

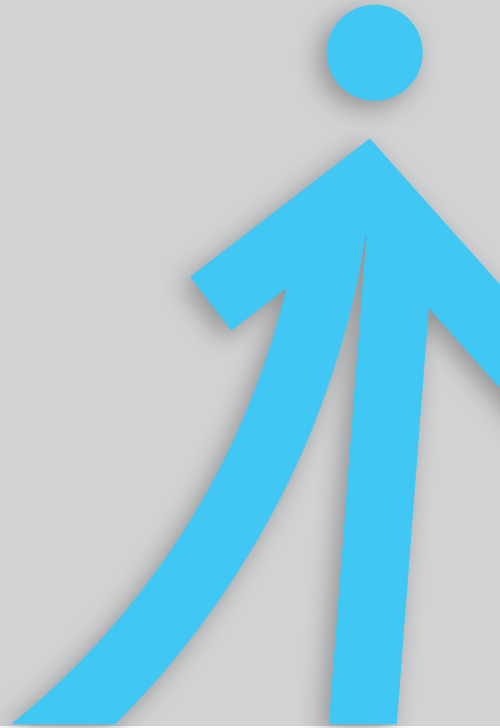


Study  
of Human Capital  
in Poland

2012

# Study of Human Capital in Poland

Key results of the second round of the study  
conducted in 2011



HUMAN CAPITAL  
NATIONAL COHESION STRATEGY



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Jarosław Górniak [2012], **Competencies as the key to the development of Poland - the report concluding the second round of the Study of Human Capital in Poland conducted in 2011**

Marcin Kocór, Anna Strzebońska, Karolina Keler [2012], **What kind of staff do employers search for? Employers' demand for employees and competency requirements for the potential employees**

Szymon Czarnik, Konrad Turek [2012], **Labour activity of Poles - career, education, competencies**

Anna Szczucka, Konrad Turek, Barbara Worek [2012], **Education after school - adult learning, investments in employees, training firms and institutions**

Magdalena Jelonek, Dariusz Szklarczyk [2012], **Poland's secondary and higher education: future employees in the making. Analysis of fields of education conducted in 2011 as part of Study of Human Capital in Poland.**

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ul. Pańska 81/83

00-834 Warszawa, Poland

phone: +48 22 432 80 80

fax: +48 22 432 86 20

biuro@parp.gov.pl

www.parp.gov.pl

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Ladies and Gentlemen,

it is our pleasure to present you with the material that brings together the most important results of the second round of the studies conducted as part of the Study of Human Capital in Poland (BKL) project. Here, you will find a concise picture of the situation in the Polish labour market, together with the key analyses that we presented in the BKL reports in 2012.

The Study of Human Capital in Poland (BKL) is a monitoring of the labour market unique at both Polish and European scale. The Polish Agency for Enterprise Development (PARP) in collaboration with the Jagiellonian University has systematically traced how the structure of demand for competencies in the Polish labour market has been changing since 2010. The studies that form the basis for the analyses presented in this publication were conducted in the first half of 2011 among employers, employees, jobseekers, and training institutions. The subject of the study were also job offers and courses of education provided by institutions of higher education and schools at levels higher than lower secondary. The results of the latest research conducted as part of the BKL illustrate which competencies are currently most lacking in the Polish labour market. Employers point to the deficits, mostly in specific occupation-related competencies necessary to perform the given job at a given post, yet also to self-organisational and interpersonal competencies of the staff. The competency gap results from the fact that – despite the relatively high unemployment – no fewer than three in every four employers seeking staff find it difficult to employ an appropriate candidate. The BKL Study empowers decision-makers – both public institutions and private entrepreneurs – with significant guidelines to answer the question why it is so. Responsible for such circumstances are both the quality of the system of education and training and the fact that 80% of adult Poles did not improve their skills in any way, having completed formal education.

The greatest developmental challenge that we are facing now is to ensure an appropriate potential of human resources for the Polish economy and businesses whose competitive edge will be to an ever greater extent based on innovation and creativity.

