

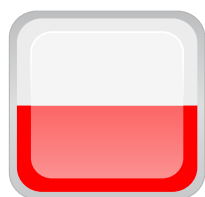
---

# IMPLEMENTING EUROPEAN PRIORITIES IN VET

Making national VET agile,  
flexible, innovative, attractive,  
inclusive and quality assured

# POLAND

---



# **Implementing European priorities in VET**

Making national VET agile, flexible, innovative, attractive,  
inclusive and quality-assured:

Poland

[Thematic perspectives](#) provide national overviews of specific themes in a common format and offer comparative dimension across the EU Member States, Iceland and Norway.

This thematic perspectives series complements the general information on vocational education and training (VET) policies and systems provided in [VET in Europe database](#) and the [Timeline of VET policies in Europe](#). The themes presented in the series feature high on the European agenda.

This thematic perspective was prepared based on data/information from 2023.

Thematic perspectives are co-financed by the European Union and ReferNet national partners.

[ReferNet](#) is a network of institutions across Europe representing the 27 Member States, plus Iceland and Norway. The network provides Cedefop with information and analysis on national vocational education and training (VET). ReferNet also disseminates information on European VET and Cedefop's work to stakeholders in the EU Member States, Iceland and Norway.

Authors: Jerzy Bielecki (IBE), Anna Maliszewska (IBE) and Katarzyna Matuszczak (IBE)

Contributors: Joanna Felczak (IBE) and Małgorzata Kłobuszewska (IBE)

Peer reviewed by: Petya Evtimova (ReferNet Bulgaria)

Reviewed by Cedefop: Inés Sancha, expert

Technical support in preparing the publication by: Katsoura, Eleni Maria, assistant, and Santos, Maria Teresa, assistant (Cedefop)

© IBE (Cedefop ReferNet Poland), 2024.

Reproduction is authorised, provided the source is acknowledged.

Disclaimer: The content of this publication does not necessarily reflect the position or opinion of Cedefop. The publication has neither been edited nor proof-read by Cedefop's editing service.

Please cite this publication as:

Bielecki, J., Maliszewska, A., & Matuszczak, K. (2024). *Implementing European priorities in VET: making national VET agile, flexible, innovative, attractive, inclusive and quality-assured: Poland*. Cedefop Refernet thematic perspectives.

# Contents

CHAPTER 1.	Introduction .....	5
CHAPTER 2.	Main policy developments in 2023 .....	5
2.1	Agile and resilient VET, adaptive to labour market needs .....	5
2.2	Flexible VET, providing progression and lifelong learning opportunities .....	7
2.3	Innovative and excellent VET .....	8
2.4	Attractive VET, based on modern and digitalised provision .....	9
2.5	Inclusive VET promoting equal opportunities .....	9
2.6	VET underpinned by quality assurance .....	10
CHAPTER 3.	Involvement of VET stakeholders in the implementation of policy developments relating to NIP .....	11
CHAPTER 4.	Achievements of implementation .....	12
CHAPTER 5.	Challenges of implementation .....	12
CHAPTER 6.	Conclusions .....	13
References	.....	14
Annex 1.	VET graduate tracking system diagram .....	16
Annex 2.	Badge content in the Badge+ software .....	17

## CHAPTER 1. Introduction

The National Implementation Plan (NIP) has been developed to fulfil the recommendations arising from the Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social equity and resilience 2020/C 417/01.

The NIP draws on national strategies developed and implemented in Poland over the last 10 years, such as the Strategy for Responsible Growth to 2020 (with an outlook to 2030) [*Strategia na rzecz Odpowiedzialnego Rozwoju do roku 2020 (z perspektywą do 2030)*]; the [Human Capital Development Strategy 2030](#) (*Strategia Rozwoju Kapitału Ludzkiego 2030*); the [Integrated Skills Strategy 2030](#) (*Zintegrowana Strategia Umiejętności 2030, ISS*), and other reforms and projects. They show the importance of professional skills in human life, and the key role of VET and lifelong learning (LLL) in personal and professional development.

Since 2016, Poland's VET system is undergoing significant structural, organisational, and curricular changes to meet the skills needs of the modern labour market and the demands of society.

