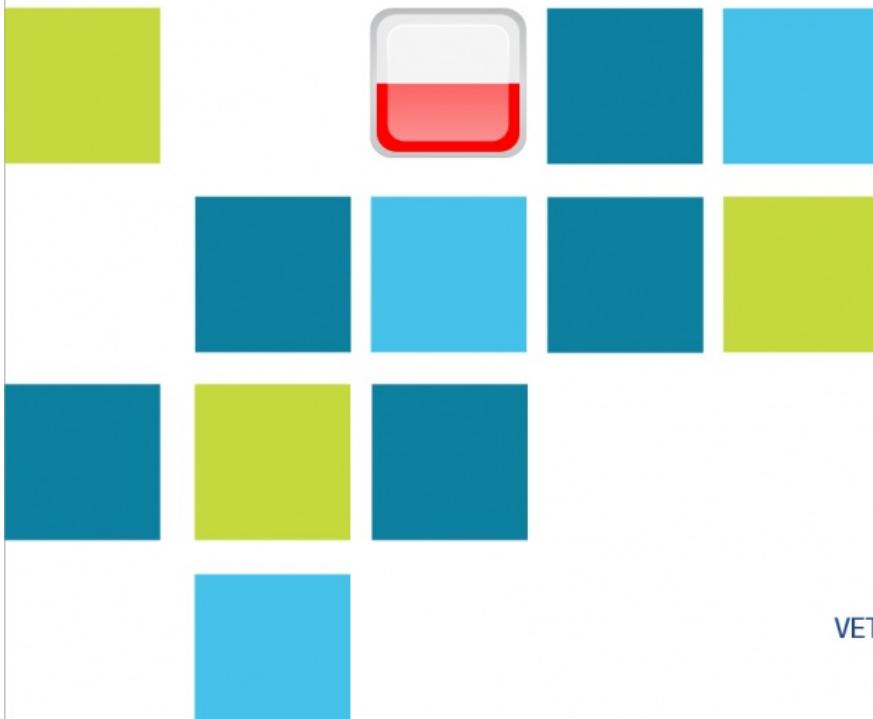




VOCATIONAL EDUCATION
AND TRAINING IN EUROPE
POLAND

SYSTEM DESCRIPTION



VET IN EUROPE 2022

Cedefop; Educational Research Institute (2022). *Vocational education and training in Europe - Poland: system description* [From Cedefop; ReferNet. Vocational education and training in Europe database]. <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/poland-u2>

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CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements (1)

Vocational education and training (VET) has three governance levels: national (ministries), regional (school superintendents, mainly in pedagogical supervision) and county (governing schools). The Ministry of Education and Science is in charge of secondary and higher VET, supported by other ministries responsible for particular occupations. Social partners advise policy-makers on necessary changes in VET. The ministry is supported by the consultative body, the Vocational School Directors Council, established in 2018.

Since September 2017, the Polish education system has been undergoing substantial restructuring, to be finalised in the 2022/23 school year. VET is provided mainly in school-based upper secondary and post-secondary programmes. Upper secondary programmes combine general and vocational education. Learners can acquire vocational qualifications in:

- 3-year first stage sectoral programmes (*branżowe szkoły I stopnia*, ISCED 353) leading to a vocational qualification diploma for a single-qualification occupation (after passing State vocational examinations). Graduates can enrol in the second year of general upper secondary programmes for adults or in a second stage sectoral programme;
- 2-year second stage sectoral programmes (*branżowe szkoły II stopnia*, ISCED 354), launched in the 2020/21 school year. These further develop the vocational qualifications attained in first stage sectoral programmes. General education is provided in full-time day or evening classes, or extramurally. Graduates can acquire an upper secondary school leaving certificate (*matura*) providing access to tertiary education;
- 5-year vocational upper secondary programmes (*technika*, ISCED 354) leading to a vocational qualification diploma for occupations consisting of two qualifications after passing State vocational examinations. Graduates can acquire an upper secondary school leaving certificate (*matura*) giving access to tertiary education;
- 3-year special job training programmes (*szkoły specjalne przysposabiające do pracy*, ISCED 243) for special education needs (SEN) learners leading to a job training certificate;
- work preparation classes for SEN learners aged 15 and above already in primary school (*oddziały przysposabiające do pracy*).

At the post-secondary non-tertiary level, vocational qualifications are acquired in 1- to 2.5- year school-based programmes (*szkoły policealne*, ISCED 453).

College programmes of social work (*kolegium pracowników służb społecznych*, ISCED 554) are part of tertiary education. They combine school-based learning and in-company training leading to a diploma at EQF level 5. Learners should hold a *matura* certificate.

Work-based learning (WBL) is compulsory for all VET-oriented programmes. It takes place in school workshops, continuing education centres, vocational training centres or can be organised partially or fully by an employer, including apprenticeships. A distinctive form is on-the-job-training (traineeship) lasting 4 to 12 weeks, depending on the occupation; this is compulsory for vocational upper secondary, post-secondary and second stage sectoral programmes.

Adult learning, continuing and out-of-school VET are available in continuing education centres, practical training centres, further training and professional development centres, and initial VET

schools, offering:

- vocational qualification courses based on curricula for a qualification in a given occupation; learners can take the State vocational examination and obtain a vocational qualification certificate;
- vocational skills courses based on the VET core curriculum, including learning outcomes for a qualification or common learning outcomes for all occupations;
- minimum 30-hour general skills courses based on the general education curriculum;
- theoretical courses for juvenile employees;
- as of 2016, curriculum-based qualifications attained in courses offered by training companies and other non-formal education institutions can be included in the Integrated qualifications register.

Distinctive features (2)

The key features of Polish VET are:

- flexibility, allowing changing pathways at any point;
- classification of occupations updated by various stakeholders in line with labour market needs. Each occupation consists of one to two qualifications that can be attained through IVET and CVET programmes, and is linked to a core curriculum. A VET qualification diploma can be issued only when all qualifications required for an occupation are obtained (via State vocational examinations) together with a school leaving certificate;
- autonomy of VET schools in developing core curriculum-based programmes, easily modified for labour market needs;
- uniform, centrally organised external vocational examinations;
- vocational qualification courses allowing adults to attain qualifications;
- validation of non-formal and informal learning via extramural examinations.

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 - [4] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
 - [5] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
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 - [2] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF level 6 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from stručni (professional), and 'sv' from sveučilišni (university).
 - [3] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF 7 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from stručni (professional), and 'sv' from sveučilišni (university).
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CHAPTER 2.

Main challenges and policy responses

The main challenges for VET are:

- raising the attractiveness of VET in society;
- increasing employer engagement in practical training, identifying and forecasting labour market needs for skills and qualifications, reviewing VET curricula;
- improving VET teachers' qualifications and competences;
- encouraging lifelong learning among adult learners;
- encouraging sustainable cooperation between VET schools and higher education institutions to transfer good practices in teaching, training and developing teachers' competences;
- ensuring high quality guidance and counselling for all age groups;
- providing high quality infrastructure for VET schools to ensure teaching and training in line with labour market needs;
- further developing training programmes;
- ensuring high quality psychological and pedagogical support for learners in response to post-pandemic challenges.

Measures introduced in 2018, continue strengthening mechanisms involving employers in VET and systematically adapting VET to labour market needs, particularly in such areas as:

- practical training and teacher professional development in enterprises via 40-hour workplace training cycles;
- expanding work-based learning in VET;
- annual forecasts of the demand for employees in VET occupations;
- directing more funds to high-demand occupations;
- strengthening quality assurance;
- improving the accreditation system for CVET providers;
- organising shorter forms of vocational courses for adult learners;
- introducing the student apprenticeship (*staż uczeńowski*) for learners in vocational upper secondary and first stage sectoral programmes who are not juvenile workers;
- building a monitoring system to track the educational and professional trajectory of graduates.

Several other education ministry initiatives address the main challenges for VET:

- enabling non-statutory CVET qualifications to be included in the Integrated qualifications register;
- strengthening school guidance and counselling;
- introducing new VET core curricula developed by the public sector, the Centre for Education Development (ORE), employers and stakeholders;
- setting up new sector skills councils giving a voice to stakeholders regarding competence demands;
- launching the national Integrated skills strategy, developed and adopted in 2019 covering all education levels and providing coherent policies on skills development;
- identifying VET professions having particular significance for national culture and heritage (3).

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- [3] There is no final version of this document up to date. A draft strategy for 2019-21 is available on www.mon.bg. VET priorities are defined under Priority area 7 in the Strategic Framework for development of Education, Training and Learning (2021-2030) which was adopted by the Council of Ministers in February 2021. The strategy is available at the education ministry website <https://mon.bg/bg/143>
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
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[3] NOU 2019:25

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CHAPTER 3.

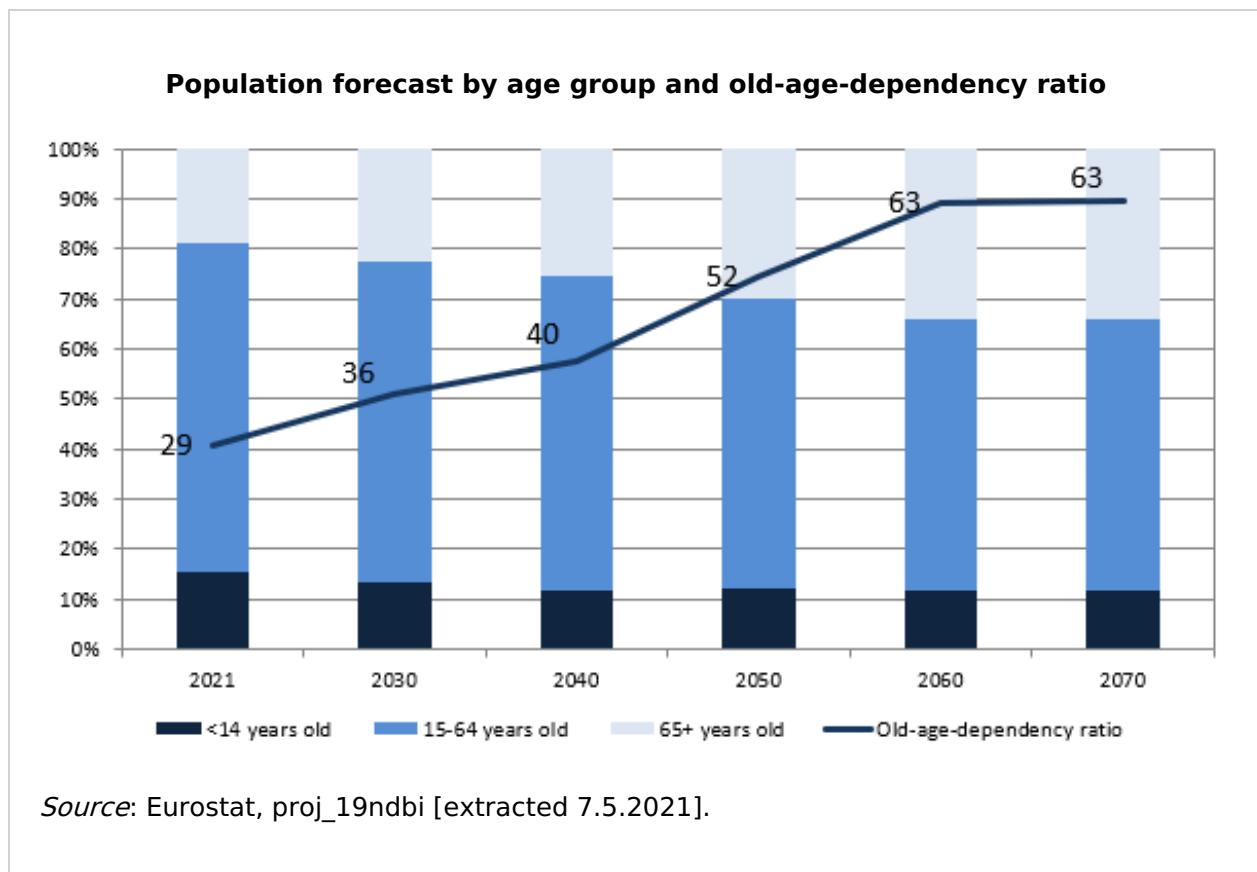
External factors influencing VET

3.1 Demographics

Population in 2020: 37 958 138 (4)

It decreased since 2015 by 0.1% due to negative natural growth (5).

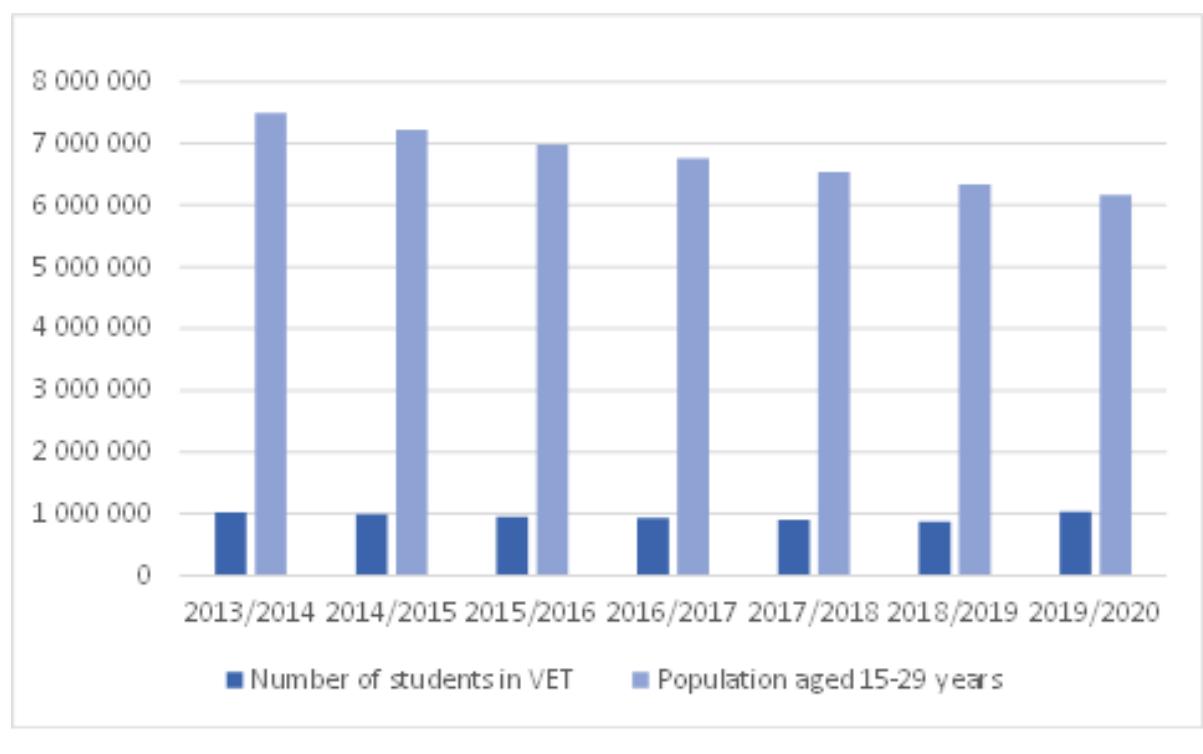
As in many other EU countries, the population is ageing. The old-age-dependency ratio is expected to increase from 29 in 2021 to 63 in 2070 (6).



Demographic trends have a direct impact on education enrolment.

Since 2005, the overall number of enrolments in VET programmes at upper secondary and post-secondary levels decreased by over 390 000 learners (by 30.2% in 2018/19).

Number of vocational education learners in relation to population 15-29 year-olds (7)



Source: ReferNet Poland calculations based on data from the Local Data Bank, Statistics Poland: [Education Data System \(2013-2018\)](#) and [Statistics Poland – Education in the 2019/20, Education in the 2018/19](#) [extracted 20.7.2021].

Decline in VET learners is also related to the reduced interest in VET among young people. Over the last three decades, the share of learners in VET has fallen from 78% to almost 60% and remained unchanged for several years. Since the mid-2010s, a small increase in the share of VET learners has been observed and in 2019/20, an increase of over 150 000 learners was observed.

Poland is a rather homogeneous country in terms of nationality and language. According to the 2011 National population and housing census (8) 97.09% of people declared their nationality as Polish and 98.2% declared that they use the Polish language at home. However, due to increased migration to Poland in recent years, changes in these percentages may be expected.

The Act on national and ethnic minorities (9) distinguishes nine official national minorities and four national ethnic minorities in the country. The constitution guarantees these groups the freedom to preserve their own language, customs and traditions, and develop their own culture. There are special forms of support provided to learners from national and ethnic minorities:

- inclusion of the national and ethnic minority language and the regional language in education activities, the additional course of one's own history and culture at the request of the learner's parent/legal representative (10);
- the learning of a minority language and a regional language can be conducted in schools in various ways; the number of teaching hours depends on the way it is taught;

- external examination regulations are adapted for learners of the language of the national minority, ethnic minority and the regional language.

According to the Education Data System (SIO), 774 learners in 27 VET schools (11) were learning national, ethnic minority or regional languages in the 2020/21 school year:

	2019*		2020*		2021*	
	Number of schools	Number of learners	Number of schools	Number of learners	Number of schools	Number of learners
Vocational upper secondary schools	15	480	14	453	13	425
First stage sectoral schools	14	292	13	321	11	299
Total as of 30 September.	772	27	774	24	724	

Source: data from the Education Data System (SIO, 2019-2021) [extracted 30.9.2021].

The following forms of support are available to non-nationals subject to compulsory education:

- education and care in all types of public schools and pre-schools provided up to the age of 18 or age of graduating from school at the secondary and post-secondary level on the same terms applicable to Polish citizens (12);
- admission to schools on the basis of diplomas which do not have to be formally recognised;
- free-of-charge Polish language classes, additional compensatory classes in a given subject, preparatory classes (*oddziały przygotowawcze*) provided at schools;
- additional classes of the language and culture of the country of origin, organised at schools by the diplomatic/consular mission or a cultural/educational association;
- assistance to the learner provided by a person who speaks the language of the country of origin, employed as a teacher's assistant; different ways of facilitating external examinations taken by foreign learners.

Certain groups of foreign adults, such as EU nationals, persons with different types of permits granted in Poland, and selected scholarship holders can benefit from education in public schools for adults, public post-secondary schools, public art schools, public colleges of social work and different forms of vocational courses, under the same conditions as Polish citizens.

3.2 Economics

The enterprise sector in Poland is dominated by microenterprises; 96.2% of enterprises are microenterprises (13). They produce 31% of GDP and significantly affect the labour market - they generate 40% of the jobs in the enterprise sector. The number of micro-enterprises has increased in recent years.

Small-sized companies account for 2.8% of the Polish enterprise sector, produce 8% of GDP and generate 12% of the jobs in the sector.

Medium-sized companies account for 0.8% of the Polish enterprise sector, produce 11% of GDP and generate 17% of the jobs in the sector.

Large-sized enterprises in Poland account for only 0.2% of the enterprise sector, produce 24% of GDP and generate 31% of the jobs in the sector.

The main economic sectors in Poland are wholesale and retail trade, transport, accommodation and food service activities, industry (except construction) and manufacturing.

Share of economic sectors in gross value added and income in 2019 (%)

Sector	2019
Wholesale and retail trade, transport, accommodation and food service activities	25.9
Industry (except construction)	24.4
Manufacturing	18.8
Public administration, defence, education, human health and social work activities	14.5
Professional, scientific and technical activities; administrative and support service activities	8.8
Construction	7.4
Real estate activities	5.6
Financial and insurance activities	4.1
Information and communication	4.3
Agriculture, forestry and fishing	2.6
Arts, entertainment and recreation; other service activities; activities of household and extra-domestic organisations and bodies	2.3

Source: Eurostat [nama_10_a10] [extracted 4.5.2019].

The following sectors have the largest share of Polish exports (14):

- machinery and transport equipment (34.8%);
- manufactured goods (17.7%);
- chemicals and related products (14.5%) (15).

The employment structure in Poland has not undergone any significant changes over the past few years. The share of services in total employment increases slightly each year and in 2020 reached over 58%, which is still far below the EU-28 average of around 74%. The employment share in industry is stable in Poland at around 30-32% and the share in agriculture decreased from 13.1% in 2010 to 9.5% in 2020.

Employment share by economic sector in Poland (%)

2020	
Industry	31.5
Females	17.1
Males	43.1
Agriculture	9.5
Females	8.2
Males	10.6
Services	58.4
Females	74.1

Source: The 456 Data Bank of Statistics Poland (16), [extracted 15.9.2021].

Most employed women are in services (74%), while the share of employment in services and industry of men is very similar, 46% and 43% respectively.

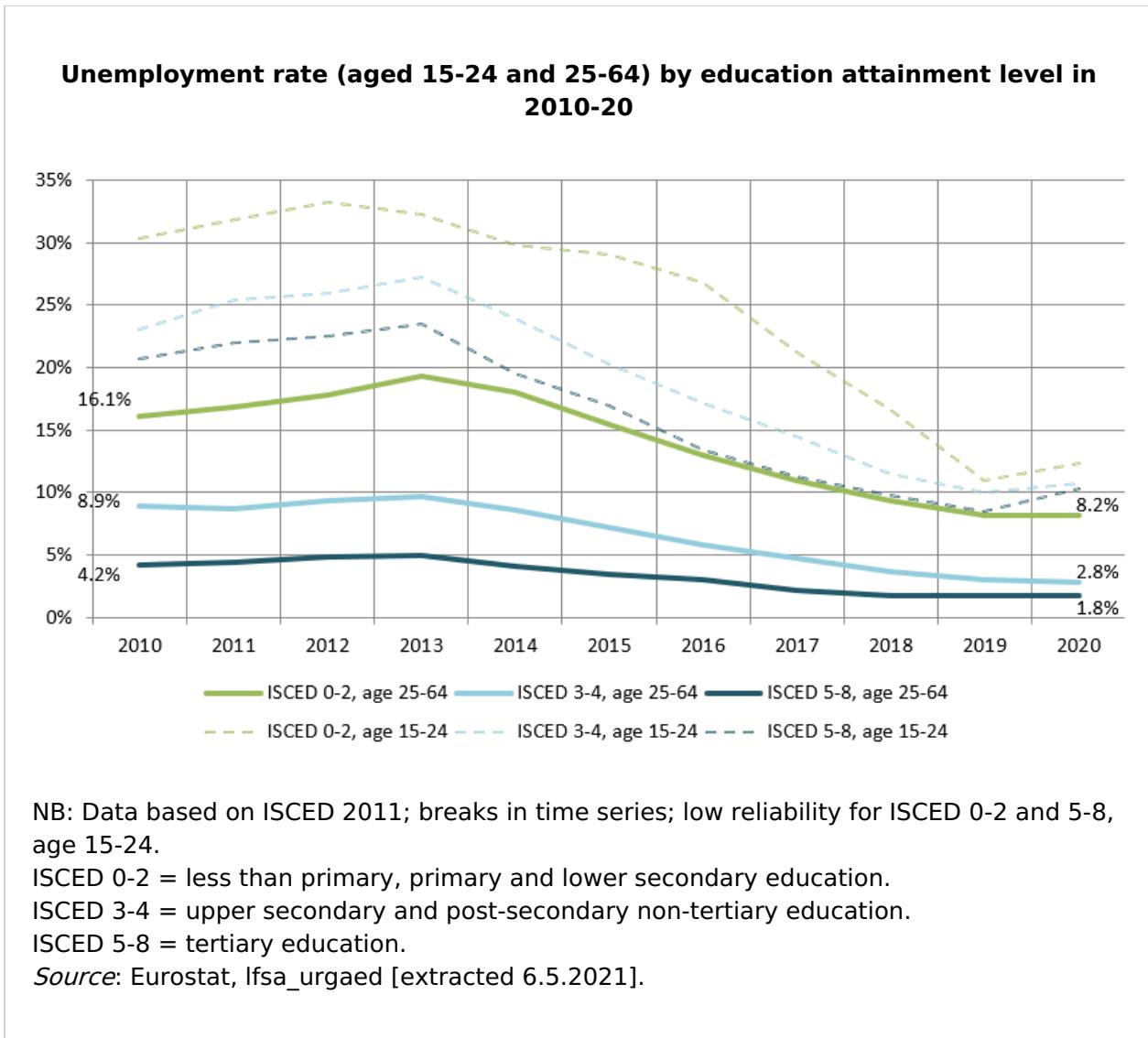
3.3 Labour market

The labour market tends to be deregulated in Poland. However, in some cases access to and the practice of some occupations/professions are confined to having a specific professional qualification. The EC Regulated professions database (17) lists 361 regulated professions in Poland. The rules of access to professions are determined by the ministers responsible for specific fields.

