to fulfil education obligation (i.e. obligation to complete education at the lower secondary level by the age of 18). The curriculum in those classes comprises 94 teaching hours a week in the entire cycle of education, of which 15% is devoted to vocational education or training in a workplace in the case of participants of Voluntary Labour Corps (OHP). Voluntary Labour Corps are labour market institutions which perform tasks of the state related to employment, combating and preventing social exclusion of young people, as well as education-related tasks. The school does not award a vocational title (e.g. a skilled worker as it is in the case of a basic vocational school) but prepares for performing simple jobs.

In the 2003/2004 school year, there were 90 such gymnasias, attended by 23.7 thousand pupils.

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

The basic criterion for admittance to all schools at the post-gymnasium level is completion of a gymnasium. Other criteria depend on the type of school and are usually comprised in the school statute. They may take into account the number of points obtained at the final gymnasium exam, a pupil's marks in Polish and three other compulsory subjects and his special achievements. In the case of supplementary upper secondary schools (general lyceum or technical school), the admittance criteria may also include the results of an entrance exam or an interview.

The profiled lyceum is a new type of school and a new educational pathway implemented as a result of the 1999 educational reform. This type of school, besides general education, provides education in general vocational profiles. Education in a profiled lyceum starts at the age of 16 and lasts 3 years. The fifteen profiles of general vocational education correspond to the categories of activities listed in the Polish Classification of Activities – PKD. The most popular profiles chosen by pupils are: administration- 28.2% of pupils, information management –17.8% and service –17.2%.

The core curriculum defines the number of teaching hours for general and vocational subjects. The education in a profile amounts to 13% of all teaching hours.

The leavers from profiled lycea may be able to continue their education in new post-secondary schools, which will start in 2005. Moreover, obtaining an upper secondary school-leaving certificate (a matura) allows the leavers to access higher education institutions, including higher vocational schools.

In the 2003/2004 school year, 1635 profiled lycea, attended by 170.2 thousand pupils, functioned in the school system.

Technical secondary schools enable the acquisition of both an upper secondary school-leaving certificate (a matura) and vocational qualifications at the level of *technician*. The pupils start their education in these schools at the age of 16 and finish in 4 years. In the 2003/2004 school year, there were 2217 technical secondary schools for gymnasium graduates and 844 supplementary technical schools for basic vocational school leavers. There were 323.1 thousand pupils in both types of those schools.

The most popular vocations offered by technical secondary schools are: an accountant, a mechanic, an electronics specialist, and a salesperson.

After completion of the school, graduates may take an external exam confirming their vocational qualifications. The exam is based on nationwide examination requirement standards. Obtaining a secondary school-leaving certificate (a matura) in their fourth year opens the door for graduates to higher education institutions.

The only vocational school at the post-gymnasium level that awards a vocational qualification diploma but does not lead to an upper secondary school-leaving certificate (a matura) is the basic vocational school, which confers the qualifications of a *skilled worker*. Education in this type of school starts at the age of 16 and lasts 2 or 3 years, depending on the vocation. The duration of education for particular vocations is indicated in "The Classification of Vocations for Vocational Schooling" (*Klasyfikacja zawodów dla szkolnictwa zawodowego*). The most popular vocations in the 2-year schools are: a shop-assistant, a cook and a gardener, and in 3-year schools: an automobile mechanic, a hairdresser and a baker.

In the 2003/2004 school year, 1919 basic vocational schools functioned in the school system, educating 204 thousand pupils.

The proportions between general education (general subjects –e.g. Polish language and one foreign language in basic vocational schools and two foreign languages in secondary technical schools, history, introduction to sociology, mathematics, physics, chemistry, etc.) and vocational education (including theoretical and practical vocational subjects) are specified in general teaching plans relevant for the given type of school which at the same time serve as a basis for organising education in the given types of schools. The general teaching plans are prepared by the minister of education. In the case of technical secondary schools vocational subjects consume 36% of all hours envisaged for learning in the entire cycle of education. In basic vocational schools vocational subjects consume 53% of all hours envisaged for education.

Proportions between general education and vocational education and types and scope of skills to be gained are defined in teaching plans and curricula specified for individual occupation.

The Regulation of the Council of Ministers of December 11, 1992 on organising and financing practical vocational training, the rights and obligations of establishments which provide such training and on students who participate in the practical vocational training with all subsequent amendments is the legal basis for organising and financing practical vocational training. At the moment intensive efforts are being made to update and amend the above mentioned regulation.

Practical vocational training is organised in the form of practical instruction classes at school or vocational placements. Practical instruction classes are aimed at the acquiring vocational skills necessary for a particular vocational career. They may be carried out in school workshops and laboratories, school farms, continuing education centres or practical training centres. In basic vocational schools practical training consumes around 50% of all hours envisaged for vocational subjects. In technical secondary schools this proportion varies from 10% to 38%.

Around 20% (data from 2001) of pupils attending basic vocational schools (at the worker level) receive their practical vocational training in craftsmen' workshops. There are no collective and comprehensive data showing what percentage of pupils (of basic and secondary vocational schools) obtain their practical vocational training in enterprises and in school workshops, and what percentage in practical training centres and continuing education centres. However, it can be stated that employers (apart from craftsmen) are not interested in training the pupils and that the percentage of pupils who receive their practical vocational training in an employer's company is fairly small. Since 2002 the ministry of education - in co-operation with other ministries - has initiated activities designed to change those proportions. So far the Ministry of National Education and Sport has concluded agreements with ten social partners aimed at establishment of a network of companies which will offer practical training for pupils and teachers and will support schools' technical base.

Vocational placements lasting 4 weeks is organised once or twice in the education cycle.

Because vocational placements are meant to deepen pupils' vocational knowledge and skills and to teach them how to apply the knowledge and skills in real work conditions, they take place in enterprises and individual farms.

In school forms of education the number of hours of practical vocational training cannot exceed 6 hours daily for pupils up to 16 years old and 8 hours for pupils over 16 regardless the type of school .

The scope of knowledge and skills acquired by pupils during practical instruction and vocational placements as well as the number of hours are defined by curricula for particular vocations.

0404 - APPRENTICESHIP TRAINING

In the Polish education system, apprenticeship training appears as a special type of vocational education and training. The main condition for participation in this type of training is completion of a lower secondary school – gymnasium and being at least 16 years of age. However, in special situations, the law allows for some exceptions to this rule.

In the case of apprenticeship training aimed at acquiring a diploma of skilled worker or an apprentice, theoretical education in the school system or in out-of-school forms respects core curricula for particular vocations. Vocational education in this form takes between 24 and 36 months. The level of education provided in this type of apprenticeship training corresponds to vocational education at the level of a basic vocational school. Youths combining theoretical education in the school system with practical training in an enterprise have a status of a trainee juvenile worker.

In the case of apprenticeship training aimed at preparation for performing a particular job, the employer defines curriculum taking into account existing core curricula. Such training takes 3 to 6 months and culminates in the qualification of *non-skilled worker*. The apprenticeship training in Poland is organised in small and medium enterprises, mainly in handicrafts. The employers are usually members of a guild or a chamber of handicrafts. A particular chamber of handicrafts or appointed guild supervises the apprenticeship training of juvenile workers. According to data provided by the Polish Association of Crafts, in the 2003/2004 school year, in 34.5 thousand enterprises, 85 thousand juvenile workers were undergoing apprenticeship training in various crafts. Most of the juvenile workers (80-85%) completed their theoretical education in basic vocational schools, and the rest, coming mostly from rural areas and small towns, in out-of-school forms. The most common occupations were: an automobile mechanic, a hairdresser, a carpenter and a baker. Juvenile workers who receive initial training for a given job are entitled to compensation representing no less than 4% of the monthly average salary in the national economy.

The agreements with employers can be concluded for a non-limited or limited period of time e.g. for the time needed for training. In case a juvenile worker combines the practical training in the enterprise with theoretical education in school system, the agreement must be signed before the school year starts but if the theoretical education takes place in out-of-school forms then the agreement can be signed in other time. The agreement concluded with the employer determines the form of completing obligatory theoretical education.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Youths from pathological and poor families are especially disadvantaged on the labour market. The alternative for them is to stay and learn in education centres of Voluntary Labour Corps (OHP). Voluntary Labour Corps are state organisational entities from the public finance sector, supervised by the Minister for Labour. They implement tasks related to training, further training, employment and education of youth in cooperation with territorial self-government units.

Lodging, board and education is free of charge. During two years these young people have a chance to complete their education, work and gain vocational qualifications, e.g. in gymnasias with work preparation classes.

In Poland, there are 68 work corps providing education and work for 11 thousand youths.

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Vocational schools at the post-secondary level are represented by post-lyceum schools.

In the 2003/2004 school year there were 3171 post-lyceum schools educating 265.7 thousand people.

The basic criterion for admittance to some post-lyceum schools is completion of an upper secondary school, and to some post-secondary schools, an upper secondary school-leaving certificate (a matura). Students usually start their education in post-secondary schools at the age of 19–21 years, but every sixth student is over 25.

The education in post-lyceum schools takes between 1 and 3 years. Post-lyceum school graduates acquire qualifications of *technician* or *skilled worker*, which they may confirm through an external vocational exam. The vocational profiles these types of schools offer include: technical sciences, economics and commerce, administration, general services, medical and social services, agriculture, culture and arts. Every fifth student graduates from IT or economics and commerce profiles.

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Students typically start their education at tertiary level at the age of 19 (after upper-secondary general schools and profiled lycea), 20 (after technical secondary schools) or 21-22 (after supplementary technical secondary schools). The basic criterion for admittance to schools at the tertiary level is passing the matriculation exam (a final general education exam at the end of an upper secondary school) and obtaining upper secondary school-leaving certificate (a matura).

Schools decide themselves on other admittance criteria, which may include entrance exams, interviews or the grades achieved at the end of upper-secondary school.

Vocational education at the tertiary level is provided by two types of teacher colleges and higher vocational schools.

Graduates from foreign language teacher colleges obtain qualifications entitling them to teach a foreign language in primary, lower and upper secondary schools. The other type of teacher colleges prepare teachers for kindergartens, primary schools and other educational establishments. The education in teacher colleges takes 3 years.

In the 2003/2004 school year there were 22.4 thousand people who acquired qualifications in 100 teacher colleges, of which 58% attended foreign language teacher colleges.

Higher vocational schools offer 4-year *engineer* programmes or 3-year *licentiate* programmes focused on preparing graduates for a particular profession. The essential element of these programmes is 15 weeks of practical training. Higher education institutions of academic character, i.e. universities and polytechnical schools, also provide 3-year vocational programmes leading to a vocational title of a *licentiate* or 4-year *engineer* programmes. However, since they are regulated by different standards and legislation, their curricula does not necessarily include a 15-week period of practical instruction.

All higher education institutions offering *licentiate* or *engineer* studies are obliged to include teaching standards for particular strands and level of education in their curricula. The standards indicate subjects of general education, basic subjects and vocational subjects. Subjects of general education are mandatory for all directions of education and should comprise 15-20% of all teaching hours. General education subjects include foreign languages, physical education and some electives.

In the case of *engineer* programmes, FEANI (Federation Europeenne d'Associations Nationales d'Ingenieurs) accreditation criteria are recommended. According to them, non-technical subjects should take up about 10% of all teaching hours, basic subjects – 35% and technical subjects – 55% of instructional time.

In the 2003/2004 academic year, there were 151 state and private higher vocational schools. These schools educated 166.6 thousand students out of a total of 804 thousand students in all *licentiate* and *engineer* programmes. The graduates of higher vocational schools constituted 4.6% of all higher education institutions' graduates, 1% more than the previous year.

The graduates from licentiate and engineer studies are entitled to continue education at supplementary 2 or 2.5-year Master's courses.

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND AND MAIN TYPES OF CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

The Polish education system was built almost from scratch three times in the twentieth century – first after regaining independence in 1918, second – after the Second World War and for the third time in 1989, after political and socio-economic transformation. After 1918 continuing education was focused mainly on fighting illiteracy. Apart from that, it was the time when first common universities and folk universities were developed. The first years after the Second World War as regards continuing education were also devoted to fighting illiteracy as it was before the War. The period of building a socialist state was characterized by centralisation, unification and politicising of education. The term “adult education” was replaced with “workers’ education” which was meant as developing qualifications necessary at work and in production.

After 1989, in the first phase of transformation and educational reform, continuing education was not one of the priorities. The Education System Act of 1991 didn't refer to continuing education much and only its further amendments changed the situation. The main achievement of the early 90s was creation the network of continuing education centres (CKU) – public establishments providing continuing education.

