

INVOLVE PROJECT: DESK RESEARCH REPORT

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January 2021



This template report has been prepared for the project INVOLVE - Involving social partners in dual VET governance: exploring the contribution of social partners in the design, renewal and implementation of dual VET (VS/2020/0145), funded by the DG Employment, Social Affairs and Inclusion of the European Commission.

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1. State of the art of scientific literature on dual VET systems

Despite presence of relatively rich literature dealing with broadly defined VET, the dual system of vocational education itself has not yet been subject to in-depth and systematic research in Poland - such a conclusion, formulated by Symela (2016), seems to be still valid. This topic is not a subject of systematic interest to any of the country's leading research centres, therefore it should be concluded that it is not a prominent issue in the academic debate. There is also no literature so far which would include the findings from studies taking into account recent changes in vocational education, including those introduced as part of the wider reform of the education system started in 2017 (see 4.1 for details). At the same time, there are some centres aimed at policy making that have analysed this issue in the broader context of the condition of the vocational education system in Poland and its impact on the situation of graduates. These include the **Institute for Educational Research (IBE)**, a state research institute supervised by the **Ministry of Education and Science (MEN)** and providing expertise to Cedefop as a member of the ReferNet network. A number of high quality papers concerning the Polish VET system are regularly produced by this entity, most of which, however, are available only in English. The second centre is the **Institute of Labour and Social Affairs (IPISS)**, supervised by the Ministry of Family, Labour and Social Policy, whose researchers, especially prof. Mieczysław Kabaj, developed in recent years (especially in the period 2012-2016) expert opinions addressed to public authorities and articles in which they emphasised the need to renew and strengthen the dual system of vocational education (cf. e.g. Kabaj 2012, 2016). In one of the most important scientific journals devoted to education, the 'Education' quarterly, the VET issues are discussed only sporadically.

The conducted analyses are mainly **descriptive**, although attempts are also made to explain the current state of dual education (e.g. identification of barriers to its development) and a **comparative** approach in which the national vocational education system is confronted with foreign (mainly German) ones. Such analyses include, among others, comparison of the features of school-based and state-controlled practical training (as in the case of Poland) with that based on the dual education along with cooperative governance. Sporadically, some analyses by Polish authors adopting more sophisticated theoretical approach also appear, but there is no evidence of continuity of research on which they were based, or the involvement of larger national teams of researchers. An example is the study by Dębowski and Reegård (2020), which used Hirschman's loyalty, voice and exit concepts. They proved that in recent years employers in the construction sector have used the political climate favourable to VET reforms to adopt a 'voice' strategy instead of the 'exit' one. This means that they have engaged in some activities, such as developing the curricula (see section 4.2), rather than looking for ways to winning skilled workers with omitting the VET system (ibid.).

Among the main issues raised in the literature are:

- **Employment situation of the vocational schools graduates** - the high level of unemployment among them in Poland is emphasised, which is explained, among others, by predominance of school-based practical training, with little involvement of employers, especially large companies (Kabaj 2016: 15). As a result, when entering the labour market, the graduates do not have the required skills and experience that could only be obtained by participating in practical classes in the real company environment. Compared, in particular, to the German countries, which base their apprenticeship on training courses conducted in enterprises, an average period of looking for the first job is much longer. An exception to this rule, often cited in the literature, are small craft enterprises, which provide a relatively large group of students in Poland with an opportunity for long-term apprenticeships. This, however, applies to a relatively narrow spectrum of occupations.
- **Barriers to the development of the dual system.** According to the literature, three main categories occur in Poland:

- **Low prestige of vocational education** and lack of motivation of primary school graduates to learn in vocational schools. Since the beginning of the political transformation, young people have been more and more convinced that they needed to obtain higher education in order to achieve a high professional status and a good position on the labour market. The prestige of vocational schools, especially basic vocational schools (replaced by sectoral programmes in 2017), was systematically declining, along with the number of students and the schools themselves. Only in 2001-2005, almost half of vocational schools were closed, and the number of students of basic vocational schools dropped from 561 to 190 thousand in years 1999-2015 (Kabaj 2016: 17). At the same time, in 2013, only 9% of parents declared that a basic or secondary vocational school corresponded to their educational aspirations towards their children, while over 80% of parents expected that their children would obtain tertiary education (CBOS 2013).
- The **system of financing** practical training, based mainly on public funds, such as educational subsidy and the Labour Fund (a state earmarked fund for combating unemployment and paying unemployment benefits) with little involvement of enterprises (lack of motivation due to the high level of unemployment, which was occurring from the beginning of the economic transformation in early 1990s until the beginning of the present decade and guaranteed a large number of candidates for work). There is no separate earmarked fund to finance dual education, although in recent years the government has announced its creation (Kabaj 2016: 21). The result is a significant underfunding of vocational schools, as well as a lack of sufficient financial incentives for both employers and apprentices. For example, the employer receives a refund of the apprenticeship instructor's salary up to the minimum basic salary of a contract teacher with a teacher training college diploma (approx. EUR 620 gross per month from the 1st September 2020). On the other hand, the minimum wage rates for apprentices are only between 5 and 7% of the average wage in the national economy.
- The vocational education **governance system** based on public institutions with almost no involvement of social partners (ibid: 22). The Polish Craft Association (ZRP) is involved in dual education (Symela 2016: 12), which is an employer organisation representative at the national level representing small craft companies, but the involvement of other representative employer organisations as well as trade unions is very limited.
- **Foreign solutions** and examples of good practices, which often serve as an argument for the reform of the dual system in Poland, especially following the example of German speaking countries. Existing analyses indicate the high employability of vocational school graduates as a benefit resulting from dual education, as well as the main features of the vocational education system influencing its good functioning (high prestige of vocational education, effective financing with the involvement of enterprises, active participation of social partners in the system governance). The authors of the analyses themselves admit that they raise issues that have not been studied at all in Poland - for example, they cite the results of the research on the performance of apprentices in Switzerland which has no equivalent in our country (Kabaj 2016: 20).
- Examples of **good practices** regarding large enterprises that participate in dual education in Poland, e.g. by sponsoring classes (so-called 'patronage classes'), as in the case of Volkswagen Poznań.
- **Changes in the national law** regulating the system of vocational education and training in recent years (Kabaj 2016, Symela 2016, Jeruszka 2016).