The regulated occupations in Poland are divided into two groups:

- sectoral system occupations, which are automatically recognised in all EU member states, such as attorney, physician, pharmacist, nurse, architect);
- general system occupations – more numerous – in the case of which additional requirements for a given profession in a given country must be met, such as teacher, sworn translator, tourist guide, customs agent.

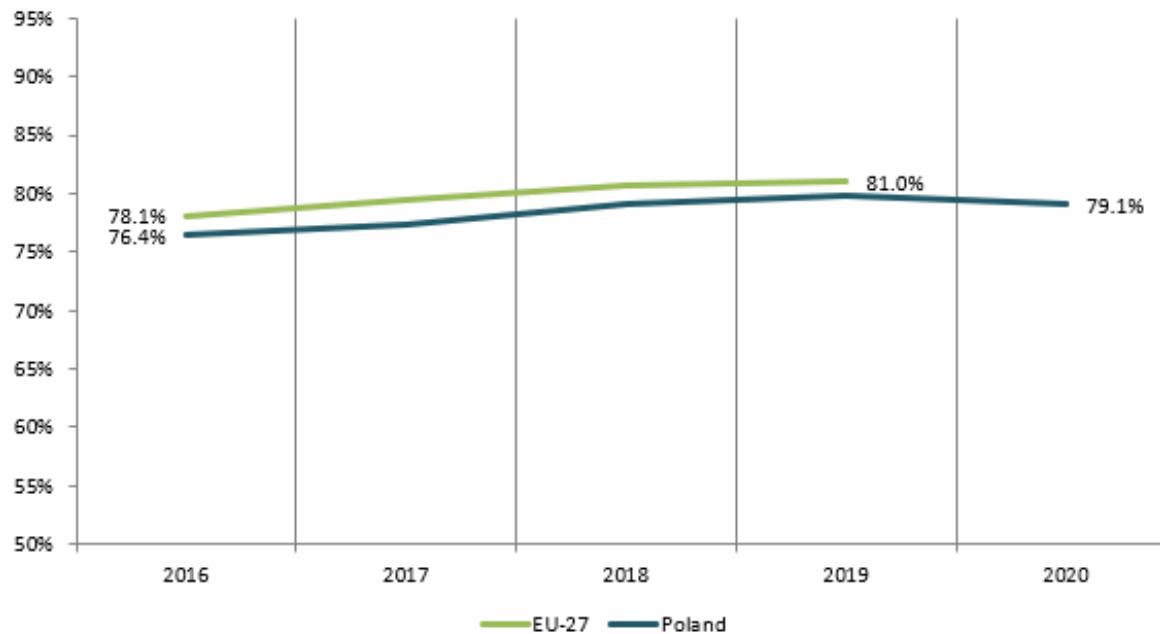
Total unemployment (18) (2020): 2.6% (6.2% in EU-27); it has decreased by 2.6 percentage points since 2016 (19).



Unemployment is distributed unevenly between persons with low- and high-level qualifications. The gap has increased during the crisis as unskilled workers are more vulnerable to unemployment. In 2018, the unemployment rate of those with medium-level qualifications, including most VET graduates (ISCED levels 3 and 4) was lower than in the pre-crisis years. In the past 5 years, there was an overall fall in unemployment in all age groups and by all types of education level.

The employment rate of recent VET graduates aged 20 to 34 increased from 76.4% in 2016 to 79.1% in 2020 but remains below the EU-27 level.

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].

The increase in employment of VET graduates aged 20 to 34 in 2016-20 was 2.7 pp higher compared to the increase in employment of all graduates aged 20 to 34; this was from 78.1% to 80.4% (20).

For more information about the external drivers influencing VET developments in Poland, please see the case study from Cedefop's changing nature and role of VET in Europe project (21).

- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021]
- [8] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [10] See https://www.wko.at/site/fachkraeftepotenzial/b_mobile.html
- [16] See <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm>
- [17] Source: Eurostat, une_rt_a [extracted 27.8.2021].
- [18] Eurostat table edat_lfse_24 [extracted 27.8.2021].
- [19] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 27.8.2021].
- [21] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 27.8.2021].
- [4] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64).

and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

- [5] Source: Statbel.be
- [6] <https://economie.fgov.be/fr/publications/apercu-de-leconomie-belge-note>
- [7] <https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/les-professions-en-belgique>
- [8] Source: Eurostat, edat_lfse_24 [extracted 16.5.2019].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [7] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. https://www.navet.government.bg/bg/media/doklad-NAPOO-2020_VK-3.pdf
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat, une_rt_a [extracted 6.5.2021].
- [10] NB: Data based on ISCED 2011; breaks in time series. ISCED 3-4 = upper secondary and post-secondary non-tertiary education; Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 7.5.2021].
- [9] In Greek: Επιστημονικό Τεχνικό Επιμελητήριο Κύπρου: <https://www.etek.org.cy/>
- [10] Percentage of active population, 25 to 64 years old
- [11] Eurostat table une_rt_a [Extracted 6.5.2021]
- [12] Source: Eurostat, edat_lfse_24 [Extracted 6.5.2021].
- [11] Czech Statistical Office (ČSÚ), Population of territorial units of the Czech Republic, 1 January 2021 [Počet obyvatel v regionech soudržnosti, krajích a okresech České republiky k 1. 1. 2021]. [accessed 12.11.2021]
<https://www.czso.cz/documents/10180/142756350/1300722101.pdf/5957c9a9-24b5-4b96-ba77-2fa7a5bfb1b5?version=1.1>
- [12] Czech Statistical Office (ČSÚ), Development of the population of the Czech Republic, Migration [Vývoj obyvatelstva České republiky, migrace], [accessed 12.11.2021]
<https://www.czso.cz/documents/10180/121768528/13006920a07.pdf/ac66a9b9-6075-4ae7-9868-cf3b72be2db9?version=1.1>
- [13] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [14] The number is an expert estimation. Many Roma declare Czech nationality in census and there are methodological as well as ethical problems related to determining exact number of ethnic minority members.
- [17] Czech Statistical Office (ČSÚ) Foreigners in the CR in the years 2004-2020 (as at 31 December 2020) [Cizinci v ČR v letech 2004 – 2020 (stav k 31. 12.), [accessed 12.11.2021] https://www.czso.cz/documents/11292/27320905/c01R01_2020.pdf/ff126a2b-2698-4b3c-a180-db977090564d?version=1.0 .
- [18] Eurostat table, sbs_sc_sca_r, [extracted 17.8.2021]; calculations done by NVF.
- [19] Eurostat. Employment by sex, age and economic activity (LFS, table lfsa_eganc2):
http://ec.europa.eu/eurostat/web/products-datasets/-/lfsa_eganc2 [extracted 17.8.2021].

- [20] This sector includes public administration and defence, education, and health and social work.
- [21] Open and accessible database of professions managed by the Ministry of Labour and Social Affairs of the Czech Republic [Národní soustava povolání] www.nsp.cz
- [22] Defined in the Trade Licensing Act.
- [23] Percentage of active population, 25 to 64 years old.
- [24] Eurostat table une_rt_a [extracted 17.8.2021].
- [25] Eurostat table edat_lfse_24 [extracted 18.8.2021].
- [26] Eurostat table edat_lfse_24 [extracted d 17.8.2021]
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 and proj_19ndbi [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 and proj_19ndbi [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [11] Results of the employment accounts within the national accounts (VGR):
https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbsttaetigkeit/_inhalt.html
- [14] Percentage of active population, aged 25 to 64.
- [15] Eurostat table une_rt_a [extracted 6.5.2021].
- [17] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une_rt_a [extracted 6.5.2021].
- [10] Percentage of active population, 25 to 64 years old.
- [11] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [12] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [13] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] Statistics Finland: www.tilastokeskus.fi/tup/maahanmuutto/maahanmuuttajat-väestössä/ulkomaan-kansalaiset_en.html#tab1483972171375_1
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] In 2017, it was 61.2 years. Source: Finnish Centre for Pensions: www.etk.fi/en/statistics-2/statistics/effective-retirement-age/

- [9] https://www.oph.fi/julkaisut/2011/koulutus_ja_tyovoiman_kysynta_2025
- [10] Source: https://tilastokeskus.fi/til/tyti/index_en.html [accessed 25.11.2021].
- [11] Percentage of active population, 25 to 64 years old.
- [12] Eurostat table une_rt_a [extracted 6.5.2021].
- [13] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [14] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing in Finland. Cedefop research paper; No 67. https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_case_study.pdf
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [13] Percentage of active population, 25 to 74 years old.
- [14] Eurostat, une_rt_a [extracted 31.8.2021].
- [15] Eurostat table edat_lfse_24 [extracted 30.8.2021].
- [4] NB: Data for population as of 1 January 2020.
- [5] NB: data for population as of 1 January 2020. Eurostat table tps00001 [Extracted 14.9.2021].
- [6] Source: Statistics Iceland. See: https://px.hagstofa.is/pxis/pxweb/is/lbuar/lbuar_mannfjoldi_1_yfirlit_Yfirlit_mannfjolda/MA [Accessed 14.9.2021]. See also Eurostat, proj_19ndbi [Extracted 7.5.2021].
- [7] This indicator is the ratio between the number of persons aged 65 and over (age when they are generally economically inactive) and the number of persons aged between 15 and 64. The value is expressed per 100 persons of working age (15-64). <https://ec.europa.eu/eurostat/web/products-datasets/-/tps00198> [Accessed: 12.10.2021].
- [8] Adapted by ReferNet Iceland from Statistics Iceland.
- [10] Data from Statistics Iceland.
- [11] Data from Statistics Iceland. https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur_utanrikisverslun_3_voruthjonust_rjid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6
- [12] Percentage of active population, 25 to 64 years old.
- [13] Source: Eurostat, une_rt_a [extracted 20.5.2019].
- [14] Source: Eurostat, lfsa_urgaed [extracted 6.5.2021].
- [15] NB: Break in series. Eurostat table edat_lfse_24 [extracted 23.1.2019]. No data for VET graduates for the period 2014-18. The employment rate of all 20-34 year old graduates for the period 2016-20 decreased by 5.3 percentage points.
- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [7] Percentage of active population, 25 to 64 years old.
- [8] Source: Eurostat, une_rt_a [extracted 6.5.2021].
- [9] NB: Breaks in time series. Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [10] NB: Breaks in time series. Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table DEMO_PJAN [extracted 23.07.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001

[extracted 23.07.2021].

- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] Foreign citizens residing in Luxembourg can obtain Luxembourgish nationality by naturalisation. Legislation requires them to attend citizenship training and to pass an oral Luxembourgish language exam.
- [8] The latest population census available from 2011.
- [9] Percentage of active population, 25 to 74 years old.
- [10] Eurostat table tps00203 [extracted 06/05/2021].
- [11] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [12] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [13] Time series must be considered with caution due to the small number of observations taken into account.
- [14] NB: Break in series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une_rt_a [extracted 7.5.2021].
- [12] NB: Data for population as of 1 January, Eurostat tps00001 [extracted 7.5.2021].
- [13] NB: Data for population as of 1 January, Eurostat tps00001 [extracted 7.5.2021].
- [14] These are estimates for 2018 produced by DIW Econ, based on 2008-16 figures from the structural business statistics database (Eurostat). They are extracted from the Small Business Act (SBA) fact sheet 2019.
<https://ec.europa.eu/docsroom/documents/38662/attachments/20/translations/en/renditions>
- [16] Recent GDP growth is mostly driven by services. Between 2019 and 2020 professional, scientific and technical activities and the manufacturing sector as a percentage of GDP, increased by 0.4 percentage points when compared to that of the previous year. Information and communication activities together with financial and insurance activities increased by 1.2 percentage points. For arts, entertainment and recreation, the increase was around 0.4 percentage points (Eurostat, 2020). Contrary to the increasing trend observed in the last 3 years, the administrative and support service activities experienced a decline of 0.4 pp when compared to the previous year. The share of added value by agriculture remained stable at a rate of 0.5% of GDP, resulting in the country being dependent on imported food supplies. In contrast, the shares of sectors such as i-gaming, financial services and IT services, legal and accounting services have increased significantly.
- [17] MCAST Gateway to Industry (MG2i). <https://shortcourses.mcast.edu.mt/index>
- [18] Percentage of active population, 25 to 64 years old.
- [19] Eurostat, une_rt_a [extracted 6.5.2021].

- [21] NB: Breaks in time series, Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [6] White Paper 2020-21
- [7] SSB. Statistics Norway. <https://www.ssb.no/befolking/faktaaside/befolkingen>
- [8] NB: Data for population as of 1 January 2018. Eurostat table tps00001 [extracted 16.5.2019].
- [9] SSB. Statistics Norway: <https://www.ssb.no/utdanning/statistikker/voppl>
- [10] SSB. Statistics Norway. www.ssb.no and Norwegian Directorate for Education and Training. www.udir.no
- [11] SSB. Statistics Norway. <https://www.ssb.no/utdanning/statistikker/vgu/aar>
- [12] SSB. Statistics Norway. [Statistics Norway, h](#)
- [13] SSB. Statistics Norway. [Statistics Norway, i](#)
- [14] SSB. Statistics Norway. [Statistics Norway, b](#)
- [15] Norway. National Agency for Quality Assurance in Education. www.nokut.no
- [16] Percentage of active population, 25 to 64 years old.
- [17] Eurostat table une_rt_a [extracted 20.5.2019].
- [18] Eurostat, Unemployment by sex and age - annual data, Eurostat table: une_rt_a
https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=une_rt_a&lang=en
- [19] Eurostat table edat_lfse_24 [extracted 16.5.2019].
- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] Learners in vocational programmes at upper secondary and post-secondary levels
- [9] ACT of 6 January 2005 on national and ethnic minorities and on the regional languages:
http://ksng.gugik.gov.pl/english/files/act_on_national_minorities.pdf
- [10] Ministry of the Interior and Administration: Polish legislation and solutions regarding the protection of languages of minorities [Ustawodawstwo i rozwiązania polskie w zakresie ochrony języków mniejszości].
<http://mniejszosci.narodowe.mswia.gov.pl/mne/oswiata/informacje-dotyczace-o/8302.Ustawodawstwo-i-rozwiazania-polskie-w-zakresie-ochrony-jezykow-mniejszosci.html> [extracted 30.4.2019].
- [11] First stage sectoral schools and vocational upper secondary schools.
- [12] Ministry of National Education: information on the education of foreigners in the Polish education system [Informacja o kształceniu cudzoziemców w polskim systemie oświaty].
<https://www.gov.pl/web/edukacja/informacja-o-ksztalceniu-cudzoziemcow-w-polskim-systemie-oswiaty> [extracted 30.4.2019].
- [14] SITC nomenclature: sections.
- [17] European Commission – Regulated professions database [accessed 6.7.2021]:
<https://ec.europa.eu/growth/tools-databases/regprof/>
- [18] Percentage of active population, 25 to 64-year-olds.
- [19] Eurostat table une_rt_a [extracted 6.5.2021].
- [20] Eurostat table edat_lfse_24 [extracted 16.5.2019].

CHAPTER 4.

Education attainment

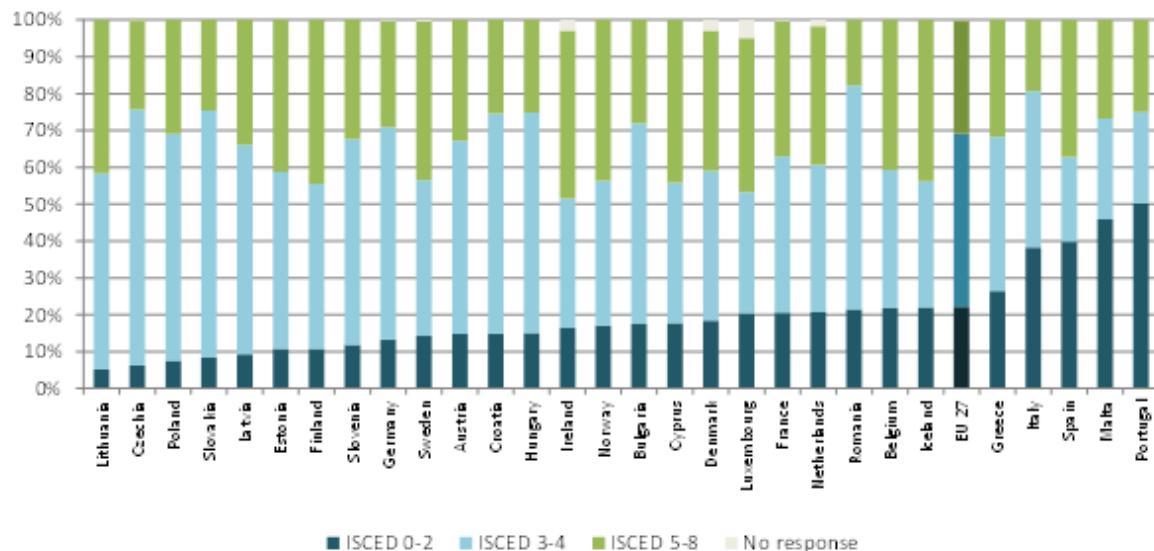
4.1 Share of high, medium and low level qualifications

Participation in tertiary education in Poland has significantly increased over the last three decades, connected to an increase in the perceived value of education and higher educational aspirations. From 2009 to 2020, the share of the population with tertiary education increased from 21.2% to 32.9% but remains slightly below the EU-27 average (34%).

For the past several years, the share of the population with an upper secondary and post-secondary non-tertiary level of education, for both men and women, has been slowly decreasing, from 66.8% in 2009 to 60.4% in 2020, but is still much higher than the EU-27 average (44.5%).

Poland has the third lowest share of people with no or low attained education level (6.8% in 2020). This indicator has been gradually decreasing in the past few years (12% in 2009).

Population (aged 25 to 64) by highest attained education level in 2020



NB: Data based on ISCED 2011; low reliability for 'No response' in Czechia and Latvia.

ISCED 0-2 = less than primary, primary and lower secondary education.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

ISCED 5-8 = tertiary education.

Source: Eurostat, Ifsa_pgaed [extracted 6.5.2021].

4.3 VET learners by level

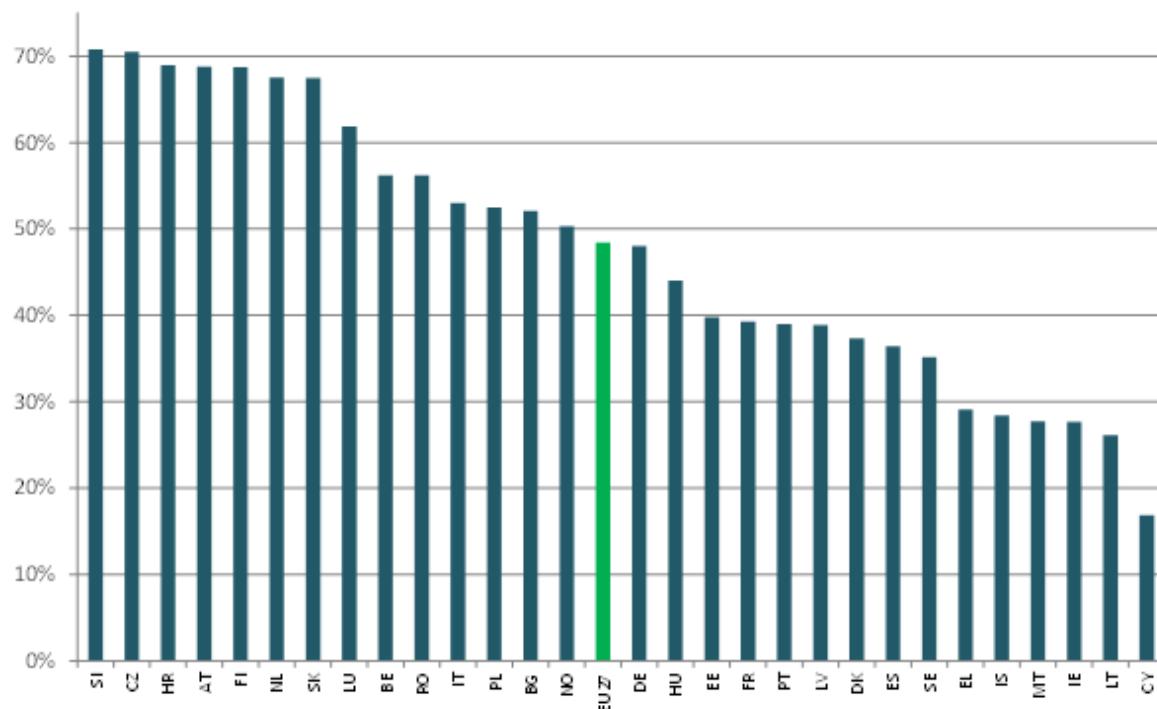
Share of learners in VET by level in 2019

lower secondary upper secondary post-secondary

~~Source: Eurostat, educ_uoe_enrs04 and educ_uoe_enrs07 [extracted 6.5.2021].~~

Share of learners in VET at the upper secondary level increased by two percentage points from 50.5% in 2015 to 52.5% in 2019.

Share of initial VET learners among total learners at upper-secondary level (ISCED level 3), 2019



NB: Data based on ISCED 2011.

Source: Eurostat, educ_uoe_enrs04 [extracted 6.5.2021].

4.4 Female share

In 2019/20, females constituted 43.8% of all learners in VET programmes (46 % in 2017/18). The share differs depending on the type of programme: in post-secondary programmes, females are the majority (70.9%); in programmes at the upper secondary level, there are more males than females, with the lowest share of females in first stage sectoral programmes (30.7%).

Share of female learners in VET programmes in 2019/20, (%)

Type of programme	Female learners
Vocational upper secondary programmes	40.1

First stage sectoral programmes	30.7
Post-secondary programmes	70.9
Special job-training programmes	40

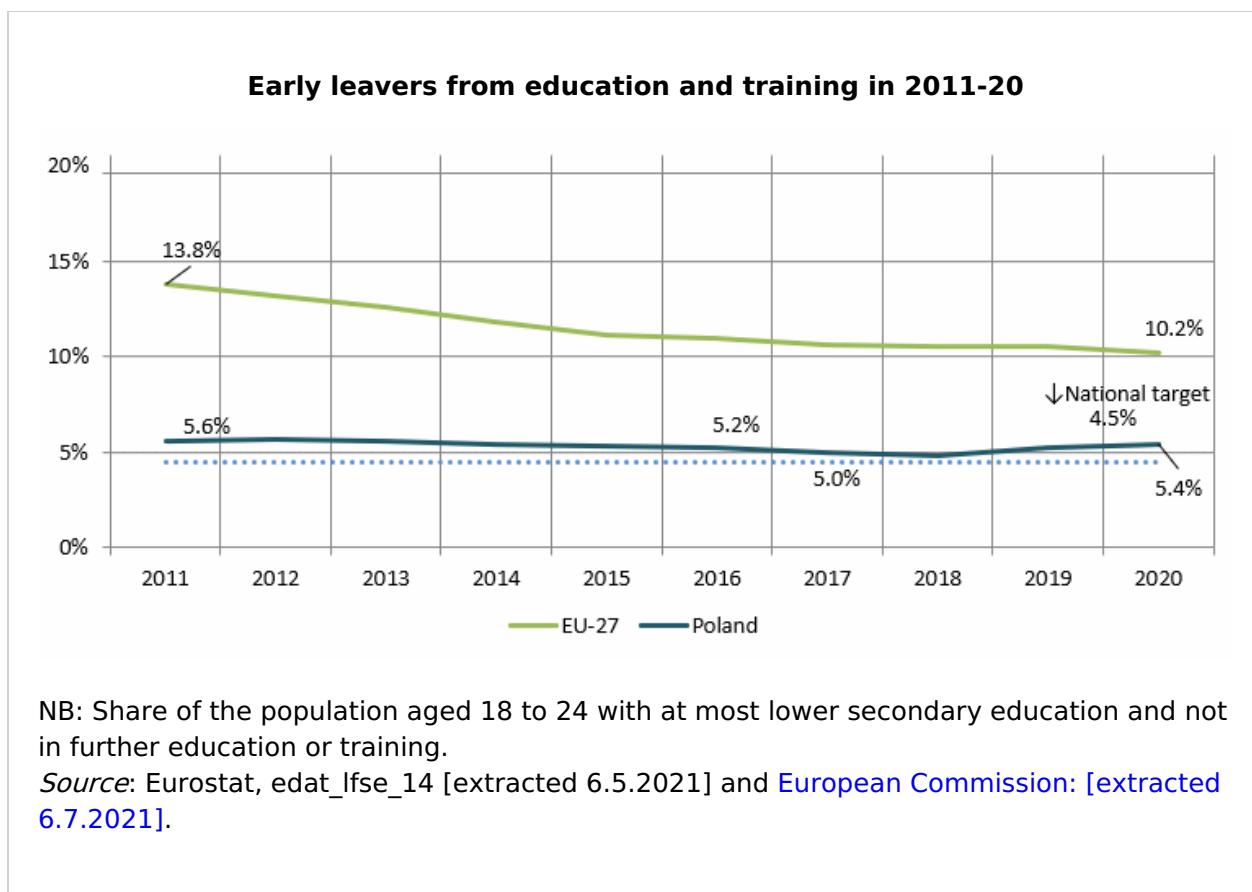
Total: ReferNet Poland calculation based on Statistics Poland – Education in the 2019/20 school year.