The primary aim of the NIP is to equip human resources with the necessary skills for a modern economy by providing high-quality, relevant, effective, and inclusive vocational education at all levels. This objective will be achieved through five specific goals that are strictly connected with EU priorities:

- (a) The implementation of the ISS by developing vocational skills in formal and non-formal education, including skills relating to the green and digital transformation - EU priorities: agile and resilient VET, innovative and excellent VET, attractive VET.
- (b) The provision and development of VET staff - EU priority: attractive VET - supporting teachers' and trainers' professional development.
- (c) The development of career counselling and the promotion of VET - EU priorities: attractive VET, innovative and excellent VET.
- (d) The implementation of innovative and sustainable national and international cooperation mechanisms for vocational education, fostering relevance, quality of education, and professional resilience and excellence - EU priorities: agile and resilient VET, innovative and excellent VET, attractive VET.
- (e) Support for the development of modern vocational education and LLL in the regions in cooperation with local governments and social partners - EU priorities: attractive VET, innovative and excellent VET.

## CHAPTER 2. Main policy developments in 2023

### 2.1 Agile and resilient VET, adaptive to labour market needs

To support the adaptation of the VET offer to the fast changing economic, social and labour market needs, the Polish Government has introduced several instruments, such as the annual [forecast of the demand for employees in VET occupations](#), the [Integrated Qualifications System \(IQS\)](#), the [VET graduate tracking system](#) or [many initiatives supporting stakeholder involvement in VET development and delivery](#).

Increasing the accessibility and quality of qualifications as well as enabling qualifications to be compared and referenced to the European Qualifications Framework (EQF) <sup>(1)</sup> are the main goals of the **Integrated Qualifications System** (IQS) <sup>(2)</sup>. The IQS describes and registers different qualifications in one publicly available register (Integrated Qualifications Register – IQR) <sup>(3)</sup>. It also establishes the standards and procedures of confirming qualifications, including quality standards. There are 235 market qualification in the register, of which 64 were included in 2023. Over half of these 64 qualifications belonged to the sport sector and nearly one sixth – to the IT sector <sup>(4)</sup>.

Most of the qualifications included in 2023 were below the EQF level 6, i.e., below the level of higher education. No market qualifications in the register are assigned to the highest EQF level <sup>(5)</sup>.

Based on the IQS, sectoral qualifications frameworks (SQFs) are being developed by sectoral institutions with the support of the Educational Research Institute. The SQF can serve as a tool for competence assessment in recruitment or staff evaluation. Each SQF translates the requirements of the PQF considering the specificities of the given sector. Since 2015, 21 sectoral frameworks have been developed, three in 2023 <sup>(6)</sup>, in such diverse sectors as IT and agriculture.

To provide adequate data to assist in defining the VET offer at the national and regional level, the education minister publishes a **forecast of the demand for employees in VET occupations** each year. The forecast is based on the Educational Research Institute data and is a list of VET occupations for which special demand in the national labour market is predicted. The analysis also contains lists of VET occupations for which both significant demand and moderate demand are projected in each of the 16 regions of Poland. The number of occupations indicated in the regions varies and depends on local conditions. Local governments receive an increased educational subsidy for schools educating in the occupations listed in the forecast for the previous year. The increased subsidy is based on the number of students starting their education in the given professions and is applied throughout the entire education cycle. The forecast has been continuously expanded with new data and research.

Since 2016, the Educational Research Institute has been developing a **system to track the educational and professional trajectories of VET graduates**. The system <sup>(7)</sup> is based on administrative data from several public registers (the National Educational Data System, the

---

<sup>(1)</sup> The Polish Qualifications Framework (PQF) was referenced to the European Qualifications Framework (EQF) in May 2013. It is based on learning outcomes and has eight levels. It includes different layers of level descriptors (type of education and training and sector), which is an innovative approach, allowing easier inclusion of qualifications awarded outside formal education and training, such as sectoral qualifications.

<sup>(2)</sup> For more information on the IQS see: <https://kwalifikacje.gov.pl/en/>

<sup>(3)</sup> For more information on the Register see: <https://kwalifikacje.gov.pl/en/about-iqs/integrated-qualifications-register-iqr>

<sup>(4)</sup> Based on the IQR, <https://kwalifikacje.gov.pl/k> (accessed: 18.03.2024)

<sup>(5)</sup> Based on the IQR, <https://kwalifikacje.gov.pl/k> (accessed: 18.03.2024)

<sup>(6)</sup> The SQFs developed in 2023 were for marketing communications, food processing, and cybersecurity sectors.

<sup>(7)</sup> The system diagram is presented in Annex 1.

Registers of the Social Insurance Institution, the National Register of Higher Education Students, and the Exam Results Database). In addition, extensive survey research conducted among students and graduates of schools providing vocational education was required to further design and develop such a system. The survey research was aimed at determining the reliability and validity of the indicators constructed using register data. Based on the survey and register data, national level reports were prepared: on the educational and professional status of VET graduates during the COVID-19 pandemic and on the determinants of educational and professional pathways of VET graduates. An additional analytical report on distance learning and practical vocational education during the pandemic was also published.

