

# INTEGRATED SKILLS STRATEGY 2030

(DETAILED PART)

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# ABBREVIATIONS

<b>AI</b>	artificial intelligence
<b>BUR</b>	Baza Usług Rozwojowych [Database of Development Services]
<b>EQF</b>	European Qualifications Framework
<b>HPWP</b>	high performance work practices
<b>ICT</b>	information and communication technologies
<b>IQR</b>	Integrated Qualifications Register
<b>IQS</b>	Integrated Qualifications System
<b>ISS 2030</b>	Integrated Skills Strategy 2030
<b>IT</b>	information technology
<b>LOWE</b>	Lokalne Ośrodki Wiedzy i Edukacji [Local Knowledge and Education Centres]
<b>MOOC</b>	massive open online course
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PQF</b>	Polish Qualifications Framework
<b>R+D</b>	research and development activities
<b>RPL</b>	recognition of prior learning

# CHAPTER 1. THE INTEGRATED SKILLS STRATEGY 2030 AS THE POLICY FOR SKILLS DEVELOPMENT IN LINE WITH THE CONCEPT OF LIFELONG LEARNING

Skills are essential for personal, social and economic development. In the Integrated Skills Strategy 2030 (ISS 2030), the term “skills” refers to the ability to correctly and effectively perform a specific type of activity, task or function. Correct performance is understood as the application of appropriate theoretical and practical knowledge in action as well as compliance with social norms, in particular those relating to a given type of activity.

The adopted definition of skills follows the recommendations of the European Parliament and the Council on the European Qualifications Framework (EQF) and the definition adopted by the Organisation for Economic Co-operation and Development (OECD). Both in the Polish and international definitions of this concept, knowledge and attitudes are an integral component of the development and use of skills.

**Basic skills** – understanding and generating information; multilingual competence; mathematical competence; competence in science, technology and engineering (see Annex 1).

**Transversal skills** – digital skills; personal, social and learning to learn; citizenship; entrepreneurship; cultural awareness and expression; critical thinking and comprehensive problem solving; team work; ability to adapt to new conditions; leadership; multiculturalism; creativity and innovation (see Annex 1).

**Professional skills** – the ability of using the knowledge of a particular sector/field and acquired skills to perform defined and specific activities in a given profession.

Source: Integrated Skills Strategy 2030 (general part)

The effective development and use of basic, transversal and professional skills is crucial for Poland’s economic prosperity and social cohesion. The need to create a framework for skills policy – understood as the coherent approach of all actors involved in skills development, which will thus better match current and projected social and market needs – has been highlighted in many documents of strategic importance, such as the *Strategy for Responsible Development for the period up to 2020 (including the perspective up to 2030)* and the *Lifelong Learning Perspective*.

This was also reflected in Poland’s commitment in the Partnership Agreement – Programming the 2014-2020 Financial Perspective:

Poland will develop an integrated skills development strategy covering the entire education and training system. The strategy should cover general education, vocational education, lifelong learning and higher education. It should take into account both the demand side (demand for specific competences and qualifications) and the supply side (availability of qualifications and competences in society). Furthermore, it should include such elements as: methods for anticipating needs for competences and qualifications, their development, their appropriate adaptation to the needs of the labour market and the economy, their effective use, and a system of management and coordination. Moreover, the strategy should take into account the requirements relating to the socio-economic model of national development articulated in the *Strategy for Responsible Development*.

The actions set forth within the framework of the Integrated Skills Strategy 2030 will also implement the 2019 and 2020 Recommendations of the Council of the European Union to develop digital skills and equip the workforce with skills relevant to labour market needs, in particular through adult education and training. The above actions not only support the labour force participation of the population, but additionally improve innovation in the economy. ISS 2030 also takes into account the provisions of the EU Council Recommendations on improving the quality of teacher education and enhancing the attractiveness of the teaching profession.

Effective support for citizens' skills development at all stages of life requires the elaboration of new methods and tools for skills development as well as the support of existing and creation of new organisational solutions to ensure the coordination and cooperation of institutions involved in skills development activities. These institutions include both those relating to education and training (formal and non-formal education institutions) as well as those functioning in other areas of the social system – labour market, social assistance, culture and the organisation of leisure time. The effective functioning of these institutions and organisations also requires support to develop the staff responsible for management and the staff conducting direct educational work with citizens.

ISS 2030 emphasises issues concerning the social and professional inclusion of people of all ages through the development of their skills at all stages of formal education, non-formal education and informal learning. Social inequalities in learning conditions and in access to adequate educational support are one of the main factors limiting the full use of human capital. The priority for reducing inequalities is to provide favourable learning conditions for all learners, taking into account the diversity of developmental and educational needs, regardless of personal and social differences.

The Integrated Skills Strategy 2030 sets the strategic policy framework for developing the skills needed to strengthen social capital, social inclusion, economic growth and to achieve a high quality of life.

ISS 2030 is coherent with the main objective of the *Strategy for Responsible Development for the period up to 2020 (including the perspective up to 2030)*: creating the conditions for the greater economic welfare of Polish citizens together with an increase in cohesion in the social, economic, environmental and territorial dimensions. Moreover, it is in line with all specific objectives of the medium-term national development strategy:

1. Sustainable economic growth based increasingly on knowledge, data and organisational excellence;
2. Socially responsive and territorially sustainable growth;
3. An effective state and institutions for growth and social and economic inclusion.

ISS 2030 has the status of a public policy (Act of 15 July 2020 on amending the Act on the principles of development policy and certain other acts, Journal of Laws of 2020, item 1378), and therefore defines the basic conditions, objectives and directions of the country's development in the social, economic and spatial dimensions in a given field or in a given area, which result directly from the medium-term national development strategy, i.e. the *Strategy for Responsible Development*.

The provisions of ISS 2030 constitute both the basis for defining the plans of using national and European funds for skills development, as well as a common frame of reference enabling the most advantageous planning of projects and

programmes by the administrators of individual parts of the state budget, local government units and other public and private entities. Thus, the provisions of ISS 2030 (detailed part) should be treated as a substantive guideline for the optimal allocation of national and European funds for skills development at the national and regional levels.

Projects and programmes falling within the themes and lines of action set out in ISS 2030 (detailed part) will be financed within the expenditure limits of individual parts of the budget, without the need to increase them for this purpose, and with the use of European Union funds as well as other resources (including private funds).

ISS 2030 provides a framework for stakeholders' actions for skills acquisition and development and enables:

- the design of a coherent policy for shaping and developing skills in Poland;
- the coordination of various entities' actions to benefit skills;
- an increase in the educational and professional activity of all social groups, especially those at risk of exclusion;
- strengthened awareness in society about the importance of skills for individual, economic and social benefits;
- the assurance of equal access to information on the demand and supply of skills, career counselling and training offers relating to skills formation and development.

## 1.1. THE INTEGRATED SKILLS STRATEGY 2030 – GENERAL PART AND DETAILED PART

In accordance with the adopted premises, the Integrated Skills Strategy 2030 consists of two parts:

- Integrated Skills Strategy 2030 (general part),
- Integrated Skills Strategy 2030 (detailed part).

In meeting the requirements of a public policy, ISS 2030 specifically contains:

- conclusions from the conducted diagnosis on skills – included in the general part;
- strategic objectives – included in the general part;
- directions of the interventions – included in the general part as a framework, further developed in the detailed part;
- principles of public policy implementation – included in the general part as a framework, further developed in the detailed part (see Chapter 3).

As a public policy, ISS 2030 does not define the precise implementation framework, i.e. time schedule and financial framework, nor the set of monitoring indicators. The mechanisms of cooperation and coordination at the national and regional levels in the field of lifelong learning will be developed and implemented within the framework of a project implemented by the Ministry of National Education (see Chapter 3).

On the basis of conclusions and recommendations from the diagnosis of the functioning of the mechanisms for skills development and use in Poland, six priorities for skills development were set forth in ISS 2030 (general part):

1. Raise the key skills level of children, youth and adults;
2. Develop and promote a culture of learning directed towards the active and continuous development of skills;
3. Increase the involvement of employers in developing and better utilising skills;
4. Build an effective system of diagnosing and informing about the current state and demand for skills;
5. Develop effective and permanent mechanisms of inter-ministerial and intersectoral cooperation for skills development;
6. Ensure equal opportunities in access to the development and utilisation of skills.

ISS 2030 (detailed part) operationalises the priorities and main areas of action presented in ISS 2030 (general part).

## 1.2. SCOPE OF THE DOCUMENT

The Integrated Skills Strategy 2030 (detailed part) presents the premises for the skills development policy, which are in agreement with the concept of lifelong learning:

- to promote lifelong learning;
- to develop the conditions enabling skills to be developed for active participation in a dynamically changing world of professional, social, family and personal challenges;
- to create opportunities for everyone to develop their skills, also by removing barriers that hinder access to institutions developing skills;
- to provide relevant, effective and high quality didactic and methodics solutions;
- to support institutions and organisations in their tasks of shaping skills and more fully adapting them to current challenges, including strengthening cooperation with the social and economic communities;
- to develop mechanisms for the ongoing monitoring and evaluation of the outcomes of proposed didactic, organisational and management solutions.

ISS 2030 (detailed part) identifies *Impact Areas* that are crucial for the development and use of citizens' skills, as well as their respective *Action Themes*, understood as specific, identified challenges within the framework of particular *Impact Areas*. The *Action Themes* are then further specified by *Lines of Action*, i.e. generally defined activities to be undertaken in order to implement the *Action Themes*.

The following elements are assigned to each Action Theme:

- Key entities for *Action Theme* implementation;
- entities implementing the activities of the *Action Theme*;
- funding sources.



ISS 2030 (detailed part) provides the room to clarify and define detailed ideas and initiatives undertaken by various stakeholders in the field of skills development. The implementation of the *Lines of Action* in specific *Action Themes* assigned to the *Impact Areas* will contribute to increasing the effectiveness of the economic system, which will improve the conditions and quality of life of the inhabitants of Poland.

The following *Impact Areas* are defined in ISS 2030 (detailed part):

**Impact Area I:** Basic, transversal and professional skills of children, youth and adults

**Impact Area II:** Skills development in formal education – management staff

**Impact Area III:** Skills development in formal education – teaching staff

**Impact Area IV:** Skills development outside of formal education

**Impact Area V:** Skills development and use in the workplace

**Impact Area VI:** Career counselling

**Impact Area VII:** Cooperation of employers with formal and non-formal education

**Impact Area VIII:** Planning lifelong learning and the recognition of skills

*The Impact Areas* are in line with the priorities set out in ISS 2030 (general part) and the recommendations contained in the *OECD Skills Strategy: Poland* report (see Annex 2).

## CHAPTER 2. IMPACT AREAS OF THE INTEGRATED SKILLS STRATEGY 20 30

### *Impact Area I* **BASIC, TRANSVERSAL AND PROFESSIONAL SKILLS OF CHILDREN, YOUTH AND ADULTS**

#### **AIM**

To promote a culture of lifelong learning aimed at the acquisition and improvement of skills that are important for human functioning in private, social and professional life.

In a complex and rapidly changing world, a focus on continuous learning and the acquisition of new skills is essential for the functioning and development of both individuals and entire societies. The most productive and innovative economies are found in countries where people are lifelong learners, continuously developing and then applying their skills in work and non-work activities. This is associated with relatively high levels of social trust, healthier populations and higher quality of life than in other countries. Skills and the willingness to learn new things are identified as the most valuable resource for societies facing the daunting challenges of today.

In order to effectively support the development of basic, transversal and professional skills and to use them appropriately in work, private life and social activities, a person's aptitudes, needs and actual capabilities must be identified. An accurate diagnosis is a prerequisite for the good planning of skills development, and makes it possible to organise learning accordingly, taking into account a learner's individual needs and psycho-social determinants.

In order to organise learning, in addition to diagnosis, a set of various methods and tools are needed for developing skills. A broader range of methods and tools to support learning and skills development makes it easier to tailor formal and non-formal education provision to the needs and expectations of people of all ages and to support informal learning.

Ensuring an enabling environment for learners, regardless of their social and economic status, individual aptitudes and socio-demographic characteristics, is at the heart of the skills development policy.

The support provided by institutions should be based on helping learners to recognise their actual psychological and physical abilities as well as the conditions imposed by the external environment. These institutions should also support the acquisition and improvement of skills by using flexible organisational solutions and a variety of methods. This will enable many more people to combine learning with work and family responsibilities. It is also important to increase adaptations in professional work to meet the needs of learners. Thus, the conditions should be established in which learning does not interfere with participation in personal, family, social and professional life.

The accelerating progress of civilisation – automation, robotisation, artificial intelligence, and especially new information and communication technologies – is affecting our lives in a rapid and multifaceted way. As a result, the

conditions of our individual and social functioning are changing very quickly. The challenge is to understand these changes and to take advantage of them in order to better fulfil one's tasks and realise oneself in various social roles – as individuals – in family, social and professional life.

Therefore, functional digital skills must be developed, defined as the set of knowledge, skills and attitudes needed to operate in the digital world around us – and thus going beyond purely IT skills. The responsible use of media and digital technologies includes, but is not limited to: the skilled use of information (including the ability to judge the reliability of sources and awareness of the risks associated with disinformation), using ICT to communicate and work together, creating digital content and tools, following digital safety principles, as well as using ICT methods and techniques in learning and teaching others.