2. Policy debates

2.1 Policy debate

The issue of the dual VET system **does not seem to be prominent** at the level of public debate either, which has been dominated in recent years by strictly political, systemic and ideological problems such as reforms of the judicial system, situation of the LGBT community or abortion law. Additionally, **the general reform of the education system in Poland conducted since 2017 have aroused a lot of controversies and drew attention of the public away from the changes introduced in the vocational education.** The situation is also not improved by the **weakness of social dialogue**, low level of unionisation and small coverage of collective bargaining agreements. In 2017 only about 11% of employed people declared their trade union membership (CBOS 2017: 2). The ICTWSS database estimated union density to be 12.3% in 2016. Collective bargaining takes place mostly at the company level and, according to various estimations, covers between 14 and 25% of all employees (ETUI). **Social dialogue is particularly weak at the sectoral level.** At the same time, there are some mechanisms at the national and local level which allow the social partners to have a say on vocational education issues. There are also stakeholders (especially employers' organisations and chambers of commerce) who are involved in the VET system governance.

At the national level, a tripartite consultative body is the Social Dialogue Council (which replaced the Tripartite Commission for Socio-Economic Affairs in 2015), in which trade unions and employer organisations representative at the national level participate. However, **none of the 21 sectoral or 11 problem teams of the Council is dedicated to vocational education**, or even to the broadly defined education system. Possible discussions and consultations regarding vocational education, including activities aimed at strengthening the dual system, are incidental.

Resolution No. 48 of the employees' and employers' side of the Social Dialogue Council of the 22nd September 2017 on the recommended changes in the education system in the field of vocational training should be considered an important example from recent years. It postulates the strengthening of the dual system, as well as a number of other changes, such as: giving opinions on the directions of education by social partners, including them in the development of education programs and the education process itself, activities aimed at facilitating young people to make the right decisions regarding the direction of education (including e.g. early career counselling, information campaigns promoting vocational schools), creating a common system for monitoring the career paths of graduates, improving teachers' competences and creating financial incentives for them (including providing teachers' salary rates for practical apprenticeship at the level of market rates of professionals in a given profession). It was also proposed to establish a Vocational Education Development Fund co-managed by the social partners to finance the development of vocational schools and apprenticeships.

Among the activities of the Council for Social Dialogue, some other events concerning VET were also sporadically organised in recent years, including those aimed at presenting the assumptions of the dual system and its benefits to social partners by representatives of the Ministry of Education and Science (former Ministry of National Education) (MEN). At the same time, at the local level, social partners participate in issuing opinions on the directions of vocational education within the Poviats Labour Market Councils.

Among the organisations most involved in the debate, the **Polish Craft Association (ZRP)** should be mentioned in the first place. This organisation representative at the national level, covering small employers (craft enterprises) regularly publishes data on the involvement of its members in practical apprenticeship (ZRP 2018). It also participated in lobbying for the strengthening of the dual system, by financing, among others, the study by M. Kabaj (2010), published with an introduction written by the president of the ZRP. Participation in the debate by other organisations is much more modest. The Lewiatan Confederation, which is an organisation

representing mainly large private employers also representative at the national level, placed the lack of a developed dual system of VET on its Black List of Barriers to Business (Lewiatan 2016). The other social partners only occasionally point to this problem in various press statements of their experts or authority representatives.

Among NGOs, the need to strengthen the dual system has been pointed out in recent years by the Foundation for the Development of the Education System which was a host, in cooperation with the ZRP, the Mazovian Chamber of Craft and Entrepreneurship and the German Embassy, of a conference ‘Vocational training in a form of the dual system as an investment in economic development’. The theses of this conference emphasised the importance of dual education in facilitating the professional start of young people and in providing qualified employees to small enterprises. There was also readiness of employers declared for greater involvement in the VET system, provided that their role in the education regulations was clearly defined by law.

The government side has also joined the debate on reforms of the vocational education system in recent years. In the ‘National Development Strategy 2007-2015’ from 2006, the need was mentioned to restore the prestige and quality of vocational education and to strengthen practical vocational education in cooperation with employers, which, according to Kabaj (2016: 17), has not been done for another 10 years. Another government document, also indicating the need to improve the quality and effectiveness of VET, was the strategy ‘**Poland 2030. Long-term National Development Strategy**’ from 2013. It promoted the concept of unifying the structure of national qualifications into the European Qualifications Framework (EQF), building a transparent system organising them, facilitating financing vocational education in public-private partnership and introducing a mechanism for submitting new items to the classification of occupations by entrepreneurs.

The most recent government document referring to the need for VET reforms is the 2017 ‘**Strategy for Responsible Development (with a perspective to 2030)**’, in which the term ‘dual system’ is used for the first time. This document links the need to develop practical apprenticeships and ensure their high quality with the demand for skilled workers.

References to EU initiatives or documents occasionally appear in the public debate. The Berlin memorandum on cooperation in VET, as well as the Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training were mentioned by the ZRP president in the materials from the abovementioned conference. Other initiatives, such as the European Alliance for Apprenticeships, were indicated by a representative of the ZRP in a scientific article (Stępnikowski 2016). However, it should be assumed that the degree of dissemination of knowledge about these documents and initiatives among social partners and the wider public is not significant.

2.2. Drivers

It seems that the main driver determining the development of the VET system is the growing **gap in the labour market with regard to vocational education occupations** (both in terms of labour shortages and the mismatch of qualifications to the needs of employers), especially in the period of rapid economic growth in years 2014-2019. In those years, the deficit of employees was growing, including professionals in vocational training professions. At the same time, vocational schools were not able to provide employers with graduates with appropriate practical preparation for the profession, which - paradoxically - led to a high unemployment rate among the latter. The negative influence of poor quality of VET on employability of graduates, as well as staffing problems caused by it were indicated in the Resolution No. 48 of social partners quoted above. Similar conclusions resulted from the inspection of the VET system conducted by the Supreme Chamber of Control (2016).

