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IMPLEMENTING THE 'EDUCATION AND TRAINING 2010'

WORK PROGRAMME

2005 Progress Report

POLAND

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POLAND'S CONTRIBUTION TO THE 2006 JOINT COUNCIL/COMMISSION REPORT

„Modernisation of the education and training systems towards the 2010 common goals”

CHAPTER 1

INTRODUCTION: THE DEVELOPMENT OF NATIONAL POLICY AND THE LISBON AGENDA

The social and economic strategy of Poland for the first years of its EU membership is presented in the National Development Plan (NDP) 2004-2006, a comprehensive document adopted by the Polish government on 11 February 2003.

The primary objective of the national policy is “to develop a competitive, knowledge- and entrepreneurship-based economy, capable of sustainable and harmonious development, ensuring employment growth, and contributing to greater social, economic and spatial cohesion within the European Union at regional and national levels”.

The document defines five main objectives of the NDP 2004-2006. One of them is **raising employment and education levels**.

The **educational policy** in the 2004-2006 NDP provides for the continuation of the reform of education, initiated in Poland in 1999, which aims to ensure equal educational opportunities and to raise the education attainment of the society.

The NDP in the area of education and training is implemented through two operational programmes: Sectoral Operational Programme for Human Resources Development (SOP-HRD) and Integrated Operational Programme for Regional Development (IOP-RD). The priorities in these programmes are in line with the objectives of the Lisbon Strategy and the “Education and Training 2010” programme.

The provisions of the Copenhagen Declaration of 2002 on enhanced co-operation in vocational education and training are referred to in the Strategy for the Development of Continuing Education (SDCE), adopted by the Polish government in July 2003. The SDCE aims to increase the participation in, and to improve the quality of, continuing education.

The policy of the Ministry of National Education and Sport (MoNE&S)¹ in the area of higher education incorporates the priorities of the Bologna Process. The legislative work undertaken in 2004 aims to improve academic mobility through, among other things, the introduction of a three-cycle degree structure and the ECTS as a credit transfer and accumulation system, and to contribute towards the establishment of the European Higher Education Area (EHEA).

¹ Since September 2005, the Ministry of National Education and Sport has been split into two separate entities: the Ministry of National Education and the Ministry of Sport.

The **labour market policy**, with regard to human resources development and operational procedures in the framework of the National Development Plan, is consistent with the principles and requirements of the Community policy adopted via the Amsterdam Treaty and the guidelines set out in the *European Employment Strategy*. Poland's policy of promoting employment in the framework of the National Development Plan aims to increase employment and to reduce the social impact of unemployment in line with the objective of the Lisbon strategy.

Strategic documents: The National Development Plan 2004-2006 and the National Action Plan for Employment for 2005 are in line with the strategic objectives of the EU, and are designed for the achievement of the same indicators, though these documents do not define precisely the pace of achieving the objectives of the Lisbon Strategy or the European Employment Strategy.

Structures and Monitoring

An Inter-Sector Task Force for the Lisbon Strategy was working between 2003 and 2004. It was composed of representatives of sector ministries at the level of undersecretaries of state, and chaired by the Minister for European Integration. The Task Force was responsible for the co-ordination of work related to the implementation of the Lisbon Strategy, including the development of joint arrangements and common positions. No inter-sector structures have been set up to co-ordinate the implementation of the elements of the "Education and Training 2010" programme in Poland.

No special mechanisms have been put in place to monitor or measure the progress in the implementation of the Lisbon objectives at national level; existing procedures for the collection and analysis of statistical data and administrative procedures are used for this purpose.

Promotion of the "Education and Training 2010" programme

The programme was published as a brochure in the Polish language in 2003, with the related costs covered by the MoNE&S.

In 2003 and 2004, the programme was promoted at numerous conferences, meetings and seminars organised by the MoNE&S or attended by its representatives.

The Polish text was disseminated through various media, including the Internet; it is available on the MoNE&S website (www.menis.gov.pl).

Since 2003, awareness-raising activities have also been carried out by the Polish Lisbon Strategy Forum, set up in Poland on the initiative of the Gdańsk Institute of Market Economics in co-operation with the Office of the Committee for European Integration. The Forum is a multi-annual project based on the idea of public-private partnership. The main objectives of the Forum are to contribute to elaborating and promoting Poland's position vis-à-vis the Lisbon Strategy, and to support its successful implementation in Poland. The PLSF brings together non-government organisations, administration, business and academic communities in an open public debate. It organises seminars and conferences, issues publications and hosts a website (www.strategializbonska.pl).

INVESTING MORE AND MORE EFFICIENTLY: FOCUSING REFORM ON THE KEY AREAS

PRIORITIES FOR REFORM AND INVESTMENT

The 2004-2006 NDP is implemented through six operational programmes. Activities concerning education and training, and the promotion of lifelong learning are implemented through the SOP-HRD and the IOP-RD.

Priority 2 of the SOP-HRD, *Development of knowledge-based society*, covers activities designed to increase access to education – to promote lifelong learning.

The main objectives of the Priority 2 strand include: preparing the society to function in a global market economy system by raising educational attainment; increasing the participation of adults in continuing education; adapting the educational offer of schools to labour market needs; and improving the quality of continuing vocational training.

The education sector will receive direct support within two action lines of Priority 2 in the SOP-HRD: Activity 2.1 and Activity 2.2

Information on the types of projects to be implemented in a given year is published in the following documents: the Framework Implementation Plan for Activities 2.1 and 2.2 in 2004 (on-going projects) and the Framework Implementation Plan for Activities 2.1 and 2.2 in 2005 (projects to be implemented from 2005).

Projects are centred on the following topics:

Reducing educational disparities between rural and urban areas: Alternative forms of preschool education are to be developed and implemented in places where the absence of nursery schools is an educational barrier for children. Moreover, distance education centres are to be set up in places where no cultural or educational establishments are available. The project „Grants for school development projects” aims to enable schools to design and implement their own development programmes which focus on the development of basic skills and key competences, support for pupils with learning difficulties, promotion of social cohesion, and adaptation of education to local labour market needs. Furthermore, a survey is planned to assess the readiness of six-year-olds for school education.

Increasing access to education: This is to be achieved through the purchase of specialist equipment to facilitate the education of disabled pupils, the provision of computer hardware and software to Internet multimedia information centres, as well as the updating of resources and the broadening of contents in the Internet educational portal. Access to education for the society should also be increased through the development of distance education programmes, materials and methodologies at post-gymnasium (i.e. upper secondary) level, and of higher education programmes in selected fields of study and

Increasing the use of information and communication technologies: Wider use of IT in training in the area of counselling and career guidance should be ensured, and equipment modernised, through projects which will provide computer equipment with Internet access to schools, teacher training establishments, continuing education and practical training centres, and counselling and career guidance services. Other projects aiming to contribute to the wider use of modern technologies and improvement in educational processes include the establishment of a database covering accredited institutions, currently at the planning stage, and the provision of specialist workstations

for external vocational examinations to continuing education and practical training centres and selected vocational schools².

Improving assessment and evaluation: Support for a new external examination system is provided through a number of projects which cover the training of teachers for the role of examiners and the development of relevant information materials. The new external assessment system is also designed to strengthen the „technical” capacity of the Central and Regional Examination Boards through the modernisation of equipment and the provision of specialist software. Supporting the external examination system and in-service training of school education staff are major elements of the policy for improving the quality of education in the context of labour market needs.

Projects to be launched in 2005 will cover the assessment of basic skills among pupils in Form III of the primary school. Moreover, external examination results will be reviewed to assess the effectiveness of the external examination system and the comparability of results.

Counselling and guidance: Counselling and career guidance will be provided to pupils as a result of a project which aims to develop and disseminate methodological and training materials for pupil career planning. Materials will be distributed to careers advisors working in schools and counselling and guidance services, as well as to teachers teaching the subject “Fundamentals of entrepreneurship” and teachers-consultants.

In-service training of school education staff: New projects, to be launched in 2005, will focus on in-service training of school education staff, i.e. teachers, trainers and school administration staff. In-service training will be provided in the form of postgraduate programmes or courses for graduates entering the teaching profession in the areas of IT, foreign languages and second-subject teaching, special education and the methodology for teaching vocational subjects and general vocational subjects. Other planned activities include the training of staff to deliver distance education programmes, the training teachers for the role of careers advisors, the training of school education administrative staff in accreditation procedures, and the development of new core curricula, innovative (including modular) curricula as well as educational packages for VET.

Improvement in the quality of education is also to be achieved through the **accreditation of educational institutions** (a project designed to develop a manual of procedures for the accreditation of establishments providing continuing education in non-school contexts) and the development of a system for the collection and analysis of statistical data in the area of education.

Under **Priority 1 of the SOP-HRD**, *Active labour market policy, and professional and social integration*, an activity „The development and modernisation of labour market instruments and institutions” will cover:

- further development of an incentive system encouraging investment in training,
- the identification of training needs and barriers,
- the development of standards for vocational qualifications and
- the development of modular vocational training courses for the labour market.

In the framework of the SOP-HRD 2004-2006, an amount of over 1,470 mln euro from the ESF is earmarked for human resources development, including over 546 mln euro for educational activities.

² See: ANNEX, Chapter 2, Table 1.

The following priorities are identified in the **IOP-RD**: ensuring equal educational opportunities through the award of scholarships and grants to young people in rural areas and students of disadvantaged backgrounds (in particular, those from rural areas and areas affected by industry restructuring); improving regional and local educational infrastructure; and supporting regional innovation strategies and the transfer of knowledge from the research and development sector to companies. A total amount of ca 357.4 mln euro from the ERDF is earmarked for the implementation of these activities between 2004 and 2006.

The amount of funds requested in 2004 for projects which aim to improve the regional and local educational infrastructure is several times larger than the resources earmarked for this purpose³. The total value of the support provided covers only 9.99% of the demand of higher education institutions, and only 4.57% in the case of school education establishments. These data may demonstrate that Polish education is under-invested.

Actions for children – government strategy 2004-2012

In July 2004, the Polish Government adopted *The National Action Plan for Children 2004-2012*, „*Poland for Children*”. This strategy addresses horizontal issues, covering health, education, family and protection against violence. The following main action lines are identified: the promotion of healthy lifestyles, provision of quality education, protection against child molesting, abuse and violence, and fight against HIV/AIDS. The strategy is designed to contribute to the achievement of the aims set out in “A World Fit for Children”, a document adopted at the 27th UN General Assembly Special Session.

Actions for young people – government strategy 2003 – 2012

On 19 August 2003, the Polish Government adopted *The Government Strategy for Young People 2003-2012*. This document addresses horizontal issues, and is a response to an analysis of the situation of young Poles and the questions raised in the European Commission’s White Paper “*A New Impetus for European Youth*”. The strategy is designed primarily to ensure equal opportunities for the development of the young generation.

Strategy for the Development of Continuing Education until 2010 (government document, 2003)

The following priorities are identified in the document: increasing accessibility of continuing education; improving its quality through, among other things, the development of vocational qualification standards and modern training programmes (modules); co-ordinating activities undertaken by government administration and local government bodies, academic and educational institutions, and social partners to promote lifelong learning; increasing investment in human resources; and developing information resources, and counselling and guidance services.

In the documents and programmes drawn up by the Ministry of Economy and Labour, the development of continuing education is seen primarily as a part of employment policy.

National Action Plan for Employment for 2005

This document is complementary to the previous programmes (including the National Strategy for Employment Growth and Human Resources Development 2000-2006, and

³ See: ANNEX, Chapter 2, Table 2.

NDP 2004-2006). Combining elements of reporting and planning, the document discusses the employment policy in the context of EU membership and the implementation of the European Employment Strategy, and identifies the following priority tasks for the labour market policy in 2005:

- improving the system of information on continuing education: defining and implementing principles for the provision of distance education in non-school contexts;
- developing standards for vocational qualifications;
- modernising and extending the range of continuing education programmes through the development of modular programmes;
- increasing access to education: promoting lifelong learning (among other things, through the establishment of alternative educational establishments and information centres);
- improving the quality of education in response to labour market needs (among other things, through the development of counselling and career guidance, staff in-service training, and the establishment of an accreditation system for institutions providing continuing education in non-school contexts).

These tasks correspond to the priorities identified in „The Strategy for the Development of Continuing Education until 2010”.

Sectoral *eLearning* programme as an element of the Strategy for the Development of Information Society in Poland, “*ePoland*”, for 2004-2006

The *eLearning* programme aims to promote the use of information and communication technology in schools. The tasks resulting from the programme and the Strategy are implemented under SOP-HRD Priority 2.

FINANCING OF EDUCATION⁴

FINANCING OF SCHOOL EDUCATION

The amount of funds for the financing and co-financing of school education and educational care activities is determined in the budgetary act for a given year, in the sections assigned to the competent ministers and province governors, as well as in the school education section of the overall subsidy for local government units (LGU). Moreover, funds for mainstream nursery schools, nursery school sections at primary schools and the transportation of pupils are earmarked in budgets of communes (the administrative division level below districts and provinces). Rules and procedures for the financing of school education activities from public funds are laid down in the relevant legislation⁵.