Female learners prefer the following fields of study:

- in post-secondary programmes: hygiene and work safety, personal services, business and administration, medical study;
- in first stage sectoral programmes: personal services, business and administration and manufacturing and processing;
- in vocational upper secondary programmes: personal services, business and administration, social and behavioural science.

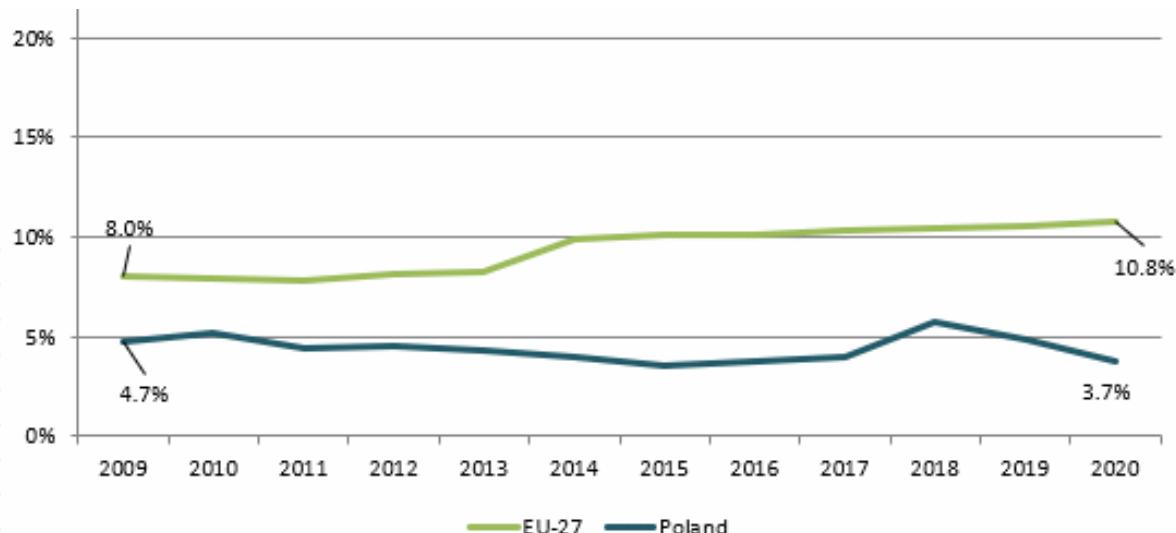
4.5 Early leavers from education and training

The share of early leavers from education and training in 2020 was 5.4%, which is much lower than the EU-27 average of 10.1%. The share is slightly lower than in 2011 (5.6%). Despite high attainment rates, it is still slightly above the national target for 2020 of not more than 4.5%.



4.6 Participation in lifelong learning

Participation in lifelong learning in 2009-20



NB: Share of adult population aged 25 to 64 participating in education and training, break in series.

Source: Eurostat, trng_lfse_01 [extracted 6.5.2021].

Participation in lifelong learning in Poland remained at a very low level (4.0%) until 2017; in 2018 it reached 5.7% and then decreased to 3.7% in 2020. It remains 7.1 percentage points below the EU-27 average.

Education level, age and labour market activity are the factors differentiating the rate of participation in training; persons who are unemployed and have a low level of education often do not participate in educational activities. Age is also a strong determinant of participation in education; people in older age groups not only participate in training less often, but also study less on their own (informal learning).

[24] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[25] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[27] <https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf> [accessed 27.8.2021]

[9] Source: Eurostat, educ_ue_enrs01, educ_ue_enrs04 and educ_ue_enrs07

[11] National Statistical Institute. Education statistics. <https://infostat.nsi.bg>

[13] These are the names of the relevant specialisations.

[14] The European Union Labour Force Survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. LFS microdata for scientific purposes currently contain data for all Member States plus Iceland, Norway and Switzerland. The EU Labour Force Survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out

obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [27] The common part of the maturita exam is defined by the State, including two obligatory subjects: Czech and foreign language or maths and in certain cases two extra subjects. Schools are responsible for the profile part of the exam (2 to 4 subjects), which is also a compulsory part of the maturita exam. In the profile part of the exam, VET learners should be examined in at least 2 VET subjects.
- [28] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [22] Actual expenditures 2017: EUR 97.1 million. Source: BMBF (2018). Berufsbildungsbericht 2018 [Report on vocational education and training 2018]. Bonn: BMBF, p. 121.
https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018.pdf
- [15] Measured on 10 November each year; excludes those who: attended classes less than 31 days, were readmitted within 31 days, applied but never attended or who changed programme in the same curriculum group and in the same institution.
- [16] See Chapter 2 for the information on education levels.
- [15] <https://findikaattori.fi/en/>
- [16] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Finland. Cedefop research paper; No 70.
https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_ce_study_0.pdf
- [17] For example, young graduates from upper secondary education at age of 19 cannot always enter higher education due to limited places available; they often apply several years in a row in order to enrol.
- [16] Eurostat, educ_ue_enrt02 [extracted 30.8.2021].
- [17] Školski e-Rudnik, ŠeR [database] [extracted 30.8.2021].
- [16] Source: Statistics Iceland.
- [17] Source: Statistics Iceland.
- [15] Data from the 2018/19 school year.
- [16] The European Union labour force survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. At the moment, the LFS microdata for scientific purposes contain data for all Member States plus Iceland, Norway and Switzerland. The EU labour force survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions

apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [17] Istat (2021), Levels of education and participation in training. Year 2020. The gap with the EU in education levels is growing, Statistics Report, 8 October 2021 (Istat (2021), Livelli di istruzione e partecipazione alla formazione. Anno 2020. Cresce il divario con l'Ue nei livelli di istruzione, Sistiche Report, 8 ottobre 2021). www.istat.it
- [18] Chamber of Deputies-MLPS-INAPP-ANPAL, XX/XXI Report on Continuing Vocational Training in Italy. Annuality 2018-2019-2020, XVIII Legislature, Parliamentary Act: Document XLII No 2 (Camera dei Deputati-MLPS-INAPP-ANPAL, XX/XXI Rapporto sulla Formazione continua. Annualità 2018-2019-2020, XVIII Legislatura, Atto Parlamentare: Documento XLII No 2). <https://www.camera.it/leg18/494?>
[idLegislatura=18&categoria=042&tipologiaDoc=elenco_categoria](#)
- [19] Chamber of Deputies-MLPS-INAPP-ANPAL, XIX Report on Continuing Vocational Training in Italy. Annuality 2017-2018, XVIII Legislature, Parliamentary Act: Document XLII No 1 (Camera dei Deputati-MLPS-INAPP-ANPAL, XIX Rapporto sulla Formazione continua. Annualità 2017-2018, Senato della Repubblica - XVIII Legislatura, Atto Parlamentare: Documento XLII No 1 < <http://www.senato.it/leg/18/BGT/Schede/docnonleg/40068.htm>
- [20] Angotti R, Polli C., Lavoratori over 50 a bassa qualificazione e crisi economica in Italia, Osservatorio Isfol, VI (2016), No 3. pp.37-57.
<https://isfoloa.isfol.it/xmlui/handle/123456789/1637>
- [10] Source: Eurostat tables educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [accessed 7.5.2021.]
- [22] Norwegian Directorate for education and training. www.udir.no
- [23] Norwegian Directorate for higher education and competence. www.hkdir.no
- [24] White Paper 2020-21
- [25] Norwegian government web page. www.regjeringen.no
- [26] The Norwegian Directorate for Education and Training. <https://www.udir.no/om-udir/>
- [28] Statistics Norway. <https://www.ssb.no/>

CHAPTER 5.

VET within education and training system

The education and training system comprises:

- preschool education (ISCED 0);
- 8-year primary education (*szkoła podstawowa*); a programme divided into two 4-year parts (basic and lower secondary level) (ISCED 1 and 2);
- upper secondary education (ISCED 3);
- post-secondary non-tertiary education (ISCED 4);
- tertiary education including colleges of social work (ISCED 5 to 8).

The education system in Poland is currently undergoing structural transformation. In December 2016, the education ministry introduced reforms aiming to prolong the time children spend within one educational programme and to develop a vocational education system that is responsive to the needs of a modern economy. Key elements of the reform included:

- phasing out lower secondary school (*gimnazjum*);
- restructuring 6-year primary education (*szkoła podstawowa*) into an 8-year programme divided into two 4-year parts (basic and lower secondary level);
- extending the general upper secondary programme (*liceum ogólnokształcące*) to 4 years instead of 3, and the vocational upper secondary programme (*technika*) to 5 years instead of 4;
- introducing two-stage sectoral programmes (*dwustopniowa szkoła branżowa*); the first stage sectoral school has replaced the basic vocational school (*zasadnicza szkoła zawodowa*) as of 2017/18, while the second stage sectoral schools will begin to operate in 2020/21.

Changes in the school structure are accompanied by the gradual development of new core curricula. The school system will be transitioning until 2022/23. During this period, some previous programmes will be functioning alongside the new ones until they are completely phased out.

Education is compulsory up to 18 years of age, while full-time school education is compulsory up to age 15. Full-time compulsory education lasts 9 years (the last year of pre-school education and 8 years of primary school education). Compulsory education for 15-18 year-olds can take place as part-time education, both in and out of school, e.g. in the form of short qualifications courses or vocational training for juvenile workers.

Pre-school education is provided in pre-schools (*przedszkole*) for 2.5 to 6 year-old learners.

Primary and lower secondary education is provided in primary schools (*szkoła policealna*) and lasts typically 8 years from age 7 to 15. Work preparation classes for special education needs (SEN) learners are available in the last 2 years of primary school. A 3-year special job-training programme for SEN learners is available for primary school graduates.

Upper secondary education can be provided by different types of schools in the form of a general upper secondary 4-year programme (*licea ogólnokształcące*), a vocational upper secondary 5-year programme (*technika*) or a 3-year first stage sectoral programme (*branżowa szkoła pierwszego stopnia*), which can be followed by a 2-year second stage sectoral programme. Upper secondary education is typically available to primary school graduates (usually 15-year-olds), apart from the second stage sectoral programme, which will be available to graduates of the first stage programmes (18-year-olds).

Post-secondary non-tertiary programmes are provided by post-secondary schools (*szkoła*

policealna) and can be attained in 1 to 2.5 years. They are available to graduates of general and vocational upper secondary programmes and, those from second stage sectoral programmes (usually 19-20 year-olds).

A special form of education is provided by colleges of social work (*kolegium pracowników służb społecznych*), offering programmes at ISCED level 5. These colleges provide 3-year programmes for the occupation of social worker.

Completing any type of VET programme and obtaining a school leaving certificate is not the same as attaining a vocational qualification. Learners in the formal VET system can be awarded two types of document confirming attained learning outcomes:

- vocational certificates (certificate of a vocational qualification in an occupation);
- vocational diplomas (vocational qualification diploma).

Learners can obtain a vocational diploma only by obtaining all the qualifications distinguished in an occupation (vocational certificate/s) and a school leaving certificate. A vocational qualification can only be attained by passing an external State vocational examination.

Each qualification includes specific sets of learning outcomes defined in the core curricula for vocational education. Learning outcomes are grouped in units, which typically contain from several to over a dozen learning outcomes and reflect specific professional tasks. The core curriculum for general education determines the learning outcomes for the general education component and key competences provided by VET programmes (22).

Adults aged 18 and older can be awarded a vocational certificate after passing the State vocational examination extramurally. By taking extramural exams, adults may also acquire certificates of completion of general education programmes.

Formal VET leads to four qualification levels (2 to 5) that are the same as in the European Qualifications Framework (EQF).

The VET system comprises initial and continuing education. It can be offered as:

- school-based programmes with obligatory work-based learning (WBL differing in scope and form, also including dual training/alternate training);
- juvenile employment (apprenticeship scheme, with practical training with an employer and theoretical training in school or in out-of-school forms, based on a contract between the learner and the employer) (23);
- out-of-school forms: different types of courses based on the core curricula.

[10] IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises – The Walloon Institute for dual training and self-employment in small and medium-sized enterprises.

[11] SYNTRA: Vlaanderen The Flemish Agency for Entrepreneurial Training.

[12] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for Vocational and Educational Training.

[13] Zentrum für Aus- und Weiterbildung.

[14] Socio-professional Integration Centres – Centres d'insertion socioprofessionnelle.

[15] Socio-professional Integration Organisations – Organismes d'insertion socioprofessionnelle.

[12] Education is compulsory until the age of 16.

[16] New modern apprenticeship (NMA) is directed towards young people between 14 and 21

years of age at two apprenticeship levels (preparatory and core). Participation in the NMA is not part of compulsory education and is free of charge. The new modern apprenticeship targets two distinct groups of learners:

- a. learners who have not completed compulsory education lower secondary programmes (third grade of gymnasium) can enrol at the preparatory apprenticeship level. The preparatory apprenticeship has been introduced to provide support to early school leavers between the ages of 14 and 16, by gradually introducing them to the labour market, giving them a taste of VET, and helping them to choose a specialisation when they proceed to the core level of apprenticeship;
- b. learners who have either completed compulsory education or preparatory apprenticeship can enrol at the core apprenticeship level.

- [17] In 2012, the education ministry in cooperation with the labour ministry and other stakeholders established, within the context of the education reform, post-secondary institutes of VET, jointly financed by the ESF, which offered further technical specialisation as of the academic year 2012/13. These were in April 2017 by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education granted them tertiary non-university level status.
- [18] Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). In Greek: Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης (<http://www.dipae.ac.cy/index.php/el/>)
- [19] Private institutions of tertiary education offer a wide range of academic as well as vocational programmes of study at various levels (1- or 2-year diploma, 3-year higher diploma, 4-year bachelor degree and 1- or 2-year master degree) in secretarial studies, aesthetics, food preparation, music, arts and drama, graphic design, hotel and tourism management, computer science, social sciences, education, business studies, management and engineering. English is the language of instruction for most programmes of studies offered, which attracts students from other countries. Furthermore, several private institutions of tertiary education offer academic programmes of study based on validation or franchised agreements with more than 10 European universities and following the provisions of the competent Law of the Republic of Cyprus. Since 1996, the establishment and operation of all private institutions of tertiary education is regulated by law. Each institution sets its own internal regulations, student entry requirements and evaluation, qualifications awarded, tuition fees and teachers' qualifications, which are published in an annual prospectus.
- [20] Cyprus Productivity Centre (CPC). In Greek: Κέντρο Παραγωγικότητας Κύπρου: http://www.mlsci.gov.cy/mlsci/kepa/kepa_new.nsf/index_gr/index_gr?opendocument
- [21] Higher Hotel institute of Cyprus (HHIC). In Greek: Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου: http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index_gr/index_gr?OpenDocument&lang=el
- [30] The Education Act No 561/2004 Coll.: <https://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-ode-dne-27-2-2021> [accessed 10.11.2021].
- [31] The Higher Education Act No 111/1998 Coll.: <https://www.msmt.cz/dokumenty-3/zakon-c-111-1998-sb-o-vysokych-skolach> [accessed 10.11.2021].
- [32] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [33] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [34] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [35] Národní soustava kvalifikací: www.narodni-kvalifikace.cz
- [36] Data taken from the Ministry of Education, Youth and Sports [Ministerstvo školství,

mládeže a tělovýchovy – MŠMT]. www.msmt.cz, NPI's ČR calculation includes all upper and lower secondary and tertiary professional, follow-up and shortened programmes (i.e. all VET types).

- [21] Education and Youth Authority - State examinations: <https://harno.ee/riigiekksamid>
- [18] <https://www.finlex.fi/fi/laki/alkup/2017/20170531>
- [18] As per amendments to the CROQF Act (Official Gazette No 20/2021), CSVET represents the Croatian credit system for vocational education and training. One CSVET point corresponds to a workload of 15 to 25 hours lasting 60 minutes.
- [19] Zakon o obrazovanju odraslih (NN 17/07, 107/07, 24/10) [Adult education act]:
<https://www.zakon.hr/z/384/Zakon-o-obrazovanju-odraslih>
- [19] There are two main institutions: the IDAN VET training centre (the largest continuing VET institution in Iceland) which offers continuing VET programmes in a variety of sectors (e.g. food and catering, metal and machines, building and construction, printing technology, auto mechanics, computer supported design and hair styling) and the Retraining and Technical Training Centre (Rafiðnaðarskólinn) for electric and electronic technicians.
- [20] These are: the private company Sýni Research Centre which offers various job-related courses for people working in the food industry and the Icelandic Innovation Centre which is a public institution under the Ministry of Industries and Innovation offering courses in project management or personal leadership.
- [22] In 2019 the Ministry of Education, Universities and Research (MIUR) was divided into two ministries, the Ministry of Education and the Ministry of Universities and Research.
- [23] Information retrieved from Eurydice: https://eacea.ec.europa.eu/national-policies/eurydice/content/italy_en
- [18] Following the Law of 29 August 2017 (SCL, 2017d) on secondary education 'general secondary education' is nationally referred to as 'classical secondary education' (éducation secondaire classique - ESC) while 'technical secondary education' is referred to as 'general secondary education' (éducation secondaire générale - ESG). However, to allow comparison at EU level, the previous terminology will be kept.
- [24] <https://www.um.edu.mt/>
- [25] https://eacea.ec.europa.eu/national-policies/eurydice/content/malta_en
- [26] Directorate for Research, Lifelong Learning and Employability (DRLLE):
<https://researchandinnovation.gov.mt/en/Pages/Research%20and%20Innovation.aspx>
- [27] Eurostat, Enterprises providing training by type of training and size class – % of all enterprises [[trng_cvt_01s](#)]
- [22] For vocational upper secondary programmes, it also defines the learning outcomes that must be achieved by a person in the process of attaining the qualification of the matura certificate.
- [23] An additional new form – the student apprenticeship – will be available for learners of vocational upper secondary programmes and first stage sectoral programmes as of September 2019.

CHAPTER 6.

Apprenticeship

There are several apprenticeship schemes at the secondary and post-secondary levels:

Juvenile employment for the purpose of vocational training (*przygotowanie zawodowe młodocianych pracowników*)

Dedicated to young people (15-18 year-olds) with lower secondary education or 8-year primary education. It is based on a work contract between the learner and employer. Where theoretical education takes place in school, arrangements between the school and employer regarding scope and organisation of training provided by both parties form an annex to the contract. Juvenile worker has a status of an employee and, when theoretical training takes place in school, also of a learner. During the training period, a juvenile worker is entitled to a salary (f4 - 6% of the national average salary, depending on the subsequent year of training), social security benefits and holiday leave. Juvenile workers usually undertake apprenticeship in SMEs, mainly in the craft sector. Juvenile employment can take the following forms:

- **training for a profession (*nauka zawodu*)**: apprenticeship with the theoretical education taking place at school (first stage sectoral programme) or in an out-of-school form (e.g. courses) and the practical training organised by the employer. Training for a profession lasts up to 36 months and is finalised with a State vocational examination or Journeyman's examination (*egzamin czeladniczy*). In the 2017/18 school year, juvenile workers constituted about half of all the learners in the first stage sectoral schools;
- **training for a specific job (*przyuczenie do wykonywania określonej pracy*)**: a rare form limited to a small group of young people, this prepares a learner to perform specific tasks in a profession. It lasts from 3 to 6 months and is finalised with a verifying examination.

Student apprenticeship (*staż uczniowski*)

New form of apprenticeship available since September 2019. It is open to learners in vocational upper secondary programmes and first-stage sectoral programmes, who are not juvenile workers. Student apprenticeship is based on the work contract between the learner and employer, with arrangements between the school and employer in the annex to this contract. Student apprenticeship covers all elements of the teaching programme and chosen elements or elements connected with a given occupation but not included in the programme. Students are entitled to a salary unless the contract says otherwise.

Dual training as a form of practical training.

Apart from above-mentioned schemes apprenticeship might be arranged by school in cooperation with employers as one of the ways of organisation of practical training. In general, practical training (obligatory for all VET programmes) can be organised in different forms and venues – including also apprenticeship – alternate training/dual training with structured alternation of learning in an education and training setting with learning and working at a workplace. This form of organisation of practical training could be considered an apprenticeship however it is based on the contract between the school and employer not between employer and learner.

Apprenticeships for adult learners are also available. This is a form of support provided by Labour Offices and financed from the Labour Fund dedicated to the unemployed and job seekers. Apprenticeships for adults are conducted on the basis of a contract between a Labour Office, an employer and an institution responsible for conducting exams. Apprenticeships are

provided in the form of occupational training and training aimed at preparing a person to perform a specific job. In 2016-19 (first half), apprenticeships for adult learners attracted over 525 500 participants (24).

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop (25).

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- [16] Information is based on following publication where you can find also further information on this topic:
Allinckx, I.; Karko, A.; Monico, D. (2019). Vocational education and training in Europe - Belgium. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg
 - [18] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for vocational and educational training in small and medium-sized enterprises.
 - [13] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
 - [14] Almost 10 000 learners from over 140 schools will be covered by planned project activities.
 - [22] In Greek: Διεύθυνση μέσης τεχνικής και επαγγελματικής εκπαίδευσης και κατάρτισης.
 - [36] Some occupations only require 2 years and there are also regulations allowing a shorter training period for apprentices with an Abitur (the school leaving certificate allowing entry to higher education).
 - [41] <https://www.bibb.de/uebs-digitalisierung>
 - [46] https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
 - [47] See AusbildungPlus database: <http://www.ausbildungplus.de/webapp/suche?typ=zq&neuesuche=true> and Berufsbildungsgesetz 2005: https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
 - [48] BMBF. Report on vocational education and training
<https://www.bmbf.de/de/berufsbildungsbericht-2740.html>
 - [22] Currently, apprenticeships are not provided in upper secondary VET (ISCED 354).
 - [23] Salaries, training materials and maintenance (such as heating and electricity).
 - [20] <https://mzo.gov.hr/UserDocsImages//dokumenti/Obrazovanje/StrukovnoObrazovanje/Reform>
 - [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
 - [22] Cedefop (2019). Apprenticeship review: Croatia. Improving apprenticeships through stronger support and care. Luxembourg: Publications office. Thematic country reviews.
<https://www.cedefop.europa.eu/en/publications-and-resources/publications/4173>
 - [21] In Icelandic: ÍÐAN fræðslusetur.
 - [21] <https://legilux.public.lu/eli/etat/leg/rgd/2021/08/06/a616/jo>
 - [28] <http://justiceservices.gov.mt/DownloadDocument.aspx?app=lp&itemid=28680&l=1>
 - [29] MCAST (2021). Administrative data.
 - [30] Cedefop. European database on apprenticeship schemes.
<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

CHAPTER 7.

VET governance

VET has three governance levels: national (ministries), regional (school superintendents, mainly in pedagogical supervision) and county (*powiat* – managing schools). The Ministry of Education and Science consolidates tasks relating to education, higher education, and science within one institution. It is also in charge of VET policies at all levels, supported by other ministries responsible for particular occupations. Social partners advise policy makers on necessary changes in VET.