Today's economy increasingly needs advanced technologies and innovations. Therefore, the development of the economy in the coming years will largely depend on the supply of creative, highly qualified human resources. In this context, supporting the development of skills of particularly gifted persons is crucial for economic development. Recognising and providing appropriate support to such persons should be one of the priorities of formal and non-formal education.

The development of special programs to support exceptionally talented people in various fields is also needed. Effective support for the development of skills of gifted persons is key for national socio-economic policy, especially in the R&D sector. The economies of highly developed countries are based on a growing resource of well-educated people, capable of creative thinking and acting.

In order for society to achieve a high quality of life, individuals not only need to have proper attitudes, but also well-functioning institutions, organisations and communities. Building citizens' trust in public institutions, strengthening honest and open relations between the participants of economic and social life are still an ongoing task for the whole public sector in Poland. In this context, a particular challenge is to develop citizens' skills of cooperation and interpersonal communication. This will serve to improve the mechanisms of social participation and increase citizens' influence on public life. The effect of promoting such skills in society will be an increase of mutual trust, the greater confidence of citizens in state institutions and bodies, and the strengthened readiness of society to act for the common good.

<b>Action Theme</b>	<b>1. Disseminating existing as well as developing and implementing new solutions for diagnosing the predispositions and skills of children, youth and adults</b>
<b>Lines of Action</b>	<ol style="list-style-type: none"> <li>1.1. develop and implement solutions, including those involving ICT and AI, to diagnose the predispositions and skills of people of all ages;</li> <li>1.2. disseminate good practices in diagnosing the predispositions and skills of people of all ages;</li> <li>1.3. diagnose needs in the field of supporting early childhood development and families, for example, in the field of screening, psychological, pedagogical, institutional, organisational, legal support, and implementing solutions in this area;</li> <li>1.4. diagnose and implement solutions to support the development of children, youth and adults with special consideration of the learner's subjectivity;</li> <li>1.5. diagnose and implement solutions to support families, among others through psychological, pedagogical, institutional, organisational and legal support;</li> <li>1.6. diagnose and develop solutions to support family and parental ties</li> </ol>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: education, higher education and science, culture and the preservation of national heritage, family, labour, social security, economy, regional development, information technology, health; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, The National Centre for Research and Development, Polish National Agency for Academic Exchange, Polish Agency for Enterprise Development, Scientific and Academic Computer Network NASK, labour offices and other labour market institutions, psychological-pedagogical guidance centres, schools and other school system units, higher education institutions, non-governmental organisations, local and county government authorities, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>2. Disseminating existing as well as developing and implementing new approaches for the development of basic, transversal and professional skills of children, youth and adults</b>
<b>Lines of Action</b>	<ol style="list-style-type: none"> <li>2.1. develop and disseminate effective teaching and learning methods, leading, among others, to the skills of applying acquired knowledge appropriately to the purpose and situation; apply creative solutions; maintain a high motivation for learning;</li> <li>2.2. develop the skills of people of all ages at all stages of formal education, non-formal education and informal learning, including: <ul style="list-style-type: none"> <li>• developing knowledge management skills,</li> <li>• using ICT and AI within formal education,</li> <li>• developing programming skills within formal education,</li> <li>• strengthening awareness and developing skills in the use of AI technologies, including the development and promotion of AI ethics, for example within school curricula and study programmes,</li> <li>• developing and disseminating digital activities, including online courses, in formats accessible to people with disabilities,</li> <li>• developing and implementing solutions for individualising learning, including, among others, through the use of digital tools,</li> <li>• disseminating good practices in the field of individualising teaching,</li> </ul> </li> </ol>

<p><b>Lines of Action</b></p>	<ul style="list-style-type: none"> <li>• developing and implementing didactic materials supporting the process of self-education, taking into account the varied psycho-physical abilities of learners,</li> <li>• developing the public offer of e-materials aimed at skills development,</li> <li>• improving methods and ways of assessing and validating learning outcomes,</li> <li>• developing and implementing solutions for monitoring and ensuring high quality education for people with diverse developmental and educational needs,</li> <li>• creating and developing a publicly available database of methodics resources for working with people with diverse developmental and educational needs,</li> <li>• supporting children, youth and families in their integral physical, mental, emotional and social development as well as the development of relationships,</li> <li>• supporting adults, with particular emphasis on older people, in terms of integral physical, mental, emotional and social development and the development of intergenerational ties,</li> <li>• supporting the abilities of gifted individuals to make full use of their talents that is not possible in standard forms of school work,</li> <li>• supporting the family environment of gifted students in the development of their skills and talents,</li> <li>• supporting children, youth and families of low socio-economic status in developing skills, as well as ensuring equal opportunities for children and youth from families with socio-environmental and economic deficits,</li> <li>• supporting the skills of people with various learning difficulties and limitations resulting from their physical and mental health,</li> <li>• supporting the skills of foreigners and Polish citizens returning from abroad,</li> <li>• supporting the skills of people at risk of social and professional exclusion,</li> <li>• supporting the educational and social function of school,</li> <li>• supporting the developmental, educational and bond-forming functions of the family;</li> </ul> <p>2.3. increase the participation of adults in lifelong learning (formal, non-formal, informal and workplace learning), especially those with low qualifications or low basic skills;</p> <p>2.4. develop existing and create new solutions for the reintegration of caregivers of dependent persons into the labour market, with particular emphasis on activities for women;</p> <p>2.5. strengthen the cooperation of higher education and science institutions with formal and non-formal education institutions;</p> <p>2.6. strengthen inter-university cooperation at the national and international level, including learner mobility;</p> <p>2.7. popularise exact and life sciences, engineering and technology, and the arts in formal and non-formal education, including equipping/further equipping schools, school system institutions, universities;</p> <p>2.8. promote cooperation between the exact and natural sciences and social sciences and the humanities;</p> <p>2.9. popularise the exact and natural sciences, engineering and technical sciences among girls and women as directions of education and professional specialisation</p>
<p><b>Key entities for Action Theme implementation</b></p>	<p>Relevant ministers for: education, information technology, economy, regional development, culture and the preservation of national heritage, higher education and science, physical culture, family, labour, social security, internal affairs, public administration, religious, national and ethnic minority affairs, agriculture, rural development, agricultural markets, justice; voivodeship boards</p>

<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Foundation for the Development of the Education System and other non-governmental organisations, The National Centre for Research and Development, Polish National Agency for Academic Exchange, Polish Agency for Enterprise Development, Scientific and Academic Computer Network NASK, labour offices and other labour market institutions, training institutions, psychological-pedagogical guidance centres, superintendents of schools, schools and other school system units, higher education institutions, entities implementing cultural activities, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>3. Supporting the development of social capital for skills development in formal, non-formal and informal learning</b>
<b>Lines of Action</b>	<p>3.1. use the potential of the local community, including local institutions and organisations, for the educational, professional and pro-family activation of residents;</p> <p>3.2. support families in building family social capital, including implementation of the functions of bonding, caregiving, child development and education;</p> <p>3.3. promote family, social, civic and cultural values;</p> <p>3.4. support traditional and create new social roles for older adults;</p> <p>3.5. increase the involvement of children, youth and adults in public life, including:</p> <ul style="list-style-type: none"> <li>• developing the skills of dialogue and cooperation,</li> <li>• shaping attitudes of respect for others, trust, as well as an understanding of the cultural and historical complexity of the world,</li> <li>• improving mechanisms of support and cooperation of public institutions with citizens,</li> <li>• developing the knowledge and skills of applying legal acts essential for citizens in their everyday life and building awareness of the importance of the law in shaping the sense of security of citizens and building proper relations between them,</li> <li>• developing and strengthening forms of civic activity, among others, by promoting volunteerism,</li> <li>• promoting family involvement in building local bonds,</li> <li>• maintaining and disseminating national traditions, cultivating Polish identity and developing national and cultural awareness;</li> </ul> <p>3.6. support the cooperation of institutions and organisations involved in skills development at the local, regional, national and international levels</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: family, labour, social security, regional development, culture and the preservation of national heritage, education, higher education and science; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, The National Freedom Institute – Centre for Civil Society Development, Foundation for the Development of the Education System and other non-governmental organisations, schools and other school system units, higher education institutions, entities implementing cultural activities, Social Dialogue Council, voivodeship social dialogue councils, local and county government units, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

## Impact Area II

### SKILLS DEVELOPMENT IN FORMAL EDUCATION – MANAGEMENT STAFF

#### AIM

To develop the skills of the management staff of formal education in line with the core policy principles of skills development.

Conducting an effective policy for skills development and use requires strengthening the skills of the management staff of formal education. Therefore, it is essential to expand existing and develop new professional development offers for this group, as well as to improve the quality and accessibility of these offers.

In the *Action Themes* presented below, the emphasis is on supporting managers in creating conditions for the development of learners' skills and on skills to support the teaching staff in formal education.

Creating the conditions for skills development means developing the leadership skills of managers, first of all in managing the didactic and child development activities of educational institutions (including prevention). These skills also include the effective use of monitoring and evaluation tools.

An important element is also ensuring adequate infrastructure facilities for formal education institutions. This means the need to constantly upgrade the material base of these institutions while simultaneously removing barriers (architectural and technological) to its accessibility.

An important challenge is to promote a management model in formal education institutions based on: creating a vision of the institution; planning and developing careers and developing passions and interests as well as performance management; flexibility and autonomy in the workplace; accountability; building trust and cooperation; sharing information; and managing change in the organisation.

Management staff should have the skills to organise specialised support for teaching staff, both in terms of organising working conditions as well as developing didactic and methods skills. An example of this kind of support is the creation of conditions for the teaching staff to develop innovation among learners. This need arises from the challenges facing a modern economy based on innovation and modern technologies. Highly productive enterprises need creative and entrepreneurial employees with the ability to cooperate and combine knowledge from different fields.

Support for management staff should also include creating the conditions for developing the psychosocial skills of the teaching staff, needed for working in diverse groups: with pupils, their parents/guardians, persons auditing a class, students, doctoral students, participants in postgraduate studies, participants in out-of-school forms of continuing education and the wider social environment of education. Specialised support should also address the skills of strengthening the physical, mental and emotional well-being of teaching staff. Therefore, it is important to strengthen the skills of managers in creating the conditions for developing a work culture that fosters cooperation and teamwork

as well as interdisciplinarity through the use of coaching, tutoring, mentoring, peer lesson observations, supervision, a variety of methods and data sources for evaluating the work and supporting the teacher.

The model of the organisational culture that fosters skills development requires establishing and participating in support and cooperation networks of formal education institutions. These networks enable, among other things, the exchange of knowledge, good practices and solutions, as well as cooperation between, for example, local government, non-formal education institutions and employers.

<b>Action Theme</b>	<b>4. Supporting the management staff of formal education in creating the conditions for skills development</b>
<b>Lines of Action</b>	<p>4.1. develop the leadership skills of those responsible for managing formal education institutions, including:</p> <ul style="list-style-type: none"> <li>• developing skills in selecting new staff,</li> <li>• developing the ability to externalise the potential of employees,</li> <li>• managing decision-making and information flow processes to create a learning organisation,</li> <li>• developing negotiation and mediation skills to resolve conflicts;</li> </ul> <p>4.2. support persons responsible for managing formal education institutions in performing administrative tasks and managing educational processes, including:</p> <ul style="list-style-type: none"> <li>• developing skills in applying legal regulations and preparing internal acts,</li> <li>• developing skills in planning, obtaining and managing financial resources,</li> <li>• developing skills in planning educational projects, managing domestic and foreign projects and the financial resources of these projects,</li> <li>• supporting the establishment and participation in support and collaborative networks at the local, regional, national and international levels,</li> <li>• developing skills in using research results in the process of planning the work of formal and non-formal education institutions;</li> </ul> <p>4.3. prepare and develop monitoring and evaluation tools to support the functioning of formal education institutions;</p> <p>4.4. support cooperation:</p> <ul style="list-style-type: none"> <li>• among formal education institutions,</li> <li>• formal education institutions and non-formal education institutions and employers, local government units and other skills development institutions;</li> </ul> <p>4.5. modernise/upgrade/equip schools and other school system units and higher education institutions, including the elimination of architectural, communication and didactic barriers, in order to increase access to the educational offer for persons with functional limitations, in particular due to disabilities;</p> <p>4.6. establish the conditions for confirming the skills of learners that go beyond the core curriculum or study programme;</p> <p>4.7. develop national and international offers and improve the quality of practicums and internships for the formal education management staff;</p> <p>4.8. promote the national and international mobility of management staff</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: education, higher education and science, economy, regional development, culture and the preservation of national heritage, agriculture, rural development, agricultural markets; voivodeship boards