In addition to the basic national level indicators and reports, individual reports for schools are prepared containing information on the educational and professional status of graduates, their continuation of learning, job contract type, average wages in relation to wages in the district where they were educated, and the average length of unemployment. In 2023, software was developed to generate automatic school reports, industry reports (graduates of a given industry in a region (*voivodeship*)) and regional reports (graduates in a given voivodeship). Meetings and workshops were held with the school directors and career advisors and meetings with representatives of regional labour offices regarding their information needs and the usefulness of the reports.

In the last quarter of 2023, the Educational Research Institute launched an EU-funded project that will run until the second half of 2028 and continue to develop the VET graduates tracking system. The project's aim is to include in the monitoring specific groups of graduates, e.g., students with special education needs, foreign students (including Ukrainian students), craft and Voluntary Labour Corps <sup>(8)</sup> students. This will require extending the scope of data from the registers already used and adding data from other state registers, among others from the Agricultural Social Insurance Fund, the National Revenue Administration or the Voluntary Labour Corps database. The project will also develop interactive reports for various recipient groups, such as school governing bodies, the ministry and pedagogical supervision authorities, labour market institutions, employers, parents and students, social partners, scientists and researchers. Surveys on the information needs of individual groups of recipients will also be performed.

## 2.2 Flexible VET, providing progression and lifelong learning opportunities

Fast-changing societies require citizens to regularly update and improve their knowledge, skills and competences to fill the gap between their formal education and training and the needs of the labour market. To facilitate lifelong learning, the Polish Government has initiated several actions in continuing education and training (CVET), among the most important is the Integrated Skills Strategy (ISS).

The [Integrated Skills Strategy](#), adopted by the government in 2019, defines the aims and tasks of the national skills development policy and sets a strategic approach to building, maintaining and using human capital to increase employment and economic growth, and to

---

<sup>(8)</sup> The Voluntary Labour Corps (Polish: *Ochotnicze Hufce Pracy*) is a state-run organisation working to prevent the social exclusion of young people. For more information see: <https://www.ohp.pl/en/>

promote social inclusion and participation.

In CVET, the ISS is focused on developing and promoting a culture of learning directed towards the active and continuous development of skills. It also emphasises increasing the involvement of employers in developing and better utilising skills.

The strategy is implemented by several projects focusing on areas such as updating the VET offer, introducing new market qualifications especially in digital and green skills, supporting students with disabilities in the transition to the labour market, developing the IQS, e-resources for VET development, modernising VET examinations, and lifelong learning. A central-level EU-funded project concluded in 2023. It has developed cooperation at the national and regional levels and to coordinate actions in the field of lifelong learning. The project included:

- (a) monitoring ISS implementation at the national and regional levels;
- (b) supporting the exchange of experiences and good practices among beneficiaries;
- (c) developing thematic networks of cooperation and experience exchange in the area of skills;
- (d) developing recommendations to enhance coordination and cooperation at the central and regional levels in the field of lifelong learning.

New ways of confirming knowledge, skills and competences, such as microcredentials, are a response to the challenges of the modern world. The Educational Research Institute is working on another project to popularise digital microcredentials in Poland using the Open Badges standard - the world's most recognised and widely used standard for issuing skill certificates. The application, 'Badge+' (*Odznaka+*), allows institutions to develop digital badges and issue them to their clients, pupils, students, employees and contractors. It allows individuals to collect and store badges and their equivalent PDF certificates, as well as to share them, e.g., in social media. Thanks to the application, users can digitally confirm various types of achievements, such as obtaining qualifications, participating in educational or sports events, acquiring single or entire sets of learning outcomes), skills or competences. The content of a badge in the 'Odznaka+' system is presented in Annex 2.

In the last quarter of 2023, the Educational Research Institute additionally initiated a project, 'Microcredentials - piloting a new solution to support lifelong learning', to investigate the relevance of microcredentials for developing skills in accordance with the idea of lifelong learning. The project will also develop a process for issuing and collecting microcredentials in digital form using 'Odznaka+' application. A first analysis in the ICT sector was performed to verify the determinants of the use of digital credentials in the application. A dissemination strategy was also developed to promote the idea of microcredentials. The project will run until the second half of 2026.

### **2.3 Innovative and excellent VET**

To drive VET development and meet the requirements of the modern economy, increase innovation, the transfer of new technologies and accelerate the green transformation, Poland planned to set up 120 **sectoral skills centres** (*branżowe centra umiejętności - SSC*) implementing the concept of the Centres of Vocational Excellence (CoVEs). The SSCs will be

technologically advanced education, training and examination facilities in a given industry; they will serve as a place for innovative and sustainable cooperation between businesses and VET at all levels and will focus on achieving professional excellence in the Polish VET system. The establishment and operational support for SSCs is co-financed from the EU Recovery and Resilience Facility (RRF) via the National Recovery Plan (*Krajowy plan odbudowy*). 13 SSC were established in 2023, pre-financed from national funds.