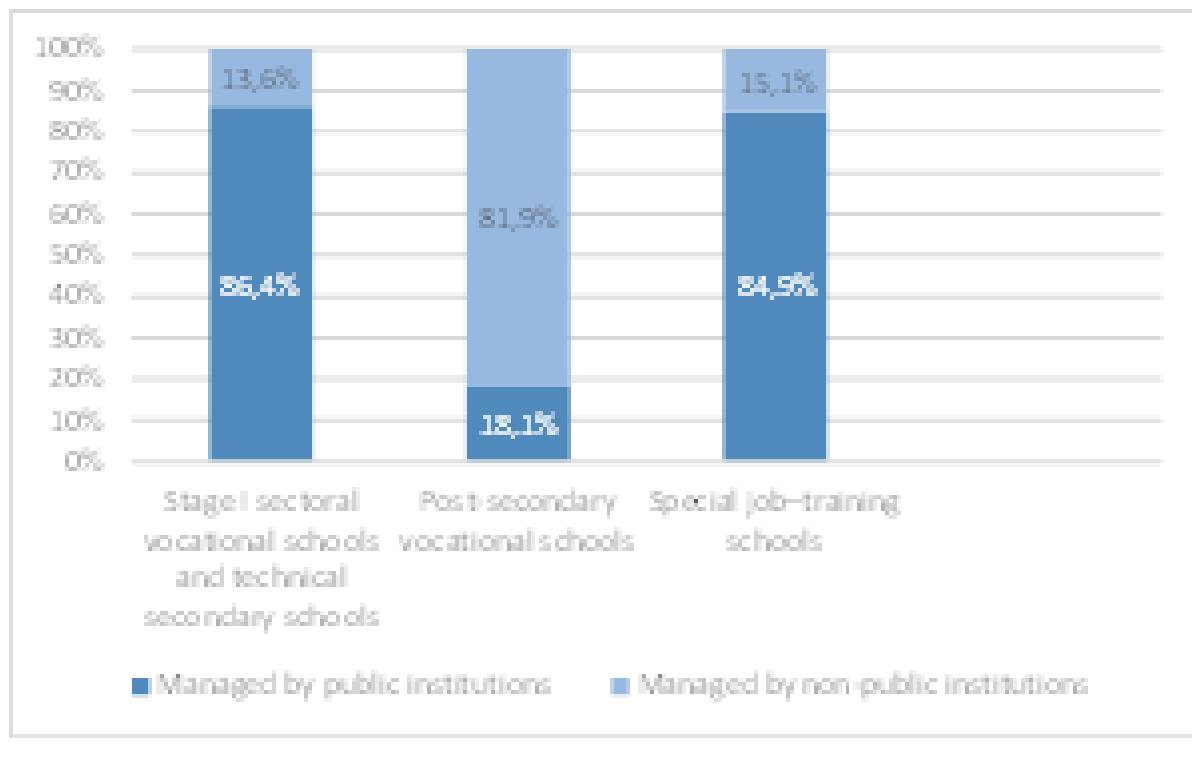
The ministry is supported by the Vocational School Directors Council (*Rada Dyrektorów Szkół Zawodowych*) established as a consultative body in 2018. It consists of 42 school directors from vocational schools representing all regions of the country and different sectors (26).

In each region, education authorities appointed coordinators – in total 31 coordinators – for vocational education and training, responsible for supporting cooperation between schools and employers, as well as promoting activities to develop vocational guidance and counselling in the education system.

Most public education institutions in Poland are managed by local government units. Counties (*powiaty*) are responsible for upper secondary schools, including vocational schools, and schools for children with special needs; the regions (*województwa*) are responsible for schools of regional and trans-regional significance, such as groups of schools or vocational schools important for the regional economy.

Central government units (usually ministries) often manage vocational and fine arts schools. All types of schools can be established and managed by non-public institutions, such as religious and social associations. The share of non-public institutions is increasing as the level of education is higher. The chart below presents the structure of vocational schools by type and management institution in the 2019/20 school year.

The structure of VET schools by type and managing institution in 2019/20



Source: ReferNet Poland calculation based on data from Statistics Poland – Education in the 2019/20 school year

There were 5 733 VET schools in Poland in 2019/20. The majority were post-secondary vocational schools (28%), followed by vocational upper secondary schools (34%), the first stage sectoral schools (29%) and 9% special job-training schools (27).The decision to provide education for a particular occupation listed in the classification of occupations for vocational education is made at local level by the school principal in agreement with local authorities (county level) and after asking the regional labour market councils (advisory bodies) for their opinion concerning compliance with labour market needs. Teaching programmes can be developed individually by schools. The school principal is responsible for incorporating the learning outcomes in the teaching programme and providing the organisational requirements as defined in the core curricula.

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- [31] to learn more about the vocational training assistance see the flyer for Berufsausbildungsassistenz [Vocational training assistant] in English: [https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args\[0\]=0](https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas-task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args[0]=0) [accessed 27.8.2021]
 - [20] Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.
 - [21] Commission communautaire française, French Community Commission, responsible for some competences for French-speakers in Brussels.
 - [22] Minister for Vocational Training and Minister for Education at the COCOF; Minister for

Higher Education and Adult Learning and Minister for Education at the French Community; Minister for Vocational Training and Employment at the Walloon Region. New governments decide about the distribution of tasks within its ministries (there can thus be one, two or three ministers involved).

- [23] Service francophone des métiers et qualifications – the French-language service for jobs and qualifications.
- [24] VDAB: Flemish Employment and Vocational Training Agency. Bruxelles Formation: The Brussels Institute for Vocational Training. SFPME: Service Formation PME: the training service for small and medium-sized enterprises, in Brussels. EFP (Espace Formation des Petites et Moyennes entreprises: the training centre in Brussels for SMEs).
- [15] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [23] In Greek: Γενική Διεύθυνση Ευρωπαϊκών Προγραμάτων, Συντονισμού και Ανάπτυξης (ΓΔ ΕΠΣΑ): http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index_gr/index_gr?OpenDocument
- [37] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [38] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [40] Absolutorium is a final examination at tertiary professional schools consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence. Upon successful passing of the absolutorium, the graduate attains a tertiary professional qualification and the title of a specialist with a diploma (diplomovaný specialista, DiS).
- [50] BBiG: https://www.gesetze-im-internet.de/bbig_2005/
- [53] Berufsbildungsgesetz (BBiG).
- [54] Kultusministerkonferenz (KMK).
- [55] Zuständige Stellen.
- [24] Vocational Educational Institutions Act (Parliament, 2013); Vocational education standard (Government, 2013), work-based learning regulation (MoER, 2007); Private Schools Act (Parliament, 1998b); Professional Higher Education Institutions Act (Parliament, 1998a); Adult Education Act (Parliament, 2015); Professions Act (Parliament, 2008a); Recognition of Foreign Professional Qualifications Act (Parliament, 2008b); Study Allowances and Study Loans Act (Parliament, 2003a); Youth Work Act (Parliament, 2010b).
- [30] Until the end of 2011 this function was performed by the National Examinations and Qualifications Centre (NEQC) (Riiklik Eksameli ja Kvalifikatsioonikeskus). In 2012, NEQC joined Foundation Innove, and in 2020 Foundation Innove joined the Education and Youth Authority.
- [19] Qualification structure is a system of qualifications. It defines how many there are, initial, further and specialist VET qualifications: their share, titles and competence points (total and for common units; their division within the qualification is decided by the Finnish National Agency for Education).
- [20] Some VET providers are foundations or limited companies; they are categorised as 'private' but municipalities usually have shares in such companies/foundations.
- [23] Zakon o Agenciji za strukovno obrazovanje i obrazovanje odraslih [Act on Agency for VET and Adult Education]; Official Gazette No 24/2010.
- [24] Zakon o izmjenama i dopunama Zakona o strukovnom obrazovanju [Amendments to the Vocational Education and Training Act]; Official Gazette No 25/2018.
- [26] Training chain (filiera formativa): set of pathways to achieve technical education and vocational education diplomas, at the end of the five-year school courses, of technical

institutes and professional institutes.

- [27] National Institute for Documentation, Innovation and Educational Research:
<http://www.indire.it/en/>
- [28] As defined in Inter-ministerial Decree dated 7 February 2013, professional technical hubs are intended to be the functional interconnection between the subjects in the training chain and companies in the production chain and are therefore identified as 'training venues for learning in situ', established thanks to network agreements for sharing public and private workshops that are already operating; this interconnection also establishes venues dedicated to learning in applicative contexts, in order to make full use of existing professional resources, even based on 'workshop at school' and 'enterprise school' modes.
- [24] Ministère de l'Éducation Nationale, de l'Enfance et de la Jeunesse (MENJE). Hereinafter referred to as education ministry.
- [25] Ministère de l'Enseignement Supérieur et de la Recherche (MESR). Hereinafter referred to as higher education ministry.
- [26] Ministère du Travail, de l'Emploi et de l'Économie Sociale et Solidaire (MTE). Hereinafter referred to as labour ministry.
- [28] Chambre de Commerce.
- [29] Chambre des Métiers.
- [30] Chambre d'Agriculture.
- [31] Chambre des Salariés.
- [32] Chambre des Fonctionnaires et Employés Publics.
- [37] Conseil national des programmes.
- [38] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxembourg.pdf
- [15] Izglītības un zinātnes ministrija.
- [16] Valsts izglītības saturs centrs (VISC).
- [17] Izglītības kvalitātes valsts dienests (IKVD).
- [18] Valsts izglītības attīstības aģentūra (VIAA).
- [19] Labklājības ministrija (Ministry of Welfare).
- [20] Nodarbinātības valsts aģentūra (NVA).
- [21] Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadome. It was founded in 2000 by the ministries of welfare, economy, finance, justice, agriculture, education and science, regional development and local government affairs, the Free Trade Union Confederation of Latvia and the Employers' Confederation of Latvia.
- [30] <https://mcast.edu.mt/>
- [31] <https://its.edu.mt/>
- [26] Vocational School Directors Council: <https://www.gov.pl/web/edukacja-i-nauka/minister-edukacji-narodowej-powolala-rade-dyrektorow-szkol-zawodowych>.
- [28] Number of adjustment weights are ascribed to different groups of learners (e.g. learners with special education needs, ethnic minorities, students in small schools, in rural regions, in sport classes); teacher qualifications are also included in the algorithm.

CHAPTER 8.

VET financing mechanisms

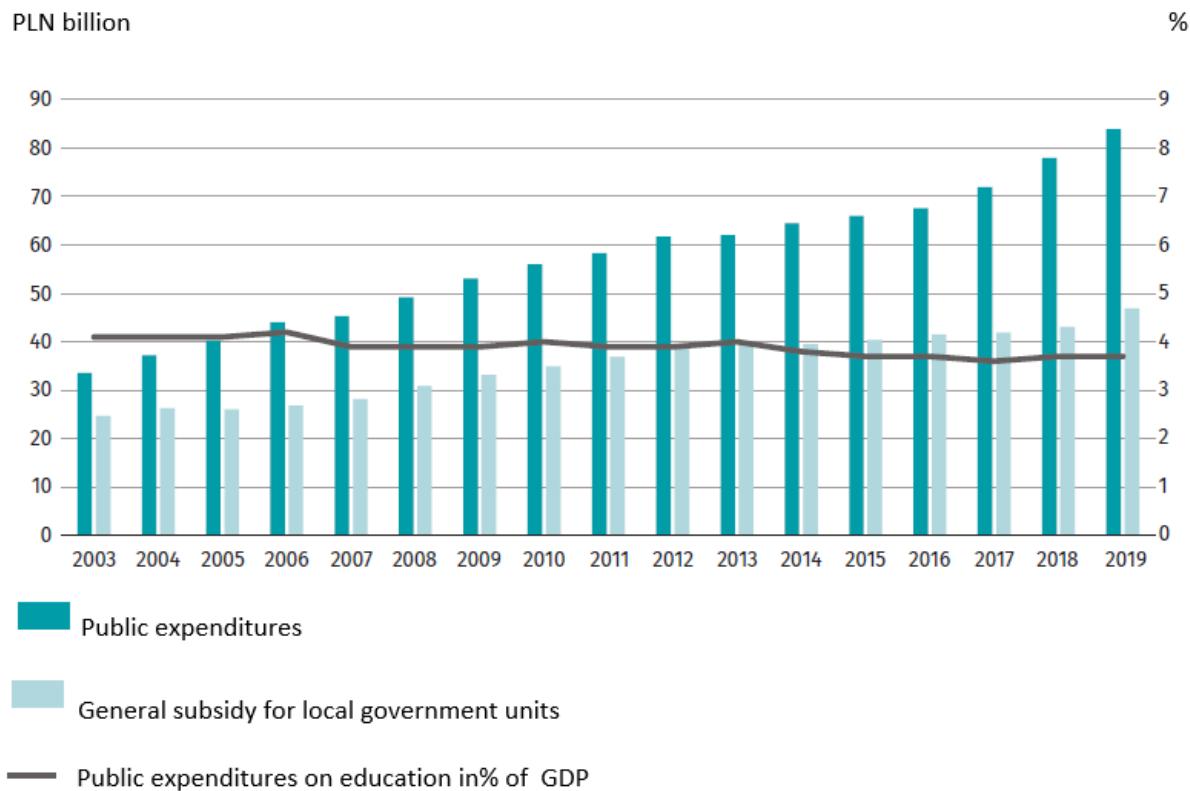
The main resources for educational expenditures are:

- the education part of the State budget general subsidy for local government units;
- central government targeted grants;
- the local government unit's own income;
- foreign funds (mainly EU funds).

The general subsidy from the State budget is the major source of funding for the education system in Poland. The amount of the education part of the general subsidy for local government is defined annually in the Budget Act, and then the education ministry prepares an algorithm to distribute the education funds among the local government units, based on the responsibilities ascribed to the different levels of local government (basically the number of learners in each type of school) (28). Since January 2018, the coefficients for vocational secondary schools have differed for four sets of categories of occupations; the distinction is based on the cost of the vocational part of the education. Additional coefficients were added for learners of post-secondary programmes who obtained a vocational qualification diploma and for participants of vocational qualification courses who passed the State vocational examination (29).

The increased State subsidies for learners of special demand occupations in VET schools, indicated by the forecast of the demand for employees in vocational education occupations, and increased subsidies for employers involved in training juvenile employees in those occupations, were introduced in 2020.

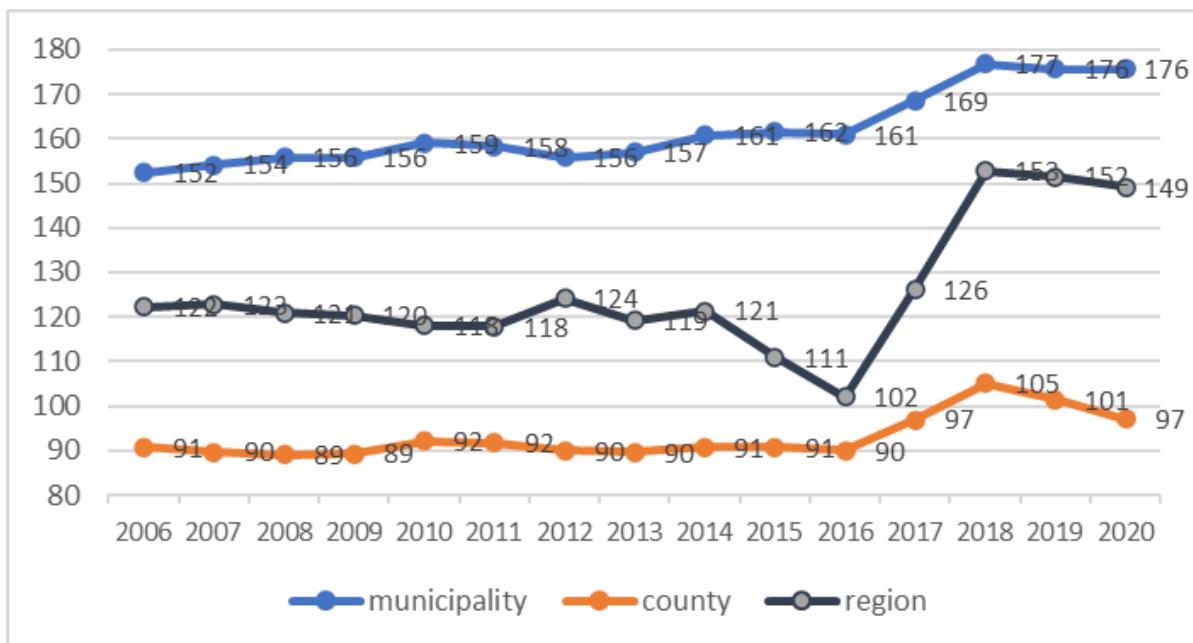
Public expenditures on education and the subsidy for local government (30)



Source: Statistics Poland – Education in the 2019/20 school year

Local governments have the power to decide on how to allocate the funds to respective schools and how to use them for other than education purposes. As the chart below illustrates, municipalities and regions spend more on education than they receive as subsidy, but counties, which are mainly responsible for vocational schools, do not use the entire amount on education expenditures. The visible increase in expenditures in 2017 and 2018 on all local government levels may be due to the structural reforms of the education system. In 2019 and 2020 a fall is observed.

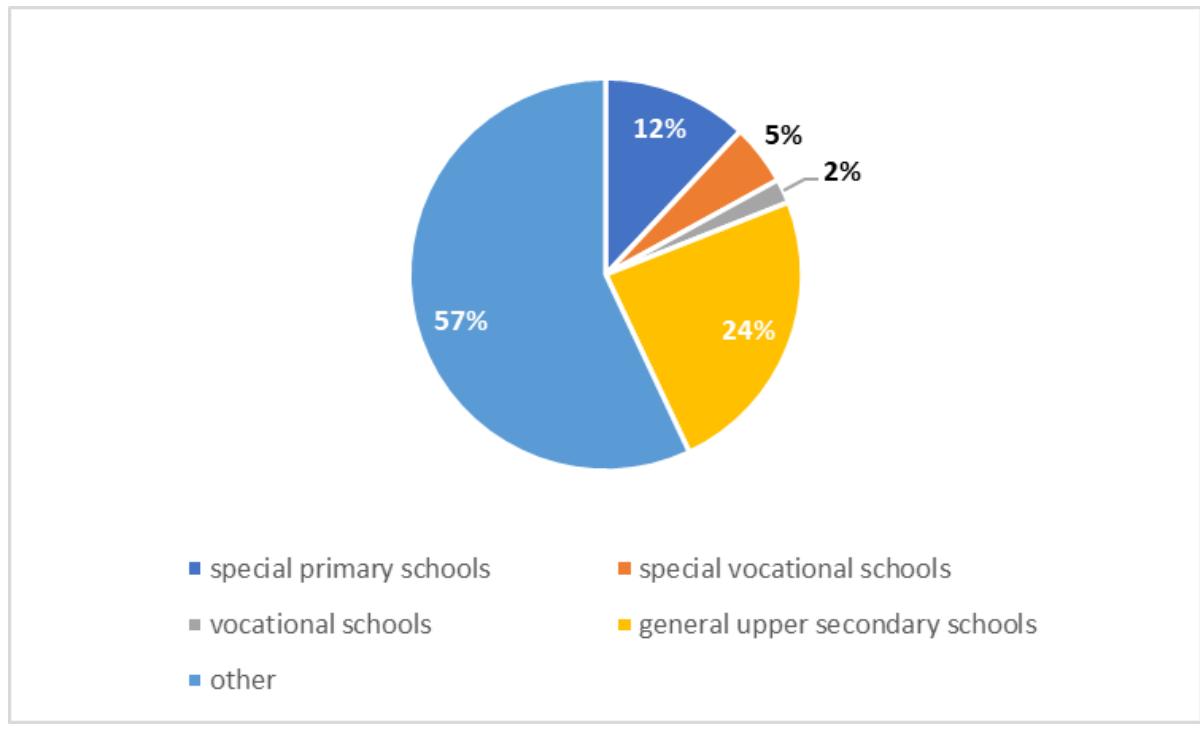
The ratio between educational expenditures and the State general subsidy for education by type of local government in 2006-20



The higher the ratio, the greater the share of local spending. Value over 100 means that the local government spends more than it receives from the central government.

Source: ReferNet Poland calculation based on Local Data Bank, Statistics Poland (31)
[extracted 29.11.2021].

The structure of education expenditures of counties in 2020 by school type



Source: ReferNet Poland calculation based on Local Data Bank, Statistics Poland (32) [extracted 5.12.2021].

In addition to the subsidy, local government units can apply for targeted grants to implement specific public tasks, which usually require joint funding by the unit.

Non-public schools with a status of public school are entitled to public funding equal to public schools.

In 2019, public (local and central government) expenditures for education reached around EUR 18.3 billion (33), of which 10.4% was spent on vocational schools. Public spending on education as a share of GDP was 3.7%, which is slightly higher than in previous year. The education part of the general subsidy transferred to schools through local government units amounted to EUR 9.96 billion (34).

[25] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3_en

[26] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5_nl

[27] <http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf>

[28] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for vocational and educational training in small and medium-sized companies in BE-DE. ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft, Public Employment Service of the German-speaking Community. Le Forem: Office wallon de la Formation professionnelle et de l'Emploi/ The Walloon Office for Vocational Training and

Placement. VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding/ Flemish Employment and Vocational Training Agency. Bruxelles Formation: Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. Actiris: Brussels Public Employment Service.

- [39] Ministry of Education, Youth and Sports. Vývojová ročenka školství 2021/11-2020/21 [Statistical Yearbook on Education 2010/11-2020/21].
<https://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/vyvojova-rocenka-skolstvi-2010-11-2020-21> [accessed 18.8.2021].
- [41] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [42] The education ministry sets the limits for each year.
- [43] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV].
www.mpsv.cz
- [56] Bundesministerium für Bildung und Forschung (BMBF).
- [57] Bundesministerium für Wirtschaft und Energie (BMWi).
- [58] Bundesministerium für Arbeit und Soziales (BMAS)
- [59] Bundesagentur für Arbeit (BA)
- [61] Bundesinstitut für Berufsbildung (BIBB).
- [64] Überbetriebliche Berufsbildungsstätten (ÜBS) and in the skilled trade sector (ÜLU).
- [65] Ausbildungsverbünde.
- [69] Specific information on all public funding activities is available on
<http://www.foerderdatenbank.de/>
- [74] Volkshochschulen (VHS).
- [21] The most recent available data of 2017.
- [22] VET providers must collect these data. The system is not fully operational yet as the new financing system will be ready in 2023.
- [25] Local authorities as the legal founders and owners of the schools can also be investors regarding buildings/infrastructure.
- [26] Eurostat, gov_10a_exp [extracted 28.7.2021].
- [27] VET System Development Programme 2016-20.
- [28] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018
- [29] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020. Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [23] <https://tradingeconomics.com/iceland/gdp> [Accessed: 14.10.2021].
- [24] <https://tradingeconomics.com/iceland/government-spending-to-gdp> [Accessed: 14.10.2021].
- [25] See more information on the fund here at Rannis' website:
<https://www.rannis.is/sjodir/menntun/vinnustadanamssjodur/> [Accessed: 30.9.2021].
- [26] See the relevant information here at (trade union) Samidn's website:
<https://samidn.is/2012/08/31/launataxtar-samtoek-atvinnulifsins/>
- [39] Eurostat - Table gov_10a_exp [accessed 02.08.2021].
- [40] OCDE (2020), Regards sur l'éducation 2020 : Les indicateurs de l'OCDE, Éditions OCDE, Paris, <https://doi.org/10.1787/7adde83a-fr>

- [43] <https://guichet.public.lu/fr/citoyens/enseignement-formation/etudes-superieures/aides-logement/aide-financiere.html> [accessed 2.8.2021].
- [31] Cedefop (2019). Spotlight on VET - 2018 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4168>
- [30] Poland zlotys (PLN); 1 PLN = 0.21294 EUR, InforEuro [extracted 14/12/2021].
- [31] <https://bdl.stat.gov.pl/BDL/start>
- [32] <https://bdl.stat.gov.pl/BDL/start>
- [33] PLN 83.9 billion.

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

In VET there are:

- general subject teachers;
- theoretical vocational subject teachers;
- practical vocational training teachers;
- teachers/pedagogues providing educational support to learners;
- teachers/psychologists providing psychological support to learners, teachers and parents;
- teachers/methodological advisers providing support to teachers;
- teachers/consultants who develop teaching materials, design and deliver in-service training courses for teachers and education managers, etc.;
- in-company trainers (nationally referred to as practical vocational training instructors);
- specialist in-company trainers (various groups of practitioners providing training as their primary or additional activity).

Teachers in public schools and pre-schools comprise 87% (35) of all teachers and are employed on the basis of the Teacher's Charter (36), which specifies working conditions, duties, rights, professional development requirements, and teachers' salaries. In non-public schools, teachers are employed only on the basis of labour and civil law regulations.

General subject teachers should have at least a master degree.

Theoretical vocational subject teachers are required to have at least a master or bachelor degree, including pedagogical training.

Practical vocational training teachers are required to:

- have the same qualifications as required for teachers of vocational theoretical subjects or the title of master in a craft or a pedagogical technical college (currently non-existing) diploma or a *matura* examination together with a vocational qualifications certificate and 2 years of work experience;
- have a pedagogical qualification.

In-company trainers – practical vocational training instructors – can be employers or employees who are not teachers; they are required to have both the regulation-defined combination of formal qualifications and years of work experience in a given occupation as well as an appropriate pedagogical qualification (37).

9.2 Continuing professional development of teachers/trainers

As regulated by the Teacher's Charter, teachers have the right to participate in all forms of continuing professional development (CPD) and must follow CPD in line with the school's needs. CPD is required from teachers on the path to higher advancement levels.

