



First drafts of the feasibility studies - three Subregions of the Province of Pomerania (desk research)

**HIGHER HANSEATIC SCHOOL
OF MANAGEMENT IN SLUPSK**

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INTRODUCTION

In Poland the amount of the expenditure on research - developmental activity in the relation to the GDP for years continues on the level similar to the 0,5% (in years 2005 - 2006 it was 0,6 - 0,7 %). In UE - 27 he amounts to average expenses on R+D about 2,1%. For many years over the 40% of the expenditure they are giving research centres being in a Mazowian province (in 2006 in counting per capita PLN 450), and on Pomerania this amount amounts about PLN 200. One should also notice, that regions of Europe Baltic (on the level NUTS 3) in the very uneven grade funds are discounting from the European Union for the innovative activity. Amongst 15 regions the EU which are giving no less than a 3,5% to the GDP to the research and development, 6 regions are located in Germany, 4 in Sweden and 3 in Finland. Remaining are spending much below the desirable level (including the Pomeranian province). And one should mark, that from structural funds of the over 86 bn euro (25% of funds from ERDF) intended is for innovative projects both in the area of the technology as well as the development of enterprises and innovative organizations. In Poland the participation of innovative enterprises in the sector of industrial enterprises at the end of the 20th century exceeded little over the 17%, while at that time the average for 15 EU countries developed on the level exceeding the 50%. At the beginning of the 21st century (in 2002 - 2004 years) the share of innovative enterprises amongst Polish industrial enterprises rose to the level of the 26,6%, and in 27 states reduced up to the 41 - 5% - results from examinations of the Central Statistical Office (polish: GUS) and the Eurostat¹.

In terms of the innovative activity Polish enterprises are outdistancing only companies from Malta, Romania, Hungary, Bulgaria and Latvia. Such a situation results not only from the capital weakness Polish enterprises. To important reasons an unreadiness of staffs and graduates of our vocational schools ranks among innovative actions. It is result of also very weak connections of enterprises with the educational environment. The financing structure of research - developmental action in Poland is opposite than in UE - 27. He isn't fulfilling even assumptions made in the Lisbon Strategy, according to which two thirds of expenditure on R+D should come from the private sector.

¹ On the basis of data the GUS and the Eurostat - downloaded from sides www.epp.eurostat.ec.europa.eu/portal and www.stat.gov.pl

Pomerania is reflecting such a situation, where from analysis of Development Strategy 2020 and the Development Strategy of the Country and SWOT analyses included in them it results that they are barriers of the economic development of the region: low economic competitiveness of companies, lack of the consistent system of the promotion of entrepreneurship, low level of investment, poor innovative culture, lack of connecting the education with needs of the labour market. He is happening this way, because the Pomeranian province is characterized relating to remaining provinces by a minute number of special acting institutions for supporting the sector SMEs in the field of preparing new releases and examinations. Nothing so strange also granting the advanced of the support for the vocational education rarely meets in order to build the competitive edge based on innovations.

One should consider the being of the vocational education above all in the context of the labour market - it is such a part of the entire educational system, for which he is a task direct preparing for pursuing a definite profession. Therefore it is worthwhile thinking, whether it is gifted in our country for educating graduates adapted to conditioning of the contemporary economic system, being able to find their place on the labour market and gaining recognizing employers rapidly.

On account of:

- dynamic changes in the demand for the work which require the significant big flexibility along with the occupational mobility;
- substantial reduction of the significance of traditional economic branches to the benefit of the ones new and innovative, where often (completely exaggeratedly) a higher education is expected;

vocational education, should in the more active and dynamic way participate in processes occurring in the sphere economically - social.

Very vocational education has in the Pomeranian province, in particular outside areas of major cities long-standing tradition well important very often has at his disposal an enormous potential which must be used to the purpose of the efficiency improvement of the regional labour market, what will certainly be transferred into the growth in the economy. Unfortunately long-term negligence connected with popularizing the secondary school education, they caused, that the reactivation of this process required immediate and system corrective actions in order to raise the vocational training from the crisis it was in which.

In this situation he can turn out to be one of medicines, very much valued in other European countries and more and more often being a subject of nationwide discussion, model of dual educating the profession, understood as²: *combining the knowledge acquisition at school and the practical learning of the specific profession in the enterprise.*

Unfortunately in spite of such great interest in this system the knowledge to his subject along with the possible implementation plan and determining barriers and potential advantages for entities employed in it is still too small and very much dispersed. The lack is also in this discussion, differently comprehend the shared voice system bodies running schools, their employees (not to say pupils), entrepreneurs, labour market institutions, not to say representatives of individual political groups.

Chapter I. Characteristics of subregions from pose of the metropolis Tricity in the Pomeranian province

According to assumptions of the Strategy of 2020, four subregions are included in a Pomeranian province: Metropolitarny, Słupski, Południowy, Nadwiślański. For the purposes of this study, to begin with, a presented descriptive character sketch of three subregions, suiting the Tricity metropolis outside area will stay.

1. Słupski Subregion³.

The Słupski Subregion is spreading through the area of three districts - Słupsk, Lębork and Bytów and city of Słupsk. The total aggregate area of the Słupsk subregion is 5245 km², and 25 communes and the city of Słupsk are entering his composition. The area of the Słupski Subregion is being inhabited is through close 335 000 of persons. The average unemployment rate in the Słupski Subregion is taking out over 19 %. The performed work for the generality of people is the meat and potatoes in the life, deciding on the level of the affluence, and consequently, place and residential conditions or generally comprehended satisfaction. In this subregion it is possible to regard as important factors affecting the labour market:

- minute number of situations vacant falling on the 100 unemployed;

² J. Wiktorowicz, Talent in practice - vocational training. Final report, Łódź 2013.

³ On the base: Results of the work of the Słupsk Subregion Working Team - update of the Development Strategy of the Province of Pomerania 2014-2020, Słupsk 2014.

- low indicator of the employment in market services;
- high unemployment rate;
- relatively low pays in comparing e.g. to Tricity.