3. Relevance of dual VET system

3.1 Number of dual VET systems programmes in your country.

If possible, provide information desegregated according to the existing qualification levels (secondary, postsecondary and/or tertiary education)

Before discussing the **variants of dual education** available in Poland, the **types of vocational schools** (in other words: **educational programmes**) available under the iVET system will be listed and briefly described. These schools can be attended by young people after finishing an eight-year primary school, providing qualifications at the EQF 2 level (usually these people are 15 years old), or, in the case of post-secondary programmes, after finishing a general secondary school (this usually apply to people being 18 years old). The main types¹ of schools/education programmes within vocational education are:

- a. **Sectoral programme** (or: **sectoral school**, Polish: *szkoła branżowa*) - a two-stage school (the first stage lasts three years, the second one - two years) which replaced the basic vocational school in line with the 2017 reform of the education system. The **first stage** provides education in occupations consisting of one qualification at the **EQF level 3** (ISCED 353). Students obtain a vocational qualifications diploma for a single-qualification occupation after passing the vocational examination. The second stage (which implementation begins in the 2020/21 school year) is optional – the graduates of first-stage sectoral programmes can enrol in it. It gives the possibility of training in occupations consisting of two qualifications at **EQF 4 level** (ISCED 354) and enables students to obtain vocational qualifications diploma for occupations consisting of two qualifications (after passing the vocational examination). It also provides an optional access to tertiary education provided the student passes the maturity examination.
- b. **Technical secondary programme** (or: **technical secondary school**, Polish: *technikum*) - a five-year technical secondary school (Polish: *technikum*) educating at the **EQF level 4** (ISCED 354), the graduate of which may obtain vocational qualifications diploma for occupations consisting of two qualifications after passing the vocational examination. They also can decide to pass the maturity examination, enabling taking up tertiary education.
- c. **Post-secondary school** (Polish: *szkoła policealna*) – an one to two-and-half year non-tertiary vocational school giving the qualification **level 4 or 5 EQF** (ISCED 453), which may be attended by graduates of secondary schools, and in the future also of second-stage sectoral programmes (passing the maturity examination is not required). Unlike the abovementioned school types, this programme is strictly vocational and do not include general education. The student can obtain vocational qualifications diploma for one qualification, as well as for a whole occupation after passing both examinations confirming required qualifications.

The Ministry of Education and Science is responsible for supervising all the above types of schools, with the running authorities of public schools being local government units (see 4.1 for details).

In Poland, there are three variants of dual education which apply to particular types of schools (programmes) listed above. It should be noted that they **do not constitute separate programmes** themselves. They are forms of organisation of dual training, especially with regard to legal relations between the school/student and the employer and .

¹ There are some other types of VET schools, for instance dedicated to people with intellectual disabilities.

1. **Professional preparation of a juvenile employee at the employer's premises.** It is a possible way of conducting the compulsory education² after finishing primary school, where the company employs a juvenile worker (aged 15-18) on the basis of an employment contract, regulated by the Labour Code. At the same time, the employee undergoes general and theoretical vocational training within the **first-stage sectoral programme** (see: 3.1a). The practical training of juvenile workers is co-financed from the public funds: the educational part of the general subsidy (see also: point 2 below), and from the Labour Fund (especially remuneration of juvenile workers is reimbursed from the latter, see: 4.3 for details). The main distinguishing features of this form of dual education are that the contract is concluded **directly with the student** and it has the nature of an **employment relationship**.
2. **Professional preparation at the employer's premises on the basis of a contract for practical training,** concluded **between the school headmaster and the employer** admitting students for apprenticeship. This variant of the dual system applies to all three types of vocational school: 1) **sectoral programmes** (see: 3.1a), 2) **technical secondary programme** (see: 3.1b); 3) **post-secondary school** (see: 3.1c). Practical training within this variant is financed from the educational part of the general subsidy distributed by the authorities running the school (usually local government units). These includes, among others, reimbursement of the salaries of instructors, the costs of clothing and footwear or personal protective equipment necessary at workplaces. In turn, the employer provides students with the material conditions necessary for the practical training of the profession. The remuneration of students is not provided (however, the best students can be awarded a scholarship if terms of the cooperation between the employer and the school provides such a possibility). The main distinguishing feature of this form of dual education is that **the contract is concluded between the school headmaster and the employer**.
3. **Student internship** – it is a recently introduced option, which is conducted on principles similar to the first variant described in point 3.1, but the student does not have the status of a juvenile worker. The internship is based on an **individual agreement between the student or parents and the employer** and may be exempt for the student from the obligation to undergo practical training in other forms. A unique feature of this type of training is that it **may extent the school curriculum**. The scope of the education content and the weekly duration of the internship is determined jointly by the school headmaster, the employer and the student. A **student may receive a salary**, but not higher than the statutory minimum wage (approx. EUR 580 per month in 2020). The costs of remuneration are tax deductible for the employer. Another innovative solution is that the employer can **transfer funds** (e.g. in order to provide equipment) **directly to the school**, without intermediation of the running bodies (such as local government units). Legal provisions also regulate, among others, maximum daily duration of the internship depending on the age of the student (6 hours a day for students under 16, 8 for the older) and some other aspects of working conditions.

The abovementioned variants of dual education are regulated by the provisions of the Regulation of the Minister of National Education of the 22nd February 2019 on practical vocational training, pursuant to the provisions of the Act of the 14th December 2016 - Education Law.

In Table 1 different VET programmes existing in Poland are indicated with their basic characteristics, including variants of dual training applying to them. 'School-based' training refers to training conducted in school workshops or Practical Training Centres.

² The term 'compulsory education' refers to the general obligation to participate in the education system until the age of 18.

Table 1. VET variants in Poland

Name	EQF level	Duration	Possible types of practical training	Possible variants of dual practical training
1 st stage sectoral programme	3	three years	<ul style="list-style-type: none"> • school-based • dual 	<ul style="list-style-type: none"> • professional preparation of juvenile workers • student internship
2 nd stage sectoral programme	4	two years	<ul style="list-style-type: none"> • school-based • dual • alternating 	<ul style="list-style-type: none"> • professional preparation on the basis of a contract between the headmaster and the employer
technical secondary school	4	five years	<ul style="list-style-type: none"> • school-based • dual • alternating 	<ul style="list-style-type: none"> • student internship • professional preparation on the basis of a contract between the headmaster and the employer
postsecondary school	4/5	1-2,5 years, usually 2 years	<ul style="list-style-type: none"> • school-based • dual • alternating 	<ul style="list-style-type: none"> • professional preparation on the basis of a contract between the headmaster and the employer

3.2 Proportion of dual VET systems programmes among all formal VET education programmes existing in your and main trends since 2010

(or the first year after 2010 in which dual VET systems were institutionalised)

In principle, all the main programs of the VET system in Poland include the possibility of dual education - this option applies to **all types of vocational schools for young people** listed in point 3.1 (first and second stage sectoral programmes [previously basic vocational schools], technical secondary schools, post-secondary schools). Both options for apprenticeships under the dual system have potentially existed since 2010, and even for a much longer time. However, in the amendment to the **Regulation of the Minister of National Education** of 15th December 2010 on **practical vocational training**, introduced in 2015, variants **1** and **2** of dual education indicated in point 3.1 were distinguished more clearly. At the same time, the possibility (also existing earlier) was expressed explicitly of establishing cooperation between enterprises and schools on the basis of an agreement between the school head and the employer (previously the provisions directly regulated only the first of the abovementioned variants, i.e. professional preparation of a juvenile employee).

