

VOCATIONAL EDUCATION AND TRAINING IN POLAND IN THE CONTEXT OF EUROPEAN POLICY

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Abstract

One of the challenge for the Polish vocational education and training system since the Polish accession to the European Union is not only to provide the skilled, well qualified staff to the labor market for various sectors of the national economy. The membership in open economic and cultural European market commits Poland to implement European strategic documents in Polish conditions to support European labour conditions and create the labour market in accordance of European requirements. Different European documents call for changes in the education system including the modernization of vocational training. The documents, which strongly emphasize the links between education and the labor market are White Paper on Education and Training and the White Paper „A new impetus for European youth”. White Papers consider importance of education and training to Europe in the current context of technological and economic change and the guidelines for action in the pursuit of objectives to build up high-quality education and training. The most important problem pointed in those documents and article research findings is significant lack of strong connection between European policy guidelines and vocational education and vocational training effects, what results in the lack of appropriate number of vocational schools and trainings. Changes of vocational education system, pointed by employers, are connected with getting more qualified workers and changes in trainings' profiles to obtain key skills.

The article presents not only research findings concerning Polish vocational education activity results with regard the labor market demand, but also research findings about the involvement of enterprises in continuing vocational training of employees, increasing the knowledge of the development needs and barriers in access to training and also contributing to intensification of efforts for the development of the employees. Research findings presented in the article are among others the result of research project concerning the employment problems in the construction industry.

Key words: vocational education, vocational training, personnel, labor market, European policy.

Classification JEL: M12 – Personnel Management; M14 – Social Responsibility.

1. Introduction

The employment policy in European Union is relatively new. It got a priority as a result of the Amsterdam Treaty (signed on 2 October 1997, entered into force on 1 May 1999). Then the basis for a European Employment Strategy (EES) was created. Just before the entry into force of the Amsterdam Treaty, which created a formal approach to a common employment policy, in November 1997 in Luxembourg, there was an extraordinary meeting of the European Council devoted to the fight against unemployment. This meeting marked the beginning of Luxembourg process consists in building a comprehensive strategy of the European Community in the field of employment. Due to the increasing problem of unemployment in the Member States (17 million were at that time without a job) was given the priority. The aim of the EES is to link economic growth with the creation of the Union of new jobs, as well as to define the tasks for transnational co-operation of the EU in order to reduce unemployment, reduce poverty and social exclusion. Guidelines of European Employment Strategy are based on four pillars (*European Commission, 1995*):

1. The ability to obtain employment is possible effort to return unemployed to work, and promoting open labor market open to all.

The objective of this pillar is to prevent long-term unemployment through strengthening education, supporting training programs, developing mentoring programs, assistance in adapting educational programs to the changing needs of the labor market.

2. Entrepreneurship is concerned with facilitating the establishment of EU citizens and running businesses and hiring more people.

There is heavily stressed an issue concerning creation of new jobs, including the motivation to self-employment.

3. Adaptability of workers and employers is aimed to promote modernize the work organization, flexible working hours, taking various forms of employment, development of employment contracts, maintaining the adaptability of enterprises conducted with companies training.

4. Equality of opportunity is focused on finding ways to reconcile work and family life, trying to solve the problem of men and women inequality in employment.

This is to facilitate the return to work after a long break, as well as creating conditions for people with disabilities.

Guidelines of the European Employment Policy adopted by the European Council for Member States by the Council Decision 2003/578/EC indicate three main objectives, such as: full employment, the work quality and productivity improvement, strengthening social cohesion and inclusion (*European Commission, 2003; Koznietzka et al., 2003; Crus-Castro, Conlon et al., 2003*). The European Council also adopted detailed guidelines for the employment policies, which include:

- Active and preventative measures for the unemployed and economically inactive.
- Job creation and entrepreneurship.
- Promote adaptability and mobility in the labor market.
- Promote the human capital development and lifelong learning.
- The labor supply increase and promote active aging.
- Policy of equal opportunities for men and women.

Those guidelines are focused on development of the vocational education and training in accordance with European strategy (the Lisbon Strategy), that underlines the important meaning of enterprises and vocational education system cooperation.

Objectives concerning vocational education and training at EU level are realized by *European Employment Strategy* that focuses on emphasizing the importance of education and continuing vocational training in building a knowledge-based economy.

Problems of vocational training are the object of European Copenhagen declaration as well, adopted in 2002, where attention is focused on the vocational training development and international cooperation within mobility increase and reduction of the barriers for the free movement and recognition of qualifications acquired abroad, information and training euro-guidance (*Blašková, Borkowski, Rosak et al., 2006*).

In 2008, the European Parliament and the EU Council issued a recommendation on the establishment of the *European Qualifications Framework* for lifelong learning throughout life. Work has begun on the Qualifications Framework in all European countries, including Poland. Thanks to the cooperation experts working in various countries on the *National Qualifications Framework*, can benefit from the experience of specialists from other countries (*Fowler et al., 1998; Gražulis, Valickas et al., 2010; Kasian et al., 2010, Mlkva et al., 2006*).

The economic crisis that engulfed Europe, the EU Member States has led to the delineation of new targets that will prepare the European economy for the challenges of the next decade. In March 2010, the European Commission published a *Communication Europe 2020* – a strategy for smart, sustainable and inclusive growth, where education with applying

knowledge increase and growth based on the professional activity increase were included as the main objectives (*European Commission, 2010*):

A measure of the first and the third objectives, broadly related to the field of education, will be the implementation by Member States of the EU efforts towards such as: reduction of early school leavers to 10%, the dissemination of higher education (at least 40% of the younger generation), improvement of European higher education quality and attractiveness by fostering international mobility of students and young professionals (*Andrášová, Stacho, Hájnik et al., 2010; Blašková, Blaško et al., 2009; Bednarczyk et al., 2008; Cagánová, Čambál, Šujanová et al., 2010*).