## 2.4 Attractive VET, based on modern and digitalised provision

One way to make VET more attractive to learners is through participation in and the joint preparation of [national and international skills competitions](#), such as EuroSkills and WorldSkills, as well as [vocational teachers' competitions](#). Such competitions affect the image and attractiveness of vocational education in participating countries and strengthen cooperation between schools/vocational training centres and employers. The competences of vocational teachers preparing students for the competition are also improved, and their motivation is increased.

In Poland, skills competitions are organised by the SkillsPoland company established by the Foundation for the Development of the Education System. The competitions are conducted in cooperation with enterprises, employers and higher education institutions.

In 2022, the nationwide [SkillsPoland 2022](#) competition was held in Gdańsk and attracted nearly 200 competitors. This was the qualifier for the international EuroSkills. WorldSkills Poland also visited Białystok, where the first SkillsPoland Special Edition was held for the purpose of selecting the Polish national team for EuroSkills 2023 in the masonry and mechanical engineering CAD competition.

In 2023, Poland hosted the EuroSkills competition, where 43 competitions were organised with 576 competitors from 32 countries <sup>(9)</sup>. The competition involved 523 expert evaluators and attracted more than 30 000 attendees. Participants from Poland won 3 gold medals, 1 silver, 3 bronze and 6 medals of excellence.

A competition addressed to VET teachers, 'The Professional of the Year', also took place in 2023. Launched in 2022, it attracted 537 applications in 62 sectoral fields. The results of the competition were announced in March 2023 when 118 nominees in 52 fields were awarded distinctions and the title of laureate.

## 2.5 Inclusive VET promoting equal opportunities

To make VET inclusive, VET programmes should become accessible through digital learning platforms, supported by tools, devices and reliable internet connections.

Since 2018, when evaluations revealed that VET learners in Poland had limited access to useful and good quality educational e-resources, various initiatives have been undertaken to enhance the use of modernised content, tools and resources, including for students with disabilities). One of the most important was the project '[Development of e-resources for](#)

---

<sup>(9)</sup> Ministry of National Education (2024). *Vocational Education and Training Action Plan 2022-25. Summary of the first year of implementation* [Unpublished presentation].

'vocational education' (2019-23) <sup>(10)</sup> by the Centre for Education Development with the total budget of around EUR 2.2 million. Its aim was to develop 800 VET e-resources within 32 occupational sectors, which were published on the [Integrated Education Platform](#), and by February 2024, 827 materials were uploaded to the platform. Launched in February 2019, the platform is a professional, user-friendly and secure tool addressed to both students and teachers, recommended by the education ministry for use by schools in distance learning. The platform covers primary and secondary level education programmes, including VET.

In April 2023, a project, '[An Accessible School for All \(ASA\)](#)', was launched as a collaboration between the Institute of Educational Research, the education ministry and UNICEF. The project is scheduled to run until September 2025 and is focused on improving formal education, including VET. The project targets specialist teachers (1 120), including pedagogues, psychologists, special needs educators, speech and language therapists, pre-school and school teachers (11 200), university academics and NGO representatives. Its aim is to improve teachers' competence in providing support to learners with diverse developmental and educational needs, including refugee learners from Ukraine, and integrating a diverse environment in the classroom/school. Teacher professional development will be supported by involving the academic community. As a result of the project, approximately 30 000 children, including refugee children and children with SEN, will be reached and benefit from its activities. In addition, evidence will be collected to strengthen the system of accessible and inclusive education for all.

In 2023 the following actions were undertaken within the project:

- (a) five teacher training programmes were developed, including 27 on-line lectures, and approximately 160 supplementary materials;
- (b) 1 120 specialist teachers were recruited;
- (c) conference 'Accessible education - as close as possible to every child' was held to launch the project on 14 September 2023, attracting 3 900 on-line participants (6 200 views on YouTube);
- (d) specialist consultations were provided to the pedagogical staff of the participating kindergartens, schools and institutions, parents or legal guardians of learners (on psychiatric, psychotherapeutic, pedagogical issues);
- (e) preparations started for the planned scientific studies to empirically confirm the effectiveness of the interventions being implemented;
- (f) some promotional activities took place.