3.3. Distribution of dual VET systems programmes across economic sectors or occupations, and main trends since 2010

(or the first year after 2010 in which dual VET systems were institutionalised)

There are no precise, exhaustive data on the distribution of dual education between economic sectors and occupations. On the other hand, it is very likely that **the majority of students participating in dual training are those trained by employers as part of their professional preparation as juvenile workers**. This type of dual education takes place mostly in small craft enterprises. The definition of such companies included in the Crafts Act provides the requirement to have certain craftsmanship qualifications (e.g. a master's or apprentice diploma, or a certificate of graduation from a specific technical or art school) by the owner. At the same time, large

companies (employing 250 or more employees) are excluded as well as those operating in some areas of activity (including trade, accommodation, transport, freelance). Craft companies are associated in guilds and chambers of crafts, which in turn are involved in the system of examining and awarding professional qualifications, which exists in parallel with the one subordinated to the MEN. According to the MEN data, **juvenile employees** (and thus participating in dual education) **in the 2017/18 school year accounted for 49.5% of all students of first-stage sectoral programmes and basic vocational schools**. According to the Polish Craft Association (ZRP) data, in the same school year, **74.6% of all juvenile workers were employed in craft enterprises** covered by the ZRP. There are no data for the second variant of dual education, covering technical secondary schools.

In the 2010/11 school year, the share of juvenile workers among students of basic vocational schools was almost identical to that of seven years later - it amounted to 49.7% (MEN data). This means that the previously observed faster decline in the number of students participating in dual education in relation to the total number of students in vocational schools (Kabaj 2016: 17) has been halted.

According to the ZRP data on the number of people taking master and apprentice exams, the most popular craft professions in 2018 were: **car mechanic, hairdresser, confectioner, carpenter, electrician, cook and locksmith**.

According to the incomplete data, since companies employing less than 10 employees (and thus the majority of craft companies) were not included, from the study of the Central Statistical Office conducted in 2015, 16.4% of 34.5 thousand juvenile workers were employed in **retail**. Further sectors in terms of the popularity of this form of dual education were: **manufacturing of food products, beverages and tobacco products** (16.1%), **construction industry** (11.5%), **trade and repair of motor vehicles and motorcycles** (10.8%) as well as **accommodation and food service activities** (8.9%).

3.4. Number and proportion of students under dual VET systems programmes among all persons participating in formal VET education, and main trends since 2010

(or the first year after 2010 in which dual VET systems were institutionalised)

Again, the available data concern only juvenile employees participating in practical vocational training, so they ignore the most important type of vocational school in Poland, which is a technical secondary school. **In the 2017/18 school year, among 155,832 students of first-stage sectoral programmes and basic vocational schools, 77,170 benefited from dual education as juvenile workers (49.5%)**. Of these, 57,544 benefited from practical training in 21,835 craft enterprises. Data for the 2010/11 school year are: 230,436 students of basic vocational schools in total, including 114,511 participants of dual education, including 84,384 people trained in 26,078 craft companies. There is therefore a constant downward trend, but clearly slower than in the years 2000-2010 (Kabaj 2016). Estimates based on incomplete data indicate about 15% share of students using the dual system among all students of vocational schools in Poland, with no upward trend in recent years. (CEDEFOP 2020: 45; Kabaj 2010: 52).

4. Main institutional and governance features of alternating VET systems and dual VET Systems

4.1 Regulatory framework and recent reforms regarding alternating VET formal education systems and dual VET systems.

- Main legal instruments (laws, Royal decrees, etc.) and recent processes of reform of alternating VET formal education systems and dual VET systems. Describe the role played by social partners in the reform processes

The most important legal act regulating dual vocational training in Poland is the **Regulation of the Minister of National Education on practical vocational training**. It is updated every few years. The key change was introduced by the regulation of the 11th August 2015, which amended the earlier version of this act from the 15th December 2010. **For the first time, the term ‘dual system’ was explicitly included**, although without giving its definition, and first two paths of dual education indicated in point 3.1, were clearly distinguished. Subsequently, the regulation was amended in short intervals – on the 31st August 2017 and 22nd February 2019. The amendments introduced some changes regarding the detailed aspects of practical training and cosmetic changes to the existing regulations – for example, in 2019 the statement ‘Practical training may be conducted at the employers’ premises, on the principles of the dual education system, on the basis of (...)’ was replaced by: ‘Practical training at the employer’s premises, *including* that on principles of the dual education system, is conducted on the basis of (...)’, which is clearly to suggest that dual education is only one of the possible options as part of the broader company-based practical training. The 2019 regulation also expanded the catalogue of courses that can be completed by people who want to work as instructors in the companies providing students with the practical training: a special, shortened course dedicated to them with a simplified programme has been added, which is intended to facilitate obtaining permissions to train students (MEN 2018).

It seems that the role of social partners in developing the above-mentioned regulation was limited only to submitting opinions on projects as part of the public consultation process (as already indicated in point 2.1, there is no permanent tripartite or bipartite body dedicated to vocational training). For example, a representative organisation of employers, Business Centre Club, submitted comments on the requirements for the qualifications of instructors in enterprises providing practical training. It was pointed out that the requirement to complete a 70-hour pedagogical course is a factor that strongly discourages many experts who would be potentially valuable instructors (BCC 2019). This apparently resulted in the introduction of the abovementioned simplified courses.

An important legislative change was the amendments to the Act - Educational Law, which is the basic legal act regulating the Polish education system. The fundamental change that modified the structure of vocational education was the **introduction in the version of this act from the 14th December 2016 two-stage sectoral programmes** (described in point 3.1a) in place of the former three-year basic vocational schools. The main rationales for this change were: lack of possibilities for further education for graduates of basic vocational schools important is that basic vocational schools and bad reputation of them. The second important change was **extension of the learning period in technical secondary schools (*technikum*) from 4 to 5 years³**.

In turn, the amendment of the 22nd November 2018 introduced a **new type of dual education, known as ‘student internship’**, indicated as the third variant of dual education in point 3.1.