As of September 2019, VET teachers are obligated to participate in professional training at a company active in the field of the taught occupation. This new form of continuing professional development comprises 40-hour training cycles (over 3 years). This is required of both staff teaching theoretical vocational education subjects and practical vocational training. Teachers who are employed or operate companies in the field taught are exempt from this requirement.

Teacher CPD is funded by local/regional budgets. School heads are responsible for assessing teacher CPD needs and preparing school professional development plans.

There are different public teacher training institutions at the national, regional and local levels, as well as numerous non-public teacher training institutions. The Centre for Education Development teacher training institution operates at the national level and covers both general and VET teacher CPD. In general, the main tasks of these institutions consist of developing teacher CPD programmes and educational materials, indicating CPD priorities, and implementing CPD programmes. Teacher training is also provided by higher education institutions.

Another form of CPD is offered by teachers/methodological advisers, who provide direct subject-oriented and methods assistance; support teachers in their professional development; organise conferences, seminars and workshops; and identify teachers' needs for counselling and vocational training. CPD is also provided at the school level via internal systems of professional development, including, self-development teachers' council meetings, lessons, observations, study visits and others. Other forms of CPD include internships in enterprises for VET teachers. As of September 2019, all VET teachers must participate in professional training in companies relating to the occupation they teach. Numerous educational resources (open bases) and CPD opportunities are available through ESF joint-funded initiatives.

The Teacher's Charter specifies four categories of job positions in the teaching profession:

- trainee teacher – first stage in a teacher's career;
- contractual teacher – awarded after 1 year and 9 months of internship and passing an examination given by an examination commission;
- appointed teacher – awarded after 2 years and 9 months of internship and after passing an examination given by an examination commission;
- chartered teacher – awarded after 2 years and 9 months of internship, after having their professional achievement accepted by a qualification commission, and an interview.

These categories have a direct impact on a teacher's basic salary level. Teachers with outstanding performance may also be awarded the title of honorary school education professor.

In 2019/20, 56% of teachers were chartered teachers. For first stage sectoral schools and vocational upper secondary schools, the share of chartered teachers was higher than 60%; however, in post-secondary schools, it was only 26% (38).

Practical training institutions are involved in improving the competence of in-company trainers by offering a broad range of thematic training. The most common training refers to the methodology of vocational education and the use of standards for examination requirements. To standardise the requirement of pedagogical training of the instructors, as of 2019, the framework curricula for the pedagogical training for instructors was introduced in the regulation on practical vocational training. The framework specifies the learning content and the number of hours and the learning outcomes for each specific subject (39).

[35] For detailed information about the training of teachers and trainers in Austria, see Eurypedia: https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1_en [accessed 31.8.2021] and <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers> [accessed 31.8.2021].

[36] See Federal Law Gazette https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgbIAuth&Dokumentnummer=BGBLA_2013_I_211 [accessed 31.8.2021].

[29] IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et

Moyennes Entreprises / Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia. Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. SFPME: Service Formation PME / the training service for small and medium-sized enterprises, in Brussels. Le Forem : Office wallon de la Formation professionnelle et de l'Emploi / The Walloon Office for Vocational Training and Placement.

- [30] <https://www.formaform.be/>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [17] Ordinance No 15, active as of 22.07.2019: https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf
- [18] <http://iropk.mon.bg/>
- [19] https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf
- [20] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [26] Cyprus Pedagogical Institute(CPI). In Greek: Παιδαγωγικό Ινστιτούτο Κύπρου: <http://www.pi.ac.cy/pi/index.php?lang=el>
- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [44] The Act No 563/2004 Coll. on pedagogical staff stipulates what type of study programmes and certificates are required for individual categories of teachers (master degree, absolvitorium, maturita certificate or VET certificate).
- [45] They are also available for teachers of artistic vocational subjects at elementary artistic schools, secondary schools and conservatoires, as well as teachers at language schools authorised to organise State language examinations.
- [46] Usually people who are specialists from companies wanting to become full-time teachers opt for these programmes.
- [47] National register of qualifications (Národní soustava kvalifikací).
- [48] A teacher with special education/courses who is able to prevent and, if necessary, also effectively solve problematic behaviour or situations that may appear in class or school (drugs, cyber bullying, etc.)
- [50] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [81] See also: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [82] Berufsbildungsgesetz (BBiG), 2005 https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [83] Ausbilder-Eignungsverordnung (AEVO), last amended in 2009. https://www.gesetze-im-internet.de/ausbeignv_2009/AusbEignV_2009.pdf
- [84] Vorbereitungsdienst
- [85] Kultusministerkonferenz (KMK).
- [86] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [87] See also: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.

- [88] AEVO, Ausbildungseignungsprüfung.
- [89] geprüfter Aus- und Weiterbildungspädagoge
- [90] geprüfter Berufspädagoge
- [92] Kultusministerkonferenz (KMK).
- [93] This section is based on: Huisman, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [35] European credit transfer and accumulation system.
- [36] Kutsekoda: https://www.kutserregister.ee/en/standardid/standardid_top2/
- [37] <https://www.haridussilm.ee/ee/tasemeharidus/haridustootajad/opetajate-palgaanaluu/palk-2007-2019> Õpetajate keskmise brutokuupalk 2007-19
- [38] Source: Estonian education information system (Eesti Hariduse Infosüsteem).
- [40] E.g. healthcare or social services.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [23] In-company trainers (nationally referred to as workplace instructors) are responsible for supervising learners during their on-the-job learning periods or apprenticeship training in enterprises.
- [30] Eurostat, educ_ue_perp01 [extracted 29.7.2021].
- [31] Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovim i srednjim školama i učeničkim domovima [Regulation on professional advancement of teachers, education professionals and school directors in primary and secondary schools and student dormitories]. Official Gazette No 68/2019, 60/2020, 32/2021.
- [32] As part of the national project Modernisation of the continuous professional development of VET teachers, launched by AVETAЕ in 2017 and co-funded by the European structural and investment fund.
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [27] European credit transfer and accumulation system (ECTS). is a credit system designed to make it easier for students to move between different countries. Since it is based on the learning achievements and workload of a course, a student can transfer their credits from one university to another so they are added up to contribute to an individual's degree programme or training. It helps to make learning more student-centred. It is a central tool in the Bologna process, which aims to make national systems more compatible and was adopted into Icelandic legislation with the law on universities No 63/2006 (Parliament, www.athingi.is). It also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent. European credit transfer and accumulation system credits represent the workload and defined learning outcomes ('what the individual knows understands and is able to do') of a given course or programme. 60 credits are the equivalent of a full school year of study or work, or two full semesters. In a standard academic year, 60 credits would usually be broken down into several smaller components. A typical 'first cycle' (or bachelor) degree, would consist of 180 or 240 credits, whereas a typical 'second cycle' (or master) degree, would consist of 90 or 120 credits, with at least 60 credits at second cycle level. The use of European credit transfer and accumulation system at the 'third cycle' (or Ph.D. level) varies. European credit transfer and accumulation system has been adopted by most of the countries in the European higher education area (EHEA), and is increasingly used elsewhere. More

information on the European credit transfer and accumulation system available at: https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en. More information on Bologna process and the European higher education area available at: https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en

- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [47] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxembourg.pdf
- [26] Izglītības un zinātnes ministrija
- [32] Information taken from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [35] The previous sectorial agreement between the Government and the Malta Union of Teachers (MUT) included a statutory requirement for teachers to attend an in-service course (INSET) of 3 days duration every 2 years. Educators could also attend CPD on a voluntary basis. This agreement increases the duration of CPD as well as widening the range of CDP provision. It also places responsibility of the school to cover at least 40 hours of CPD out of 80 hours. The current agreement was signed in December 2017 and covers the years 2018-22.
- [36] Up to 2018 Malta College of Arts, Science and Technology (MCAST) regularly offered its staff with the opportunity to take a 30 credit EQF level 6 teacher training course to acquire pedagogical skills.
- [38] Haaga Helia is a Finnish private educational institution which started collaborating with the Institute of Tourism Studies (ITS) in 2015. <http://www.haaga-helia.fi/en/about-haaga-helia/organization?userLang=en>. The organisation helped ITS develop a process for validating informal and non-formal prior learning and therefore customise lecturing staff training programmes. More information on the collaboration available at: Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [39] Institute of Tourism Studies (2018). News. ITS Graduation – The first ITS Bachelor degree graduates and a certificate with a link to the blockchain certificate.
<https://its.edu.mt/newsitem?id=49>
- [40] In 2014, the DRLLE launched a national diploma programme in teaching adults at EQF level 5. In 2018, the University of Malta launched a course leading to a master in adult education for those who had graduated from the diploma course.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [32] Education Act

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

System of sector skills councils

The system of sector skills councils, launched in 2016, consists of three components:

- the programme Council on competences (*Rada Programowa ds. Kompetencji*, RPK) consists of representatives of ministries, training institutions, social partners, universities, non-governmental agencies, as well as labour market stakeholders. The RPK mainly focuses on building cooperation between the education community and entrepreneurs; it also encourages the development of sector councils and implements recommendations in the areas of science and education;
- the sector skills councils are the central part of the system. Currently, there are 17 active councils in the following sectors: health and social care; construction; finances; tourism; motorisation and electromobility; fashion and innovative textiles; ICT; secondary raw materials recovery; high quality foods; modern business services; marketing communication; remediation and water and sewage management; chemistry; aviation and space industries; trade; development services; telecommunications and cyber-safety (40). Their main aims are:
 - to collect information from various labour market stakeholders and recommend systemic solutions and changes in the area of education;
 - to stimulate cooperation between education providers and employers;
 - to provide support in identifying and anticipating competence needs in a given sector.
- the human capital study aims to increase knowledge about current needs in various sectors and enable the demand for competences and qualifications to be anticipated. The information collected in the study provides, among others, deeper insight about the skills gaps in the economy.

Integrated skills strategy

In 2017, the education ministry initiated the development of a national skills strategy. The Educational Research Institute (IBE) has supported the Minister's work with its expertise. The strategy covers the whole area of education and training: general education, vocational education, higher education and adult learning. It takes into account both the demand side (demand for specific competences and qualifications) and supply (availability of qualifications and competences in society). The general part of the strategy was adopted by the government in January 2019 (41). The detailed part of the strategy (42), adopted by the government in December 2020, indicates areas of impact and also themes and directions of actions together with a list of responsible institutions. The document was widely consulted and encompasses the recommendations of the OECD report *Skills Strategy Poland. Assessment and Recommendations* and the *European Skills Agenda* (43).

Deficit and surplus occupation monitoring: 'Occupational barometer'

Since 2005, the Deficit and surplus occupation monitoring survey (MZDiN) has been conducted by county and regional labour offices as well as the labour ministry. In 2015, a new methodology was applied. The survey is based mainly on the IT systems data of employment offices, studies of online job offers, information obtained from employers in a questionnaire study, data from the Statistics Poland and the Education data system. Since 2015, the

'Occupational barometer', previously implemented in the Małopolska region, was extended to the whole country, conducted by the regional labour offices. It is a qualitative short-term (annual) forecast providing information on deficit and surplus occupations (44). On the account of their complementarity, the two surveys have been joined and since 2020 carried out under the name Occupational barometer.

Forecast demand for employees

The forecast of demand for employees in vocational education occupations was introduced in 2018 as a new tool to help shape the vocational education and training offer. Starting with 2019, this forecast is developed annually and published in the form of an announcement by the Ministry of National Education. The announcement presents the forecast's results in the form of two lists of occupations from the classification of occupation for VET, one on the country level and the other regional (45).

The forecast is based on analyses conducted by the Educational Research Institute (IBE) using various data sources. The forecast impacts VET financing.

The list of occupations of special meaning for culture and national heritage

As of 2020, the occupations listed as having special meaning for culture and national heritage will receive increased financial support. The list of such occupations was established by the Minister for Education in consultation with the Minister for Culture and National Heritage and includes 21 occupations such as blacksmith, beekeeper, watchmaker or yacht and boat assembler (46). See also Cedefop's skills forecast (47).

10.2 Designing qualifications

The VET programmes available at the national level are developed on the basis of three regulations of the education ministry:

- the classification of occupations for vocational education (48);
- the core curricula for vocational education (49);
- the core curriculum for general education (50).

The classification includes the list of occupations for which VET programmes can be provided. Qualifications (51) are distinguished within occupations; each occupation can be made up of either one or two qualifications. Currently, there are over 200 vocational education occupations, including so-called ancillary occupations for people with minor intellectual disabilities.

Developing occupations within the classification of occupations

The introduction of new occupations to the classification is regulated by the Education Law. The classification of occupations is determined by the education minister in cooperation with the relevant ministers responsible for a given sector of the economy, who can submit their requests to include particular occupations in the classification. To anticipate labour market needs, representatives of employers and employees are consulted during the development stage of the classification.

Professional associations, organisations of employers, sector skills councils, social partners and other stakeholder organisations can submit their proposals to the relevant minister to establish a new occupation; in this way they shape the educational offer of the formal VET system. After the proposal has been approved, the education minister includes the occupation in the classification and appoints a working group to design the core curriculum for vocational education for that occupation.

Designing the core curriculum for vocational education

The working group contacts the institution which submitted the proposal for the new occupation to determine the learning outcomes; it then undertakes consultations with other experts in the field. At this stage, occupational standards, which are developed by the labour ministry, are considered.

The decision on the occupations offered by a given VET school is made by the school principal in agreement with local authorities (at the county level of government) and after asking the regional labour market councils (advisory bodies) for their opinion concerning compliance with labour market needs. Regional labour market councils take into account the forecast of the demand for employees in vocational education occupations. In December 2018, a new regulation obligated initial VET schools to have formalised cooperation with employers when including a new occupation in the school's offer.

Modernising VET curricula

In order to improve the labour market relevance of VET education, the education ministry, together with the Education Development Centre (ORE), has implemented an ESF jointly - funded project Partnership for VET, focusing on developing partnerships in vocational education and training in cooperation with employers and other social partners. Sectoral teams of social partners and experts introduced changes in existing curricula or developed new vocational curricula for 60 occupations. The project's products also include numerous teaching plans and programmes, career development paths together with diplomas and qualification supplements in Polish and English.

ORE has also implemented a project aimed at increasing the non-formal education offer for adults that includes the development of over 200 model teaching programmes of vocational qualification courses (KKZ) and e-resources for vocational guidance (52).

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- [37] See AMS. Qualification barometer <http://www.ams.at/qualifikationsbarometer>[accessed 31.8.2021].
 - [38] for more information on the new skills initiative and results see <https://www.ams.at/newskills> [accessed 31.8.2021].
 - [39] Cedefop. Skills forecast. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast> [accessed 31.8.2021].
 - [40] Cedefop. Skills panorama.
<https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index> [accessed 31.8.2021].
 - [32] Competent can be freely accessed at the following website: SERV. Sterk door overleg.
<https://www.serv.be/serv>
 - [33] <https://www.steunpuntwerk.be/>
 - [34] Bassins de l'Enseignement qualifiant – Formation – Emploi, IBEFE.
 - [35] Previously Brussels Observatory of Employment and Training.
 - [36] Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for vocational training.
 - [37] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
 - [38] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
 - [40] Service francophone des métiers et des qualifications – the French-speaking Agency for

Professions and Qualifications.

- [41] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for alternating training and small and medium enterprises.
- [42] ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens / Employment and Vocational Training Agency in the German-speaking Community.
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [22] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [23] <https://www.mon.bg/bg/57>
- [24] <https://www.navet.government.bg/bg/media/ZPOO-2018-1.pdf>
- [25] <http://www.mon.bg> and <http://www.navet.government.bg>
- [26] Framework programmes include: general provisions, including the regulatory basis, the aim and purpose of the programme; requirements: entry (age, medical, previous education and qualification level), career and education pathways, form(s) of training (day full-time, evening, part-time, individual, distance, dual, self-learning); curriculum; training module content (theoretical and practical); graduation requirements (State examinations for full qualifications and final examinations for partial qualifications).
- [27] National Agency for Vocational Education and Training (NAVET). Optimisation of List of professions for VET. <https://www.navet.government.bg/bg/lpvet-opt/>
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [34] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [51] <https://www.predikcetrhuprace.cz/>
- [52] Available at www.infoabsolvent.cz.
- [53] <https://www.infoabsolvent.cz/Temata/ClanekAbsolventi/4-4-02/Charakteristiky-a-perspektivy-odvetvi-ekonomiky-v-/34> [accessed 10.11.2021].
- [54] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [55] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [56] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [57] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [58] www.narodnikvalifikace.cz
- [59] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [60] A vocational qualification (profesní kvalifikace) is defined as an ability of a person to perform a task or a set of tasks within an occupation. It corresponds to certain activities (e.g. furniture assembly, installation of lifts, manufacture of upholstered seats, sports massage, flower arrangement, cold dishes catering, production of ice cream, etc.) but does not cover the whole occupation.
- [61] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [62] www.narodnikvalifikace.cz

- [63] In Czech: Vyšší odborné školy.
- [64] In Czech: Vysoké školy.
- [65] www.nsp.cz
- [66] <https://www.narodnikvalifikace.cz/>
- [67] www.nsp.cz
- [68] <https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-prakticke-vyuky->; <https://1url.cz/TKha1> [accessed 10.11.2021].
- [94] Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit.
- [97] Institut für Arbeitsmarkt und Berufsforschung (IAB).
- [100]Referenz-Betriebs-System (RBS).
- [101]<https://www.bibb.de/de/12471.php>
- [102]<https://www.bibb.de/en/49603.php>
- [107]Arbeitsmarktbarometer.
- [108]<https://www.iab.de/de/daten/arbeitsmarktbarometer>
- [109]<https://www.iab.de/de/befragungen.aspx> ; <https://www.vdi.de/presse/publikationen/> ;
https://www.bitkom.org/de/markt_statistik/806.aspx .
- [110]<https://www.boeckler.de/index.htm>
- [111]<https://www.fes.de/>
- [112]<https://www.kas.de/>
- [113]<https://www.bertelsmann-stiftung.de/cps/rde/xchg/bst>
- [115]<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [116]<https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [117]Ausbildungsberufe.
- [120]Bundesministerium für Wirtschaft und Energie (BMWi)
- [121]Bundesministerium für Bildung und Forschung (BMBF)
- [124]Berufsbildungsgesetz (BBiG)
- [125]Bundesministerium für Wirtschaft und Energie (BMWi).
- [127]Der „Bund-Länder-Koordinierungsausschuss Ausbildungsordnungen/Rahmenlehrpläne“ (KoA).
- [42] Ministry of Economic Affairs and Communications.
- [44] <https://oska.kutsekoda.ee/en/oska-sectors/>
- [45] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [46] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [47] Kutsekoda: State register of occupational qualifications:
<http://www.kutsekoda.ee/kutseregister>
- [24] <https://beta.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/osaaminen-2035>
- [25] It means that VET providers can decide within the limits of the licence received from Ministry of Education and Culture what qualifications and training programmes to offer.
- [26] This section is based on Cedefop's Skills Panorama (2017). Skills anticipation in Finland. Analytical highlights series.
http://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland

- [27] A reduction in the number of employees, which is achieved by not replacing those who leave.
- [28] Growth in competences for Finland: proposed objectives for degrees and qualifications for the 2020s (Suomi osaamisen kasvu-uralle. Ehdotus tutkintotavoitteista 2020-luvulle).
<http://julkaisut.valtioneuvosto.fi/handle/10024/75163>
- [29] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [30] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [31] <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>
- [32] Teachers, guidance and counselling staff and assessors of competence.
- [34] Uredba o praćenju, analizi i predviđanju potreba tržišta rada za pojedinim zvanjima, te izradi i uzimanju u obzir preporuka za obrazovnu upisnu politiku [Government decree on the monitoring, analyses and prediction of labour market needs and the development of an educational enrolment policy]; Official Gazette No 93/2010.
- [35] Public employment service.
- [36] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021.
- [37] Strategy of regional development, Industrial strategy, Smart specialisations strategy, Innovation strategy and Strategy of science, education and technology.
- [38] <http://hko.poslovna.hr/>
- [39] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [40] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021..
- [41] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [29] <https://www.oecd.org/education/implementing-policies/collapsecontents/Menntastefna-2030-Sk%C3%BDrsla-OECD-um-innlei%C3%B0ingu-Menntastefn.pdf>
- [30] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [31] Information for Iceland is not available.
- [32] https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf
- [32] <http://www.unioncamere.gov.it/>
- [33] Information and data collected through the surveys is organised on the basis of the 2011 Classification of occupations and the Classification of economic activities (ATECO).
- [34] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [35] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [37] The Atlas of work and qualifications (work atlas) is a classification and information tool created on the basis of the descriptors of the Classification of economic and professional sectors, also pursuant to Art. 8 of Legislative Decree 13/2013 and Art. 3, para. 5 of the Inter-Ministerial Decree of 30 June 2015 and an integral part of the information systems pursuant to Arts. 13 and 15 of Legislative Decree 150/2015.
- [38] Vocational schools (Istituti professionali).

- [39] Repertorio nazionale delle qualifiche.
- [40] Istituti tecnici e istituti professionali.
- [41] Profilo Educativo culturale e professionale P.E.Cu.P.
- [42] Decreto del Presidente della Repubblica, 15 marzo 2010, No 88 and Decreto del Presidente della Repubblica 31 luglio 2017, No 134.
- [43] Decreto Legislativo, 13 aprile 2017, No 61:
<https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00069/sg>
- [44] Istruzione e formazione tecnica superiore.
- [45] Istituti di Istruzione Tecnica superiore. More information available at:
<http://www.sistemaits.it/istituti-tecnici-superiori-its.php>
- [48] This survey is conducted in collaboration with the Luxembourg Bankers' Association, the Luxembourg Confederation of Commerce, the Chamber of Commerce, the Public employment services (Adem) and the education ministry, with support from the European Union (EURES).
- [50] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxembourg_Report.pdf
- [51] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [52] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [57] Based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxembourg_Report.pdf
- [27] Ekonomikas ministrija.
- [28] Nodarbinātības valsts aģentūra (NVA).
- [29] Darba tirgus prognozēšanas konsultatīvā padome.
- [31] <https://cvvp.nva.gov.lv/#/pub/pakalpojumi/prognozes/>
- [32] Centrālā statistikas pārvalde (CSB).
- [33] <https://www.cedefop.europa.eu/en/tools/skills-forecast>
- [34] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [42] <https://jobsplus.gov.mt/>
- [43] Organised by the Malta Chamber of Commerce, Enterprise and Industry and PricewaterhouseCoopers. Findings are frequently used in Central Bank of Malta reports.
- [44] For the latest edition, see Ernst & Young Limited (2016). The survey includes information on recruitment problems and skill mismatch.
- [45] Ministry for Finance and Employment, 2021. The National Employment Policy 2021-2030. [online] Government of Malta, pp.232-240. Available at:
<https://finance.gov.mt/nep/Documents/NATIONAL%20EMPLOYMENT%20POLICY%202021.pdf>
- [46] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [47] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [50] The structure of qualifications and the procedure of accrediting programmes is to be found in the referencing report 2016 <https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf>
- [33] One for each VET programme.

- [34] Section 3-1 of the Education Act.
- [35] <https://www.udir.no/tall-og-forskning/statistikk/statistikk-videregaende-skole/analyser/forsteinntak-til-videregaende-opplaring-2021/>
- [36] Meld.St. 28 (2015-16) Fag – Fordypning – Forståelse — En fornyelse av Kunnskapsløftet {Report No 28 to the Storting, 2015-16, on in-depth learning and better understanding; a renewal of the Knowledge promotion reform}
<https://www.regjeringen.no/contentassets/e8e1f41732ca4a64b003fca213ae663b/no/pdfs/st>
- [47] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>.
- [51] The term 'qualification' is defined in the School Education Act, as in the European qualifications framework Recommendation 2008.

CHAPTER 11.

Quality assurance

All VET schools are included in external and internal quality assurance systems. External quality assurance is provided through pedagogical supervision; it is conducted by Regional Education Authorities (*kurator oświaty*) overseen by the education ministry. Pedagogical supervision covers four aspects: evaluation, an audit of legal compliance (53), monitoring and support.

The external evaluation of schools is conducted in accordance with certain uniform procedures and requirements set in the legislation concerning:

- the organisation of education processes;
- learners acquiring the skills and knowledge defined in the national core curriculum;
- active participation of learners;
- shaping social attitudes, and respect for social norms;
- support to learners' development, taking into account their individual circumstances;
- cooperation with parents;
- cooperation with local community;
- including of findings from analyses of external exam results as well as external and internal evaluations;
- school management.

It includes various research techniques, such as interviews, surveys, observation, document analysis, and takes into account the opinions of different stakeholders.

Reports from the external evaluations performed in schools are available to all the stakeholders: school principals, teachers and parents. Summaries of these reports are publicly available on a dedicated website (54).

