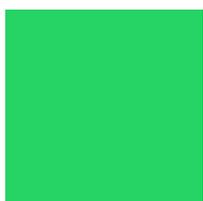
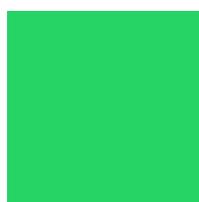
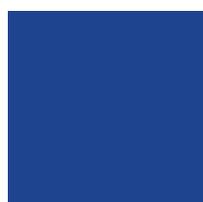
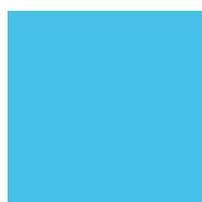
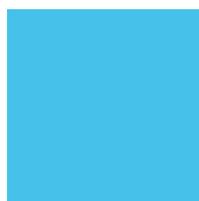
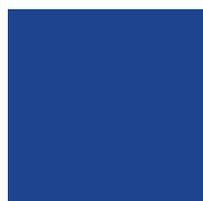

TEACHERS AND TRAINERS IN A CHANGING WORLD

Building up competences for
inclusive, green and digitalised
vocational education and training

POLAND



Teachers and trainers in a changing world

Poland

Building up competences for inclusive, green and digitalised
vocational education and training (VET)

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Table of contents

TABLE OF CONTENTS.....	3
CHAPTER 1 INTRODUCTION	5
CHAPTER 2 TYPES OF TEACHING AND TRAINING PROFESSIONALS	1
2.1 Main types	1
2.2 VET schools	1
2.3 Teaching and training professionals by type of VET school	2
CHAPTER 3 TEACHING AND TRAINING PROFESSIONALS IN SCHOOL-BASED SETTINGS	3
3.1 Legislation	3
3.2 Qualification and competence requirements	3
3.3 Requirements for continuous professional development.....	4
3.4 Data on teachers and trainers in school-based settings.....	6
CHAPTER 4 TRAINING PROFESSIONALS IN WORK-BASED SETTINGS	9
4.1 Definitions.....	9
4.2 Legislation	9
4.3 Provisions for continuous professional development.....	12
4.4 Data on trainers in work-based settings.....	13
CHAPTER 5 PARTNERSHIPS BETWEEN SCHOOLS AND COMPANIES	14
5.1 Examples of practice	14
5.2 Cooperation between VET schools and companies.....	15
5.3 Hybrid teachers and trainers.....	16
5.4 Data on cooperation and hybrid teachers	16
CHAPTER 6 NATIONAL AND EU-FUNDED PROJECTS AND INITIATIVES	18
6.1 Digital skills for remote and blended teaching	18
6.2 Green skills for sustainability	20
6.3 Preventing early leaving from VET.....	21
CHAPTER 7 NATIONAL SURVEYS OF TEACHING AND TRAINING POPULATIONS... ..	25
CHAPTER 8 CONCLUSIONS	26
LIST OF ABBREVIATIONS	28
REFERENCES	29

List of tables, figures and boxes

Tables

Table 1 Full-time and part-time teachers (*) by type of VET school and career advancement degree in 2019/2020.....	6
Table 2. Forms of VET schools' teachers training and education in 2020/21	7
Table 3. The detailed specification of the requirements of training professionals in companies	10
Table 4. The number of students participating in practical training with an employer or at a private agricultural farm by type of programme in 2020/21.....	13
Table 5. Selected topics of the curriculum framework for the pedagogical training of practical training instructors	32
Table 6. The stages of establishing a patronage (sponsored) class by Volkswagen Poznań at School Complex No. 1 in Swarzędz	37

Boxes.

Box 1 Key policy and practice developments in IVET	1
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CHAPTER 1 Introduction

In recent years, the two main challenges of initial vocational education in Poland have been connected with 1) raising the attractiveness of initial vocational education and training (IVET) in society and 2) increasing employers' engagement in practical training, identifying and forecasting labour market needs for skills and qualifications, and reviewing IVET curricula. The following challenges in relation to teachers and trainers can also be identified:

- (a) ensuring a suitable number of IVET teachers and trainers with adequate competences through the professional development of teachers and attracting young people to this profession;
- (b) improving IVET teachers' qualifications and competences by facilitating access to traineeships in enterprises.

The above-mentioned issues need to be seen in the broader context of the main objectives of Polish IVET system development, such as:

- (a) continuously adapting core curricula to labour market challenges and needs;
- (b) providing high quality infrastructure for VET schools to ensure teaching and training in line with labour market needs;
- (c) increasing the use of information and communications technology (ICT) in VET – concept elaboration, assumptions, standards and VET e-resources;
- (d) encouraging adult learners to participate in Lifelong Learning (LLL);
- (e) encouraging sustainable cooperation between IVET schools and higher education institutions (HEI) to transfer HEI good practices in teaching, training and developing teachers' competences;
- (f) ensuring high quality guidance and counselling for all age groups;
- (g) developing teaching programmes for additional vocational skills in various occupations.

Due to the COVID-19 pandemic, teachers faced new challenges, mostly relating to distance learning, which included the digital competences of both teachers and students, equipment needs, the acceptability and quality of digital teaching materials, the lack of knowledge and practice in remote teaching methods and distance examination methods, the social and psychological issues of teaching and learning via digital means. Both central and local government, together with non-governmental organisations, tried to support teachers in distance learning by, e.g., co-financing the purchase of equipment, accessories, software or internet access services, providing access to teaching platforms and tools, or organising psychological support for teachers and students. In the following box the key policy and practice developments in IVET in recent years are presented.

Box 1 Key policy and practice developments in IVET

The list below presents the key policy and practice developments in IVET in recent years:

- (a) the structural reform of the education system introduced in September 2017;
- (b) new VET system measures (2018), focusing on strengthening the mechanisms of including employers in developing all stages of VET and systematically adapting VET to labour market needs, including:
 - i. strengthening cooperation between employers and schools in practical training and teacher professional development in enterprises 40-hour training cycles at companies active in the occupation being taught;
 - ii. annually forecasting the demand for employees in VET occupations and directing more funds to occupations required in the labour market;
 - iii. strengthening quality assurance, e.g. requiring all VET learners to take State vocational examinations or journeyman's examinations;
 - iv. allowing IVET schools to organise shorter forms of vocational courses especially important for adult learners;
 - v. a new form of dual vocational learning in cooperation with employers (2019) – the “student apprenticeship” (*staż uczniowski*) for learners in vocational upper secondary and first stage sectoral programmes who are not juvenile (1) workers;
 - vi. building a monitoring system to track the educational and professional trajectories of graduates.
- (c) the Integrated Qualifications System Act (2015) brought together the qualifications framework, register of qualifications that can be attained within the system, quality assurance and validation principles. General and higher education level qualifications are included in the register as well as market qualifications (2);
- (d) new regulations strengthening school guidance and counselling;
- (e) new IVET core curricula developed by the education ministry with the Centre for Education Development (ORE), employers and stakeholders;
- (f) new sector skills councils established with the support of the Polish Enterprise Development Agency (PARP), giving a voice to stakeholders regarding competence demands in the sector to improve education and labour market matching;
- (g) national Integrated Skills Strategy developed and adopted (2019) covering all of education (GE, VET, HEI, adult learning), and providing coherent policies on skills development;
- (h) the identification of VET professions having particular significance for national culture and heritage.

Many of the above-mentioned developments were supported by ESF projects aimed at VET school and HEI cooperation, school counselling and guidance development, adult VET courses, enhancing employers' involvement in VET development and organising practical training.

Source: Own elaboration.

(1) Juvenile - a young person between 15 and 18 years of age.

(2) Market qualifications are acquired outside of school and higher education they are gained through courses and training offered by training companies or employers: <https://kwalifikacje.gov.pl/en/how-do-you-describe-a-market-qualification> [accessed 4.6.2021].

CHAPTER 2 Types of teaching and training professionals

2.1 Main types

There is no country-specific definition of the initial vocational education and training system (IVET) in Poland. The term IVET is used for vocational education provided in schools at the upper secondary and post-secondary levels.

IVET is provided by the following types of teaching and training professionals:

- (a) general subject teachers;
- (b) theoretical vocational subject teachers;
- (c) practical vocational training teachers;
- (d) teachers/pedagogues providing educational support to learners;
- (e) teachers/psychologists providing psychological support to learners, teachers and parents;
- (f) teachers/methodics advisers providing support to teachers;
- (g) teachers/consultants who develop teaching materials, design and deliver in-service training courses for teachers and education managers, etc.;
- (h) in-company trainers (usually referred to as practical vocational training instructors).

2.2 VET schools

VET is provided at upper secondary and post-secondary levels and is mainly school-based. Upper secondary schools provide programmes that combine general and vocational education. Learners can attain vocational qualifications in the following institutions/programmes:

- (a) three-year first stage sectoral schools/programmes (*branżowe szkoły I stopnia*, ISCED 353), which lead to a vocational qualifications diploma for a single-qualification occupation (after passing the State vocational examination). Graduates can continue their education in the second year of study at general upper secondary schools for adults or in the two-year second stage sectoral programme;
- (b) two-year second stage sectoral schools/programmes (*branżowe szkoły II stopnia*, ISCED 354) were launched in 2020/21. This programme aims at further developing the vocational qualifications attained in the first stage sectoral programme. VET education is provided by vocational qualification

- courses. General education is provided in full-time day or evening classes, or extramurally. Graduates can also attain an upper secondary school leaving certificate (*matura*) providing access to tertiary education;
- (c) five-year vocational upper secondary schools/programmes (*technika*, ISCED 354) lead to a vocational qualifications diploma for occupations consisting of two qualifications after passing the State vocational examination. Graduates can also attain an upper secondary school leaving certificate (*matura*) providing access to tertiary education;
 - (d) three-year special job training schools/programmes (*szkoły specjalne przysposabiające do pracy*, ISCED 243) for learners with special education needs (SEN) lead to a certificate in job training;
 - (e) work preparation classes for SEN learners at age 15 and above already in primary school (*oddziały przysposabiające do pracy*).