Table No. 1: List of institutions carrying the vocational training out in the school system in the Słupski Subregion.

	fundamental vocational schools	technical secondary schools	vocational colleges
Słupsk district	1	2	3
Lębork district	4	5	7
Bytów district	4	5	6
City of Słupsk	11	14	24
Sum	20	26	40

Source: own study on the base: of List of nursery schools, schools and an educational institutions in the Pomeranian province, Education Office of the in Gdańsk, according to the state as on the 30.09.2013 day.

2. Południowy Subregion⁴.

The Południowy Subregion is spreading through the area of three districts - Chojnice, Człuchów and Kościerzyna. The total aggregate area of the south subregion is 4105 km², and 19 communes and city of Chojnice are entering his composition, Człuchów and Kościerzyna. The area of the Południowy Subregion is being inhabited is through close 225 000 of persons. The average unemployment rate in the subregion is taking out over 15 %. As the most crucial issue for the entire region a very low level of the entrepreneurship which many factors affect, is determined among others communications availability which is a great impediment for the productive activity. Also high labour costs are affecting the entrepreneurship level. Local entrepreneurs aren't able efficiently to act based on existing institutions of the business environment which largely are functional outside the area of this subregion.

⁴ On the base: - Results of the work of the Południowy Subregion Working Team - update of the Development Strategy of the Province of Pomerania 2014-2020, Człuchów 2014.

Table No. 2: List of institutions carrying the vocational training out in the school system in the Południowy Subregion.

	fundamental vocational schools	technical secondary schools	vocational colleges
Chojnice district	6	7	8
Człuchów district	3	9	2
Kościerzyna district	5	4	4
Sum	14	20	14

Source: own study on the base: of List of nursery schools, schools and an educational institutions in the Pomeranian province, Education Office of the in Gdańsk, according to the state as on the 30.09.2013 day.

3. Nadwiślański Subregion⁵.

The Nadwiślański Subregion is spreading through the area of five districts - Malbork, Kwidzyn, Tczew, Sztum, Starogard Gdański. The total aggregate area of the Nadwiślański Subregion is 4102 km², and 29 communes and cities Malbork, Kwidzyn, Tczew, Sztum, Starogard Gdański are accessin into his composition. The area of the Nadwiślański Subregion is being inhabited through close 435 000 of persons. The average unemployment rate in the Nadwiślański Subregion is taking out close the 20%. As the biggest developmental barriers for this region which the most are blocking his development, social crash barriers are being replaced in the form of low and much diversified profits of local households which result on the fact of the persistence of the high rate of the structural unemployment.

Table No. 3: List of institutions carrying the vocational training out in the school system in the Nadwiślański Subregion.

	fundamental vocational schools	technical secondary schools	vocational colleges
Malbork district	3	3	2
Kwidzyn district	6	4	10
Tczew district	8	5	8
Sztum district	3	3	4
Starogard Gdański district	5	9	15
Sum	25	24	39

Source: own study on the base: of List of nursery schools, schools and an educational institutions in the Pomeranian province, Education Office of the in Gdańsk, according to the state as on the 30.09.2013 day.

⁵ On the base: Results of the work of the Nadwiślański Subregion Working Team - update of the Development Strategy of the Province of Pomerania 2014-2020, Starogard Gdański 2014.

Chapter II.

System of the vocational education - the current state and crucial problems

1. Vocational education in Poland

From 1989, along with beginning political transformations and the structural readjustment in Poland in the economy, we are observing into the systematic debasement of the system of the vocational training. His social and system marginalisation is manifesting itself above all in the mass liquidation of vocational schools, factory schools and the base of the practical training (of school workshops). These changes in part were an effect widely snitch and of dynamic structural and property transformations from one side, whereas on the other with gradual spreading among the masses educating on the higher education. Today, after 25 years of market transformations (in it also concerning an educational system), the vocational education is in the relatively bad general position. System of the vocational training, demonstrating the certain inertia towards changes on the labour market which largely are a consequence of radical changes in the size and the structure of the demand for the work reported by entrepreneurs. The base of the vocational education is most often outdated if to take the state of capital assets into consideration (buildings, technical base and the like), directions and contents of the education aren't adapted for current needs and requirements of the market, but pupils of many vocational schools leaving them as graduates without undergoing traineeships. Additionally how, of the Central Statistical Office results from data analyses concerning the vocational training in the Pomeranian province, scarcely the 33%⁶ of pupils of vocational schools indeed is finishing them⁷.

Vocational training in the school system is being carried out at fundamental vocational schools, technical secondary schools (in it supplementing) and at vocational colleges. Preparing for pursuing a definite profession is an aim of the education of this type⁸.

⁶ On the basis of data GUS for 2013 - downloaded from the side www.stat.gov.pl

⁷ E. Lechman, Dual system of the vocational training in Poland - chances and barriers of the implementation (expert opinion), Gdańsk 2012

⁸ On the base given from the side www.koweziu.edu.pl/faq_print.php

Leaving the school and passing an examination enable to obtain the certificate confirming professional qualifications. With legal document, based on which the school curriculum and standards of requirements underlying conducting the examination confirming professional qualifications are arising, there is a programme base. The ministry of the Education is implementing also modular school curricula as well as with the approval of employer organisations or economic self-governments is carrying action out in the practical apprenticeship. Vocational schools can educate the Minister of National Education in 208 disappointments defined in the Regulation from 16 July 2008. The competition is being entered into classification to the conclusion appropriate (determined in the regulation) of minister. The level of taking control of the message and abilities from the scope of the given profession is being assessed through the examination confirming professional qualifications. This examination is conducted once within one year school in the period from the June up to the August. He consists of two stages: of the written part and the practical part. Principles of operation of the earlier economic system supported the development of the educational system, in which the education underwent oneself in narrow specializations, adapted to the work in the specific profession. Schools closely were connected with state - owned enterprises, enabling thorough determining the demand for employees in the process comparatively about given qualifications. The vocational education performed the particularly important role in frames functioning in those times, set mainly to the industrial production, of economic policy. In Poland a high percentage of persons beginning the professional learning, of narrow scope of the specialization marked beginnings of a systemic transformation and the degree very much limited of teaching theoretical bases, associated with a given field of knowledge. Educated graduates according to the above model weren't prepared for changes of occupation associated with dynamic changes in the structure and the production technology. Of transforming in the business world and social caused that a crisis had afflicted the vocational education. Very much a difficult situation economic, associated with the significant drop in production and a rise in unemployment was catalyst for negative trends appearing in this period. A drastic decrease in national expenses on the vocational education took place, the considerable part of enterprises wasn't in funds for the staff training and for employing the new staff. Simultaneously with the appearance of above phenomena a demand for employees fell about the vocational secondary education. In the Polish economy a service industry gained the more and more great significance, while the