In 2015, the Act of the 22nd March 1989 on craftsmanship was also amended – a provision was introduced in which it is stated that vocational training in craft companies is conducted on principles of the dual system, and its course is supervised by the chamber of crafts or guilds of which the craftsman is a member. As in the case of the revision of the Regulation on practical vocational training, it was rather sanctioning an already existing solution than introducing a new one.

³ The reform initiated in 2016 included some other major changes in the entire education system, such as phasing out the three-year lower-secondary school, extending the primary school from six to eight years and the general secondary school from three to four years.

- Distribution of legislative competences between different bodies (ministries, public agencies, tripartite bodies, social partners, etc.) and levels of government (national regional or local levels)

The **vocational education system still remains based on public institutions** (state and local government). General supervision over the system is exercised by the Ministry of Education and Science, although in the case of juvenile employees there are separate examinations supervised by the chambers of commerce (see: evaluation of students' training outcomes in 4.2). The running bodies of public vocational schools are usually local government units which allocate an educational part of the general subsidy (assets transferred to them from the central state budget) to schools. There are also a number of non-public vocational schools conducted by private entities (e.g. training companies) or business organisations such as chambers of commerce. The latter are not social partners organisations in the strict sense; however, they are important organisations representing craft companies. These schools are also donated from public funds and supervised by the same public institutions as indicated in point 4.2.

The competences of other entities are secondary. Some state agencies and institutes (e.g. Polish Agency for Enterprise Development, Centre for Education Development) have implemented in recent years projects aimed at the development of vocational education and improving its quality, including greater involvement of social partners (mainly employers) in the development of curricula and examinations tasks. The social partners, in turn, are mainly involved in the area of shaping the core curricula and proposing new professions or qualifications of vocational education. This is done through submitting opinions and social consultations within such bodies of social dialogue as poviats and voivodship labour market councils. They deal with issues of local and regional labour markets respectively, such as determining the demand for training of specific occupations. A similar role at the sectoral level is played by the Sector Qualifications Councils described in section 4.2.

- Analyse main regulatory differences between alternating VET formal education systems and dual VET systems

The dual system is a variant of a broader vocational education conducted within the same programmes (sectoral programmes, technical secondary schools, post-secondary schools) **as school-based education**. It is regulated to a large extent by the provisions of the same legal acts, which also provide for the so-called traineeships (Polish: *praktyki zawodowe*) - most closely related to the concept of alternating VET education. The duration of the traineeship, which, according to the Regulation on practical vocational training, help students to 'apply and deepen the acquired knowledge and skills in real working conditions' is regulated in the core curriculum for each occupation. A review of the various schools' websites shows that it often lasts 4 weeks (160 hours). The school headmaster decides in which year of the education cycle the traineeship takes place. It is undoubtedly a popular solution among the majority of technical secondary schools in Poland, taking into account the previously cited estimation that a definite **minority** of students of this most important type of vocational school in Poland participate in dual education. Traineeships complement the dominant school-based practical training model, usually conducted in school workshops and Practical Training Centres. They are not available to students of the first-stage sectoral programmes.

An important difference in terms of regulations between alternating VET education and the dual system, especially that implemented in the form of professional preparation of juvenile workers, are additional provisions regulating the latter - e.g. the employment of juvenile workers is regulated by selected provisions of the Labour Code regarding employment conditions (see: point 4.2). Another difference are sources of financing (in the case of the alternating VET education - educational subsidy, in the case of the dual system - also the Labour Fund and the employer's expenditures).

4.2. Institutional arrangements for implementation and distribution of roles and functions

- Describe main institutional arrangements for the implementation of alternating VET formal education systems, and dual VET systems. In doing this, provide details on the distribution of tasks between main actors at national, regional, sectoral or local level (ministries, public agencies, tripartite bodies, social partners, companies, schools, training centres etc.). Institutional arrangements should be analysed separately for alternating VET formal education systems and dual VET systems for what concerns:
 - Development and renovation of curricula for VET: qualifications and occupational standards

In terms of vocational curricula, significant changes have been made in recent years at the national, local, sectoral and school levels. At the national level, the first important changes took place in 2012, when a **new classification of vocational education occupations was introduced**, in line with the classification applicable on the labour market (used by public employment services). Descriptions of professions and qualifications have been structured so as to take into account learning outcomes in relation to knowledge, skills and social competences in accordance with the standards used in the European Qualifications Framework. The regulations also introduced the possibility of cooperation between schools and employers in developing vocational curricula, including practical training. In the following years, the Integrated Qualifications System (ZSK) was developed, integrating qualifications obtained in various types of schools, as well as market qualifications (awarded by private entities).

Mechanisms have also been introduced to **involve employers in the creation of new occupations and the development of the core curricula at the national level**. Under the leadership of the Polish Agency for Enterprise Development (PARP) (a state executive agency subordinate to the minister responsible for economy), 17 Sectoral Councils for Competences were established in 2016. They are composed of representatives of employers organisations, companies and academicians who jointly analyse the demand for competences in selected industries (including among others construction, healthcare and social assistance, finance, tourism, automotive). These bodies influence the modification of the core curricula and the introduction of new occupations and qualifications in vocational education. In recent years, the core curricula have been actually updated and new professions have been introduced under pressure from the business community, such as the programmer technician or yacht and boat fitter in 2019 (Eurydice). Additionally, there were some optional skills introduced that can be taught in the vocational schools (e.g. basics of make-up and barbering in the case of a hairdressing technician occupation) (ibid.).

At the school level, since 2015 **employers admitting students for practical vocational training have been provided with the possibility of influencing the curriculum content**. The core curricula are structured in such a way that they provide the possibility of adjusting approx. 20-30% of the learning period to specific skills applicable to a given employer (PARP 2020). However, the most far-reaching changes at the school level were introduced by the amendment to the Act - Education Law since the 2019/20 school year, when a **requirement was implemented for establishing cooperation with an employer by the headmaster willing to introduce a new occupation**. This cooperation, based on a contract, agreement or letter of intent, may include, among others, the preparation of a proposal for a curriculum by the employer, although there are also other options (e.g. creating an sponsored class, providing school workshops with equipment or organising vocational exams).