The head of the Regional Education Authority prepares an annual report on the results of the educational supervision conducted and presents it to the minister for education.

School directors are obligated by law to design and implement an internal quality assurance system. They should do this in cooperation with their teachers. School directors are relatively free in how they design and implement these systems, but must include the specified four aspects of pedagogical supervision. Internal evaluation is conducted annually and needs to include issues important for each particular school. Its results are taken into consideration in the external evaluation. In order to help school directors developing and implementing internal quality assurance procedures, Quality standards for VET were prepared (55). They cover ten thematic areas (56) relating to quality assurance in VET, which are in line with the 2009 EQARF/EQAVET recommendation.

In the case of market qualifications included in the Integrated qualifications register (IQR) (57), quality assurance is provided by external quality assurance entities (*Podmioty Zewnętrzne Zapewniania Jakości*, PZZJ). The external quality assurance entity for a qualification is assigned by the relevant minister from the list of institutions selected for a given area of qualifications. There are also internal quality assurance mechanisms for institutions awarding qualifications; they are required to perform internal evaluations.

The system of external examinations

The system of external examinations is a key element for ensuring and improving the quality of education and qualifications attained in schools. The central examination board (58) and eight regional examination boards are responsible for organising external examinations. The external

examination system is supervised by the education ministry. In the external examination system, all examinees solve the same tasks and assignments to verify whether they have achieved the learning outcomes defined in the core curriculum. Trained examiners registered at the regional examination boards assess examination results. The central examination board analyses aggregate test and examination results and initiates research in assessment. The results of external examinations are taken into consideration in both external and internal quality assurance as part of pedagogical supervision.

As of 2019, all learners will be required to take a State vocational examination or a journeyman's examination as a condition for school graduation. This was done to strengthen the role of the external examination as a quality assurance mechanism.

Education data system

The collection and dissemination of information on the formal general and vocational education system by the Education data system (*System Informacji Oświatowej*, SIO) is an important element in ensuring the quality of qualifications. The system is maintained in electronic form and uses the internet to provide the information that is collected. Every school and education institution has to submit data on such as learners, teachers, facilities and expenses. Schools submit data through a web application. Information is collected regionally and then exported by regional education authorities to the education ministry. Some of this information is available to the public. The system was set up in 2004 but has been continuously modernised.

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- [41] See Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
 - [42] With the Education Reform Act (Federal Law Gazette, I No 138/2017 https://www.ris.bka.gv.at/Dokumente/BgbIAuth/BGBLA_2017_I_138/BGBLA_2017_I_138.pdfs 31.8.2021]), in force since autumn 2017, new regulations regarding quality assurance at schools have been introduced. This act foresees the establishment of a monitoring system which comprises quality management and resource controlling. QIBB is to be merged with SQA, the quality management system of general education schools, and further developed. First results of this extensive reform are to be expected for 2020.
 - [43] for more information see Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
 - [44] see Federal Institute for Quality Assurance in the Austrian School System. <https://www.iqs.gv.at/> [accessed 31.8.2021].
 - [45] See IBW. <https://ibw.at/> [accessed 31.8.2021].
 - [36] Decision No 82.592.
 - [37] It does not apply in the case of preparatory apprenticeship.
 - [38] The term 'field of study' (κλάδος) is broader than the term 'specialisation' (ειδικότητα), as it includes several specialisations. In these terms the field of study 'mechanical engineering' includes four specialisations: 'mechanical engineering', 'vehicle technology', 'building services engineering', and 'natural gas transmission and distribution'.
 - [39] Cyprus Agency for Quality Assurance and Accreditation in Higher Education (CYQAA) was established on the basis of the Quality assurance and accreditation of higher education and the establishment and operation of an agency on related matters law, of 2015, and is responsible is to ensure the quality of higher education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of higher education institutions and their programmes of study. More information available at: <https://www.dipae.ac.cy/index.php/en/>
 - [70] The School Quality model and related criteria for evaluation were designed and developed

within the ESF project The National System for the Inspection Evaluation of the Educational System in the Czech Republic (NIQES), implemented 2011-15.

[130] Berufsprinzip.

[132] Berufsbildungsgesetz (BBiG): https://www.gesetze-im-internet.de/bbig_2005/

[133] Handwerksordnung (HWO): <https://www.gesetze-im-internet.de/hwo/BJNR014110953.html>

[134] In the period from 2011 to 2020, 118 occupations (more than a third of all 324 recognised occupations) were modernised, while 4 occupations have been created.

[136] Kultusministerkonferenz (KMK).

[137] Last BIBB transition study in 2011: <https://www.bibb.de/de/9039.php>

[138] <https://www.test.de/thema/weiterbildungsberatung/>

[139] <https://www.bibb.de/veroeffentlichungen/en/publication/show/8596>

[140] Deutsches Institut für Erwachsenenbildung (DIE).

[141] <https://wbmonitor.bibb.de>

[142] This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.

http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf

[51] Comprising more than 50% self-learning.

[52] A curriculum group (e.g. media technologies) comprises curricula from related fields (e.g. multimedia; printing technology; and photography).

[54] <https://www.haridussilm.ee>

[33] VET provider collects feedback from learners twice: at the beginning of studies and at the end.

[34] The term used in the legislation.

[42] Zakon o Nacionalnom centru za vanjsko vrednovanje obrazovanja [National Centre for External Evaluation of Education Act]; Official Gazette No 151/2004.

[43] Pravilnik o načinu provedbe vanjskog vrednovanja i korištenju rezultata vanjskog vrednovanja školskih ustanova [Regulation on the Means of Implementing External Evaluation and Using the Results of External Evaluation of Education Providers]; Official Gazette No 23/2011.

[44] Zakon o prosvjetnoj inspekciji [School Inspection Act]; Official Gazette No 61/2011, 16/2012, 98/2019, 52/2021.

[45] Zakon o stručno-pedagoškom nadzoru [Professional-Pedagogical Monitoring Act]; Official Gazette No 73/1997.

[46] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.

[47] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020

[48] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020

[49] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018.

[50] Agencija za strukovno obrazovanje i obrazovanje odraslih (2011b). Hrvatski okvir za osiguranje kvalitete u strukovnom obrazovanju i ospozobljavanju: Priručnik za samovrjednovanje [Croatian framework for quality assurance in VET: manual for self-assessment].

<http://www.asoo.hr/UserDocsImages/Priru%C4%8Dnik%20za%20samovrjednovanje.pdf>

[51] <http://e-kvaliteta.asoo.hr>

- [33] IDAN (in Icelandic: IDAN) is a non-profit education and training provider supported by the federation of employees and unions; a provider of continuing education offering diverse in house- and company courses including accredited programs for qualified professionals in the crafts and trades. Companies have also access to career and vocational counselling through skills assessment, analysis of educational needs and planning and implementation of in-house educational pathways. IDAN has been heavily involved with the implementation of validation of prior learning in Iceland. IDAN provides assessment of non-Icelandic professional qualifications and work experience. In addition, a provider of various services for the Ministry of Education, Science and Culture and are involved in creating both national and international partnerships, embracing innovation and meeting new challenges to support the labour market. More information available at: <http://viskaproject.eu/about-us/idan/>
- [46] National Institute for the Evaluation of the Education and Training System / Istituto nazionale per la valutazione del sistema di istruzione e formazione (INVALSI): <http://www.invalsi.it/invalsi/index.php>
- [47] National Institute for Documentation, Innovation and Educational Research / Istituto nazionale di documentazione, innovazione e ricerca educativa (INDIRE): <http://www.indire.it/>
- [48] www.inapp.org
- [58] See EQAVET recommendation at [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708(01)&from=EN) [accessed 6.3.2017].
- [59] Plan de développement de l'établissement scolaire (PDS).
- [62] Cellule de développement scolaire (CDS).
- [63] Division du développement des établissements scolaires.
- [65] <https://www.developpement-scolaire.lu/>
- [67] Observatoire national de la qualité scolaire.
- [69] Brevet de technicien supérieur.
- [71] Contrat d'établissement pluriannuel entre l'Etat et l'Université du Luxembourg, 2018-21.
- [72] Although there are no agencies registered in Luxembourg three foreign EQAR agencies operate in the country.
- [75] Commission Consultative à l'Éducation des Adultes.
- [76] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxembourg.pdf
- [43] Izglītības kvalitātes valsts dienests (IKVD).
- [44] Examination centre is an accredited commercial company or association in arranging professional qualification exams, which does not implement education programmes.
- [45] Valsts izglītības saturs centrs (VISC).
- [46] Augstākās izglītības padome.
- [47] Augstākās izglītības kvalitātes aģentūra (AIKA).
- [48] Akadēmiskās informācijas centrs (AIC).
- [49] ENQA
- [50] <https://www.aika.lv/>
- [37] New gender neutral name from 1.1.2021
- [53] Legal compliance auditing aims to check whether the activities of schools comply with legislation.

- [54] System Ewaluacji Oświaty. Nadzór Pedagogiczny [Education evaluation system: pedagogical supervision]: <https://www.npseo.pl/action/raports> (accessed 2.7.2021). There is no legal obligation to publish the summaries of evaluation reports, so not all of them are published by the education authorities.
- [56] The ten thematic areas of the quality standards are: (1) teaching programmes; (2) school staff; (3) school material resources; (4) organisation of teaching; (5) learners with special needs; (6) cooperation with employers; (7) cooperation with domestic and international partners; (8) assessment and validation of learning outcomes; (9) counselling; (10) strategic management of the school.

CHAPTER 12.

Validation of prior learning

The VET system allows learners to attain qualifications (vocational certificates) through the validation of non-formal education and informal learning (59). Individuals can take extramural State vocational examinations conducted by regional examination boards if they are over 18 years old, have completed a lower secondary programme or an 8-year primary programme and have at least 2 years of learning or work in an occupation relating to the targeted qualification (60). Completion of a vocational qualification course also entitles learners to take the State vocational examination.

After passing the State vocational examination, learners obtain the same vocational certificate as regular VET learners. The fee paid by the applicant for the extramural examination is low: in 2021 the fee was approximately EUR 49.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database (61).

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- [47] See https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie_zur_Validierung_nicht-formalen_und_informellen_Lernens.pdf [[accessed 31.8.2021].
 - [44] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
 - [28] <https://www.mon.bg/bg/57>
 - [29] <https://www.mon.bg/bg/59>
 - [30] <https://www.mon.bg/bg/100053>
 - [31] <https://www.mon.bg/bg/100305>
 - [32] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. <https://www.navet.government.bg/bg/dokumenti/dokumenti-na-napoo/>
 - [33] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_BG.pdf
 - [40] Decision No 82.592.
 - [41] Council Recommendation 2012/C398/01.
 - [42] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CY.pdf
 - [71] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
 - [72] Authorised entities are licenced by the so-called awarding bodies, which are organisations of State administration relevant to the given field (ministries or the Czech National Bank). In 2016 there were 1216 authorised entities.
 - [73] There are 182 complete vocational qualifications in the NSK.
 - [74] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
 - [143] Fachoberschulreife.
 - [145] <http://www.bildungsspiegel.de/news/weiterbildung-bildungspolitik/17-valikom-chancen-fuer-menschen-ohne-berufsabschluss>; www.validierungsverfahren.de;
 - [146] Gleichwertigkeitsfeststellung.

- [147]<https://www.valikom.de/fachtagung/content/impressionen/>
- [148]<https://www.validierungsverfahren.de/en/home>
- [149]www.ihk-fosa.de
- [150]<https://www.bibb.de/en/68882.php>
- [151]<https://www.anerkennung-in-deutschland.de/html/de/>
- [152]Bundesamt für Migration und Flüchtlinge (BAMF).
- [153]<https://www.anerkennung-in-deutschland.de/html/en/skillanalysis.php>
- [154]<https://www.anerkennung-in-deutschland.de/html/en/pro/data-reports.php>
- [155]This section is based on: Hippach-Schneider, U.; Huisman, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [60] Elukestva oppe strateegia täiskasvanuharidusprogramm 2019-22 [Lifelong learning strategy adult education programme 2019-22].
<https://www.hm.ee/et/tegevused/arengukavad>
- [61] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [34] In Icelandic: Raunfærnimat.
- [35] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IS.pdf
- [52] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [82] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [52] Izglītības kvalitātes valsts dienests (IKVD).
- [54] <http://www.haaga-helia.fi/en/frontpage>
- [55] <http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11928&l=1>
- [57] <https://jobsplus.gov.mt/>
- [58] <https://bicc.gov.mt/en/Pages/HOME.aspx>
- [38] Cedefop. European database on validation of non-formal and informal learning.
<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [59] By taking extramural exams adults might also acquire certificate of completion of the general education programme (primary and secondary).
- [60] Documents confirming the fulfilment of these requirements are, in particular, school certificates, transcripts, education certificates or employment certificates related to work in a specific occupation, including those obtained abroad.
- [61] European database on validation of non-formal and informal learning:
<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

CHAPTER 13.

Incentives for learners

In initial VET (IVET), incentives include:

- **Social support for IVET learners**

All learners, including VET learners, can receive social support when their family income is below the threshold for receiving social support benefits combined with social problems that the family is facing; this also applies to temporary material difficult caused by a sudden event, e.g. a parent's death. Around 9% of VET learners received social support in the 2019/20 school year.

- **Scholarships for IVET learners**

Scholarships for good grades can be granted to VET learners by schools. The Prime Minister, the minister responsible for culture and national heritage and the Minister for Education also fund scholarships for school learners, including IVET learners. Around 1% of all VET learners receive scholarships for good scholastic performance each year. Apart from the country level, there are also regional initiatives aiming to promote participation in VET. Some regional scholarships have been financed as part of EU-funded projects.

- **The Good start programme**

A benefit granted once a year per child in learning at a school until 20 years of age. Disabled children in learning at a school receive the benefit until 24 years of age. This is a single support payment of EUR 66 for all learners starting the school year. Families receive the benefit irrespective of income. Each year 4.6 million learners benefit from this scheme (62).

- **The Family 500+ programme**

A benefit of EUR 110 per month for every child up to 18 years of age, irrespective of the income generated by the family. A total of 6.8 million children receive this financial support each year (63).

- **Salary for juvenile workers**

Juvenile workers are entitled to a salary. The amount of their salary ranges from EUR 63 to EUR 88 per month and cannot be less than 5% (in the first year of training) 6% (in the 2nd year of training) and 7% (in the third year of training) of the average monthly salary in the previous quarter (64). Employers also pay mandatory social insurance on the basis of the salary paid to the juvenile worker.

- **Vocational training and support by the Voluntary Labour Corps**

The Voluntary Labour Corps (65) (*Ochotnicze Hufce Pracy – OHP*) is an organisation specialised in supporting young people at risk of social exclusion and the unemployed under age 25, overseen by the labour ministry. The organisation offers young people aged over 15 without lower secondary education, the possibility to attain vocational qualifications and/or to supplement their education. It has over 500 units in 2020, providing young people with the opportunity to complete their education and acquire professional qualifications before entering adult life. The Voluntary Labour Corps provide training in 60 professions, both in their own workshops or as on-the-job training with an employer. All learners with low/no income receive free meals and accommodation during the education period. Learners also receive guidance

and pedagogical support. Each year, young people receive various forms of help from Corps agencies, including individual psychological support, group workshops for active job-seeking, vocational courses, vocational courses offering certified qualifications, language courses, entrepreneurship courses, assistance in finding jobs and organising traineeships, as well as traineeships offered by employers.

- **The Labour Fund (*Fundusz Pracy*)**

In the area of continuing VET (CVET), support is organised mainly through the employment services and financed from the Labour Fund (66), as well as from the European Social Fund (ESF). This support includes:

- vocational training;
- apprenticeships;
- loans for financing the cost of training;
- training vouchers;
- vocational practice vouchers;
- scholarships for the continuation of education;
- financial support for examination fees and vocational licence fees;
- financing postgraduate studies;
- statutory training leave for employees.

The Labour Fund plays an important role in delivering State support for VET. It promotes participation by granting resources for vocational training initiatives. The training is mainly offered to unemployed people, but it can also be provided to other job seekers, such as, for example, people with disabilities. The participants of group training have the right to receive a monthly training grant that amounts to 120% of the unemployment benefit if the number of training hours per month is at least 150 hours. The cost of individual training cannot exceed 300% of the national average monthly salary. In 2019, more than 34 000 unemployed and other eligible individuals participated in various forms of training. The most popular form of training (more than 9 000 participants) was driving licence courses. The number of participants has declined, mainly due to lower unemployment.

Labour offices support the organisation of vocational training at the initiative of employers having a special training fund. Up to 50% of the costs of the training can be refunded from the Labour Fund, but not more than the amount of the average monthly salary per participant. For the person over 45 years old, the limit of the refund is 80% of the training costs, but not exceeding 300% of the average salary.

Labour Offices also fund apprenticeships organised in companies. Apprenticeships are available to all unemployed. In 2019, over 102 000 people participated in an apprenticeship scheme. The most popular field of apprenticeships was office and secretarial work.

Participants in various forms of training support offered by employment services in 2019 (number of participants)

Vocational training	Loans for financing training	Training vouchers	Apprenticeships	Employment for the purpose of training	Scholarships for continuation of education	Financing examination fees and vocational licence fees	Financing postgraduate studies
34300	0	3409	102 314	56	27	331	887

Source: Ministry of Economic Development, Labour and Technology. Employment services support to the human resources development with the Labour Fund resources. [*Wspieranie przez urzędy pracy rozwoju zasobów ludzkich środkami funduszu pracy*]. Warsaw 2020 (67) [extracted 1.7.2021].

The Labour Code gives employees the right to a training leave of 6 to 21 days with full remuneration. This leave can be used to prepare for and take an examination or defend a thesis. Training leave can be paid (to cover lost income) to an employee, if an employer requires or agrees to the need for the training before it starts.

- [48] For more information about funding in education, see Eurypedia:
https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1_en
[accessed 31.8.2021].
- [49] See <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531> [accessed 31.8.2021].
- [50] See <https://www.wko.at/service/bildung-lehre/Lehrlinge.html> [accessed 31.8.2021].
- [43] The grant for the academic year 2018/19 ranges from EUR 1 450 to EUR 1 710. The grant is paid once. http://www.moec.gov.cy/ypiresia_foitiikis_merimnas/foitiiki_chorgia.html
- [156]https://www.bmbf.de/bmbf/de/home/_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html
- [157]BIBB Datenreport 2021 [VET data report 2021], Chapter A9.1
https://www.bibb.de/datenreport/de/datenreport_2021.php
- [158]https://www.die-duale.de/dieduale/de/home/home_node.html
- [159]Berufsausbildungsbeihilfe BAB: Standard funding support under p. 56 ff. of the German Social Code (SGB III and BAföG). Actual expenditures 2020: EUR 291.2 million.
https://dejure.org/gesetze/SGB_III/58.html ; www.bafoeg.bmbf.de ;
<https://www.arbeitsagentur.de/bildung/ausbildung/berufsausbildungsbeihilfe-bab>
<https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausb...> ;
<http://www.bafoeg-aktuell.de/karriere/berufsausbildungsbeihilfe.html>
- [161]<https://www.arbeitsagentur.de/en/training-allowance-disabled-persons>
- [162]Ausbildungsbegleitende Hilfen abH - Standard funding support for dual apprenticeship and introductory training as defined in the German Social Code. (SGB III, 74 to 80).
<https://www.arbeitsagentur.de/bildung/ausbildung/ausbildungsbegleitende-hilfen>
- [163]Actual expenditures 2020: EUR 107.38 million (BMBF, 2021 p 106).
- [164]Berufsvorbereitende Bildungsmaßnahmen – BvB (SGB III, 51). www.arbeitsagentur.de
- [165]Actual spending for 2020: EUR 193,53 million. (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 108.

- [166]Einstiegsqualifizierung – EQ (SGB III, 54a) <https://www.arbeitsagentur.de>
- [167]Actual spending 2020: € 26,72 million (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021], Bonn: BMBF, p.111.
- [169]Integration measures for refugees (BMW, update 4.2019)
<https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?blob=publicationFile&v=6>
- [170]www.bamf.de
- [171]<https://handbookgermany.de/en.html>
- [172]Vocational orientation – provision for refugees (BOF)
<https://www.berufsorientierungsprogramm.de/angebote-fuer-zugewanderte/de/berufsorientierung-fuer-fluechtlings-bof-1955.html>
- [173]Federal ESF integration guideline for asylum seekers and refugees (IvAF)
<https://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmas/esf-integrationsrichtlinie-bund.html>
- [174]<http://www.cedefop.europa.eu/en/news-and-press/news/germany-new-act-aid-refugee-integration> and https://www.bundesregierung.de/Content/EN/Artikel/2016/07_en/2016-05-25-integrationsgesetz-beschlossen_en.html;jsessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1
- [175]Make-it-in-Germany portal <https://www.make-it-in-germany.com/en/> and Information portal for the recognition of foreign professional qualifications <https://www.anerkennung-in-deutschland.de/html/en/immigration.php>
- [176]https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home_node.html
- [177]<https://www.bmbf.de/de/das-weiterbildungsstipendium-883.html>
- [178]Bundesministerium für Bildung und Forschung (BMBF).
- [180]<https://www.bmbf.de/de/das-aufstiegsstipendium-882.html>
- [182]Funding volume in 2020: EUR 29.3 million. BMBF VET report 2021, p. 105.
- [183]<http://www.bildungspraemie.info/>
- [185]KURSNET: <http://kursnet-finden.arbeitsagentur.de/kurs/>
- [186]Several projects on partial qualifications are taking place: DIHK-TQ project website.
<https://www.dihk.de/tq-de> ETAPP project's website <https://www.etapp-teilqualifizierung.de/>
 Website of employer initiative on partial qualification (Bundesweite Initiative zur Fachkräftegewinnung und -entwicklung) <https://www.nachqualifizierung.de/> TQ website of the Federal Employment Agency
<https://www.arbeitsagentur.de/bildungstraeger/berufsabschlussfaehige-teilqualifikationen>
- [187]www.arbeitsagentur.de
- [188]<http://kursnet-finden.arbeitsagentur.de/kurs/>
- [189]Legislation promoting further training amended (AWStG) (7.2016)
<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeitslosenversicherungsschutz-weiterbildungsstaerkungsgesetz.html>
- [190]Qualification Opportunities Act (Qualifizierungschancengesetz) (12.2018)
<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/qualifizierungschancengesetz.html>
- [191]<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeit-von-morgen-gesetz.html>
- [192]BA website on the Future starters programme <https://www.arbeitsagentur.de/karriere-und-weiterbildung/foerderung-berufliche-weiterbildung>

- [62] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [64] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [67] Unemployment Insurance Fund. <https://www.tootukassa.ee/>
- [35] Learners pay taxes from their allowances if they receive income from other source(s).
- [36] In one or multiple periods.
- [37] <https://www.tyollisyysrahasto.fi/en/adult-education-allowance/>
- [52] Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [53] Pravilnik o načinu organiziranja i izvođenju nastave u strukovnim školama [Regulation on the organisation and implementation of teaching and learning in VET schools]; Official Gazette No 140/2009, 130/2020.
- [53] Endowment consists of a nominal monetary amount that the beneficiary can use on the services included in a tailored intervention programme drawn up in agreement with public or private operators (training providers) accredited to provide such services. The amount of the endowment varies in proportion to the level of employability of the subject and the services included in the individual programme. The beneficiary is never given the sum allocated directly: the financial relationship is only established between the providing public body and the accredited public or private operator that provides the service. For some services, the operator receives the relevant public refund based on the outcome of the specific activity and not on its simple provision.
- [54] <<https://www.regione.toscana.it/-/industria-4.0-voucher-formativi-per-professionisti-e-imprenditori-al-via-i-due-band>>
- [55] This is a specific initiative by Tuscany Region. Maximum amount: EUR 2 500.
<https://por.regione.puglia.it/-/miformoelavoro>
- [56] Amount given varies and depends on different factors (e.g. economic sector).
http://www301.regione.toscana.it/bancadati/atti/Contenuto.xml?id=512358&nomeFile=Decreto_n.7981_del_29-07-2016-Allegato-A
- [57] The voucher can cover between 50 and 70% of total training cost. It can vary in relation to the class size of the company. The beneficiary must be at least 18 years old.
- [58] Legge 8 marzo 2000, No 53, art. 5 <http://www.parlamento.it/parlam/leggi/00053I.htm> and : XV Rapporto sulla Formazione Continua in Italia: <https://www.isfol.it/primo-piano/pubblicato-il-xv-rapporto-sulla-formazione-continua>
- [60] Valsts ieņēmumu dienests.
- [59] Students' maintenance grants' board administers the students' maintenance grant scheme. <https://education.gov.mt/en/studentsgrants/Pages/About%20Us/The-SMGB.aspx>
- [60] Students who progress to a top-up degree course at the Malta College of Arts, Science and Technology will have EUR 465.87 made available every year in which they follow a top-up degree course, instead of EUR 232.94, to partly cover expenses related to educational material and equipment and a one-time grant of EUR 465.87.
- [62] The term 'sponsor' refers to organisations or individuals registered and approved by a VET provider to provide the work-based learning component as part of a training programme leading to a qualification.
- [63] In Malta, government bonuses are mandatory quarterly payments made by the employer to the employee, regardless of industry or organisation type. These bonuses are paid in addition to the monthly wage. Over the period of a calendar year an employee would therefore be paid EUR 512.48 under this bonus scheme.
- [64] Directorate for Research, Lifelong Learning and Employability (DRLLE):
<https://researchandinnovation.gov.mt/en/Pages/Research%20and%20Innovation.aspx>

[65] <https://jobsplus.gov.mt/>

[65] Voluntary Labour Corps (OHP),<https://www.ohp.pl/en/> (accessed 30.6.2021).