## 2.6 VET underpinned by quality assurance

To promote European cooperation in the development and improvement of quality in VET, the European Quality Assurance Reference Framework for VET (EQAVET) network was established in 2009 at the initiative of the European Parliament and the Council, bringing together Member States, social partners, VET providers and the European Commission. In

---

<sup>(10)</sup> Centre for Education Development. (2024). Development of e-resources for vocational education – description of the project, <https://www.ore.edu.pl/category/projekty-po-wer/tworzenie-e-zasobow-do-kształcenia-zawodowego/> (accessed:21.02.2024).

Poland, the Career Guidance Division of the Centre for Education Development in close operation with the education ministry acts as an EQAVET national reference point (NRP).

In 2023, the following activities of the NRP and the EQAVET network in Poland were undertaken <sup>(11)</sup>:

- (a) maintenance of the website <sup>(12)</sup> dedicated to EQAVET activities (reporting, summaries of meetings, posting information from the European Commission);
- (b) regular promotion of EQAVET network activities and quality improvement in VET during various events organised by the Career Guidance Division of the Centre for Education Development;
- (c) participation in the EQAVET network meetings <sup>(13)</sup>;
- (d) providing information on NRP events in the EC newsletter;
- (e) hosting a Turkish minority delegation in July 2023 and presenting them with information on EQAVET and NRP networks.

## CHAPTER 3. Involvement of VET stakeholders in the implementation of policy developments relating to NIP

Many different stakeholders and actors are involved in the NIP implementation as it has a wide range of beneficiaries, extending beyond the scope of traditional VET; among others:

- (a) ministries (Ministry of Education and Science <sup>(14)</sup>, Ministry of Family and Social Policy, Ministry of Infrastructure, Ministry of Culture and National Heritage, Ministry of Funds and Regional Policy, Ministry of State Property, Ministry of Finance, Ministry of Justice);
- (b) education authorities and institutes (Central Examination Board, Educational Research Institute, Centre for the Development of Education in Warsaw, Foundation for the Development of the Education System);
- (c) voivodeship (regional) governments and regional programme managing authorities (the voivodeship marshal offices);
- (d) public authorities and agencies (National Tax Administration, Central Prison Administration, Polish Agency for Enterprise Development, Polish Airports).

The NIP implementation is closely linked to the implementation of the ISS 2030 as a public policy and the cooperation and coordination mechanisms apply to both <sup>(15)</sup>.

---

<sup>(11)</sup> Based on information provided by the Centre for Education Development in Poland on 15.03.2024.

<sup>(12)</sup> EQUAVET National Reference Point in Poland: <https://www.ore.edu.pl/2021/10/eqavet-krajowy-punkt-referencyjny/>, [accessed on 21.02.2024].

<sup>(13)</sup> More information on the dates and topics covered is available at: <https://www.ore.edu.pl/category/wydzialy/wydzial-doradztwa-zawodowego/eqavet-krajowy-punkt-referencyjny/>, [accessed 21.03.2024].

<sup>(14)</sup> The Ministry of Education and the Ministry of Science will function as separate ministries from January 2024.

<sup>(15)</sup> Obwieszczenie Prezesa Rady Ministrów z dnia 31 października 2023 r. w sprawie ogłoszenia jednolitego tekstu zarządzenia Prezesa Rady Ministrów w sprawie Międzyresortowego Zespołu do spraw uczenia się przez całe życie i Zintegrowanego Systemu Kwalifikacji [Announcement of

At the national level, monitoring the implementation of the ISS 2030, and the NIP as its important part, is performed by the Inter-ministerial Team for Lifelong Learning and the IQS. This team is a consultative and advisory body to the Prime Minister. The Team consists of a chairperson - the minister responsible for education - and representatives of all ministries in Poland, as well as the head of the governmental centre for analyses. The tasks of the Team include setting the main directions for ISS implementation and monitoring, receiving reports on ISS 2030 implementation impact from second-level governance bodies, providing opinions on initiatives for strategic commitments by second-level governance bodies, and monitoring the implementation of NIP. Representatives of social partners, especially employers and trade unions, are invited by the Team to monitor the plan's implementation.