- Evaluation and monitoring of the system

If the tracking graduates can be considered to be an example of evaluation and monitoring, then a significant project in this area has recently been initiated under the name **'Building a Graduates' Tracking System'**. The **Institute for Educational Research (IBE)** is responsible for its implementation, and it is co-financed under the PO WER programme from the European

Social Fund. It is planned to create a system for monitoring the economic fate of post-primary school graduates, under which an annual survey will be carried out based on a constant methodology, taking into account further educational and professional paths. Administrative data of the Social Insurance Institution (ZUS), Educational Information System (SIO), District Examination Commissions (OKE) and the Integrated Information Network on Science and Higher Education POL-on will be imported and analysed at no cost. The scope of the data and analyses used will be regulated by law. The system will be largely automated, and a specialised unit reporting to the Ministry of Education and Science (MEN) will be responsible for data processing. IBE is to be responsible for data analysis and reporting. Reports analysing data by regions and sectors will be publicly available.

Generally, under the Act - Education Law, schools are supervised by external pedagogical supervision, for which MEN and its subordinate regional Boards of Education [Polish: *kuratorium*] (together with their local delegations) are responsible. The Regulation on practical vocational training, in turn, entrusts internal supervision over apprenticeships to both schools and employers hosting apprentices and juvenile workers.

In addition to the above activities, partial monitoring of some changes introduced in vocational education in recent years, e.g. new core curricula from the school year 2012/13, was also conducted. The evaluation showed, among others, that only 29% of schools cooperated with companies in terms of developing curricula (KOWEziU 2013).

- Delivering of education (including time spent between companies and schools)

The Regulation on core curricula for public schools establishes **certain proportions between theoretical and practical vocational training** (irrespective whether the latter is school- or company-based). In the case of the first-stage sectoral programmes, the minimum duration of practical training is 60% of the time devoted to vocational education throughout the entire training cycle. It is 50% for the second-stage sectoral programmes and technical secondary schools. In the case of juvenile employees, the school and the employer agree on the division of time per week between education at school and training at the company's premises - the practice is to divide it according to the scheme: **two days at the school, three days at the company** (Symela 2016: 11). In addition, on the strength of the regulation, the weekly school hours provided by the core curricula does not apply for juvenile workers - only the total number of obligatory classes in the entire three-year cycle of education within the sectoral programme has to be respected. The Regulation on practical vocational training, in turn, requires that the number of hours of practical classes held at the employer's premises may not be lower than the minimum total number of hours of practical classes specified for the first-stage sectoral programme, and for the second-stage sectoral programme, technical secondary school and post-secondary school, it must be between 30% and 100% of the minimum total number of hours of practical classes (specified in the regulation on core curricula).

- Evaluation of students' training outcomes

Evaluation of students' training outcomes is conducted under two systems. The first, involving students who are not juvenile employees hired by craft companies⁴, is subject to the Central Examination Commission (CKE), supervised by MEN. CKE is responsible for conducting a number of external state examinations for graduates of various types of schools/programmes, including the examination confirming vocational qualifications, which from 2019 is gradually replaced by a new vocational examination, for graduates of vocational schools. At the same time,

⁴ This includes some students who are juvenile employees of companies not performing craft activities.

there is a system created by craft chambers, supervised by the ZRP, under which journeyman and master exams are carried out for students who are juvenile employees of craft companies.

○ Regulation of working conditions of “apprenticeships” or “internships”

Working conditions of students undergoing practical vocational training are regulated by the state (other entities such as social partners may participate in consulting drafts of relevant legal acts by submitting comments to them). The most important for the studied issues are provisions of the Regulation on practical vocational training. Among others, **daily working time** is regulated, which should not exceed 6 hours for students under 16 years of age and 8 hours (with the possibility of extending to 12 hours in particularly justified cases) for students aged 16-18. Students with disabilities over 16 years may have their daily working time reduced to 7 hours. Shift work is allowed, however, night shifts are not allowed for students under 18 years. Work should be organised in a way that enables the implementation of the curriculum for the trained occupation and should take into account its specificity as well as occupational health and safety regulations or ergonomic standards. **The company that organises the practical training has to ensure appropriate material conditions:**

- workstations with the necessary equipment and documentation,
- working clothes, personal protective equipment, hygiene means and a room for their storage,
- free preventive meals and drinks necessary for employees at a given workplace,
- access to hygienic and sanitary facilities as well as social rooms.

Employing juvenile workers (option 1 described in point 3.1) is regulated by a large part of the general provisions of the Labour Code, as well as a number of provisions dedicated to this category of employees, included in a separate chapter of this legal act. With some exceptions, a contract may only be concluded with a person who is over 15 years old and is a graduate of an eight-year primary school. The contract may be terminated only for strictly defined reasons, such as failure of the student to fulfil his/her obligations or liquidation of the company. It must include provisions indicating the type of professional preparations, duration and place of conducting it, way of theoretical training and the amount of remuneration. The latter, according to a separate Regulation, cannot be lower than 5% of the average monthly remuneration in Polish economy during the first year of education, 6% for the second year and 7% for the third year. A juvenile employee is entitled to an initial medical examination. The Labour Code regulates, as in the case of adult employees, the duration of the daily rest, breaks at work or vacation leaves. Juvenile workers may not be employed for certain types of work, such as work carried out in difficult or harmful conditions or associated with a high risk of accidents.

○ Enforcement of working and training conditions of “apprenticeships” or “internships”

The school and the company hosting students are responsible for supervising the proper course of practical training. Additionally, juvenile workers employed pursuant to the provisions of the Labour Code are protected by state institutions, such as the National Labour Inspectorate (PIP). It is an entity authorised to conduct inspections of employers in terms of the legality of working conditions, as well as accepting reports of irregularities. The most recent available report providing exhaustive analysis of the results of monitoring the juvenile workers employment indicates that the employment conditions of 3,892 juvenile workers were inspected (PIP 2012). Another report from 2018 indicates that among 54,1 thousand complains about violating labour law only 267 concerned employment of juvenile workers (PIP 2019). Company-level trade union organisations may engage in the control of employment conditions and compliance with employee rights under the general provisions of the Labour Code. This includes, among others, the possibility of appointing a so-called social labour inspectors and consulting important

organisational changes influencing working conditions. However, the majority of companies hiring juvenile employees are small enterprises with no employee representation (a plant-level trade union has to cover at least 10 employees).

- Analyse main differences between alternating VET formal education systems and dual VET systems in relation to the main institutional arrangements for the implementation and the role played by each actor (state bodies, employer organisations, trade unions, companies, etc.)