We do hope that the results of the Study of Human Capital in Poland will help to shape public policies so as to meet the challenge.

Yours sincerely,

Bożena Lublińska-Kasprzak

President of the Polish Agency for Enterprise Development

A handwritten signature in black ink, appearing to read 'Bożena Kasprzak'.

# 1. Study of Human Capital: Poland's largest labour market study

Beginning with 2010, the Polish Agency for Enterprise Development in collaboration with the Jagiellonian University has systematically conducted studies, which allow the tracing of changes in the structure of competencies in the labour market. The first round of the study was conducted in the fourth quarter of 2010, and the second round was conducted in the second quarter of 2011.

The Study of Human Capital in Poland is a complex research project. Its every round includes the investigation of the following:

- over 16,000 employees
- over 17,900 people at working age
- over 8000 of unemployed, registered in County Employment Offices (Round I)
- over 35,700 last grade students in schools above the lower secondary level (Rounds I and IV)
- over 33,000 students in higher education (Rounds I and IV)

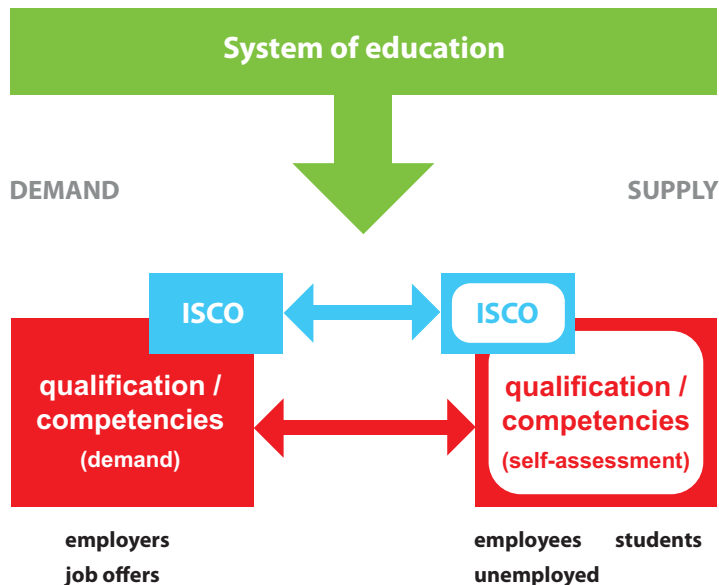
- over 20,000 job offers
- over 4500 training institutions.

To present a complete picture of the situation in the labour market based on the System of Information in Education (SIO) and the data of the Central Statistical Office (GUS), the BKL Study analyses also courses of education in schools at levels higher than lower secondary, and at institutions of higher education.

## The demand and supply balance

The exceptional quality of the studies conducted in the project results from the possibility of comparing the competencies available to the current and future employees with the competencies sought by the employers. To allow comparison and juxtaposition of data from multiple research modules, all the analyses are based on the International Standard Classification of Occupations (ISCO).

### The model of Study of Human Capital in Poland



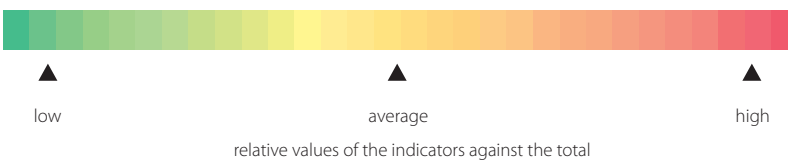
## Classification of competencies

A classification that groups competencies into 11 categories was designed especially for the needs of the Study of Human Capital in Poland project:

ART	ARTISTIC	Artistic and creative skills
OFF	OFFICE	Organisation and conducting office works
AVL	AVAILABILITY	Availability
PHY	PHYSICAL	Physical fitness
PER	INTERPERSONAL	Contacts with other people
MNG	MANAGERIAL	Managerial skills and organisation of work
COG	COGNITIVE	Seeking and analysis of information, and drawing conclusions
COM	COMPUTER	Working with computers and using the Internet
MAT	MATHEMATICAL	Performing calculations
SLF	SELF-ORGANISATION	Self-organisation of work and showing initiative
TEC	TECHNICAL	Technical imagination, handling and repairing technical devices

### How to read the data presented?

To help reading the tables, they were based on the “topographic” colouring, which makes reference to the way maps are colour-coded: the green colour corresponds to the relatively low values, yellow – to average ones, and red – to the relatively high. The colours indicate the position occupied by the given category against the totality.