At the post-secondary non-tertiary level, vocational qualifications can be attained in one- to two-and-a-half-year school-based programmes (*szkoły policealne*, ISCED 453). These programmes are strictly vocational and do not include general education. General upper secondary, vocational upper secondary and second stage sectoral programme graduates may enrol in these programmes.

2.3 Teaching and training professionals by type of VET school

The types of teaching and training professionals do not vary depending on the type of VET school in Poland. There are no specific types of teaching staff dedicated to supporting young people in danger of dropping out of education system but there is a special state-run organisation dedicated to support youth at risk of social exclusion and unemployed who are under 25 years of age – the Voluntary Labour Corps⁽³⁾ (*Ochotnicze Hufce Pracy* – OHP). The OHP is an organisation supervised by the labour ministry and offers young people over 15 years of age who have not completed lower secondary education the possibility to attain vocational qualifications and/or to supplement their education (for more details see Section 6.3).

⁽³⁾ Voluntary Labour Corps (OHP) website: <https://www.ohp.pl/en/> [accessed 31.5.2021].

CHAPTER 3 Teaching and training professionals in school-based settings

3.1 Legislation

The professional development of teaching and training professionals in school-based settings in Poland is mainly regulated by:

- the Act of 22 December 2018 amending the Education Law, Act on the Education System and certain other acts (Journal of Laws 2018, item 2245) ⁽⁴⁾;
- (a) the Act of 26 January 1982 Teacher's Charter (Journal of Laws 2019, item 2215 with further amendments) ⁽⁵⁾;
- (b) the Regulation of the Minister of National Education of July 26, 2018 on obtaining professional development degrees by teachers (Journal of Laws 2020, item 2200) ⁽⁶⁾;
- (c) the Act of 14 June 1960 Code of Administrative Procedure (Journal of Laws 2021, item 735) ⁽⁷⁾.

Teachers in VET public schools are employed on the basis of the Teacher's Charter ⁽⁸⁾, which specifies the 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.

3.2 Qualification and competence requirements

Qualification requirements differ by the type of teacher – general subject teachers should have at least a master's degree, whereas theoretical vocational subject teachers are required to have at least a master's or bachelor's degree, including in

⁽⁴⁾ <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20180002245> [accessed 31.5.2021].

⁽⁵⁾ <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190002215> [accessed 31.5.2021].

⁽⁶⁾ <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20180001574> [accessed 31.5.2021].

⁽⁷⁾ <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20210000735> [accessed 31.5.2021].

⁽⁸⁾ Ibidem.

both cases pedagogical training. Practical vocational training teachers are required to:

- (a) 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 (not anymore existing) diploma or upper secondary school completion examinations (*matura*) together with a vocational qualification certificate and two years of work experience;
- (b) have a pedagogical qualification.

There are no specific initial training programmes that prepare teachers of general or theoretical subjects to teach in IVET schools/centres. Specific qualifications required of teachers in relation to particular types of schools and types of institutions are defined by the regulation of the Minister of National Education on the specific qualifications required of teachers ⁽⁹⁾. The regulation specifies the required level of education of teachers (including IVET teachers of theoretical and practical subjects) and its scope; the conditions for obtaining qualifications to teach foreign languages; a list of examinations through which qualifications for teaching foreign languages are obtained; schools and cases in which teachers who do not have higher education or completed teacher training can be employed.

In all special schools (including IVET), additional qualifications of teachers relating to the specificity of the school are required, e.g. visual impairment pedagogy or revalidation.

3.3 Requirements for continuous professional development

Teachers have the right to participate in all forms of continuous professional development (CPD) and are obliged to engage in CPD in line with the school's needs. CPD is required from teachers on the path of career progression ⁽¹⁰⁾. Teacher CPD is funded by local/regional budgets. School directors are responsible for assessing teacher CPD needs and preparing school professional development plans. CPD plans cover various types of competences (technical, pedagogical/didactic, transversal).

⁽⁹⁾ Journal of Laws 2020, item 1289, <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20200001289> [accessed 31.5.2021].

⁽¹⁰⁾ Act of 26 January 1982 Teacher's Charter. Journal of Laws 1982, No 3, item 19 with further amendments.

There are different public teacher training institutions at the national, regional and local levels, as well as numerous non-public teacher training institutions. For example, the Centre for Education Development ⁽¹¹⁾ is a teacher training institution which operates at the national level and covers both general and VET teacher CPD. 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.

CPD is also offered by teachers/methodics 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, e.g. 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 are required to participate in professional training in companies relating to the occupation they teach. Numerous educational resources (open access) and CPD opportunities are available through ESF co-funded initiatives.

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

- (a) trainee teacher – first stage in a teacher's career;
- (b) contractual teacher – awarded after one year and nine months of internship and passing an examination given by an examination commission;
- (c) appointed teacher – awarded after two years and nine months of internship and after passing an examination given by an examination commission;
- (d) chartered teacher – awarded after two years and nine months of internship, after having their professional achievement accepted by a qualification commission, and an interview.

Trainee and contractual teachers during their internship at school are supported by an internship mentor/coordinator assigned by a school principal from among appointed or chartered teachers. Mentor assists a teacher, in particular in the preparation and implementation of the CPD plan, and a draft assessment of the teacher's professional achievements gained during the internship period.

⁽¹¹⁾ The Centre for Education Development (ORE), <https://www.ore.edu.pl/2018/01/centre-for-education-development/> [accessed 31.5.2021].

These four categories of job positions 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.

3.4 Data on teachers and trainers in school-based settings

Data on teachers in Poland stem from an administrative database – the Education Data System (*System Informacji Oświatowej* – SIO) and is published annually by Statistics Poland. The database is managed by the education minister and comprises several sub-databases, e.g. information on schools and other educational institutions, students and teachers.

Table 1 presents the number of teachers by type of school and career advancement degree for 2019/20.

Table 1 **Full-time and part-time teachers (*) by type of VET school and career advancement degree in 2019/2020**

SPECIFICATION	Grand total	Career advancement degree				Not specified
		trainee teacher	contractual teacher	appointed teacher	chartered teacher	
TOTAL (**)	513 868	20 241	81 704	98 304	288 080	25 538
First stage sectoral programme	13 076	387	1 358	2 671	8 147	513
Vocational upper secondary programme	50 986	1 601	5 117	8 947	33 570	1 751
Post-secondary schools	3 153	112	359	391	840	1 450
Colleges of social work	19	2	-	5	13	-
General art schools leading to professional certification	2 778	93	390	687	1 508	100
Art schools leading to	1 910	61	304	515	971	59

SPECIFICATION	Grand total	Career advancement degree				Not specified
		trainee teacher	contractual teacher	appointed teacher	chartered teacher	
professional certification						
Special job-training schools	4 773	103	510	965	3 115	80

(*) In full-time equivalents. (**) All schools, including VET.

Source: Statistics Poland, Education in 2019/20 (*Oświata i wychowanie w roku szkolnym 2019/2020*), <https://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/oswiata-i-wychowanie-w-roku-szkolnym-20192020,1,15.html> [accessed 31.5.2021]

The data on the teachers' CPD is not published by the Central Statistical Office but is collected in the Education Data System (SIO). Table 2 presents the data on different forms of in-service training and education for VET schools' teachers in 2020/21.

Table 2. **Forms of VET schools' teachers training and education in 2020/21**

SPECIFICATION	Number of teachers (*)	Number of teachers who completed in-service training or education (**) (***)	Form of in-service training (****)		Form of education (****)		
			Post-graduate studies	Continuing education course	Vocational qualifying course	First and second-cycle programmes	Post-graduate studies leading to qualifications
First stage sectoral programme	13 076	31	3	65	1	0	9
Vocational upper secondary programme	50 986	155	19	203	2	4	20
Post-secondary schools	3 153	113	14	218	8	1	20
Special job-training schools	4 773	58	2	91	2	2	6

(*) Data from Statistics Poland.

(**) Teacher may be employed in more than one type of school and counted accordingly.

(***) As of 30.9.2021.

(****) Teachers could participate in more than one type of CPD and are counted accordingly.

Source: own elaboration based on data from SIO provided by the Ministry of Education and Science (date of extraction: 30.9.2021) and Statistics Poland, Education in 2019/20 (*Oświata i wychowanie w roku*

szkolnym 2019/2020). <https://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/oswiata-i-wychowanie-w-roku-szkolnym-20192020,1,15.html> [accessed 31.5.2021].

CHAPTER 4 Training professionals in work-based settings

4.1 Definitions

The practical training of IVET students can take place with an employer or at a private agricultural farm, which ensures real working conditions. The formal arrangement and the name of the training professional depend on the type of practical training.

The Education law ⁽¹²⁾ defines the following three names for training professionals:

- (a) Practical training instructor;
- (b) Practical training tutor;
- (c) Student internship tutor.

The regulation on the vocational preparation of juveniles ⁽¹³⁾ describes the training professional by indicating the role of that person in a company. The person performing the actual training can be: the employer, a person managing the company on behalf of the employer or an employee of that company.