2. Characteristics of vocational education system in Poland

The situation on the domestic labor market is an important context for changes in the system of vocational education. Polish education system has great influence on the employment level and their directions of the vocational trainings in enterprises.

Among the most important tasks of Polish education system including the legislature lists such that refer to the vocational training of young people. These relate to (*Kwiatkowski et al., 2006; Witkowski et al., 2006; Sławiński et al., 2011; Sielatycki et al., 2012*):

- Adjusting the direction and content of education to labor market requirements.
- Actively promoting entrepreneurship participation in economic life among pupils.
- Preparing students to choice of the profession and education direction.

The structure of the vocational education system in Poland was shown in Figure 1.

Each of the schools teaching in a profession (basic vocational school, technical school, technical school or post-secondary school supplementary) performs certain tasks in the field of vocational training. Generally education in these schools includes education: general (e.g. Polish, mathematics, physics, history), vocational theoretical (e.g. professional or technical drawing, catering technology, mechanical technology), professional practice (apprenticeship training in the form of practical and/or professional practice).

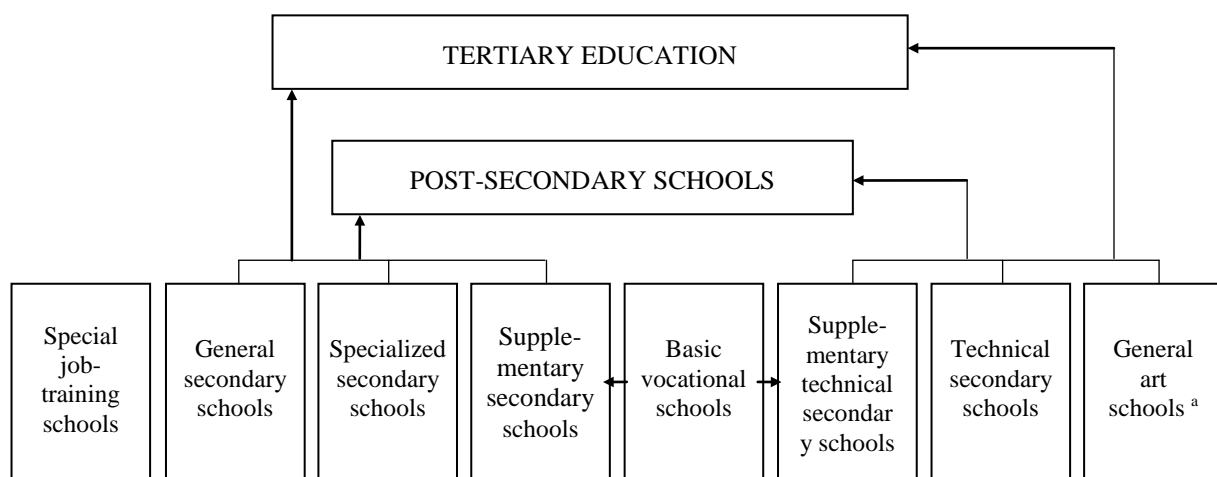


Figure 1: The system of secondary education / upper secondary education by level of education in the school year 2009/10 (Ministry of National Education in Poland, 2010)

Financing vocational education is connected with the largest expenditure on education, that was incurred in 2009 and the highest amount of schools are allocated by the district authorities. In 2009, compared to 2008, the share of spending on vocational education in the

provincial governments spending units allocated to education and upbringing was decreased. However, the share of expenditure exists by the county government and municipalities with county rights. Statistical data show that, in years 2005 – 2009, the total number of public vocational schools (for youth) of each type operated by the local government has been decreased (Figure 2).

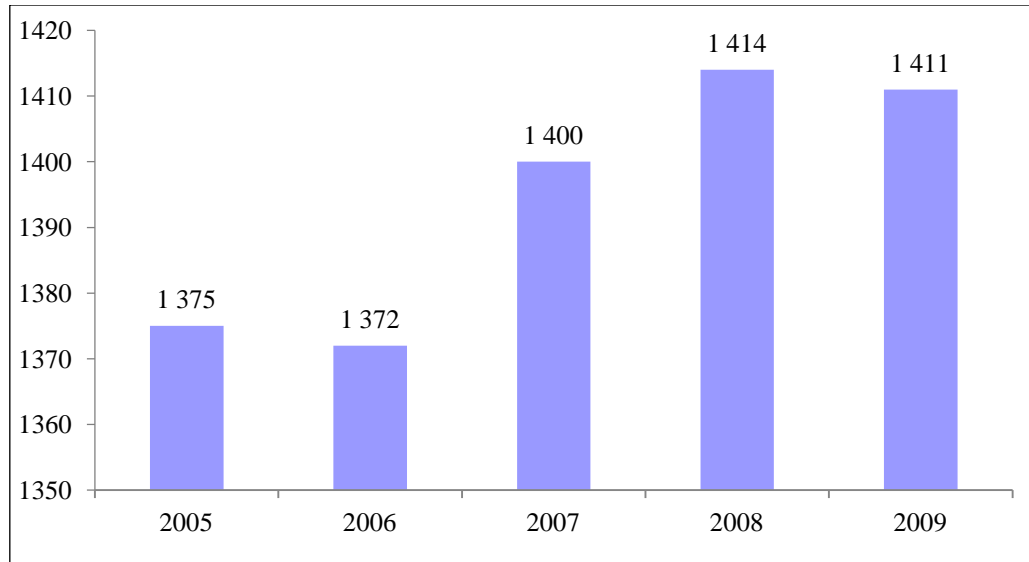


Figure 2: The number of vocational schools for youth for 2005 – 2009 (source: own study based on data from Central Statistical Office in Poland, 2010)

From 2007 to 2008 years, there was noted increased interest in graduates lower secondary education in vocational high schools, reflected by an increase in the recruitment of students to the basic vocational and technical schools.