## 2. Poland's secondary and higher education: future employees in the making

### COURSES OF EDUCATION IN SCHOOLS ABOVE THE LOWER SECONDARY LEVEL

7.8%

of students in schools above the lower secondary level followed IT courses

#### Vocational schools in retreat

The results of the BKL Study proved that the interest of young people in vocational schools continues to drop. Young people prefer to learn in technical secondary schools. It is not about only the obtaining of a specific occupation (technician), but primarily about obtaining education that will provide a safe pass to employment in jobs other than blue-collar. Young people do not want to take worker or craft jobs, which is why such courses of education are least popular.

Those who started education in vocational schools want to work as car mechanics

(17.7%), restaurant services worker (13.2%), hairdressers (11.3%), and salespeople (9.7%). The largest decrease in the interest concerns the courses of social work associate professional in care for the elderly: despite the prognosticated increase in the demand for the occupation, it is not popular. In the case of technical secondary schools, the courses selected most eagerly are information and communications technician which provided education for 7.8% of all students, and statistical, mathematical and related associate professional – 5.9% of the students.

Table 2.1. Most popular courses of education among students learning in upper secondary schools (N=1106643)

Course	% of students	Place 2011 (2010)
Information and communications technician	7.8	1 (1)
Statistical, mathematical and related associate professional	5.9	2 (2)
Musician	5.0	3 (3)
Hotel receptionist	4.2	4 (4)
Administrative and executive secretary	3.7	5 (6)
Mechanical engineering technician	3.6	6 (5)
Civil engineering technician	3.6	7 (8)
Car mechanics	3.6	8 (7)
Dietician and nutritionist	2.8	9 (9)
Clearing and forwarding agent	2.7	10 (10)
Restaurant services worker	2.7	11 (11)
Hairdresser	2.3	12 (13)
Beautician / related worker	2.2	13 (14)
Environmental and occupational health inspector/associate	2.1	14 (12)
Hairdresser associate	2.1	15 (15)
Mechanical (motor) engineering technician	2.0	16 (17)
Shop sales assistant	2.0	17 (16)
Sales worker	1.9	18 (18)
Landscape architecture technician	1.7	19 (21)
Electronics engineering technician	1.7	20 (19)
Restaurant services worker	1.7	21 (20)
Travel consultant/clerk	1.5	22 (22)
Cook	1.5	23 (23)
Agricultural technician	1.5	24 (24)
Electronics engineering (mechatronics) technician	1.3	25 (25)
Electrical engineering technician	1.3	26 (26)
Advertising services agent	1.0	27 (30)

The table above includes only fields of education with more than 1% of all students. The fields of education in technical secondary schools are distinguished by dark color (contrary to those in basic vocational school).

Source: [Jelonek, Szklarczyk 2012].



## A specific occupation or general education?

Cultural patterns strongly influenced the selection of the school preparing to the future job. The study shows that boys continue to select courses of education that offer a specific job, and girls – courses that offer general education. Boys more frequently learn in technical schools (over 33% of boys, 21% of girls), and girls in general secondary schools (over 43% of girls and 30% of boys). Worth noting is also an increase in the number of boys continuing education in supplementary general and technical secondary schools situated in villages and small towns. For them, continuation of education is an opportunity to improve their value in the labour market, and a hope for finding jobs outside the place of residence.