⁴ On 28 July 2005, the Parliament passed the Act on Public Private Partnership.

⁵ Act on Public Finance of 26 November 1998 (Journal of Law 2003, No. 15, item. 148, incl. later amendments), School Education Act of 7 September 1991 (Journal of Law 2004, No. 256, item 2572, incl. later amendments), Act on Revenues of Local Government Units of 13 November 2003 (Journal of Law, No 203, item 1966), Act – Teachers’ Charter of 26 November 1982 (Journal of Law 2003, No. 118, item 1112, incl. later amendments), Act on the Principles for Supporting Regional Development of 12 May 2000 (Journal of Law, No. 48, item 550, incl. later amendments), Budgetary Act for 2005 of 22 December 2004 (Journal of Law No. 228, item 2755), section 82 „Overall subsidies for local government units”, section 758, „Miscellaneous financial provisions”, chapter 75801 „School education section of the overall subsidy for local government units.

The public expenditure from the State budget on school education and educational care activities has been growing steadily in the recent years⁶. The share of the school education in LGU budgets have also grown in the recent years; it accounted for 39% in 2003, which represents a considerable increase as compared to the initial period when local government bodies were taking over the responsibility for schools and other educational establishments (15%).

The main part of the public State-budget expenditure on education is the subsidy (*the so-called school education section of the overall subsidy*) for local government units, to be used for the maintenance of schools and other establishments by LGUs and other bodies. In 2005, it was by 3.3% larger than in the previous year.

The school education section of the overall subsidy is distributed among individual LGUs in accordance with an algorithm which is based on a number of factors and parameters relating to both school and extra-school activities. The definition of the algorithm and its adjustments reflect priorities of the educational policy. For example, as a result of changes introduced in the algorithm for 2005, it is possible, among other things, to allocate relatively larger amounts to the LGUs where the percentage of highest-grade teaching posts is higher than the national average. This helps to create an incentive system encouraging LGUs to improve the quality of education, identified as a priority task, through an appropriate staff policy.

The algorithm takes into account the teaching costs of, for example, pupils in rural schools and small towns, disabled pupils (severe mental disability, multiple disabilities, autism), pupils in sections and schools for national minorities and ethnic groups, pupils of Gypsy origin, pupils in small schools, boarders in dormitories at youth educational centres, and pupils attending therapy or remedial classes in primary schools and gymnasiums. These rules are in line with the main aims of the national educational policy as they allow LGUs to allocate larger funds for disabled pupils and pupils at risk of social exclusion.

It should be emphasised that the rules discussed above determine the distribution of the school education section of the overall subsidy among individual LGUs. However, the decision on how the funds are used ultimately for specific types of schools, establishments or categories of expenditure is taken by the relevant bodies of the LGU: the commune council, the district council and the province parliament. Consequently, the priorities guiding the allocation of funds at central level may not be finally taken into account in practice. Other problems result from the low budgets of many LGUs and their limited own revenues, as well as from the structure of the school education expenditure⁷. In 2003, more than a half (57.3%) of the LGU current expenditure on school education was used for staff costs, which represented 80% of the school education section in the overall subsidy⁸. Therefore, any activities in the area of school education which extend beyond the payment of salaries depend on whether LGUs allocate extra funds for this purpose from their own revenues.

FINANCING OF HIGHER EDUCATION

⁶ ANNEX, Chapter 2, Table 3.

⁷ The Teacher's Charter Act of 26 November 1982 (Journal of Law of 2003, No. 118 , item 1112, incl. later amendments).

⁸ Source: School education in the school year 2003/2004, Central Statistical Office

The public expenditure on higher education as a percentage of GDP grew during the 1990-ties from 0.78 in 1994 to 0.87 in 2003. This was accompanied by a steady increase in the gross participation rates in higher education. With the number of students growing dynamically⁹, the public expenditure on higher education per 1 student decreased considerably¹⁰.

Funds allocated to higher education institutions were used primarily for teaching activities (79.9%), and the financial support for students, and the student loan and credit fund (13.7%). The structure of revenues from teaching activities indicates that subsidies from the State budget were the main source of funds for teaching activities at public higher education institutions (68.3%), these followed by tuition fees (24.6%). At non-public higher education institutions, tuition fees take the largest share (98%) in the structure of revenues from teaching activities¹¹.

Research activities of higher education institutions are financed mainly from public funds. In the allocation of grants for the so-called own research of higher education institutions, high weightings are given to the academic degrees (of *doktor* and *doktor habilitowany*) they have conferred.

The remuneration system for academic teachers and the other higher education staff categories serves as a financial incentive encouraging academic staff development. As a result of pay rises, introduced in three stages between 2001 and 2004, the financial situation of academic teachers has been improving considerably, and pay differentials motivate them to obtain the academic degrees of *doktor*, *doktor habilitowany* and *profesor*. This will also help to increase the number of young people who choose an academic career.

Given the extensive autonomy of higher education institutions, the role of the Ministry of National Education and Sport in encouraging the development of academic staff is limited at present to proposing amendments in the legislation and informing the academic community about the amendments introduced.

FINANCING OF TRAINING COURSES FOR EMPLOYEES AND THE UNEMPLOYED

In accordance with the Labour Code¹², employers are obliged to facilitate the participation in continuing education for their employees by sending them for training, recognising their right to be paid and take a holiday or a part of a day off to participate in training, and by covering the costs of training. Employees who take up education in a school or in a non-school context, whilst not sent by their employer, may negotiate similar conditions, but the final decision about the extent of support provided is taken by the employer¹³.

⁹ Chapter 3, B-9.

¹⁰ ANNEX, Chapter 2, Table 4.

¹¹ Source: Higher education institutions and their finance in 2003, Central Statistical Office.

¹² The Labour Code Act of 26 June 1974, consolidated text, Journal of Law 1998, No. 21, item 94, incl. later amendments, Articles 17, 94 (6) and 103.

¹³ ANNEX, Chapter 2, Note 1.

The instruments introduced in the Act on the Promotion of Employment and Labour Market Institutions of 20 April 2004 aim to encourage the employer to establish a Training Fund which is used to finance staff skills development. The Act also guarantees partial reimbursement from the Training Fund of costs related to the training of, for example, employees at risk of dismissal, and for full reimbursement of a salary paid to the unemployed who is hired in the framework of a work programme as a replacement for an employee on a training holiday¹⁴.

The Act on the Promotion of Employment and Labour Market Institutions also provides a number of instruments which facilitate the acquisition of new or the updating of skills by the unemployed, employees at risk of dismissal and certain categories of job seekers. Training courses for the unemployed and other eligible persons are organised by labour offices and financed from public funds. The expenditure on training courses for the unemployed and job seekers amounted to 126 mln PLN in 2004, which represents ca 10% of the Labour Fund resources allocated for active labour market programmes. Persons sent for training by a labour office are also entitled to a number of financial benefits, including training allowances, study grants, and the reimbursement of travel expenses and examination fees¹⁵.

MONITORING AND EVALUATION OF POLICY IN THE AREA OF EDUCATION AND TRAINING

Elements of a strategy for lifelong learning, as defined in the EU, are included in various strategies and programmes, and are monitored continuously in accordance with the procedures adopted in the public statistics survey programmes and in accordance with administrative procedures (by public administration bodies responsible for the implementation of programmes and projects). The MoNE&S monitors the educational policy on an on-going basis, checking the efficiency and effectiveness of pedagogical supervision exercised by school superintendents. Training courses for the unemployed are reviewed regularly by district labour offices. Information about the training services market can be found in a database of registered training providers that apply for public funds, maintained by regional (i.e. province-level) labour offices.

The educational policy is also monitored on the basis of findings from national and international educational surveys, including PISA, results achieved in national external examinations as well as thematic reviews carried out in the framework of co-operation with the UE, the OECD and the World Bank (Higher Education – 2004, Adult Education – 2004).

The national surveys carried out between 2003 and 2005 include in particular a survey on „The achievements of pupils in non-public schools” and a review of „The economic determinants of results achieved in the Form VI test and gymnasium examination, 2002-2004”. In 2004, the National Bank of Poland began to finance independent research which aims to identify resources and needs of teachers who teach the subject „Fundamentals of entrepreneurship” and the module „Education for active participation in economic life”.¹⁶

¹⁴ ANNEX, Chapter 2, Note 2.

¹⁵ ANNEX, Chapter 3, Note 4.

¹⁶ The survey is organised by the National In-Service Teacher Training Centre in Warsaw.

Research and methodological work has also been undertaken to prepare tools for the development of public statistics in the area of continuing education. A Survey on Educational Activity of the Population, covering almost 17 mln people at the age of 15 and over 15 years, was carried out in a Phare 2000 project, *The National Vocational Training System*, implemented by the Ministry of Economy and Labour between 2001 and 2002. Moreover, a Survey on Continuing Vocational Training in Companies was conducted on a sample of over 40 000 companies in accordance with the Eurostat methodology. The findings from the survey carried out under the Phare 2000 project provide an information basis for decision-making in the areas of the labour market policy, and the methodology and tools developed will also be used in further work by the Central Statistical Office.

In 2005, the Ministry of National Education and Sport will finance a research project designed to assess the development of continuing education in Poland.

CHAPTER 3

PUTTING IN PLACE COHERENT AND COMPREHENSIVE LIFELONG LEARNING STRATEGIES

A. MAIN POLICIES/MEASURES

The general access to, and universal participation in, education, including the right of all citizens to education and the compulsory education until the age of 18, is guaranteed by the Constitution of the Republic of Poland of 2 April 1997 r (Article 70). This document also contains provisions about free education in public schools and the right of parents to choose a school other than a public one. According to another provision of the Constitution, public authorities are obliged to pursue a policy for full employment, among other things, by providing and supporting career guidance and vocational training (Article 65).

The above-mentioned Strategy for the Development of Continuing Education¹⁷ recognises the need to conduct scientific research with the view of improving the quality of continuing education, as well as to involve higher education institutions in the development and implementation of in-service teacher/ trainer training programmes for various forms of continuing education, including adult education.

Higher education programmes offered as extramural and evening studies provide a very good base for the development of adult education.

The enhanced role and importance of continuing education is highlighted, among other things, in the following documents¹⁸:

- The National Development Plan 2004-2006

¹⁷ Chapter 1.

¹⁸ The enhanced role and importance of continuing education is especially highlighted in the Strategy for Education Development 2007-2013, recently adopted by the Polish government.

- The Sectoral Operational Programme for Human Resources Development
- The Integrated Operational Programme for Regional Development
- **The Act on the Promotion of Employment and Labour Market Institutions of 20 April 2004**
- The National Action Plan for Employment for 2005
- The Government Strategy for Young People 2003-2012
- The Strategy for the Development of Information Society in Poland, *ePoland*, 2004-2006
- The Sectoral *eLearning* Programme 2004
- The National Action Plan for Children, „Poland for Children”, 2004-2012.

Continuing education issues are also referred to in:

- the programmes implemented in the framework of the government social and economic strategy „Entrepreneurship–Development–Employment”, including „The First Job” programme;
- the programme „Capital for the Enterprising”;
- the programmes co-funded by the European Social Fund as part of the Community initiative “EQUAL”;
- the programmes co-funded from the Phare pre-accession programme which will end in 2006.

The Strategy for the Development of Lifelong Learning is currently being devised and should be finalised **during the year 2006**. The new document should cover all teaching and learning issues, all age brackets, including early childhood, and various forms of learning in and outside the formal system. Special emphasis will be placed on the promotion of the learning culture, the responsiveness of the education system to real-life needs, and better quality of training, with these to be achieved through the active involvement of higher education institutions and co-operation with social partners. The document should provide a framework for the development of regional, local and sectoral and sub-sectoral strategies.

A wide range of activities supporting the development of continuing education was undertaken under the Phare 2000 project, „*The National Vocational Training System*”, implemented by the Ministry of Economy and Labour between 2001 and 2004. Many approaches discussed during the implementation of the project were reflected in the provisions of the Act on the Promotion of Employment and Labour Market Institutions of 20 April 2004. The primary objectives in the area of adult education were to introduce instruments which should stimulate the demand for continuing education and training, and to improve the quality of the training programmes offered.

Activities promoting learning outside the formal education system, carried out, for example, by many non-governmental organisations, are subject to separate legislation, including the Act on Public Benefit and Voluntary Work of April 2003.

B. IMPLEMENTATION OF THE LIFELONG LEARNING CONCEPT

B-1 Increasing participation rates in preschool education

Preschool education prepares children for learning, thus playing a major role as the initial step in the individual educational path. In Poland, a small percentage of children aged 3-

5 years participate in preschool education due to its limited availability, in particular in rural areas¹⁹. Rates of participation of Polish children aged 3-5 years in preschool education are among the lowest in Europe (ca 34%). To solve this problem, various forms of preschool education for this age group are introduced on the initiative of social organisations. In the framework of the SOP-HRD 2004-2006, a pilot project „Alternative forms of preschool education” aims to set up ca 150 preschool education centres in rural areas and, in the longer term, to design a systemic model of alternative forms of preschool education.