The significance was attached to continuing education in “ the National Strategy for Employment Growth and Human Resources Development in the years 2000-2006” as to an instrument supporting the growth of employment. The document assumed that this growth should be achieved due to differentiated educational offer of continuing education, individualisation of the offer through adjusting the forms and methods to the trainees' needs as well as through improvement of education quality and introduction of distance learning and modular education as the ways to acquire vocational qualifications on a bigger scale.

Presently, according to the Amendment to the Education System Act dating of 27 June 2003, continuing education is understood as “ education in school for adults and completing general knowledge, skills and qualifications in out-of-school forms”. Furthermore the amendment defines more strictly the organisational framework for continuing education and specifies types of schools and establishments entitled to provide this kind of education and enables the permeability between school and out-of school systems.

Following “ The Development Strategy for Continuing Education until 2010” accepted by the Council of Ministers in 2003, continuing education has become the priority of state's educational policy. The activities foreseen in the strategy focus on supporting personal development and stimulating human innovativeness and creativity so that students will be able to adapt to continuous changes and find employment. The Strategy outlines tasks for state administration and local governments, scientific and educational institutions and social partners, foundations, associations and other non-governmental organisations. It may also provide a basis for developing ministerial (branch) programmes for the development of continuing education in order to systematically improve the professional qualifications of human resources in view of social and economic needs.

The Strategy's priorities include the following actions:

- Increasing the accessibility to continuing education.
- Improving the quality of continuing education.
- Cooperation and partnership.
- More human resources investments.
- Creating IT resources in the sphere of continuing education and development of advisory services.
- Raising awareness of the role of continuing education.

Another document, adopted by the Government on 19 August 2003, is the “State Youth Strategy for the Years 2003-2012”, basically aimed to create suitable living conditions for the young and to provide for their participation in public, social, cultural and political life on a par with other social groups. The following strategic goals are directly related to vocational and continuing education:

- Offering and equalising development opportunities, self-realisation of the young generation.
- Offering opportunities for the development of young people's activity.
- Counteracting social exclusion of the young people.
- Vocational education and upgrading for adults working with the young.

Continuing education takes place in schools for adults, continuing education centres (CKU), practical training centres (CKP), vocational upgrading and further education centres and in higher education institutions offering post-diploma studies and distance learning. The institutions providing school and out-of school forms of continuing education can be public (state owned) or non-public (private). Continuing education in school system is offered in intramural (3-4 times a week), extramural (consultation once every 2 –3 weeks) and distance learning forms. The out-of-school system offers different forms : lectures, courses, seminars, workshops, conferences and mixed forms.

The results of the Survey on Educational Activity of Adults (BAED), carried out in 2003, show that every third working person over 15 years of age participated in the previous year in continuing education. The biggest group participated in self-study (30%), 15% participated in out-of-school forms and only 7% took part in school forms. The rate of people participating in any form of education decreases with age – among 25-29 age group the rate was 44.3% but in the age group between 60 and 64 only 26.4% . More women (38.1%) participated in continuing education than men (34.8%). People with higher education took part in continuing education more often than people with lower levels of education – the research shows that 78% people with higher education upgraded their knowledge and skills but only 18.1% people with basic vocational education. The results regarding continuing education in particular vocational groups proved the thesis that people with higher education more often undertake further education – people classified in the II vocational group (according to ISCO-88 classification) i.e. specialists represented 79.5% of all participants in any forms of continuing education but technicians and medium-level personnel (III vocational group) represented 60.1%. More employed (39.3%) than unemployed (26.6%) undertake educational activities. The participation of the latter decreases the longer their unemployment last – among the unemployed until 3 months 30.3% participated in training but only 14.6% of those who had been unemployed for over 25 months. Unfortunately two thirds of all respondents didn't take part in any forms of continuing education.

0502 - PLANNING AND ORGANISATION OF LEARNING

The Minister of National Education and Sport plays a leading role in initiating and executing the control over educational policy concerning continuing education. In this regard he co-operates with Minister of Economy and Labour and other branch ministers. The Minister of Economy and Labour fulfils the tasks connected with labour market policy, and especially with co-ordination of activities related to training the unemployed, activation of the unemployed and job seekers.

The Polish constitution, legal acts and regulations of a lower level determine the legal framework for continuing education. Particularly the Amended Education System Act of 27 June, 2003 and the Act on Promoting Employment and Labour Market Institutions of 20 April, 2004 directly regulate the issues concerning continuing education. These legal regulations guarantee adults, who have not fulfilled school obligation, the opportunity to complete their primary and lower secondary education or even post-gymnasium education in various types of schools for adults or in labour market institutions e.g. in Voluntary Labour Corps specialised in activities focused on youths, particularly those threatened with social exclusion and unemployed under 25 years of age. (see 4.5)

Continuing education activities may be also carried out under the legal regulations on economic activity and then the regulations of the education system act are not applied. A wide range of training providers, from one-person firms to huge companies with several dozens of full-time employers operate on this legal basis. However, to ensure quality and to get enlisted in the register of labour market training institutions they should receive the accreditation of an educational superintendent. Such accreditation assures the quality of educational activities offered by different kinds of continuing education providers. The educational superintendent, appropriate for the territory where the provider is registered, appoints a team, which assesses the activity of the continuing education provider in terms of the equipment, applied didactic means, qualifications of the teaching staff etc.

The training institution enlisted in the register of labour market training institutions is eligible to apply for funding from the state budget in case of organising training for the unemployed and job seekers.

The co-operation of the Minister of National Education and Sport with other branch ministers regards, amongst the others, educational strands and profiles offered in vocational schooling, especially education in particular vocations. The ministers appropriate for particular vocations e.g. minister of health for medical vocations, minister of environmental protection for vocations in forestry, can, after the assessment of labour market needs, introduce new vocations into vocational schooling system. A minister appropriate for a given vocation can support materially and organisationally schools and educational establishments educating in the vocation.

0503 - DELIVERY MECHANISMS AND PROVIDERS

The following organisations provide school and out of school forms of continuing education and training in Poland:

- Public and non-public schools for adults;
- Continuing education centres (CKU) and practical training centres (CKP);
- Branch upgrading and further education centres;
- Higher education institutions, units of the Polish Academy of Science, research institutes;
- Labour market institutions, including Voluntary Labour Corps;
- Private training companies;
- Enterprises (employers);
- Associations, foundations and other corporate bodies and individuals.

Public schools constitute a vast majority of **schools for adults** – they represent 63.4% of all basic and secondary vocational schools for adults. Vocational schools for adults offer education in vocations comprised in “ the Classifications of Vocations for Vocational Schooling”.

In the 2003/2004 there were 3602 schools for adults including: 7 primary schools, 124 gymnasias, 1379 upper secondary general schools, 1949 upper secondary vocational schools and 143 basic vocational schools. In 2003/2004 school year, 380.8 thousand adult pupils attend all types of schools for adults. Adults attending secondary and basic vocational schools represent 52.1% of all attending schools for adults.

Adult pupils are promoted after each semester. The evaluation and classification of pupils are based on semestral examinations in all obligatory subjects defined in the teaching plan./P>

Continuing education centres (CKU) and practical training centres (CKP) are public establishments offering continuing education in school and out-of-school forms. In 2004 there are 136 continuing education centres and 137 practical training centres located all over the country.

Higher education institutions, units of the Polish Academy of Science and research institutes provide the tertiary-level graduates with post-diploma studies aimed at upgrading their qualification, updating their knowledge, completing the education necessary to perform their jobs (e.g. pedagogical studies, managerial studies, medical studies etc.) or to acquire qualifications in a profession related to their own. In the 2003/2004 academic year, 131.2 thousand students participated in post-diploma studies, of which 70% were women.

Labour market institutions e.g. district labour offices organise training for the unemployed, those threatened with unemployment, youths giving up education, school leavers and the disabled.

The training is aimed at increasing the employability of participants through upgrading vocational qualifications, re-qualification or vocational activation. Training is financed from the Labour Fund (a special-purpose fund, administered by the minister competent for labour issues). A labour office decides on the form of training taking into consideration the labour market needs and the needs of the unemployed. It also can choose a training provider from the register of labour market training institutions. A tripartite training agreement model is often used in the organisation of training for the unemployed. Agreements are concluded between a labour office, an employer and a training organisation determining the qualifications required by the employer from candidates for work in their enterprises. The priority groups that are directed to training are so called risk groups : long-term unemployed (over 12 months), women, especially single mothers, people released from prisons, vocational school leavers and the disabled.

At the end of December 2003, 3,175.67 thousand unemployed were registered in labour offices, including 157.9 thousand recent school leavers. Post-secondary and secondary vocational school leavers, and those from basic vocational schools accounted for 60.5% of all unemployed school leavers, against 22.2% of tertiary schools graduates. The labour market situation of young people aged 18-24 is difficult. At the end of December 2003, unemployed youth accounted for 26% of all registered unemployed. Other groups threatened with unemployment are people with low education and lacking vocational skills.

In December 2003, 11,365 registered unemployed started training. 22,874 people completed training, i.e. 6,628 more than in the previous month. In the same time, 1,512 graduates started training, and 3,865 – work placements.

The youths from pathologic, dysfunctional or poor families or the youths socially unsuitable are covered by the services of Voluntary Labour Corps, specialised labour market institutions financed from the state budget and supervised by the Minister of Economy and Labour. Voluntary Labour Corps provide for young people opportunities to complete their general education, to acquire vocational qualifications and to find employment. In most cases they provide also accommodation and vocational counselling and guidance. In 2002 the activities of Voluntary Labour Corps embraced 11 thousand youths.

Private training companies are a large group of training providers offering their paid services to enterprises and individuals. The specific data on the number of private training companies in Poland is not available, however the Management Institute in Warsaw carries out a periodical research on private training companies and their activities covering over 300 biggest firms. According to this research, in 2002 a private training company trained on average 1700 people, of which 70% were trained within closed training sessions organised for enterprises and 30% in training sessions opened for individuals. The range of training subjects offered by private training companies is very wide and includes such areas as : management, social skills, sales, law, marketing, human resources, accounting and finance, foreign languages, production and quality control, information technology etc. The most common subjects are: management – 67% of firms offer training in this field, managerial skills – 54% companies, and sales – 52%. Only 8% of examined firms offers technical training. Private training providers tend to specialise in a couple of themes – on average in 3, but there are companies which provide training in 10 different disciplines. Private training companies rarely hire trainers on the full-time basis, more often practice are short-period contracts. Half of training firms employs at least one academic teacher, 38% of training companies co-operates with practitioners – specialists in a given field, only every tenth company hires foreign specialists.

Amongst the participants of training provided by private companies the biggest group represent middle management (32%) and specialists (22%).

Also **enterprises** provide their employees with various forms of training. The research carried out by the Ministry of Economy and Labour in 2003 as a part of the project “ National Vocational Training System” financed from PHARE, shows that during the previous year, 41.4% enterprises organised training which covered 22% of employees. Big enterprises employing over 250 people more often train their employees than the small ones, employing less than 50 people. Two thirds of big enterprises provided their employees with training but only 36% of small firms did so. Mostly employees between 25 and 44 years of age, working full-time are trained. Only 4.2% employees working part-time underwent training and 1% people threatened with losing the job.

0504 - ACCESS TO LEARNING OPPORTUNITIES AND PROGRAMMES

Access to continuing education differs in case of school and out-of-school systems, public and non-public providers.

Education in public schools for adults is free of charge and available for people over 18 years of age, but in some cases also younger people are admitted. The bodies running the schools –local self-governments (gminas) as regard primary and lower secondary schools and district self-governments (powiats) as regard post-gymnasium schools- are responsible for establishing the network of schools for adults. Deciding on the number of schools for adults the relevant self-governments take into consideration all schools and educational establishments existing in their territory so that the network of educational institutions ensured possibility for all adults to complete their school and education obligations. The network of post-gymnasium schools is more extensive in cities and bigger towns than in the rural areas – only 5.4% of all pupils of upper secondary general schools for adults come from countryside. Other public training providers – continuing and practical training centres and labour market institutions are spread all over the country more or less steadily and they mainly offer opportunities to undertake educational activities free of charge.

The access to out-of-school continuing education, especially non-public depends mostly on educational offer responding to the needs of participants and of the labour market, financial capacity of participants and their employers and also the participants' place of residence.

The easiest access to various forms of out-of-school continuing education is in the capital city –Warsaw and other big cities. According to the research of the Management Institute (see 5.3) most private training companies are situated in Warsaw (37.8%) and in big cities (41.4%) and only 20.7% of firms in the rest of the country. Only 18 % of companies offer e-learning and 4% correspondence courses. Although training services are not always connected with the localisation of the training company because trainers travel to their clients, the receivers of training, which in such cases are mainly big enterprises, are more likely to be located in big cities, too.