<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Foundation for the Development of the Education System and other non-governmental organisations, Polish Agency for Enterprise Development, training institutions, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów and agricultural advisory centres, pedagogical libraries, higher education institutions, employers' organisations, employers, local and county government units, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>5. Supporting the management staff of formal education in managing the skills of the teaching staff</b>
<b>Lines of Action</b>	<p>5.1. prepare professional development offers in managing the skills potential of teaching staff, among others, the organisation of teaching staff's work and creating the optimal conditions for development, managing the skills of teaching staff, time management;</p> <p>5.2. develop the skills of management staff in establishing the conditions for professional development in the didactic and methodics skills of teaching staff, including:</p> <ul style="list-style-type: none"> <li>• substantive support in the subject being taught or in teaching classes,</li> <li>• support in preparing the teaching programme or studies programme,</li> <li>• support in disseminating teaching methods conducive to shaping attitudes of creativity and innovation,</li> <li>• developing methodics consultancy;</li> </ul> <p>5.3. develop the skills of planning, monitoring and evaluating educational processes;</p> <p>5.4. develop the skills of management staff in supporting the teaching staff in self-assessment and using its results to improve one's work;</p> <p>5.5. develop the skills of management staff in supporting the teaching staff in preventing and coping with crisis situations;</p> <p>5.6. develop a work culture fostering cooperation and teamwork as well as interdisciplinarity, including:</p> <ul style="list-style-type: none"> <li>• mutual learning,</li> <li>• coaching, tutoring, mentoring,</li> <li>• peer observation of classes,</li> <li>• supervision,</li> <li>• using a variety of methods and data sources to assess the work and support of the teaching staff,</li> <li>• cooperation with external entities, including school system institutions;</li> </ul> <p>5.7. develop the skills of management staff in supporting teaching staff in reconciling professional and personal life;</p> <p>5.8. develop the skills of management staff in supporting teaching staff in developing interpersonal relations with all the participants of the learning process, including intergenerational cooperation, with the students' parents/guardians and the local community;</p> <p>5.9. develop the skills of management staff in supporting the teaching staff in the use of ICT and AI in didactic and child development work</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: education, higher education and science, economy, regional development, information technology, culture and the preservation of national heritage, agriculture, rural development, agricultural markets; voivodeship boards

<b>Entities implementing activities in the <i>Action Theme</i></b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Foundation for the Development of the Education System and other non-governmental organisations, Scientific and Academic Computer Network NASK, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów and agricultural advisory centres, pedagogical libraries, higher education institutions, training institutions, employers' organisations, employers, local and county government units, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

## *Impact Area III*

### **SKILLS DEVELOPMENT IN FORMAL EDUCATION – TEACHING STAFF**

#### **AIM**

To support formal education teaching staff by developing the professional education and development system as well as by creating optimal conditions for learners' skills development.

Effective skills formation requires high quality work of the teaching staff in formal education (including pre-school, general, vocational and higher education). This workforce also includes home room teachers and other pedagogical staff, persons providing practical training as well as others teaching classes in higher education and non-school forms of education.

It is the skills, attitudes and working styles of teaching staff that determine how the stated goals of education will be achieved. Preparing and supporting teaching staff in fulfilling their professional role is one of the major challenges of education policy.

The role of formal education teaching staff is constantly transforming. Social, economic and civilisational development, associated, among others, with technological progress, but also with global threats, are forcing the functioning of educational institutions to change, and, consequently, presenting teaching staff with new challenges of a didactic, organisational and technological nature, such as remote working.

For the development of an economy based on innovation and modern technologies, shaping attitudes that foster innovation has fundamental significance. Therefore, teaching and learning methods should increasingly take into account the need to shape pro-innovative skills. The essence of these changes is the promotion of methods based, among others, on interdisciplinary education, experimentation, the project method. Widespread use of such teaching and learning methods requires the appropriate preparation of the formal education teaching staff.

Effective preparation of the formal education teaching staff means the comprehensive preparation of the persons performing the tasks relating to their professional education. Therefore, the challenge is to support the teaching and research staff of higher education institutions who are preparing future teachers. Their skills must be developed in using the latest theories and research results, modern methods and techniques in didactic work, knowledge of the formal and legal conditions for performing the teaching profession, advisory skills in planning students' careers, as well as developing intra- and interpersonal skills.

A very important element in training the future teaching staff of formal education are national and international practicum and internships, which should be based on developing the skills of creatively working with students under conditions as close as possible to the reality of school. In this context, it is crucial to support cooperation between the higher education institutions educating teachers and schools in order to increase the contact of future teachers with real working conditions.

In connection with the need to provide staff for the vocational education system, it is especially important to properly prepare personnel for sectoral vocational education, among others by strengthening the role of the practical preparation of students – future teachers – to the profession, particularly in cooperation with employers, as well as in schools and institutions that are applying innovative didactic and organisational solutions in vocational education.

The changing role of teachers requires continuous professional development in the substantive knowledge of the taught subject or conducted classes as well as didactic and methodics skills. The diversity of students' developmental and educational needs obliges the teacher to be able to work with a diverse group of learners and to individualise their work. It also requires strengthening cooperation with students' parents/guardian.

In the continuing professional development of teaching staff, modern digital technologies are gaining a special role, creating new conditions for skills development in formal education. Polish schools and higher education institutions are adding modern equipment to their facilities, but the ability to use modern technologies remains a challenge. Therefore, teaching staff require support in building their capacity to use ICT and AI in everyday educational activities.

From the perspective of the complexity of the work of formal education teaching staff, the following skills are also very important: career and time management; coping with the uncertainty and complexity of the professional situation; the ability to respond to the personal and family problems of students; counteracting professional burnout and supporting one's physical, mental and emotional condition; conflict resolution; evaluating one's work. In this context, developing an effective system of substantive and methodics advising and individual support is required. However, restoring advisory support in the area of methodics for vocational education staff is especially important.

Increasingly, the work of teaching staff is based on cooperation and sharing examples of good practices. The most important aspect of cooperation is the ability and willingness to learn from others as well as teaching other members of the teaching staff.

Cooperation among teachers of different subjects should be given more attention in the work of teaching staff. Creating tools to support the implementation and promotion of cross-curricular teaching in schools is becoming a priority. Cross-curricular teaching activities using, for example, the project method, whose special role is emphasised in the core curriculum, have great educational potential. They motivate participants to act and can contribute to promoting holistic ways of looking at issues and solving problems. Moreover, they emphasise the usefulness of the content being taught and develop transversal skills.

Given the changing role of teaching staff and the growing diversity of pupils' and students' needs, it is important to promote forms of professional development training, such as internships, practicums, and study visits.

In the case of vocational education personnel, it is particularly important to provide opportunities for professional development training in a work environment relating to the taught profession, in particular through vocational training with an employer. Such staff should also be given opportunities to improve their skills in schools and institutions applying innovative didactic and organisational solutions in vocational training, also by supporting the activity of such types of schools and institutions, including practice schools.

There is a growing need to create more opportunities for teaching staff to credibly certify new skills that contribute to their professional development, improve the quality of their work, and can be used for advancement and retraining. The possibility of attaining new qualifications may become a factor in increasing the attractiveness of the work of teaching others. It seems that creating broader opportunities for acquiring and certifying new skills is of particular importance for teachers in schools and preschools who, as part of their responsibilities, also perform many non-teaching activities resulting from the statutory tasks of the school/preschool.

Action Theme	6. Supporting the skills development of the teaching staff in formal education
<b>Lines of Action</b>	<p>6.1. develop the skills of managing one's own development and professional career, taking into account family and personal life;</p> <p>6.2. develop didactic and methodics support, including:</p> <ul style="list-style-type: none"> <li>• substantive support in the field of the taught subject or conducted classes,</li> <li>• support in developing the ability to use active methods, tools and forms of teaching appropriate to the implemented curricula or study programmes and the learners' abilities and needs;</li> <li>• support in disseminating teaching and learning methods that foster creativity and innovation;</li> <li>• support in preparing curricula and study programmes,</li> <li>• advisory services in the area of methodics,</li> <li>• coaching, tutoring, mentoring;</li> </ul> <p>6.3. disseminate national and international good practices of didactic and child development work;</p> <p>6.4. promote self-assessment and the use of its results to improve one's work;</p> <p>6.5. develop the professional development training offer in the knowledge and skills of using modern teaching methods and techniques, including the use of ICT and AI;</p> <p>6.6. create and strengthen formal and informal support networks for teaching staff;</p> <p>6.7. support the prevention of professional burnout;</p> <p>6.8. develop skills to enhance the physical, mental and emotional well-being of learners;</p> <p>6.9. develop interpersonal skills;</p> <p>6.10. develop negotiation and mediation skills to resolve conflicts in and around the school and academic environment;</p> <p>6.11. develop work/cooperation skills, including:</p> <ul style="list-style-type: none"> <li>• with parents/guardians of students and other learners,</li> <li>• with the local community (residents, institutions/organisations),</li> <li>• with gifted pupils, class auditors, students, doctoral students, participants of postgraduate studies, participants of out-of-school forms of continuing education,</li> <li>• with pupils, class auditors, students, post-graduate students, doctoral students, participants of post-graduate studies and participants of extracurricular forms of lifelong learning from families with a low socio-economic status,</li> <li>• with pupils at risk of dropping out of school and their parents/guardians,</li> <li>• with vocational counsellors from public employment services,</li> <li>• with pupils, class auditors, students, doctoral students, participants of post-graduate studies and participants of out-of-school forms of continuing education with various learning difficulties and limitations resulting from their physical and mental health condition,</li> <li>• with foreigners and Polish individuals returning from abroad who are students, class auditors, doctoral students, participants of post-graduate studies and participants of out-of-school forms of continuing education;</li> <li>• with adults;</li> </ul>

<p><b>Lines of Action</b></p>	<p>6.12. support academic staff in developing didactic and methodics skills addressed to groups of recipients other than students;</p> <p>6.13. develop skills in inclusive, patriotic, pro-family, intercultural, intergenerational, civic, health, environmental, and economic education;</p> <p>6.14. develop skills in the instructional design of forms of professional development, remote learning methods based on, among others, e-learning, blended learning, training platforms, webinars, gamification, and MOOCs;</p> <p>6.15. develop national and international offers and improve the quality of practicums and internships;</p> <p>6.16. promote the national and international mobility of teaching staff;</p> <p>6.17. develop the skills of planning educational projects, managing national and foreign projects and their financial resources;</p> <p>6.18. strengthen professional development training offers in developing the foreign language skills of teaching staff;</p> <p>6.19. popularise the establishment of practice schools;</p> <p>6.20. strengthen professional development offers in terms of needs relating to providing high quality inclusive education, for example: supervision, online courses, building resources of methodics materials;</p> <p>6.21. support the activities of professional development teacher training institutions, among others in the field of methodics advisory services, ICT and AI;</p> <p>6.22. support the preparation of descriptions of qualifications relating to the work of teaching staff and the inclusion of such qualifications in the IQS</p>
<p><b>Key entities for Action Theme implementation</b></p>	<p>Relevant ministers for: higher education and science, education, physical culture, information technology, culture and the preservation of national heritage, economy, regional development, justice, agriculture, rural development, agricultural markets; voivodeship boards</p>
<p><b>Entities implementing activities in the Action Theme</b></p>	<p>Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Scientific and Academic Computer Network NASK, Foundation for the Development of the Education System and other training institutions, Polish National Agency for Academic Exchange, superintendents of education, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów and agricultural advisory centres, higher education institutions, pedagogical libraries, employers' organisations, employers, non-governmental organisations, local and county government units, other institutions/organisations implementing activities in the area of this Action Theme</p>
<p><b>Funding sources</b></p>	<p>state budget, European funds, other funds</p>

<b>Action Theme</b>	<b>7. Supporting and developing the processes of granting credentials to practice the teaching profession and to function in the profession</b>
<b>Lines of Action</b>	7.1. develop educational pathways leading to the practice of the teaching profession; 7.2. develop opportunities preparing for the practice of the profession: <ul style="list-style-type: none"> <li>• teacher of vocational subjects – for students of all majors,</li> <li>• teacher of vocational subjects in art education – for students of higher education institutions of art;</li> </ul> 7.3. strengthen the career counselling component for students of faculties preparing for the teaching profession; 7.4. monitor, evaluate and improve the processes of the professional preparation of teachers; 7.5. increase the attractiveness and prestige of the teaching profession; 7.6. monitor, evaluate and improve the work of teachers; 7.7. conduct research on the formal and informal determinants of teachers’ work; 7.8. develop the skills required to properly prepare the teaching staff in the workplace (instructors, practice supervisors)
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: higher education and science, education, culture and the preservation of national heritage, regional development, agriculture, rural development, agricultural markets; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, superintendents of education, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów and agricultural advisory centres, higher education institutions, pedagogical libraries, non-governmental organisations, local and county government units, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>8. Developing a culture of work in school based on cooperation, teamwork and inter-disciplinarity</b>
	8.1. develop and implement innovative forms, methods and tools for the work of formal education teaching staff, adequate to the challenges of contemporary education and the changing role of the teacher in a diverse society; 8.2. professional adaptation of teachers; 8.3. develop the team character of the work of formal education <ul style="list-style-type: none"> <li>• learning from each other,</li> <li>• coaching, tutoring, mentoring,</li> <li>• peer observation of lessons,</li> <li>• supervision;</li> </ul> 8.4. use a variety of methods and data sources to evaluate the effectiveness of the work and support of formal education teaching staff; 8.5. develop cross-curricular cooperation to implement the core curriculum; 8.6. develop the skills of formal education teaching staff and non-teaching staff in cooperating with pupils’ parents/guardians and the broader social environment of the school, intergenerational cooperation;