industry sector lost its dominant position. Prospects of the great unemployment and low pays for graduates of vocational schools, as well as negative social perception of the vocational education interests in this form of education caused the significant decrease⁹.

2. Problems of the vocational education in the Pomeranian province

Vocational education in order to educate on appropriately the highest level, using new technologies and adapting to dynamic changes on the labour market, requires incurring the considerable financial outlays. The technical equipment of schools should still be updated in order to keep up behind incessant changes in the technology. Problems in financing vocational schools concern also a teaching staff. Low pays in it are letting down, that best qualified persons are going to better of paid employment in the private sector. The vocational education by the current funding level isn't able to meet requirements of specialist educating of persons prepared for taking up work directly on completion the learning. In this respect a cooperation with enterprises is a rational solution in training, at exploiting the infrastructure held by them, devices and the staff, instead of investing considerable financial means in institutions conditions trying to imitate or to simulate ruling in the real workplace. Essential however in functioning of the vocational education a mechanism which would provide with stimuli for recognizing the demand of the labour market is an aspect (instead of costs) as the priority of qualifications in decisions to conduct the learning determined¹⁰.

To sum up, in the last report from examinations concerning functioning of the system of the vocational training in the province Pomeranian, commissioned by the Ministry of National Education, clearly his main problems to which they belong were shown¹¹:

- a) Few vocational schools and the Centre of the Practical Education (CPE, polish: CKP) offer the program which would be adapted for the actual demand reported on the side of employers to their pupils.
- b) Too general and theoretical program of educating at school which in the bottom stair is preparing the graduate of a vocational school for taking up work.

⁹ Ł. Pyfel, R. Jaros, P. Krajewski, M. Wochna, Recommendations concerning needs in the vocational education, INSE, Warszawa 2010.

¹⁰ Ibidem.

¹¹ Examining functioning of the system of the vocational training in Poland. Final report, Ministry of National Education, National Centre of supporting the vocational education and Constant, Warszawa 2012.

- c) The minute number of directors of vocational schools is declaring the responsiveness with outside institutions dealing with issues of the labour market.
- d) Poorly spread - system of the careers guidance. In individuals of the vocational training an effective system of the consulting is missing educational - professional, which current diagnosing the level of education of pupils and their professional predispositions would be possible thanks to.
- e) The structure of the demand for the work is maladjusted to the supply of the work. The largest percentage of institutions of the vocational training offers the education at present on directions: catering and of food production, mechanical, electric, electronic, teleinformatic. However the keen demand for the work on the part of employers exists for educating on directions: economic, financially - office, building, road and of construction installations, transport, of inventory management.
- f) Employers have a lot of trouble finding employees with suitable qualifications.
- g) The forming of the educational offer of vocational schools in the biggest measuring cup is being determined with the back had by a given institution and the equipment required for the practical accomplishment and the available staff.

Chapter III.

Meaning of the dual system of the vocational training

From experience of such economies like Germany, Switzerland, or Austria, it is possible to come to the conclusion, that imposed solutions formal and legal, regulating the education system from one side, whereas on the other, throwing frameworks for cooperation between the sphere of entrepreneurs and the educational sphere, can in the significant way contribute to the smooth functioning of the labour market. He is an example of such a system termination dual (alternating) system of the vocational training. This system is regarded as the system answer allowing for improving efficiency of functioning of the labour market, above all from a point of view of employers. He is an idea of the dual system of the vocational training parallel - two way - educating at a vocational school, where the pupil is acquiring the theoretical knowledge above all, and in the chosen workplace, where is undergoing the practical apprenticeship. An adaptation of plots of the teaching is a fundamental advantage of this solution (structure of the general theoretical and practical

plan of the education) to actual needs of entrepreneurs (that is of reported demand for the work) what is possible thanks to the flow of information between entrepreneurs and vocational schools. Taking the cooperation between these two groups of market subjects causes, that schools are educating in the competition to which he exists real of demand on the local labour market. In the process it prevents coming into existence of the structural unemployment in the economy¹².

To sum up, in all systems of the dual education he is standing out with the close cooperation of schools and employers. In the assumed typology it is possible to indicate in the European Union¹³:

- vocational training full time teachings (France, Italy, Belgium) - a state which is financing them from public means is responsible for the education;
- vocational training training and alternating (Great Britain) - the pupil is acquiring the professional knowledge at school or on course, next is getting practical skills in enterprises;
- vocational training with full hours of teaching at school in combination with teaching in the enterprise (Luxembourg, Ireland, Netherlands) - the part of classes is adapted to needs of the enterprise;
- vocational training based on educating in the enterprise (Denmark, Germany, Austria) - the pupil within the week is studying for 1-2 days at a vocational school, and then for 3-4 days in the so-called enterprise dualism.

From a microeconomic point of view, benefits from implementing the dual education system are mutual, both for entrepreneurs and for very pupils¹⁴:

1. From the perspective of the enterprise:

- the entrepreneur is educating the pupil according to personal needs, requirements and standards. Many entrepreneurs are holding a view that it is hard to find on the market of

¹² E. Lechman, Dual system of the vocational training in Poland - chances and barriers of the implementation (expert opinion), Gdańsk 2012.