[66] The Labour Fund (Fundusz Pracy) is a State special-purpose fund operating under the Act of 20 April 2004 on the promotion of employment and labour market institutions (Journal of Laws 2004, No 99, item 1001, with further amendments).

[67] ([67])

<https://psz.praca.gov.pl/documents/10828/14585645/broszura%20statystyczna%202015-2019.pdf/ef919f57-ff51-4846-945f-4b30188c870f?t=1614341376704>

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

Employers who provide VET training in vocational programmes can receive the following support:

- refund of trainers' salaries;
- refund of the extra salary paid to instructors;
- refund of the cost of work clothes and necessary protective measures;
- training allowance for work placement supervisors;
- refund of the bonus for work placement supervisors;
- subsidy for the salary and social security contribution for the juvenile worker for the period of vocational training from the Labour Fund. The financial limits on the refund are set each year. As of 2020, employers training juvenile employees in the professions indicated by the forecast of the demand for employees in vocational education occupations will receive increased subsidies.

Since 2014, employers have been able to use the National Training Fund (*Krajowy Fundusz Szkoleniowy*), part of the Labour Fund (*Fundusz Pracy*), to finance their employees' training. It mainly finances: courses and post-graduate studies attended by employees at the request of the employer; examinations enabling the attainment of vocational qualifications; medical and psychological examinations required for a job position; and personal accident insurance. In the case of microenterprises, the funding can cover 100% of the costs of continuing education, whereas in other types of enterprises, the employer covers 20% of the training cost. The training cost per employee cannot exceed 300% of the average salary in a given year. In 2019, over 23 000 employers received support from the National training fund, resulting in training or other forms of assistance for over 108 000 employees. The majority (56%) of applications for support from the fund come from microenterprises (68).

[51] See https://www.wko.at/service/bildung-lehre/Gesamtuebersicht_Foerderarten_lehre.html [accessed 31.8.2021].

[52] See <https://www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-das/> [accessed 31.8.2021].

[53] See <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/zentralmatura/bm.html> [accessed 31.8.2021].

[46] Dienststelle für Selbstbestimmtes Leben (DSL).

[45] The single-company training programmes in Cyprus provide incentives to employers to design and organise in-company training programmes, implemented by internal or external trainers, to meet the specific needs of the enterprise for the effective utilisation of its personnel. The single-company training programmes abroad provide incentives to employers to participate with their personnel in training programmes abroad to transfer specialised knowledge and skills in areas related to the introduction of innovation, new technology and technical know-how;

[46] The training programmes are implemented by accredited vocational training centres, at accredited vocational training facilities by certified trainers of vocational training. The programmes are subsidised by the Human Resource Development authority (HRDA):

- multi-company training programmes provide continuing training for meeting the training needs of employed and unemployed persons through their participation in

- training programmes implemented by public or private training institutions and organisations. They cover a broad range of issues in all operations of the enterprise and in all occupations;
- high-priority multi-company training programmes provide continuing training to meet the training needs of employed persons through their participation in training programmes in specific high-priority issues.

Employees from different companies attend these programmes.

[193]According to BIBB- VET data report 2021 p. 197: in 2007, 24.1% of all companies provided training against 18.5% in 2019/20 – if only considering the companies entitled to provide training, then 54.4% did provide training in 2019/20.

[194]For further information on this, please consult: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.

http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf

[195]Information on federal government website (English)

<https://www.bundesregierung.de/breg-en/news/ausbildung-corona-1774334>

[196]www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms_artId=243216

[197]BIBB website on the special programme on digitalisation in ÜBS <https://www.bibb.de/uebs-digitalisierung>

[199]Website of the Alliance for initial and further training <https://www.aus-und-weiterbildungssallianz.de/AAW/Navigation/DE/Home/home.html>

[200]JOBSTARTER website <https://www.jobstarter.de/index.html>

[201]www.bmwi.de/passgenaue-besetzung

[203]Bundesministerium für Wirtschaft und Energie, BMWi.

[204]www.arbeitsagentur.de/personalentwicklung

[205]<https://www.unternehmen-integrieren-fluechtlinge.de/>

[206]Information on the chambers Welcome Guides (ZDH)

<https://www.zdh.de/fachbereiche/gewerbefoerderung/passgenaue-besetzung-willkommenslotsen/willkommenslotsen/>

[207]KAUSA training and migration service centres <https://www.bildungsketten.de/de/3135.php>

[54] Zakon o državnoj potpori za obrazovanje i izobrazbu [Act on State Aid for Education and Training]; Official Gazette No 109/2007, 134/2007, 152/2008, 14/2014.

[37] In Icelandic: Verkiðn: <http://verkidn.is/>

[59] See: <https://www.mise.gov.it/index.php/it/incentivi/impresa/credito-d-imposta-formazione>

[60] The 2019 Italian financial Law has introduced a new measure, Transition plan 4.0, aiming to support enterprises in the transition toward the 4.0 model. In this Law, all the previous government interventions are included (industry 4.0, 2017-18). Law 27 December 2019, No 160. State budget for 2020 (Legge 27 dicembre 2019, No 160. Bilancio dello Stato per il 2020) <https://www.gazzettaufficiale.it/eli/id/2020/12/30/20G00202/sg>

[85] Vocational aptitude diploma (diplôme d'aptitude professionnelle, DAP).

[86] Vocational capacity certificate (certificat de capacité professionnelle, CCP).

[88] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.

http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Lux

[66] The term 'exposure phase' refers to the on-the-job training that takes place at the employer's premises where the trainee is placed. During the scheme the trainee must

attend 240 hours of placement within a maximum period of 12 weeks.

[67] Jobplus subsidies prospective employee training through European social fund.

[68] Malta Enterprise (2020). Skills Development 2020.

[https://maltaenterprise.com/sites/default/files/Skills%20Development%20Scheme%202020%](https://maltaenterprise.com/sites/default/files/Skills%20Development%20Scheme%202020%20.pdf)

CHAPTER 15.

Guidance and counselling

As of September 2018, occupational guidance is implemented in a planned and systematic way in all types of schools, including VET schools. The goals as well as the terms and manner of implementing and organising guidance/counselling, including possible forms and detailed programme content, which vary depending on the school level, are defined in the regulation of the Minister for Education (69).

The basic goal of guidance is to support learners in the process of making independent and responsible decisions concerning their educational and professional life, based on learning about their own resources, the education system and the labour market.

Vocational guidance is available at all school levels, including:

- pre-schools (ISCED 0): vocational pre-orientation;
- primary school classes 1-6 grade (ISCED 1): vocational orientation;
- seventh and eighth grades of primary school (ISCED 2) and secondary schools (ISCED 3): vocational guidance activities.

Schools are required to develop their own programme to implement the intra-school guidance system for each new school year. This programme should include:

- activities to implement occupational guidance (including the content of the activities, methods and forms of implementation, timeframe of implementation, persons responsible for implementation);
- entities with which the school cooperates in this field.

Please see also:

- guidance and outreach Poland national report (70);

Cedefop's labour market intelligence toolkit (71).

[54] BMS (Berufsbildende mittlere Schule): school for intermediate vocational education; BHS (Berufsbildende höhere Schule): college for higher vocational education.

[55] <http://www.erwachsenenbildung.at> [accessed 31.8.2021].

[56] Accessible online at the landing page <https://www.karrierekompass.at/> [accessed 31.8.2021].

[58] <https://www.bic.at> [accessed 31.8.2021].

[60] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-austria> [accessed 31.8.2021].

[61] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere> [accessed 31.8.2021].

[62] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices> [accessed 31.8.2021].

[47] https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Belgium_Cedefop

[48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

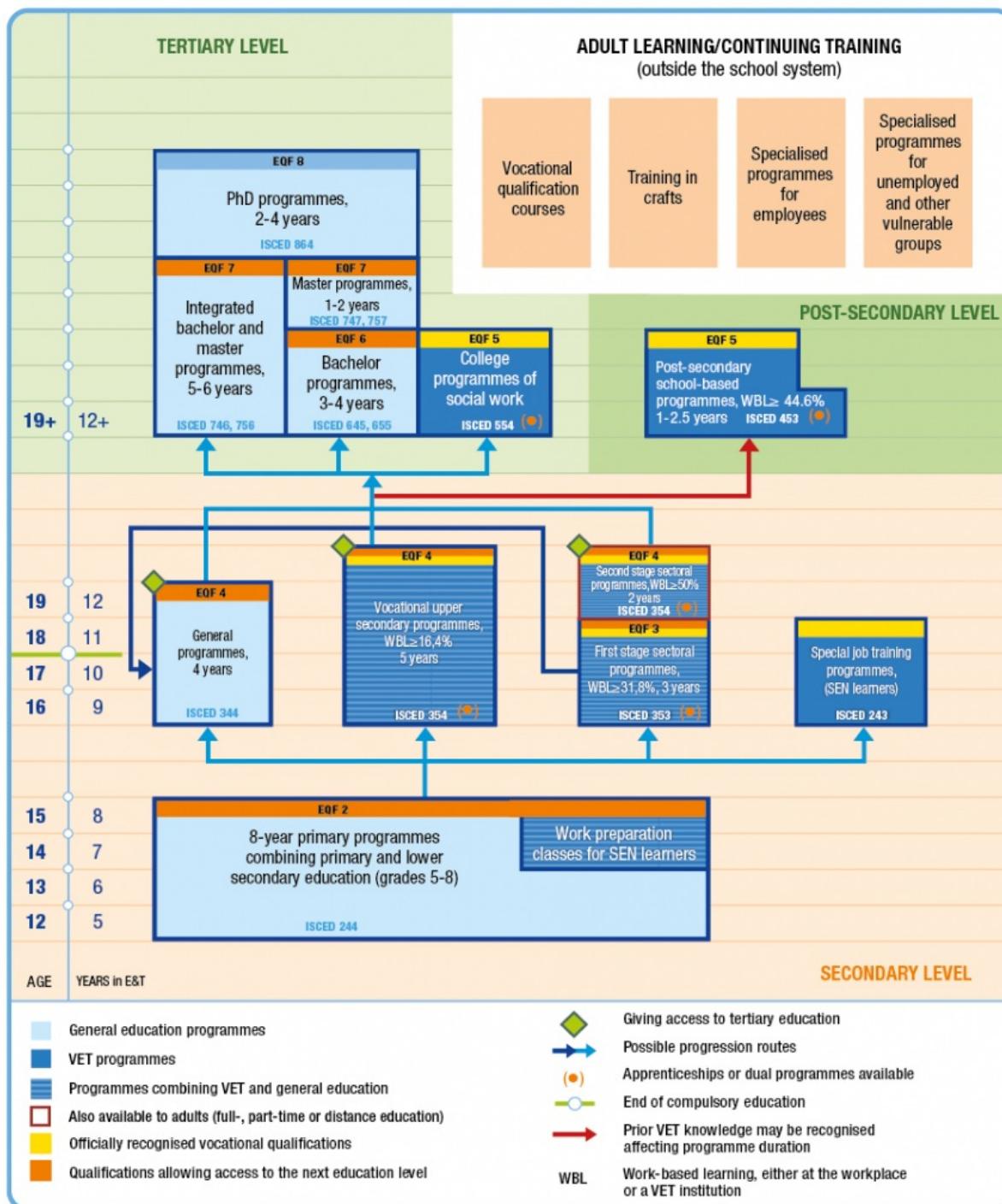
[49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

- [35] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [36] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere/cyprus>
- [49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [76] www.infoabsolvent.cz
- [77] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [78] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [209] <https://www.bildungsketten.de/> and <https://www.berufsorientierungsprogramm.de/>
- [210] <https://www.jba-hamburg.de/English-71>
- [211] <https://www.servicestelle-jba.de/wws/9.php#/wws/ueber-uns.php>
- [212] <https://www.berufsorientierungsprogramm.de/angebote-fuer-fluechtlinge/de/english-1993.html>
- [213] <https://www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html>
- [214] <https://www.studienabbruch-und-dann.de/>
- [215] <https://www.arbeitsagentur.de/karriere-und-weiterbildung>
- [216] https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home_node.html
- [217] BIBB. Überaus. <https://www.ueberaus.de/wws/dossier-uebergangsmanagement.php>
- [218] BMBF. Die Transferinitiative [the transfer initiative] <https://www.transferinitiative.de/>
- [219] <https://www.arbeitsagentur.de/karriere-und-weiterbildung> ;
<https://berufenet.arbeitsagentur.de> ; <https://con.arbeitsagentur.de/prod/berufetv/start> ;
<https://kursnet-finden.arbeitsagentur.de> ;
<https://www.arbeitsagentur.de/bildung/ausbildung/azubiwelt>
- [220] <https://www.bibb.de/dienst/abp/de/index.php>
- [221] <https://planet-beruf.de/schuelerinnen>
- [222] <https://abi.de/>
- [223] <https://studienwahl.de/>
- [224] <https://www.bildungsserver.de/>
- [225] <https://www.iwwb.de/kurssuche/startseite.html>
- [226] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [227] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-germany>
- [72] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports>
- [73] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-finland>
- [55] <http://www.cisok.hr>
- [56] www.e-Usmjerenje.hzz.hr
- [57] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [58] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [64] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [65] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [93] <https://www.beruffer.anelo.lu/>
- [94] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [95] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [96] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [68] See www.niid.lv [accessed 11.10.2021].
- [69] See www.profesijupasaule.lv [accessed 11.10.2021].
- [70] See Karjeras pakalpojumi: <http://www.nva.gov.lv/karjera> [accessed 11.10.2021].
- [72] See www.prakse.lv [accessed 11.10.2021].
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [74] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [70] Career guidance platform can be accessed at: <http://exploremoreproject.eu/en/>
- [72] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

- [39] Under the Education Act (Opplæringsloven); came into force 1.1.2009.
- [40] NOU 2016:7 NOU 2016:7 Norge I omstilling – karriereveiledning for individ og samfunn [Career guidance for individuals and society].
<https://www.regjeringen.no/en/topics/education/voksnes-laring-og-kompetanse/artikler/sammendrag-av-nou-20167-karriereveiledning-for-individ-og-samfunn/id2485528/>
- [69] Regulation of the Minister for National Education of 16 August 2018 on the vocational/career guidance (Journal of Laws 2018, item 1675).
<http://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001675/O/D20181675.pdf> (accessed 1.7.2021).
- [70] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>.
- [71] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>.

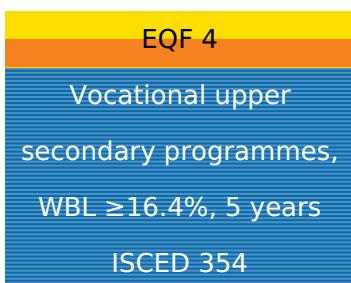
Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Poland, 2022.

VET Programme Types



Vocational upper secondary programme (technikum) leading to EQF level 4, ISCED 354.

EQF level 4	ISCED-P 2011 level 354
Usual entry grade 9	Usual completion grade 13
Usual entry age 16 (76)	Usual completion age 20
Length of a programme (years) 5	
Is it part of compulsory education and training? ✓ Education in Poland is compulsory up to 18 years of age, with full-time school education compulsory up to age 15.	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓	Is it available for adults? ✗

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance) The curriculum for upper secondary vocational programmes combines general and vocational education. The vocational parts consist of theoretical and practical aspects. Vocational schools have a relatively high level of independence regarding the organisation of practical training. The school director decides on the share of work-based learning, but it cannot be less than 50% of the hours foreseen for vocational education (which combines both practical and theoretical training).

Main providers Upper secondary vocational schools:

- public schools (vast majority of schools) operated by local (county) and regional authorities;
 - non-public schools with public school accreditation operated by different providers (associations, companies – commercial law companies, natural persons).
-

Share of work-based learning provided by schools and companies $\geq 16.4\% (77)$

Work-based learning type (workshops at schools, in-company training / apprenticeships)

The practical part of vocational education can be offered in:

- school workshops;
- continuing education centres (78) and vocational training centres (79);
- with an employer (can be organised in different ways, partially or fully at an employers' premises, including also dual training/alternate training).

A distinctive form of practical training – on-the-job training – is mandatory for learners of vocational upper secondary programmes and lasts from 4 to 12 weeks, depending on the type of occupation.

New form of WBL – the student apprenticeship – is available for learners as of September 2019.

Main target groups This programme is available to primary school graduates.

Entry requirements for learners (qualification/education level, age) Learners should hold a primary school leaving certificate. Primary school graduates are usually 15 years old.

Assessment of learning outcomes

The following forms of assessment of learning outcomes are foreseen for learners:

- school leaving certificate: confirms that a learner completed the programme. It contains a list of subjects covered and the final grades achieved. No external exam is required to obtain a school leaving certificate. Final grades are based on internal continuous assessments of learners; the certificate comprises annual classification grades determined in the highest-level class and annual classification grades achieved in the completed lower classes;
- State vocational examination (taking exam is obligatory for school graduation as of September 2019), confirms obtaining vocational qualification. The examination has two parts: written and practical. The candidate has to pass both in order to receive a vocational certificate/diploma. The exam is centrally organised and based on uniform requirements, the same examination tasks, assessed according to the same criteria and organised in the same way regardless of where the examination is held;
- school leaving examination (*matura*), a state, uniform secondary school leaving examination based on the core curriculum for general education and providing access to tertiary education. As of September 2019, the vocational diploma in an occupation on the level of 'technician' allows learners to skip one additional subject in the *matura* exam (only for learners who study in accordance with the 2019 sectoral core curriculum). The *matura* exam consists of two parts: the oral part (internal and assessed at school) and the written part, external, set by the Central Examination Board (*Centralna Komisja Egzaminacyjna*) and assessed by examiners included in the registers of the regional examination boards (*Okręgowa Komisja Egzaminacyjna*).

Diplomas/certificates provided

This programme leads to:

- a school leaving certificate giving learners a secondary education;
- vocational qualifications (vocational certificates) after passing the State vocational examination;
- a vocational qualifications diploma for occupations consisting of two qualifications (issued when a learner obtained both qualifications distinguished in an occupation and a school leaving certificate).

Examples of qualifications	The programme provides two-qualification occupations, for example: electrical technician (<i>technik elektryk</i>), automation technician (<i>technik automatyk</i>), multimedia and photography technician (<i>technik fotografii i multimedialnych</i>), construction technician (<i>technik budownictwa</i>), accountancy technician (<i>technik rachunkowości</i>), salesman technician (<i>technik handlowiec</i>).
Progression opportunities for learners after graduation	Graduates of these programmes, after passing the secondary school leaving examination (<i>matura</i>), are eligible to continue to tertiary education.
Destination of graduates	According to the Labour force survey (LFS), in the fourth quarter of 2020, the employment rate of recent vocational upper secondary programme and post-secondary school-based programme graduates (1 year after completing education) was 58.7% (80).
Awards through validation of prior learning	<p>✓</p> <p>A vocational certificate can be awarded after passing the State vocational examination extramurally. Individuals can take extramural State vocational examinations, conducted by the regional examination boards, if they are over 18 years old, have completed a lower secondary programme or an 8-year primary programme and have at least two years of learning or work in an occupation relating to the targeted qualification (81). If they do not have two years of learning or work experience, they can enrol in a vocational qualifications course (KKZ).</p> <p>By taking extramural exams, adults can also acquire a certificate of completion of the general education programme.</p>
General education subjects	<p>✓</p> <p>The vocational upper secondary programme combines general and vocational education.</p>
Key competences	<p>✓</p> <p>The core curriculum for general education determines the learning outcomes relating to the general education component and key competences provided by VET programmes.</p>

Application of learning outcomes approach



Each qualification includes specific sets of learning outcomes defined in the core curriculum for vocational education. Learning outcomes are grouped in units, which typically contain from several to over a dozen learning outcomes and reflect specific professional tasks. The core curriculum for general education determines the learning outcomes relating to the general education component and key competences provided by VET programmes.

Share of learners in this programme type compared with the total number of VET learners

62% (82).

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- [77] ReferNet Poland calculations of %WBL based on the assumptions provided in the *Teaching Plans [Ramowe plany nauczania]*,
<http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20190000639/O/D20190639.pdf>.
 - [78] Continuing education centres (*centrum kształcenia ustawicznego*, CKU): public institutions (usually a school complex) in Polish education, usually with a long tradition, whose task is to provide continuous, free-of charge education for adults and enable them to get a profession. They may cooperate with in-service teachers training centres in the area of improving the professional skills of VET teachers.
 - [79] Vocational training centres (*centrum kształcenia zawodowego*, CKZ): public institutions created from the transformation of existing centres for practical training (*placówka kształcenia praktycznego*) or vocational training and development centres (*ośrodek dokształcania i doskonalenia zawodowego*) responsible for supporting vocational education of VET learners in schools providing practical or theoretical training of juvenile workers. They will be also providing vocational training in the form of courses (professional skills, qualifying vocational courses or other courses, enabling to obtain and supplement knowledge, skills and professional qualifications).
 - [80] Statistics Poland does not distinguish between graduates from vocational upper secondary programmes and post-secondary school-based programmes in the Labour Force Survey (Table 1.9 'Economic activity of school-leavers1 (aged 15-30) by level of education, sex and place of residence') <https://stat.gov.pl/obszary-tematyczne/rynek-pracy/pracujacy-bezrobotni-bierni-zawodowo-wg-bael/aktywnosc-ekonomiczna-ludnosci-polski-iv-kwartal-2020-roku,4,40.html>
 - [81] Documents confirming the fulfilment of these requirements: school certificates, transcripts, education certificates or employment certificates related to work in a specific occupation, including those obtained abroad.
 - [82] ReferNet Poland calculations based on Statistics Poland (2020). *Oświata i wychowanie w roku szkolnym 2019/2020* [*Education in the 2019/20 school year*]: 648 466 learners.

EQF 3
First stage
sectoral programmes,
WBL≥31.8%,
3 years
ISCED 353

First stage sectoral programme leading to EQF level 3, ISCED 353 (branżowa szkoła I stopnia)

EQF level 3	ISCED-P 2011 353 level
Usual entry grade 9	Usual completion grade 11
Usual entry age 16 (83)	Usual completion age 18
Length of a programme (years) 3	
Is it part of compulsory education and training? ✓ Education in Poland is compulsory up to 18 years of age; full-time school education is compulsory up to age 15.	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓	Is it available for adults? ✗

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance) The curriculum for the first stage sectoral programme combines general and vocational education. The vocational parts consist of theoretical and practical aspects. Schools have a relatively high level of independence regarding the organisation of practical training. The school director decides on the share of work-based learning, but it cannot be less than 60% of the hours foreseen for vocational education (which combines both theoretical and practical training).

Main providers	First stage sectoral schools:
	<ul style="list-style-type: none">• public schools (vast majority of schools) operated by local (county) authorities and associations;• non-public schools with public school accreditation operated by different providers (associations, companies – commercial law companies, natural persons).

Share of work-based learning provided by schools and companies	≥ 33.7% of the programme for graduates of the phased-out lower secondary school (<i>gimnazjum</i>) ≥ 31.8% of the programme for graduates of the 8-year primary school (84)
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Work-based learning type (workshops at schools, in-company training / apprenticeships)

The practical part of vocational education can be offered in:

- school workshops;
- continuing education centres (85) and vocational training centres (86);
- with an employer (can be organised in different ways, partially or fully at an employers' premises, including also dual training/alternate training);
- juvenile employment.