The rules and conditions on which upgrading qualifications by employees is based are set out in the following regulations:

- *The Labour Code of 26 June 1974* (Journal of Laws 1998, no. 21, item 94 as amended);
- *The Education System Act of 7 September 1991* (Journal of Laws 1996, no. 67, item 329 as amended);
- *Regulation of the Minister of National Education and the Ministry of Labour and Social Policy of 12 October 1993 on rules and conditions concerning the upgrading of vocational qualifications and general education of adults* (Journal of Laws 1993, no. 103, item 472 as amended).

An employee may upgrade his/her vocational qualifications and general education using formal (at school) and non-formal (out of school) forms, based on the employer's referral or without it. The term "referral" is conventional, as used internally in a given establishment. Basically, the difference between an employee upgrading qualifications or level of education with or without the employer's referral relates to the scope of allowances that they may receive from the employer during their training/course of study and the range of obligations they have in relation to the employer once their training/study is completed.

An employee taking up training based on the employer's referral is entitled to a training leave and some time off working hours. In addition, the employer may award extra allowances, of non-obligatory nature, which may comprise:

- reimbursement of tuition cost in part or in full
- reimbursement of travel costs, accommodation, board, provided that training is organised in a different location than the employee's place of residence and work;
- reimbursement of the costs of handbooks and other training materials;
- additional training leave.

Working people, respondents of the Survey on Educational Activity of Adults (BAED), carried out in 2003, assess the educational offer of out-of-school continuing education and the attitude of employers positively. As the main barriers in the access to continuing education they indicate lack of time and financial limitations.

All the results of above mentioned researches prove the thesis that mostly highly educated people, employed on the positions of specialists, higher officials and managers, undertake educational activities leading to development of their vocational qualifications. This happens because these group of employees are most aware of the need to upgrade and update their knowledge and skills what may result in better work opportunities. Taking high, well-paid positions enables them to allocate more money to their professional development. Furthermore employers seem to be more willing to invest their money into training of these groups.

0505 - BRIDGING INITIAL AND POST INITIAL EDUCATION AND TRAINING

Anyone can re-enter education and training at any level after some years of work on the condition that he/she completed the education on the previous level confirmed with a relevant certificate. The network of public and non-public schools for adults assures this opportunity. Moreover, intramural, extramural and distance learning forms offered by post-gymnasium schools, higher education institutions and continuing education establishments allow employed and unemployed people progress with their vocational education and combine it with work or job seeking.

People who have not completed a vocational school and acquired their vocational qualifications in vocational experience or in the continuing vocational system may confirm the qualifications taking an exam in front of a National Examination Commission, which is entitled to award the titles of a skilled worker or a master in a vocation. In this way they gain opportunity to re-enter education and training and proceed with their vocational education and reach higher levels in their professional career.

Many higher education institutions and private training providers organise preparation courses for those wanting to take entrance examinations to higher education institutions, but whose general knowledge needs refreshing or widening. Those with higher education in order to upgrade their qualifications or acquire new ones can choose from a wide range of post-graduate studies offered by most higher education institutions.

Although there are no systemic barriers, in practice many adults find it to difficult to combine education with professional career and family responsibilities.

0506 - RE-EDUCATION AND RE-TRAINING NEEDS DUE TO LABOUR MARKET DEVELOPMENTS AND MOBILITY

Re-education and re-training due to labour market developments is connected to activities focused on increasing the employability, upgrading qualifications or enhancing vocational activation. These activities can be financed from the Labour Fund if the training regards the unemployed, those who get training allowance or non-active soldiers. Training of the unemployed, including vocational placements, is aimed at quick responding to the labour market needs and adjusting the qualifications of the unemployed to these needs.

District self-governments and their heads (starosts) are the initiators and organisers of this type of training. They conclude training agreements with employers and training institutions indicating the qualifications required by the employer from candidates for work in their enterprises. Apart from that the Minister of Economy and Labour may determine the procedure for working out modular curricula of vocational training and publish the list of them, indicating the way of their use on the labour market.

0601 - GENERAL BACKGROUND

The state policy regarding teacher training in Poland is determined by both internal (demography, the situation on the labour market, educational reform, social expectations) and external factors (scientific and technical progress, integration processes, globalisation). These factors underlie such state priorities in this area as promoting lifelong learning, integrating formal, non-formal and informal education, increasing the level of Poles' education. Highly qualified staff is a necessary condition for carrying out activities resulting from these priorities. That's why the teachers' promotion system, introduced in 2000 as a part of the educational reform, motivates teachers to upgrade their qualifications and to develop their professional skills. The system classifies every teacher into one of five groups, each of them representing a different grade in professional career trainee teacher,

- contracted teacher,
- appointed teacher,
- certified teacher
- honorary professor of education

The criteria of classification into one of the above grades are laid down by the law. They include: proper qualifications, successful completion of an induction training period, sufficient tenure of teaching work, as well as a positive evaluation decision of the school headmaster or the body running the school.

A **trainee teacher** is a teacher starting up work in the teacher profession for the first time. The training lasts nine months. Every trainee works with a tutor assigned by the school headmaster. A trainee teacher may be awarded the **contracted teacher** grade only if he or she has completed the training successfully in terms of the teaching knowledge and skills acquired, and upon acceptance by a qualification committee. The committee is set up by the school headmaster, and composed of the headmaster, the school leader of a given subject area and the trainee's tutor.

A trainee teacher may be awarded the **appointed teacher** grade only after successful completion of a traineeship of two years and nine months (unless some special circumstances apply), and upon acceptance by a qualification committee. The committee is set up by the body running the school, and is composed of a representative of the body (as the chairperson), the school headmaster or the deputy headmaster, and three experts featuring on a list of experts compiled by the Minister of National Education and Sport.

The **certified teacher** grade is awarded after successful completion of a required tenure of teaching work, and upon acceptance by a qualification committee. The committee is set up by the educational superintendent, and is composed of a representative of the educational superintendent (as the chairperson), the school headmaster or the deputy headmaster, and three experts featuring on a list of experts compiled by the Minister of National Education and Sport.

Finally, **the honorary professor of education** is an honorary title and may be awarded to a teacher after at least five year tenure as certified teacher.

Since the promotion system has been introduced, the percentage of certified teachers increased significantly. In the 2000/2001 school year there were 0.1% certified teachers but in the 2003/2004 school year there were 7.4% certified teachers. The reason for that lies both in the professional ambitions of teachers and the financial motivation.

Over those years the biggest group is represented by appointed teachers – 79.5% in the 2000/2001 school year and 72,4% in the 2003/2004. The rate of trainee teachers (about 6 %) and contracted teachers (about 14%) hasn't changed during those years as well as percentage of other teachers (0.5%).

The age structure of teaching staff in vocational schools is influenced by several factors:

- decrease in number of students due to a low birth-rate;
- possibility of earlier retirement for teachers with 30-year professional experience;
- changes in education profiles offered by schools due to changes on the labour market, and in consequence, lack of jobs for teachers from closed schools or unpopular profiles of vocational education.

The following table illustrates the age structure of vocational subjects teachers.

AGE GROUP	PERCENTAGE OF TEACHERS IN THE AGE GROUP
UP TO 25	1.9 %
26-30	8.5 %

31-35	10.4 %
36-40	13.0 %
41-45	19.1 %
46-50	22.7 %
51-55	16.2 %
56-60	6.5%
61 AND MORE	1.7 %

Due to technological progress and development of educational methodology, new technologies become more frequently used as didactic tools at vocational schools, what, in consequence, requires from teachers mastering new skills.

The Ordinance of the Minister of National Education and Sport on teacher education standards of 2004 extorts the ability to use information technologies from the graduates of teacher programmes at the tertiary level. Furthermore, the principles of teacher promotion system require from employed teachers mastering and using IT technology in their practice. The market of didactic tools offers new multimedia devices which soon become standard equipment of schools and educational establishments. The presence of new technologies at schools helps teachers to learn how to use them and continuously upgrade their skills.

Apart from that, vocational teachers can develop their skills referring to new technologies in the course of post-graduate studies, training sessions, workshops and seminars.

In 2004, first external examinations confirming vocational qualifications were carried out in Poland for graduates from 2-year basic vocational schools. Spreading the examination over other types of vocational schools in following years gives a lot of teacher an impulse to acquire qualifications of external examiner. Besides that, all vocational teachers must be able to prepare their pupils for this kind of vocational examination. The best way to do so is by using activating teaching methods e.g.a project method, which become more and more popular topic of teachers' in-service training and self-development.

Since development of continuing education has become one of the state priorities recently, at least 100 CVET teachers has completed andragogy courses in 2004. Another popular topic of teachers' in-service training is constructing and using modular curricula, which will be applied in new post-secondary vocational schools in the following school year.

0602 - TRAINING OF TEACHERS/TRAINERS IN EDUCATIONAL ESTABLISHMENTS

In vocational education, a teacher is classified into one of the following groups:

- teachers of general academic subjects,
- teachers of vocational subjects
- practical training instructors

In the 2001/2002 school year, in the total number of teachers employed in vocational education, 36,229 were teachers of vocational subjects, which represented 48.5% of all teachers in this strand of education.

The qualifications required of teachers are defined by the Minister of National Education and Sport or another minister exercising supervision over a given school. According to the law, the core qualifications of teachers include:

- knowledge of a given subject area,
- pedagogical preparation,

and the required level of education, the latter being relative to the type of school the teacher is employed in. Any teacher who holds a Master's degree and has completed a course in pedagogy may work in any type of educational establishments. Teachers with lower education may be employed in basic vocational schools, secondary vocational and post-lyceum schools only as practical training teachers/ instructors or if they teach a subject of narrow professional specialisation, not available in schools of higher education. In this situation, an upper secondary

school-leaving certificate and confirmed vocational qualifications (at least at the level of a master or skilled worker) in the vocation they will teach are required together with at least 2-year professional experience and pedagogical preparation. However, upgrading qualifications and reaching the level of higher education e.g. in pedagogy is recommended in this case.

Candidates for teachers can start their initial training after completion of upper secondary education and obtaining an upper secondary school-leaving certificate – matura.

In Poland, the following institutions provide education to general education and child care teachers:

- teacher colleges, preparing teachers for the work in pre-school and the first three grades of primary school,
- foreign language colleges with pedagogical programmes, preparing teachers for the work of a foreign language teacher,
- higher schools of pedagogy, providing programmes in pedagogy, psychology and child care theory at the Licentiate's (three years) and Master's (five years) levels.
- universities and – for some subject areas – arts and sports schools of higher education. Prospective teachers pursue programmes in their chosen subject areas (e.g. mathematics, physics, biology) as well as courses in pedagogy and general didactics; graduates are qualified for pedagogical work. Programmes in those schools take three years for a Licentiate's degree, and five years for a Master's degree. Moreover, those schools of higher education also offer two-year follow-up Master's programmes for Licentiate's degree holders.

Curricula of all above mentioned schools comprise also a foreign language, information technology and internships at schools and other educational establishments.

Teachers of vocational subjects acquire education in their subject areas and in pedagogy, respectively, in two separate courses of study.

Education of vocational teachers at the higher education level is provided by schools of higher education offering programmes in individual subject areas, such as:

- higher schools of technology, especially polytechnics, as well as higher schools of engineering, the coal and steel academy and agricultural academies;
- higher schools of economics;
- higher medical schools;
- higher schools of agriculture;
- higher schools of arts.

In those schools, prospective teachers obtain education in the subject areas of their interest. Pedagogical qualifications, on the other hand, can be achieved in optional programmes in pedagogy (frequently in the extramural forms, which involve a tuition fee) organised by the schools, usually at the last year of study. In this case, curriculum contains such subjects as psychology, pedagogics, didactics and supplementary subjects.

Furthermore, pedagogical qualifications can be acquired through qualification courses organised by pedagogical higher education institutions or certified teacher training centres.

The educational system reform institutes a system of teacher in-service training composed of:

- centrally-based teacher in-service training, being the responsibility of the Minister of National Education and Sport,
- regionally-based teacher further training, organised by the head of regional self-government (the marshal), based on the needs identified by the educational superintendents,
- programming and methodological advisory services organised by district and municipal authorities,
- teacher in-service training organised in-house at schools, by the school headmaster who is responsible for self-study of faculty staff and tutoring of beginner teachers,
- individual self-study, expected to be initiated by teachers themselves.

Teacher further training is regulated by the *Educational System Act*, dated September 7, 1991 (as amended), and the regulation of the Minister of National Education on the types, principles of creation, transformation and

liquidation as well as principles of operation of teacher in-service training establishments, dated September 21, 2000. A specialised public and non-public teacher in-service training establishment is set up based on the founding act defining the name of the establishment, its type, purpose, and the responsible body. For establishments set up by local government bodies a prior endorsement of the educational superintendent must be obtained. The body responsible for operating the establishment must secure financing for operating expenses and fulfilment of statutory objectives.