## What do boys and girls want to learn?

In boys' education, information technology is a true hit (12.3% of all the boys in schools higher than lower secondary selected this course). It can be expected that the popularity of the course will continue to grow in the coming years. Boys also eagerly select courses of education related to car mechanics (mechanical engineering technician– 6.5%, and motor vehicle mechanic and repairer– 6.4%), construction (5.7%), and electronics (3.1%), that is the occupa-

tions that provide an opportunity of running an own business in future.

It is corroborated that there is still a small group of girls receiving education in the occupations assigned to males and related to information technology, mechanics, electronics, electricity, and construction. Their usual choices concern courses related to business (9.7% of all the girls in schools higher than lower secondary selected courses of statistical, mathematical and related associate professional), administration (6.1%), tourism (7.5%), and catering (4.5%), and personal services (including: sales – 3.7%, and trade – 3.2%). Interestingly, the probability of finding a girl learning a traditionally masculine occupation (e.g., an electrician) is smaller than the probability of finding a boy learning a traditionally feminine occupation (e.g. a beautician and related worker).

## Occupational education catering for the services sector

Despite the differences in the selection of courses of education, both the groups – that is boys and girls – far less often plan future work in agriculture or on a worker job, and increasingly more often – in services. This reflects general tendencies in economy, yet still is not aligned with the needs of employers, who declare large demand for physical workers.



Professor Jarosław Górniak,  
Jagiellonian University

*The BKL studies prove that the Polish system of education requires changes. This pertains among others to vocational training. Vocational schools are currently perceived as a certain trap in education. Today, the decision to enter vocational school is made by the young people who approach their career path with a certain resignation. A decided improvement of quality of vocational schools and technical secondary schools is a condition for improving the availability of skilled personnel. An enhancement in the quality of education in all types of schools, beginning with primary courses, is the key developmental challenge. The sector of education should be a particular "cruiser" of development policy. It is on the system of education that the level of competency and qualifications of the future staff hinges, which is why educational policy is so very important.*

## EDUCATION AT HIGHER LEVEL

### A change of preferences

Unchanging for many years, candidates to both first- and second-cycle studies most eagerly choose humanities, and social and economic studies. The most popular courses include pedagogics, management, philologies, information technology, and law and economics. Nevertheless, for some time a change in the preferences of the students taking final examinations in upper

secondary schools has been recorded, as the number of students in these courses is decreasing.

Increasing in parallel is the interest in sciences, technical, and medical courses: in 2010 the largest rise in the number of day students was recorded in the following courses: mathematics, construction, medicine, and automation and robotics.

Table 2.2. The most popular courses at first-cycle day studies (10,000 and more)

Course	Number of students 2009	Number of students 2010	Change (in %)
Mathematics	10241	11328	11%
Construction	24275	25570	5%
Medicine	16817	17486	4%
Automation and robotics	10211	10437	2%
Environmental engineering	15933	16040	1%
Production management and engineering	17819	17800	0%
Finance and accounting	16168	15979	-1%
Law	29414	29069	-1%
English philology	12970	12762	-2%
Psychology	13122	12833	-2%
Information technology	32020	30793	-4%
Translations	39215	37542	-4%
Mechanics and construction of machines	17732	16889	-5%
Electronics and telecommunication	11260	10286	-9%
Management	41506	37641	-9%
Physiotherapy	12995	11762	-9%
Environmental protection	13757	12430	-10%
Tourism and recreation	18299	16532	-10%
Teacher training and education total	44596	39489	-11%
Economics	26588	23385	-12%
Physical education	12765	11066	-13%
Administration	21446	18320	-15%

Source: [Jelonek, Szklarczyk 2012].

Increasingly often, candidates to day and extramural studies seek niche courses. In 2010, Spanish, Czech, and Hungarian Philologies, and Econophysics enjoyed high popularity. Students hope that graduating from these courses they will manage to obtain unique qualifications which in future

can increase their odds of finding interesting jobs.