<b>Lines of Action</b>	<p>8.7. define the role and tasks of the non-teaching staff supporting the work of the formal education teaching staff;</p> <p>8.8. support the digitisation of learning processes, including:</p> <ul style="list-style-type: none"> <li>• developing skills in education using distance learning methods and techniques,</li> <li>• preparing solutions for launching online examinations and multimedia exam problems,</li> <li>• develop and disseminate IT solutions for educational and specialised support, (for example: e-certificates, mobile application for students to view their own external exam results, a system for comparing the work of schools),</li> <li>• develop training offers on the importance of acquiring, collecting, analysing, processing and the conscious use of data, as well as building awareness and understanding of AI technologies</li> </ul>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: higher education and science, education, culture and the preservation of national heritage, information technology, agriculture, rural development, agricultural markets, regional development; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Centre for Education Development and other professional development centres for teachers, Foundation for the Development of the Education System and other non-governmental organisations, Central Examination Board, Scientific and Academic Computer Network NASK, superintendents of education, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów and agricultural advisory centres, higher education institutions, pedagogical libraries, training institutions, employers' organisations, employers, local and county government units, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>9. Develop the skills of the personnel who train and improve the teaching staff in formal education</b>
<b>Lines of Action</b>	<p>9.1. expand the professional development training offer for teaching staff in:</p> <ul style="list-style-type: none"> <li>• the latest pedagogical, psychological, sociological theories and results of education research,</li> <li>• the knowledge and skills of using modern and effective methods and techniques in didactic work, including the use of ICT and AI,</li> <li>• psychological preparation, developing interpersonal skills, advising skills,</li> <li>• elaborating and implementing solutions to develop skills in individualising child development and didactic work,</li> <li>• academic didactics,</li> <li>• designing teacher professional development training using instructional training design, methodology of distance teaching, based on, among others, e-learning, blended learning, training platforms, webinars, gamification and MOOCs,</li> <li>• conducting scientific research in the area of learning;</li> </ul> <p>9.2. strengthen national and international mobility of the staff providing professional development training activities for teachers</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: higher education and science, education, information technology, culture and the preservation of national heritage, regional development, agriculture, rural development, agricultural markets; voivodeship boards



<b>Entities implementing activities in the <i>Action Theme</i></b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Foundation for the Development of the Education System and other non-governmental organisations, The National Science Centre, The National Centre for Research and Development, Polish National Agency for Academic Exchange, Scientific and Academic Computer Network NASK, professional development centres, National Centre for Agricultural Education in Brwinów and agricultural advisory centres, higher education institutions, pedagogical libraries, training institutions, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

<b><i>Action Theme</i></b>	<b>10. Developing national and international practicums and internships for students from all fields of study preparing for the teaching profession</b>
<b><i>Lines of Action</i></b>	10.1. develop and implement standards for practicums and internships; 10.2. support the cooperation of higher education institutions preparing persons for the teaching profession with schools and other school system units, employers, institutions; 10.3. promote the national and international mobility of students in faculties preparing them to work as teachers
<b>Key entities for <i>Action Theme</i> implementation</b>	Relevant ministers for: higher education and science, education, economy, regional development, agriculture, rural development, agricultural markets; voivodeship boards
<b>Entities implementing activities in the <i>Action Theme</i></b>	Centre for Education Development and other professional development centres for teachers, The National Centre for Research and Development, Polish National Agency for Academic Exchange, professional development centres, National Centre for Agricultural Education in Brwinów and agricultural advisory centres, employers' organisations, employers, non-governmental organisations, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

## Impact Area IV

### SKILLS DEVELOPMENT OUTSIDE OF FORMAL EDUCATION

#### AIM

To prepare and improve individuals who support the development of children, youth and adults in settings other than formal education, including the communities in which they live and their workplaces.

The formation and development of skills does not only take place in formal education. People learn and develop their skills not just in school, but also through activities performed both in professional work and outside it. This is reflected in such terms as lifewide learning – learning through various forms and social situations, as well as lifelong learning – learning throughout one’s life. Formal education institutions perform their tasks alongside other forms of learning – we learn throughout our lives in both organised and unorganised forms. People of all ages use non-formal education to improve their skills and also learn on their own in order to fulfil their career aspirations, take on new social roles more easily or adapt to different changes, for example, due to technological progress. For many people, learning in different ways, not always in an organised form, is a way to pursue their individual interests and passions, as well as to develop their own talents. Often, leisure time activities, even if not directly aimed at skills development, result in the acquisition and improvement of many important skills. Systemic strategic actions for skills development must therefore also take into account institutions and social structures other than formal education that support human skills development at different stages of life. In this context, it is important to continue existing and undertake new activities aimed at persons entering or re-entering the labour market (especially women) after a long period of caring for dependents.

The family is the first social institution within which an individual acquires skills. It performs a number of functions, including upbringing and education (socialisation). Therefore, it is responsible for shaping basic skills, which enable the social adaptation of the child and condition the effectiveness of educational activities at subsequent stages of life. In preparing children for life in society, the family is supported by institutions (e.g. nurseries, preschools) from early childhood, but the family remains the most important place for shaping the foundations of individual identity and the child’s first intra- and interpersonal skills. Strategic planning for skills development should therefore take into account the potential and support of persons who, through their involvement in family life, have the greatest influence on developing the skills of society’s youngest members.

Strategic measures should also take into account the staff of institutions from outside the formal and non-formal education systems performing the tasks of caregiving, upbringing and education – the entities supporting or replacing the family: leisure time institutions (e.g. community centres, sports clubs, tourism companies and organisations), family support and social assistance entities (e.g. social assistance centres, family assistance centres, court probation officers), foster care institutions (e.g. children’s homes, correctional homes). It is important for the staff of these institutions to develop the ability to work with different groups of beneficiaries in such a way that, while realising the main objectives of their activities, they create favourable conditions for the development of basic and transversal skills, in line with the specificity of their activities.

Support targeted to non-formal education staff (for example, trainers, coaches) and those supporting informal learning (for example, NGO leaders and members, youth workers, volunteers, employers) largely require the same or anal-

ogous lines of action as those directed towards staff in formal education. With the growing importance of non-formal education and informal learning, the range of methods and tools to support skills development is expanding. The diversity of methods and tools is a huge potential to be made use of by management and teaching staff. This fact is reflected in the development of specific teaching-learning methods, the knowledge of which is becoming crucial for improving the effectiveness of teaching. Therefore, there is a need for projects developing the skills of the teaching and management staff of non-formal education institutions and staff supporting informal learning, as well as projects to equip or retrofit non-formal education institutions.

The preparation of the teaching and management staff in non-formal education and staff supporting informal learning should be linked to the description of qualifications for development services (for example, training courses, workshops) and their inclusion in the Integrated Qualifications System. In this way, appropriate conditions will be established for training and recruiting the personnel of these institutions.

Apart from increasing the skills of staff organising and supporting learning outside the formal education system, it is also important to establish the social conditions in which children, youth and adults will be able to perform various activities resulting in skills development. In this scope, it is crucial to stimulate development of the social capital of local communities and to support cooperation among non-formal education institutions as well as between the non-formal sector and formal education institutions and employers.

<b>Action Theme</b>	<b>11. Supporting the family in caregiving, upbringing and skills development</b>
<b>Lines of Action</b>	<ul style="list-style-type: none"> <li>11.1. promote the use of institutional support in the caregiving, upbringing and skills development of children and youth;</li> <li>11.2. promote the use of institutional support in the caregiving and skills development of dependent adults;</li> <li>11.3. expand existing and develop new institutional offers for caregivers of dependent adults, including support for their physical, mental and emotional condition;</li> <li>11.4. expand existing and develop new institutional offers for parents/guardians, including support for their physical, mental and emotional condition;</li> <li>11.5. expand existing and develop new institutional offers for caregivers of dependent adults concerning the skills needed to perform care functions well;</li> <li>11.6. expand existing and develop new institutional offers for parents/guardians in parenting skills;</li> <li>11.7. develop and implement social programmes to support the skills of dependent children, youth and adults;</li> <li>11.8. support families in reconciling work with family and personal life;</li> <li>11.9. expand existing and initiate new activities to facilitate the return of caregivers of dependent persons to the labour market, with particular emphasis on the needs of women</li> </ul>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: family, social security, education, physical culture, justice, economy, regional development, internal affairs, public administration, religious, national and ethnic minority affairs; voivodeship boards

<b>Entities implementing activities in the Action Theme</b>	Centre for Education Development and other professional development centres for teachers, Polish Agency for Enterprise Development, employers' organisations, employers, labour offices and other labour market institutions, psychological-pedagogical guidance centres, schools and other school system units, higher education institutions, social assistance institutions, non-governmental organisations, local and county government authorities, other institutions/ organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>12. Supporting the management and teaching staff in non-formal education and supporting informal learning</b>
<b>Lines of Action</b>	<p>12.1. develop the leadership skills of management staff, including:</p> <ul style="list-style-type: none"> <li>• developing skills in selecting new staff,</li> <li>• developing the ability to externalise the potential of employees,</li> <li>• managing the processes of decision-making and information flow to create a learning organisation,</li> <li>• developing negotiation and mediation skills to resolve conflicts;</li> </ul> <p>12.2. support the implementation of administrative tasks and the management of educational processes by management staff, including:</p> <ul style="list-style-type: none"> <li>• knowledge of the legal regulations of the education system,</li> <li>• planning, obtaining and managing financial resources,</li> <li>• establishing and participating in support and collaborative networks (at the local, regional, national and international levels);</li> </ul> <p>12.3. prepare and develop mechanisms for the use of monitoring and evaluation tools in supporting the functioning of non-formal education institutions;</p> <p>12.4. support cooperation:</p> <ul style="list-style-type: none"> <li>• among non-formal education institutions,</li> <li>• between non-formal education institutions and formal education institutions, employers and labour market institutions;</li> </ul> <p>12.5. develop professional development offers in the areas of:</p> <ul style="list-style-type: none"> <li>• applying legal regulations,</li> <li>• diagnostic and counselling skills,</li> <li>• interpersonal skills,</li> <li>• didactic and methods skills,</li> <li>• knowledge and skills in using modern methods and techniques of skills development, including the use of ICT and AI,</li> <li>• instructional design of training courses, methodology of remote teaching, among others, based on e-learning, blended learning, training platforms, webinars, gamification and MOOCs,</li> <li>• inclusive, patriotic, pro-family, intercultural, intergenerational, civic, health, environmental and economic education,</li> <li>• designing and implementing innovations in the field of skills development;</li> </ul> <p>12.6. promote self-assessment and use its results to improve one's work;</p>

<p><b>Lines of Action</b></p>	<p>12.7. develop the ability to work/cooperate with people, who:</p> <ul style="list-style-type: none"> <li>• are gifted,</li> <li>• at risk of leaving school,</li> <li>• have a low socio-economic status,</li> <li>• reside in disadvantaged and spatially excluded areas,</li> <li>• have various learning difficulties and limitations resulting from physical and mental health conditions,</li> <li>• are immigrants or Polish citizens returning from abroad,</li> <li>• are from all groups considered socially maladjusted and excluded;</li> </ul> <p>12.8. develop offers, methods and tools of working with various groups of beneficiaries, among others through street-work, youth work, volunteering, senior learning and using the potential of older adults to support the development of other groups;</p> <p>12.9. develop domestic and foreign offers of practicums and internships, improve their quality;</p> <p>12.10. promote participation in practicums and internships;</p> <p>12.11. promote national and international mobility;</p> <p>12.12. strengthen the support and collaborative networks of teaching staff;</p> <p>12.13. prepare descriptions of qualifications relating to the functioning of teaching staff and include these qualifications in the IQS;</p> <p>12.14. expand offers for staff providing professional development training to the teaching staff in non-formal education in the areas of, among others:</p> <ul style="list-style-type: none"> <li>• the latest theories in pedagogy (including andragogy and geragogy), psychology, sociology and research results on skills development and the taught discipline,</li> <li>• the knowledge and skills of using modern methods and techniques in teaching, including the use of ICT and AI,</li> <li>• psychological, pedagogical, sociological preparation,</li> <li>• developing interpersonal skills,</li> <li>• academic didactics,</li> <li>• designing the continuing education and development of teaching staff with the use of the instructional design of training courses, remote teaching methods based on, among others, e-learning, blended learning, training platforms, webinars, gamification and MOOCs,</li> <li>• conducting scientific research in the area of learning;</li> </ul> <p>12.15. promote national and international mobility among staff providing professional development training to management and teaching staff in non-formal education;</p> <p>12.16. retrofit/equip non-formal education facilities, including the removal of architectural, communication and didactic barriers to increase access to the educational offer for people with functional limitations, in particular those caused by disabilities</p>
<p><b>Key entities for Action Theme implementation</b></p>	<p>Relevant ministers for: economy, higher education and science, education, family, labour, social security, culture and the preservation of national heritage, information technology, health, justice, internal affairs, public administration, religious, national and ethnic minority affairs, agriculture, rural development, agricultural markets, regional development; voivodeship boards</p>