As mentioned above in point 4.1, **dual education and alternating VET education do not create separate systems**, but only variants in which practical training takes place, potentially occurring in the same types of vocational schools. Therefore, they are regulated by the same legal acts (in the case of the dual system, additional provisions are in force, which specify the way of conducting education, the scope of responsibilities of schools and employers, as well as working conditions of the practical training participants). The major differences undoubtedly include the number of company-based training hours (alternating education is based on training conducted in school workshops and Practical Training Centres, complemented only by short-term traineeships at the company). Another important difference are sources of financing, which will be discussed in more detail in point 4.3. In the case of both variants of education, public institutions (mainly MEN and local government units) remain the key actors. Social partners – mainly employers' organisations – are to the greatest extent involved in the system in the area of developing the core curricula.

4.3 Funding and financial arrangements

- Describe funding mechanisms and financial arrangements. In particular, describe the financial contributions by the different stakeholders' groups (companies, social partners, state, students, etc.) in alternating VET formal education systems and dual VET systems

The vocational education system in Poland is financed from the educational part of the general subsidy, i.e. a pool of funds allocated to the annual state budget for the implementation of various public services. The subsidy is at disposal of local government units - communes and poviats, which are the governing authorities of public schools. These assets are used to finance school-based practical training and reimburse certain expenses of employers providing students with practical training:

- instructors' remuneration up to the amount of the minimum basic salary for a contract teacher with a teacher training college diploma (approx. EUR 620 gross per month from the 1st September 2020),
- a training allowance for practical vocational training instructors in the amount not lower than 10% of the average salary in the economy,
- costs of work clothing and footwear as well as personal protective equipment necessary for a given training position, up to 20% of the average salary.

In 2019 an additional mechanism was introduced, according to which more funds from the educational subsidy are allocated to specific occupations considered by MEN as deficit. In the case of employing juvenile workers, a part of students' salaries is also reimbursed. The source of the reimbursement is the Labour Fund - a special purpose public fund financed from employers' contributions as part of the obligatory insurance premiums paid for employed workers. The assets from this fund are allocated to the professional activation of the unemployed and the payment of unemployment benefits. Their use in reimbursement of wages of juvenile workers is regulated by a separate regulation. According to the estimates of craft chambers, in 2014 this reimbursement

amounted to approx. 45% of the total costs of training a juvenile worker borne by the employer (Kabaj 2016: 21).

As already indicated in points 1 and 2, there is no separate earmarked fund for the development of vocational education, including practical training activities. The establishment of such a fund, co-managed by social partners, was announced by the government in recent years, and it was postulated by the social partners themselves. However, there is no information to date that these plans have been implemented.

4.4 Social partners' role in the governance of VET

- Based on the information provided in previous points, analyse and compare the role played by the social partners in alternating VET formal education systems and dual VET systems. Has the development of dual VET in your country entailed a change with regard to the role played by social partners at different levels with a view to increase and improve cooperation and coordination?

The role of social partners in managing the broadly understood vocational education system remains rather limited. One of the main reasons is the lack of a separate financing system for vocational schools in which social dialogue organisations would play an important governance role. The influence of employer organisations on the vocational education system is limited mainly to consulting and issuing opinions on draft legal acts regulating the education system. In recent years, public authorities were able to develop some mechanisms enabling the influence of social partners – mainly those representing business – on the core curricula for VET occupations. This has been done at different levels of the system, ranging from sectoral and regional, to local. Employer organisations can request introducing specific occupations and qualifications, as well as propose changes to the core curricula. These opportunities exist irrespective of the way in which the practical training is conducted (both dual and alternating vocational education apply).

The role of social partners with regard to various aspects of VET governance is presented in Table 2.

Table 2. Social partners' roles in main institutional arrangements of dual VET

	Involvement. Yes/no	Type of involvement
Development and renovation of curricula for VET	Yes, to some extent	Sectoral level: there are 17 sectoral Councils for Competences within which social partners are involved in discussion on the shape of core curricula. Regional and local level: voivodeship and powiat labour market councils – determining demand for skills and qualifications.
Evaluation and monitoring of the system	No	
Delivering of education	No	However: some vocational schools are run by chambers of commerce which are a

		type of business organisations (but are not considered as ‘typical’ social partners).
Evaluation of students’ training outcomes	Yes, to a very little extent	Chambers of commerce and guilds covered by Polish Craft Association are involved in examination. Some regional, not exhaustive studies on the situation of graduates were conducted several years ago by regional chambers of commerce
Regulation of working conditions of “apprenticeships” or “internships”	No	However: submitting opinions to drafts of legal acts concerning these issues by social partners (and other) organisations is possible as a part of social consultations
Enforcement of working and training conditions of “apprenticeships” or “internships”	No	

The main actors of the VET system are indicated in Table 3 separately for three levels of the governance distinguished by Streeck and Schmitter (1985), and recently adopted by Emmenegger and Seitzl (2020). These levels include:

- the political strategic, encompassing actors making ‘strategic (political) decisions on the system’s long term development’, requiring ‘political legitimation’
- the technical strategic, at which decisions concerning the system’s long term development are also made, but expert knowledge is the basis for them and therefore technical specialists are involved,
- the technical operational, dealing with ‘the efficient policy implementation on the ground’ (ibid: 31).

As indicated in Table 3, the two upper levels are exclusively state-driven. Two ministries deal with issues regarding vocational education, namely: Ministry of Education and Science (MEN, former Ministry of National Education) (shaping general educational policy, developing educational law, setting core curricula, supervising schools of all types) and Ministry of Development, Labour and Technology (former Ministry of Family, Labour and Social Policy) (shaping labour market policies, developing labour law, including provisions concerning juvenile workers). At the technical strategic level, they are accompanied by:

- Institute of Educational Research (IBE) - a state research institute supervised by the Ministry of Education and Science (MEN) and providing expertise to Cedefop as a member of the ReferNet network

- Centre for Educational Development (ORE) - a national teacher training institution undertaking and implementing activities to improve the quality of education in accordance with the state education policy in the field of general education and upbringing. In 2016, another public institution – National Centre for Supporting Vocational and Continuing Education (KOWEziU) – was incorporated to ORE, forming a new organisational unit which is the Department for Supporting Vocational Education.