Centrally-based teacher in-service training is implemented by five central establishments: the Central Teacher Further Training Facility (CODN), the National Centre for the Support of Vocational and Continuing Education (KOWEZiU), the Methodological Centre for Psychological and Pedagogical Assistance (CMPPP), the National Centre for School Curricula Development (KORPS) and the Polish Expat Teacher Centre.

Tasks of the central teacher in-service training establishments include:

- diagnosing teacher qualifications and identification of needs in the area of teacher continuing education based on the data provided by educational superintendents,
- development of nation-wide curricula of teacher continuing training, including the psychological and pedagogical assistance; development of educational materials and training of trainers,
- development, co-ordination and evaluation of nation-wide in-service training programmes for school and educational establishment managers, as well as for workers of bodies managing and supervising schools and educational establishments as regards management of education,
- organisation of non-residential education in the area of teacher continuing education as well as supporting other institutions providing such education,
- creation and development of nation-wide system of information in the area of pedagogy and psychology, as well as dissemination of pedagogical, psychological and methodological knowledge,
- preparation and publication of information and methodological materials, promotion of pedagogical creative ideas as regards teacher continuing education, including publishing,
- planning and organisation of actions to support the development and professional advancement of teachers, especially in co-operation with pedagogical supervision bodies,
- analysis of the effectiveness of various forms of teacher continuing education, as well as other tasks in the area of teacher continuing education instructed by the minister and financed from the minister's funds.

As regards the regional system of teacher in-service training, there are many facilities whose geographical scope of operation is smaller than one region. The group of those institutions includes branches of regional centres or stand-alone facilities, usually created to continue the operations of the former (under the old administrative system with 49 units) regional teacher in-service training establishments. At present there 63 such facilities, all of them of public status. More and more non-public facilities are set up, as well.

The obligatory tasks of regional teacher in-service training establishments include:

- co-operation with pedagogical supervision bodies as regards the setting of priorities for teacher continuing education,
- development and implementation of continuing education programmes for methodological advisors, and support of their activities,
- organisation and support of non-residential education in the area of teacher continuing education,
- organisation of various forms of co-operation and exchange of experiences, including conferences and seminars, for teachers of individual subjects as well as teachers from the individual types of schools and educational establishments,
- organisation of actions for the development and professional advancement of teachers, especially in co-operation with bodies of pedagogical supervision,
- creation and development of a regional system of information in the area of pedagogy, psychology and teaching methodology, as well as other tasks instructed by the competent body and financed thereby.

In-service teacher training takes the form of follow-up Master's programmes, post-graduate programmes designed to update teacher knowledge or give qualifications to teach another subject (e.g. information technology), qualification courses (e.g. awarding qualifications in pedagogy), training sessions, methodological workshops, seminars, conferences and consultations as well as self-study.

In-service training for teachers of vocational subjects is also provided by practical training centres (CKP). The centres are financed from the state budget and are furnished with the necessary technical facilities. At present there are 137 practical training centres, the majority specialising in agriculture and the mechanical industry.

Moreover, teachers of vocational subjects and practical training instructors may update their knowledge and skills in the course of free placements in enterprises organised on the basis of agreements concluded by the Minister of National Education and Sport with employers' organisations, economic self-governments and other non-governmental organisations. However, in 2004, only 171 teachers of vocational subjects participated in placements or other forms of training in enterprises.

The teacher promotion system imposes the necessity of teachers' development evaluation. The evaluation is based on a teacher's self-assessment report, prepared at every stage of teacher's professional development, the headmaster's assessment of teacher's performance, the opinions of external evaluators visiting the school e.g. educational superintendents, and in the case of trainee and contracted teachers – the opinion of their tutors (appointed or certified teachers). In some situations the opinion of pupils' self-government is taken into consideration as well. The evaluation may take place not earlier than after one year of teacher's work. It may be initiated by the teacher himself, the headmaster, the body running or supervising the school, the school council or the council of parents. The evaluation has a descriptive character and is concluded with a general mark – excellent, good or bad.

0603 - TRAINING OF TRAINERS/TEACHERS AT THE WORKPLACE (APPRENTICESHIP TRAINING AND CVET IN ENTERPRISES)

Candidates for practical training instructors at the workplace should hold the title of master craftsman in the vocation they will teach and pedagogical preparation (at least a diploma of a pedagogical course organised by one of certified teacher training institutions). A practical training instructor at a work place may not have a master craftsman title if he/ she has pedagogical preparation and :

- an upper secondary school –leaving certificate, vocational qualifications acquired in upper secondary technical school or post-secondary school in the specialisation he/she will teach and at least 3-year professional experience in the vocation;
- an upper secondary school-leaving certificate and the title of skilled worker in the vocation he/she will teach as well as 4-year professional experience;
- an upper secondary school-leaving certificate, vocational qualifications in other vocation than the one he/she will teach, the title of skilled worker in the vocation he/she will teach and 6-year professional experience in this vocation;
- a diploma of a higher education institution in the specialisation he /she will teach and 3-year professional experience or a diploma of a higher education institution in specialisation other than the one he/she will teach and 6-year professional experience in the specialisation he/she will teach.

Practical training instructors at workplaces may participate in in-service training organised on-site in their enterprises, provided by branch organisations and teacher training establishments. However, the participation in in-service training depends on employer's permission and internal training policy of the enterprise. Specific information on participation of practical training instructors at the workplace in in-service training is not available.

0604 - TRAINING OF TEACHERS AND TRAINERS IN CONTINUING EDUCATION AND TRAINING (OUTSIDE ENTERPRISES)

The requirements from CVET teachers and trainers regarding their qualifications and pre-service training are basically the same as from vocational school teachers.

These requirements slightly differ in the case of methodological advisors and consultants employed in teacher in-service training establishments.

A methodological advisor is a teacher providing assistance to teachers at schools and educational establishments, in particular beginner teachers, by offering direct support in their professional development and further training. Eligible to be methodological advisors are teachers with higher education, at least five years of tenure of pedagogical work, and the grade of an appointed or certified teacher.

Teacher consultants working for in-service training establishments organise and execute teacher in-service training. Eligible to be a teacher consultant are educators with at least five years of tenure in pedagogical work and the grade of an appointed or certified teacher. Teachers hired as consultants pursuant to the existing legislation who do not meet the eligibility requirements can continue in their position provided they meet the required criteria by August 31, 2006.

At present in Poland there are 3,000 methodological advisors, including around 200 advisors for individual vocational subjects.

Due to their responsibilities, methodological advisors and consultants are obliged to update and develop their qualifications constantly.

Previously mentioned the National Centre for Support of Vocational and Continuing Education (KOWEŻIU) is a central institution established on June 2, 2000, addressing its services primarily to teachers who have held or will hold various functions in the system of teacher further training, i.e. leaders of in-service teacher training at schools, advisors, consultants, educators, local co-ordinators.

The Centre is financed from the budget of the Ministry of National Education and Sport. Its statutory objectives include:

- promotion of vocational education meeting the requirements of the labour market and aligned with the educational policy of the government;
- initiating and co-ordination of the development of teachers' knowledge in the area of health promotion and education.

The Centre also prepares publications for teachers in further training, including materials for training of faculty staff in vocational schools and the *New Vocational Education* journal (a bimonthly, published since September 1, 2000).

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The socio-politic transformation of Poland and connected economic changes have a great impact on schools alteration. The education in a wide meaning should ensure the preparation of young people for functioning in new economic and social system and European open borders.

The Governmental Centre for Strategic Studies carries out research regarding labour demand in Poland, whose results are used for both labour market and VET system needs. In 1998, the Inter-Ministerial Team for forecasting Labour Demand was established at the Governmental Centre for Strategic Studies in order to prepare analyses concerning methodologies and statistical tools which could be used in the forecasting process, as well as analyses of new phenomena potentially affecting the labour market. In 2002, the following studies were prepared by the Team:

- *Projection of Employment and Demand for Main Occupational Groups Until 2005 in Light of the Current Labour Market Situation* (edited by A. Karpinski)
- *Poland's Transformation Towards Knowledge-Based Economy and the Demand for Labour* (edited by A. Wierzbicki)

In the first half of 2003, a study entitled "*Structure of Demand for Main Occupational Groups Required for the Development of Knowledge-Based Economy (KBE) in the 2010 and 2020 Time Span*" was published (edited by A. Wierzbicki).

According to the conclusions drawn from these studies, in the nearest future the occupations related to information technologies, finance, business and trade will be in the biggest demand, but there will be poor demand for occupations connected with agriculture and heavy industry.

The forecasts and studies prepared so far by the Team provide a starting point for establishing a system of long-term forecasting in this sphere. Based on the outcome of the Team's work, a system of labour demand forecasting in Poland is planned to be developed.

Since research on 1995, cyclic research on labour demand has been carried out by the Central Statistical Office (GUS). The research is aimed to provide information on the changes in the number of the employed and the causes of such changes.

Moreover, some commercial companies carry out research on labour demand. Especially two cyclic researches - monthly Labour Market Map and quarterly Job Index, carried out by TMP Worldwide are worth mentioning. They forecast the state of affairs in particular branches and the demand for particular specialists.

Other way of creating patterns for preparing human resources for economy is vocational suitability of graduates and vocational school leavers. In this reasearch, the graduates and employers are the main source of information, however, the employers' opinions are more significant. Two questionnaires - one for a graduate and one for an employer give answers to the following essential questions:

- Do the content of school curricula match the content of present vocational tasks?
- Do the results of school's activity and graduate's present knowledge and skills correspond to the assumptions of the curricula?

According to the research employers attach great importance to the level of vocational skills, flexibility in adaptation to new tasks and ability to work in a team. All the above mentioned forecasts are used in projecting new specialisations or verifying existing ones in vocational schools of all types. "The Classification of Vocations for Vocational Schooling" is an open document that allows to introduce new vocations in the VET system.

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

Polish system of education ensures vertical and horizontal permeability. (see. 0401).

Core curricula for general subjects and for education in particular vocations as well as framework teaching plans are developed centrally by the Minister of National Education and Sport. Vocational education in basic vocational schools, upper secondary vocational schools and in post- secondary schools is provided according to binding "Classification of Vocations for Vocational Schooling" and based on curricula approved by the Minister of National Education and Sport. Every curriculum for a vocation, either developed centrally or by the school, must include the core curriculum for the vocation. This solution guarantees that every leaver of a school educating in a particular vocation gains the same vocational skills and knowledge. Moreover, vocational qualifications obtained at school may be confirmed through an external exam in front of a Territorial Examination Commission. The exam is based

on nationwide examination requirement standards, worked out by the Central Examination Commission. The exam proceeds in two stages: (1) a written exam, covering non-vocational, vocational and specialist knowledge and skills, and (2) a practical exam, consisting of practical work tests, one test being held for each qualification required in a given occupation. The written stage is held across the country at the same time in all examination institutions; the practical stage is held on dates set by the competent Territorial Examination Commission.

The external examination system includes a final exam evaluating the level of general education of graduates from all upper secondary schools providing general education (i.e. upper secondary general schools –lycea, profiled lycea, upper secondary technical schools, supplementary lycea and supplementary upper secondary technical schools). Passing this examination entitles the graduates to receive an upper secondary school-leaving certificate – matura. The first external matura examination will take place in 2004/2005 school year. It will open for the graduates the way to higher education institutions without entrance exams.

A separate National Accreditation Commission was set up in 2002 in order to assure quality of education in higher education institutions.

The national system of vocational qualification standards is currently being created in Poland. The methodological foundation for designing vocational qualification standards and draft vocational standards for eight occupations were developed as apart of the project initiated by the European Training Foundation in 1998. In 2003 work related to another 40 occupations was completed.

In order to enhance flexibility of VET system and shorten the vocational education pathway, the Ministry of National Education and Sport recommends using modular curricula in all types of schools providing vocational education.

Modular curricula can be adapted to changing requirements of the labour market and to technological progress faster than the curricula of a subject structure.

Now modular curricula are used in all types of vocational schools and in Continuing Education Centres. The new post-secondary schools which will start operating in the 2005/2006 school year, will also provide vocational education based on modular curricula. They will enable profiled lyceum leavers to complete their vocational education in a shorter cycle and allow upper secondary school graduates to obtain additional vocational qualifications quicker.

As building a modern school requires a dialogue, partnership and exchange of experience and information, schools of the same or different types establish partnerships of informal character. These partnerships operate as non-institutionalised discussion platforms supporting schools in solving financial, educational or methodological problems. The co-operation concerns headmasters, teachers and pupils. The partnerships allow to organise common training sessions for teachers and enables students to get to know the educational offer of schools and other educational establishments in their area. Moreover, many vocational schools set up bilateral partnerships with similar schools in other EU countries, also through participation in EU programmes e.g. Leonardo da Vinci. Such partnerships result in exchange of teaching methods and didactic tools and know-how, as well as enables the pupils to acquire qualifications or vocational experience abroad and develop their language skills.