In period 2005 – 2009, there was observed the increase in the number of vocational schools run by social organizations, associations and government entities. There is also noted, in analyzed period, the decrease of basic vocational schools run by local authorities (the majority of them are located in Silesian region). The increase in the number of pupils of vocational schools for young people occurred in the years 2006 – 2008, in 2009 the number of students of such schools has decreased compared to the previous year. In period 2005 – 2009, the decrease of technical secondary schools and post-secondary schools number was noted.

Vocational educations system in Poland depends on some phenomenon with reference to educational boom that happened in Poland in years 1998 – 2011. The characteristics of Polish students' education and their skills were shown in the Table 1 and Figure 3.

It can be stated, on the basis of data shown in Table 1, that there is noted significant increase in the pre-primary education participation in Poland (from 30% up to 67.5%). Double increases were noted also in the case of participation in the higher education, what constitutes the one of the basic European policy objective with regard to Lisbon Strategy.

One of the important elements of vocational education analysis is a PISA that helps with identifying skills level. The Program for International Student Assessment (PISA) is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. PISA also includes measures of general or cross-curricular competencies, such as problem solving.

Table 1: Polish educational boom in focus (Witkowski, J. 2006 J. Potencjał Plus. Badanie ukrytego potencjału lokalnego rynku pracy. Raport końcowy. Olsztyn: AGRAF. pp. 110-111)

Educational paths in Poland	1998	2011
Tertiary education students	400 000	2 000 000
Participation in higher education	10%	41.2 % (4 times more)
Students of upper secondary schools leading to maturity exam	40%	84%
Teaches with university diploma (ISCED 5)	50% 600 000 teachers	98% 600 000 teachers
Pre-primary education participation	30%	67.5%

PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling. PISA is coordinated by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries and is conducted in the United States by NCES. PISA was first administered in 2000 and is conducted every three years. The most recent assessment was in 2012. The most recent test results from the OECD's Programme for International Student Assessment (Pisa) show that Poland is ranked 14th for reading, ahead of the USA, Sweden, France and Germany – and well ahead of the UK in 25th. The OECD points out that Poland's reforms have raised performance to the same or higher levels as those of the USA and Norway, „despite spending less than half of what those countries spend on education“.

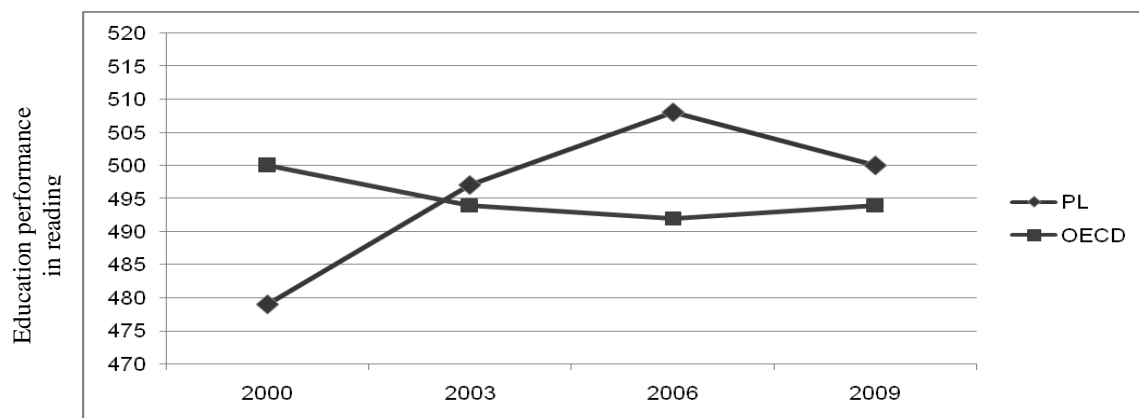


Figure 3: Polish 15-year-old students' mean performance in reading versus OECD average in 2000 – 2009 (PISA 2009 results)

The variance in student performance between schools was reduced, what was the most significant result in EU and OECD countries (Figure 4). It concerned students' achievements in all competences measured by PISA (reading, mathematics, science).

Improvement in students' performance and reduction in variance in students' performance between schools results from comprehensive reforms of the educational system. PISA research results from 2009 measured results of the most significant Polish education system reform that included: administrative reform of the country (schools' management delegated to local authorities) and changes of the education system (structural reform – creation of the lower secondary schools (ISCED2), longer compulsory general education, introduction of the external system of national assessment, adoption of the core curriculum and national standards, reform of the teachers initial education at the universities, introduction

of the teachers' career promotion system). The results of the last significant reform with regard to the previous education system were shown in Figure 5.