4.2 Legislation

The Education law ⁽¹⁴⁾ defines the ethical standards that the training professionals should meet – both instructors and tutors cannot have a criminal record or an injunction against working with children. The same standards must be met by the practical training instructors in the case of the vocational preparation of juveniles.

⁽¹²⁾ Act of 14 December 2016 Education Law (Journal of Laws 2017, item 59 with further amendment).
<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu20170000059> [accessed 24.5.2021].

⁽¹³⁾ Regulation of the Council of Ministers of 28 May 1996 on the vocational preparation of juveniles (Journal of Laws 1996, No. 60, item 278 with further amendments).
<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190001636> [accessed 24.5.2021]. Juvenile - a young person between 15 and 18 years of age.

⁽¹⁴⁾ Act of 14 December 2016 Education Law (Journal of Laws 2017, item 59 with further amendment).
<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu20170000059> [accessed 24.5.2021].

The regulation on practical vocational training ⁽¹⁵⁾ specifies the requirements that instructors and tutors are obliged to fulfil, which are pedagogical qualifications, education level, professional qualifications and professional experience in the job the trainer will teach. The detailed specification of the requirements of training professionals are presented in the table below.

Table 3 The detailed specification of the requirements of training professionals in companies

Pedagogical qualifications	Education	Vocational qualifications	Work experience
<ul style="list-style-type: none"> Instructors and tutors must have one of the following pedagogical qualifications or training: Pedagogical training for practical training instructors that has been based on a defined curriculum framework and certified by the education superintendent Pedagogical training certified by the education superintendent with at least 70 hours of psychological, pedagogical and teaching methods and 10 hours of practical teaching methods Pedagogical training entitling the participant to become a practical training instructor acquired before January 6, 1993 Pedagogical training for teachers 	<ul style="list-style-type: none"> vocational upper secondary programme (<i>technika</i>, ISCED 354), second stage sectoral programme (<i>branżowe szkoły II stopnia</i>, ISCED 354) or equivalent post-secondary non-tertiary programmes (ISCED 4) general secondary programmes (<i>licea</i>, ISCED 344) vocational upper secondary programme (<i>technika</i>, ISCED 354), second stage sectoral programme (<i>branżowe szkoły II stopnia</i>, ISCED 354) in an occupation different from the one being taught post-primary vocational programmes (<i>średnie studium zawodowe</i> ISCED 354)¹⁶ tertiary programmes (<i>dplom ukończenia studiów</i>, ISCED 6 and 7) in the occupation being taught 	<ul style="list-style-type: none"> Vocational qualification in the occupation to be taught or in a related occupation Skilled worker (<i>tytuł robotnika wykwalifikowanego</i>) or equivalent qualification in the occupation to be taught Not applicable 	<ul style="list-style-type: none"> 3 years 4 years 2 years

⁽¹⁵⁾ Regulation of the Minister of National Education of 29 March 2019 on practical vocational training (Journal of Laws 2019, item 391 with further amendments). <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190000391> [accessed 24.5.2021].

⁽¹⁶⁾ These programmes are not functioning in the Polish education system any more. They were 3-year post-primary vocational programmes giving access to tertiary education.

Pedagogical qualifications	Education	Vocational qualifications	Work experience
<ul style="list-style-type: none"> The qualifications required of practical education teachers 	<ul style="list-style-type: none"> tertiary programmes (<i>dyplom ukończenia studiów</i>, ISCED 6 and 7) in an occupation different from the one being taught basic vocational programme or first stage sectoral programme (<i>branżowe szkoły I stopnia</i>, ISCED 353) at a minimum – the basic vocational programme or first stage sectoral programme (<i>branżowe szkoły I stopnia</i>, ISCED 353) 	<ul style="list-style-type: none"> Not applicable <p>Vocational qualification in the occupation to be taught or related occupation</p> <p>Master of a vocational qualification (<i>tytuł mistrza w zawodzie</i>) in the occupation to be taught or an occupation that is part of the occupation to be taught.</p>	<ul style="list-style-type: none"> 4 years <p>6 years</p> <p>Not applicable</p>

Source: own elaboration based on § 10 of the Regulation of the Council of Ministers of 28 May 1996 on the vocational preparation of juveniles (Journal of Laws 1996, No. 60, item 278 with further amendments)

The above requirements must also be met by instructors of the vocational preparation of juveniles as specified by the respective regulation ⁽¹⁷⁾. In the case of practical training organised by a school, the practical training instructors and tutors must be approved by the school and the implementation of the practical training programme is also supervised by the school. If practical training is organised in the form of the vocational preparation of juveniles in a craft, the respective craft chamber or craft guild on behalf of the chamber supervises the implementation of the practical training ⁽¹⁸⁾.

⁽¹⁷⁾ § 2 of the Regulation of the Council of Ministers of 28 May 1996 on the vocational preparation of juveniles (Journal of Laws 1996, No. 60, item 278 with further amendments).
<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190001636> [accessed 24.5.2021].

⁽¹⁸⁾ Art. 3, paragraph 6 of the Act of 22 March 1989 on the craft (Journal of Laws 1989, No 17, item 92 with further amendments).
<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU19890170092> [accessed 24.5.2021].

4.3 Provisions for continuous professional development

Training professionals in work-based settings are legally required to have a pedagogical qualification (see Section 4.2), therefore the courses offering such a qualification became the basic type of training offered to this group of teachers.

Since 2019 ⁽¹⁹⁾, the regulation on practical vocational training specifies the curriculum framework for the pedagogical training of instructors, which includes four blocks of learning content: the basics of pedagogy with an emphasis on work pedagogy, the elements of psychology in communication and “instructor-student” relations, the methods of practical training teaching, and didactic skills. The regulation also indicates the number of hours and the learning outcomes for each specific subject. The selected topics of the curriculum framework for the pedagogical training of practical training instructors is presented in Annex 1. Sectoral organisations, such as sector skills councils, have indicated pedagogical qualifications for practical training instructors in companies in their recommendations of sectoral qualifications needs ⁽²⁰⁾.

Several regions have initiated ESF co-funded projects to improve the vocational and pedagogical skills of IVET in-company trainers. The projects may also include the validation and certification of knowledge, skills and competences as well as the certification of examiner’s qualifications of such training staff. These projects are implemented in the framework of regional programmes ⁽²¹⁾.

In order to support the professional development of in-company IVET training professionals, the Ministry of Development Funds and Regional Policy launched a call for projects in the second half of 2018 to increase the international mobility of practical vocational training teachers, trainers in companies and persons interested in becoming trainers in companies. The main aim of this call was to enable project participants to learn about the methods of working with students as

⁽¹⁹⁾ The curriculum framework for the pedagogical training of practical training instructors was introduced to standardise the requirements for the pedagogical training of the instructors. Before the introduction of the curriculum framework, training organisers constructed the training programme arbitrarily.

⁽²⁰⁾ For example: The recommendation 1/2020 of Sectoral Skills Council for automotive industry including electromobility.
https://www.parp.gov.pl/storage/grants/documents/64/Rekomendacja-Rady-ds.-kompetencji-w-sektorze-Motoryzacyjnym_23112020.pdf [accessed 21.4.2021]. Or the recommendation 2/2019 of Sectoral Skills Council for Tourism.
https://www.parp.gov.pl/storage/grants/documents/64/Aktualizacja_REKOMENDACJA-Nr-2-SRK_TURYSTYKA.pdf [accessed 21.4.2021].

⁽²¹⁾ <https://www.funduszeuropejskie.gov.pl/en/site/learn-more-about-european-funds/discover-how-the-funds-work/european-funds-in-poland/#For%20what%20will%20the%20funds%20be%20allocated> [accessed 26.4.2021].

well as the practical solutions implemented in those EU countries where the alternance training system is well developed (Austria, Denmark and Germany) ⁽²²⁾. Ten projects with almost 460 participants were financed within this call with the total amount of over EUR 760 000. Germany was the most popular destination of the mobility and the duration of the stay was usually 5 days long (the maximum period allowed by the contest's rules) ⁽²³⁾.

4.4 Data on trainers in work-based settings

There is no systematic data collection of in-company practical training instructors or tutors. Therefore, the data on training professionals in work-based settings are fragmented and not up-to-date.

To estimate the scale of the practical training conducted by companies' instructors, the table below shows the number of students participating in such training.

Table 4 **The number of students participating in practical training with an employer or at a private agricultural farm by type of programme in 2020/21**

Programme type	Number of students
first stage sectoral programmes, including: juvenile employees	126 817
vocational upper secondary programme	119 508
	75 307

NB: The number of students in first stage sectoral programmes in 2019/20 was ca. 195 000 and ca. 648 000 in vocational upper secondary programmes.

Source: SIO (Education Data System), data delivered by the Ministry of Education and Science [extracted 4 May 2021].

⁽²²⁾ https://www.funduszeuropejskie.gov.pl/media/64784/Regulamin_konkursu_wersja_z_30_pazdziernika_2018.pdf [accessed 26.4.2021].

⁽²³⁾ Source: data delivered by the Ministry of Development Funds and Regional Policy [extracted 26.8. 2021].

CHAPTER 5 Partnerships between schools and companies

5.1 Examples of practice

In December 2018 a new regulation was introduced obligating initial VET schools to cooperate with employers when launching new programmes. This cooperation includes, among others, the professional development of practical training teachers.