### Better educated women...

Beginning with the 1990s, the number of women with higher education has been continuously rising. At the first-cycle day studies, women account for 58% of all the

students, and in the case of the second-cycle studies – no fewer than 68%. Women more often than men continue education into master degree studies, especially at day courses and in public institutions of higher education. Nevertheless, despite the significant growth in the number of studying women, the situation in the labour market after graduation is not the best. As the results of the BKL Study show, decisive for that is mostly the course of the studies selected by women.

### ...yet in lower paid occupations

Women are far more likely to select courses that are less frequently sought after by the employers, and on average lower paid. Their number includes social welfare, pedagogics, biology, humanities, art, journalism,

personal services, and social sciences: here, the proportion of women ranges from 65% to over 90%.

In turn, men are dominant in courses that prepare to occupations considered better paid and more sought after in the labour market: engineering and technical, transport services, and information technology. Such a clear-cut division is visible especially in extramural studies. In the case of day studies, there is an increasing number of women studying in typically masculine courses.

Taking into account the fact that the selection of the course of studies very often determines the subsequent odds for finding employment, the changes observed are the first step towards balancing the opportunities between women and men in the labour market.

**68%**  
of master degree  
students are women



Dariusz Bogdan,  
Undersecretary of State  
Ministry of Economy

*A basic element for retaining the economic growth and building competitive edge in our economy is what the Polish Agency for Enterprise Development focused on during the BKL Study project. Faced with permanent changes in our environment, it is extremely important to observe the current situation in the labour market and forecast its needs for the nearest future. Without such a perspective, we cannot design new solutions, plan allocation of new financial assets from European funds – we are simply incapable of building the competitive edge of Polish economy as such. Today, a diploma of higher education – the degree of bachelor or master – is not sufficient to find a good job with good remuneration. What we need today are solutions that – thanks to the capacity of forecasting labour market needs in long and medium-term – will point to the areas where new graduates will find employment.*

## 3. Labour activity of Poles

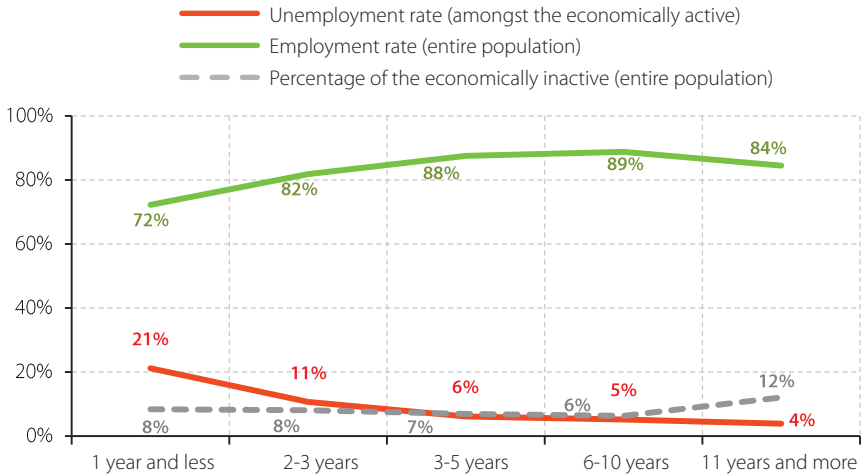
### Does education guarantee employment?

In 2011, there were 1.5 million of graduates of institutions of higher education (i.e. people who left those institutions in the previous 5 years) in the labour market; they were mostly graduates of courses in economy and administration and pedagogics, but also of the increasingly more popular engi-

neering and technical courses. Compared to the groups with lower education (secondary, vocational, lower secondary), unemployment is relatively low among people with higher education – only 7.3%. Yet the fact that the unemployment rate among the recent graduates who completed the higher studies in 2011 amounted to 21% is a reason to worry.

**1.5 million**  
was the number of  
graduates of higher  
education in Poland  
in 2011

Chart 3.1. Economic situation of graduates with respect to the moment of graduation



Source: [Czarnik, Turek 2012].