## CHAPTER 4. Achievements of implementation

In relation to the quantitative targets outlined in the VET Recommendation, Poland has achieved the following indicators:

- (a) The percentage of employed VET graduates (referring to individuals aged 20-34 who left VET 1-3 years ago) was 75.8% in 2021. The latest available data for 2022 shows that the indicator reached 82% <sup>(16)</sup> and was much higher than the target of 77% for 2025.
- (b) The percentage of recent VET graduates benefitting from learning opportunities in real work settings during VET is expected to reach at least 60% in 2025. In 2022, the indicator reached the level of 16.4% <sup>(17)</sup>. Nevertheless, there are some methodological issues regarding the Eurostat/LFS based indicator. The education ministry has concerns about the reliability of the data due to the questions used in the Polish LFS, which do not fully meet the purpose set by the EU. In 2022, the Ministry asked Statistics Poland to introduce methodological changes indicating that work-based learning is an obligatory element of VET curricula in Poland. Based on this, Statistics Poland changed the questions about work-based learning in the LFS for Poland as of 2023. The results of these changes will be available in 2024.
- (c) The percentage of VET learners benefitting from learning mobility abroad, measured as the percentage of mobile learners in a calendar year in relation to all VET graduates in the same year, was about 3% in 2021 and 6% in 2022 against the target of 4% by 2025 <sup>(18)</sup>.

## CHAPTER 5. Challenges of implementation

---

the Prime Minister of 31 October 2023 on the announcement of the consolidated text of the Prime Minister's Order on the Inter-Ministerial Team for Lifelong Learning and the Integrated Qualification System]. <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WMP20230001212>.

- (16) Employment rates of young people not in education and training by sex, educational attainment level and years since completion of highest level of education: [https://ec.europa.eu/eurostat/databrowser/view/EDAT\\_LFSE\\_24\\_\\_custom\\_10170335/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/EDAT_LFSE_24__custom_10170335/default/table?lang=en).
- (17) Exposure of VET graduates to work-based learning <https://ec.europa.eu/eurostat/databrowser/view/TPS00215/bookmark/table?lang=en&bookmarkId=aad84e87-b24a-4d83-a71d-3c564494fc93>.
- (18) Self-calculation delivered by the Ministry of National Education.

The funding for the activities planned in the NIP is provided by the state budget, including programme of comprehensive support for families 'Za życiem', and the EU funds, mainly Erasmus+, European Regional Development Fund, European Funds for Social Development 2021-2027, National Recovery and Resilience Facility and the Operational Programme Knowledge Education Development 2014-2020.

A difficulty in implementing the activities included in NIP may be that they are funded under different financial perspectives, including the National Recovery and Resilience Plan, which started later than expected. This may hinder the smooth implementation of tasks and result in unplanned delays, which may require changes and adjustments to the planned tasks. In addition, changes in the structure of the State administration, implemented at the end of 2023, may also affect the planned implementation schedule. At this stage, it is not possible to determine whether delays in the implementation of tasks will also affect their scope and planned indicators.

## CHAPTER 6. Conclusions

Polish politicians, decision-makers and the society as a whole have become more aware of the importance of VET in recent years. Both EU structural funds and national resources, following numerous legal acts and intentional declarations, are being directed at increasing attractiveness, inclusiveness, innovativeness, and flexibility of vocational education. The year 2023 in Poland was marked by a change of government resulting in a new political agenda also in the area of education and VET. The new government announced several structural reforms to the curricula and education system in the coming years.

All the developments discussed in this report not only confirm Poland's commitment to modernising and increasing the attractiveness of VET, but also show the challenges facing VET development. Among the latter are: low skill levels of students starting IVET <sup>(19)</sup>, insufficient foresight and long-term planning, diffusion of responsibility, lack of initiative sustainability/continuity, lack of systemic stability, insufficient research and data analysis or external factors, i.e., the pandemic period and the war in Ukraine. Recent developments and changes in the VET system are gradually increasing the prestige of VET, VET marketing and popularisation, as well as building an evidence-based approach to VET monitoring.

---

<sup>(19)</sup> The percentage of 'low performers' (skills lower than level 2) both in mathematical and reading skills among the 15 year old students of first stage sectoral schools (IVET) in PISA 2022 survey reached around 65% (source: Bulkowski, K., Dobosz-Leszczczyńska, W., Kaźmierczak, J. (2023), Umiejętności polskich piętnastolatków. Najważniejsze wyniki badania PISA 2022, [https://pisa.ibe.edu.pl/wp-content/uploads/2023/12/PISA2022\\_najwazniejsze\\_wyniki\\_badania.pdf](https://pisa.ibe.edu.pl/wp-content/uploads/2023/12/PISA2022_najwazniejsze_wyniki_badania.pdf) (accessed: 15.03.2024).