The new law also introduced obligatory professional training for VET teachers in companies as of September 2019. This new form of continuous professional development comprises 40-hour training cycles (in 3-year cycles) at a company active in the field of the taught occupation. This is required of both the staff teaching theoretical vocational education subjects as well as the practical vocational training teachers in VET schools, continuing education centres and vocational training centres. Teachers who are employed or operate companies in the taught field are exempt from this requirement ⁽²⁴⁾.

Since 2016 the Polish national agency for the Erasmus+ programme (The Foundation for the Development of the Education System, FRSE) has launched several grant competitions for VET teachers' projects focused on teaching in schools/companies or participating in work placements, job shadowing in schools/companies or other forms of practical training abroad.

Additionally, a group of ESF co-funded projects establishing cooperation between VET schools and higher education institutions were launched ⁽²⁵⁾. The projects' aim was to develop and disseminate exemplary solutions for the cooperation of VET schools and higher education institutions, including model forms of IVET teachers' CPD ⁽²⁶⁾.

⁽²⁴⁾ In the second half of 2020, the Educational Research Institute conducted a study focused on identifying the strengths and weaknesses of this new legal requirement. The study results will be available later this year. For more details see Annex 3.

⁽²⁵⁾ https://efs.mein.gov.pl/wp-content/uploads/2018/12/III-zmiana_Regulamin-wsp%C3%B3wpracy-szk%C3%B3l-zawodowych-z-wy%C5%BCszymi.pdf [accessed 6.5.2021]; <http://cmf.p.lodz.pl/index.php?p=reklama> [accessed 6.5.2021].

⁽²⁶⁾ The exemplary model of cooperation developed by one of these projects also includes a short questionnaire on the educational needs of teachers and an evaluation of the schools' previous CPD actions: https://ckziu.com/images/zdjecia/Projekty_UE/Model_wspolpracy_szkoly_z_uczelnia.pdf [accessed 6.5.2021].

5.2 Cooperation between VET schools and companies

The four most common ways that VET schools/centres work together with enterprises ⁽²⁷⁾ are:

- (a) apprenticeships (zajęcia praktyczne);
- (b) on-the-job training (praktyki zawodowe);
- (c) sponsorships of schools/centres;
- (d) other practical classes (e.g. workshops in laboratories) ⁽²⁸⁾.

The other less popular forms of cooperation include student training and sponsoring teaching materials and teaching aids, equipping schools/centres' workshops, developing teaching programmes, teacher training, didactical excursions for students and teachers, financing student scholarships, and skills and knowledge competitions ⁽²⁹⁾.

One of the forms of school-company cooperation that is growing in popularity are patronage (sponsored) classes – a company declares involvement in the educational process, e.g. through apprenticeships, training, study visits abroad for students and teachers and also secures employment for a group of students. A short description of cooperation between Volkswagen Poznań and School Complex No 1 in Swarzędz in the form of patronage (sponsored) classes is presented in Annex 2.

A relatively new form of school-company-local authority collaboration are clusters created within special economic zones. The main goal of an educational cluster is usually the facilitation of cooperation between sector companies and VET schools and knowledge transfer; a network of partners from educational and labour market spheres is established. Schools are able to offer their students apprenticeships,

⁽²⁷⁾ The base of all schools/centres - enterprises cooperation is usually a formal agreement signed by all parties defining main responsibilities and obligations of both signatories.

In the case of apprenticeships and on-the-job training the school/centre has to accept the company's practical training instructor and the in-company trainers' work is supervised by the school. The in-company practical training instructors are members of the school's teacher council. The agreement between the school and employer defines most of the issues of the training such as the subject and scope of training, timetable etc. The employer/practical training instructor at a company is also obliged to follow the vocation curriculum but the employer can also ask for an introduction of some learning content to the training.

⁽²⁸⁾ Based on a survey carried out in 2010/2011:
http://www.koweziu.edu.pl/download.php?plik=KOWEZiU_Stan_szkolnictwa.pdf
[accessed 6.5.2021].

⁽²⁹⁾ Ibidem.

training, study visits, contests and quizzes⁽³⁰⁾ or CPD for their staff or new workshop infrastructure. Apart from a qualified future labour force, companies gain the possibility of promoting their services and goods in the local community and improving their image.

5.3 Hybrid teachers and trainers

The Education law⁽³¹⁾ allows persons without the required qualifications to be employed to teach vocational subjects in VET schools if the school director finds the person's vocational qualifications appropriate. Such a case must be justified by the school headmaster and needs to have the acceptance of the school's managing body. The Law also allows to employ a person not being a teacher to teach non-vocational subjects but in this case the schools needs to receive the acceptance from the Regional Education Authorities (*kurator oświaty*).

The employment of a person not being a teacher is based on the general employment law and not on the Teacher's charter as in the case of most teachers⁽³²⁾. In 2021 there were 1910 teachers that did not have full teacher qualification⁽³³⁾.

5.4 Data on cooperation and hybrid teachers

Data concerning the cooperation of IVET schools with companies is not collected in a systematic way and any available information is scattered and fragmented. Sometimes schools provide information about such cooperation on their websites,

⁽³⁰⁾ For example, the educational cluster from Lower Silesia announced a contest for IVET school students to describe their best apprenticeship experiences:
<https://lsse.eu/zapraszamy-do-udzialu-w-konkursie-moja-najciekawsza-praktyka/>
[accessed 13.5.2021].

⁽³¹⁾ Act of 14 December 2016 Education Law (Journal of Laws 2017, item 59 with further amendment). <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu20170000059>
[accessed 26.8.2021].

⁽³²⁾ A qualitative research carried out by IBE entitled "The environmental determinants of the functioning of first stage sectoral schools in the context of implementing the Integrated Qualifications System" showed that the practice of employing persons without the teacher qualification to teach VET might be controversial among teachers because in many cases the "less qualified" (not having a full teacher qualification required by law) receive higher remuneration. See Annex 3 for more detail on the research.

⁽³³⁾ Source: data from SIO delivered by the Ministry of Education and Science [extracted 21.10.2021].

but this information is intended for publicity rather than statistical purposes. In the last five years, there have been no major surveys that covered the topic of school-company cooperation.

CHAPTER 6 National and EU-funded projects and initiatives

6.1 Digital skills for remote and blended teaching

The importance of shaping teachers' digital skills is well recognised in specific policy developments. The regulation of the Minister of Science and Higher Education of 25 July 2019 on the standard of education preparing for the teaching profession ⁽³⁴⁾ also specifies learning outcomes regarding digital technologies. According to the standard, teachers should know how to choose different teaching methods, including ICT, to activate learners, including those with SEN ⁽³⁵⁾.

In recent years, there have been many projects aimed at supporting teachers' digital skills, such as the European Regional Development Fund co-financed project "Lesson: Enter" ⁽³⁶⁾ for improving the digital competences of teachers and directors of primary and secondary schools (general programme, vocational upper secondary programme, first stage sectoral programme). The project participants are learning how to use the new technologies responsibly and safely in teaching and developing digital content.

Teachers are also the beneficiaries of a free training at the "IT school" ⁽³⁷⁾ project, which is implemented as part of the National Educational Network ⁽³⁸⁾, under which training courses are offered, among others, on machine learning, artificial intelligence, computer networks, cybersecurity, algorithms and programming.

The MOOC on the NAVOICA ⁽³⁹⁾ platform, a nationwide free educational platform commissioned by the government as part of the "Polish MOOC" project, is also available to teachers. Courses include discrete mathematics, cryptography,

⁽³⁴⁾ Journal of Laws 2019, item 1450 with further amendments <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190001450> [accessed 21.5.2021].

⁽³⁵⁾ Ibidem.

⁽³⁶⁾ The project is implemented by the Orange Foundation, the Information Society Development Foundation and the Institute of Public Affairs in 2019–2023, during which over 75,000 teachers will benefit from the training; <https://lekcjaenter.pl> [accessed 19.5.2021].

⁽³⁷⁾ <https://it-szkola.edu.pl/projekt> [accessed 19.5.2021].

⁽³⁸⁾ A public telecommunications network program enabling schools in Poland to connect to fast, free and secure internet. The program was designed by the Ministry of Digitization, and its assumptions and goals are implemented by NASK National Research Institute, <https://ose.gov.pl> [accessed 19.5.2021].

⁽³⁹⁾ <https://navoica.pl> [accessed 20.5.2021].

modern ICT tools and innovative creative education methods, virtualisation and cloud computing in practical applications, programming.

As a result of the COVID-19 pandemic, in the 2020/2021 academic year, higher education institutions could remotely provide teacher education in the amount that allows obtaining up to 100% of the number of ECTS credits specified in the study program ⁽⁴⁰⁾. Many higher education institutions offered postgraduate studies in ICT in education, also in-service training centres offered training in ICT in education, for example distance learning using the Moodle platform ⁽⁴¹⁾.

Many other public institutions offered teachers support with the digital competence needed to provide distance learning. The ESF co-financed project "Support for in-service teacher training institutions and pedagogical libraries in the implementation of tasks relating to the preparation and support of teachers in conducting distance education" ⁽⁴²⁾ aims to improve the quality of training and support for teachers conducting remote education in preschools and schools by the staff of in-service teacher training institutions and pedagogical libraries. As part of the project, a grant competition will be held for entities operating public in-service teacher training institutions and pedagogical libraries for the following activities:

- (a) retrofitting equipment for in-service teacher training institutions and pedagogical libraries;
- (b) training for in-service teacher training institution and pedagogical library staff;
- (c) training for teachers.