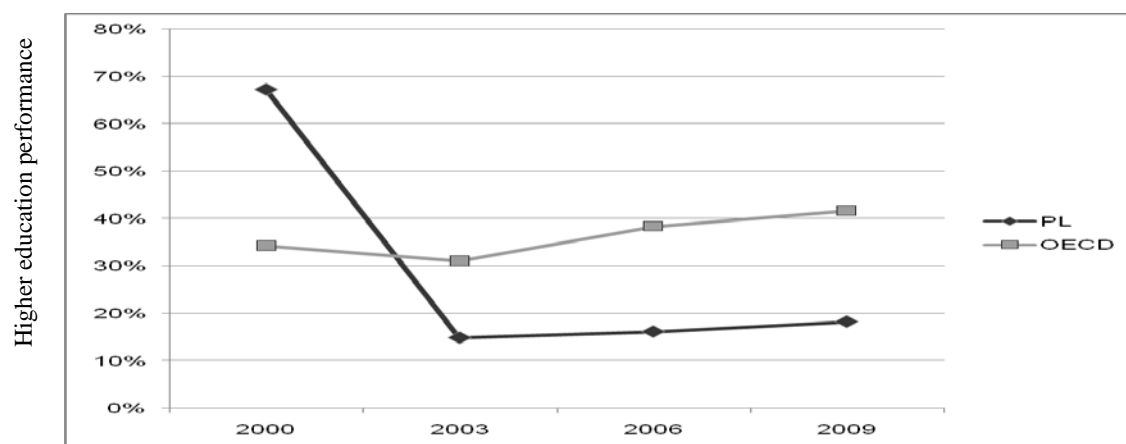


Figure 4: Variance in student performance between schools in Poland in 2000 – 2009 versus OECD (PISA 2009 results)

Previous structure of school system (PISA 2000)																		
ISCED 0				ISCED 1-2								ISCED 3		ISCED 4-6				
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
Pre-primary education				Primary school								Upper secondary general						
												Upper secondary school						
												Basic vocational school						
New structure of school system (PISA 2003, 2006)																		
ISCED 0				ISCED 1					ISCED 2				ISCED 3		ISCED 4-6			
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
Pre-primary education				Primary school						Lower secondary			Upper secondary general					
													Upper secondary school					
													Basic vocational school					

Figure 5: Changes introduced since 1999: introduction of the new school type – ISCED 2 and extension of comprehensive compulsory education by one year (related to 15-year-olds), (PISA. Program for International Student. 2012)

As it can be seen well in Figure 6, basic vocational schools number was decreased in 2012 with regard to the number pointed in statistical data in 2002. Similar results were obtained in the case of technical secondary schools, which number was decreased in last decade because of the education reform.

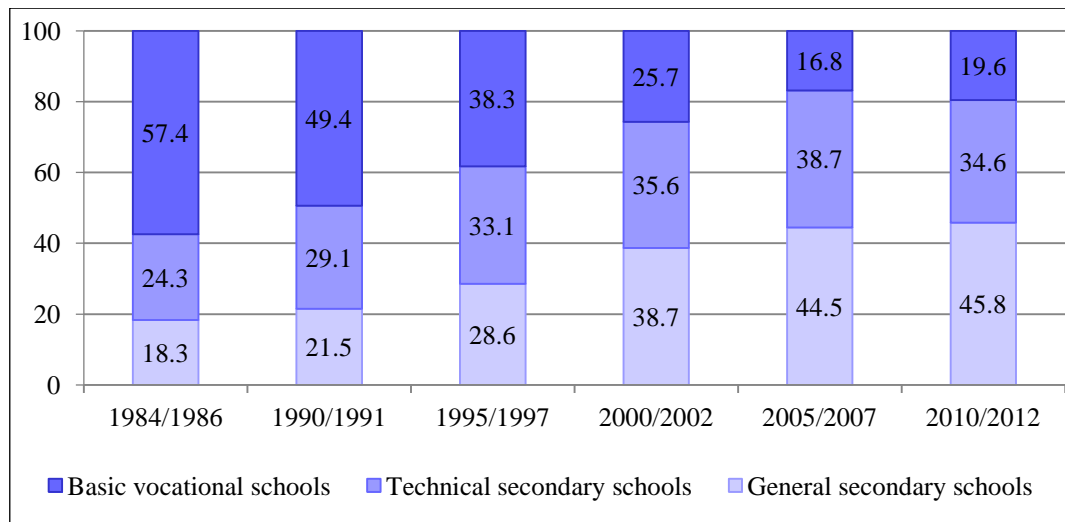


Figure 6: Structure of higher secondary education (ISCED 3) in % (source: own study based on data of Ministry of National Education in Poland 2010. *Badanie funkcjonowania systemu kształcenia zawodowego w Polsce. Raport z badania danych wtórnych – desk research. Warszawa*)

Significant growth of citizens' educational aspirations in 1993 – 2009 shown, that 91% of adult Poles believe that it is important to get an education, of which 68% are strong supporters of this idea (Figure 7).