At the technical operational level some actors representing social partners and regions/local communities are also involved in the VET governance. This includes chambers of commerce and guilds affiliated to the Polish Craft Association (ZRP), supporting craft enterprises involved in professional preparation of juvenile workers and organising vocational examinations. Various social partners (including chambers of commerce, sectoral employer organisations and trade unions) are also involved in 17 Sectoral Councils for Competences established in 2016 under the leadership of the Polish Agency for Enterprise Development (PARP). They are involved in analysing the demand for competences in selected industries (see: 4.2). At the regional and local level, social partners are involved in Voivodeship and Poviast Labour Market Councils, dealing with issues of local and regional labour markets respectively, such as determining the demand for training of specific occupations.

Table 3. Main actors in VET governance

	National level	Social partners	Regional level (Autonomous communities)
Political-strategic	Ministry of Education and Science (former Ministry of National Education)	-	-
	Ministry of Development, Labour and Technology (former Ministry of Family, Labour and Social Policy)	-	-
Technical strategic	Ministry of Education and Science	-	-
	Ministry of Development, Labour and Technology	-	-
	Institute of Educational Research	-	-
	Centre for Educational Development	-	-

Technical operational	-	Chambers of commerce covered by the Polish Craft Association	Voivodeship Labour Market Councils
	-	Social partner representatives involved in Sectoral Councils for Competences	Poviat Labour Market Councils

5. Performance

- Briefly summarise evidences on the performance of alternating VET formal education systems and dual VET systems for what concerns labour market integration

An in-depth analysis of the effectiveness of the VET system in terms of employability of graduates is difficult, because – as already indicated in point 4.2 – there is no systematic, up-to-date data from tracking the graduates, especially separately for alternating and dual education participants. The above-cited data from some regions suggested that the unemployment rate among graduates participating in dual education at the beginning of the current decade was clearly lower than among the total number of people with vocational education in Poland (10 compared to 24%). Besides, no quantitative data is available. The IBE report, which is a product of preparatory work for the implementation of the graduate tracking system, only stated briefly that employers prefer graduates who participated dual training, which was only justified by a quote from one IDI interview (Bulkowski et al. 2019: 60). Another respondent was also quoted as saying that employers would be potentially interested in knowing about the tracing the situation of the juvenile workers they have employed – at least as feedback on the quality of offered training (ibid: 18).

The general data from the Labour Force Survey show that unemployment among people with vocational education (both basic vocational and secondary vocational education) has remained higher in recent years than among people with tertiary education, and lower than among those with only general secondary education, as well as lower secondary and primary. In 2019, when the lowest unemployment rate was recorded since the beginning of economic transformation, caused by rapid economic growth in recent years, 3.8% of people with basic vocational education (graduates of basic vocational schools) and 3% with post-secondary and secondary vocational education (graduates of post-secondary schools and technical secondary schools) were unemployed. This indicator was: 2% for people with tertiary education, 4.9% for general secondary programmes' graduates and 8.3% for people with at most lower general secondary education (graduates of phased out since 2017 lower secondary programmes [Polish: *gimnazjum*], primary schools, and people with no primary education). Data on unemployment for 2010, when the situation on the labour market was significantly different, were as follows: people with higher education: 5%, with basic vocational education: 11.1%, with post-secondary and secondary vocational education: 9%, with general secondary education: 13.4%, with lower secondary education and lower: 17.3% (LFS data).

There are also, incomplete and currently out of date, data provided by the ZRP from the regional studies on the employment effectiveness of the professional preparation of juvenile workers. On the basis of data from some regional chambers of crafts, Stępnikowski (2012) reported that in 2008-2011 about **50% of participants of dual education in the basic vocational schools were employed after graduation, further 40% continued their education, and the unemployed constituted 10%**, while the unemployment rate among people with basic vocational education in the entire country amounted to approx. 24%. On average, from 20 to 30% of graduates obtained employment in a place of practical training.

It is to be hoped that the graduates tracking system that is currently being developed will enable more precise measurement of the results of dual education and its impact on the employability of graduates in the coming years.

6. Conclusions

The dual VET system has existed in Poland for many years as an option within the broader vocational education system. At the same time, like the entire vocational education, he was going through a crisis caused by the general desire of young people to obtain tertiary education, perceived as a key to professional success. The vocational education was of low quality, underfunded and of low prestige. The professional preparation of juvenile workers, offered mainly by craft companies, was an exception, but it was also systematically losing its popularity. Additionally, it is an option available only to certain types of schools (earlier basic vocational schools, currently sectoral programmes), which are not perceived by the vast majority of young people and parents as 'first choice' schools.

The reforms undertaken by MEN since 2012 – stimulated mainly by international guidelines and the situation on the labour market (growing demand for vocational education professions with the simultaneous persistent high unemployment of VET graduates and their skills inadequate to the expectations of employers) – were to change this situation. Attempts were made to promote vocational education, engage employers in shaping curricula, and organise and clarify certain provisions of educational law. The government started to use the term 'dual education' in some documents and to emphasise its importance for improving the competences of graduates. There were also some facilitations introduced for companies to engage in dual education along with strong incentives for school headmasters to cooperate with companies. It seems it is too early to present the results of these efforts. So far, no reversal of long-term trends showing the systematic decline in participation in dual education has been observed, and the share of vocational school students in the total number of young people attending secondary education does not increase significantly. Perhaps the full implementation of the current education reform and the above-mentioned changes will ultimately bring results in the coming years, unless it is prevented by a possible crisis of the labour market caused by the pandemic and the related restrictions in economy.

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Act of the 22nd March 1989 on the craft (Journal of Laws 1989, No. 17, item 92 with further amendments)

Regulation of the Council of Ministers of the 28th May 1996 on the vocational preparation of juveniles (Journal of Laws 1996, No. 60, item 278 with further amendments)

Regulation of the Minister of Labour and Social Policy of the 25th June 2014 on reimbursement from the Labour Fund for salaries of juvenile workers (Journal of Laws 2014, item 865 with further amendments)

Regulation of the Minister of National Education of the 11th August 2015 amending the Regulation on practical vocational training (Journal of Laws 2015, item 1183)

Regulation of the Minister of National Education of the 24th August 2017 on practical vocational training (Journal of Laws 2017, item 1644)

Regulation of the Minister of National Education of the 28th February 2019 on practical vocational training (Journal of Laws 2019, item 391)

Regulation of the Minister of National Education of the 4th April 2019 on core curricula for public schools (Journal of Laws 2019, item 639)

Regulation of the Minister of National Education of 16th May 2019 on the core curricula for vocational education occupations and additional vocational skills in chosen vocational education occupations (Journal of Laws 2019, item 991)

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