During the COVID-19 pandemic, teachers received various support. The Ministry of Education and Science and the GovTech Centre launched a technical helpline supporting teachers with distance learning. The helpline offers support to solve the difficulties faced by educators using various types of remote education tools ⁽⁴³⁾. Teachers employed in public and non-public schools conducting distance learning could receive PLN 500 co-financing to purchase equipment, including computer accessories, software or internet access services ⁽⁴⁴⁾.

⁽⁴⁰⁾ <https://www.gov.pl/web/edukacja-i-nauka/wiecej-zajec-prowadzonych-na-odleglosc--zmiana-standardu-ksztalcenia-nauczycieli> [accessed 19.5.2021].

⁽⁴¹⁾ <https://www.ore.edu.pl/2020/03/kurs-e-learningowy-praca-na-platformie-moodle-1-edycja/> (accessed 19.5.2021).

⁽⁴²⁾ <https://www.ore.edu.pl/2020/09/wsparcie-nauczycieli-w-prowadzeniu-ksztalcenia-na-odleglosc-informacje-o-projekcie-2/> [accessed 17.5.2021].

⁽⁴³⁾ <https://www.gov.pl/web/edukacja-i-nauka/rusza-techniczna-infolinia-dla-nauczycieli> [accessed 18.5.2021].

⁽⁴⁴⁾ Regulation of the Council of Ministers of January 14, 2021 amending the regulation on the detailed solutions during the temporary limitations of the functioning of education system institutions connected to mitigating, contracting and combatting COVID-19 (Journal of Laws 2020, item 2047).

Government support for teachers also included the provision of a free internet platform for remote learning ⁽⁴⁵⁾, VAT allowances for buyers of equipment for schools, free internet services from mobile network operators, as well as online training in distance learning for teachers ⁽⁴⁶⁾ ⁽⁴⁷⁾ ⁽⁴⁸⁾ ⁽⁴⁹⁾.

6.2 Green skills for sustainability

The Ministry of Climate and Environment in cooperation with the Ministry of Education and Science is active in the field of comprehensive environmental education. The activities include informal, formal and non-formal education in the thematic areas covered, among other things, by the strategy: National ecological policy 2030 – development strategy in the field of environment and water management ⁽⁵⁰⁾.

An example of such an action is the educational package "Friends of the climate" aimed at familiarising students with climate protection and activities for adaptation to climate change. The educational packages cover basic terminology in the area of climate protection, illustrating the cause and effect dimension of climate change as well as mitigation and adaptation activities.

The Ministry of Climate and Environment also organises different training courses for teachers (including webinars) on climate protection ⁽⁵¹⁾ and offers educational

<https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20200002047>
(accessed 18 May 2021).

⁽⁴⁵⁾ <http://www.epodreczniki.pl/> (accessed 18 May 2021).

⁽⁴⁶⁾ <https://www.gov.pl/web/edukacja-i-nauka/wsparcie-w-zdalnej-nauce> [accessed 18.5.2021].

⁽⁴⁷⁾ <https://www.gov.pl/web/edukacja-i-nauka/program-wsparcia-psychologiczno-pedagogicznego-dla-uczniow-i-nauczycieli-w-pandemii> [accessed 18.5.2021].

⁽⁴⁸⁾ <https://www.gov.pl/web/edukacja-i-nauka/zdalne-nauczanie-i-nowe-technologie-w-ksztalceniu-na-odleglosc--zapraszamy-nauczycieli-do-udzialu-w-bezplatnych-szkoleniach-on-line> [accessed 18.5.2021].

<https://www.gov.pl/web/edukacja-i-nauka/dobre-praktyki-w-zakresie-zdalnej-edukacji--poradnik-men> [accessed 18.5.2021].

⁽⁴⁹⁾ <https://www.gov.pl/web/edukacja-i-nauka/informator-dla-dyrektorow-szkol-i-nauczycieli> [accessed 24.5.2021].

⁽⁵⁰⁾ <https://www.gov.pl/web/srodowisko/polityka-ekologiczna-panstwa-2030--strategia-rozwoju-w-obszarze-srodowiska-i-gospodarki-wodnej> [accessed 21.5.2021].

⁽⁵¹⁾ During the webinar, experts will introduce the following issues: functioning of the Earth's climate system, the carbon cycle and the greenhouse effect, sources of greenhouse gas emissions and their impact on the climate, consequences of the climate change taking place, possible mitigation and adaptation measures relating to climate change (transformation and energy efficiency, renewable energy sources), psychological dimension of climate change.

materials ⁽⁵²⁾, which can be used to prepare further projects supporting formal education in the field of climate protection. The Ministry also manages the internet portal *Lekcje z klimatem* ⁽⁵³⁾, where teachers can access webinars, educational materials and workshop scenarios.

6.3 Preventing early leaving from VET

In the Polish education system, the term "special needs" is used in a very broad sense, determined by the educational and developmental needs of the child/learner. The catalogue of development and educational needs of children and adolescents is not exhaustive, but including learners early leaving from education and training (ELET). The education system concentrates on inclusive education, which aims to increase the educational opportunities of all learners by providing them with conditions to develop their individual potential so that in the future they will be able to fully develop according to their abilities and be fully included in social life ⁽⁵⁴⁾.

Assistance is provided to learners in all types of schools and special institutions based on a decision on special education needs ⁽⁵⁵⁾ issued by an adjudicating team operating in a public psychological-pedagogical counselling centre or a specialist centre. Formally, the decision on the form of education (open-access, integration or special) is made by the child's parents (legal guardians). Statistics about ELET are collected by Statistic Poland and the Education Data System (SIO) ⁽⁵⁶⁾. SIO allows to quickly identify the risk of early leaving as it monitors the progress of pupils from the age of 5.

⁽⁵²⁾ <https://www.gov.pl/web/klimat/materialy-edukacyjne> [accessed 21.5.2021].

⁽⁵³⁾ "Lessons with the climate", <https://lekcjezklimatem.pl> [accessed 21.5.2021].

⁽⁵⁴⁾ <https://www.gov.pl/web/edukacja-i-nauka/edukacja-wlaczajaca> [accessed 8.11. 2021].

⁽⁵⁵⁾ Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising the education, upbringing and care of children and adolescents who are disabled, socially maladjusted and at risk of social maladjustment
<http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170001578> [accessed 21.5.2021].

⁽⁵⁶⁾ Distribution of early leavers from education and training aged 18-24 in 2020 was 5,4 (% of population aged 18-24), source: Early leavers from education and training https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Early_leavers_from_education_and_training#Overview (accessed 8 November 2021).

There is no national strategy aimed specifically at ELET in Poland. However, there are two integrated strategic documents adopted in 2013 that have similar aims and include the objective of reaching the national ELET target of 4.5 % by the year 2020 the strategic document Lifelong Learning Perspective (*Perspektywa uczenia się przez całe życie*) and the Strategy for the Development of Human Capital 2013-20 (*Strategia Rozwoju Kapitału Ludzkiego*)⁽⁵⁷⁾. Many retraining and second chance programs are based on the VET sector and teaching methods used in VET, including programs primarily offered by Voluntary Labour Corps (OHP) which offer retraining programs aimed for early leavers. In 2020 a new policy was adopted: the "Integrated Skills Strategy 2030 (detailed part)" (*Zintegrowana Strategia Umiejętności 2030 - część szczegółowa*). The strategy sets the strategic policy framework for developing the skills needed to strengthen social capital, social inclusion, economic growth and to achieve a high quality of life. One of the strategy impacts is professional development personnel, which is working with ELET⁽⁵⁸⁾.

ELET have many possibilities to participate in supportive activities, including individualised forms of organising their education⁽⁵⁹⁾.

VET for learners with SEN is organised in various forms:

- (a) First stage sectoral schools (ISCED 353) can also organise education (GE, VET) for people with mild intellectual disability in particular professions⁽⁶⁰⁾.
- (b) Three-year special job training programmes (*szkoły specjalne przysposabiające do pracy*, ISCED 243) The core curriculum consists of two elements: general education and preparation for work. Education at special

⁽⁵⁷⁾ Leaving education early: putting vocational education and training in centre stage. https://www.cedefop.europa.eu/files/poland_-_leaving_education_early.pdf [accessed 8.11.2021].

⁽⁵⁸⁾ <https://www.gov.pl/web/edukacja-i-nauka/zintegrowana-strategia-umiejtnosci-2030-czesc-szczegolowa--dokument-przyjety-przez-rade-ministrow> [accessed 9.11.2021].

⁽⁵⁹⁾ <https://www.gov.pl/web/edukacja-i-nauka/edukacja-wlaczajaca-dotychczasowe-i-planowane-dzialania-men> [accessed 18.5.2021].

⁽⁶⁰⁾ The occupations include: carpenter's assistant, hairdresser assistant, gastronomy assistant, hotel service assistant, mechanic assistant, locksmith assistant, tailor's assistant. Regulation of the Minister of National Education of February 15, 2019 on the general goals and tasks of education in the occupations of sectoral education and the classification of occupations in sectoral education <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190000316> [accessed 24.5.2021].

- job training programmes is tailored to the individual educational needs and psychophysical abilities of learners ⁽⁶¹⁾.
- (c) Work preparation classes for SEN learners (ISCED 244) aged 15 and above already in primary school (*oddziały przysposabiające do pracy*): Vocational training may be organised in the primary school or outside the school ⁽⁶²⁾.
 - (d) The Voluntary Labour Corps (OHP) ⁽⁶³⁾: the organisation specialises in activities helping young people, particularly young people at risk of social maladjustment and unemployed to: to acquire vocational qualifications; complete primary education; complete a general and VET programme at the upper-secondary level.
 - (e) School-based career counselling activities reduce the risk of early school leaving by helping learners make more right choices and thus reduce the number of ELET.
 - (f) Schools and educational institutions cooperate with a wide range of institutions and actors to support ELET such as national and local government authorities, social care institutions, employers, NGOs and VET providers. Schools organise compensational classes and provide psychological support.