0703 - RENEWAL OF CURRICULA

At present, the fundamental programming document for all levels of education is core curricula. According to The Educational System Act dated September 7, 1991, and its further amendments, the Minister of National Education and Sport, by means of ordinance, decides on the core curricula for general education, and – in vocational education – on core curricula in individual occupations.

In the new reformed education system in Poland, curricula are developed by schools and other members of the educational milieu on the basis of compulsory core curricula. A curriculum is then admitted for school use by the Minister of National Education, at the request of a natural person, a legal person or an organisational entity without legal personality. The application for a curriculum to be admitted for schools use must include two reviews on the didactic purposefulness and substantive validity of the curriculum. Curricula may be also developed centrally by the curriculum team appointed by the Minister of National Education and Sport. The curriculum team consists of researchers, experienced teachers, methodological counsellors and representatives of employers, branch ministers or other branch organisations and is appointed for the time needed for working out a curriculum.

Public vocational schools provide vocational education based on curricula developed for individual occupations. Such curricula include framework teaching plans for the individual school types, taking account of the number of tuition hours devoted to vocational education in each type of school. Headmasters of vocational schools develop teaching plans for their schools, setting the number of tuition hours in each vocational subject based on the programming requirements applicable and correlation of educational contents taught in different subject courses.

Curricula implemented in vocational schools have been entered into the list of curricula admitted for school use in public vocational and secondary vocational schools. At present, the list features 258 curricula, including 54 modular ones.

The Ministry of National Education and Sport decides the timeliness and didactic adequacy of a curriculum. However, analysis and verification of curricula takes place also at the school level, especially at the end of educational cycle. In case a curriculum becomes outdated, the Minister of National Education and Sport is entitled to cross it out in the list of curricula admitted for school use, also at the request of a natural person, a legal person or an organisational entity without legal personality, including a branch minister appropriate for a given vocation.

The newly created curricula for particular vocations and profiles as well as those being verified undergo the evaluation carried out by experts from the list of experts accepted by the Minister of National Education and Sport. Only well-known specialists in a given field having at least Master's Degree and wide research or didactic experience may be included to the list. They have to be recommended by higher education institutions, branch organisations or self-governments, a minister appropriate for a given vocation or the Minister of National Education and Sport.

Owing to rapid changes on the labour market and technological development, in Polish vocational education and training system tends to resign from providing education in narrow specialisations and to organise education in broad-profiled vocations.

As regards the issue of organisational activities related to vocational education implemented by the ministry of education and concerning, among others, the development of new skills, the most significant changes happened in the years 1992-1997. It was then that the curricula of all vocational schools were extended by an obligatory class titled "a review of market economy", in economy-oriented schools a class called "essentials of economy" was introduced during which students participate in classes concerned with interpersonal communication, job search and issues of self-employment.

Both in the general education and vocational education emphasis is put on shaping key competences. In Poland, five key competences have been defined : (1) planning, organising and self-assessing of learning; (2) efficient communication; (3) team work; (4) creative problem-solving; (5) efficient computer use. Modern curricula for general and vocational education include developing these competences.

Due to technological progress and development of educational methodology, new technologies, computer networks and multimedia become more frequently used as didactic tools at vocational schools.

Pupils' IT education starts in a primary school. It enables active learning using multimedia and shapes pupils' creativity. Internet is promoted as a modern way of interactive communication and source of information. IT education develops pupils' skills related to writing texts, using e-mail, designing and creating www pages etc. The core curricula for particular schools define the number of hours and range of IT knowledge at different stages of IT education.

Execution of goals relating to IT education requires good equipment and modern software, that schools are not always able to assure. Therefore schools are supported in this sphere by governmental and non-governmental programmes such as: Intel- Teaching towards Future; Interkl@sa Roman" - Polish Educational Portal, Internet at Schools - a project of the Polish President, Linux at Schools and many others. In January 2004 Partnership for Future programme started in Poland. The programme is aimed at supporting IT education through providing schools of all levels with appropriate products and services of Microsoft. Microsoft company, in co-operation with pedagogical universities from all over the country, carries out works on creating multimedia batch of didactic tools and materials for teachers, supporting implementation of IT educational standards.

National Development Plan for 2004-2006 assumes creating a knowledge-based society and strengthening the education system through, amongst the others, developing e-learning.

At present works on developing e-learning model of education are underway in Poland. In the 2004/2005 a post-diploma programme in organisation and conducting e-learning started for pedagogical staff of continuing education centres. About 120 teachers who will be involved in organisation of e-learning in Poland participate in the studies.

However, development of e-learning in Poland requires a common access to Internet. That's why "Ikonka" programme was established in 2003 under auspices of the Ministry of Scientific Research and Information Technology. The programme is focused on providing each municipality with a public Internet centre equipped with several computers. The initiative, carried out in the collaboration with local self-governments, is also meant to support other programme- Polish Internet Library. The financial resources for the task come from sponsors.

Language education in Poland is obligatory. The amount of hours and the content of language education at each level are defined in the core curricula for particular type of school. Children start learning their first mandatory foreign language in a primary school. At the lower secondary level they continue the first language and start learning the second. Pupils can choose the languages they will learn from those offered by the school they are attending. The most common languages are English (64.9% pupils), German (34.2%), Russian (7.6%) and French (3.4%), but some schools, mainly in big cities, offer also education in Italian, Spanish, Portuguese, Slovak and Swedish.

An exam in one foreign language (written and oral) is a part of a final general education exam at the end of an upper secondary school, passing of which entitles to obtaining an upper secondary school-leaving certificate – matura. In vocational schools language education is focused on vocabulary related to the specialisation in which the school educates.

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

Validation of formal learning in Poland occurs on the basis of the Education System Act of 7 September 1991 with further amendments and separate regulations of Minister of National Education and Sport and is guaranteed by an external examination system.

The external examination system, implemented in 2002, consists of the following stages:

- a test of knowledge and skills held in the last grade of the six-year primary school, against requirement standards defined by relevant laws;
- an examination in the third grade of a three-year lower secondary school (a gymnasium), in the skills and knowledge acquired in humanities, mathematics and natural sciences, against requirement standards defined by relevant laws;
- the matura examination - evaluation of the level of general education of graduates from all upper secondary schools providing general education (i.e. upper secondary general schools –lycea, profiled lycea, upper secondary technical schools, supplementary lycea and supplementary upper secondary technical schools). The examination consists of two parts – an oral part and a written one. The obligatory subjects are Polish language, foreign language and one other subject chosen by a pupil. Passing this examination entitles the graduates to receive an upper secondary school-leaving certificate;

- the vocational qualification validation examination for graduates from all types of vocational schools at the secondary and post-secondary level. The exam proceeds in two stages: (1) a written exam, lasting 120 minutes and consisting of 50 questions testing vocational and specialist knowledge and skills and 20 questions referring to knowledge and skills in the area of employment and running a business, and (2) a practical exam, lasting 180 – 240 minutes depending on the vocation and consisting of practical work tests. During this practical exam, one test is performed for each qualification required in a given occupation. The written stage is held simultaneously across the country in all examination institutions; the practical stage is held on dates set by the pertinent territorial examination commission. An examination team evaluates the performance of the practical task. The leader of the team is appointed by the director of the territorial examination commission. The leader and the team members are chosen from the register of examiners of the particular territorial commission. In order to pass the exam a graduate must score at least 50% of all points in the first part of the written exam and at least 30% of all points in the second part of the written exam and at least 75% of all points in the practical exam. The graduate who has passed the exam will receive a diploma confirming vocational qualifications issued by the Territorial Examination Commission. The examination is not obligatory.

The first exams confirming vocational qualifications were carried out in June 2004 for two-year basic vocational school leavers. About 20 thousand leavers took the exam and 63% of them passed it. In the next years the exams confirming vocational qualifications will start according to the following scheme:

- for three-year basic vocational school leavers – in 2005;
- for graduates from four-year upper secondary technical schools – in 2006;
- for graduates from two-year supplementary upper secondary technical schools – in 2007;
- for post-secondary school leavers – in 2006-2008.

All external examinations and tests are based on nationwide examination requirement standards, worked out by the Central Examination Commission and approved by the Minister of National Education and Sport. The standards define the scope of knowledge and skills that should be achieved by pupils at the end of particular stages of education and correspond to the content of existing core curricula. The nationwide examination requirement standards are worked out for vocations included in " the Classification of Vocations for Vocational Schooling" and only qualifications acquired in those vocations can be confirmed through the system of external examinations. Currently, examination requirement standards have been worked out for all vocations at the level of skilled worker (76 standards) and examination requirement standards for vocations at the level of a technician (over 120 vocations) are being elaborated.

The bodies competent for validation of vocational qualifications are:

- the Central Examination Commission,
- 8 Territorial Examination Commissions,
- The Association of Polish Crafts,
- National Examination Commissions appointed by educational superintendents.

The Central Examination Commission started its operation in January 1, 1999 in Warsaw. The main tasks of the Central Examination Commission include:

- Working out examination requirements in co-operation with appropriate ministers, higher education institutions, research institutes, employers' organizations and branch self-governments;
- Preparing questions, tasks and tests for particular external exams;
- Working out, in co-operation with territorial examination commissions and ministers appropriate for particular vocations, and publishing guides containing the requirements, sample of questions and tasks and assessment criteria;
- Analysing the results of the exams and preparing reports on the level of achievements of pupils at different levels of education for the Minister of National Education and Sport;
- Preparing and disseminating curricula in pupils' assessment and diagnosis for teacher training;

- Inspiring research and innovation in the field of assessment and examining;
- Co-ordinating and supervising the activities of territorial examination commissions.

The main tasks of territorial examination commissions include:

- Carrying out examinations and tests;
- Analysing examination results and drawing conclusions;
- Preparing reports based on the results of examinations and tests and passing them to headmasters, bodies running schools, educational superintendents and the Central Examination Commission;
- Issuing diplomas confirming vocational qualifications;
- Training candidates for examiners and training examiners;
- Keeping registers of examiners;
- Co-operating with other territorial commissions, the Central Examination Commission and with the educational superintendents appropriate for a given territory.

The Association of Polish Crafts, on the basis of the Act on crafts of 23 March, 1989, is entitled to carry out examinations for a vocational title of an apprentice and a master in a vocation and to confirm them with an apprentice certificate and a master's diploma. Particular chambers of crafts are responsible for organising and carrying out vocational exams. At present in Poland there are 27 chambers of crafts, at which examination commissions are functioning. There are about one thousand such commissions all over the country. The system of awarding vocational titles in crafts is regulated by unified nationwide principles determined by the regulation of the Minister of National Education and Sport of 4 December, 2002 on examination for the titles of an apprentice and a master in a vocation carried out by examination commissions of chambers of crafts. The examinations are based on examination requirement standards worked out by the chambers of crafts. In the case of apprentice exam, they often include the curriculum of a basic vocational school educating in the vocation, but not always. Both apprentice and master exams consist of two stages – theoretical and practical. The examination tasks are prepared by the members of examination commission and approved by the chairman of the commission. The chairman of the commission determines the dates and the order in which the two stages are taken.

A person can take a qualification examination for a title of an apprentice in a vocation if he/she:

- completed vocational education in the alternance form - practical training at a craftsman's and theoretical education at school or through an out-of- school form;
- obtained a lower secondary school-leaving certificate or a certificate of eight-year primary school (from the old system) and completed vocational education in ou-of-school forms;
- obtained a lower secondary school-leaving certificate or a certificate of eight-year primary school (from the old system) and two or three-year practice in the vocation, equivalent to the duration of education in this vocation foreseen in the Classification of Vocations for Vocational Schooling;
- obtained a post-gymnasium vocational school-leaving certificate or a post-primary vocational school-leaving certificate (from the old system) and at least 1.5- year practice in the vocation;
- obtained a vocational title in a related vocation and has since worked at least half a year in the vocation in which he is applying for a title.

A person is allowed to take a qualification examination for a title of a master in a vocation if he/she

- obtained the title of an apprentice or its equivalent in the given vocation and has since worked at least three years in the vocation and is a holder of a post-gymnasium school-leaving certificate or a post-primary school-leaving certificate (from the old system);
- has worked in the vocation independently for at least six years running his/her own business and is a holder of a post-gymnasium school-leaving certificate or a post-primary school-leaving certificate (from the old system);
- obtained the title of an apprentice or its equivalent in a related vocation and after that has worked at least three years in the vocation for which he/she is

taking the exam and is a holder of a post-gymnasium school-leaving certificate or a post-primary school-leaving certificate (from the old system);

- obtained the title of a master in a related vocation and has since worked at least one year in the vocation he/she is taking the exam and is a holder of a post-gymnasium school-leaving certificate or a post-primary school-leaving certificate (from the old system);
- has secondary or higher technical education and after obtaining a vocational title has worked at least two or one year in the vocation in which he/she is taking the exam.