A special type of work-based learning is provided through juvenile employment for the purpose of vocational training (*przygotowanie zawodowe młodocianych pracowników*) for young people (15-18 year-olds) with a lower secondary education or primary education. In the 2017/18 school year, juvenile workers constituted about half of all learners in the first stage sectoral schools. Juvenile employment is based on a contract between the learner and employer. Juvenile employment for the purpose of vocational training most often takes the form of training for a profession (*nauka zawodu*): this is an apprenticeship with the theoretical education taking place at a first stage sectoral school (or in out-of-school forms) and the practical training organised by the employer on the basis of a work contract. It lasts a maximum of 36 months and is finalised with a State vocational examination. Practical training can also be organised by an employer in the craft trades on the basis of a work contract. It also lasts a maximum of 36 months and is finalised with a journeyman's examination (*egzamin czeladniczy*).

An additional new form of WBL – the student apprenticeship – is available for learners as of September 2019.

Main target groups	Primary school graduates.
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Entry requirements for learners (qualification/education level, age)	Learners should hold a primary school leaving certificate; primary school graduates are usually 15 years old.
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Assessment of learning outcomes

The following forms of assessment of learning outcomes are foreseen for learners:

- School leaving certificate, confirms that a learner completed the programme. It contains a list of subjects covered and the final grades achieved. It gives a learner a basic sectoral education. No external exam is required to obtain a school leaving certificate. Final grades are based on internal continuous assessments of learners; the certificate comprises an annual classification of grades determined in the highest-level class and an annual classification of grades achieved in the completed lower classes.
- State vocational examination, confirms obtaining vocational qualification. The examination has two parts: written and practical. The candidate has to pass both in order to receive a vocational certificate/diploma. The exam is centrally organised and based on uniform requirements: the same examination tasks, assessed according to the same criteria and organised in the same way regardless of where the examination is held.
- Journeyman's examination (*egzamin czeladniczy*), exam for learners participating in juvenile employment organised by an employer in the craft trades. It has two parts: practical and theoretical. The practical part consists of tasks individually performed by a candidate. The theoretical part is both written and oral. Tasks are based on common examination requirements and the curriculum of the occupation.

As of September 2019, taking the State vocational examination or journeyman's examination is required for all learners as a condition for school graduation.

Diplomas/certificates provided

This programme leads to:

- a school leaving certificate giving learners a basic sectoral education;
- a vocational qualification (vocational certificate) after passing the State vocational examination;
- a vocational qualifications diploma for a single-qualification occupation (after passing the State vocational examination and obtaining a school leaving certificate).

Learners participating in juvenile employment organised by an employer in the craft trades obtain a Journeyman's certificate.

Examples of qualifications

The programme provides single-qualification occupations, for example: electromechanical worker (*elektromechanik*), locksmith (*ślusarz*), car tinsmith (*blacharz samochodowy*), gardener (*ogrodnik*), tailor (*krawiec*).

Progression opportunities for learners after graduation	Completion of this programme provides access to further education: at the second year of general upper secondary programmes for adults or in the 2-year second stage sectoral programme.
Destination of graduates	According to the Labour force survey (LFS), in the fourth quarter of 2020, the employment rate (1 year after completing education) was 66.7% (87).
Awards through validation of prior learning	✓ A vocational certificate can be awarded after passing the State vocational examination extramurally. Persons can take extramural State vocational examinations conducted by regional examination boards if they are over 18 years old, have completed a lower secondary programme or an 8-year primary programme and have at least 2 years of learning or work in an occupation relating to the targeted qualification (88). If they do not have 2 years of learning or work experience, they can enrol in a vocational qualifications course (KKZ). By taking extramural exams, adults can also acquire a certificate of completion of the general education programme.
General education subjects	✓ The first stage sectoral programme combines general and vocational education.
Key competences	✓ The core curriculum for general education determines the learning outcomes relating to the general education component and key competences provided by VET programmes.
Application of learning outcomes approach	✓ Each qualification includes specific sets of learning outcomes defined in the core curriculum for vocational education. Learning outcomes are grouped in units, which typically contain from several to over a dozen learning outcomes and reflect specific professional tasks. The core curriculum for general education determines the learning outcomes relating to the general education component and key competences provided by VET programmes.
Share of learners in this programme type compared with the total number of VET learners	19% (89)

- [84] ReferNet Poland calculations of WBL percentage based on the assumptions provided in the Teaching Plans [*Ramowe plany nauczania*].
<http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20190000639/O/D20190639.pdf>.
- [85] Continuing education centres (*centrum kształcenia ustawicznego*, CKU): public institutions (usually a school complex) in Polish education, usually with a long tradition, whose task is to provide continuous, free-of charge education for adults and enable them to get a profession. They may cooperate with in-service teacher training centres in the area of improving the professional skills of VET teachers.
- [86] Vocational training centres (*centrum kształcenia zawodowego*, CKZ): public institutions created from the transformation of existing centres for practical training (*placówka kształcenia praktycznego*) or vocational training and development centres (*ośrodek dokształcania i doskonalenia zawodowego*) responsible for supporting vocational education of VET learners in schools providing practical or theoretical training of juvenile workers. They will also provide vocational training in the form of courses (professional skills, qualifying vocational courses or other courses, enabling learners to obtain and supplement knowledge, skills and professional qualifications).
- [87] Statistics Poland does not distinguish between graduates from the first stage sectoral and former basic vocational programmes in the Labour Force Survey (Table 1.9 'Economic activity of school-leavers1 (aged 15-30) by level of education, sex and place of residence')
<https://stat.gov.pl/obszary-tematyczne/rynek-pracy/pracujacy-bezrobotni-bierni-zawodowo-wg-bael/aktywnosc-ekonomiczna-ludnosci-polski-iv-kwartal-2020-roku,4,40.html>
- [88] Documents confirming the fulfilment of these requirements – certificates, transcripts, education certificates or employment certificates related to work in a specific occupation, including those obtained abroad.
- [89] ReferNet Poland calculation based on Statistics Poland (2020). *Oświata i wychowanie w roku szkolnym 2019/20* [*Education in the 2019/20 school year*]: 19 5421 learners.

EQF 4
Second stage
sectoral programmes,
WBL ≥50%
2 years
ISCED 354
were introduced in
2020/21

Second stage sectoral programme leading to EQF level 4, ISCED 354 (branżowa szkoła II stopnia)

EQF level 4	ISCED-P 2011 level 354
Usual entry grade 12	Usual completion grade 13
Usual entry age 19 (90)	Usual completion age 20
Length of a programme 2 (years)	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✗	Is it continuing VET? ✓
Is it offered free of charge? ✓	Is it available for adults? ✓

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance) This programme began operating as of the 2020/21 school year. The curriculum of the second stage sectoral programme combines general and vocational education. The vocational parts consist of theoretical and practical aspects.

General education in this programme is planned to be limited, with the main focus placed on vocational training to be conducted in the form of vocational qualification courses. Schools have a relatively high level of independence regarding the organisation of practical training. The school director decides on the share of work-based learning, but it cannot be less than 50% of the hours foreseen for vocational education (which combines both theoretical and practical training).

Main providers This programme began operating as of the 2020/21 school year.

Share of work-based learning provided by schools and companies	>=50% (91)
	The per centages of WBL for the second stage sectoral programme vary depending on the following criteria: form of teaching; type of profession; type of learner, i.e. phased out lower secondary school (<i>gimnazjum</i>) graduate or primary school graduate. Number of hours for vocational education (both theoretical and practical) is provided in the <i>Core curriculum for education in a profession of sectoral education (Podstawa programowa kształcenia w zawodzie szkolnictwa branżowego;</i>) and according to the <i>Teaching programme</i> totals not less than 50% of the total number of hours for a given form of teaching.

Work-based learning type (workshops at schools, in-company training / apprenticeships)	The practical part of vocational education can be offered in: <ul style="list-style-type: none">• school workshops;• continuing education centres (92), vocational training centres (93) and with an employer (can be organised in different ways, partially or fully at an employers' premises, including also dual training/alternate training). A distinctive form of practical training is on-the-job training, which will be mandatory for learners of second stage sectoral programmes and lasts from 4 to 12 weeks, depending on the type of occupation.
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Main target groups	This second stage sectoral programme aims to develop further the vocational qualifications attained in the first stage sectoral programme. The programme is available to graduates of the first stage sectoral programmes who obtained a qualification that constitutes part of an occupation taught in the second stage sectoral school. This programme is open to adult learners who want to expand their qualifications.
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Entry requirements for learners (qualification/education level, age)	Learners should have a first stage sectoral school leaving certificate and a vocational certificate of a qualification constituting part of an occupation taught in the second stage sectoral programme. First stage sectoral programme graduates are usually 18 years old.
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Assessment of learning outcomes

The following forms of assessment of learning outcomes are foreseen for learners.

- School leaving certificate: confirms that a learner completed the programme. It contains a list of subjects covered and the final grades achieved. It gives a learner a secondary sectoral education, though this is not the same as attaining a vocational qualification. No external exam is required to obtain a school leaving certificate. Final grades are based on internal continuous assessments of learners; the certificates comprise an annual classification of grades determined in the highest-level class and an annual classification of grades achieved in the completed lower classes.
- State vocational examination (taking this is obligatory for school graduation as of September 2019): confirms obtaining vocational qualification. The examination has two parts: written and practical. The candidate has to pass both in order to receive a vocational certificate/diploma. The exam is centrally organised and based on uniform requirements: the same examination tasks, assessed according to the same criteria and organised in the same way regardless of where the examination is held.
- School leaving examination (*matura*): a state, uniform secondary school leaving examination based on the core curriculum for general education and providing access to tertiary education. As of September 2019, the vocational diploma in an occupation taught on the level of 'technician' allows learners to skip one additional subject in the *matura* exam (only for learners who study according to the 2019 VET core curriculum). The *matura* exam consists of two parts: an oral part (internal and assessed at school) and a written part, external, set by the Central Examination Board (*Centralna Komisja Egzaminacyjna*) and assessed by examiners included in the registers of the regional examination boards (*Okręgowa Komisja Egzaminacyjna*).

Diplomas/certificates provided

This programme leads to:

- a school leaving certificate giving learners a secondary sectoral education;
- a vocational qualification (vocational certificate) after passing the State vocational examination;
- a vocational qualifications diploma for occupations consisting of two qualifications (issued when a learner obtained both qualifications distinguished in an occupation and a school leaving certificate).

Examples of qualifications	Chemical technology technician (<i>technik technologii chemicznej</i>), hospitality technician (<i>technik hotelarstwa</i>), telecommunications technician (<i>technik telekomunikacji</i>).
Progression opportunities for learners after graduation	Second stage sectoral programme graduates will be eligible to continue to tertiary education after passing the secondary school leaving examination (<i>matura</i>).
Destination of graduates	Information not available
Awards through validation of prior learning	✓ A vocational certificate can be awarded after passing the State vocational examination extramurally.
	Persons can take extramural State vocational examinations conducted by regional examination boards if they are over 18 years old, have completed a lower secondary programme or an 8-year primary programme and have at least 2 years of learning or work in an occupation relating to the targeted qualification (94). If they do not have 2 years of learning or work experience, they can enrol in a vocational qualifications course (KKZ). By taking extramural exams, adults can also acquire a certificate of completion of the general education programme.
General education subjects	✓ The second stage sectoral programme combines general and vocational education.
Key competences	✓ The core curriculum for general education determines the learning outcomes relating to the general education component and key competences provided by VET programmes.
Application of learning outcomes approach	✓ Each qualification includes specific sets of learning outcomes defined in the core curriculum for vocational education. Learning outcomes are grouped in units, which typically contain from several to over a dozen learning outcomes and reflect specific professional tasks. The core curriculum for general education determines the learning outcomes relating to the general education component and key competences provided by VET programmes.

**Share of learners in <1% (95)
this programme type
compared with the
total number of VET
learners**

- [91] Percentage of the hours foreseen for vocational education.
- [92] Continuing education centres (*centrum kształcenia ustawicznego*, CKU): public institutions (usually a school complex) in Polish education, usually with a long tradition, whose task is to provide continuous, free-of charge education for adults and enable them to get a profession. They may cooperate with in-service teacher training centres in the area of improving the professional skills of VET teachers.
- [93] Vocational training centres (*centrum kształcenia zawodowego*, CKZ): newly set up public institutions created from the transformation of existing centres for practical training (*placówka kształcenia praktycznego*) or vocational training and development centres (*ośrodek dokształcania i doskonalenia zawodowego*) responsible for supporting vocational education of VET learners in schools providing practical or theoretical training of juvenile workers. They will also provide vocational training in the form of courses (professional skills, qualifying vocational courses or other courses, enabling to obtain and supplement knowledge, skills and professional qualifications).
- [94] Documents confirming the fulfilment of these requirements:- school certificates, transcripts, education certificates or employment certificates related to work in a specific occupation, including those obtained abroad.
- [95] Second stage sectoral programmes started operating from 1 September 2020 (ReferNet Poland calculation based on Education Data System (System Informacji Oświatowej – SIO) - 5 431 learners in the 2020/21 school year

Special job-training programmes, (SEN learners)
ISCED 243

Special job-training programme leading to ISCED 243 (szkoła specjalna przysposabiająca do pracy)

EQF level	Not applicable	ISCED-P 243 2011 level
Usual entry grade	9	Usual completion grade
Usual entry age	16 (96)	Usual completion age
		Learners up to the age of 24 can participate in this programme.
Length of a programme (years)	3 (with the possibility of extending to 4 years)	
Is it part of compulsory education and training?	✓ Education in Poland is compulsory up to 18 years of age, with full-time school education compulsory up to age 15.	Is it part of formal education and training system?
Is it initial VET?	✓	Is it continuing VET?
Is it offered free of charge?	✓	Is it available for adults?
		This is not intended for adults, but learners up to the age of 24 can participate in this programme.
ECVET or other credits	Not applicable	

Learning forms (e.g. dual, part-time, distance)	It provides educational activities (personal and social functioning classes, communication skills development classes, creativity development classes, physical education and job training classes), revalidation activities, and job training classes.
Main providers	<p>Special job-training schools:</p> <ul style="list-style-type: none"> • public schools (vast majority of schools) operated by local (county) authorities; • non-public schools with public school accreditation operated by different providers (associations, foundations).
Share of work-based learning provided by schools and companies	Share of work-based learning is not specified by the regulations. Job training classes constitute over half of the hours foreseen for the educational activities. The programme is developed and adjusted to the specific needs of the learner by a lead teacher.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Mainly practical training at school, including school workshops.
Main target groups	This programme is intended for young learners with moderate and severe intellectual disabilities or multiple disabilities.
Entry requirements for learners (qualification/education level, age)	<p>Learners should have a primary school leaving certificate; primary school graduates are usually 15 years old.</p> <p>Additional enrolment requires confirmation from a psychological and social support institution on the need for this form of education (certificate recommending special education or rehabilitation-and-education classes).</p>
Assessment of learning outcomes	<p>Learners do not take any external exams.</p> <p>Descriptive assessment is used on the school-leaving certificate.</p> <p>This programme leads to a job-readiness certificate (based on the teacher's assessment) to perform specific tasks and not to a vocational qualification.</p>
Diplomas/certificates provided	Learners receive a school leaving certificate and a job-readiness certificate.
Examples of qualifications	Not applicable

Progression opportunities for learners after graduation	Those who complete this programme can perform some tasks in certain labour market occupations.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓ It combines vocational and general education.
Key competences	✓ It provides educational activities (personal and social functioning classes, communication skills development classes, creativity development classes and physical education).
Application of learning outcomes approach	✗ The core curriculum for this programme presents the aims of training, school assignments, forms of classes and detailed teaching content.
Share of learners in this programme type compared with the total number of VET learners	1% (97)

[97] ReferNet Poland calculations based on data from Statistics Poland (2020). *Oświata i wychowanie w roku szkolnym 2019/20 [Education in the 2019/20 school year]* – 12 513 learners.

EQF 5
Post-secondary school-based programmes,
WBL≥44.6%, 1-2.5 years
ISCED 453

Post-secondary school-based programmes leading to ISCED 453 (szkoła policealna).

EQF level 5	ISCED-P 2011 453 level
Usual entry grade 13 or 14	Usual completion grade 13+
Usual entry age 19 or 20	Usual completion age 20+
Length of a programme (years) From 1 to 2.5	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✓
Is it offered free of charge? ✓	Is it available for adults? ✓
	There are public schools offering education free of charge but also numerous non-public schools charging fees for education.

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance) These programmes are strictly vocational and do not include general education. The vocational parts consist of theoretical and practical aspects. They are mostly school-based. Schools have a relatively high level of independence regarding the organisation of practical training. The school director decides on the share of work-based learning, but it cannot be less than 50% of the hours foreseen for vocational education.

Main providers Post-secondary schools:

- public schools operated by local and regional authorities, associations, national companies;
 - non-public schools with public school accreditation operated by different providers (associations, foundations, companies, HEIs);
 - non-public schools without public school accreditation operated by different providers (companies – natural persons, commercial-law companies).
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Share of work-based learning provided by schools and companies	≥ 44.6% for programme in the day form ≥ 48.5% for programme in the stationary or extramural form (98)
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Work-based learning type (workshops at schools, in-company training / apprenticeships)	The practical part of vocational education can be offered in: <ul style="list-style-type: none">• school workshops;• continuing education centres (99) and vocational training centres (100);• with an employer (can be organised in different ways, partially or fully at an employers' premises, including also dual training/alternate training).
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On-the-job training, a distinctive form of practical training, is mandatory for learners of post-secondary programmes and lasts from 4 to 12 weeks, depending on the type of occupation.

Main target groups	They are available to graduates of any kind of secondary programme.
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Entry requirements for learners (qualification/education level, age)	Learners should have a completed a general or vocational upper secondary programme (graduates of general and vocational upper secondary programmes and second stage sectoral programmes).
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Assessment of learning outcomes

The following forms of assessment of learning outcomes are foreseen:

- school leaving certificate: confirms that a learner completed the programme. It contains a list of subjects covered and the final grades achieved. No external exam is required to obtain a school leaving certificate. Final grades are based on internal continuous assessments of learners; the certificate comprises the annual classification of grades determined in the highest-level class and the annual classification of grades achieved in the completed lower classes.
- State vocational examination (taking the exam is obligatory for school graduation as of September 2019): confirms the attainment of a vocational qualification. The examination has two parts: written and practical. The candidate has to pass both in order to receive a vocational certificate/diploma. The exam is centrally organised and based on uniform requirements: the same examination tasks, assessed according to the same criteria and organised in the same way regardless of where the examination is held.

Diplomas/certificates provided

This programme leads to:

- a school leaving certificate;
- a vocational qualification (vocational certificate) after passing the State vocational examination;
- a vocational qualifications diploma (issued when a learner has obtained all qualifications distinguished in an occupation and a school leaving certificate).

Examples of qualifications

Administration technician (*technik administracji*), cosmetics services technician (*technik usług kosmetycznych*), optician technician (*technik optyk*), numerous medical qualifications including dental hygienist (*higienistka stomatologiczna*), pharmaceutical technician (*technik farmaceutyczny*), electrocardiograph technician (*technik elektrodiolog*).

Progression opportunities for learners after graduation

Post-secondary programme graduates can enter the labour market. Those who have passed the *matura* exam are eligible to continue on to tertiary education, however, the programme does not provide such direct access.

Destination of graduates

According to the Labour Force Survey (LFS), in the fourth quarter of 2020, the employment rate of recent vocational upper secondary programme and post-secondary school-based programmes graduates (1 year after completing education) was 58.7% (101).

Awards through validation of prior learning

A vocational certificate can be awarded after passing the State vocational examination extramurally.

Persons can take extramural State vocational examinations conducted by regional examination boards if they are over 18 years old, have completed a lower secondary programme or an 8-year primary programme and have at least 2 years of learning or work in an occupation relating to the targeted qualification (102). If they do not have 2 years of learning or work experience, they can enrol in a vocational qualifications course (KKZ).

By taking extramural exams adults can also acquire a certificate of completion of the general education programme.

General education **subjects**

These programmes are strictly vocational and do not include general education.

Key competences

Application of learning outcomes approach

Share of learners in this programme type compared with the total number of VET learners

[98] ReferNet Poland calculations of WBL percentage based on the assumptions provided in the *Teaching Plans* [*Ramowe plany nauczania*],
<http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20190000639/O/D20190639.pdf>.

[99] Continuing education centres (*centrum kształcenia ustawicznego*, CKU): public institutions (usually a school complex) in Polish education, usually with a long tradition, whose task is to provide continuous, free-of-charge education for adults and enable them to obtain a profession. They may cooperate with in-service teacher training centres in the area of improving the professional skills of VET teachers.

[100] Vocational training centres (*centrum kształcenia zawodowego*, CKZ): public institutions created from the transformation of existing centres for practical training (*placówka kształcenia praktycznego*) or vocational training and development centres (ośrodek dokształcania i doskonalenia zawodowego) responsible for supporting vocational education of VET learners in schools providing practical or theoretical training of juvenile workers. They will be also providing vocational training in the form of courses (professional skills, qualifying vocational courses or other courses: enabling to obtain and supplement knowledge, skills and professional qualifications).

[101] Statistics Poland does not distinguish between graduates from vocational upper secondary programmes and post-secondary school-based programmes in the Labour Force Survey

(Table 1.9 'Economic activity of school leavers (aged 15-30) by level of education, sex and place of residence') <https://stat.gov.pl/obszary-tematyczne/rynek-pracy/pracujacy-bezrobotni-bierni-zawodowo-wg-bael/aktywnosc-ekonomiczna-ludnosci-polski-iv-kwartal-2020-roku,4,40.html>

[102]Documents confirming the fulfilment of these requirements: school certificates, transcripts, education certificates or employment certificates related to work in a specific occupation, including those obtained abroad.

[103]ReferNet Poland calculations based on Statistics Poland (2020). *Oświata i wychowanie w roku szkolnym 2019/20* [Education in the 2019/20 school year]: 188 356 learners.

EQF 5
College programmes
ISCED 554

Colleges of social work leading to EQF level 5, ISCED 554 (kolegia pracowników służb społecznych)

EQF level 5	ISCED-P 2011 level 554
Usual entry grade 13 or 14	Usual completion grade 15 or 16
Usual entry age 19 or 20	Usual completion age 21 or 22
Length of a programme (years) 3	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✓
Is it offered free of charge? ✓	Is it available for adults? ✓

ECVET or other credits Not applicable

**Learning forms (e.g.
dual, part-time,
distance)** Colleges conduct a day, evening or extramural form of education.

Learning forms:

- school-based learning;
- work-based learning: in-company training;
- self-learning (allocation of hours is not specified).

The form, place and timetable of in-company training is determined by the director of the college in cooperation with the governing body, after consulting the Programme Council and the learners' council.

Every college operates under academic and didactic supervision of selected HEIs.

Main providers Colleges:

- public colleges operated by regional authorities;
- non-public colleges, operated by legal persons (104).

Share of work-based learning provided by schools and companies	around 24%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • general in-practice training in a social welfare centre; • general in-practice training in a 24-hour service; • specialist and graduate professional in-practice training.
Main target groups	Programmes intended for adults interested in obtaining the qualification of social worker.
Entry requirements for learners (qualification/education level, age)	A <i>matura</i> certificate is required to enrol. A medical certificate stating that the learner is able to practice as a social worker is also needed.
Assessment of learning outcomes	<p>To complete a college programme, learners must pass a final internal exam conducted by an examination board appointed by the head of the college. The diploma confirms that the learner has attained the qualification of social worker.</p> <p>In selected colleges, operating under the didactic oversight of a given HEI, participation in the programme also leads to a bachelor exam and bachelor degree. However, this option is not compulsory.</p>
Diplomas/certificates provided	<p>The learner receives a diploma confirming the completion of a college of social work, certifying the qualification of social worker.</p> <p>The graduation diploma is issued on the basis of documentation of the course of study conducted by the college.</p> <p>The bachelor's diploma is also offered to programme graduates of selected colleges.</p>
Examples of qualifications	Social worker.
	Colleges can also provide specialised training in the field of social welfare, in a field of specialisation in the profession of social worker and social work supervisor.
Progression opportunities for learners after graduation	<p>College learners can enter the labour market or continue their studies in EQF 6 bachelor programmes.</p> <p>In some colleges graduates who are interested in continuing their studies in EQF 6 bachelor programmes are offered recognition of the college curriculum.</p>

Destination of graduates	Information not available
Awards through validation of prior learning	In some colleges it is possible have prior learning obtained in programmes provided by HEIs validated.
General education subjects	✗
Key competences	✓
Application of learning outcomes approach	✓
Share of learners in this programme type compared with the total number of VET learners	<1% (105)

[104]Regulation of the Minister for Family, Labour and Social Policy of 15 September 2016 on colleges of social work. *Journal of Laws* 2016, item 1 543.

[105]ReferNet Poland calculation based on the Education Data System (System Informacji Oświatowej, SIO) Four colleges with 231 learners in the 2019/20 school year.

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