As of 1 September 2004, all 6-year-old children are required to attend a one-year preschool preparatory course, in order to ensure equal educational opportunities for children from disadvantaged backgrounds. In 2004, communes received funds from the State budget to cover extra costs related to the transportation of 6-year-old children.

B-2 Increasing participation in formal education

The educational attainment of the Polish society has been steadily improving, which means that the number of people holding higher education qualifications is growing, and at the same time the percentage of people with lowest-level (basic or lower level) qualifications is decreasing. Since 1988, the number of people who have completed higher education and secondary education has grown (by 52% and 23% respectively), whereas the number of persons who have or have not completed primary education has dropped (by 34%)²⁰.

As compared to the population in urban areas, the educational attainment of the rural population is still much lower, though it is rising at a much higher rate than that of the urban population. People with post-primary qualifications represented 71% of the population in urban areas and 54% in rural areas in 2002, including 13% of holders of higher education qualifications in urban areas and 4% in rural areas²¹.

As a result of the education reform, the number of people who choose a basic vocational school has been declining (a drop by ca 75% in 2003 as compared to 1990), whereas the number of pupils has grown in technical secondary schools (by 34%), general lyceums (by 69%) and post-secondary schools (by 145%). Growing numbers are choosing schools where education ends with a maturity (secondary school leaving) examination and, consequently, opens access to higher education²².

B-3 Improving the quality of formal education

As part of the school education reform, new elements have been introduced into the system of education quality assessment. The internal school assessment system has been revised and adapted to the phases in the development of children and young people, and an external examination system has been established to assess pupils' progress upon completion of the primary school (ISCED 1), in the gymnasium (lower-secondary school) (ISCED 2) and the post-gymnasium school (upper secondary school) (ISCED 3). First examinations at ISCED 1 and ISCED 2 levels were organised in spring 2002. Examinations at ISCED 3 level have been postponed until first pupils will have completed a full education cycle in the post-reform secondary schools (spring 2005 – for general and specialised lyceums; 2006 – technical secondary schools).

¹⁹ ANNEX, Chapter 3, Table 1.

²⁰ ANNEX, Chapter 3, Table 2.

²¹ Source: National Population and Housing Census 2002.

²² ANNEX, Chapter 3, Tables 3 and 4.

Moreover, an external vocational examination system is currently being introduced. Examination standards are based on the national standards for vocational qualifications. The first external vocational examination was organised in June 2004 for two-year basic vocational school leavers; an examination for three-year basic vocational school leavers will be held in 2005, and for technical secondary and post-secondary school leavers in 2006. External examinations are one of the tools for the evaluation of school and teacher performance. The need to improve the quality of education is demonstrated by the analysis of results achieved in gymnasium examinations and tests in primary schools, organised in 2003 and 2004, as well as the analysis of Polish 15-year-olds' achievements in the international PISA survey which were published in 2004. The results of the above-mentioned examinations indicate that Polish pupils have difficulties in exercises which require creativity, including those where they need to demonstrate scientific thinking (PISA), reasoning (VI Form test) and the ability to use knowledge for solving problems (gymnasium examination) and in practice (VI Form test).

Furthermore, the external examination system should enable the validation of competences acquired outside the formal education system, i.e. outcomes of non-formal and informal education.

The quality of education should also be improved by new core curricula for general education which the MoNE&S started to develop in 2004.

In order to ensure objectivity in the evaluation of school performance, school superintendents will apply uniform criteria in pedagogical supervision, starting in the school year 2004/2005.

B-4 Innovative school development programmes

Under Activity 2.1 of the SOP-HRD, special grants will be awarded to schools which have „an idea” for an innovative development programme²³. Formulating such programmes will help schools to identify individual needs of pupils in their own environment and to provide well-targeted support.

The preliminary budget of the project, which may involve several thousands of schools, for the period between 2004 and 2008 is 75 mln €.

B-5 Integrating teaching and educational activities of the school

The primary aims of the education reform are to put teaching and other educational activities of the school on an equal footing, and to introduce integrated education which helps pupils to understand the world and themselves. The core curriculum for general education has been revised to cover educational pathways, including health education which aims to promote healthy lifestyles and harmonious development, and one of the tasks of the school is to provide conditions for the development of health- and safety-oriented attitudes.

B-6 Raising the educational attainment of disabled and socially maladjusted children and young people, requiring special organisation of education and working methods

²³ Chapter I.

Education for disabled and socially maladjusted children and young people is provided in special primary schools, gymnasiums, general lyceums, vocational schools and post-secondary schools, as well as in special sections, mainstream sections (individual pupils) and integrated sections of mainstream schools²⁴. Moreover, special school-type educational centres and other special educational centres are set up for disabled children. Revalidation and educational centres are established for children with severe mental disability and multiple disabilities.

Although the growing number of disabled pupils attend schools of all types, the educational attainment²⁵ in this group is still much lower and their employment prospects²⁶ are still much more limited than those of their peers with no disabilities. It is not insignificant in this context that pupils with mental disability are the largest group among the disabled.

B-7 Ensuring equal educational opportunities – scholarships and grants for pupils and students

A new National Scholarship Scheme was adopted by the Polish Government in 2004. The scheme provides a basis for the policy of providing financial support to pupils and students who, due to their life situation, may have limited their educational aspirations and may be at risk of dropping out of the education system. The National Scholarship Scheme also aims to support specially gifted children and young people²⁷. Pupils in the first forms of the primary school are the target group of a government programme, „The School Kit”, established in 2002, which supports the purchase of school textbooks and supplies for pupils from families in difficult financial situation.

An amount of 242.5 mln PLN is earmarked in the State budget for maintenance and incentive grants in 2005.

Support in the form of scholarships and grants will be provided to ca 130 000 pupils and 28 000 students.

B-8 Improving the quality of higher education²⁸

B-9 Increasing participation rates in higher education

At present, the Polish higher education system includes 125 public higher education institutions and 313 non-public higher education institutions²⁹, the latter established after 1990. The number of students grew by almost 60 000 (3.1%)³⁰ in 2004/2005 as compared to 2003/04. The gross participation rate in higher education has increased from 12% (in the 1990-ties) to 47% at present.

²⁴ ANNEX, Chapter 3, Table 5.

²⁵ Among the disabled aged 15 and 15+ years in 2002, the largest group were people who had completed primary education (46.3%). The second largest group were people with basic vocational qualifications (26.8%), whereas the percentage of people with higher education qualifications was very small (4%).

²⁶ The activity rate in 2002 was 16% for the disabled and 54% for the total population. The employment rate for the disabled was 13% (the overall national rate – 44 %).

²⁷ ANNEX, Chapter 3, Note 1.

²⁸ Chapter 4.

²⁹ MoNE&S data, February 2005.

³⁰ MoNE&S data, 2005.

Of all 1 845 400 students in Poland, 71.6% (1 320 800) follow degree programmes in public higher education institutions, whereas 28.4% (524 600) are enrolled in non-public higher education institutions. Over 47% of students (873 200) follow full-time studies, and ca 53% (972 200) are in part-time (extramural and evening) studies³¹.

Higher education participation rates should rise further as a result of the fact that financial support has been extended to cover students in non-public higher education institutions and students following part-time studies in public higher education institutions. They have been eligible for non-reimbursable grants from the State budget since 2004.

Further increase in participation rates will also be encouraged by distance education degree programmes in selected fields of study and specialisation fields which will be developed under the SOP-HRD between 2004 and 2006.

B-10 Increasing participation rates in continuing education

In 2003, 17% of persons aged 15 and over 15 years participated in formal education, i.e. school education for adults. This form of further education was chosen less frequently by rural area inhabitants than by urban area inhabitants (the difference of 4%)³².

The participation rate in non-formal education, as self-education based on educational materials and programmes outside the formal education system, was 29% of the population aged 15 and over 15 years. The largest percentage in this group were young people aged 15-24 years. The percentage of persons from rural areas was by 11% lower³³. It should be noted that separate statistical data illustrate the rates of participation in another form of non-formal education, i.e. training courses, conferences, seminars and tutorials. During 12 months preceding the survey, 8% of the population attended training courses, with the participation rates in rural areas being by 5% lower than in urban areas³⁴.

People who neither followed any programmes in the school education system nor participated in non-formal education (self-education or training courses) accounted for more than a half of the population. These statistics indicate that intensive efforts should be taken to promote continuing education.

B-11 Developing the counselling and career guidance system

The Ministry of National Education and Sport has made consistent efforts to strengthen the career guidance and information system through, for example, the implementation of the project „The School Careers Advisor”. The legislation which lays down the rules for the employment of careers advisors in schools was adopted in July 2004. Additional support was provided through grants for the establishment of School Careers Services (SCSs) in gymnasiums and post-gymnasium schools, awarded under calls for proposals published by the Minister of Economy and Labour in 2003 and 2004; 233 SCSs have been set up until now.

³¹ ANNEX, Chapter 3, Table 6.

³² ANNEX, Chapter 3, Table 7.

³³ ANNEX, Chapter 3, Table 8.

³⁴ ANNEX, Chapter 3, Table 7.

All interested pupils may also be assisted by careers advisors working in ca 600 counselling and career guidance services and schools. The analysis of statistical data concerning the activities of the services indicates that a growing number of pupils participate in empowering activities, organised as part of guidance, which prepare young people to plan their career and take considered decisions about their professional roles. In 2004, customers of the career guidance services were 271 588 pupils, which is by 8% more than in the previous year.

The unemployed, job seekers and employers looking for prospective employees may be assisted by careers advisors working in district labour offices and Career Planning and Information Centres at regional labour offices. At present, individual and group guidance is offered by ca 800 careers advisors working in public employment services. Over 380 000 people used their services in 2004.

Training of careers advisors

Training in the area of career guidance at higher education level has been offered in Poland since 1997 on the basis of a modular curriculum developed by Łódź University under a World Bank project carried out by the Ministry of Economy and Social Policy. At present, ca 10 higher education institutions in Poland organise career guidance training, using these curricula. Courses are offered mainly as part of specialisation fields within Teacher Education or Psychology.

The National Centre for Supporting Vocational and Continuing Education (NCSV&CE) developed in October 2003 a framework postgraduate programme for careers advisors. It is made available to interested higher education institutions which intend to launch a degree programme in this field.

A Leonardo da Vinci pilot project, „*Transnational Career Guidance*”, organised in Poland by the Ministry of Economy and Labour and completed in December 2004, resulted in the development a postgraduate programme in Euro-guidance. The Jagiellonian University in Cracow will launch a postgraduate programme in this field in 2005.

A project „*The development and dissemination of methodological and teaching materials for pupil career planning*” is being implemented under the SOP-HRD.

Access to career information

In order to establish a system of widely accessible career information and to ensure high quality of such services, two projects are currently being funded from the ESF (to be completed in 2006):

- the computerisation of counselling and career guidance services, including the purchase of specialist software;
- the development and dissemination of methodological and teaching materials for pupil career planning.

In March 2003, the educational portal PLOTEUS was launched, with links to the portal available on websites of the MoNE&S and MoE&L. The portal was established and is updated in co-operation between European Euro-guidance centres. Two Polish teams at the National Resource Centre for Vocational Guidance/NCSV&CE and the Labour

Market Department of the MoE&L are responsible for the promotion of the PLOTEUS portal. The portal contains information about education and training opportunities across Europe and practical information about moving to another country.

In planning their professional and academic career development, students in higher education institutions may seek advice from Academic Careers Services, supported by MoE&L grants, which have grown in number to over 200 in 2005.

In order to remove the barrier in the access for young people to career information and to support graduates' efforts to take up employment, MoE&L grants have also been used to establish several hundred Commune Information Centres in the recent years. Moreover, the Voluntary Service Corps (VSC) has set up a network of Mobile Career Information Centres which aims to build a national education and career information, career guidance and employment service system for young people, including those living far away from bigger cities.

Counselling and guidance for young people limited to career guidance offered in the VSC system will not solve the problem of disparities at local and regional levels. It is also important to ensure direct access to broader youth information, counselling and guidance for each young person who is seeking to find his/her own way for development. The rather unclear division of responsibilities between various sector ministries does not help to develop an integrated youth policy.

A concept of a youth information network was developed in 2004 and should be implemented in 2005.

B-12 Improving the quality of teaching and training staff

First changes have recently been introduced in the approach to initial teacher training as part of higher education programmes. Teacher training standards have been developed, and have been implemented since the academic year 2003/2004 in all higher education institutions which offer initial teaching training programmes. The standards define general requirements for the teacher training specialisation field, the profile a graduate, course units related to teacher training, the duration and organisational arrangements for practical placements, and curricular contents and skills required.