19%

of Poles hold diplomas of higher education

The largest number of the unemployed was recorded among the people who graduated in personal services, social studies, law, and pedagogics. The most popular courses still produce throngs of the unemployed. Counting on finding a job quickly can be the graduates of engineering and technical studies, architecture, construction, medicine, and biology: in their case finding employment takes on average 10 months.

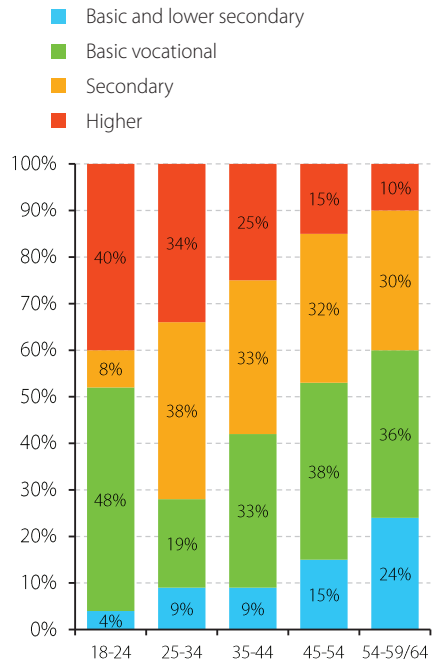
As the results of the study show, 19% of Poles aged 18–64 boasted a diploma of higher education in 2011. Postgraduate studies were completed by 9% of the graduates of institutions of higher education, i.e. by 413,000 Poles. The largest group of Polish people declared completion of secondary education (36%), and vocational – 27%. Nearly 20% of Poles completed their education at the level of lower secondary or primary school. They are the group that is most frequently affected by unemployment, as no fewer than 27.5% of them are unemployed. Among the people with basic education, the unemployment rate is 17%.

**Younger – better educated**

The level of education of the Polish people depends also on their age. The largest pro-

portion of graduates of higher education is among the younger generations. Worth noting is the fact that women lead here. The level of education drops in the successive age groups, with the lowest being recorded among the oldest respondents.

Chart 3.2. Education of Poles by age



Source: [Czarnik, Turek 2012].

Educated best where the residents of the Mazowieckie Region: every fourth had a diploma of higher education. Warsaw remains the main centre attracting people with high qualifications, offering them greater potential for employment and professional development. The smallest numbers of people with higher education were recorded in the following regions: Kujawsko-Pomorskie, Opolskie, and Lubuskie. Lubuskie Region, much like Zachodniopomorskie, Pomorskie, and Małopolskie, recorded the highest growth of unemployment in 2011 (by as much as 9%).

### Women and men in the labour market

The study shows that men in Poland are more poorly educated than women. Women remain longer in education – every other woman aged 22 is still in education, and only 19% work. Only 32% of their male peers continue education, and more than 40% work. Working full-time are altogether 59% of men and 50% of women, with the difference between the genders being largest in the age group 25–34, the time when the women most often have children – working full-time at this stage of life are 58% of women and as many as 80% of men. Moreover, the proportion of women who did not work because they take care of the home is highest between the age of 30 and 40. Growing permanently in this age group is also the proportion of people running their own businesses, an area in which men are more active – approximately 13% of them run their own businesses, with the corresponding proportion among women being only 8%. On the other hand, women participate more often in traineeships, internships and voluntary work. Unfortunately, they are still more strongly affected by unemployment. In the period in question, the unemployment rate among women was higher than among men and amounted to 15.7%, while among men it was at 13.3%.

Men begin to retire somewhat earlier, in result the average age of people in active employment is the same for women and men, and amounts to 39 years. Worrying for the Polish labour market is the early escape of employees into retirement and pensions. It begins to be clearly visible already in the case of the 43-year-olds.

### What suits him may not suit her

Occupational choices of women and men differ. Much like in the case of selecting the course of education, typically masculine and typically feminine jobs can be distinguished.