¹³ On the base E. Goźlińska, Diploma for the European. Examination confirming professional qualifications after the technical vocational school and the post-secondary non-tertiary education, Guide for pupils, an Central examination board, Warszawa 2009, downloaded from the side www.zst.cieszyn.pl/mechatplc_mechatr/dyplom_dla_europejczyka.pdf.

¹⁴ E. Lechman, Dual system of the vocational training in Poland - chances and barriers of the implementation (expert opinion), Gdańsk 2012.

the person, fully fulfilling requirements put by them - qualifications, practical experience, personality features.

- the employer has an option of pupil enrolled for the practice what is minimizing mistakes (incorrect decisions) committed often at the standard recruitment;
- the fact that companies enrolling pupils to traineeships are gaining the right to use the logo with the inscription is an important component of taking part in the dual system by the entrepreneur: *this enterprise is educating* what is treated as the advertising form (marketing action). Entrepreneurs are gaining the reputation on the labour market what is having a positive effect for noticing their company on the market (corporate social responsibility).
- entrepreneurs perceive the participation in the vocational training as long - term investments into own employees;
- recruiting the relatively cheap employee;
- the system enables to provide professions for the continuity - concerns to above all of craft sector, where traditions are playing the particular role.

2. From the perspective of pupils:

- the pupil is getting experiencing directly at the potential future employer;
- for pupils of vocational schools a fluid passage from the period of the learning to the active working life enables the system;
- the offer of schools strongly is fitted to needs and requirements of the labour market (it is the fundamental assumption of functioning of the dual system) what he/she is marking, that the majority of pupils on the level of vocational schools won't be taking the research up in professions which are a demand missing on the part of employers or he is very low;
- undergoing the work practice in the enterprise which is complying with the requirements of the contemporary market;
- the pupil has a possibility of the active participation in the manufacturing cycle of the enterprise what constitutes the additional value given from a point of view of the undergone educational process;
- the system enables the forming of attitudes and competence which are being thought highly by their future employers. To so it is possible among others to rank: enterprising

conducts, the respect and the respect for the performed work, shaped loyalty to the workplace, responsibility for entrusted tasks, desire for the further education and raising qualifications.

3. From the perspective of the total economy:

- education effective system of the vocational training which is preparing young people for pursuing a specific profession;
- existence of the system solution which employing graduates of vocational schools is facilitating;
- liberalizing the labour market;
- undertaking the interaction between entrepreneurs and educational institutions in relation to defining directions and forms of the vocational training according to the current demand on the labour market.

To sum up a dual education is a model of the teaching, in which the cooperation of vocational schools with entrepreneurs is playing the key role. It is system, which similarly like other, has determined defects, as well as virtues. Accustoming him in one piece or only him of chosen elements is dependent from many factors, in it among others of social factors and economic. In Poland the model of the education wearing hallmarks of the dual system successfully functioned at factory schools. At present he is appearing as part of the craft competition. Very much effectively he operates in Western European countries (in it among others in Germany, Switzerland, Austria). Best practices from our neighbours successfully can constitute the inspiration for action taken in our area. In the dual system the pupil is acquiring the knowledge at school, next is purchasing abilities in the workplace. This model assumes that young people within the week are spending a few days in the educational establishment and a few days at the employer. Also a heavy responsibility of pupils is characteristic of him for the process of getting competence - because it is they are finding the employer for themselves and are signing the agreement with him for practice. Simultaneously they receive the remuneration for the provided work, as well as for them appropriate benefits are being paid. The graduate educated in this way has qualifications adapted for demands for the labour market, on completion a professional experience already has schools and in this way is becoming more competitive on the market. According to assumptions of the dual education the role of employers isn't only confining itself to make places available for practice. Because entrepreneurs briskly are employed into other activity

aimed at improving efficiency of the vocational training, in it among others by creating school curricula, the participation in the examination process of pupils or investing financial means. In this way employers are educating their future employees in line with their expectations, equipping them with essential competence in of them, be related, workplaces. Next educating vocational schools in the dual system are becoming more attractive on the market of the education¹⁵.

Implementing the dual education in the Pomeranian province for deciding large scale than so far requires not isolated action but creating the process thought over which to begin with would verify real opportunities of functioning of this system and would enable fluent basics and functioning. They must be it is action however taken not only on the regional but also nationwide level:

- on the regional level:, first, establishing the body dealing with points of order and the organization and promoting is shown of cooperation of vocational schools with entrepreneurs;
- on the nationwide level: one should above all establish legal norms of his functioning and principles of financing;
- on the local level: a need of disseminating and creating the positive image of the dual education exists.

Chapter IV. German model of the dual vocational training

In the German education system dual a few kinds of schools participate. To put it simply they are it appropriately:

- primary school: for pupils aged 6-10;
- secondary school of the first degree - equivalent of the Polish junior secondary school: for pupils in the century 10-15 / 16 years;
- educating vocational schools in the dual system: half of dimension of the time of the learning (51%), in the full dimension of the time (12%) and secondary schools of the second degree equivalent of the Polish secondary school (37%) - for pupils aged 15-19.

¹⁵ Ibidem.

Above the person 19 of year of age of the May to choose from carrying the learning on as part of the higher education system (university) or the market penetration of the work and possible using the system of the continuing vocational training. Very much undergone traineeship of enterprises is a crucial element of the dual education system. Apart from different types of schools, the German system of the post-secondary vocational education is based on a cooperation of many partners. Apart from different types of schools, the German system of the post - secondary vocational education is based on a cooperation of many partners. The all sorts entities involved in this process are accepting different functions and areas of responsibility resulting from them to themselves. Moreover both a procedure of seeking practice by trainee graduates of the profession, and then undergoing very practice are playing the particular role¹⁶.