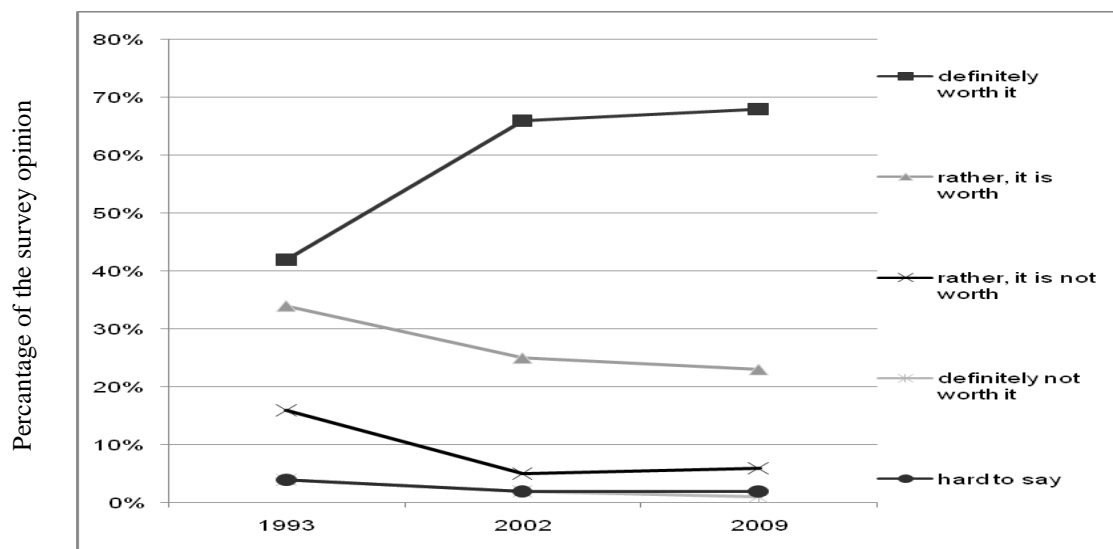


Figure 7: Is it worth gaining education? Research results for 1993 – 2009 (source: own study based on data of Ministry of National Education in Poland. 2010. *Badanie funkcjonowania systemu kształcenia zawodowego w Polsce. Raport z badania danych wtórnych – desk research. Warszawa*)

There are some significant strengths of vocational education system in Poland (*Polish Ministry of National Education, 2012*):

- Small share of early school leavers – 5.3% (EU average 14.4%).
- High rate of people (20 – 24) with completed upper secondary education – 91% – the third result in EU (EU average 78.6%).
- High tertiary education attainment 35.3% (EU average 33.6%).

- Small share of adults (25 – 64) with education below upper secondary – 14% (the average for OECD countries is 30%).
- Highly qualified teachers – 98% with the ISCED 5 diploma.
- One of the most extensive reforms of education in OECD and UE countries.
- Evolutional not revolutionary changes (in Poland they affect 300 000 schools, 800 000 teachers and 6 million of students).
- Ensuring better general education for all with individualization of teaching (ISCED 3).
- Improvement among lowest performing students (revealed in PISA in 2000 – 2009).
- Proper monitoring of the system and development of evidence based policy.
- participation in international programmes (like PISA, TIMSS/PIRLS, TALIS, TEDS-M, PIAAC).
- Development of national educational research capabilities and data collection systems.

3. Employers expectations to prospective employees – research findings

In determining main directions of activities in vocational training, the attention was paid not only to better integration of the general vocational education content, but also flexible customization of the learning outcomes to the needs of employers and the labor market. Already in the first years of implementation of the education system reform, the need to monitor changes in the labor market was pointed. Many studies in the field of vocational education, which were then undertaken, focused not only on the observation of the effects of changes in education, but also obtaining information about qualifications, knowledge and skills they will need in the labor market. Employers are often a good source of information about effects of vocational education system changes.

The study carried out in 2006 on the opinions and preferences of employers indicated that their expectations with regard to vocational schools graduates, after five years from the earlier studies, did not change when it comes to certain social skills. Still they needed from vocational school graduates to communicate effectively, teamwork skills, to identify and solve problems, and self-education. Employers also expect changes in education programmes with regard to issues concerning economics and organization of production (*Stasiak-Betlejewska, Borkowski et al., 2010*).

Although these expectations are quite general, it is worth noting the fact, that in the vocational education may be important not only professional skills, but also skills that indicate the involvement of employees in the company's development (*Šujanová, Gabriš, Licko, Pavlenda, Stasiak-Betlejewska et al., 2012*).

The most desirable feature of future employee, the employer recognized work experience. It should be accompanied by features such as: knowledge of the industry, efficiency, flexibility and independence. There are also important skills and education, which should be consistent with the reported demand by employers. The results of presented research show a picture of basic skills, which should origin, in the opinion of the employer, from a vocational school. The certain qualifications, related to skills, are expected from the graduate of the vocational school, such as: mathematical thinking, informatics preparation, efficient use of the mother and foreign language, communication skills, listening, organizing, evaluating the value and the information importance, independent of their use in performance, problem solving and analytical thinking (*Stachová et al., 2011; Stachová, Kachaňáková et al., 2011*).

Preparation of graduates to work and functioning in the new social reality and the changing labor market, requires skills that are universal and over-professional so called key skills (*Mun C. Tsang et al., 1999; Matley et al., 2008*). Term of key skills involves new requirements for an employee who is expected to not only solving skills typical for the profession but also performs three different ranges of activities: planning, implementation and control of the results of their actions. In the literature, it is emphasized that the key skills have an impact on the content and methods of training.

4. Vocational training – research findings

4.1. Research object characteristic

The research findings concerning the vocational training made in Polish enterprises were collected within the survey, where the aim was to acquire information regarding availability of training, obtained skills, time of training and the cost incurred by enterprises to finance the improvement of employees' qualifications, the existence of a training strategy and initial vocational training. It was analyzed to point reasons of lack of employee's training. The survey was conducted on the questionnaire according to the European Parliament and the Council Regulation (EC) No. 1552/2005 of 7 September 2005. It was conducted simultaneously in most of the UE countries in 2011. In Poland it was the second edition of the survey which is carried out every five years.