The examination commissions of chambers of crafts annually carry out about 4.8 thousand exams for the title of a master in a vocation and about 5.8 thousand exams for the title of an apprentice in a vocation. On average only 10% candidates fail the exams

People who have not completed a vocational school and acquired their vocational qualifications in their vocational experience or in the continuing vocational system may confirm the qualifications taking an exam in front of a National Examination Commission, appointed by an educational superintendent.

National Examination Commissions function on the basis of a joint regulation of the Minister of National Education and the Minister of Labour and Social Policy of 12 October, 1993 on principles and conditions for upgrading qualifications and general education of adults. The commissions confirm acquired qualifications and award the titles of a skilled worker or a master in a vocation.

A person who is over 18 and does not attend a school can take a qualification examination for a title of a skilled worker in a vocation if he/she has an experience in the vocation, equivalent to the duration of education in this vocation foreseen in "the Classification of Vocations for Vocational Schooling".

A person who is over 18 and does not attend a school can take a qualification examination for a title of a master in a vocation if he/ she has a title of a skilled worker in a vocation and at least three-year vocational experience. Validation of regulated professions, e.g in medical area, public administration, law, forestry and others, takes place on the basis of separate legal regulations appropriate for particular branches.

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

In Poland there is no system of validating qualifications acquired in non-formal or informal learning. The governmental document " the Development Strategy for Continuing Education until the year 2010 ", adopted by the Council of Ministers on 8 July, 2003, foresees the preparation and implementation of integrated procedures and methods that would evaluate educational achievements i.e. a system to recognise qualifications gained through formal and non-formal education. This has been prioritised as a main task for the years 2005-2008.

09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

0901 - STRATEGY AND PROVISION

The key priorities of the development of vocational guidance in Poland include the building up of information resources in the field of continuing education and promoting the development of vocational guidance and counselling services. The underlying objectives include ensuring universal and permanently accessible services in the field of vocational and educational guidance addressed to a wide spectrum of clients across their lives, developing widely accessible data banks on continuing education and creating a system of vocational information services.

In Poland, vocational guidance remains within the remit of two departments, education (Ministry of National Education and Sport), which is responsible for providing guidance and counselling services to young people at school, and labour (Ministry of Economy and Labour), which is responsible for guidance and counselling services to adults.

Vocational guidance services within the remit of the department of education are provided by specialised psychological and vocational centres, which offer a broad range of psychological and pedagogic assistance, including vocational guidance services to children and young people, and counselling to both teachers and parents related to the education and raising children and young people.

In the 2002/2003 school year, there were 575 such centres in Poland, including five specialised vocational counselling institutions, which employ approximately 1,000 vocational counsellors. Also, there were approximately 10,000 counsellors in various types of schools. If a school has no vocational counsellor, school counsellors are responsible for the planning and coordination of the school tasks related to pupil career choices vis à vis pupils, parents and teachers. Services offered by psychological and vocational centres and schools are provided free of charge and on a voluntary basis and include: vocational guidance; youth counselling (including prevention of various addictions); family counselling; assistance to handicapped children and youth; early diagnosis and rehabilitation.

Pedagogical and psychological counselling is offered individually and on a group basis.

Activity of public employment services in the field of vocational guidance is regulated by the Promoting Employment and Labour Market Institutions Act of 20 April 2004 (JL 2004 No 99 item 1001). The Act specifies in detail the tasks of the state relating to the alleviation of the consequences of unemployment, employment promotion and vocational activation. These tasks are performed by 338 district labour offices and 54 vocational information and planning and centres at regional labour offices.

Vocational guidance services offered through labour offices are targeted at various categories of clients, mainly the unemployed and job seekers, who are at different stages of their careers.

Vocational guidance services arising from the above Act and relevant secondary legislation include:

- provision of advice (to individuals and groups) for the unemployed and other job seekers, intended to facilitate career or retraining choices, taking up or changing work, which makes use of standardised methods, primarily to diagnose vocational interests and aptitudes;
- provision of information about occupations, labour market, training opportunities, using information resources in hard copy, audiovisual and other computer-aided forms of information transmission;
- referrals to specialised psychological tests and medical examinations intended to issue an opinion about candidates' suitability for a given occupation or training profile;
- offering assistance to employers in the selection of candidates for positions requiring specific mental or physical predispositions.

Voluntary Labour Corps (OHP) are labour market institutions which perform the tasks of the state related to employment, combating and preventing social exclusion of young people, as well as education-related tasks.

In 2004, 49 Mobile Vocational Information Centres (MCIZ) were established within the OHP structures. Their task is to provide vocational guidance services for young people, with the aim of developing their skills related to career planning. To all clients, the Mobile Vocational Information Centres offer: updated multimedia information about occupations, vocational schools, training institutions, training events; individual and group vocational guidance for young people at school and school leavers, responding to their specific situations and individual difficulties.

Among labour market institutions, non-public entities are also listed, the so-called employment agencies, which include vocational guidance agencies. They mainly offer services related to: providing assistance in making informed career and employment decisions; providing vocational information; providing assistance to employers in selecting candidates for positions requiring specific mental and physical predispositions.

Once the ordinance on the procedure of registering employment agencies (Art. 19 (13)) enters into force (by the end of 2004), agencies shall be entered in a relevant register and shall operate on the strength of a licence granted by the minister competent for labour issues. Services will be paid only for employers.

The basic task of Career Bureaux, which have been set up at Polish universities since 1993, include provision of assistance to students and graduates in planning their career paths. This is done through:

- helping students and graduates identify their innate abilities and advising them how to use them in a conscious way to manage their careers;
- collecting information about companies operating on the labour market and employment possibilities for graduates from various types of studies;
- finding job offers for future graduates through such initiatives as establishing contacts with employers in Poland and abroad;
- collecting information about vocational and language courses, scholarships, postgraduate studies and studies abroad.

In their work, Career Bureaux widely use newest technologies for dissemination and exchange of information, such as the Internet or computerised databases. Students and graduates may be registered in the database which is made available to employers and may obtain information which can be useful in the preparation of documentation for the future employer (CV, covering letter) and during the interview with the potential employer. These services are offered free of charge. Currently, 203 Academic Career Bureaux are operating throughout Poland.

Employers and social partners (trade unions, associations, foundations) do not provide vocational guidance services; instead, they take part in preparing opinions and regulations, for example those concerning vocational guidance (both the primary and secondary legislation in this matter were consulted with the principal actors involved).

0902 - TARGET GROUPS AND MODES OF DELIVERY

Vocational guidance services in Poland are based on the following principles:

- they are offered on a voluntary basis, irrespective of nationality, sex, religion, membership of political or social organisations or other circumstances;
- freedom in the choice of occupation and place of work;
- they are offered free of charge;
- confidentiality and personal data protection is ensured vis à vis the clients.

Provision of vocational guidance services by all the institutions is based on the equal opportunities principle.

Psychological and vocational centres support children and young people in making educational and career decisions. Their main statutory activities include, amongst the others,;

- diagnostics related to mental capabilities, personality, aptitudes, interests, performed using a broad spectrum of tools, as well as paper and practical tests;
- direct work with students, which also involves issue of documents qualifying students with various health problems for further education;
- work with students with many years' delay with regard to compulsory education;
- work with students from malfunctioning families and milieus;
- activities targeted at students at various stages of education, including lectures presenting various occupations, meetings at specialised vocational guidance centres or vocational information centres;
- activities addressed to parents – lectures to parents, talks, information meetings.

In performing their tasks, vocational counsellors make use of various kinds of information. Currently, psychological and vocational centres gather information about occupations (occupational profiles, descriptions of occupations and other information materials); different types of schools and admission requirements; specialised institutions offering training to the physically and mentally handicapped, and those from socially disadvantaged groups; training courses and other non-formal education forms at the local, district or regional level.

In their diagnostic work, vocational counsellors mainly use psychological tests checking mental capabilities, personality, interests, special abilities, or pedagogical tests. Activities related to vocational orientation and guidance should accompany children and young people throughout the period of their education (in line with the assumptions of the educational reform). However, in practice these activities are most fully performed with regard to those age groups which are in a transition period between general secondary school and further stages of education or work. In other words, they are addressed to pupils in the final years of the respective education stages.

Vocational counsellors working at district labour offices help clients (the unemployed and job seekers) solve their career problems, and provide information about training opportunities, occupations and the labour market. They also assist clients in defining their attitude to complex life situations, mapping out possible options and consequences of their choices. Advice is offered on an individual and group basis. In addition to that, many clients want to receive assistance in learning about techniques and developing skills needed when looking for work. Typical clients include young people under 25, people living in rural areas, the handicapped, people threatened with redundancy, single mothers, etc.

Vocational counsellors who are psychology graduates can offer psychological services, such as tests, and their results can be used in the advisory process. Their task is also to identify training needs of clients and propose suitable directions and forms of vocational training. They provide services to employers in selecting candidates for positions requiring specific mental and physical predispositions.

Vocational Information and Planning Centres at regional labour offices address their services to various groups of clients: the unemployed, those threatened by unemployment and job seekers. Vocational counsellors working in the Centres offer individual and group counselling, provide vocational information and specialised services related to career planning. They help clients properly assess their chances to find work, choose a suitable career path, improve their attractiveness on the labour market, and support them in their efforts to find and retain suitable employment. Through vocational evaluation, psychological tools, information resources and the clients' vocational experience, advisors help them solve various employment-related problems. They also gather, update, collate and disseminate vocational information in the region (by making available publications on vocational training for adults, the labour market, employers' expectations, etc.).

Activities of Vocational Labour Corps (OHP) are mainly targeted at the following groups:

- youth from pathological families, threatened by social exclusion, with a criminal record;
- school dropouts (young people who leave school without any vocational qualifications);
- youth from families having a low material status, families with many children or single-parent families, or from orphanages;
- unemployed youth under 25 years of age;
- youth at school or university, who would like to take up some form of work.

Mobile Vocational Information Centres (MCIZ), which are furnished with the necessary equipment easy to unpack and transport, also provide vocational guidance services. Their basic equipment includes a computer/notebook with an overhead projector, plus traditional, hard-copy materials such as Occupation Profiles, guidebooks, prospectuses or books.

MCIZ address their services primarily to young people living in rural areas, including:

- youth at school – providing advice and information needed to make choices concerning education, school, occupation, and the labour market entry;
- school leavers – providing them with information and helping them acquire skills which are necessary to cope in a situation of dynamic social and economic change, and an ability to plan their careers in a proactive and flexible way, in line with their innate potential;
- adult unemployed and job seekers – providing information and vocational guidance with a view to retraining, professional development, job offers.

Those services will be available to all young people, and a special emphasis will be placed on people who are threatened with social exclusion.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

There are about 1,500 vocational counsellors working in the psychological and vocational centres. All the advisors have university education, at least at the MA level. Over 30 % of them have completed postgraduate studies in vocational orientation and guidance.

Psychologists and pedagogues make up about 90% of all vocational counsellors. Most of them (about 60%) improve their qualifications on a systematic basis, during short training programmes and courses (mainly in preparing students to use active methods in making career choices, medical certificate stating suitability (or lack of it) for a given occupation, diagnostics, etc. The vast majority of vocational counsellors are women (90.2%).

The department of education plans to increase the number of vocational counsellors by enabling candidates who want to qualify as vocational counsellors to complete relevant postgraduate studies (to work in over 23,000 lower and upper secondary schools) and prepare teachers to work as vocational counsellors through postgraduate studies (graduates from MA and higher vocational studies – teachers of lower and upper secondary schools who are interested in work as vocational counsellors at school (the ultimate planned number: 3,432 people).

Recruitment to postgraduate studies will be carried out by universities, in cooperation with boards of education and local government units, which are responsible for the operation of schools and educational establishments in their area.

Postgraduate programmes are to be offered by eight academic centres in Poland, both public and private, selected in an open tender procedure. It is expected that in 2004 the first three-term postgraduate programme will be launched, and will last from 1 October 2004 till 1 March 2006.

About 800 vocational counsellors are employed in public employment services, i.e. district labour offices and vocational information and planning centres.

All advisors have university education – 37 % have degrees in pedagogy, 17 % in sociology, 17 % in psychology, 2 % in social science and 27 % in other disciplines. The nature of the advisors' work requires interdisciplinary knowledge and specific skills.