<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Polish Agency for Enterprise Development, employers' organisations, employers, labour offices and other labour market institutions, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów and agricultural advisory centres, higher education institutions, entities implementing cultural activities, training institutions, non-governmental organisations, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>13. Supporting staff of institutions outside the formal and non-formal education systems (performing caregiving, upbringing and education tasks) in skills development</b>
<b>Lines of Action</b>	<p>13.1. develop staff awareness of the importance of their work in developing the skills of their institution's service users;</p> <p>13.2. develop working/cooperation skills, including with:</p> <ul style="list-style-type: none"> <li>• the parents/guardians of children and youth,</li> <li>• the local community,</li> <li>• individuals and families with a low socio-economic status,</li> <li>• individuals with disabilities and their families,</li> <li>• individuals from maladjusted and socially excluded groups and their families,</li> <li>• foreigners and their families;</li> </ul> <p>13.3. develop intra- and interpersonal skills;</p> <p>13.4. develop negotiation and mediation skills in order to resolve conflicts;</p> <p>13.5. cooperate with formal and non-formal education institutions;</p> <p>13.6. develop skills in pro-family, intercultural, intergenerational, civic, health and economic education;</p> <p>13.7. expand the professional development training offer in caregiving skills, parenting skills and skills development;</p> <p>13.8. promote self-assessment and the use of its results to improve one's work;</p> <p>13.9. support one's physical, mental and emotional well-being, including counteracting professional burnout;</p> <p>13.10. develop skills in improving the physical, mental and emotional condition of the beneficiaries of activities</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: family, labour, social security, health, justice, internal affairs, public administration, religious, national and ethnic minority affairs, culture and the preservation of national heritage, education, higher education and science, physical culture, regional development; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	labour offices and other labour market institutions, social assistance institutions, law enforcement authorities, judicial institutions, psychological-pedagogical guidance centres, higher education institutions, training institutions, non-governmental organisations, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

## *Impact Area V*

### **SKILLS DEVELOPMENT AND USE IN THE WORKPLACE**

#### **AIM**

To support workers and management staff in the use of skills in the workplace to increase effectiveness and job satisfaction and to better utilise the potential of human resources in the economy.

Better use in the workplace of skills acquired in education, training and at work is crucial for workers, employers and therefore for the economy and society as a whole. The effective management of human resources in an organisation is inextricably linked to planning employee development, their further training, and monitoring this development.

Therefore, solutions need to be found to motivate people to improve their skills, which, from the employer's perspective, will contribute to the development of the company's potential, while at the same time provide a sense of job security, maintain a balance between work and personal and family life, and motivate the employee to identify with his or her workplace. Positive workplace relationships based on cooperation and trust can lead to increased employee engagement.

The challenge is to take advantage of the potential of employees by optimally matching their skills to the tasks in the workplace. Diagnosing and eliminating skill mismatches is an important part of human resource management in companies. Action in this area will have a positive economic, social and individual impact.

There is a strong, positive relationship between the use of skills and the use of high performance work practices (HPWP). Enhancing the use of skills in the workplace is possible by:

- raising awareness of the importance of the effective use of skills and related high performance work practices (HPWP),
- supporting enterprises and organisations in the implementation of high performance work practices (HPWP),
- equipping management staff with the appropriate skills needed to implement high performance work practices (HPWP),
- effectively engaging employees in the implementation of high performance work practices (HPWP).

Employee involvement is one of the most important factors contributing to the better use of their skills and higher productivity in the workplace. Increasing employee participation in the decision-making process on the organisation of work and management can contribute to the better use of skills in the workplace.

Policies for skills development include not only the creation of the legal conditions but also the development of the institutional infrastructure to allow people of all ages to develop skills, including by enabling the reconciliation of work, family and personal life. Also within the scope of this policy are measures to make appropriate use of the country's human capital. The aim of these activities is to make optimal use of the skills potential of people at all ages. The effective use of skills is inextricably linked to a greater willingness of workers to develop their skills and attain new qualifications. Tapping into their skills potential allows people to realise their career aspirations, adapt to emerging

changes in the economy and foster new, innovative solutions. Making full use of real skills and qualifications adapted to the challenges of a changing reality is one of the indispensable conditions for economic development and improving the quality of life of citizens.

<b>Action Theme</b>	<b>14. Supporting the development of human capital management in the workplace</b>
<b>Lines of Action</b>	<p>14.1. develop, implement and monitor human capital management strategies;</p> <p>14.2. improve the leadership skills of management staff, including:</p> <ul style="list-style-type: none"> <li>• developing skills in selecting new staff,</li> <li>• developing the ability to externalise the potential of employees,</li> <li>• managing the processes of decision-making and information flow to create a learning organisation,</li> <li>• developing negotiation and mediation skills in order to resolve conflicts;</li> </ul> <p>14.3. improve human resources management skills, including age management and diversity management;</p> <p>14.4. expand existing and develop new tools for planning and monitoring the professional development of employees and disseminate them among employers;</p> <p>14.5. expand existing and develop new tools for diagnosing skills needs in the workplace;</p> <p>14.6. support managers in establishing the conditions for skills development and their optimal use in the workplace;</p> <p>14.7. support managers in developing the conditions for reconciling professional and personal life, including family life;</p> <p>14.8. support investment in the skills development of employees;</p> <p>14.9. support the development of interpersonal relations among employees;</p> <p>14.10. support employee networks and promote cooperation within the sector and across sectors;</p> <p>14.11. support employers' networks and promote cooperation within the sector and across sectors</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: economy, family, labour, social security, education, higher education and science, regional development; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Polish Agency for Enterprise Development, Programme Council on Competences, sector skills councils, Labour Market Council and other labour market institutions, employers' organisations, employers, higher education institutions, non-governmental organisations, local and county government authorities, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds



<b>Action Theme</b>	<b>15. Utilising high performance work practices (HPWP) for skills development</b>
<b>Lines of Action</b>	<p>15.1. disseminate knowledge on the methods of applying skills and high performance work practices;</p> <p>15.2. support organisations and management staff in implementing high performance work practices that take into account employees' skills, their potential and aptitudes as well as personal circumstances, including family circumstances;</p> <p>15.3. disseminate good practices on the use of skills and high performance work practices;</p> <p>15.4. increase employees' involvement in implementing high performance work practices</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: economy, family, labour, regional development, social security, higher education and science; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Polish Agency for Enterprise Development, Programme Council on Competences, sector skills councils, Labour Market Council and other labour market institutions, employers' organisations, employers, higher education institutions, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>16. Developing the skills of employees</b>
<b>Lines of Action</b>	<p>16.1. support the motivation of staff to develop skills;</p> <p>16.2. promote and support workplace learning, including:</p> <ul style="list-style-type: none"> <li>• supporting the identification of needs for professional development training and the use of such services that are of high quality,</li> <li>• develop flexible forms of learning, including: coaching, tutoring, employee mentoring;</li> </ul> <p>16.3. develop cooperation between employers and qualifications awarding bodies, among others, to develop innovative tools and solutions for the recognition of employees' professional skills and achievements in the workplace, for example, microcredentials or digital badges</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: economy, family, labour, regional development, social security, education, higher education and science; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Polish Agency for Enterprise Development, Programme Council on Competences, sector skills councils, employers' organisations, employers, labour offices and other labour market institutions, higher education institutions, non-governmental organisations, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

## *Impact Area VI*

### **CAREER COUNSELLING**

#### **AIM**

To develop effective career counselling for children, youth and adults from all social and professional groups.

Effective career counselling must complement the principles and practices of lifelong learning. In this context, its task becomes the preparation of individuals to continuously, reflectively design and re-design their own career paths taking into account a range of social, family and personal contexts.

The key function of career counselling is to diagnose the resources and potential of individuals and to inform them about possible educational and career paths. The counselling system is intended to help individuals navigate among many offers and opportunities in order to effectively use their potential. The conscious choice of a profession or path of further education is one of the essential elements of an effectively implemented education. The choice of educational path has a significant impact on the functioning of graduates in the labour market and in civil society. People who have decided on a profession guided by their individual preferences, predispositions, talents are more satisfied, engaged in learning, and in the long term, better prepared to participate in the labour market. The development of career counselling should therefore be based on a reliable diagnosis of the demand for professions, qualifications and skills as well as on an effective system of information about the demand and supply of skills at the national and regional levels.

Career counselling is present in the Polish education system, labour market institutions and social policy system. Recent changes associated with the reform of the educational system emphasise the importance of career counselling, requiring planned, and the systematic activities in this area to be conducted in pre-schools and schools. The further promotion and dissemination of career counselling is needed among students and their parents, and the existing solutions require systematic monitoring and evaluation.

The effectiveness of the counselling system largely depends on the effectiveness of the counsellors. An important task therefore is the professionalisation of the occupation of career counsellor. In addition to the required qualifications, forms of updating the knowledge of counsellors working both in the education system and in labour market institutions are also needed. Because of the high dynamics of change in the labour market (among others due to the development of new industries/professions), it is particularly important for counsellors to update their knowledge on the current labour market situation.

Due to the changing role of career counsellors, they should be provided with such forms of professional development training as national and international internships, practicums and study visits. Disseminating knowledge about the Integrated Qualifications System and the Integrated Skills Strategy 2030 and its inclusion in counselling practice is also needed.

Effective career counselling requires the trust of learners and their willingness to use the support of the counsellor and available tools. Therefore, the availability of these solutions and their professionalisation should be increased so that they become a reliable source of support for lifelong learners.

This means that career counselling needs to be popularised, also in terms of the roles played by individuals in life and work at every stage of life. An important role in popularising career counselling could be played by initiatives aimed at the professional activation of vulnerable groups, such as activities implemented under the Local Knowledge and Education Centres (LOWE) project.

<b>Action Theme</b>	<b>17. Developing, implementing, monitoring and evaluating effective career counselling for children, youth and adults</b>
<b>Lines of Action</b>	<ul style="list-style-type: none"> <li>17.1. develop and implement solutions for the diagnosis of predispositions, professional needs and resources of the users of counselling services;</li> <li>17.2. expand existing and develop new methods and tools used in career counselling, taking into consideration the diverse educational needs of learners;</li> <li>17.3. expand existing and develop new activities in counselling, which can be used in formal and non-formal education institutions, labour market and social policy institutions;</li> <li>17.4. include students' parents/guardians in using career counselling to shape the educational and professional aspirations of their children;</li> <li>17.5. implement solutions to support the transition between the stages of education, including the transition from the school education system to higher education and entering the labour market;</li> <li>17.6. expand and develop new methods and tools to monitor and evaluate counselling;</li> <li>17.7. popularise the use of career counselling at every stage of life, including the integration of activities in career counselling implemented in education system and labour market institutions</li> </ul>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: family, labour, social security, higher education and science, education, economy, rural development; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Foundation for the Development of the Education System and other non-governmental organisations, Polish Agency for Enterprise Development, employers' organisations, employers, labour offices and other labour market institutions, sector skills councils, psychological-pedagogical guidance centres, schools and other school system units, higher education institutions, local and county government authorities, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Temat działań</b>	<b>18. Preparing and improving career counselling staff</b>
<b>Lines of Action</b>	<p>18.1. prepare staff to provide career counselling addressed to diverse groups of users;</p> <p>18.2. support the preparation of the description and inclusion in the IQS of qualifications relating to the work of career counsellors;</p> <p>18.3. provide professional development for career counsellors, including the promotion of using a variety of methods, tools and data sources to support the tasks implemented in career counselling;</p> <p>18.4. support the physical, mental and emotional condition of counsellors, including counteracting professional burnout;</p> <p>18.5. develop national and foreign offers of practicums and internships for career counsellors as well as improve their quality;</p> <p>18.6. develop internet tools supporting the tasks implemented by career counsellors;</p> <p>18.7. expand existing and develop new networks of career counsellors at local, regional, national and international levels;</p> <p>18.8. provide coordination at the regional and local levels of the career counselling services offered by various entities (for example, schools, labour offices)</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: family, labour, social security, higher education and science, education, physical culture, regional development; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Foundation for the Development of the Education System and other non-governmental organisations, sector skills councils, labour offices and other labour market institutions, employers' organisations, employers, psychological-pedagogical guidance centres, schools and other school system units, higher education institutions, local and county government authorities, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>19. Creating effective mechanisms of informing about the demand for professions, qualifications and skills at the national and regional levels</b>
<b>Lines of Action</b>	<p>19.1. develop a system of forecasting the demand for skills, qualifications and professions, including:</p> <ul style="list-style-type: none"> <li>• developing existing and creating new organisational solutions,</li> <li>• integrating and expanding existing and developing new diagnostic methods and tools,</li> <li>• developing and implementing standards for processing information resulting from current diagnoses and megatrend analyses, the results of cross-sectional studies and development modelling, taking into account territorial differences;</li> </ul> <p>19.2. develop a system of providing information on the current and future demand for skills, qualifications and professions;</p> <p>19.3. expand existing and develop new solutions to monitor the careers of graduates</p>
<b>Key entities for Action Theme implementation</b>	Relevant minister for education as the IQS Coordinator, relevant ministers directing state administration departments as those relevant for market qualifications in the scope of the given department, Statistics Poland, Social Insurance Institution, voivodeship boards

<b>Entities implementing activities in the <i>Action Theme</i></b>	Educational Research Institute, Centre for Education Development and other professional development centres for teachers, Institute of Labour and Social Studies, Institute for Structural Research, The National Centre for Research and Development, Polish Agency for Enterprise Development, Programme Council on Competences, sectoral skills councils, Labour Market Council and other labour market institutions, employers' organisations, employers, schools and other school system units, higher education institutions, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

## Impact Area VII

### COOPERATION OF EMPLOYERS WITH FORMAL AND NON-FORMAL EDUCATION

#### AIM

To design, implement and develop solutions to strengthen cooperation between formal and non-formal education and employers.