The object of the survey was a group of enterprises involved in the vocational training. The analyzed population include enterprises that employ 10 and more persons, conducting basic activity included, according to PKD 2007 (Polish Classification of Activities), in 20 selected groups, among others: mining, manufacture of food and textiles, manufacture of paper and products, manufacture of chemicals, manufacture of basic metals, manufacture of computer, electronic and optical products, manufacture of machinery and equipment, manufacture of motor vehicles, manufacture of wood and products of wood, manufacture of furniture, electricity, gas, steam and air conditioning supply, wholesale trade and retail trade, transport and storage, accommodation and food services activities, financial and assurance activities. The total size of research sample amounted to 20 thousands of enterprises. Presented research findings come from enterprises employing 10 – 49 persons (74% of answers), 50 – 249 persons (90% of answers) and 250 and more persons (93% of answers).

Continuing vocational training, the analysed area, are planned in advance activities and measures connected with vocational training of employees, fully or partly financed by the enterprise. Organizational forms of continuing vocational training include courses, that can take place or outside the work place (e.g. in a training centre). The courses are conducted according to a programme and are designed for significant number of participants, irrespective of the number of courses hours. The post-graduate studies are also included. There are two forms of courses which were identified, such as:

- Internal (designed and managed by the enterprise itself on the company's premises or outside the enterprise).
- External (designed and managed by a training organisation which is not part of the enterprise on the company's premises or outside the enterprise).

4.2. Analysis of vocational training in Polish enterprises

The research findings concern vocational training made in Polish enterprises, most of which introduced new or considerably improved products, services or production methods in 2010. More than half of them (55.3%) provided training, mostly in the form of a course organized by enterprises provided training (Table 2).

Attendance at conferences, participation in workshop and trade fairs and lectures were the most popular other form of CVT (Continuing Vocational Training), which were supported vocational training policy of Polish enterprises. It can be stated, that mentioned forms of CVT can be supportive for the business activity because of linked actions that can happened during e.g. conferences or trade fairs, such as: contracts, new contacts opening and taking information about new business solutions.

Table 2: Enterprises by form of vocational training provided in 2010 (source: own study based on data from Central Statistical Office in Poland, 2012)

	Courses			Other forms of continuing vocational training (CVT)					
	TOTAL	INTERNAL	EXTERNAL	TOTAL	Planned training through guided on-the-job training	Planned training through job-rotation, exchanges, secondments or study visits	Attendance at conferences, workshops, trade fairs and lectures	Planned training through participation in learning or quality circles	Planned training by self-directed learning
Total	18826	11026	16688	13048	7631	2033	9786	554	2390

In 2010, 77.5% of all enterprises did not provide training for employees. What is more important, over half of the companies in each group of activity did not carry out training for their employees. Small enterprises that employee less than 50 workers (84.1%) didn't provide training. Enterprise reported the existing skills and competences of workers correspond to the current needs of the enterprise as the main reason for their lack of training activity (81.4% of the enterprises which did not provide training). The other reason which was the preferred strategy of the enterprise was to recruit individuals with the required skills and competences (69.0%), (*GUS, 2012*).

Comparing the data on the implementation of training courses in 2009 and training plans for 2011, it is noticeable that the number of enterprises providing training to employees decreased year by year, regardless of the enterprise size class. Only more than a half of enterprises (56.3%), which provided training in 2009, provided training, since they declared the training needs in their strategy in 2009. However, 72.3% of the enterprises engaged in other forms of training conducted them in 2010 and 65.9% of the companies intended to provide them in 2011 (*GUS, 2012*).

As part of continuing vocational training of employees, two main groups of organizational forms of training were distinguished, i.e. courses and other forms of training. In 2010, the predominant forms of training were courses which were conducted by 91.1% of all enterprises engaged in training. This regularity was irrespective of the type of activity and the size class.

The enterprises benefited largely from external courses (88.6% of all enterprises courses, whereas internal courses were conducted by 58.6% of all enterprises). Some enterprises provided both internal and external courses. 84.9% of small companies provided external courses, 91.9% of medium and 96.3% of large units respectively (Table 3).

It is noticeable, that men were more common courses' participants (62.4% of participants) than women. In most sections and divisions of the surveyed population, the following correlation between the number of workers (men and women) and participants in the courses was observed: if male employees outnumbered women in a particular section or division, so did they among the course participants (Table 4).

Table 3: Enterprises provided courses in 2010 (source: own study based on data from Central Statistical Office in Poland, 2012)

Enterprises [%]		Total of enterprises [%]	
Total	Providing training	Internal	External
20.5	91.1	58.6	88.6

Table 4: Participants of courses organized by enterprises in 2010 with regard to gender (source: own study based on data from Central Statistical Office in Poland, 2012)

Total [in thousand]	Males [%]	Females [%]
1879.0	62.4	37.6

Technical, practical and job-specific skills prevailed among the skills that participants acquired in the courses (Table 5).