German model of the vocational education, so - called dual system (double check system) connecting the theoretical learning with the practical vocational training which constitutes a preliminary vocational training course is establishing. Persons getting the vocational secondary education by way of the dual education most often undergo the three-year-old apprenticeship at school and in the workplace according to the chosen profession or at specialist vocational schools being subject to an exclusive control of the State. Into the education system dual in Germany are involved both partners from the federal level, as well as from the Land level. That is essentially are it: you, social partners (representatives of employers and employees) and industrial and sales chambers or craft chambers. On the federal level they are the state agencies involved in the system of the dual vocational training above all Ministry of Research and of Education and the Labor Department and Economies. On the federal level establishing the general rules concerning the organization of the educational process is a responsibility of the state post-secondary. These principles assumed the form of the Act on a vocational training course (Berufsbildungsgesetz). According to records of this act, regulations of the learning set by all representatives of groups involved in the process, are being put into practice by the competent minister on the rung of the federation - most often of minister for the economy. A job classification being in force is an essential attachment of the act which in 2001 counted 360 professions. The dual system doesn't include the civil service, partly also of practiced professions in the

¹⁶ A. Kwiatkiewicz, Vocational education in the German dual system, E-mentor No. 1 (13) / 2006, downloaded from the side www.e-mentor.edu.pl/artukul/index/numer/13/id/245

department of the health. It is worthwhile noticing, that when the act on a vocational training course came into effect over 30 years ago, the service sector had a lower significance than in times of those present far and therefore the professions typical of the service sector in it weren't also considered. According to the discussed act as part of the dual system leaving a ten-year-old secondary modern school is a condition of the learning. Being characteristic of federal regulations in the field of the lifelong education one should mention The Vocational Training Act which educating young person's leaving the system of the compulsory learning is regulating. This document determines that the vocational training is combining the education preliminary, retraining the lifelong education and programs. According to the German constitution regulations arising from this act don't influence functioning of vocational schools which are left in the management of individual Lands¹⁷.

The German system obliges all enterprises to form a union at the chamber industrial and provident, but doesn't oblige them to enrol pupils for practice. In spite of the lack of such a legal requirement, the majority of companies is enrolling pupils for practice regarding it as a natural course of events. In this place it is worthwhile emphasizing cultural conditioning of the system dual, having its roots in the 19th century and coming from the craft. The long - standing tradition caused that they had felt names and still, in most cases, are feeling obliged to accept trainee graduates of the profession for practice, even in the light of the lack of official regulations of this issue which would impose such a duty upon them. It is possible so to put the thesis forward about voluntary, conditioned with tradition, for joining in of enterprises into the process of the vocational education. He is happening this way, because the system of practice allows for the education relatively with modest cost of the specific number of young people acquainted with practical aspects of the work, rather than only with her theoretical part. It is worthwhile adding that through the entire duration of the practice the enterprise is using the work provided by the cheaper employee. Additional advantages of this system are a real influence of enterprises on the offer and a manner of the organization of the system of the vocational education, and in the end to competence of graduates. Differently a situation is in the case young, of unskilled workers. Apart from the voluntary support on the part of employers, the dual system additionally is enhanced with federal regulations which are imposing an obligation to finance or to support the organization of trainings for representatives of this group on employers. Enterprises can

¹⁷ Ibidem.

sign agreements as part of their sectors or also industries. Such sector agreements - strengthened with federal and domestic regulations - they cause, that thanks to the fairly incurred expenditure on trainings a threat of buying trained employees is reducing, and very training is perceived as the value added about the both individual and collective nature¹⁸.

Chapter V.

Situation of graduates of schools carrying the vocational training out in the school system on the Pomeranian labour market

It became a fact that the higher education stopped being only and exclusively a privilege and a pass for finding a well - paid job. At present for the higher education he is having access almost everyone. The universal aspiration to receiving a diploma is finding its reflection in statistics. While on the beginning of the decade 259 thousand graduates left Polish colleges, it is in 2010 this number grew to almost 475 thousand, that is almost twice. It is worthwhile noticing that in 2010 it left walls of the college over 312 thousand of women. Representatives of the fair sex decided as many as two thirds of all graduates what undoubtedly is also being transferred on proportion amongst unemployed graduates. In terms of the number of graduates amongst Mazovian provinces is an indisputable leader. In 2010 the diploma of one of Mazovian colleges found its way to over 80 thousand persons. Next the Pomeranian province is placed on the spot 8 thousand from nearly 24 thousand of graduates¹⁹, from which it over 1/3 cannot find no job.

Unfortunately we are also in the middle of the rate as regards persons right after vocational schools which cannot find a job. Although graduates for you are demonstrating the high activity on the labour market it is 2010 of year worked 3/4 of everyone which in the course of 12 last months left walls of a vocational school. It had problems with the placement 13% of graduates. The same percentage concerned disabled persons professionally - that is of the ones which after obtaining the certificate for different reasons didn't work or weren't interested in taking up work. However also in the Pomeranian province the positives are, because graduates of vocational schools are on the third place in the country as regards the first earnings: on average because grossed close 2500 PLN. Best

¹⁸ Ibidem.

¹⁹ Based on information and examinations built by the Sedlak&Sedlak company and entered into on websites:: www.rynekpracy.pl, www.wynagrodzenia.pl.

graduates which found a job in the construction industry were paid. The median of their remuneration amounted to 3200 PLN. It is worthwhile to pay attention, that in second in turn of industry - light industry, earned about PLN 1200 less. The lowest pays received persons taking up work in the trade, where the median took out PLN 1800. For them greater staffing level in the company, all the higher earnings. In micro enterprises reached 2100 PLN. Next in largest companies grew to 2788 PLN. Pays of persons are an exception to this rule in large firms which developed on the level 2 600 PLN²⁰.