The cooperation of employers with formal and non-formal education institutions is especially important for the quality of education, educational choices and the transition from the educational environment to the work environment and functioning in the labour market.

Effective cooperation requires the development of cooperation networks. This is possible thanks to already existing formal and legal solutions, nevertheless the full effectiveness of this cooperation requires the activation and support for specific solutions, also taking into account local and regional conditions, the structure of the enterprises in a given area and the infrastructural and human resources of the educational institutions. A barrier still remaining is the failure to perceive the benefits resulting from such cooperation, both on the part of employers as well as the institutions developing the skills of children, youth and adults.

An important element of ensuring the compatibility of formal and non-formal education with employers' needs is the transfer of practical knowledge from enterprises to educational institutions, among others through the system of practicums and internships for learners and teaching staff. While educational institutions do not signal major problems in communicating with large enterprises, support is needed in developing effective mechanisms of cooperation in places where the structure of the enterprises is dominated by micro-, small and medium-sized entities.

The new vocational education system (first stage sectoral vocational schools, second stage sectoral vocational schools, vocational secondary schools and post-secondary schools) is based on cooperation with employers. A priority is the involvement of employers at every stage of vocational education, starting with defining the needs for new professions and qualifications, through designing and implementing vocational education with their close participation, equipping or retrofitting vocational education workshops, to the assessment of learning outcomes and employment of school graduates.

A new form of professional development training is envisaged for teachers of theoretical vocational subjects and teachers of practical vocational training – 40 hours of obligatory sectoral vocational training (the training is organised in three-year cycles and takes place in enterprises relating to the taught profession). The purpose of sectoral vocational training is to improve the professional skills and qualifications required to perform the job. However, in the context of preparing graduates to function in the labour market, it is still important to expand the offer of practicums and internships for the staff of formal and non-formal education.

It is not possible to prepare good employees if they have no contact with actual working conditions. Further qualitative and quantitative development is required of the existing offer of practicums and internships for learners in formal and non-formal education. From the point of view of an entrepreneur, the current situation in the labour market relating to problems in finding suitably qualified employees presents a genuine risk to the com-

pany's operations. In order to prevent this, employers must effectively educate and train new staff in the skills they need.

<b>Action Theme</b>	<b>20. Developing cooperation between employers and formal and non-formal education institutions</b>
<b>Lines of Action</b>	<p>20.1. expand existing and develop new forms of cooperation at each stage of education, training and giving examinations;</p> <p>20.2. support organisational and financial solutions, including:</p> <ul style="list-style-type: none"> <li>• supporting institutions and organisations that strengthen cooperation between employers and formal and non-formal education institutions,</li> <li>• developing and implementing, together with sectoral organisations of employers, systemic solutions for cooperation, among others by organising competitions of sectoral vocational skills;</li> </ul> <p>20.3. promote existing and develop new solutions motivating employers to increase their scope of cooperation with formal and non-informal education institutions;</p> <p>20.4. use educational platforms taking into account the exchange of information between employers and formal and non-formal education institutions;</p> <p>20.5. support employers in preparing descriptions of market qualifications and including them in the IQS;</p> <p>20.6. support employers, including instructors and internship supervisors, in preparing to work with a pupil or student undertaking practical training in actual working conditions</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: higher education and science, culture and the preservation of national heritage, education, economy, regional development, agriculture, rural development, agricultural markets; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Foundation for the Development of the Education System and other non-governmental organisations, Polish Agency for Enterprise Development, Programme Council on Competences, sectoral skills councils, employers' organisations, labour offices and other labour market institutions, employers, The National Centre for Research and Development, special economic zones, Central Examination Board/Regional Examination Board, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów, higher education institutions, local and county government authorities, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>21. The qualitative and quantitative development of national and international practicum and internships for learners in formal and non-formal education</b>
<b>Lines of Action</b>	<p>21.1. develop the national and international offer and improve the quality of practicums and internships;</p> <p>21.2. promote participation in practicums and internships;</p> <p>21.3. promote national and international mobility</p>
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: education, higher education and science, economy, regional development, agriculture, rural development and agricultural markets; voivodeship boards

<b>Entities implementing activities in the Action Theme</b>	Foundation for the Development of the Education System and other non-governmental organisations, The National Centre for Research and Development, Polish National Agency for Academic Exchange, sector skills councils, employers' organisations, employers, labour market institutions, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów, higher education institutions, local and county government authorities, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>22. The qualitative and quantitative development of national and international practicum and internships for teaching staff</b>
<b>Lines of Action</b>	22.1. develop the national and international offer and improve the quality of practicums and internships; 22.2. promote participation in practicums and internships; 22.3. promote national and international mobility
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: education, higher education and science, culture and the preservation of national heritage, economy, agriculture, rural development, agricultural markets, regional development; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Foundation for the Development of the Education System and other non-governmental organisations, The National Centre for Research and Development, Polish National Agency for Academic Exchange, sector skills councils, employers' organisations, employers, labour market institutions, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów, higher education institutions, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>23. Developing technical, didactic and institutional facilities for vocational training that take into account actual working conditions</b>
<b>Lines of Action</b>	23.1. support the development of institutional facilities for the research and development of vocational education; 23.2. retrofit/equip, in cooperation with, among others, employers, vocational training work stations and workshops for: <ul style="list-style-type: none"> <li>• sectoral vocational education,</li> <li>• higher education, including: the removal of architectural, communication and didactic barriers in order to increase access to the educational offer for persons with functional limitations, in particular those resulting from disabilities;</li> </ul> 23.3. create and develop centres of education, training and professional development to meet the needs of pupils, students and employees as well as other learners
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: economy, education, higher education and science, agriculture, rural development, agricultural markets, regional development; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Central Examination Board/Regional Examination Board, schools and other school system units, professional development centres, National Centre for Agricultural Education in Brwinów, higher education institutions, employers' organisations, employers, local and county government authorities, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds



## *Impact Area VIII*

### **PLANNING LIFELONG LEARNING AND THE RECOGNITION OF SKILLS**

#### **AIM**

To improve systemic solutions facilitating access to different forms of learning and enabling the identification, validation and certification of learning outcomes regardless of how they have been achieved.

The changes taking place in the modern world – globalisation, urbanisation, technological progress, digitisation – are forcing citizens to gradually update their knowledge and acquire new skills. In a world changing at an increasingly faster pace, lifelong learning becomes a necessity, thus invalidating the traditional division of human life into education (youth) and professional activity (adulthood). As a result of these changes, modern education policy is transforming into a policy for lifelong learning.

In traditional formal education, oriented towards the education of pupils and students, the key categories defining the various stages of education are the duration of learning and the curriculum and study programme, with one of the main criteria for completing a stage being participation in classes. Ongoing civilisational changes have made learning outcomes the key category in the perspective of lifelong learning policy. Learning outcomes are now the most important reference point both in formal and non-formal education as well as in recognising the results of informal learning occurring in various ways – through the performance of professional tasks, self-education, the various activities in social, personal and family life.

The introduction of the category of learning outcomes as the key element in managing learning content in the formal education system and for defining the requirements for all types of qualifications allows for the true integration and permeation of formal, non-formal and informal learning. The rational integration of formal education, non-formal education and informal learning paves the way for the development of a more flexible system to support people of all ages in learning and acquiring new skills. This system is built of diverse but compatible elements. A new element linking the various pathways of acquiring knowledge and skills is to be the recognition of prior learning (RPL), developed as part of formal education. The practice of recognising adults' prior learning achievements can shorten the duration of learning programmes for those who already have certain skills, which can contribute to shortening the time needed to attain qualifications. The greater integration and flexibility of the overall system will allow various types of barriers to be eliminated that unnecessarily restrict or impede access to different forms of learning and qualifications.

In Poland, as of 2016, on the basis of the Act of 22 December 2015 on the Integrated Qualifications System (Journal of Laws of 2020, item 226), the Integrated Qualifications System (IQS) is being implemented, which is to be the basic instrument for implementation of the lifelong learning policy. The IQS includes qualifications awarded in formal education, in schools for children and youth and in higher education. In accordance with the principles set forth in the IQS Act, the integrated system is also gradually including various types of qualifications from outside formal education, both awarded on the basis of other provisions of law, as well as those functioning in different fields without a legal framework. All qualifications within the IQS must meet the standards defined in the regulations on describing a qualification's required learning outcomes, validation, certification and quality assurance. These standards are an important factor enabling the compatibility of formal education with other elements of the national and European systems

supporting lifelong learning. The implementation of the IQS is a long-term process, conducted in accordance with the principle of the evolutionary introduction of a broad social change.

The establishment of the IQS has proved to be an important stimulus for modernisation. Adapting to the requirements of the IQS Act in individual areas of education and training has triggered many innovative activities. The first four years of this process have confirmed the accuracy of the general direction of change in the entire sphere of learning and attaining qualifications, which is to enable and facilitate effective learning for a greater number of people of all ages. At the same time, the experiences of these first few years of IQS implementation have shown which elements of the introduced systemic solutions need to be improved.

In order to promote an attitude of lifelong learning in society, it is crucial to provide access to comprehensive and reliable information on the existing existing opportunities of using the educational offer and attaining qualifications. Therefore, an important element within the IQS is the Integrated Qualifications Register (IQR). The IQR is a public register, a database of knowledge about all qualifications that meet the requirements of the IQS. The IQR has been operational since mid-2016 and, like some parts of the IQS, its operation needs improvement. Access to information about the possibilities of using the training offer should also be provided by the Development Services Database (Baza Usług Rozwojowych – BUR) operated by the Polish Agency for Enterprise Development. Given the premises of the lifelong learning policy, further development and the broad promotion of this instrument are needed to disseminate information on the current training offer.

<b>Action Theme</b>	<b>24. Integration of formal and non-formal education and informal learning</b>
<b>Lines of Action</b>	<p>24.1. develop and promote the Integrated Qualifications System, including:</p> <ul style="list-style-type: none"> <li>• developing the offer of qualifications at all PQF levels,</li> <li>• developing the offer of qualifications at PQF level 5 in sectoral and higher education,</li> <li>• developing innovative tools relating to skills, qualifications, professions, including those using machine learning, big data,</li> <li>• developing and promoting validation and certification, including the digitalisation of the phases of the accumulation and recognition of credits,</li> <li>• promoting the IQS among employers, labour market institutions and employees,</li> <li>• strengthening the coordination of the IQS to ensure the coherence of its subsystems,</li> <li>• strengthening regional and transregional cooperation in developing the IQS;</li> </ul> <p>24.2. develop and promote the Integrated Qualifications Register, including:</p> <ul style="list-style-type: none"> <li>• developing and increasing the functionality of the IQR,</li> <li>• supplementing information about qualifications included in the IQS and their related institutions;</li> </ul> <p>24.3. develop and promote the Development Services Database [Baza Usług Rozwojowych – BUR]</p>
<b>Key entities for Action Theme implementation</b>	Relevant minister for education as the IQS Coordinator, relevant ministers directing state administration departments as those relevant for market qualifications in the scope of the given department, voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Polish Agency for Enterprise Development, sector skills councils, labour market institutions, non-governmental organisations, local and county government authorities, other institutions/organisations implementing activities in the area of this Action Theme
<b>Funding sources</b>	state budget, European funds, other funds

<b>Action Theme</b>	<b>25. Developing validation counselling and the recognition of prior learning (RPL) at the national, regional and local levels</b>
<b>Lines of Action</b>	25.1. disseminate the principles and objectives of the recognition of prior learning; 25.2. implement and promote opportunities to validate learning outcomes acquired through non-formal education and informal learning; 25.3. develop validation counselling; 25.4. involve employers in the validation process; 25.5. promote opportunities to return to formal education; 25.6. develop collaborative networks between qualification awarding bodies and skills development institutions
<b>Key entities for Action Theme implementation</b>	Relevant ministers for: education, higher education and science, family, labour, social security, economy, regional development; voivodeship boards
<b>Entities implementing activities in the Action Theme</b>	Educational Research Institute, Foundation for the Development of the Education System, Institute of Labour and Social Studies, Polish Agency for Enterprise Development, employers' organisations, employers, labour offices and other labour market institutions, higher education institutions, local and county government authorities, other institutions/organisations implementing activities in the area of this <i>Action Theme</i>
<b>Funding sources</b>	state budget, European funds, other funds

## CHAPTER 3. THE PRINCIPLES OF IMPLEMENTING THE INTEGRATED SKILLS STRATEGY 2030 AS A PUBLIC POLICY

ISS 2030 as a public policy indicates the lines of action and defines the entities involved in their implementation. The provisions of ISS 2030 make it possible to continue and develop the measures and projects already underway, and to undertake new initiatives as part of the *Lines of Action* set out in the document. For each of the *Action Themes* included in the detailed part of ISS 2030, key entities for their implementation have been indicated. Furthermore, the most important groups of entities implementing activities for the development and use of skills within the scope of a given *Action Theme* have been listed.