ORE ⁽⁶⁴⁾ and local in-service training centres are responsible for VET teachers' professional development in Poland. In ORE, the following departments provide support to VET teachers:

- (a) Department for Labour Market Education;
- (b) Department for Supporting Vocational Education;
- (c) Department for Special Educational Needs.

These departments organise various forms of professional development - trainings, conferences, publishing publications etc.

An example of a project supporting teachers and learners with special needs, run by ORE, is the ESF co-funded project "Development of a model for the

⁽⁶¹⁾ Regulation of the Minister of National Education of February 14, 2017 on the core curriculum for pre-school education and the core curriculum for general education for primary schools, including students with moderate or severe intellectual disability, general education for the first stage sectoral school, general education for special education training for work and general education for post-secondary schools <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170000356> [accessed 21.5.2021].

⁽⁶²⁾ Regulation of the Minister of National Education of February 28, 2019 on the detailed organisation of public schools and public preschools <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190000502> [accessed 24.5.2021].

⁽⁶³⁾ <https://ohp.pl/o-nas/voluntary-labour-corps> [accessed 26.8.2021].

⁽⁶⁴⁾ <https://www.ore.edu.pl> [accessed 9.11.2021].

functioning of Specialist Support Centres for Inclusive Education (SSCIE)" ⁽⁶⁵⁾ aimed at improving the accessibility of educational services for learners with SEN, including those with disabilities, and the promotion of inclusive education. Ultimately, a network of SSCIE throughout Poland will be established based on developed guidelines and quantitative and qualitative recommendations.

ORE is implementing a project entitled "Learners with special needs – the development of a training and counselling model" ⁽⁶⁶⁾, which aims to improve the functioning and use of the school support system in developing learners' key competences and the universal skills needed in the labour market.

The Educational Research Institute and the University of Social Sciences and Humanities in Warsaw are implementing an ESF project entitled "Development and dissemination of diagnostic tools to assess children and adolescents' cognitive abilities". Its aim is to develop, implement and popularise a set of tools to diagnose the cognitive functioning of children and adolescents aged three months to 25 years. The developed tests and post-diagnostic materials will be disseminated to all psychological-pedagogical centres in Poland ⁽⁶⁷⁾.

⁽⁶⁵⁾ Specjalistyczne Centra Wspierające Edukację Włączającą (SCWEW), <https://www.ore.edu.pl/2019/09/o-projekcie-scwew/> (accessed 18 May 2021).

⁽⁶⁶⁾ <https://www.ore.edu.pl/2018/06/szkolenia-i-doradztwo-dla-poradni-o-projekcie/> [accessed 18.5.2021].

⁽⁶⁷⁾ <http://ibe.edu.pl/pl/opz> [accessed 18.5.2021].

CHAPTER 7 National surveys of teaching and training populations

Over the last five years, surveys were conducted in Poland of the population of teachers and the education system, but the results and data are often scattered and fragmented, as many of these surveys were regional or local in scale or focused on specific issues, such as qualifications, training needs or the use of smartphones. There was also some research conducted to evaluate school-enterprise cooperation and VET teachers' CPD.

The outbreak of the pandemic and the transfer to distance learning was a stimulus for many teacher and school surveys (usually conducted online), as this was a new and unprecedented situation. These surveys usually focused on the use of digital technologies by teachers and students and also on the well-being of the two groups during the distance learning.

To illustrate the field of recent teacher and education system surveys in Poland, a short description of selected research, both quantitative and qualitative, is presented in Annex 3.

CHAPTER 8 Conclusions

In recent years, many of the core debates in the area of education in Poland have been connected with the situation of teachers – teachers’ working time, remuneration, career advancement and work evaluation. VET teachers’ age and the low prestige of their occupation are also debated widely in Poland. The issue of underqualified VET teachers ⁽⁶⁸⁾ employed on the basis of the labour law, who earn more than fully qualified teachers employed on the basis of the Teachers’ Charter has also been discussed in society.

The COVID-19 pandemic and the transfer to distance learning in all types of school programmes has initiated many new discussions on the condition of the education system, schools and teachers and new phenomena, such as “missing students”, “missing teachers” or “the distance truant” ⁽⁶⁹⁾.

Finally, following a short diagnosis by a group of IBE’s experts, the topics below have been indicated as interesting and relevant to a potential future pan-European survey of VET teachers:

- (a) teacher shortages in VET programmes: the scale, reasons and ways to mitigate the problem;
- (b) VET teachers initial training: pathways to the profession;
- (c) VET teachers’ CPD: costs and limitations, strategies for building teachers’ relevant professional experience;
- (d) VET teachers opinions on work-based learning: costs/benefits/risks for learners and companies;
- (e) VET teachers-employers cooperation: barriers and benefits;
- (f) factors shaping the VET offer (e.g. the role of occupational forecasts and graduate tracking as information sources for school directors, schools’ financing model, cooperation with employers);
- (g) school-based and work-based teaching quality assessment: scale of use and methods of assessment;
- (h) individualisation of VET teaching: practices and context/conditions;
- (i) the use of digital technology in VET teaching;

⁽⁶⁸⁾ These are usually practical training teachers who have labour market experience in the taught occupation but no pedagogical qualifications. They are employed due to the lack of qualified teachers in an occupation. For further details, see the description of IBE’s survey “The environmental determinants of first stage sectoral schools functioning in the context of the Integrated Qualifications System” in Annex 3.

⁽⁶⁹⁾ For more details, see the description of the latest surveys in Poland in Annex 3.

- (j) VET teachers' well-being and work satisfaction;
- (k) effects of the COVID-19 pandemic on VET teachers' work and attitudes.

List of abbreviations

CPD	continuous professional development
GE	general education
ESF	European Social Fund
IBE	The Educational Research Institute (<i>Instytut Badań Edukacyjnych</i>)
IVET	initial vocational education and training
OHP	The Voluntary Labour Corps (<i>Ochotnicze Hufce Pracy</i>)
ORE	Centre for Education Development (<i>Ośrodek Rozwoju Edukacji</i>)
PARP	Polish Enterprise Development Agency (<i>Polska Agencja Rozwoju Przedsiębiorczości</i>)
SEN	special educational needs
SIO	Education Data System (<i>System Informacji Oświatowej</i>)
VET	vocational education and training

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Annex 1. Selected topics of the curriculum framework for the pedagogical training of practical training instructors

Table 5 Selected topics of the curriculum framework for the pedagogical training of practical training instructors

Learning content	Number of hours	Selected topics	Learning outcomes – the training graduate is able to:
Basics of pedagogy with emphasis on work pedagogy	5*		
	1	(4/4) The practical training instructor as part of the educational system: tasks, responsibilities; rules of conduct – the ethics of the practical training instructor	Describe the professional profile of a practical training instructor; Indicate the scope of an instructor’s responsibility; Define the ethical code of a practical training instructor.
Elements of psychology in communication and “instructor-student” relations	8*		
	2	(2/5) Stress in education – its significance and stress management	Define stress; Evaluate a stressful situation; Select an adequate way of managing stress in situations to achieve the expected teaching results.
	2	(4/5) Diagnosing the abilities and needs of a learner.	Perform a learner observation to diagnose his/her abilities and needs; Formulate the observation’s conclusion to plan the work with the learner.
	1	(5/5) Motivating the learner to learn	Indicate the ways of motivating a learner to undertake and perform practical training tasks; Define the meaning of the principles and circumstances conducive to motivating; Describe and evaluate the meaning of punishment and reward in motivating.

Learning content	Number of hours	Selected topics	Learning outcomes – the training graduate is able to:
Methods of practical training teaching	27*		
	2	(3/17) the rules of teaching – learning	<p>Interpret the principles pursued by the teacher (illustration, independence, linking theory to practice, accessibility);</p> <p>Interpret the principles pursued by the learner (awareness and importance, use of experience, modelling);</p> <p>Indicate examples of using teaching principles in practical training.</p>
	2	(7/17) Planning the tasks for the training person	<p>Select (on the basis of the vocational core curriculum) the tasks to be performed independently by the learner;</p> <p>Select (on the basis of the vocation core curriculum tasks to be performed by the learner in a group (in cooperation);</p> <p>Formulate instructions for the learners' tasks;</p> <p>Select the place, equipment and other materials to perform the tasks;</p> <p>Indicate the principles of control (including self-control) of the performed task.</p>
	2	(9/17) Planning practical training classes and working day planning – a scenario	<p>Describe the structure of a class scenario;</p> <p>Design a class scenario for selected practical training classes;</p> <p>Design a working day scenario for a juvenile training in a company;</p> <p>Develop educational resources to perform the classes in accordance with the designed scenario.</p>

Learning content	Number of hours	Selected topics	Learning outcomes – the training graduate is able to:
	2	(12/17) The evaluation of practical training; the methods of evaluating knowledge and skills; evaluation criteria; evaluation feedback.	Describe the formal requirements of school evaluation and of continuing training; Describe the methods of evaluating knowledge and skills in practical training; Specify the role of evaluation criteria; Formulate feedback for a typical evaluation situation; Apply the school's student rating to a selected situation, corresponding curriculum requirement and school's student rating rules.
	2	(16/17) The state vocational examination; Journeyman's examination – the examination rules.	Analyse the examination procedures of the state vocational examination; Analyse the example examination tasks; Define the requirements for a positive state examination result; Describe the Journeyman's examination rules.
Didactic skills	8*		
	3	(1/4) Practical training classes simulation.	Demonstrate a practical training class.
	2	(2/4) Practical training tasks presentation and explanation.	Present a selected task to be performed in the workplace.
	2	(3/4) Evaluation of a performed task.	Evaluate a performed task or a set of tasks or demonstrate the practical part of the state vocational examination (a simulation) and evaluate it in accordance with the school's evaluation criteria and the examination rules.

