

Poland - Green skills in core curricula and school programmes for VET occupations

Title of inspiring practice	Green skills in core curricula and school programmes for VET occupations (<i>"Zielone umiejętności w podstawach programowych i szkolnych programach nauczania zawodów szkolnictwa branżowego"</i>)
Geographical area	The practice is implemented in the national VET system throughout the whole country.
Period of implementation	The new provisions of educational law enabling the introduction of changes (e.g. adding green components) in the core curricula for VET occupations are effective from 1 September 2019.
Rationale	<p>Responding to the labour market demand and to the needs of a modern and green economy, core curricula of VET occupations are subjected to major legislative changes aiming at expanding the scope of trainings to include (inter alia) "green" skills.</p> <p>In addition, VET school programmes, which are developed based on VET core curricula, are extended with teaching content related to the ecological transformation.</p> <p>Incorporating green elements in the core curricula for VET occupations, being a part of national legal educational provisions, ensure the durability and effectiveness of the practice.</p> <p>From September 2019, legislative changes in VET core curricula and the changes introduced to VET school programmes are made in close cooperation with employers.</p>
Scope of the practice	The practice covers Initial Vocational Education and Training, Continued Vocational Education and Training, apprenticeships and student internships
Educational level	Levels II-V of Polish Qualification Framework (II - V EQF)
Introduction and context	<p>The main stakeholders involved in the initiative are the ministers competent for respective VET occupation, employers' organisations, economic self-governments or other economic organisations, professional associations or self-governments, sectoral competence councils and nationwide organisations of local self-government units, VET teachers.</p> <p>Each stakeholder is engaged at different stages of the practice.</p> <p>The ministers competent for respective VET occupation are in charge of submitting a request to the Minister of Education concerning the legislative changes in the core curricula of VET occupation, including skills related to ecological transformation.</p> <p>Employers' organisations, economic self-governments or other economic organisations, professional associations or self-governments, sectoral competence councils and nationwide organisations of local self-government units may apply to the competent ministers with proposals for changes in VET core curricula, including the introduction of new "green" skills.</p> <p>Finally, VET teachers, in cooperation with employers, develop VET school programmes (that school principals allow for use at school), which are based on the core curricula and can be extended with the teaching content containing ecological components.</p> <p>The aim of the measure is to create, adjust and update the VET system and VET schools' educational offer, in close cooperation with employers, to meet the needs of the labour market and modern economy. Incorporating "green" pro-ecological skills in VET core curricula and VET school programmes allows the graduates to access the changing and</p>

	<p>greener labour market by finding skills-matching jobs in the areas of green, circular economy. Additionally, it helps raising the awareness of pro-ecological behaviours among VET students and learners, making VET education more and more attractive to them.</p> <p>A risk foreseen by this initiative may be related to insufficient enrolment in classes providing education in certain occupations, due to regional or social conditions.</p> <p>The practice targets students of schools providing vocational education, such as stage I sectoral vocational school, technical secondary school, stage II sectoral vocational school, post-secondary school, adolescents and adults participating in lifelong learning (vocational qualification courses or vocational skills courses), VET teachers, employers.</p> <p>The activity is financed from the national budget.</p>
<p>Key activities and outcomes</p>	<p>In new national VET core curricula, developed in 2019, core green skills have been incorporated into learning effects related to occupational health and safety.</p> <p>The core green skills refer to the knowledge and understanding of environmental protection principles; observing the rules of environment protection; counteracting the threats to the environment while organising the workplace and performing professional tasks.</p> <p>VET core curricula are adjusted to the needs of green economy and contain specific green skills related to respective occupations in agriculture and breeding sector, horticulture sector as well as some occupations in other industry sectors, such as technicians of environmental engineering and drainage systems (construction sector), technicians of renewable energy equipment and systems, energetics technicians, refrigeration and air-conditioning technicians (electricity and power engineering sector), environmental protection technicians, analyst technicians (chemical sector).</p> <p>Amendments to the regulation of the Minister of National Education on core curricula for VET occupations are published in official journals of law. On the basis of the core curricula, VET school programmes are developed by VET teachers. Moreover, numerous e-resources based on core curricula, to aid the teaching process, are published on Integrated Educational Platform available on the website of the Ministry of Education and Science.</p> <p>Revising and updating the core curricula for VET occupation (by adding green elements) contributes to improving the quality of vocational education, and the adjustment of VET schools offer to the requirements of changing economy. Students acquiring relevant qualifications find it easier to get a job on the changing labour market.</p> <p>Students and adults educating in VET occupations (also containing "green" skills) can take vocational examinations in each qualification specified for the occupation to receive certificates of professional qualifications, and after obtaining the required level of education, they can be awarded with a vocational diploma in a given occupation.</p> <p>Revising and updating core curricula, also by incorporating green elements in the vocational qualifications and learning outcomes, contributes to increasing the attractiveness of vocational education.</p> <p>In 2021, the new green skill training "Running a farm in the organic farming system" was designed as an additional professional skill for VET occupations in agriculture and breeding sector as well as horticulture sector. From September 2022, it will be possible to prepare VET learners to obtain this additional green skill, which can be incorporated in VET school programme for occupations in the agriculture and breeding as well as the horticulture sector.</p>
<p>Contacts and sources</p>	<p>Ministry of Education and Science</p> <p>Department of Strategy, Qualifications and Vocational Education,</p> <p>Act of December 14, 2016 - Educational Law (Journal of Laws of 2021, item 1082).</p>

	<p>https://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU2017000059/U/D20170059Lj.pdf</p> <p>Regulation of the Minister of National Education of May 16, 2019 on the core curricula for vocational training in sectoral education and additional professional skills in selected occupations in sectoral education (Journal of Laws, item 991, as amended)</p> <p>https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190000991</p> <p>Information about sectoral vocational education in Poland:</p> <p>Webpage of the Ministry of Education and Science:</p> <p>https://www.gov.pl/web/edukacja-i-nauka/szkolnictwo-branzowe</p> <p>Webpage of the Centre for Education Development in Warsaw, Poland:</p> <p>https://www.ore.edu.pl/2017/02/informacje-dotyczace-szkolnictwa-branzowego/</p>
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