In October 2004, the approach to initial teacher training in Bachelor's degree programmes was revised to include obligatory two-subject training, a course in a foreign language (allowing students to achieve Level B2 of the Council of Europe's Common European Framework of Reference for Languages) and a course in information technologies used in the teaching of a given subject.

Labour regulations for teachers adopted in 2000 were updated in 2004 to link professional and financial promotion with individual activity, commitment and externally assessed teacher performance. The professional promotion system currently in place allows every teacher to follow his/her own career development path in close connection with the tasks of the school, and ensures transparency in the financial promotion³⁵. It motivates teachers to participate in in-service training and to be actively involved in

³⁵ ANNEX, Chapter 3, Table 9.

various activities for the school, which should be translated into a better quality of the teaching and educational processes as well as into achievements of pupils³⁶.

With the powers to determine a part of the teacher's salary delegated to the local government, the local community can now be involved in negotiating the level of salaries. Since local government bodies are required by law to issue a local legislative act on remuneration, the body which is responsible for the quality of education provision in its jurisdiction may not avoid discussing the issue of remuneration.

The Ministry of National Education and Sport organises on a regular basis in-service training for teachers to improve their educational competences and competences required to prevent social problems. Such in-service training courses are designed to eliminate aggressive reactions and to develop constructive reactions. In parallel, the MoNE&S recommends for implementation, and finances the implementation of, desirable programmes designed to prevent aggression, violence and addiction among pupils. The programmes are carried out by teachers who are specially trained for this purpose in advance. A bank of recommended programmes is available on the website of the Methodology Centre for Psychological and Educational Support (MCP&ES) (www.cmppp.edu.pl).

In addition to components focusing on educational competences, many training programmes for teachers include a block covering legislation. Similar thematic blocks are obligatory elements in the so-called qualifying courses for school education staff, approved by the MoNE&S.

As a specialised establishment of the MoNE&S, the MCP&ES also provides training courses which develop educational competences of teachers and parents. Between 2003 and 2004, 87 courses were organised for 1 640 persons³⁷.

In-service teacher and trainer training is also provided in the framework of projects implemented by the MoE&L. For example, ca 750 persons were trained in the design and use of modular vocational training programmes during seminars and courses organised in 2003 under the Phare 2000 project „*The National Vocational Training System*”.

Training workshops for school educators and psychologists, teachers and tutors, designed to develop their educational and social competences and competences necessary to correct social attitudes of children and young people, are also organised by counselling and guidance services.

Between mid-2003 and mid-2005, training activities were also targeted on staff who will train teachers delivering courses in health education and health promotion as educational pathways³⁸.

B-13 Social partners

³⁶ These are the most favourable payment conditions which have ever been offered in the Polish school education system. For the sake of comparison, the present basic pay of the teacher may double over several years, whereas before the reform the teacher obtained the highest basic pay only after 30 years of service and regardless of his/her performance.

³⁷ ANNEX, Chapter 3, Note 2.

³⁸ ANNEX, Chapter 3, Note 3.

Employers' and trade union organisations have a statutory right to influence decisions concerning continuing education and training policy and regional development policy by giving opinions on all draft legislation drawn up by the Government, and through their participation in employment councils which liaise with employment services.

The Minister of Labour has set up the National Employment Council which inspires activities for full employment, and gives opinions on proposals for such activities as well as on reports on the use of the Labour Fund resources. Regional employment councils may submit proposals and issue opinions concerning the areas of vocational education and training in their provinces, and give opinions on the criteria for the allocation of the Labour Fund resources for district-level local government bodies in their province. District employment councils may submit proposals and issue opinions concerning the areas of vocational and education training in their districts, and opinions on the criteria for the reimbursement of training costs.

In the recent years, the dialogue with social partners on the development of continuing education and the rules for its financing has been more intensive, following the establishment of a Working Group composed of representatives of five national organisations of employers and trade unions under the Phare 2000 project „*The National Vocational Training System*”. As a result of the experience gained and the dialogue initiated in the project, several new instruments supporting continuing education were introduced into the Act on Employment Promotion (for example, agreement was reached about the provisions concerning the register of training institutions, the Training Fund, a training holiday and replacement work).

Examples of PPPs in the area of education, in particular for training courses, can be found in the pre-accession programmes and in the framework of the implementation of the ESF.

B-14 Developing positive attitudes towards lifelong learning

The educational aspirations of the society have been increasingly higher in the last decade, which is demonstrated, for example, by the rapidly increasing number of students and non-public higher education institutions³⁹. Regardless of their gender and age, a growing number of Poles appreciate the value of education (from 76% in 1993 to 91% in 2002)⁴⁰. This attitude is most commonly found among people with higher education qualifications and those of high financial status; 86% of respondents in these groups state that education does definitely pay off. The strong confidence in the value of education can be found not only among managers and intelligentsia (87%), but also among white-collar workers at lower levels (84%) and skilled blue-collar workers (82%).

The number of people convinced of the value of education is also growing among the unemployed⁴¹.

Individual decisions about the participation in continuing education are to a large extent influenced by regulations which specify requirements qualifying for a given job or profession (specialisation), the so-called regulated profession. People applying for a given job or intending to practise a regulated profession should demonstrate that they

³⁹ Chapter 4.

⁴⁰ Growing educational aspirations of Poles, 1993-2004, Public Opinion Survey Centre, Warsaw, May 2004.

⁴¹ Do Poles value education?, Public Opinion Survey Centre survey communication, Warsaw, November 2002.

hold the qualifications required, have completed training courses and/or a work placement, and have skills attested to by examinations. Costs may be an obstacle in this context as they are covered by the participant himself/herself or shared with the employer.

B-15 Access to continuing education for vulnerable groups

The groups that are disadvantaged in terms of access to continuing education include, among others, the unemployed. Although the unemployed are the target group of various programmes, including training courses, the support provided is insufficient. In 2004, 122 000 people were trained, which represents barely 4.0% of the total number of the unemployed, and the effectiveness of training courses was 32%. Each candidate may seek advice from a career officer to choose the field of training, and should undergo free specialist examination if this is required by the specificity of training. Special support is also offered to disabled and socially excluded people.

In view of the difficult conditions on the labour market and the reluctance of employers to hire people from these social groups, special regulations were introduced to address the needs of people at risk of social exclusion. The Act on the Promotion of Employment and Labour Market Institutions distinguishes the following six categories of the unemployed referred to as „persons with a special status on the labour market”: people under the age of 25 years, people unemployed for longer than 1 year, people aged over 50 years, unskilled people, single persons with at least 1 child aged up to 7 years, and disabled people. The Act has introduced for them a number of special labour market instruments which are designed to stimulate their occupational activity and to prevent social exclusion; these include: work placements in the employer’s institution, vocational training at the workplace, grants for further education in the school system, the reimbursement of costs related to the care of children under the age of 7 years, and the reimbursement of costs of the care of a dependant. Unskilled people also have the right to follow training which lasts even for 24 months⁴².

C. OBSTACLES AND AREAS FOR FURTHER PROGRESS

Despite the fact that the educational attainment of the Polish society rose considerably in the 1990-ties, gaps in human resources development are still significant, and are a strong barrier to continuous improvement in the conditions on the labour market. Educational needs in Poland are vast in the area of both general education, and vocational education and training.

The level of educational activity among adults is far below that in the highly developed European countries. Employees and employers still need to be convinced of the necessity to upgrade knowledge and skills on a regular basis, i.e. to invest continuously in education and training.

Research findings show that the participation of both individuals and companies in continuing education is low and highly selective⁴³. People with relatively high skills, holding relatively high positions, are more aware of the need to upgrade their skills than the unemployed or low-skilled employees. Similarly, small and medium enterprises, which are the largest group of employers, are less interested in investing in the development of their staff through continuing education than big companies. Selectivity

⁴² ANNEX, Chapter 3, Note 4.

⁴³ ANNEX, Chapter 3, Table 7.

can also be seen in the supply of educational services for adults. Training institutions are better developed in the regions where the population is better educated (urban areas, big cities, etc.). A recent questionnaire survey concerning various stakeholders on the educational market in Poland, including employers, employees and institutions providing training outside the school system, show clearly that there still exist (institutional, organisational and mental) obstacles to the development of continuing education in Poland.

As an incentive which should encourage employers to finance or co-finance the training of their staff, special regulations have been adopted which provide for the establishment of an institutional training fund⁴⁴. This tool needs to be monitored and refined.

Furthermore, guidance service and financial instruments (e.g. tax allowances or credits) should be used properly to motivate individuals to undertake training on their own initiative. Costs of continuing education are a strong financial barrier for individuals. The analysis of household expenses on education, based on the data on the extent to which tax allowances are used, indicates that members of the households with low income are ready to bear costs related to the upgrading of their skills. In spite of that, the educational allowance benefit was cancelled in 2004.

Another challenge is to extend active labour market policies targeted on the unemployed. With the access to the ESF, this form of support may now be extended to cover a larger number of the unemployed.

The development of continuing education should be followed continuously, which requires collecting relevant information. Considerable progress has been made in this area. The surveys initiated under the Phare 2000 project „*The National Vocational Training System*” will be continued by the Central Statistical Office as part of public statistics surveys; this will include regular, periodical questionnaire surveys among continuing education participants, surveys among companies investing in continuing vocational training for their staff (CVTS) and cyclic monitoring of companies. It may be more difficult to obtain data on training institutions, in particular smaller ones. The Central Statistical Office has started working on a methodology to include training institutions surveys in the public statistics survey programme.

CHAPTER 4

REFORMING HIGHER EDUCATION

The new „Law on Higher Education”⁴⁵ has been recently adopted by the Parliament.

The bill includes, among other things, provisions which are in line with the Bologna Process, concerning the establishment of a three-cycle degree structure, the obligatory implementation of ECTS as a system for credit transfer and accumulation in higher education institutions, and the obligatory issue of the Diploma Supplement. Moreover, it provides a basis for awarding joint diplomas and delivering courses in a foreign language as a language of instruction.

The bill provides for the establishment of degree programmes in the so-called macro-fields of study and inter-field (interdisciplinary) degree programmes, as well as for the

⁴⁴ Chapter 2.

⁴⁵ Law on Higher Education of 27 July 2005 (Journal of Law 2005, No.164, item 1365)

use of distance education methods and techniques to deliver programmes in the full-time and part-time modes of study.

The bill aims to reinforce quality assurance mechanisms in higher education institutions through teaching standards set by the Minister of National Education, which are binding for all higher education institutions, and the activities of the State Accreditation Committee.

It also defines more precisely the types of higher education institutions, so that names used by institutions, such as university, technical university, medical university, etc. or academy, reflect the status of the institution.

In line with European practices, Rectors' Conferences and the Parliament of Students of the Republic of Poland are provided in the bill with a legal basis to act as consultative and opinion-giving bodies for public authorities.

The bill puts the public and non-public higher education sectors on an equal footing as regards the rules underlying their activities and the opportunities for development created by the government, provided that higher education institutions fulfil quality requirements.

The bill also creates new opportunities for co-operation between academic and scientific institutions, as well as for institutional development. In line with the constitutional principle of academic autonomy, the bill strengthens the role of statutes of higher education institutions as a source of law in higher education, because regulations concerning the structure of institutions and the rules and procedures for the employment of academic teachers are transferred to statutes, provided that statutory rules, common to public and non-public institutions, are respected.

Assuring good quality of education

Teaching standards are developed by the Central Higher Education Council. In 2004, standards were available for over 60% of all 104 fields of study. At present, the oldest standards are being updated and the remaining ones harmonised.

The quality assessment system in Polish higher education institutions comprises state accreditation and peer accreditation (evaluation).

State accreditation is carried out by the State Accreditation Committee (SAC) established in 2002. It is the only statutory body responsible for assuring quality in the entire higher education sector, whose opinions and resolutions have legal force. The tasks of the SAC include: giving opinions on applications concerning the establishment of higher education institutions, assessing the quality of education and checking the conditions for the delivery of higher education programmes⁴⁶.

The activities of the Committee cover all fields of study in higher education institutions in Poland. In 2003, the powers of the Committee were extended to cover the establishment and delivery of programmes in non-military fields of study at military higher education institutions. It is obligatory for all institutions to undergo accreditation by the SAC. The SAC quality assessment provides the basis for decisions taken by the

⁴⁶ ANNEX, Chapter 4, Note 1.

Minister of National Education and Sport. In particular, in case a negative assessment is given, the Minister is obliged to suspend the recruitment of students for a given field of study or to cancel the institution's right to offer degree programmes in a given field of study⁴⁷.

Facilitating mobility and recognition of study periods undertaken abroad

In accordance with the Regulation of the Minister of National Education and Sport of 2004⁴⁸, university-type higher education institutions are obliged as of 1 January 2005 to issue new diplomas which consist of two parts, Part A and Part B (Diploma Supplement), to all graduates. Legislation is being drafted to introduce the same requirement for higher education vocational schools (non-university higher education institutions). The Supplement contains information on the graduate (diploma holder), the higher education institution and teaching contents, as well as on the results achieved by the graduate and the function of the diploma.