### Key implementing entities for the *Action Themes*

The key entities for the implementation of a given *Action Theme* are indicated in the detailed part of ISS 2030:

- bodies of state administration which, within the framework of government administration departments, perform their legally defined tasks relating to the development and use of skills. Bodies of state administration, acting within their competence areas, take into account the lines of action specified in ISS 2030, both in the sphere of legislative activities and when making specific decisions in the course of performing their statutory tasks;
- bodies of voivodeship government, which perform public tasks of a regional character as defined in the law – that are not statutorily reserved for state administration bodies – relating to the development and use of skills. Voivodeship government bodies, in performing their relevant tasks for the regional development of the governed community – just as the state administration – take into account the lines of action set forth in ISS 2030.

The key entities for a given *Action Theme*, in performing their tasks, are to create the most favourable as possible formal, legal, organisational and financial conditions for the effective implementation of activities undertaken in accordance with the *Lines of Action* indicated in ISS 2030.

### Entities implementing activities in the *Action Themes*

The entities implementing activities for the development and use of citizens' skills falling within the scope of a given *Action Theme* are institutions and organisations at the national, regional and local levels (including, among others, municipalities, counties, universities, schools and educational institutions).

The entities undertaking activities are expected to participate in the implementation of the strategy by initiating and performing activities within the scope of the *Lines of Action* indicated in the strategy and by cooperating in this respect with other entities, including the key entities.

## **Funding activities conducted within the framework of ISS 2030**

The implementation of ISS 2030 will be financed from the state budget, the European Union (for example, by implementing projects that are part of the *Lines of Action* of ISS 2030) and other funds (including entrepreneurs' own funds).

As a public policy, funding activities to implement ISS 2030 will take place within the expenditure limit of respective budget line items, without the need to increase them for this purpose.

The lines of action indicated in ISS 2030 should be treated as a common frame of reference for planning expenditures relating to skills development and use. Planning the use of financial resources that takes into account the lines of action indicated in ISS 2030 by all the entities involved, assuming proper coordination, will allow synergy to be achieved of the actions directed at skills development and use in different areas of the state's activities.

## **Coordination of the activities conducted within the framework of ISS 2030**

The effective coordination of activities should make use of existing solutions, experiences and good practices from both the national and regional levels.

Good coordination of the activities in the lines of action set forth in ISS 2030 requires the cooperation of key actors with other entities involved in achieving ISS 2030 goals. A network for cooperation and the exchange of experiences should be established to ensure the smooth flow of information among different stakeholders, strengthen awareness of lifelong learning and increase the competence potential of entities responsible for lifelong learning policy and skills development.

Implementing ISS 2030 is based on the organisation of various activities on a national, regional and local scale, in accordance with the *Lines of Action* set forth in the strategy. These activities should not be undertaken in a haphazard manner, in isolation from what is being done by other entities operating on the local, regional and national scale.

ISS 2030 activities will therefore be coordinated with the involvement of stakeholders, both from the central and regional levels. At the central level, these are the ministers responsible for the development and effective use of skills in the area of the department they direct, as well as ministerially subordinate and supervised institutions and the groups constituting their expert base (e.g. research institutes, foundations, agencies, councils, teams). At the regional level, these are representatives of voivodeship governments and the voivodes, voivodeship labour offices, regional professional development centres for teachers, voivodeship labour market councils, voivodeship social dialogue councils and other entities, depending on the specificity of the region.

A particularly important task is to design a model to coordinate cooperation at the regional level. Good cooperation is key to the implementation of ISS 2030 among voivodeship government representatives, as well as the voivodes and all stakeholders operating at the regional level in the field of lifelong learning. Cooperation among the regions will also be of great value – to exchange experiences, good practices and conclusions from the actions undertaken so far. An important element of the coordination model is the cooperation between institutions operating at the regional level and the central level.

The preparation and implementation of the ISS 2030 coordination model is the task of the minister responsible for education, who is preparing ISS 2030 on behalf of the Council of Ministers, and who is, at the same time, the IQS minister coordinator (the key policy tool for lifelong learning) and chair of the Interdepartmental Team for Lifelong Learning and the Integrated Qualifications System.

The tasks of the Interdepartmental Team, consisting of ministry representatives at the rank of minister or deputy minister, include:

- monitoring the implementation of solutions for lifelong learning in the Republic of Poland, including the development of knowledge and skills important for an innovative economy, employment and a cohesive society,
- monitoring the implementation and functioning of the Integrated Qualifications System.

The potential of the Team and experiences from its work so far will be used in conducting coordination activities in the area of skills development in Poland.

Coordination should be based on reliable and up-to-date knowledge about the effects of the undertaken actions. Therefore, methods for collecting and using information on the functioning of individual actions for skills development and use must be developed.

The implementation of the minister's task of developing and implementing models for the effective coordination of activities within the framework of ISS 2030, as well as monitoring and evaluating this public policy, is served by a non-competitive project entitled "The support and development of cooperation and coordination mechanisms at the national and regional level in the field of lifelong learning" (implemented in 2020-2022 under the Operational Programme Knowledge Education Development). This project anticipates that the models will be developed in 2021 and implemented in 2022. Representatives of all ISS 2030 stakeholder groups will be invited to work on the project.

## Annex 1. Basic and Transversal Skills – Definitions

Basic skills	
<b>understanding and generating information</b>	the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written form using visual, sound/audio and digital materials in all fields and contexts; the ability to communicate and connect effectively with others in an appropriate and creative way
<b>multilingual competence</b>	the ability to use different languages appropriately and effectively for communication; the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form in an appropriate range of societal and cultural contexts according to one's needs and wants
<b>mathematical competence</b>	the ability to develop and apply mathematical thinking in order to solve problems in everyday situations; the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts)
<b>competence in science, technology and engineering</b>	the ability and willingness to explain the natural world by using the existing body of knowledge and methodology, to formulate questions and to draw evidence-based conclusions; using knowledge and methods in response to perceived human needs or wants; understanding the changes caused by human activity and responsibility for them
Transversal skills	
<b>digital skills</b>	the confident, critical and responsible use of digital technologies and engagement with them for learning, work, and participation in society; the skills of information and data literacy, communication and cooperation, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property rights, problem solving and critical thinking
<b>personal, social and learning to learn</b>	the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career; the ability to cope with uncertainty and complexity; the skill of learning, the ability to support physical and emotional well-being, maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context
<b>citizenship</b>	the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainable development
<b>entrepreneurship</b>	the capacity to act upon opportunities and ideas, and to transform them into value for others, based on creativity, critical thinking and problem solving, taking initiative, perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value

<b>cultural awareness and expression</b>	knowledge of local, regional, national, European and global cultures and expressions, and an understanding of how these expressions can influence each other as well as the ideas of the individual; understanding the different ways of communicating ideas between the creator, participant and audience within written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms; understanding of one's own creative identity and cultural heritage within a world of cultural diversity and how arts and other cultural forms can be a way to both view and shape the world; the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in a range of arts and other cultural forms; the ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively
<b>critical thinking and comprehensive problem solving</b>	readiness to consider in a thoughtful way the problems and objects that fall within the scope of experience; knowledge of and the ability to apply logical methods of reasoning and inquiry
<b>team work</b>	the skills of effective work in groups; working to achieve a common goal; the ability to reach a compromise by being flexible and open to helping other team members and assuming part of the responsibility for the results of the team's work and learning process
<b>ability to adapt to new conditions</b>	the ability to quickly adapt to new roles and responsibilities; the ability to adapt to a new team; the ability to work effectively under changing conditions and priorities
<b>leadership</b>	planning activities leading to the implementation of set goals; making use of interpersonal skills to solve problems; the effective implementation of activities to reach a goal; making use of the skills of others to achieve a common goal; acting responsibly in the interest of the group in which one is a member; organising and leading the work of a team
<b>multiculturalism</b>	an open attitude, productive and authentic cooperation with others; appealing to the group's collective wisdom; overcoming cultural differences and looking at problems from different perspectives in order to increase innovation and the quality of work
<b>creativity and innovation</b>	the ability to generate, express or apply new and valuable ideas, techniques and perspectives, also in the form of cooperation; proficiency in coming up with non-routine solutions and answers, as well as exploring and experimenting with innovative and unconventional approaches to achieve valuable results.

Source: *Integrated Skills Strategy 2030 (general part)*. (2018). Warsaw: Ministry of National Education, following the Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01).



## Annex 2. Linking the Impact Areas of the *Integrated Skills Strategy 2030 (general part)* and the *OECD Skills Strategy: Poland*

### Impact Area I: Basic, transversal and professional skills of children, youth and adults

#### Links with ISS 2030 (general part)<sup>1</sup>

<b>Priority 1. Raise the key skills levels of children, youth and adults</b> <b>Main areas of action:</b>
<ol style="list-style-type: none"><li>1. develop the key competences (including creativity) for the active participation of citizens in social and economic life – within formal and non-formal education and informal learning – in various places and forms;</li><li>2. adapt the education and training offer to the needs of people of different ages, with different levels of knowledge, skills and social competences, based on a diagnosis;</li><li>3. further develop people's skills in using digital technologies; expand education and training offers in digital technologies to build awareness of their current and future practical applications;</li><li>5. prepare children as early as possible for the conscious and creative use of digital technologies;</li><li>6. strengthen the system of developing the abilities of all students, taking into account their various strengths and needs, including a support system for particularly gifted pupils and students.</li></ol>
<b>Priority 6. Ensure equal opportunities in access to the development and utilisation of skills</b> <b>Main areas of action:</b>
<ol style="list-style-type: none"><li>1. diagnose and eliminate barriers, including environmental, economic, geographical and health barriers, in access to the full range of high quality education and training services within formal and non-formal education and informal learning;</li><li>2. provide people with low-level skills with education and training tailored to their professional needs and specific competence deficits, in line with the demand-based model of individual skills improvement paths promoted in the EU Council Recommendation on Upskilling Pathways: New Opportunities for Adults;</li><li>3. combat digital exclusion among particularly affected groups;</li><li>4. increase the quality and promotion of inclusive education, with particular emphasis on preparing children, youth and adults with disabilities to enter the labour market;</li><li>5. ensure the implementation of education based on the principles of solidarity, democracy, tolerance, justice and freedom, and respect for other cultures, including through didactic materials on issues such as: mutual respect, resolving conflicts in interpersonal relations in non-violent ways;</li><li>7. develop mechanisms enabling the remote acquisition of competences (including using MOOC-type standards – Mass Open Online Courses).</li></ol>

Source: MEN (2019). *Integrated Skills Strategy 2030 (general part)*. Warsaw: Ministry of National Education.

<sup>1</sup> The lack of consecutive numbering is because Annex 2 cites only the main directions of action from the general part of ISS 2030 that are linked to the given *Impact Areas* presented in the detailed part of ISS 2030.

## Links with *OECD Skills Strategy: Poland*

<b>Priority 2. Fostering greater participation in adult learning of all forms</b>
<b>Opportunity 1. Raising awareness of adult learning benefits and opportunities:</b>
✓ raising general awareness of adult learning: <ul style="list-style-type: none"><li>• raise general awareness of adult learning benefits and opportunities through improved promotion of the Integrated Skills Strategy, campaigns and online portals.</li></ul>
<b>Opportunity 2. Making learning more flexible and accessible for adults:</b>
✓ expanding adult learning in Polish workplaces: <ul style="list-style-type: none"><li>• collaborate with social partners to expand adult learning (including basic skills programmes) in Polish workplaces.</li></ul> ✓ increasing the flexibility of adult education and training: <ul style="list-style-type: none"><li>• monitor and support the supply of flexible education programmes for adults.</li></ul>
<b>Priority 4. Strengthening the governance of the skills system in Poland</b>
<b>Opportunity 3. Integrating and using skills information effectively</b>
✓ disseminating and using skills information effectively <ul style="list-style-type: none"><li>• assess, monitor and tailor skills information to the needs of key user groups;</li><li>• develop a common, robust framework for evaluating the outcomes of skills programmes.</li></ul>

Source: OECD (2019). *OECD Skills Strategy: Poland. Assessment and Recommendations. Executive Summary.*

## Impact Area II: Skills Development in Formal Education – Management Staff

### Links with ISS 2030 (general part)

<b>Priority 2. Develop and promote a culture of learning directed towards the active and continuous development of skills</b> <b>Main areas of action:</b>
<ol style="list-style-type: none"><li>1. promote the paradigm of supporting learning in place of the teaching paradigm in the core curricula as well as in school didactics and lifelong education;</li><li>2. change the education, professional improvement, assessment and employment of teaching staff to optimally prepare them to support lifelong learning;</li><li>3. build an organisational culture of institutions based on cooperation and trust;</li><li>4. promote a lifestyle based on lifelong learning;</li><li>5. popularise learning through active participation in social life and public affairs, including involvement in civic organisations.</li></ol>

Source: MEN (2019). *Integrated Skills Strategy 2030 (general part).* Warsaw: Ministry of National Education.