## References

[URLs accessed 5.3.2024]

- Bulkowski, K., Dobosz-Leszczyńska, W., & Kaźmierczak, J. (2023). *Umiejętności polskich piętnastolatków. Najważniejsze wyniki badania PISA 2022* [Skills of Polish 15-year-olds. Key results of the PISA 2022 survey]. [https://pisa.ibe.edu.pl/wp-content/uploads/2023/12/PISA2022\\_najwazniejsze\\_wyniki\\_badiania.pdf](https://pisa.ibe.edu.pl/wp-content/uploads/2023/12/PISA2022_najwazniejsze_wyniki_badiania.pdf)
- Cedefop, & ReferNet. (2023). *Timeline of VET policies in Europe* (2023 update) [Online tool]. EQAVET. (2024). *National Reference Point in Poland*. <https://www.ore.edu.pl/2021/10/eqavet-krajowy-punkt-referencyjny/>
- Eurostat. (2024). *Employment rates of young people not in education and training by sex, educational attainment level and years since completion of highest level of education*. [https://ec.europa.eu/eurostat/databrowser/view/EDAT\\_LFSE\\_24\\_\\_custom\\_10170335/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/EDAT_LFSE_24__custom_10170335/default/table?lang=en)
- Eurostat. (2024). *Exposure of VET graduates to work-based learning*. <https://ec.europa.eu/eurostat/databrowser/view/TPS00215/bookmark/table?lang=en&bookmarkId=aad84e87-b24a-4d83-a71d-3c564494fc93>
- Humenny, G., Kłobuszewska, M., Płachecki, T., Płatkowski, B., Sitek, M. & Stasiowski, J. (2023). *Nauka zdalna i praktyczna nauka zawodu w technikach i branżowych szkołach I stopnia w roku szkolnym 2019/2020 i 2020/2021. Doświadczenia trzech fal pandemii* [Distance learning and the practical vocational training in technical and vocational schools of the first level in the 2019/2020 and 2020/2021 school year. Experiences of three waves of the pandemic]. Instytut Badań Edukacyjnych. <https://losyabsolwentow.ibe.edu.pl/wp-content/uploads/2023/10/Nauka-zdalna-i-praktyczna-nauka-zawodu-WCAG-v2.pdf>
- Integrated Education Platform*. <https://zpe.gov.pl/>
- Integrated Qualification Register website*. <https://kwalifikacje.gov.pl/k>
- Kłobuszewska, M., Płachecki, T., Humenny, G., Sitek, M., Stasiowski, J., & Płatkowski, B. (2023). *Sytuacja edukacyjno-zawodowa absolwentów szkolnictwa branżowego podczas pandemii COVID-19. Znaczenie płci, wyuczonego zawodu i posiadania dyplomu w świetle danych sondażowych i administracyjnych, t 1. Losy Absolwentów – Monitorowanie, Publikacje, Analizy (LAMPA)* [Educational and professional situation of vocational education graduates during the COVID-19 pandemic: the importance of gender, learned profession and having a diploma in the light of survey and administrative data, vol. 1. The graduates pathways - Monitoring, Publications, Analyses]. Instytut Badań Edukacyjnych, <https://losyabsolwentow.ibe.edu.pl/wp-content/uploads/2023/10/Sytuacja-edukacyjno-zawodowa-v1.pdf>
- Ministry of National Education, Educational Research Institute. (2019). *Integrated Skills Strategy 2030 (General Part)*. [https://zsu2030.mein.gov.pl/app/files/ISS2030\\_general.pdf](https://zsu2030.mein.gov.pl/app/files/ISS2030_general.pdf)
- Ministry of National Education, Educational Research Institute. (2020). *Integrated Skills Strategy 2030 (Detailed Part)*. [https://zsu2030.mein.gov.pl/app/files/ISS2030\\_detailed.pdf](https://zsu2030.mein.gov.pl/app/files/ISS2030_detailed.pdf)
- Integrated Skills Strategy website*. <https://zsu2030.mein.gov.pl>
- Ministry of National Education. (2024). *Vocational Education and Training Action Plan 2022-2025 - Summary of the first year of implementation* [presentation, unpublished].
- Płachecki T., Kłobuszewska M., Humenny G., Stasiowski J., Sitek M., Płatkowski, & B. (2023). *Uwarunkowania ścieżek edukacyjnych i zawodowych absolwentów branżowych szkół I stopnia i techników., t 2. Losy Absolwentów - Monitorowanie, Publikacje, Analizy*

(LAMPA). [Determinants of the educational and professional paths of graduates of first-cycle vocational schools and technical schools, vol. 2. graduates pathways - Monitoring, Publications, Analyses]. Instytut Badań Edukacyjnych.

[https://losyabsolwentow.ibe.edu.pl/wp-content/uploads/2023/10/Raport\\_LOSY2\\_III\\_runda\\_monitoringu\\_31\\_11\\_2023.pdf](https://losyabsolwentow.ibe.edu.pl/wp-content/uploads/2023/10/Raport_LOSY2_III_runda_monitoringu_31_11_2023.pdf)

Sectoral Qualifications Framework web information.