The use of the ECTS has not been mandatory, but common. A credit system has so far been introduced by nearly all public higher education institutions and ca 30% of non-public institutions, though not in all faculties.

On 17 March 2004, Poland completed the procedure for the ratification of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region (The Council of Europe's Convention of 11 April 1997).

Links between higher education and research

The activities of higher education institutions cover both teaching and research, and are financed by two sector ministries.

The Ministry of National Education and Sport allocates subsidies for teaching activities, financial support for students, and construction investments related to teaching activities. The Ministry of Scientific Research and Information Society Technologies provides funding for research activities, including statutory research activities, the so-called own research (for academic staff development), research-related investments (buildings and equipment), and the so-called research grants (research conducted by university staff or university staff research teams).

The ratio of the expenditure on research to the expenditure on teaching is 20.1%.

Contribution to the European dimension of higher education

- Joint diplomas and/or joint study programmes

The new Higher Education Bill provides for the joint delivery of degree programmes (including joint development of syllabuses and curricula) and the award of joint

⁴⁷ ANNEX, Chapter 4, Table 1.

⁴⁸ The Regulation of the Minister of National Education and Sport of 23 July 2004 on the types of diplomas and degrees, and specimens of diplomas issued by higher education institutions.

diplomas. This possibility has not been provided for in the previous Higher Education Act.

The higher education legislation will allow higher education institutions to offer integrated degree programmes leading to double diplomas. Such programmes must be provided within the officially recognised fields of study and be based on the corresponding teaching standards.

Arrangements for integrated study programmes leading to double diplomas may include joint or separate admission procedures, joint delivery of courses, organisation of examinations and practical placements, as well as student and academic staff exchange.

- Curricula focusing on the European dimension

One field of study, European Studies, is specially devoted to European integration issues. European issues are also taught as specialisation fields within various fields of study, including International Relations, Political Science, Law, Economics, etc. Moreover, a number of institutions offer postgraduate programmes in European Studies/European integration.

Promoting the attractiveness of the European Higher Education Area

In 2003 and 2004, increasingly intensive efforts were undertaken to promote the establishment of the European Higher Education Area in the Polish academic community.

Awareness-raising activities are carried out by various institutions and organisations:

- two national conferences devoted to these issues (November 2003 at the Warsaw School of Economics, and May 2004 at the Warsaw University of Technology) were, for example, organised on the initiative of the Ministry of National Education and Sport;
- “Bologna Days”: information and training events for representatives of higher education institutions from the individual regions were held in several academic centres on the initiative of the National Socrates-Erasmus Agency and the national ECTS/DS Promoters, in co-operation with local institutions;
- special thematic sessions are organised as part of meetings of the Plenary Assembly of the Conference of Rectors of Academic Schools in Poland (CRASP); invited speakers (also from abroad) inform rectors of the CRASP and CRPHEVC (Conference of Rectors of Public Higher Education Vocational Schools) member institutions about the latest developments in the Bologna Process.

Support for higher education from the structural funds

Adaptation of the higher education offer to the needs of continuing education participants and non-traditional learners, and support for co-operation between higher education institutions, research institutions and employers are included as activities in the SOP-HRD 2004-2006.

The priorities of the IOP-RD include, among other things, the support for regional innovation strategies and for the transfer of knowledge from the research and development sector to companies through work placements organised for university graduates and R&D staff in companies. Funds will be provided for activities which aim to improve the system of collection and exchange of information on training courses and other educational activities supporting the transfer of innovations. Scholarships will be awarded to the best university graduates who take up doctoral studies in sciences,

technical sciences and areas supporting the development of industrial clusters. These areas are listed in a Regional Innovation Strategy or a development strategy of a given province.

Obstacles and areas for further progress

Improvement is necessary in the quality of education. Within their autonomy, higher education institutions are developing and implementing internal quality assessment systems.

The research potential of higher education institutions is not tapped sufficiently as a source of innovations and technological advancement. Consequently, with their little demand for research in applied sciences, business communities provide limited support for higher education institutions and the advancement of science.

In terms of links with the local environment, exceptions are higher education vocational schools which have representatives of local government, employers and professional organisations in their governing bodies (Councils). However, no studies on the impact of this system on the activities of higher education institutions are available.

CHAPTER 5

INCREASING THE QUALITY AND ATTRACTIVENESS OF VET

The development and modernisation of VET are identified as priorities in the *Strategy for the Development of Continuing Education until 2010*, a document adopted by the Government in 2003. The following activities were undertaken under the Strategy to increase the quality and attractiveness of VET:

- **New occupations have been introduced to the vocational education classification of occupations and labour market classification of occupations and specialisations.** The issues related to the classification of occupations are regulated in the relevant legislation. Both classifications, which are correlated, have been modernised recently through the introduction of new occupations/specialisations. In line with the labour market needs, 4 new occupations⁴⁹ have been added to the vocational education classification of occupations, and the cycle of education has been extended in two other occupations⁵⁰. The labour market classification of occupations has been extended to include 88 new/modified occupations/specialisations, while 18 items have been deleted. Moreover, in 2004, keys were developed for cross-reference between the national and international classifications, in particular those which are necessary for the EURES system.

- **National vocational qualification standards for 48 occupations have been developed on the basis of a survey on employers' requirements⁵¹.** The standards define the type and level of skills required to perform occupational tasks. In the framework of the SOP-HRD until 2007, the MoE&L plans to develop and disseminate another 200 vocational qualification standards.

⁴⁹ Logistics technician, mechatronics technician, mechatronics fitter and tele-IT technician.

⁵⁰ Programmes in two occupations, IT technician and hairdressing technician, provided earlier in two-year post-secondary schools have been extended for the four-year technical secondary school which follows the educational cycle of the gymnasium.

⁵¹ In the framework of Phare 98, *A Training Needs Survey*, and Phare 2000, *The National Vocational Training System*.

- **Modular training programmes for 89 occupations/job descriptions have been developed**⁵². The programmes, based on the concept of the International Labour Office, focus on the development of skills necessary to perform occupational tasks. They contain educational packages which enable training providers to design a flexible and customised training offer. Under the SOP-HRD between 2005 and 2007, the MoE&L plans to develop and disseminate another 150 modular training programmes for the labour market.

- **Electronic databases have been established, which include all qualification standards and modular training programmes**⁵³ developed in various projects (the World Bank, Phare 98 and Phare 2000). Information resources of these databases are available in the Internet (www.standardyiskolenia.praca.gov.pl). The MoE&L also promotes these issues through publications, training courses and seminars. The development and dissemination of vocational qualification standards and modular training courses will be continued in the following years, as provided for in the *Act on the Promotion of Employment and Labour Market Institutions*.

- **53 modular training programmes have been developed for vocational schools.**

This is a new product offered on the educational market, and the implementation of these programmes has a decisive impact on the quality of VET. The programmes enable the adaptation of specialist training to changes on the labour market, the development of vocational skills necessary for a specific job, and the adaptation of the educational process to individual needs. The choice of the modular programme is determined by the availability of trained teachers and facilities which enable the implementation of individual modules in the context of integrated theoretical and practical training.

Another 150 modular curricula and 2 500-3 000 packages, which contain guidelines for the teaching of individual modular units, will be developed under the SOP-HRD⁵⁴.

- **New teaching contents have been introduced to develop entrepreneurship skills of pupils and young people.**

Graduates in some occupations of the vocational education classification have limited prospects for being hired as an employee. Consequently, self-employment in the occupation that they have been trained for is the most realistic option for practising a given occupation. In order to help graduates to create a job for themselves, a guide for teacher and pupils, „*Self-employment in the occupation we are trained for*”, is currently being introduced as a **teaching material** in school and non-school education (www.menis.gov.pl). It is designed for use by teachers and pupils in educational activities “Fundamentals of entrepreneurship” in post-gymnasium schools. It should serve primarily to help young people pass a practical test as employers. The guide covers the core curriculum for the “Fundamentals of entrepreneurship” and up-to-date knowledge in the area of economics, and contains practical guidelines necessary to pursue economic activity. The MoNE&S has approved **curricula** which support the running of school mini-companies, including 18 curricula for the module “Education for

⁵² In the framework of Phare 2000, *The National Vocational Training System*.

⁵³ See below.

⁵⁴ Chapter 2.

active participation in economic life” for the gymnasium and 28 curricula for the subject “Fundamentals of entrepreneurship” for post-gymnasium schools. Gymnasiums and post-gymnasium schools have also implemented special programmes promoting self-employment and the development of entrepreneurship⁵⁵.

Entrepreneurship has been given a special status in activities involving pupils of gymnasiums and post-gymnasium schools.

- **The concept of school careers advisor has been introduced into the teaching practice.**

In order to ensure generally accessible support in educational and career choices, a post of careers advisor has been created in schools and other establishments, also covering adult education. The school careers advisor is now taking on the responsibility for the organisation and functioning of the school career guidance system⁵⁶.

Support for the counselling and guidance system will be provided under the ESF⁵⁷.

- **A concept of distance education provision has been developed.**

The concept proposes systemic arrangements which will enable the establishment of a network of distance education centres where adults in particular may acquire and upgrade their general knowledge and vocational skills in non-school contexts, and which will ensure wider access to education for village and small town inhabitants.

Regulations concerning the requirements and procedures for distance education provision are included in the relevant legislation which also lays down the rules for the recognition by schools for adults of results achieved in vocational training courses delivered in the distance education mode. This will ensure greater flexibility and possibilities of transfer between educational paths, linking education in the school system with education in non-school contexts.

A postgraduate training programme for distance education teachers, „Tools and Techniques for Virtual Education”, is provided through the Internet. The teachers trained will be involved in the establishment of a cross-country network of Internet-based distance education centres. In the framework of a project co-financed by the structural funds, training programmes and multimedia packages will also be developed for this purpose⁵⁸.

- **Accreditation of establishments providing distance education in non-school contexts has been in place since 1 January 2004.**

Accreditation brings many benefits for both the establishment itself and its clients. The establishment improves the quality of its services, increases its competitiveness on the market of educational services and enhances its market value. Clients of accredited establishments may have their outcomes achieved in vocational training courses recognised in order to enrol in a school for adults which provides vocational education, and/or complete the compulsory education in a non-school context.

Support for the system is provided through projects under the SOP-HRD⁵⁹.

⁵⁵ ANNEX, Chapter 5, Note 1.

⁵⁶ Chapter 3.

⁵⁷ Chapter 2.

⁵⁸ Chapter 2.

⁵⁹ Chapter 2.

- **New instruments for improving the quality of training have been introduced:**
- a financial award granted to training institutions for high quality of services, with quality measured by a large number of trainees who have found employment after training;
- a register of training institutions; registration is obligatory in the case of training institutions which apply for contracts for the training of the unemployed and job seekers; it is free and may be done on-line. The register should help the unemployed, job seekers and labour offices to look through the courses offered and choose the appropriate training institution, and should help employment services to carry out statistical analyses.

The following arrangements have also been introduced in the legislation to encourage staff development in employment services: licences for employment agents and careers advisors, a promotion system, and financial allowances for regular skills upgrading.

- **Support for VET**

In order to improve VET, and in particular practical vocational training, the Minister of National Education and Sport concludes agreements with employers' organisations, economic self-government bodies and other non-governmental organisations. Until now, 10 such sector agreements have been signed by the Minister at national level, whereas agreements at local level are concluded by school superintendents depending on the needs in the area of practical vocational training. The implementation of the agreements is monitored by the Ministry via school superintendents.

Between 2003 and 2004, the Polish Agency for Enterprise Development (PAED) provided support under the Phare programme for projects focusing on:

- the identification of educational needs of low-skilled people and people at risk of social exclusion; and the linking of the training system with requirements resulting from the structure of the local labour market;
- the development of competences and skills of older employees (the promotion of active ageing);
- the early identification of vocational qualifications and skills required, and future career planning.
-

All of the above-mentioned projects were designed to address the needs of the local labour market.

In the framework of the Phare project, „*Social and professional integration of groups at risk of social exclusion*”, on the basis of labour market analyses and the most sought-after qualifications and skills identified in this way, people from these groups were sent for vocational training courses. These activities aimed to adapt training courses, and consequently the skills acquired by people at risk of social exclusion, to the needs on the local labour market, and thus to enhance the flexibility of the vocational training system. In the framework of another Phare project, „*Promoting Growth in Youth Employment*”, young people were sent for training courses and work placements. The topics of training courses and work placements were directly related to Individual Action Plans, developed for each person, which served as a basis to identify the vocational qualifications required and to plan future career development for individual persons.

The above-mentioned projects will be continued in 2005. Moreover, as from 2005, the PAED intends to launch in 2005 training courses for low-skilled people which are designed to enable them to upgrade skills or acquire new skills. In the framework of “50 plus” project, funds will be also provided for initiatives which, among others, help people aged over 50 years (50+) to set up their own business. The support will cover training courses in how to pursue economic activity, consultancy services in this area, and the reimbursement of current costs of economic activity.