## Links with *OECD Skills Strategy: Poland*

<b>Priority 3. Strengthening the use of skills in Polish workplaces</b>
<b>Opportunity 3. Equipping management staff with the right skills to implement HPWP (high performance work practices)</b>
✓ supporting the development of managerial skills by strengthening learning opportunities: <ul style="list-style-type: none"><li>• improve managerial skills by raising awareness of their relevance and by expanding existing management training programmes.</li><li>• improve the quality, relevance and accessibility of training through targeted and personalised training for management staff at all levels.</li></ul>
✓ building a strong foundation for managerial and entrepreneurial skills by teaching them in initial education: <ul style="list-style-type: none"><li>• expand and strengthen current programmes that aim to develop managerial and entrepreneurial skills in the education system.</li></ul>

## Impact Area III: Skills development in formal education – teaching staff

### Links with ISS 2030 (general part)

<b>Priority 2. Develop and promote a culture of learning directed towards the active and continuous development of skills</b> <b>Main areas of action:</b>
<ol style="list-style-type: none"><li>1. promote the paradigm of supporting learning in place of the teaching paradigm in the core curricula as well as in school didactics and lifelong education;</li><li>2. change the education, professional improvement, assessment and employment of teaching staff to optimally prepare them to support lifelong learning;</li><li>3. build an organisational culture of institutions based on cooperation and trust.</li></ol>
<b>Priority 6. Ensure equal opportunities in access to the development and utilisation of skills</b> <b>Main areas of action:</b>
<ol style="list-style-type: none"><li>5. ensure the implementation of education based on the principles of solidarity, democracy, tolerance, justice and freedom, and respect for other cultures, including through didactic materials on issues such as: mutual respect, resolving conflicts in interpersonal relations in non-violent ways;</li><li>6. improve the initial and continuing education of teaching staff in the area of intercultural education and the educational needs of migrants.</li></ol>

Source: MEN (2019). *Integrated Skills Strategy 2030 (general part)*. Warsaw: Ministry of National Education.

## Links with *OECD Skills Strategy: Poland*

<b>Priority 1. Making the education system more responsive to labour market needs</b>
<b>Opportunity 3. Improving incentives and support for effective teaching:</b>
✓ improving incentives and support for VET teachers <ul style="list-style-type: none"><li>• develop a recruitment and retention strategy that builds on a broad mix of qualitative and quantitative evidence and extensive consultations with stakeholders;</li></ul>
✓ supporting the implementation of the new curriculum in initial VET <ul style="list-style-type: none"><li>• implement a structured programme of teacher training on the new curriculum;</li></ul>
✓ strengthening support and incentives for effective teaching in higher education institutions <ul style="list-style-type: none"><li>• establish a forum responsible for providing guidance and disseminating best practices about the professional development of academic teachers.</li></ul>
<b>Priority 3. Strengthening the use of skills in Polish workplaces</b>
<b>Opportunity 2. Supporting enterprises and organisations to adopt HPWP:</b>
✓ leveraging employer networks and supporting collaboration at the sector level to promote the adoption of HPWP <ul style="list-style-type: none"><li>• improve the effectiveness and increase the impact of existing networks and collaborative initiatives;</li></ul>
✓ ensuring a leading role for the public sector in the effective use of skills and the adoption of HPWP <ul style="list-style-type: none"><li>• raise the use of skills and the adoption of HPWP in the public sector by promoting a culture of innovation and knowledge.</li></ul>

## Impact Area IV: Skills development outside of formal education

### Links with ISS 2030 (general part)

<b>Priority 1. Raise the key skills levels of children, youth and adults</b> <b>Main areas of action:</b>
1. develop the key competences for the active participation of citizens in social and economic life – within formal and non-formal education and informal learning – in various places and forms

Source: MEN (2019). *Integrated Skills Strategy 2030 (general part)*. Warsaw: Ministry of National Education.

## Impact Area V: Skills development and use in the workplace

### Links with ISS 2030 (general part)

<p><b>Priority 2. Develop and promote a culture of learning directed towards the active and continuous development of skills</b></p> <p><b>Main areas of action:</b></p>
<p>3. build an organisational culture of institutions based on cooperation and trust;</p>
<p><b>Priority 3. Increase the involvement of employers in developing and better utilising skills</b></p> <p><b>Main areas of action:</b></p>
<p>1. develop mechanisms to strengthen the cooperation of educational and research institutions with employers and organisations affiliating employers;</p> <p>2. promote, develop and recognise forms of learning through practice, especially those organised in the workplace;</p> <p>3. design and implement a system of incentives for employers to cooperate in the area of skills development.</p>

Source: MEN (2019). *Integrated Skills Strategy 2030 (general part)*. Warsaw: Ministry of National Education.

### Links with OECD Skills Strategy: Poland

<p><b>Priority 1. Making the education system more responsive to labour market needs</b></p>
<p><b>Opportunity 4. Strengthening collaboration between education institutions and employers:</b></p>
<p>✓ strengthening work-based learning in initial VET</p> <ul style="list-style-type: none"> <li>• provide financial support and technical assistance to SMEs in order to increase work-based learning opportunities.</li> </ul>
<p><b>Priority 2. Fostering greater participation in adult learning of all forms</b></p>
<p><b>Opportunity 2. Making learning more flexible and accessible for adults:</b></p>
<p>✓ expanding adult learning in Polish workplaces</p> <ul style="list-style-type: none"> <li>• collaborate with social partners to expand adult learning (including basic skills programmes) in Polish workplaces;</li> </ul>
<p>✓ increasing the flexibility of adult education and training</p> <ul style="list-style-type: none"> <li>• monitor and support the supply of flexible education programmes for adults.</li> </ul>
<p><b>Priority 3. Strengthening the use of skills in Polish workplaces</b></p>
<p><b>Opportunity 1. Raising awareness of the relevance of effective skills use and related HPWP:</b></p>
<p>✓ including the topic of skills use in workplaces and the adoption of HPWP in national, regional and sectoral strategies</p> <ul style="list-style-type: none"> <li>• put skills use and HPWP on the policy agenda by including them more explicitly and more prominently in strategies with targeted, measurable actions;</li> </ul>

- ✓ disseminating knowledge and good practices on HPWP through targeted campaigns and centralised online information
  - use targeted online campaigns on skills use and workplace practices and publicly recognise successful enterprises and organisations;
  - introduce a centralised portal or website on innovative workplace practices that raise skills use.

#### **Opportunity 2. Supporting enterprises and organisations to adopt HPWP:**

- ✓ supporting firms (especially SMEs) to adopt HPWP
  - enhance and expand support measures for firms by the Polish Agency for Enterprise Development (PARP), sector skills councils and other organisations through the funding of organisational innovation and access to expert consultation and coaching;
  - ensure accessibility of support measures by reducing administrative complexity and through the creation of a centralised portal;

- ✓ leveraging employer networks and supporting cooperation at the sector level to promote the adoption of HPWP
  - raise the involvement of employers from micro-enterprises and SMEs in collaborative initiatives at the national, local and sectoral level to catalyse change in workplaces;
  - improve the effectiveness and increase the impact of existing networks and collaborative initiatives;

- ✓ ensuring a leading role for the public sector in the effective use of skills and the adoption of HPWP
  - raise the use of skills and the adoption of HPWP in the public sector by promoting a culture of innovation and knowledge.

#### **Opportunity 3. Equipping management staff with the right skills to implement HPWP**

- ✓ supporting the development of managerial skills by strengthening learning opportunities
  - improve managerial skills by raising awareness of their relevance and by expanding existing management training programmes;
  - improve the quality, relevance and accessibility of training through targeted and personalised training for management staff at all levels;

- ✓ building a strong foundation for managerial and entrepreneurial skills by teaching them in initial education
  - expand and strengthen current programmes that aim to develop managerial and entrepreneurial skills in the education system.

#### **Opportunity 4. Engaging employees effectively to implement HPWP**

- ✓ enhancing employee engagement in Polish firms by involving them in company decision making and improving overall job quality
  - promote employers investing in their employees for the long term by moving towards “high road strategies” where employee skills are considered an integral part of a business’s competitive advantage;

- ✓ strengthening employee representative structures in Polish firms
  - expand and strengthen the role of current employee representative structures, most notably the works councils in both state-owned (*Rady pracownicze*) and private enterprises (*Rada pracowników*).

## Impact Area VI: Career counselling

### Links with ISS 2030 (general part)

<p><b>Priority 2. Develop and promote a culture of learning directed towards the active and continuous development of skills</b></p> <p><b>Main areas of action:</b></p>
<p>4. promote a lifestyle based on lifelong learning.</p>
<p><b>Priority 4. Build an effective system of diagnosing and informing about the current state and demand for skills</b></p> <p><b>Main areas of action:</b></p>
<p>1. integrate and expand existing elements of diagnosing the current state and demand for skills, also in a narrower framework than the profession, in the short, medium and long term perspectives, based on a unified classification (conceptual) system;</p> <p>2. develop a generally available, useful and understandable catalogue of skills;</p> <p>3. develop the requirements and standards of processing information from current diagnoses and analyses of civilisational trends and development modelling;</p> <p>4. develop a communicative way of presenting information about the current state and demand for skills in the short, medium and long term;</p> <p>5. develop a system of effective educational and vocational counselling for children, youth and adults in the development and use of skills throughout life.</p>

Source: MEN (2019). *Integrated Skills Strategy 2030 (general part)*. Warsaw: Ministry of National Education.

### Links with OECD Skills Strategy: Poland

<p><b>Priority 1. Making the education system more responsive to labour market needs</b></p>
<p><b>Opportunity 1. Expanding career counselling services in educational institutions:</b></p>
<p>✓ complementing career counselling reforms in schools</p> <ul style="list-style-type: none"> <li>• ensure that counsellors have sufficient time and motivation to deliver a wide range of services;</li> <li>• ensure that the lifelong guidance system fulfils the needs of school counsellors in terms of access to training, information and cooperation mechanisms;</li> </ul>
<p>✓ strengthening career counselling in tertiary education</p> <ul style="list-style-type: none"> <li>• provide targeted funding and introduce clear standards for the provision of career guidance services in universities;</li> <li>• ensure that the lifelong guidance system fulfils the needs of counsellors in HEIs in terms of access to training, information, and cooperation mechanisms.</li> </ul>
<p><b>Opportunity 2. Strengthening incentives for education institutions to align their offer with labour market needs</b></p>
<p>✓ supporting and monitoring recent reforms in initial VET funding</p> <ul style="list-style-type: none"> <li>• develop a graduate tracking system for VET schools through a linked administrative dataset and/or a national graduate survey</li> </ul>

## Impact Area VII: Cooperation of employers with formal and non-formal education

### Links with ISS 2030 (general part)

<b>Priority 1. Raise the key skills levels of children, youth and adults</b> <b>Main areas of action:</b>
4. support initiatives for the dissemination of knowledge and skills in the field of economics and participation in economic life.
<b>Priority 3. Increase the involvement of employers in developing and better utilising skills</b> <b>Main areas of action:</b>
1. develop mechanisms to strengthen the cooperation of educational and research institutions with employers and organisations affiliating employers;
2. promote, develop and recognise forms of learning through practice, especially those organised in the workplace;
3. design and implement a system of incentives for employers to cooperate in the area of skills development.

Source: MEN (2019). *Integrated Skills Strategy 2030 (general part)*. Warsaw: Ministry of National Education.

### Links with OECD Skills Strategy: Poland

<b>Priority 1. Making the education system more responsive to labour market needs</b>
<b>Opportunity 4. Strengthening collaboration between education institutions and employers</b>
✓ improving subnational cooperation between VET schools and employers
✓ expanding dual studies in HEIs
• provide support for far-reaching cooperation between public professional HEIs and employers.

## Impact Area VIII: Planning lifelong learning and the recognition of skills

### Links with ISS 2030 (general part)

<b>Priority 5. Develop effective and permanent mechanisms of inter-ministerial and intersectoral cooperation for skills development</b> <b>Main areas of action:</b>
5. develop the possibilities, mechanisms and tools for validating skills acquired outside the formal education system.

Source: MEN (2019). *Integrated Skills Strategy 2030 (general part)*. Warsaw: Ministry of National Education.



## Links with *OECD Skills Strategy: Poland*

<b>Priority 2. Fostering greater participation in adult learning of all forms</b>
<b>Opportunity 2. Making learning more flexible and accessible for adults:</b>
✓ improving recognition of prior learning for adults <ul style="list-style-type: none"><li>• simplify, harmonise and expand recognition of prior learning practices across the education and training system.</li></ul>
<b>Priority 4. Strengthening the governance of the skills system in Poland</b>
<b>Opportunity 2. Strengthening vertical and subnational cooperation on skills policy:</b>
✓ strengthening mechanisms for vertical coordination <ul style="list-style-type: none"><li>• raise awareness of skills, the Integrated Skills Strategy (ISS) and the Integrated Qualifications System (IQS) at the subnational level.</li></ul>

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