Table 5: Enterprises by skills acquired in courses in 2010 (source: own study based on data from Central Statistical Office in Poland, 2012)

	Skills acquired in courses											
	General IT skills	IT professional skills	Management skills	Team working skills	Customer handling skills	Problem solving skills	Office administration skills	Foreign language skills	Technical, practical or job-specific skills	Oral or written communication skills	Numeracy and/or literacy skills	Other
Total	3408	3249	7765	5944	6945	5236	5533	4023	11723	872	420	238

Mentioned above skills were indicated by 62.3% of the enterprises providing courses, (primarily by those which operated in: manufacture of motor vehicles, trailers and semi-trailers, manufacture of other transport equipment). Next skills on the most useful skills acquired by workers were management skills (41.2% of all enterprises providing courses).

External courses were conducted by various providers who were divided into seven groups (Table 6). Private training companies predominated among the providers, serving 76.6% of the enterprises providing external courses, irrespective of type of activity. They were followed by private companies whose main activity is not training (e.g. equipment suppliers), which provided courses to 33.4% of enterprises, regardless of size and type of activity.

The exception were companies acting in the following sections: section B (mining and quarrying), section D+E (electricity, gas, steam and air conditioning supply; water supply; sewerage, waste management and remediation activities) and section L + M + N + R + S (real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation; other service activities).

Table 6: Enterprises by providers of external courses in 2010 (source: own study based on data from Central Statistical Office in Poland, 2012)

	Providers of external courses						
	Schools, colleges, universities and other higher education institutions	Public training institutions (financed or guided by the government; e.g. adult education centres)	Private training companies	Private companies whose main activity is not training (e.g. equipment suppliers, parent/associate companies)	Employer's associations, chambers of commerce, sector bodies	Trade unions	Other training providers
Total	2950	2931	12789	5577	4038	256	1272

In opinion of enterprises, which provided external courses, the most time of training was spent by private training companies (Figure 8). It was acknowledged by 63.9% and private companies whose main activity is not training (e.g. equipment suppliers).

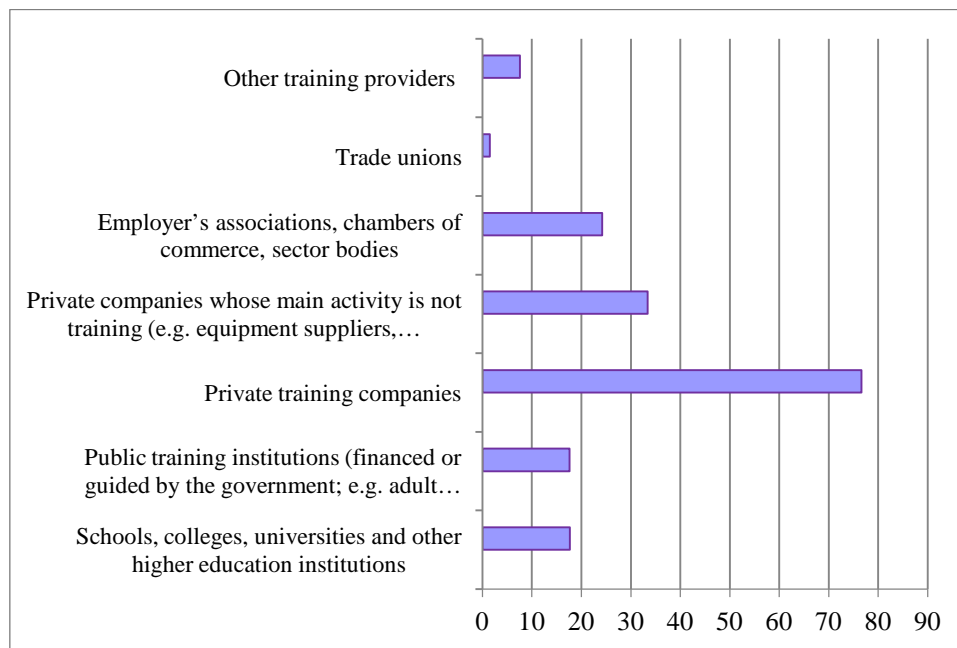


Figure 8: Providers of external courses for enterprises in 2010 (source: own study)

4.3. Costs efficiency of vocational training

The costs of vocational training in the total labour cost in companies engaged in this form of training in 2010 accounted for 0.86%. Depending on the company size, this share ranged from 0.85% (large units) to 0.88% (medium).

The of courses per participant reached 861 PLN, what is equal about 200 Euro (for small enterprises – PLN 787, medium – PLN 910 and large ones – PLN 855). The highest cost was recorded in entities operating in financial services and insurance activities (PLN 2048, what is equal about 480 Euro, more than double the national average). However, the lowest value was recorded in the following industries: manufacture of textiles, manufacture of wearing apparel, manufacture of leather and related products (PLN 361).

The costs structure of external courses (Figure 9) included mostly fees for expertise (course provider) and labour costs of internal trainers (supported process of training further workers).