CHAPTER 6

CONSOLIDATING THE EUROPEAN DIMENSION OF EDUCATION AND TRAINING

The main instruments supporting organised mobility, including the exchange of students and other learners, volunteers, school teachers, academic teachers and trainers, in Poland are Community programmes, SOCRATES, LEONARDO DA VINCI and YOUTH.

Mobility in the framework of the Community programmes increased considerably in 2004⁶⁰. This results to a large extent from the fact that the European Commission increased the budget allocated to Poland for the decentralised actions of these programmes. However, mobility has also been encouraged through intensive awareness-raising activities, carried out by the national agencies responsible for the programmes, as well as through legislation and administrative provisions.

Moreover, mobility is promoted in the framework of regional programmes, e.g. *Central European Exchange Programme for University Studies* (CEEPUS), bilateral programmes, e.g. *Polish-German Youth Co-operation* (PGYC), as well as the government programme *International youth co-operation and exchange*⁶¹.

The EU students who came to Poland for a study period under Erasmus/Socrates in 2003/2004 accounted for 22% of the Polish students who went to study in EU countries in the same year. Despite the increasing number of incoming EU students, the disproportion between the number of outgoing and incoming student flows has not changed noticeably and is still significant.

POLICY PROMOTING MOBILITY

Legislation

- Academic mobility is promoted through amendments the higher education legislation passed in 2004 and in 2005, these including the introduction of the ECTS, the Diploma Supplement and a three-cycle degree structure in higher education institutions (see: CHAPTER 4).

⁶⁰ ANNEX, Chapter 6, Tables 1 and 2.

⁶¹ ANNEX, Chapter 6, Note 1.

- The mobility of pupils is promoted through new legislation concerning documents which attest to vocational qualifications (EUROPASS)⁶². The MoNE&S is currently working on the Certificate Supplement.

New legislation

The mobility of student teachers and teachers may also be increased as a result of the introduction in 2004 of new initial teacher training standards for Bachelor's degree programmes which cover two-subject teacher training, an advanced course in a foreign language and the use of information technologies in the teaching of a subject.

On 24 April 2003, the Parliament passed the Act on Public Benefit and Volunteer Work. This is the first legislative act which regulates the activities of volunteers in Poland. The Act defines the term „volunteer” and the legal status of the volunteer, distinguishing it clearly from that of the employee. It also lays down the requirements for volunteers to be eligible for social benefits (also at international level).

Recognition of study periods, practical placements and training periods undertaken abroad:

- The recognition of study periods for students is ensured (in accordance with the *Learning Agreement*) by their home university, provided that they have obtained a sufficient number of ECTS credits.
- On the basis of the decision of the Minister of National Education and Sport, a language assistantship period for student-teachers of foreign languages (under SOCRATES-Comenius 2.2.b) is recognised as a part of practical placement.
- Training periods for teachers in SOCRATES-Comenius 2.2.c are recognised as pedagogical training, and thus taken into account for professional promotion.

Support for pupil exchange

Pupil exchange is promoted through the enhanced provision of foreign language teaching in schools⁶³. Compulsory language courses start in Forms IV-VI of the primary school. Language courses in Forms I-III and second-language courses in Forms IV-VI may be organised during the hours that are at the school director's disposal in the framework timetable. This option is chosen fairly frequently, which is a promising sign. Moreover, as a major development, foreign language as a compulsory subject was introduced in the maturity (secondary school leaving) examination in 2005.

With improvements in school computer hardware and software, supported under the national “Inter-class” programme, better conditions are created for the development of virtual mobility in primary schools, gymnasiums and post-gymnasium schools. The structural funds now available will boost the computerisation of schools in 2005 and 2006. Virtual pupil mobility is also developed under the School Projects in the SOCRATES-Comenius programme and the *e*-Twinning action of the *e*-Learning programme.

Activities aiming to improve student mobility

⁶² MoNE&S Regulation on the types of diplomas and degrees of 23.07. 2004.

⁶³ ANNEX, Chapter 6, Tables 4 and 5.

Student mobility under the SOCRATES-Erasmus programme is organised by higher education institutions. In addition to the organisation of mobility supported by SOCRATES-Erasmus grants, higher education institutions provide language and cultural preparation courses to outgoing and incoming students. Integration of incoming students in the academic community is facilitated by student organisations. International relations offices in higher education institutions, in liaison with the National Agency, offer students any information and advice they may need in connection with their planned period of study abroad.

Higher education institutions place increasing emphasis on the quality of mobility, among other things, by making the best possible preparatory arrangements for student mobility, which include in particular agreements on suitable study programmes in host institutions. Quality is guaranteed by the commitment of the institution to comply strictly with the provisions of *the Erasmus University Charter* and *the Erasmus Student Charter*. Budgets of the Community programmes are the main source of funds for mobility. The national authorities have adopted arrangements whereby Erasmus students are entitled during their study period abroad to receive maintenance grants and grants for learning achievements which they were eligible for before going abroad, during their studies in the home country. Erasmus students may also apply for support from the loan fund established for those studying in the country. In 2004, the level of funding for Erasmus students rose considerably as the European Commission increased the budget allocated to Poland for student mobility.

Dissemination of information

Information about Community programmes and other initiatives in the area of education and benefits from mobility are presented in numerous publications of the national agencies, as well as in the press, radio and TV, and advertisements. Information is also published on the websites of the agencies and the Ministry of National Education and Sport, thus reaching all target groups (educational institutions, companies, youth organisations) and the general public at large. Moreover, awareness-raising activities are carried out by the national agencies at regional and local levels in co-operation with educational authorities (school inspectorates) and local authorities.

Barriers to mobility

- Young people in Poland (in particular, those from disadvantaged backgrounds) do not have sufficient linguistic skills and opportunities to fill in these language gaps, and are as a result reluctant to participate in international projects.
- A strong barrier to teacher mobility which involves teaching assignments in schools abroad is that teachers' language skills are not sufficient for them to teach a subject in a foreign language. Another barrier is the lack of funds for teacher mobility.
- Insufficient language skills of those involved in vocational education and training, which limits access to international exchange of experience.
- Insufficient recognition by employers of skills acquired by workers during training periods and work placements abroad.
- Pupil mobility is also hampered by **organisational barriers**, related to obligatory attendance at classes, as a result of which exchange periods are limited to school holidays.
- An additional obstacle to the mobility of pupils and young people is related to **financial** issues. For example, due to variations in exchange rates, it is difficult for young people to plan in advance and manage properly project funds. Costs of tickets

are another obstacle in the implementation of projects /e.g. youth exchanges in the YOUTH programme/ as they remain high in spite of desirable changes resulting from the fact that cheap airlines have entered the Polish market.

○ The too small number of students coming to Poland may be explained by the language barrier. Only some higher education institutions deliver lectures and classes in the most widely used European languages, and the number of study fields with study programmes developed as a result of international co-operation is rather negligible⁶⁴. Moreover, activities promoting Polish higher education institutions in their partner institutions are limited in scale⁶⁵.

Contribution to the European dimension

- In the curriculum at primary and secondary level

European education has been introduced to the educational process under the Regulation of Minister of Education and Sport of 26 February 2002 on Core Curriculum for Pre-school and General Education.

At primary level (Forms I-III – integrated teaching; Forms IV-VI – block teaching), European education is integrated into educational activities proper for specific age groups.

At lower and upper secondary school level, European education issues are taught under the educational pathway “European education”.

- Activities in the wider school context

Schools in Poland have participated in “Europe at School” activities since the school year 1991/1992. These are run under the patronage of the Polish Minister of National Education. Moreover, since the beginning of the nineties, schools have organised School European Clubs which are to promote knowledge on European integration among pupils.

Contribution to the European dimension of higher education (see: CHAPTER 4)

- Joint diplomas and/or joint study programmes

- Curricula focusing on the European integration issues

ANNEX

CHAPTER 2

NOTE 1

Employer’s responsibilities in the area of continuing education: Labour Code regulations

⁶⁴ In 2003, about 55 Polish universities and tertiary institutions delivered courses taught in English. (Source: *Education at a Glance 2005*, p. 255).

⁶⁵ ANNEX, Chapter 6, Table 3.

The employer should facilitate the upgrading of the employee's professional skills. The employee may be sent by the employer to school or for training in a non-school context either on the initiative of the employer or on his own initiative. In accordance with the implementing regulations⁶⁶, the employee who is sent for training or to a school by the employer has the right to take a paid holiday or a part of a day off. The employee is entitled to receive remuneration for the duration of such absence, the level of which is determined in accordance with the rules applicable to the calculation of the remuneration for a holiday leave. The duration of the holiday or a day-off leave depends on the form of education and the type of school that the employee attends.

Moreover, the employer may provide additional allowances to the employee, including:

- the reimbursement of travel, accommodation and subsistence costs in accordance with the rules applicable to in-country travel if training is provided in a place other than the place of residence and workplace of the employee;
- the reimbursement of costs of textbooks and other training materials;
- the reimbursement of tuition fees charged by the school.

Employees who take up education in school, whilst not being sent by the employer, may negotiate similar conditions (but may take an unpaid holiday); the final decision about the extent of support provided is however taken by the employer.

The employee who has been sent to training in a non-school context is entitled to:

- the reimbursement of costs related to participation, including accommodation, subsistence and travel costs;
- a paid training holiday to attend compulsory classes (with its duration depending on the type of training) and a part of a day off.

The employee who takes up study in a non-school context, whilst not being sent by the employer, may negotiate an unpaid training holiday and other benefits with the employer.

NOTE 2

Instruments stimulating demand for continuing education: provisions of the Act on the Promotion of Employment and Labour Market Institutions

Training Fund: The Act encourages employers to establish a Training Fund for the upgrading of employees' skills. It is not obligatory to establish the fund, but those who have established it must allocate for it at least 0.25% of the remuneration fund.

Institutional training plan: The Act encourages employers to organise well-planned in-service training for employees; the Training Fund should be used on the basis of the institutional training plan.

⁶⁶ The Regulation of the Minister of National Education and the Minister of Labour and Social Policy of 12 October 1993 on the rules and conditions for the upgrading of professional skills and general education of adults.

Financial support from the Labour Fund: It is available only to the employers who have established the training fund and includes:

- the reimbursement of 50% of costs related to the training of employees at risk of dismissal;
- the reimbursement of 80% of costs related to the training of employees who are on a paid training holiday for more than 3 weeks;
- the reimbursement of the salary of an unemployed person hired under the work programme as a replacement for the duration of the training of an employee who is on a paid training holiday (up to 40% of the average monthly salary).

New or modified empowering programmes: These programmes are financed from the Labour Fund, include elements of training (work placements, vocational training at the workplace), and are targeted on young people under the age of 25 years and people facing problems on the labour market (i.e. long-term unemployed, unskilled unemployed over the age of 50 years, lone parents with small children, disabled). Upon completion of the programme, the trainee obtains a certificate issued by a labour office which contains information about the qualifications or skills acquired.

Arrangements introduced in the legislation to encourage staff development in employment services: licences for employment agents and careers advisors, as well as a promotion system and financial allowances for regular skills upgrading.

TABLE 1

Computer equipment in schools, school year 2003/2004⁶⁷

| | Number of computer laboratories per 100 schools | Number of computers for use by pupils per 100 schools | Number of pupils per 1 computer with Internet access |
|------------------------|---|---|--|
| Primary schools | 74 | 732 | 43 |
| In urban areas | 90 | 1 002 | 57 |
| In rural areas | 67 | 621 | 32 |
| Gymnasiums | 92 | 1 061 | 28 |
| In urban areas | 106 | 1 221 | 33 |
| In rural areas | 80 | 909 | 21 |
| Post-gymnasium schools | 58 | 956 | 22 |

TABLE 2

Applications for financial support under IOP-RD 2004-2006

| Priority / Activity | Amount of funds requested | Value of projects covered by |
|---------------------|---------------------------|------------------------------|
|---------------------|---------------------------|------------------------------|

⁶⁷ Source: School education in the school year 2003/2004, Central Statistical Office.

| | from Community sources (in PLN) | co-funding contracts (in PLN) |
|---|--|--|
| Regional educational infrastructure (1.3.1) ⁶⁸ | 1 448 847 355 | 144 679 164 |
| Local educational infrastructure and sport facilities (3.5.1) ⁶⁹ | 1 746 940 615 | 79 808 835 |

TABLE 3

Public expenditure on school education and educational care, 2000-2005

¹⁾ in '000 PLN

| No. | Specification | 2002 (actual) | 2003 (actual) | 2004 (acc. to the Budgetary Act) | 2005 (acc. to the Budgetary Act) |
|------|-----------------------|------------------|------------------|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | State budget – total, | 24 504 799 | 26 081 227 | 26 916 391 | 27 578 783 |
| 1.1. | incl.: | 24 305 397 | 26 002 673 | 26 719 348 | 27 492 104 |
| 1.2. | current expenditure | 199 402 | 78 554 | 197 043 | 86 679 |
| | capital expenditure | | | | |
| 2. | LGU budgets - total, | 9 335 654 | 9 306 903 | x70 | x5 |
| 2.1. | incl.: | 7 156 562 | 7 608 866 | x | x |
| 2.2. | current expenditure | 2 179 092 | 1 698 037 | x | x |
| | capital expenditure | | | | |
| 3. | Total (1+2), | 33 840 453 | 35 388 130 | 26 916 391 | 27 578 783 |
| | incl.: | | | | |
| 3.1. | current expenditure | 31 461 959 | 33 611 539 | 26 719 348 | 27 492 104 |
| 3.2. | capital expenditure | 2 378 494 | 1 776 591 | 197 043 | 86 679 |

TABLE 4

State budget expenditure on higher education (in '000 PLN)

⁶⁸ MoNE&S data.