NB: The first number in brackets indicates the number of the topic in a given block of learning content and the second – the total number of topics in a given block of learning content.

(*) The total number of hours for a given block of learning content.

Source: own elaboration based on the attachment to the Regulation of the Council of Ministers of 28 May 1996 on the vocational preparation of juveniles (Journal of Laws 1996, No. 60, item 278 with further amendments).

Annex 2. Volkswagen Poznań – School Complex No 1 in Swarzędz: an example of patronage (sponsored) classes ⁽⁷⁰⁾

Cooperation between Volkswagen Poznań and School Complex No. 1 in Swarzędz began in 2005 and currently includes three occupations in the automotive industry ⁽⁷¹⁾.

The students of the patronage classes can benefit from an employment contract for the period of their education, an extended German language and technical subjects learning programme, and an opportunity to work for Volkswagen Poznań after they finish their education. The students can also take the exams of the Polish-German Chamber of Commerce and AHK Industry which provides certificates respected in many European Union countries. The patronage programme also includes international student exchanges within the company's network of factories. The company also developed a non-vocational exchange programme – students from Germany and Poland do volunteer work at the Memorial and Museum Auschwitz-Birkenau Former German Nazi Concentration and Extermination Camp and then visit one of the cities in Germany.

Volkswagen Poznań initiated the cooperation with the school to ensure that future employees have adequate skills in view of the shortages in the supply of a qualified workforce and to rejuvenate already working personnel. Also, students' practical training is regarded as an international standard implemented by Volkswagen in every country in which its member companies are located.

The experience of the cooperation of Volkswagen Poznań and School Complex No 1 in Swarzędz showed that the process of establishing patronage (sponsored) classes is complex, time and work consuming, as illustrated in the table below.

⁽⁷⁰⁾ Based on a case study conducted in 2017 for the Cedefop project “The impact of globalisation on VET”.

⁽⁷¹⁾ The occupations include:
(a) car electro-mechanic,
(b) industrial automation and precision equipment mechanic,
(c) operator of moulding machines and equipment.

Source: <https://volkswagen-poznan.pl/pl/kariera/uczniowie/wszystko-o-ksztalceniu zawodowym> (accessed 7 May 2021).

Table 6 The stages of establishing a patronage (sponsored) class by Volkswagen Poznań at School Complex No. 1 in Swarzędz

Initiation of cooperation:	<p>(a) The company's decision to engage in such a process, followed by the search for an adequate educational partner</p> <p>(b) The local government suggestion of a partner that had sufficient organisational potential</p> <p>(c) The outcome – letter of intent signed by both parties</p>
Curriculum revision:	<p>(d) Negotiations between the company's specialists and the school teachers on developing the curriculum in a way that meets both the requirements stemming from the national core curriculum as well as the needs of the company</p> <p>(e) The outcome – a renewed curriculum of an occupation</p>
New class pilot:	<p>(f) The evaluation of the proposal to introduce a new class is sent to the district office (governing authority), social partner organisations and public employment services representative</p> <p>(g) The outcome – the first pilot year of the new class</p>
Further developments:	<p>(h) Establishing a new patronage (sponsored) class</p> <p>(i) Adjustments in the functioning of the company, e.g. introducing a new position in the company – a specialist trainer for every taught occupation or establishing a new unit within the company's trade union to support the students working in the factory</p> <p>(j) Development of workshops and equipment both at the school and factory</p> <p>(k) Teacher training, including study visits to Germany</p> <p>(l) Building of trust between partners and changing from a formal relationship to a partnership</p> <p>(m) Introduction of new patronage classes (for new occupations)</p> <p>(n) Cooperation with the Polish-German Chamber of Industry and Commerce – a provider of German vocational examinations</p> <p>(o) Annual evaluation and modification of the new curriculum</p>

Source: own elaboration based on a case study conducted in 2017 for the Cedefop project “The impact of globalisation on VET”

Even though establishing cooperation between enterprises and VET schools in the form of patronage classes is demanding, it also brings benefits to all parties. The company’s benefits are not only connected with a sufficient supply of young skilled workers that is acquainted with the specific characteristics of the company. By engaging in cooperation with a school, the company improves its image and directly implements Corporate Social Responsibility. This form of cooperation is also an opportunity to influence communities and change VET stereotypes – the first recruitment for the patronage class was difficult, but soon the number of candidates doubled for the number of placements, and now candidates are usually those students at the top of their class.

For the school, this cooperation stimulated its dynamic development and even more importantly, contributed to a change in the mentality of its personnel. The school opened up to innovation and readily entered into cooperative relationships with other enterprises. Teachers also gained the opportunity to update their knowledge and skills. Additionally, the school improved its image, became prestigious and attracted new partners from the labour market.

Annex 3. Selected teacher surveys in Poland

Institution, survey title and links (if available)	Year/period	Short description	Main results
<p>IBE: The role of employers in the professional development of VET teachers (<i>Rola pracodawców w doskonaleniu nauczycieli kształcenia zawodowego</i>)</p>	<p>Second half of 2020</p>	<p>The main goal: identification of school-employers cooperation for the CPD of iVET teachers. The study results will help to understand the employers' role in the CPD of iVET teachers and the functioning of the new law requiring iVET teachers to continue professional development at a company active in the field of the taught occupation. The method: qualitative and quantitative survey of VET teachers and VET schools directors; qualitative study of employers and local government representatives.</p>	<p>To be published</p>
<p>IBE: Analysis of competencies and qualifications in the educational sector</p>	<p>2020</p>	<p>The main goal: to analyse the competencies and qualifications in the educational sector and to</p>	<p>The survey analysis will be continued in 2021</p>

Institution, survey title and links (if available)	Year/period	Short description	Main results
<i>(Analiza kompetencji i kwalifikacji w sektorze oświaty i wychowania)</i>		support the development of a sectoral qualifications framework. The method: qualitative survey of teachers of all programme types.	
IBE: Smartphones in schools. We are setting the rules (<i>Smartfony w szkole. Ustalmy reguły gry</i>) Survey report: http://ibe.edu.pl/images/publikacje/SMARTFONY%20W%20SZKOLE.%20RAPORT.pdf	2020	The main goal: recommendations regarding the use of smartphones in primary schools. The method: participatory research – workshops with teachers, students and their parents from three Warsaw primary schools.	The interviewed students are aware of the dangers of using smartphones, especially of becoming addicted to their use; The surveyed teachers easily identified the problems caused by smartphones in schools; The issue of smartphones in schools is connected with many other factors that influence the challenges faced by teachers and schools (e.g. prestige of the teaching profession and the integration of this community).
Centrum Cyfrowe: Distance education during the pandemic (<i>Edukacja zdalna w czasie pandemii</i>) Short presentation of the project: https://centrumcyfrowe.pl/projekty/edukacja-zdalna-w-czasie-pandemii/ The survey results in English: https://centrumcyfrowe.pl/wp-content/uploads/sites/16/2020/05/Distance-	First edition – May 2020 Second edition – November 2020	The main goal: diagnosis of the schools' situation during the pandemic. The method: qualitative and quantitative survey of VET teachers. The first edition included only primary school teachers and the second – primary and secondary school teachers (including VET school teachers).	76% of surveyed teachers declared that they received support with distance learning; for teachers of sectoral programmes (iVET), the percentage reached only 60%; 48% of teachers of all surveyed programme types admitted that at least one of their students did not participate in distance learning

Institution, survey title and links (if available)	Year/period	Short description	Main results
<p>education-in-Poland-during-pandemic.pdf.pdf</p> <p>The survey description also in English: https://centrumcyfrowe.pl/edukacja-zdalna-w-czasie-pandemii-1-edycja/</p>			<p>(missing students ⁽⁷²⁾). Among the teachers of sectoral programmes (iVET), the percentage reached 58%;</p> <p>Before the outbreak of the pandemic, 85.4% of the surveyed teachers did not have any previous experience with distance learning, although 48% had no difficulties in using digital tools;</p> <p>YouTube and other internet applications were the most commonly used resources for distance learning lessons – 84% of surveyed teachers used such resources;</p> <p>36% of teachers indicated students' lack of equipment as one of the key problems with distance education;</p> <p>Teachers were surprised by the low digital skills of some students who had difficulty with the most basics tasks, such as answering emails or attaching a document to an email;</p> <p>Teachers pointed out that children started to suffer badly from isolation already after the first month of distance learning.</p>
<p>A consortium of three foundations (<i>Polskie Towarzystwo Edukacji Medialnej, Fundacja Orange and Fundacja Dbam o Mój Zasięg</i>):</p> <p>Distance learning and adapting to the</p>	2020	<p>The main goal: exploration of the usage of cyber education solutions by students, their parents and</p>	<p>45% of surveyed teachers felt little or moderately prepared to distance learning;</p> <p>Teachers usually use passive methods and content, such as videos and presentations and less of more active forms, such as quizzes, joint work online, dividing into groups (more transmission less interaction);</p>

⁽⁷²⁾ This is a new phenomenon in the Polish educational system that appeared in the spring of 2020 with the first lockdown and the transfer to distance learning. The term “missing students” is used to describe students who did not participate in distance learning and the teacher or the school had no contact with them. The scale of this phenomenon is hard to estimate, as no systematic data was/is collected in this regard. Some researchers also discuss “missing teachers” – teachers who did not participate in distance learning or worked for a very limited period. The scale of the “missing teachers” phenomenon is probably smaller than the scale of students’ absences, but this also is not well diagnosed. Another related and new situation is the “distance truant” – students that logged in to a small number of classes, but did not participate actively in the classes or did not send back any homework. This phenomenon is probably the largest of the three described here and is especially evident in the case of older students.