Formal requirements concerning the qualifications of advisors working in public employment services, Voluntary Labour Corps and further education institutions are laid down in the Promoting Employment and Labour Market Institutions Act of 20 April 2004. All vocational counsellors must hold a university diploma and a professional licence, viz.:

- a professional licence (basic level) may be awarded to a person who has provided vocational guidance services for at least 12 months in public employment services, Voluntary Labour Corps or further education institutions referred to in relevant legislation concerning the education system, or who has completed preparatory training for vocational counsellors, as proved by relevant documents, within a period of two years preceding the date of submitting an application for the vocational counsellor licence;
- a first-degree licence may be awarded to a person who has at least 24-months' experience in working as a vocational counsellor in public employment services, Voluntary Labour Corps or further education institutions referred to in relevant legislation concerning the education system, holds a vocational counsellor licence, has completed MA studies and has completed training in the field of vocational guidance, as proved by relevant documents;
- a second-degree licence may be awarded to a person who holds a university degree and has at least 36-months' experience in working as a vocational counsellor in public employment services, Voluntary Labour Corps or further education institutions referred to in relevant legislation concerning the education system, holds a vocational counsellor licence (first degree) and has completed postgraduate studies in the field of vocational guidance.

Vocational counsellors should have social competences (such as specific personality traits, aptitudes and interests which facilitate effective work with people) and should improve their professional qualifications on a permanent basis, by self-study and participation in postgraduate studies and other forms of training. They should also have considerable knowledge in the field of vocational guidance, psychology, sociology, pedagogy, social policy, education and labour market issues, and public administration tasks.

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

In Poland there is, as yet, no single data collection system which would bring together different categories of information on financing education. The available information is uncorrelated, "sectoral" in nature, collected at different levels of generality, which makes any comprehensive analysis extremely difficult.

The basic policy assumption underlying the financing of the educational system is obeying the constitutional principle concerning the provision of free education until 18 years of age in all public schools. Also adult education in the school system is financed from the state budget.

As regards the binding regulations, in addition to the Constitution of the Republic of Poland, the financing of education and related issues are governed by:

- [the Education System Act \(1991\) - with its many amendments, the last dated 27 June 2003;](#)
- [the Public Finance Act \(1998\);](#)
- [the Revenues of Territorial Self-government Units Act \(1998\).](#)

The new priorities in the educational policy of the government were defined in for " The Development Strategy for Continuing Education until 2010" adopted by the Council of Ministers in 2003.(see 02) The strategy indicates the sources of financing particular tasks. It is assumed that within The Sectoral Operational Programme Human Resources Development, co-financed from the ESF, in the years 2004-2006 the Ministry of National Education and Sport will have at its disposal 527.4 millions EUR (395.55 millions EUR from the ESF and 131.85 millions from the state budget). Nevertheless, it is only an estimation, because the public expenditures for realization of these tasks must be indicated every year in the Budget Act .

In 2003 public expenditure on education totalled 33.6 billion PLN, what made 4.13 % of GDP). The expenditures for education from the state budget amounted to 26.1 billion PLN, 94.6% of which were subsidies for territorial government units.

The allocation of funds earmarked for the individual levels of education is related to the transfer of the budgetary resources to municipal governments (*gmina* - the local level), district governments (*powiat* level) and regional governments (*voivodship*– the regional level).

Until 1990, all expenditures on education were made through the state budget. The taking over of kindergartens (in 1991), primary schools (in 1993-1994) and secondary schools, including vocational ones (since 1999) by the local governments, results in continual increase of the funds for education which were at the disposal of the local and regional governments.

The basic act and the tool used to determine how the financial resources are divided among the local governments and then among schools is the Regulation of the Minister of National Education of 16 December 1999 on the rules of the division of the general subsidy for education tasks for territorial self-government units, in short referred to as the financing algorithm. Until the end of 1999, the teacher and the school grade were the main elements in the financing of the public education system. Since 1 January 2000, it is the student's education that the financing is primarily allocated to.

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

It is difficult to determine full costs of the education of vocational school students. It has been acknowledged for many years that they are higher than in the general secondary education. Per capita expenditures of public schools administered by self-government entities (a definite majority of all vocational schools) may serve as an indication. In 2002, they amounted to PLN 3,514 per one student.

In the basic and secondary technical school system, public schools are definitely in the majority, while non-public schools prevail in the post-lyceum school structure. The Minister for National Education and Sport is in charge of the majority of vocational schools. The Ministry of Education, in cooperation with the Ministers for Culture and Health, exercises supervision over the small number of medical and artistic schools.

Territorial governments are the holders of a vast majority of funds earmarked for education. These funds come from the central budget (and have the form of the general subsidy for education tasks and allocation from the state budget, as well as the territorial governments' funds.

In 2002 territorial self-governments spent 4148 million PLN on vocational education, of which 98.8% were incurred by district governments, which are the bodies responsible for running post-gymnasium schools. The remaining, small part of the self-government expenditures for vocational education and upgrading training was incurred by municipalities (0.9%) and regional self-governments (0.3%).

The majority of expenditures were allocated to vocational schools (nearly 90%), nearly 7% for continuing training centres and about 3.5% - to special schools (for those with special educational needs).

Nearly 75% of the analysed expenditures were spent on remuneration (including related payments).

Non-public post-gymnasium schools, including vocational ones, which have a status of a public school, receive a subsidy from the district budget amounting to no less than 50% of current expenditure for one pupil in a public school of the same type.

The schools which don't have the status of a public school may receive a subsidy from the district budget on the basis of regulations defined by the district self-government.

Alternate vocational education forms are based on employment contracts to learn an occupation or training to perform a specific job, which are concluded between the employer and juvenile workers. It sets out terms of the paying the wages of juvenile workers, which are contributed by the employer. The employer who agrees to train a student is obliged to cover the costs related to preparing a training station furnished with all the required equipment, tools, materials, technical documentation and to provide working clothes and footwear or personal hygiene items.

Juvenile workers who receive initial training for a given job are entitled to compensation representing no less than 4% of the monthly average salary in the national economy. In the fourth quarter of 2003, the average monthly salary in the national economy was 2,276.84 PLN. Thus, pay of juvenile workers in the individual years of training approximately ranges from 90 to 140 PLN a month. Provided they fulfil the prescribed conditions, employers may be reimbursed for the wages of juvenile workers and their social insurance contributions from the Labour Fund. They need to submit an application for such reimbursement to the district labour office. The application provides – among others – information about occupations and skills which the juvenile worker is training for. The legal basis for the reimbursement of wages paid by employers to juvenile workers from the Labour Fund is laid down in relevant legislation. In 2002, Labour Fund expenditures for vocational training of juvenile workers amounted to 336.1 million PLN, what made 3.4 % of all Labour Fund expenditures.

The acquired vocational qualifications are confirmed with an exam. If an juvenile worker is hired by an employer who runs a crafts business, he/she takes a qualification exam for an apprentice, held by the examination commissions appointed by the chambers of crafts. A fee must be paid to sit such an exam. The costs of organising the exam on the first set date are borne by the employer. Also, the employer may cover the costs of a repeat exam. Fees for exams organised by chambers of crafts are set by the chambers themselves, based on the average monthly salary in the enterprise sector. Fees for the apprenticeship exam cannot be higher than 20% of the baseline amount. In justified cases, the chamber of crafts may decide not to collect the fees.

The sum of the reimbursement cannot exceed the sum agreed earlier and may be applied only to training in several occupations listed in the classification of occupations and specialisations. Preparing a list of occupations eligible for reimbursement is intended to reduce training in vocations in which it is difficult for school-leavers to find employment or in which the unemployment rate is high.

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

Education in public schools for adults is free of charge. These schools are financed in the same way as public schools for youths (see 10.2).

Education in non-public schools is paid. Non-public schools, which have a status of a public school, receive a subsidy from the state budget.

In general, continuing education can be financed from the following sources:

- state budget (school forms and expenditures of Labour Fund)
- trainees' own funds;
- enterprises/employers;
- foreign assistance funds.

The Survey on Educational Activity of Adults (BAED), carried out by the Central Statistical Office in 2003 shows that in out-of-school education 31% of participants finance their education from their own or family's resources, 57.6% have the education financed by employers, 4.6% by foundations and other NGOs, 2.2% by labour offices and 4.7% have the education financed from other public funds.

The pilot monitoring project concerning vocational training of employees in enterprises, carried out in 2002 demonstrates that the involvement of employers in the training of their employees depends on the number of staff and type of business activity. In 2002, the cost of completed and financed training programmes in the surveyed enterprises (100 randomly selected enterprises in the Mazowsze region) totalled PLN 452.7 thousand, which accounted for 0.6% of total labour costs. The training investment per capita (regardless of the training duration) was PLN 442.

The 2002 survey of continuous vocational training in enterprises was based on the CVTS2 methodology (cf. Balicki 2003). The survey findings show that 41.4% enterprises were involved in training, and that the bigger the enterprise the larger the share it had in the financing or co-financing of training. The obtained data indicates that, on average, in 2002 enterprises spent PLN 694 on every employee in training. As the enterprise size increased, the unit training cost would diminish. In small enterprises, the largest training costs were borne by entities in the sector of wholesale and consignment trade - PLN 1879 per trainee. In medium-sized enterprises, most funds were spent on training by entities manufacturing means of transport – PLN 2,607, and in large ones – by entities manufacturing cellulose pulp, paper and paper products – PLN 1,291.

The amounts spent on training also depend on the type of the enterprise's activity, and were the largest (on average) in the sector of wholesale and consignment trade – PLN 1,297 per trainee. The survey shows that as the expenditures on training grow, measured by the relation of total training costs to total labour costs, the average training costs per trainee also increase (cf. Balicki 2003).

Surveys carried out by the Management Institute at the turn of 2001 indicate that the average cost of training depends on the training content and the level of the personnel for whom the training is organised. Research proves that the training costs of executives and managers are on average twice as high as those of other employees. Also, considerable regional disparities in the training costs can easily be observed. The average cost of one training day for one trainee who is an executive/manager reached PLN 383 in central Poland (Warsaw and Mazowieckie region), and PLN 138 in Malopolskie region. The average cost of one training day for one trainee among the other (non-executive) staffs, in the above regions, PLN 204 and PLN 111, respectively.

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

As of 1 January 2002, labour offices were included in the local government structures. Setting the ceilings for expenditures and transfer of Labour Fund money to regional and district governments is effected using the algorithm defined in the Regulation of the Council of Ministers. The tasks financed from the Labour Fund have been divided into three groups: mandatory, optional - earmarked for the financing of active measures counteracting unemployment (such as training, intervention works, public works, loans) and other optional tasks (such as

development and dissemination of career information, costs of implementation, development and maintenance of the IT system). In 1990-2002, changes in the regulations concerning expenditures from the Labour Fund, in particular rules for awarding unemployment benefits, their amounts and duration, as well as pre-pension benefits and allowances, exerted a strong influence on the volumes and structure of expenditures from the Fund. In 1990-2002, the bulk of the expenditures were unemployment benefits as well as pre-pension benefits and allowances (mandatory). In 1990, the share of expenditures for such payments was 51.1.% and grew to 89.0% in 2002 .

In December 2003, 11,365 registered unemployed started training. 22,874 people completed training, i.e. 6,628 more than in the previous month. In the reporting period (December 2003), 1,512 graduates started training, and 3,865 – work placements.

The rules and procedures for organising and financing training are defined in *the Employment and Counteracting Unemployment Act of 14 December 1994*. The costs of training are covered from the Labour Fund.

The Labour Fund resources are earmarked among others for financing the costs of training of employees, unemployed and other eligible persons, training allowances, loans, scholarships, contributions for social insurance related to scholarships and training costs of personnel performing tasks arising from the relevant legislation.

The training costs of the unemployed involve a sum agreed with the training institution, as well as the cost of accident insurance, of necessary medical checks and costs of exam to acquire specific vocational qualifications. If the training takes place outside the place of residence of the unemployed, then the cost of training also includes travel and accommodation costs.

The unemployed who take part in training may apply for a training allowance. As of 1 September 2003, the training allowance for the unemployed (20% of the basic benefit) was PLN 100.7. The unemployed may also get a "training loan" towards the financing of the costs of training started without the referral from the district labour office. Graduates and school leavers registered at the district labour office may receive scholarships for the time of training, work placement at the employer's or the period of study in a post-primary, post-*gymnasium* or higher school (in the extramural or evening studies system).

The share of Labour Fund expenditures for active measures counteracting unemployment is low and still falling, as is the share of training expenditures. The share of such expenditures in total Labour Fund expenditures was 1.6.% in 1997, against mere 0.5% in 2002, while the share of training expenditures in active measures counteracting unemployment in 1997-2002 remained at a relatively stable level of over 9%.

Activities aimed to prevent vocational and social exclusion include education and training programmes targeted at the disabled, women, people with low education and skills, young people with no career experience who do not learn, train or work. Other marginalised groups include young people from poor and pathological families. Most frequently, such young people live and learn at training and pedagogical centres run by the Voluntary Labour Corps (OHP), financed from the public funds. In such centres, accommodation and instruction are provided free of charge..