⁶⁹ MoE&L data.

⁷⁰ Data on the level of LGU own expenditure on school education in 2004 and 2005 are not available yet.

| Specification | 2002 | 2003 | 2004 ¹⁾ | 2005 ²⁾ |
|--|-----------|-----------|--------------------|--------------------|
| State budget expenditure on higher education, incl.: | 6 850,450 | 7 071 241 | 8 858 862 | 9 641 789 |
| Current expenditure | 6 524 511 | 6 732 467 | 8 321 339 | 9 339 969 |
| Capital expenditure | 325 939 | 338 774 | 537 523 | 301 820 |

CHAPTER 3

NOTE 1

National Scholarship Scheme

The programme will cover the following types of activities:

- financial support for pupils, boarders and learners on the basis of the School Education Act, within the school education system;
- financial support for students within the higher education system;
- financial support granted on the basis of government programmes;
- financial support granted by the competent ministers;
- programmes co-financed from EC-origin public funds;
- sport scholarships;
- activities enabling and encouraging institutions and organisations other than government bodies to provide educational support to pupils (including support for the activities of local government units and non-governmental organisations).

New model of financial support for pupils (three categories)

- Maintenance grants awarded on an on-going basis:

- This form of financial support aims to reduce disparities in the access to education resulting from the difficult financial situation of pupils.
- The distribution of maintenance grants is a compulsory task of the commune; grants are financially secured by a specific-purpose subsidy from the State budget.
- Those eligible include pupils, learners and boarders who meet the income criterion defined in the Act; the number of children and young people who are covered by support depends on the amount of the specific-purpose subsidy. The Act sets out specific guidelines to be followed by the commune in the award of grants; circumstances which should be taken into account include: an unemployed person in the family, disability, severe or long-lasting illness, a large number of children, inability to perform educational and care functions, alcoholism or drug addiction, and a broken family.
- The Act introduces a rule that support will be provided primarily in forms other than financial benefits, defining at the same time the other forms.

- Detailed arrangements for the provision of financial support will be adopted by the commune in a local legislative act (regulations) the scope of which is defined in the Act.

- Maintenance grants for pupils are intended to:

- ensure equal opportunities for pupils from poor families;
- create equal opportunities for participation in the school community;
- reduce disparities in the access to education at a higher level;
- increase participation and completion rates in secondary education;
- help to cope with occasional crisis situations caused by unpredictable circumstances.

Financial support for maintenance may be provided as a school grant in the form of full or partial reimbursement of costs of participation in educational activities, including remedial classes, or educational in-kind support. If the grant awarding body establishes that it is not possible to award a grant in one of these forms, it may be awarded in the form of a financial benefit. In the case of post-gymnasium pupils, and students of teacher training colleges, foreign language teacher training colleges and social work colleges (which are set up on the basis of the School Education Act), a school grant may also be awarded in the form of full or partial reimbursement of costs related to studying outside the place of residence. Another form of support is a school allowance; it may be granted to the pupil, learner or boarder who is temporarily in a difficult financial situation as a result of unpredictable circumstances.

- Maintenance and incentive grants awarded at shorter (varying) intervals under:

- a government programme for equal educational opportunities financed from the State budget;
- a government programme supporting the establishment and implementation of regional and local programmes for equal educational opportunities which are set up by local government units and non-governmental organisations;
- a government programme supporting the establishment and implementation of regional and local programmes which are set up by local government units and non-governmental organisations to support the education of gifted pupils.

Complementary funding for the programmes may be provided from the State budget if other institutions or organisations contribute their own funds; EC-origin public funds will also be available for this purpose.

- Incentive grants awarded on an on-going basis

Incentive grants for pupils are intended to:

- support the education of gifted pupils;
- enable their proper development;
- develop their interests;
- develop their talents and abilities;
- extend the range of knowledge and skills;
- enable the personal development of specially gifted pupils;
- promote young talents;
- reward pupils for outstanding learning achievements.

NOTE 2

Training activities organised by the Methodology Centre for Psychological and Educational Support

Between 2003 and 2005, the target groups of various in-service training activities organised by the Methodology Centre for Psychological and Educational Support included: psychologists, educators, speech therapists, teachers, staff in counselling and guidance services and family counselling services, staff in social therapy centres, school educators, educators working in education-and-care and social rehabilitation centres, therapists, re-educators and students.

Training activities covered a wide range of topics, including: psychological and educational support; development of social skills; working methods in the prevention of social problems, and prevention of risk behaviours; psychological and educational support for children and young people, teachers and parents; support for the development of, and equal educational opportunities for, children and young people; support for children and young people with learning difficulties; support for the development of disabled children and young people; prevention of social problems and social rehabilitation. Training courses in 2005 will focus on issues related to the work with autistic children, children with behaviour disorders and ADHD (Attention Deficit Hyperactivity Disorder)

NOTE 3

Health education in schools: Teacher training

In order to prepare teachers to deliver courses under the educational pathways „Health education” and “Health promotion”, the following activities were undertaken by the MoNE&S:

- a course was organised for Educators of the New Vocational Schools interested to extend knowledge and skills related to the training of teachers for the educational pathway „Health education”, which is an element of school educational activities and activities aiming to prevent social problems. The course was completed by 31 persons.
- Educators for “Health education” and “Health promotion” were trained to improve the delivery of the health-oriented pathway as regards the development of pupils’ life skills in the school practice. The course was completed by 60 persons.
- A training course in the development of pupils’ life skills in the school practice is planned (for the first half of 2005) for counselling and guidance service staff.

NOTE 4

Support for people at risk of social exclusion

The Act on the Promotion of Employment and Labour Market Institutions defines 6 categories of unemployed people as „persons with a special status on the labour market” because of their reduced chances on the labour market and risk of social exclusion. The following special labour market instruments are provided for them:

- *work placements at the employer’s organisation* – addressed to the unemployed of up to 25 years of age who have difficulties in entering the labour market due to the lack of work experience;
- *vocational training at the workplace* – addressed to people whose skills are not adjusted to the current needs of the labour market;
- *scholarships* for unskilled unemployed persons of up to 25 years of age for the continuation of education in a school for adults or for part-time studies in a higher education institution;
- *the reimbursement of costs related to the care of children of up to 7 years of age* – in the case of lone parents sent for training, work placement or vocational training at the workplace, or taking up employment;
- *the reimbursement of costs related to the care of a dependant* – in the cases listed above.

The Act on the Promotion of Employment and Labour Market Institutions also provides a number of instruments which facilitate the acquisition of new skills for the other groups of the unemployed, employees at risk of dismissal and certain categories of job seekers.

The following persons from these groups may be sent for training by a labour office:

- employees during their period of notice if the notice is given for reasons related to the employer, or employees working in a company declared bankrupt;
- people receiving a social benefit payable during a miner’s holiday or a miner’s social allowance;
- people participating in an individual integration programme regulated by the social welfare legislation;
- people receiving a training allowance in the framework of a monitored dismissal programme.

NOTE 5

Rights of persons undergoing training

Persons sent for training by a labour office have a number of rights:

- unemployed persons are entitled during the training period to a training allowance amounting to 20% of the benefit;
- young people aged up to 25 years are entitled during the training period to a scholarship amounting to 40% of the benefit;
- people sent for training are entitled to insurance against accidents occurring in connection with training.

Unemployed people and job seekers may also be reimbursed for:

- travel, accommodation and subsistence costs if training is provided in a place other than the registered place of residence of the trainee;
- fees for examinations leading to certificates, diplomas and other credentials, specific professional rights or degrees;
- costs of obtaining licences required to practise a profession.

TABLE 1**Preschool education, 2003⁷¹**

| Specification | Number of establishments | Number of children in nursery schools | | Children aged 3-5 years in nursery schools as a percentage |
|---------------|--------------------------|---------------------------------------|-----------------|--|
| | | total | incl.: disabled | |
| Urban areas | 6 714 | 575 601 | 6 058 | 52.3 % |
| Rural areas | 10 285 | 256 745 | 938 | 16.7 % |

TABLE 2**Population by educational attainment, 2002⁷²**

| Specification | Total | Education level | | | | | | | Level not established |
|---------------|-----------------|-----------------|----------------|----------------|----------------|--------------------|----------------|--------------------|-----------------------|
| | | Higher | Post-secondary | Secondary | | Basic (vocational) | Primary | Incomplete primary | |
| | | | | Vocational | General | | | | |
| Data in '000 | 32 435 4 | 3 203.6 | 1 023.9 | 6 382.5 | 2 802.0 | 7 539.8 | 9 651.8 | 1 180.0 | 651.8 |
| Data in % | 100.0 | 9.9 | 3.2 | 19.7 | 8.6 | 23.2 | 29.8 | 3.6 | 2.0 |
| Men | 100.0 | 9.3 | 1.6 | 20.6 | 5.4 | 30.1 | 28.0 | 3.0 | 2.0 |
| Women | 100.0 | 10.4 | 4.6 | 18.7 | 11.7 | 16.9 | 31.4 | 4.3 | 2.0 |

TABLE 3**Enrolment rates, school year 2003/2004 (in %)⁷³**

| Schools | Age group | Total | Men | Women |
|---|-----------|-------|------|-------|
| Basic vocational schools | 16-18 | 11.5 | 15.3 | 7.5 |
| General lyceums | 16-18 | 49.7 | 41.3 | 58.5 |
| Technical schools and specialised lyceums | 16-18 | 56.1 | 63.0 | 48.9 |
| Post-secondary schools | 19-21 | 13.1 | 10.6 | 15.6 |

TABLE 4**Number of pupils in post-primary and post-gymnasium schools (in %)⁷⁴**

| Types of schools | 1989/1990 | 2003/2004 |
|--------------------------|-----------|-----------|
| Basic vocational schools | 55.2 | 17.5 |
| General lyceums | 21.2 | 43.4 |
| Specialised lyceums | - | 15.0 |
| Technical and equivalent | 23.6 | 24.1 |

⁷¹ Source: School education in the school year 2003/2004, Central Statistical Office.⁷² Source: National Population and Housing Census 2002.⁷³ Source: School education in the school year 2003/2004, Central Statistical Office.⁷⁴ Source: School education in the school year 2003/2004, Central Statistical Office.

| | | |
|---------|--|--|
| schools | | |
|---------|--|--|

TABLE 5
Disabled and socially maladjusted pupils, school year 2003/2004

| Specification | Primary schools | Gymnasiums | Basic vocational schools | General lyceums | Technical schools and specialised lyceums |
|----------------------------------|-----------------|------------|--------------------------|-----------------|---|
| In special schools (in '000) | 37.7 | 38.8 | 19.2 | 1.0 | 2.1 |
| In mainstream schools (in '000) | 47.7 | 29.0 | 1.9 | 5.2 | 3.8 |
| incl. as a % of pupil population | 1.6 | 1.6 | 1.0 | 0.7 | 0.5 |

TABLE 6
Students in the academic year 2003/2004⁷⁵

| Total number | In full-time studies | In part-time (extramural and evening) studies | In public higher education institutions | incl. in full-time studies |
|--------------|----------------------|---|---|----------------------------|
| 1 850 574 | 47.0% | 51.8% | 70.6% | 57.0% |

TABLE 7
Participation in school education, training and self-education (in %)⁷⁶

| | Total % | Participating in school education (%) | Participating in training activities (%) | Involved in self-education (%) |
|-------------|---------|---------------------------------------|--|--------------------------------|
| Total | 100.0 | 17.0 | 8.0 | 29.4 |
| Urban areas | 100.0 | 18.3 | 9.8 | 33.5 |
| Rural areas | 100.0 | 14.8 | 4.8 | 22.5 |

TABLE 8
Participation in non-formal education (as self-education) by age structure⁷⁷

| | Total % | Age 15-24 | Age 25-34 | Age 35-44 | Age 45-54 | Age 55+ | Working age | Post-working age |
|---------|---------|-----------|-----------|-----------|-----------|---------|-------------|------------------|
| Total % | 100.0 | 35.7 | 21.5 | 16.3 | 15.2 | 11.2 | 84.8 | 15.2 |

⁷⁵ Source: Higher education institutions and their finance in 2003, Central Statistical Office, 2004.