It is worthwhile also pointing out that scarcely the 52% of pupils of vocational schools in the Pomeranian province is planning to carry the learning on. He is indicating it to the growing interest with undertaking the career as soon as possible²¹:

1. Professional plans:

- pupils more often see themselves in the role of employees than employers - talking about one's professional plans next time are most interested in getting employing the contract of employment on principles. As far as the 80% of readings in the question about professional plans is regarding entering the contract of employment into right after the school.
- graduates of vocational schools from their future work expect money and satisfaction from the performed job above all;
- over half examined is admitting that he has an idea for the own business, from what as many as only 1/6 claims that the determination already has an idea for the company. However one should mark, that considerable part examined wasn't able to answer this question.
- almost a half declaring desire for assuming own activity he isn't able still to specify, when exactly establishes an own company. Lack often shown by persons planning the business start-up of even a date moved closer and the idea for opening an own business, about the fact that they are often it is providing declarations, visions, rather than decisions serious, after all made at the moment. It can attest to the fact that the part from these persons will follow other path of the professional career.

²⁰ Ibidem.

²¹ Based on data of the Marshall Office collected by Pentor International Poznań in 2010.

- the most frequent anxieties associated with conducting the own business activity concern financial matters: of costs associated with managing a company, as well as the lack of ability of the credit repayment;
 - respondents less are afraid of a bureaucracy and a lack of the equity, however much more of costs of conducting own activity.
2. Assessment of the programme of classes:
- upper secondary schools than graduates aren't preparing for establishing an own company and for becoming known on the Pomeranian labour market, what's more, are more sceptical in evaluations of preparing by an educational system for managing an own company.
 - over the half of pupils claims that because of that he isn't having chances of the placement in the taught profession.

Chapter VI.

Barriers and hampering of the implementing the dual system of the vocational training in the Pomeranian province

On 19 August 2011, an amended act on the educational system which is modifying conditions for the functioning of the vocational education came into effect. This act provides, that starting from school year 2012/2013, will be able to undergo the vocational training at a three-year-old fundamental vocational school, where the entire cycle of the learning will close with obtaining the diploma confirming professional qualifications. Passing all another examinations of qualifications confirming getting necessary to pursue a given profession will be a condition of receiving a diploma. In one's assumptions reform of the vocational training, tying together being aimed the education and the work is implementing system solutions, including involving employers (by creating right mechanisms) into the educational process of pupils at a vocational school, in order to adapt qualifications for needs of the labour market²².

It means that regulations are allowing to implement system solutions in the style of the system of the dual vocational training. However in spite of the lack of formal obstacles,

²² E. Lechman, Dual system of the vocational training in Poland - chances and barriers of the implementation (expert opinion), Gdańsk 2012.

in our country well behind it he is going in the Pomeranian province, so far any system solutions are missing in this respect. This situation, other conditioning can mean that they exist economically - social impeding the development of this branch of the education in Poland.

It is strange, since the practical education which is held directly in a workplace, can constitute the simple solution of many current problems of the vocational education.

In fact however developing the dual education in the Pomeranian province is coming across a lot of other, more complicated barriers:

- enterprises very often aren't interested in a share in the costs of the education, in particular in periods of the significant unemployment;
- modern methods of the production, requiring the expertise, they are spelling fewer places of employment for young workers as well as require a lot of the devoted time for hands-on trainings;
- large degree of the bureaucratization.

These barriers cause that the system of practice which so far was functional in Poland, won't be able to generate of adequate number of training positions. Similar trends are appearing also in other countries, where this situation until the end isn't settled.

Additionally in 2003 an agreement was entered into among the Ministry of National Education and Sport and the Connection of the Polish Craft (CPC, polish ZRP)). This agreement assumed the cooperation of both sides to the purpose of the improvement in the state and the quality of the vocational training, in particular in the practical organization apprenticeships. For CPC tasks among others organising of networks of businesses, in which practice will be conducted, advice was included in relation to directions of the education and fitting them to demands for the labour market, the promotion of the practical apprenticeship or supplementing the base of the practical education. However how they are showing statistics, only a 43%²³ of pupils of fundamental vocational schools in school year 2007/08 entered into an agreement for the apprenticeship with the employer. Apart from that activity aimed at the synchronization of directions of the vocational training with market requirements aren't bringing adequate results to the work what appearing is attesting to of some competition (e.g. economic assistant, seller, cook of the cafeteria) on

²³ On the basis of data the GUS - downloaded from sides www.stat.gov.pl

leading places of the surplus competition for the long term. The high level of unemployment is attesting to it amongst persons about qualifications associated with some directions of the vocational training and appearing of this competition on leading places of rankings of the surplus competition. The role of enterprises in the vocational training is connected also with an conflict of interests between employers and the public sector and individual pupils. Employers will be interested in the training and practice mainly when qualifications get by pupils are enough specialist so that they can be used only in their companies. Much smaller stimuli to support the vocational education by enterprises will appear in case of the greater flexibility of employees, allowing for freer changes of the competition and employers. However a model of the more general education, reducing the risk of unemployment which can result is scenario more favourable to individual pupils from peculiar conditioning associated with the given workplace be a narrow branch of the production. Letting stimuli for ensuring bigger employing employers can assume the form of subsidies, tax breaks or the possibility of paying lower pays for training employees²⁴.

Apart from that with additional brake of modernizing the vocational training, of particularly a practical education, in the region of Pomerania, poor and outdated equipping school workshops and Centres of the Practical Education is (CPE) into machines, tools, devices, materials. Directors of these institutions claim that the majority of centres of the practical education is being financed in one piece by bodies of the local self - government as budgetary authorities. If this is the case pays of teachers and attendants and running costs of objects are consuming the majority of financial means, whereas the small part is allotted to investments. It means low abilities of updating the techno base - teaching of vocational training and practical. What's more, to schools a duty of refinancing for individuals for person in charges of the practical apprenticeship of the costs of purchase of working clothes and household detergents was moved. The same persons from the Pomeranian province are emphasizing that a financial base is the serious problem practical about the education - both buildings, and the machine - made equipment. The vocational training costs more than secondary school, and introducing exaggerated frugalities causes heavy losses much in effects of teaching compared with teaching the theoretical knowledge. The technical equipment very much quickly is becoming outdated, even machines and devices purchased

²⁴ Ł. Pyfel, R. Jaros, P. Krajewski, M. Wochna, Recommendations concerning needs in the vocational education, INSE, Warszawa 2010.

in the period of creating first CPE (second-half of the nineties) are already most often outdated, as their technical condition is quite good (small wear and tear) and they aren't bringing the direct income, there are no financial resources for their exchange. This coming into existence of significant differences causes the rich sponsor between equipping CPE and new plants or the ones which they found. However the large, new units based on the foreign capital most often have own education systems of employees and than are avoiding the cooperation with existing institutions of the vocational training²⁵.