Disabled youth may continue their education in post-*gymnasium* schools, similarly to their non-disabled peers. In the school year 2002/2003, altogether, 18003 students were learning in schools for the disabled and in integration, open classes. Education in public vocational schools for disabled students is financed from the territorial government budgets. In 2002 the expenditure of territorial governments for vocational schools for the disabled amounted to 151 million PLN, of which 98.68% was spent by district self-governments.

The government programme entitled "The First Job" promotes acquiring first vocational experiences by school leavers from different types of schools. It is targeted at the school leavers from post-*gymnasium* schools of all levels. Vocational placement at the employer's establishment is one of the basic forms of vocational mobilisation of school-leavers. During the placement, trainees are entitled to a scholarship paid by the district labour office. The cost incurred in 2002 per one graduate by the Programme was PLN 2,788, depending on the mobilisation form in question. In 2002, the Ministry of Labour and Social Policy allocated PLN 795 million to active measures counteracting unemployment, including implementation of the "First Job" programme (cf. Tab. 11). In 2003, Labour Fund expenditures for the implementation of active measures counteracting unemployment totalled PLN 1,588.5 million.

As of 1 September 2003, the scholarship for unemployed graduates during the placement is PLN 503.2 (100% of the basic benefit), during the training – PLN 302.0 (60% of the basic benefit), continuation of learning – PLN 302.0 (in regions threatened with high unemployment). The labour offices pay pension and disability pension insurance (plus accident insurance – 0.97%) on the scholarships for the period of the training and the placement, amounting to 33.49% of the basic benefit.

The Sectoral Operational Programme Human Resources Development (SOP HRD) provides for supporting high-risks groups. Among others, it envisages measures aimed to help the unemployed (youth and adults), school-leavers, young people wishing to start their own business, the disabled persons, people threatened with social exclusion (unemployed over 24, alcoholics, drug addicts, people living prisons), women (in labour market integration), employees and employers. Such measures include training programmes, placements, workshops, labour exchange services, advisory and information services as well as supporting social employment.

Support to high-risk groups is stipulated by measures in the following priorities

1. Active labour market policies, vocational integration and social inclusion, including Measure 1.5. Promotion of active social policy by supporting high-risk groups.
2. Development of knowledge-based society, including Measure 2.1. Increasing access to education – promotion of lifelong learning.

The overall financial breakdown for the implementation of SOP HRD allows to identify the funds and their breakdown by all the measures in priorities 1 to 3 in the years 2004-2006. In 2004, the national public contribution for priority 1 totals EUR 55,350,305. In this amount, the state budget resources account for 14.97%, territorial government resources – for 2.37%, other sources (such as the Labour Fund or the State Fund for the Rehabilitation of the Disabled – PFRON) – 82.66%. The estimated private contribution is EUR 2,480,850. In the same year, the national public contribution for priority 2 is estimated at EUR 57,837,065 and is to be contributed wholly by the state budget, with the planned private contribution at EUR 1,825,433.

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

It is difficult to draw general conclusions as there is a lack of detailed data reflecting financing vocational education and training of different types and levels, especially information on the cost of training borne by the individual participants.

High unemployment is the main problem that the successive governments have to tackle (in November 2003, its rate was 17.6%). It is particularly acute in the case of recent graduates entering the labour market (in November 2003, 810,256 unemployed aged 18-24 years were registered in labour offices; an increase by 3,655 – 0.5%, as compared to the previous month). Currently, the most serious challenge facing the government is to create new sustainable jobs.

It seems that execution of tasks indicated in “ the Development Strategy for Continuing Education until 2010” and proposed way of their financing may lead to significant positive changes in the field of continuing education and to improvement of its quality and level.

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

One of the most important governmental documents promoting the idea of lifelong learning in Poland is “the Development Strategy for Continuing Education until 2010”. The tasks indicated in this document are consistent with the goals set in the Lisbon Strategy i.e. building knowledge-based society through development of high quality, accessible continuing education, promoting the value of learning, improvement of vocational counselling and guidance and through promoting entrepreneurship. This is meant to enable individual development of every citizen and regular upgrading of vocational qualifications in order to respond to the requirements of the labour market. “The Development Strategy for Continuing Education until 2010” was worked out on the basis of recommendations for Poland formulated by the World Bank in Aide Memoire in November 2002. It also includes priorities and tasks assigned to the member states in the Memorandum concerning continuing education and in the Copenhagen Declaration. The priorities and tasks are carried out in Poland also through Polish-German co-operation based on the Polish-German Declaration about co-operation in the field of vocational education, signed in April 2004. The Declaration assumes taking up common activities focused on execution of postulates pointed out in the Copenhagen Declaration, especially regarding such issues as: Europass promotion, validation of non-formal and informal education, creating credit transfer system in vocational and continuing education and training, quality of education and training and development of vocational counselling and guidance. Furthermore it presumes working out common mobility strategy and strengthening the co-operation between institutions involved in vocational education and training.

Since both general and vocational education has a great impact on creating abilities to cope with the labour market requirements, the need to invest in the education system and the development of qualified human resources was exposed in the “National Strategy for Employment Increase and Human Resources Development for the years 2000-2006. This document stresses the significance of education in counteracting unemployment, putting emphasis on the role of proper curricula, introducing vocational counsellors to schools and development of continuing education. The activities in this fields are also meaningful for regional development and compactness policy so that they have been treated as priorities in the National Development Plan for the years 2004-2006 and in the Sectoral Operational Programme Human Resources Development. Priority 2 of the SOP HRD allows to carry out, among the others, projects aimed at adjusting the educational offer of schools, higher education institutions and other vocational education establishments to the labour market needs and at enhancement of continuing education for adults.

At present, the National Development Plan for the years 2007-2013 is undergoing social consultations. Improving competitiveness of economy and increasing innovativeness are the main goals determined in the Plan, what means that investing in qualified human resources and development of education system will remain amongst the priorities. Simultaneously, works on the National Employment Strategy for the years 2007-2013 and the Development Strategy for Education for the years 2007-2013 are underway. The Development Strategy defines increasing the accessibility of education and improvement of its quality as main goals for the next years. The activities planned in the Strategy include popularisation of two-level higher education, promoting continuing education, widening foreign language and entrepreneurship education.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

As regards the impact of European initiatives on vocational and continuing education in Poland, the Polish participation in the Leonardo da Vinci programme should be especially noted. The programme responds to the need to increase mobility through modernisation of vocational education and training and preparing beneficiaries for the requirements of the European labour market as well as to the need to develop a European dimension of vocational education and training in Poland through promoting good practices, developing and modernising curricula and teachers' qualifications and through development of non-traditional forms of vocational education and training. The advantages have occurred on different levels. At the institutional level, thanks to international exchange, the prestige of vocational education and training is increasing as well as the standing of the vocational school. The partnerships formed within the programme are being extended to embrace more and more institutions.

On the national scale, dissemination of innovative results of both thematic projects and exchanges contribute to the modernisation of curricula and teaching methods as well as to the improvement of co-operation between a school and its environment. On the level of individuals, the beneficiaries may acquire vocational experience and qualifications that increase their employability both on the national and European labour markets.

Strengthening mobility in Poland includes also such governmental measures as introducing obligatory foreign language education in vocational schools (two languages in upper secondary schools and one language in basic vocational schools), development and popularisation of IT-based teaching methods and modern forms of education, e.g. modular curricula or distance learning, modernisation of school equipment, introducing entrepreneurship content into core curricula, etc. Many of these activities are supported by projects carried out as part of the European Social Fund.

Additionally, establishing an external examination system, adjusting Polish legislation in the area of qualification recognition to the directives of European Commission as well as steps undertaken in order to implement the new Europass are leading to better qualification and competence transparency and to increasing mobility on the labour market. Although formal education dominates in Poland, the significance of non-formal and informal education is rising, so validating partial competencies regardless of how they had been acquired becomes a challenge. The new Europass extends possibilities to register various forms of training and acquiring vocational experience in the country and abroad, thereby contributing to their transparency and transferability. Poland is preparing to implement Europass through, amongst others, intensification of works on Language Portfolio and Certificate Supplement. Higher education institutions in Poland will start issuing a Diploma Supplement in January 2005.

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Rozporządzenie Ministra Edukacji Narodowej i Sportu z 4 grudnia 2002 roku w sprawie egzaminów kwalifikacyjnych na tytuły czeladnika i mistrza w zawodzie, przeprowadzanych przez komisje egzaminacyjne izb rzemieślniczych (DzU 2003, nr 20, poz. 171) (Ordinance of the Minister of National Education and Sport on examinations for the titles of an apprentice and a master in a vocation, carried out by examination commissions of the chambers of crafts)

Ustawa z dnia 7 września 1991r. o systemie oświaty (DzU 2004, nr 256, poz. 2572) (The Act on education system)

Ustawa z dnia 27 czerwca 2003 r. o zmianie ustawy o systemie oświaty oraz o zmianie niektórych innych ustaw (DzU, nr 137, poz. 1304) (The Act amending the education system act and other acts)

References:

www.mgip.gov.pl (pages of the Ministry of Economy and Labour)

Theme 09: Guidance and counselling

Sources:

Dane statystyczne na podstawie formularzy sprawozdawczych MPiPS-04 dotyczące poradnictwa zawodowego w ramach powiatowych urzędów pracy i centrów informacji i planowania kariery zawodowej (Statistics regarding vocational guidance and counselling in district labour offices and vocational information centres- materials based on reports for the Ministry of Economy and Labour)

Narodowa Strategia Wzrostu Zatrudnienia i Rozwoju Zasobów Ludzkich w latach 2000-2006 przyjęta przez Radę Ministrów 4 stycznia 2000 roku (National Strategy for Increasing Employment and Human Resources Development)

Narodowy Plan Rozwoju 2004-2006 (National Development Plan)

Sektorowy Program Operacyjny "Rozwój Zasobów Ludzkich 2004-2006" - załącznik do rozporządzenia Ministra Gospodarki i Pracy z 11 sierpnia 2004 roku (DzU RP załączniki do nr 197, poz. 2023, 2024, 2027 i 2032 z 9 września 2004 roku) (Sectoral Operational Programme Human Resources Development)

Ustawa z 7 września 1991 roku o systemie oświaty (DzU 1996, nr 67, poz.329 i nr 106, poz. 496) wraz z późniejszymi nowelizacjami (The Act on education system)

Ustawa o promocji zatrudnienia i instytucjach rynku pracy z 20 kwietnia 2004 roku (DzU, nr 99 poz. 1001) (The Act on promoting employment and labour market institutions)

Theme 10: Financing – investment in human resources

Sources:

Badanie "Ustawiczne szkolenie zawodowe (CVTS2) w przedsiębiorstwach w 2002 r". Balicki A., Rynek Pracy, wydanie specjalne, grudzień 2003 (The survey on continuing vocational training in enterprises in 2002)

Finansowanie kształcenia i szkolenia zawodowego w Polsce. Piwowarski R., Drogosz-Zabłocka E., 2004, raport, maszynopis (Financing Vocational Education and Training In Poland)

Oświata i wychowanie w roku szkolnym 2002/2003. GUS, Warszawa 2003 (Education in the school year 2002/2003)

Oświata i wychowanie w roku szkolnym 2003/2004, GUS, Warszawa, 2004 (Education in the school year 2003/2004)

Zmiany w systemie oświaty. Wyniki badań empirycznych. Piwowarski R., Instytut Spraw Publicznych, Warszawa 2002 (Changes in the Education System. Results of empirical research)

Theme 11: European and international dimensions

Sources:

Deklaracja Kopenhaska. Memorandum dotyczące kształcenia ustawicznego. Maszynopis (Copenhagen Declaration. Memorandum regarding Continuing Education.)

Narodowa Strategia Wzrostu Zatrudnienia i Rozwoju Zasobów Ludzkich w latach 2000-2006. Ministerstwo Pracy i Polityki Społecznej, Warszawa 2000 (National Strategy for Increasing Employment and Human Resources Development)

Narodowy Plan Rozwoju 2004-2006 (National Development Plan)

Sektorowy Program Operacyjny "Rozwój Zasobów Ludzkich 2004-2006"- załącznik do rozporządzenia Ministra Gospodarki i Pracy z 11 sierpnia 2004 roku (DzU RP załączniki do nr197, poz. 2023, 2024, 2027 i 2032 z 9 września 2004 roku) (Sectoral Operational Programme Human Resources Development)

Strategia rozwoju kształcenia ustawicznego do roku 2010. Ministerstwo Edukacji Narodowej i Sportu. www.men.gov.pl (the Development Strategy for Continuing Education up to the year 2010)

References:

www.bkkk-cofund.org.pl (pages of Polish Leonardo da Vinci Agency)