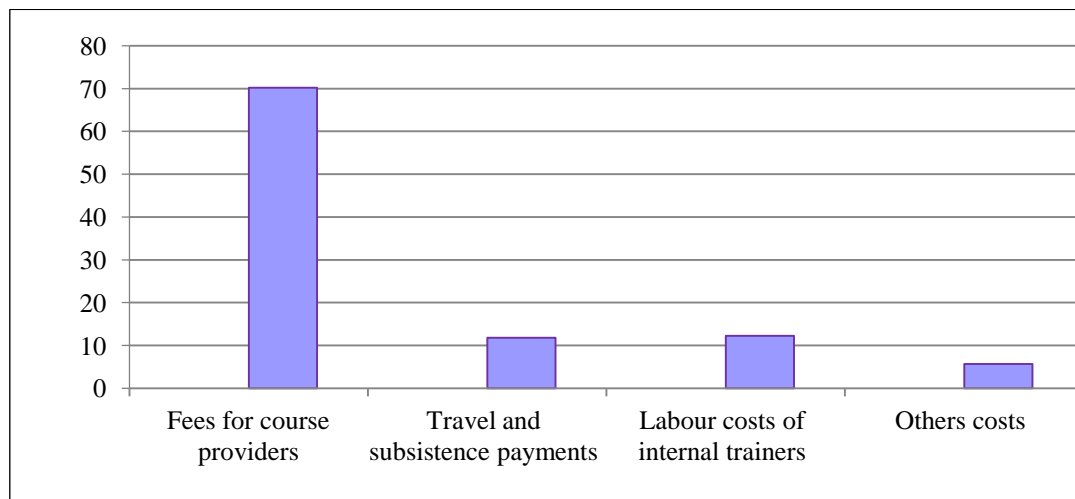


Figure 9: Cost structure for external courses in enterprises in 2010 (source: own study based on data from Central Statistical Office in Poland, 2012)

In order to reduce courses costs, enterprises could apply for external sources of funding (Figure 10). Only 4.4% of the companies took advantage of this option, mostly small enterprises which represented 39.9% of the companies benefiting from subsidies, followed by large units – 31.9% and medium – 28.2%. These were mainly enterprises operating in section L + M + N + R + S (real estate activities; professional, scientific and technical activities; administrative and support service activities; arts, entertainment and recreation; other service activities) – 11.5% of all companies.

The EU grants were the most popular among external sources of funding. 84.9% of the companies in total benefited from this form of subsidy, regardless of the company size and the type of activity.

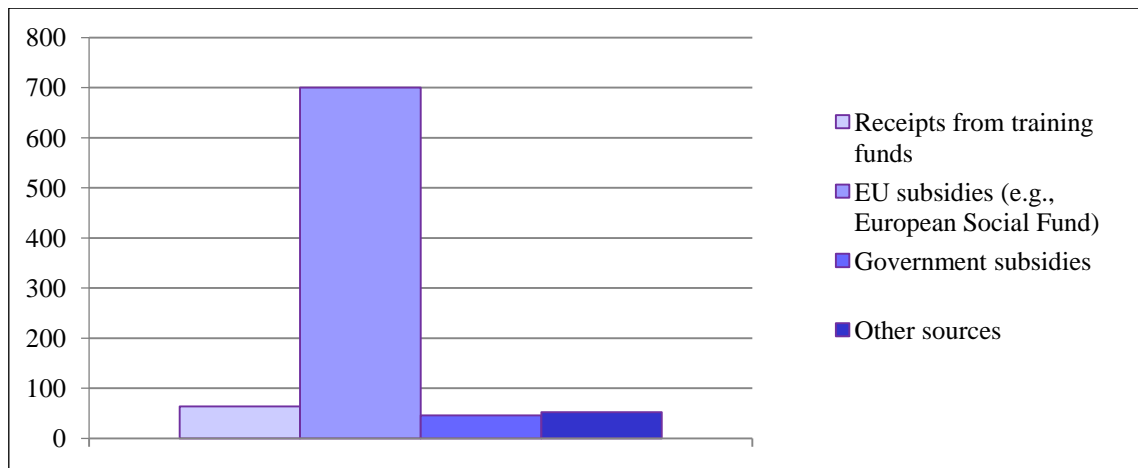


Figure 10: The sources financing structure of external courses in enterprises in 2010 (source: own study based on data from Central Statistical Office in Poland, 2012)

5. Conclusion

Training policy should be the result of a conscious, deliberate process and an element of corporate strategy planning. It should not be accidental.

Vocational training should result mainly from European guidelines that create appropriate direction of the vocational education system as well. Source of financing the vocational education and training are strongly related to European policy that influences the vocational education directions. It can be shown mostly in strategies of enterprises that are presented in business plans related to the European projects supporting trainings in enterprises.

Companies frequently did not have the basic elements of training policy. Unfortunately, majority of enterprise, which providing and not providing training, have no formal training plans. About 10% of all enterprises have any plans or training programs. Some enterprises (8.2%) have strictly defined budget for CVT (Continuing Vocational Training). Training policy is the most formalized in large enterprises (with more than 250 workers). Majority of them (54.7%) have training plans and defined budget for training (52.8%). Enterprises belong to service activities, except insurance and pension funding have established strictly training policy aimed on strict objectives achievements. Training needs assessment was one of the activities related to the implementation of the training policy. Such an assessment was made by 38.2% of all enterprises (78.7% of large entities, 53.7% of medium enterprises and 32.9% of small enterprises). Training needs analysis was primarily focused on tasks and activities resulting from work, and the skills. The most popular mode of fulfilling the company's needs for new skills is preferred strategy of the enterprise to recruit individuals with the required skills and competences. The other significant result of research findings presented in the article is connected with introducing any innovation in the company, which did not result from an increase of the training number. It can be the assumption to focus on that kind of vocational training which can help with special skills development based on analytical skills.

Employers' expectations with regard to workers concern their skills that should be on the appropriate quality level, what is not supported by vocational education system at all. It has an impact of trainings profile. Trainings are related mostly with supporting workers with basic, technical skills. Other kind of skills, needed for product and service quality improvement, cannot be realized because of the need of basic vocational trainings realization. Communication and language skills concerning vocational knowledge of the workers group is

a common problem of many contemporary enterprises. Vocational education system still doesn't support enterprises with such skills.

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