Institution, survey title and links (if available)	Year/period	Short description	Main results
<p>new social conditions in the time of the coronavirus pandemic (<i>Zdalne nauczanie a adaptacja do warunków społecznych w czasie epidemii koronawirusa</i>)</p> <p>Full report: https://zdalnenauczanie.org/wp-content/uploads/2020/10/ZDALNA-EDUKACJA_FINAL.pdf</p> <p>Short presentation of the project: https://www.cen.gda.pl/download/2020-06/3856.pdf</p>		<p>teachers and the development of distance learning.</p> <p>The method: quantitative survey of students, students' parents and teachers</p>	<p>Half of the surveyed students rate the distance learning lessons as less attractive than typical lessons; More than half of the students claimed that their relationships with colleagues were much or slightly better before the pandemic. Analogically, over 30% of the teachers declared that their relationships with colleagues at work were much or slightly better before the pandemic; A small group of students (around 5%) stated that their relationships with colleagues were worse before the pandemic – these students probably feel more comfortable in virtual communication situations or they benefitted from the lack of peer violence; 38% of the teachers indicated that they spent less active time with their family and 24% – that they talked less with household members than before the pandemic. One explanation of this phenomenon is connected with the need to quickly reorganise their workplace and upskill their digital skills.</p>
<p>The Office of Electronic Communications (UKE): Consumer surveys of children, parents and teachers 2020 (<i>Badanie konsumenckie dzieci i rodziców oraz nauczycieli 2020</i>)</p> <p>Short presentation of the project: https://www.uke.gov.pl/akt/badanie-konsumenckie-dzieci-i-rodzicow-oraz-nauczycieli-2020,372.html</p> <p>Short presentation of the project in English: https://www.uke.gov.pl/en/newsroom/cons</p>	2020	<p>The main goal: to explore how the youngest members of society use telecommunication services and what remote learning has been like in the past year.</p> <p>The method: quantitative survey of children aged 5–15 and their parents; teachers of primary schools.</p>	<p>Over 80% of school-age children have a mobile phone. Usually, the use of one's own mobile phone starts at the age of 7–8; Almost all school-age children (97%) use the Internet. As in the case of a mobile phone, the use of the Internet usually begins at the age of 7–8; The vast majority of students use a computer / laptop available in the household for remote learning. Only 4% use equipment provided by the school / municipality. 2/3 of parents declare that they control the use of their child's telephone. 80% of parents admit that their child installs phone applications on their own; Although online privacy is of great importance to almost all respondents, the use of online privacy enhancing solutions is not widespread; Almost 60% of teachers agreed with the opinion that there is too much inappropriate content on the Internet containing sex, violence and swearing. Every third respondent was of the opposite opinion;</p>

Institution, survey title and links (if available)	Year/period	Short description	Main results
umer-surveys-of-children-parents-and-teachers-2020,331.html			<p>Every fourth surveyed teacher had previous experience in conducting online lessons;</p> <p>Opinions on conducting online classes are divided. Almost 40% of teachers admitted that this form suited them, a similar percentage was of the opposite opinion;</p> <p>According to the opinion of most teachers, preparing for online lessons requires them to spend more time than in the case of classroom lessons.</p>
<p>Pisula, E., Pankowski, D., Nowakowska, I., Banasiak, A., Wytrychiewicz-Pankowska, K., Markiewicz, M., Jórczak, A.: Teachers returning to school in the time of the SARS-CoV-2 pandemic (<i>Nauczyciele w sytuacji powrotu do szkół w czasie pandemii SARS-CoV-2</i>)</p> <p>Research report: http://psych.uw.edu.pl/wp-content/uploads/sites/98/2020/11/Raport_Pisula_i_wsp_2020.pdf</p>	2020	<p>The main goal: exploration of the situation (including psychological) of teachers of all school types at the beginning of 2020/2021.</p> <p>The method: quantitative survey of teachers of different school types.</p>	<p>The surveyed teachers mostly accepted the return to schools in September 2020;</p> <p>Teachers expressed many concerns about their health, the risk of infection of their relatives, and the threat to pupils' health;</p> <p>The assessment of educational institutions' preparation was very varied (approx. 17% of respondents assessed it as very low);</p> <p>Respondents assessed their preparation for distance learning as good;</p> <p>More than half of the sample in the self-report measure declared experiencing anxiety and symptoms of depression; about 10% reported having very severe symptoms.</p>
<p>IBE: The environmental determinants of the functioning of first stage sectoral schools in the context of implementing the Integrated Qualifications System (<i>Środowiskowe uwarunkowania</i></p>	2019/2020	<p>The main goal: exploration of the topic of specific determinants of first stage sectoral schools functioning and their connections with local communities.</p>	<p>The low popularity of jobs having a high labour market demand among students stems from the lack of information about the jobs' perspectives, negative VET image and burdensome character of some occupations (physical manual labour);</p> <p>First stage sectoral schools are often the 'schools of last choice', selected by students who have previously experienced educational failure and for whom practical training can sometimes be a chance to show their potential;</p>

Institution, survey title and links (if available)	Year/period	Short description	Main results
<p><i>funkcjonowania szkół branżowych I stopnia w kontekście wdrażania Zintegrowanego Systemu Kwalifikacji)</i></p>		<p>The method: 12 case studies of first stage sectoral schools in different regions were prepared, based on qualitative interviews with 15 (pre-case study) representatives of the school and school environment, including VET teachers.</p>	<p>The schools usually try to support learners experiencing difficulties by organising special classes, individualizing the teaching process or offering psychological counselling, however, the surveyed teachers expressed the need for more support especially in terms of psychological counselling;</p> <p>In some cases, practical training organised in the form of apprenticeships or on-the-job training was a way to fulfil a legal requirement and not to ensure proper training;</p> <p>These types of schools have a problem with securing the proper teaching staff – teacher remuneration is much lower than that received by a private company employee, so the average age of staff is rising drastically;</p> <p>The school management has different ways of acquiring VET teachers – some use personal connections, some cooperate with universities and some even persuade former students to train to become teachers;</p> <p>A paradox concerning teacher qualifications and remuneration – the remuneration of a teacher employed on the basis of the Labour law (because he/she lacks the required pedagogical qualifications) can be higher than the remuneration of a teacher employed on the basis of the Teachers Charter;</p> <p>The main motives of companies in engaging in cooperation with schools include: the need for adequately skilled employees; the possibility of securing future clients; using students as a free labour force; receiving public financial support for a juvenile worker employed for the purpose of vocational training;</p> <p>Much of school-company cooperation is based on the personal engagement of the school director and the company management, but some institutional help may have been received from the local government or business organisations, e.g. employer associations, special economic zones;</p> <p>Some schools develop close relationships with the companies they cooperate with, resulting in the creation of a community. This is also a</p>

Institution, survey title and links (if available)	Year/period	Short description	Main results
			<p>way to encourage other companies to initiate cooperation with a school; The effectiveness of VET is increased by local and regional coordination of VET education, closing, merging schools and building a common VET workshop infrastructure on a regional and local level.</p>
<p>IBE: Monitoring the educational and professional pathways of graduates and young adults (<i>Monitorowanie losów edukacyjnych i zawodowych absolwentów i młodych dorosłych</i>) Short presentation of the project: https://losyabsolwentow.ibe.edu.pl/ The survey description in English: https://losyabsolwentow.ibe.edu.pl/?lang=en</p>	<p>First round: 2016/2017 (2018-second panel survey)</p>	<p>The main goal: develop, test and implement systemic tools to monitor the professional pathways of VET graduates on national, regional and local levels. The method: quantitative study of the last grade of students in VET schools (panel study) and school directors; qualitative study of school directors, career counsellors, VET school students and graduates, VET teachers, employers and local government representatives ⁽⁷³⁾.</p>	<p>The essential motive for choosing an occupation: the chance to obtain good earnings, the feeling that a person will be good in the given field, the ease of finding a job, the sense that the occupation provides stable and trouble-free work; Around 50% of surveyed students declared that they knowingly chose both the occupation and school; More than three-quarters of the students would choose the same school again; Around 38% of vocational upper secondary school graduates started higher education studies; some continued on to post-graduate studies. Over 1/3 of basic vocational school graduates declared that they had begun to attend general upper secondary schools for adults. In the 9th month after graduation, the majority of surveyed graduates (76% of graduates of basic vocational schools, 65% of upper secondary technical schools) were working; The teachers and directors were primarily interested in the pathways of individual students, "their" students. This need was also expressed by employers participating in the practical training; Teachers and principals declared that they tried to stay in touch with their former students and in a more or less formal way, to follow their professional pathways; From the director's perspective, monitoring the professional pathways of school graduates could be used to promote the school.</p>

⁽⁷³⁾ IBE is currently building a secondary school graduate tracking system based on administrative data. The system is scheduled to launch in 2021.

Source: own elaboration.