Chapter VII.

The dual system of the vocational training as the response to needs of the labour market in the Pomeranian province

One of proposals to solve day-to-day issues of the vocational education, implementing the dual system in Polish conditions is, following the example for example of German solutions. Implementing analogous system solutions we are dealing with which in the German system of the vocational education, would require the radical transformation of the system existing in Poland. Considering the possibility and the sense of implementing the dual system of the vocational training in Poland, one should clearly emphasize that the interaction between sides of the vocational education in part is being carried out. According to examinations²⁶ the 80% of schools and the 75% of Centres of the Practical Education from the Pomeranian province in fact are cooperating with entrepreneurs. What essential, very entrepreneurs declaring desire for the such cooperation. Such a cooperation takes place in general based on partner agreements signed among the school and the enterprise and includes the practical apprenticeship above all. It is also important, that pages of such agreements, are judging the cooperation very positively, as such which is bringing them mutual benefits. The cooperation initiative among the school and the enterprise in general lies on the side of a headmaster (often being based for his private contacts with entrepreneurs), however very enterprises in general are demonstrating the lack of knowledge take back the possibility and legal forms of undertaking the such cooperation. In

²⁵ M. Kabaj, Program project of implementing the dual education system in Poland, IPIŚP, Warszawa 2012.

²⁶ Examining functioning of the system of the vocational training in Poland. Final report, Ministry of National Education, National Centre of supporting the vocational education and Constant, Warszawa 2011.

relation to above, justified delivering legal frames to the such cooperation seems to be highly, along with distinct determining her principles, what in practice would mean the implementation of the system of the dual vocational training in Poland. With second, very positive example of applying the educational answers similar to the dual system in practice, there is an undertaken cooperation between schools and craft chambers. According to data of the Connection of the Polish Craft²⁷, in 2001, 157 000 pupils of vocational schools were able to undergo the practice in the enterprise. These practice was organised based on agreements of individual schools with entrepreneurs consisted in the Connection of the Polish Craft. One should here clearly underline, meaning involving the Association of the Polish Craft in enabling pupils of vocational schools to undergo practice preparing them for the real performance of work. In 2010/2011 on average 40%²⁸ from the 225 000 total number of pupils of vocational schools (in the Pomeranian 13 250 province of pupils) could be involved in a work practice what constitutes their 90 000 total (in the Pomeranian province of 3750 pupils). He/she is marking it, that in Poland, including in the Pomeranian province, we are dealing from unofficial functioning dual education systems what is - for the here and now - largely carried out thanks to active employing the Connection of the Polish Craft²⁹.

In this place one should also mention that in texts of many documents of the European Union it is possible to find suggestions concerning reforms of the structural educational systems of member states. Liberalizing the labour markets, providing to the labour market with the qualified staff, increasing the employment, and hence raising the competitiveness of economies are a general objective of proposed changes of member states, as well as the economy of the entire community. It is possible to rank among the most important documents of this type:

- Lisbon strategy (2002)³⁰ - which need to raise the quality of education and the rise in education expenses is pointing - new impulses for young people;

²⁷ Based on CPC data downloaded from the sidewww.zrp.pl/Dzia%C5%82alno%C5%9B%C4%87ZRP/Zmiany

²⁸ On the basis of data from M. Kabaj, Program project of implementing the dual education system in Poland, IPIŚP, Warszawa 2012.

²⁹ E. Lechman, Dual system of the vocational training in Poland - chances and barriers of the implementation (expert opinion), Gdańsk 2012.

³⁰ Lisbon strategy - road to the success of united Europe, Office for Official Publications of the European Communities, Warszawa 2002.

- White paper of the European Commission (2002)³¹ - which puts emphasis for taking the cooperation between the educational market and the labour market;
- Recommending the European Parliament and the European Council from 23 April 2008 on establishing the European Qualifications Framework for the learning by the entire life³² - which is being focussed on the framework of the classification in the individual competition.
- Strategy Europe 2020³³ (direct continuation of guidelines of the Lisbon Strategy) - which is regarding the most important establishments in the social policy and economic in the destination of supporting the growth in the economy. To rank among the most important establishments of the document it is possible, such action which will be: they pushed the sustainable economic growth, supported the social inclusion with the special pressure on the job creation (what is a condition necessary for ensuring the height of the home-produced product). Additionally reaching the indicator of the employment is a specific objective of the strategy of persons in the century 20-64 is flying on the level of the 75% (at present it is 68%), the percentage of people prematurely giving the research up should not exceed the 10% (at present it is 13% 26), whereas what important - in assumptions - for Poland he should not exceed the 4.5%³⁴.

Chapter VIII.

Declared action assumed by authorities for the development of the vocational training in the Pomeranian province³⁵

1. Simple and consistent strategy of rebuilding the image of vocational schools - creating the identification/ of the identity of individual kinds of schools, promotion of the careers guidance amongst senior pupils, from the JST initiative and very schools.

³¹ New impulses for the European youth. White paper of the European Commission, European Commission. Directorate-General for Education and Culture, Poland, Ministry of National Education and Sport, Warszawa 2002.

³² Recommending the European Parliament and European Councils from 23 April 2008, on establishing the European Qualifications Framework for the learning by the entire life, Brussels 2008.

³³ Europe 2020, Strategy for intelligent and of sustainable development supporting the social inclusion, European Commission, Brussels 2010.

³⁴ E. Lechman, Dual system of the vocational training in Poland - chances and barriers of the implementation (expert opinion), Gdańsk 2012.

³⁵ Studying the system of the vocational training in Poland. Report of the quality inspection amongst experts, Ministry of National Education, Warszawa 2011.