<https://kwalifikacje.gov.pl/aktualnosci/1514-sektorowe-ramy-kwalifikacji>

Prime Minister. (2023, October). *Obwieszczenie Prezesa Rady Ministrów z dnia 31 października 2023 r. w sprawie ogłoszenia jednolitego tekstu zarządzenia Prezesa Rady Ministrów w sprawie Międzyresortowego Zespołu do spraw uczenia się przez całe życie i Zintegrowanego Systemu Kwalifikacji* [Announcement of the Prime Minister of 31 October 2023 on the publication of the consolidated text of the Prime Minister's order on the Inter-Ministerial Team for Lifelong Learning and the Integrated Qualification System].

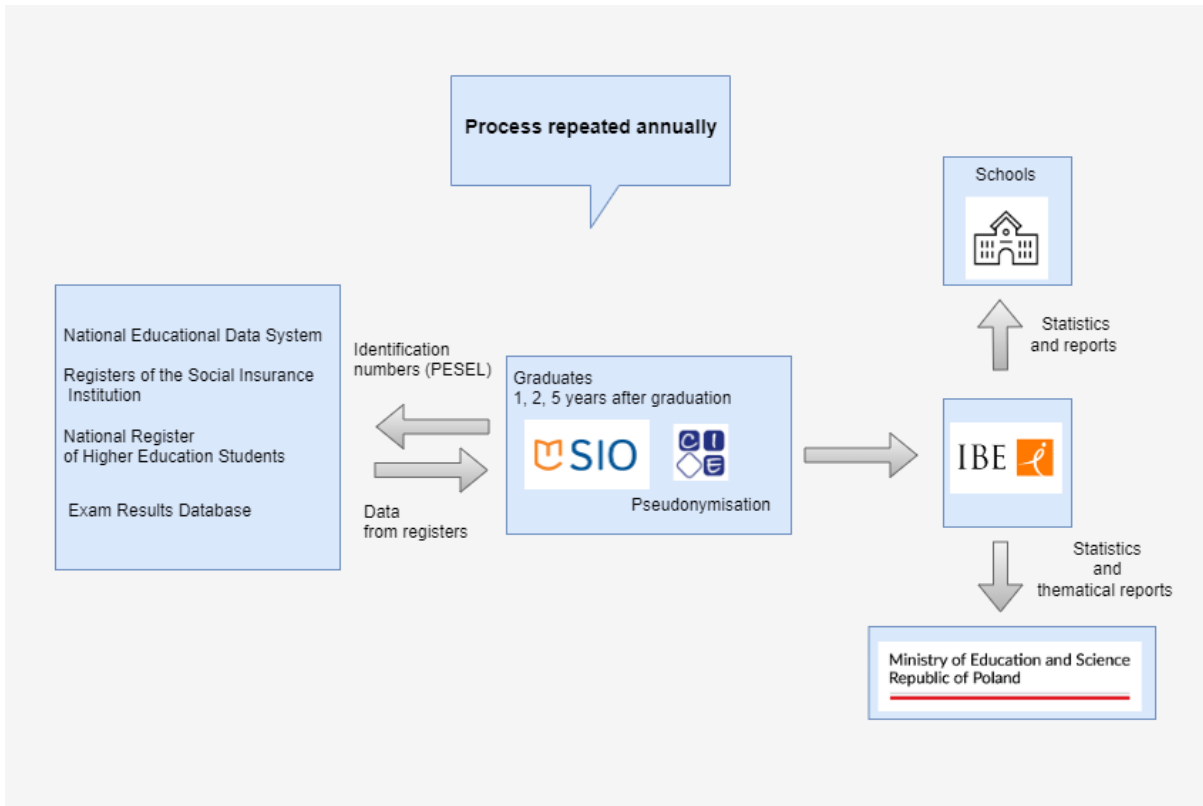
<https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WMP20230001212>

Ministry of Education and Science. (2023, January). *Obwieszczenie Ministra Edukacji i Nauki z dnia 20 stycznia 2023 r. w sprawie prognozy zapotrzebowania na pracowników w zawodach szkolnictwa branżowego na krajowym i wojewódzkim rynku pracy.* [Announcement of the Minister of Education and Science of 20 January, 2023 regarding the forecast of demand for employees in vocational education occupations in the national and regional labour market]. (M.P. 2023 poz. 145).

<https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WMP20230000145>

WorldSkills Poland. <https://worldskills.org/media/news/euroskills-gdansk-2023-concludes/>

# Annex 1. VET graduate tracking system diagram



Source: Author's own elaboration based on IBE resources.

## Annex 2. Badge content in the Badge+ software



Source: Author's own elaboration based on IBE resources.