⁷⁶ Continuing education in 2003, Central Statistical Office, 2004.

⁷⁷ Continuing Education in 2003, Central Statistical Office, 2004.

TABLE 9
Average teacher salary, 1999-2005⁷⁸

| Average teacher salary 1999-2005 | | | |
|-------------------------------------|--|--|---------------------|
| Year | Amount in PLN: acc. to the new remuneration system | Amount in PLN: pay rises acc. to the average annual growth rate, defined annually in the budgetary act | Growth rate in % |
| 1999 | 1 547.00 | 1 547.00 | - |
| 2000 | 1 880.00 | 1 651.00 | 6.7 |
| 2001 | 1 981.00 | 1 776.00 | 7.6 |
| 2002 | 2 033.00 | 1 776, 00 | 0 |
| 2003 | 2 289.00 | 1 847.00 | 4 |
| 2004 | 2 418.00 ⁷⁹ | 1 903.00 | 3 |
| Prediction 2005 | 2 554.00 | 1 960.00 | 3 |

⁷⁸ MoNE&S data.

⁷⁹ The average monthly salary in the national economy (basis for the calculation of pensions) in 2004 amounted 2289.57 PLN (source: www.stat.gov.pl).

CHAPTER 4

TABLE 1

Types of assessments given by the State Accreditation Committee, 2002-2004

| | Assessments | | | | Total | Very good and positive as a % |
|---|-------------|------------|-------------|-----------|------------|-------------------------------|
| | Very good | Positive | Conditional | Negative | | |
| Public HE institutions (excl. public HE vocational schools) | 19 | 532 | 111 | 17 | 679 | 81% |
| Public HE vocational schools | - | 30 | 6 | - | 36 | 83% |
| Non-public HE institutions (excl. HE vocational schools) | 1 | 150 | 54 | 18 | 223 | 67% |
| Non-public HE vocational schools | - | 29 | 7 | 2 | 38 | 76% |
| Total | 20 | 741 | 178 | 37 | 976 | 72% |

NOTE 1

Responsibilities of the State Accreditation Committee:

1. Giving opinions on applications concerning:
 - a. the establishment of a higher education institution;
 - b. the establishment of an organisational unit by a higher education institution in another place;
 - c. the establishment of degree programmes in new fields of study in existing higher education institutions;
 - d. the assignment of specialism fields of degree programmes offered in higher education vocational schools to the corresponding fields of study;
2. Assessing the quality of education and conducting audits to check the compliance with the requirements for the delivery of higher education programmes in all civil (public and non-public, university-type and non-university) higher education institutions supervised by the ministers responsible for: higher education, health, culture, infrastructure and national defence (for fields of study other than military);
3. Approving applications for the establishment and delivery of degree programmes in fields of study other than those defined on the basis of the Higher Education Act.

CHAPTER 5

NOTE 1: Programmes promoting the development of entrepreneurship skills for pupils in gymnasiums and post-gymnasium schools

- **SEPTEMBER PACKAGE:** An initiative of the Small and Medium Enterprises Foundation “KOMANDOR” (www.fundacja.komandor.pl). The programme is implemented as extracurricular activities for a group of pupils (max. 20 persons) of Form I or II in the gymnasium. Programme participants set up jointly a school „Micro-company” whose task is to carry out a market survey and to prepare on this basis a generally accessible offer in the Internet for a kit of school supplies and textbooks, grouped in the so-called „September packages”, and to promote the packages in the school environment, among parents and other interested people. Pupils run **virtual** companies (present their offers in the Internet). The scope of the project: **national**; it involved 109 schools in the school year **2003/2004**, which represented **1.78%** of all gymnasiums. In the school year **2004/2005**, it involves 189 schools, which represents **3.06 %** of all schools.
- **HOW TO SET UP AND RUN A COMPANY:** An initiative of the Foundation „Civic Education Centre” (www.ceo.org.pl). It is an Internet-based pupil project covering the **simulation of operations of a small enterprise**. The task of the pupils is to set up a virtual company which produces consumables for everyday use, to register it in the Virtual Register of the Civic Education Centre and to carry out the six subsequent stages of the project. The scope of the project: **national** (it involved 108 pupils’ companies in 2004). In the present round, 889 companies are registered. The project is targeted on pupils in post-gymnasium schools, but it also involves gymnasium pupils. It is carried out in the framework of the programme "Young Entrepreneurs in a United Europe” financed by the European Commission.
- **PRACTICAL SCHOOL OF ENTREPRENEURSHIP:** An initiative of the Sub-Carpathian Economic Chamber (<http://www.pig-chamber.com.pl/pig-chamber/pig-chamber/index.html>), with financial support provided by the Polish Agency for Enterprise Development. The scope of the programme: **regional**. Pupils run real companies. The project is targeted on secondary school pupils who are interested in entrepreneurship and/or intend to set up their own business in the future. The Practical School of Entrepreneurship is a competition of school companies from the Sub-Carpathian province. Following the guidelines published on the website of the Chamber, pupils set up and run mini-companies, for example Internet cafes, service co-operatives, music clubs, etc. Successful projects are presented on the Chamber’s website. Applications were submitted by 12 schools from the Sub-Carpathian region, which represented 2.31 % of all schools in the region.
- **YOUNG MINI-ENTERPRISE:** An initiative of the Junior Achievement Foundation (www.junior.org.pl) which is a member of the network “Junior Achievement – Young Enterprise” and the International Debate Education Association IDEA. The scope of the programme: **national**. Pupils in post-gymnasium schools run real companies. The Foundation also organises an annual National Competition for the Best Young Mini-Enterprise, “PRODUKCIK” (“Small Product”). In 2003/2004, 198 companies were registered, which represented 2.3% of

all post-gymnasium schools. In 2004/2005, 350 companies are registered, which represents **3.75 %** of all schools.

- **COMPANY MANAGEMENT**: A programme designed by the Junior Achievement Foundation (www.junior.org.pl), implemented at **national** level (in the school year 2003/2004, 196 teachers were involved as team supervisors, with one teacher normally responsible for several teams). Pupils of post-gymnasium schools run **simulation** companies. Classes are based on the computer simulation of business processes. The schools which are best in the implementation of the Company Management programme **take part in international competitions, such as Hewlett-Packard Global Business Challenge (on Harvard server) and EuroMesse**. In the school year **2003/2004**, 155 post-gymnasium schools were involved, which represented **1.78%** of all schools.
- **SCHOOL INTERNET STOCK EXCHANGE GAME**: A programme developed by the Capital Market Education Foundation (www.ferk.pl). The scope of the programme: **national**. Pupils of post-gymnasium schools run **simulation** companies. The game consists of educational and investment modules which enable pupils to study the theoretical basis of market operations and to test their knowledge in practice by investing virtual 100,000 PLN in company shares or making deposits. In round III (school year 2004/2005), the programme involved 884 post-gymnasium schools, which represents **9.48%** of all schools of this type.

CHAPTER 6

NOTE 1

The government programme, *International youth co-operation and exchange*, aims to create opportunities for participation in international life for as many young people as possible. It complements two other international programmes, *Youth* and the Polish-German Youth Co-operation.

The activities supported under the programme are designed to help young people to enter a European educational and career track through an informal learning experience which combines leisure with an opportunity to speak foreign languages, and to facilitate international co-operation and exchange between schools, youth organisations and young people in informal groups.

TABLE 1
Statistical data concerning mobility, 2003-2004⁸⁰

| Programme | | 2003 | 2004 ⁸¹ |
|--|---|--------------|--------------------|
| SOCRATES | | | |
| Erasmus | - Mobility of students for study periods abroad | 6 278 947 | 9 000 1 800 |
| Comenius 1 | - Mobility of academic teachers | | |
| | - Mobility of teachers within projects | 1 939 | 3 951 |
| Comenius 2 | - Mobility of pupils within projects | 1 703 | 3 118 |
| | - Mobility of teachers for training courses | 189 | 653 |
| Grundtvig | - Mobility of student-teachers of foreign languages for language assistantships | 67 | 102 |
| | - Mobility of adult education teachers for in-service training courses | 85 | 100 |
| Arion | - Study visits of education decision-makers and experts | 87 | 135 |
| LEONARDO DA VINCI⁸² | | | |
| Mobility: | | 781 | 2 137 |
| | - Mobility of pupils | 538 | 1 111 |
| | - Mobility of students | 337 | 979 |
| | - Mobility of young workers and graduates | 342 | 932 |
| | - Mobility of trainers | | |
| YOUTH | | | |
| Action 1 – Mobility of young people as part of exchanges | | 6 121 | 10 889 |
| Action 2 – Mobility of volunteers | | 232 | 296 |

TABLE 2
Basic statistical data for the SOCRATES/Erasmus programme in Poland⁸³

| | 1998/99 | 99/2000 | 2000/01 | 2001/02 | 2002/03 | 2003/04 (estimate) |
|---|---------|---------|---------|---------|---------|-----------------------|
| Number of HEIs implementing Institutional Contracts | 46 | 74 | 98 | 99 | 120 | 148 |
| Number of HEIs involved in student exchange | 40 | 72 | 90 | 96 | 118 | 137 |
| Number of HEIs with outgoing teacher mobility | 38 | 66 | 82 | 94 | 111 | 132 |
| Planned student mobility flows | 1 524 | 3 193 | 5 046 | 6 430 | 7 747 | ca 9 000 |
| Actual student mobility flows | 1 426 | 2 813 | 3 691 | 4 323 | 5 419 | 6 276 |
| Planned staff mobility flows | 673 | 1 212 | 1 751 | 2 174 | 2 587 | ca 2 000 |
| Actual staff mobility flows | 356 | 614 | 678 | 799 | 884 | 947 |

⁸⁰ Source: Foundation for the Development of the Education System in Warsaw.

⁸¹ Data for 2004 are not final: mobility taking place in the school year 2004/05.

⁸² Data based on a note of the National Leonardo da Vinci Agency.

⁸³ Source: Foundation for the Development of the Education System in Warsaw.

TABLE 3**Statistical data concerning mobility: Mobility to Poland, 2003-2004⁸⁴**

| Programme | | 2003 | 2004 |
|-----------------|---|-------|------|
| SOCRATES | | | |
| Erasmus | - Students coming for a period of study | 1 378 | - |
| Comenius 1 | - Preparatory visits | 12 | - |
| | - Teachers coming for contact seminars | 62 | |
| Comenius 2 | - Student-teachers of foreign languages coming for language assistantships | 17 | 18 |
| Arion | - Study visits of education decision-makers and experts from European countries | 7 | 8 |

TABLE 4**Foreign language learning participation rates, school year 2002/2003 (compulsory language courses in all schools, % of the total number of pupils)⁸⁵**

| | English | French | German | Russian |
|---------|---|------------|-------------|------------|
| 1992/93 | 18.2 | 3.2 | 16.0 | 34.0 |
| 1993/94 | 23.1 | 3.7 | 18.8 | 27.6 |
| 1994/95 | Central Statistical Office data not available | | | |
| 1995/96 | Central Statistical Office data not available | | | |
| 1996/97 | 30.2 | 4.0 | 22.4 | 21.6 |
| 1997/98 | 32.5 | 4.0 | 23.9 | 19.7 |
| 1998.99 | 34.5 | 4.0 | 25.2 | 18.1 |
| 1999/00 | 46.9 | 4.2 | 30.7 | 16.0 |
| 2000/01 | 53.6 | 4.3 | 33.4 | 13.4 |
| 2001/02 | 58.2 | 3.8 | 33.7 | 11.4 |
| 2002/03 | 62.4 | 3.8 | 34.8 | 9.7 |

TABLE 5**Pupils learning a foreign language as a compulsory subject in all types of schools jointly (in '000), school year 2002/2003⁸⁶**

| | English | French | German | Russian | Latin | Spanish | Italian | Other |
|--------------------|----------|--------|----------|---------|-------|---------|---------|--------|
| 2001 | 3 944.83 | 257.74 | 2 279.88 | 772.45 | 44.05 | 7.36 | 7.64 | 14.45 |
| 2002 | 4 116.37 | 248.95 | 2 295.27 | 642.57 | 46.48 | 8.65 | 8.52 | 12.85 |
| Change | 171.54 | -8.80 | 15.39 | -129.88 | 2.43 | 1.29 | 0.88 | -1.60 |
| Change in % | 4.3 % | -3.4 % | 0.7 % | -16.8 % | 5.5 % | 17.6 % | 11.5 % | -11.1% |

⁸⁴Source: Foundation for the Development of the Education System in Warsaw. Data for 2004 are not available yet or not final (mobility taking place in the school year 2004/05).

⁸⁵Source: Foreign language learning participation rates in the school year 2002/2003, Warsaw, 2003, Report of the National Teacher In-Service Training Centre.

⁸⁶Source: Foreign language learning participation rates in the school year 2002/2003, Warsaw, 2003, Report of the National Teacher In-Service Training Centre.