2. Effective cooperation with chosen crucial employers on the local market, in contributing to educational programmes, organization of traineeships, building places of employment for graduates (e.g. patron classes of the company Toyota, inviting for the cooperation on the part of the Shipyard in Gdańsk, of Gdynia).
3. Promotions of examples of the effective cooperation on the line of the school - business (good understanding needs of employers, the flow of information).
4. Positive attitude of employees of employment offices - leading the social dialogue with employers, members of provincial advice of the employment, purpose like of best getting to know needs of the labour market.

SUMMARY AND RECOMMENDATIONS

It appears from gathered data and information that graduates of vocational schools more often see themselves in the role of employees than employers. Calling graduates about one's professional plans next time are most interested in getting employing the contract of employment on principles. He is a valid application is hugging graduates, that vocational schools, than aren't preparing to finding the better job and establishing an own company.

He is an alarming signal, fact that pupils in spite of the more often declared involvement in optional classes, still on quite rock bottom under the angle preparations for the future career are assessing the educational offer.

The sceptical evaluation of the own knowledge and abilities, in it is improving the predisposition to conducting own activity low evaluation of the educational offer.

Pupils during the learning are already taking first efforts of entering the market of work. One should and so exploit their potential and enable them to take up work during the learning by developing the cooperation with entrepreneurs from the area provinces. The contact with world of the business could spur pupils into action.

One should pay attention to the fact that pupils more often seek practical experiences, than the theoretical knowledge. A substantial amount of readings is attesting to it for gaining professional experience as part of practice or the regular career.

Also a fall is watching each other, towards previous years of an interest of pupils in staying in the place of learning/settling - to convince them for staying after the school in the

Pomeranian province above all the best tender of the labour market could - internships, practice and the permanent work.

Additionally the institutions responsible for the help to graduates in going the labour market up, should start acting in concert, and not shift the responsibility for the existing situation. It is regarding both very vocational schools and authorities self-government - in it of course of public labour market institutions. One isn't allowed also to forget about the role of entrepreneurs, which apart from ceaseless complaining and the criticism of school curricula carried out by schools, should go behind the example of other EU countries - so as Netherlands or Germany, and to participate actively in the forming of the professional figure of graduates leaving walls of the school. In this way they are only able to guarantee the professional human capital for oneself in their enterprises.

The close cooperation of entrepreneurs with vocational schools will allow to predict how the labour market will look like in the future (in 5-10 years), and as a result to educate the graduate about the desired knowledge and abilities. Simultaneously the educational offer should inspire the development of specific fields of economics. Initiating establishing the partnership among vocational schools is a role of local self-governments, with entrepreneurs, because these entities are creating exactly the labour market.

Developing the strategy of educational action in the region on the professional level one should take the including education into account:

1. The economic situation - currently diagnosed.
2. The situation on the market of the work - also the one forecast.
3. Of expecting employers.
4. Demographic situation.
5. Widely understood availability of educating on every level.

Summing up, according to the author's of the study, in order to improve the quality of education practical and to bring the school closer to needs of local and regional enterprises in the Pomeranian province, it is necessary in the systematic way to implement the dual education system at vocational schools. It results above all from best examples and experience of countries the most developed of Europe which thanks to the improvement of the quality of educating by systematic implementing the dual education system are creating optimal conditions to the connection of world of educations and the business. Thanks to that for system which is creating natural coordination mechanisms of the labour market, apart

from the equalization of the youth unemployment which in an optimal way is functional in the global economy, without the problem all investments in the vocational education are increasing, because three sides, i.e. self-government bodies, schools and the business are participating in this process.

Therefore, according to the author's of developing, in entire Poland, theses in it of course in the Pomeranian province, one should gradually and systematically commence introducing the system of the vocational training on the not only professional, but also average level (ultimately also higher) in the similar scope to other countries of the European Union, e.g. German.

Bearing in mind the complexity of the entire system and completely different outside and internal conditioning (macro and microeconomic), it is necessary to undergo the implementation of the system according to following stages carried out, depending on the scale, on the national level, regional or even local:

The first stage:

Purpose - elimination of formal and legal potential barriers.

Action:

- creating transparent instruments of financing the vocational education which will enable to raise funds for the modernization of the existing infrastructure;
- active policy of the state towards employers which are cooperating with schools - developing the system of incentives for enterprises;
- enabling (formal and legal) of current starting departures of the vocational training, being a response to needs of local labour markets.

Level: nationality

The second stage:

Purpose - creating the strategy of introducing the dual system of the vocational training throughout the country, but at the close cooperation with regions.

Action:

- consultation with social partners;

Level: regional.

- signing the social contract which contains:
 - scope of co-operation while preparing programs of the education;

- principles of financing pupils during the practical apprenticeship in enterprises;
- rules of improving teachers of professional objects;
- other ways of supporting the institutions responsible for the vocational training;

Level: nationality.

- appointing the dual vocational training in regions of advisory institution responsible for coordinations of activities aiming at the implementation of the system - should be in her line-up: representatives of the business, the self-government, the Labour market institution and the scientific community;

Level: regional.

The third stage:

Purpose - connecting the vocational education with the economy.

Action:

- determining the long-term strategy of the vocational training in Poland, considering current trends on the labour markets including forecasts of the future - current update;

Level: nationality, regional

- drawing the map of the labour market up on the microeconomic level in order to eliminate all divergences;

Level: local.

- upper secondary schools must establish the cooperation with enterprises what will enable the practical apprenticeship inside them, based on the infrastructure had at its disposal by them;

Level: regional (maybe local).

- creating the database available to all, where:
 - schools will present the educational offer;
 - employers will announce situations vacant or also traineeships;
 - Labour market institutions will be presenting reports, statistical data or also forecasts;

Level: regional.

- including enterprises into the current update of programs of the vocational training;

Level: regional.

The fourth stage:

Purpose - popularizing innovative forms of the vocational training.

Action:

- conducting a promotional campaign directed at the local communities, being aimed at a change of perceiving the image of the vocational education.

Level: regional.