The difference is most evident in the occupations employing people with the lowest education. Poorly educated men most often take workers jobs and work in transport. Women prefer occupations related to childcare, patient care, and desk work. Differences begin to fade among the associate professionals and professionals, with the smallest being present among highly specialised professionals and managers. The proportion of women in a given occupational group is fairly clearly connected to the level of education. Men nearly entirely dominate the occupations that did not require higher education.

### Who is satisfied and who is less satisfied

The study shows that women holding the same positions are as a rule less satisfied with the job very perform than men. Women complain that, compared to men, they do not have the certainty of employment, opportunities for promotion, and first of all – they earn less. This is true mostly about associate professionals and managers. Even though women are increasingly more often employed on posts that require higher education, this still does not provide them with appropriately high remuneration. In turn, women working in the services sector (healthcare, office work, and personal

13%  
of men  
and 8%  
of women  
run their own  
businesses

15%

less than men – this is how much women want to earn on average

services) are more often satisfied with their work.

Irrespective of gender and occupation, managers are most satisfied with the work, its conditions, opportunities for promotion and development, and finally – with salaries; they are the group that as a rule achieves the most satisfactory remuneration. Associate professionals defined their satisfaction as average. The fact that women have decidedly lower remuneration aspirations than men is worth paying attention to. Much like a year ago, women expected on average a salary lower by 15% than that of men. The highest remuneration-related expectations and actual salaries are present in the case of managerial and professional jobs. Interestingly, also qualified workers – whose salaries are similar to clerical staff, and much higher than service workers – consider the remuneration they receive satisfactory.

### Opportunity for promotion

A decided majority (89%) of working Poles did not expect any changes in their occu-

pational situation: they expect to work in the same place, and on the same position in a year's time. The people more likely to expect changes see the prospect of employment cuts (21%), want to perform another job (21%), or want to change jobs because they are dissatisfied with their income (20%). The factor independent from the employee (reduction of employment) is most often mentioned by people over 50, and far more often by women. In this age group, 70% of all the cases of leaving the job are related to staff cuts, termination of contract, and retirement. A decision to change jobs because of too low salaries is made mostly by men under 34 (34% of responses), and women aged 35–49 (20% of responses). The second reason most often mentioned by the young people (i.e. under 34 years of age) to change jobs is the eagerness to perform different tasks: it was reported by 26% of men and 34% of women in this age group.

Table 3.1. Expected development of career path within the subsequent 12 months broken down by age and occupation (ISCO–1)

Age	PROMOTION						LEAVING					
	18-24	25-34	35-44	45-54	55-59/64	Ogól.	18-24	25-34	35-44	45-54	55-59/64	Total
1 Managers		6.9	0.0	9.1	0.0	4.2		4.6	3.3	10.4	2.1	5.5
2 Professionals		10.7	4.8	0.8	0.8	5.3		6.0	1.6	1.9	5.9	3.6
3 Technicians/associate professionals		7.4	4.3	2.3	0.0	4.7		4.0	2.0	1.4	4.0	2.8
4 Clerical support workers	5.9	5.3	7.4	2.6	2.8	5.1	15.7	3.8	3.2	1.9	9.9	4.6
5 Sales and services workers	4.2	3.5	1.2	2.9	1.5	2.7	15.4	7.5	6.1	5.4	5.3	7.5
7 Skilled workers	2.7	4.3	1.1	1.4	0.6	2.2	12.7	6.0	5.1	3.0	4.0	5.3
8 Operators and assemblers	4.3	2.2	1.4	0.0	0.0	1.4	7.1	5.4	1.4	4.2	2.0	3.7
9 Unskilled workers		5.0	0.0	2.6	0.0	2.2		5.9	7.0	6.8	5.3	6.5
Total	4.6	5.9	2.9	2.0	0.7	3.5	12.2	5.6	3.5	3.6	4.8	4.9

Data concerning people who were employed under a contract of employment in the past 3 months.

Source: [Czarnik, Turek 2012].

The 30+, both women and men, have the highest odds of being promoted. Later, their opportunities systematically drop, to

move up clearly in the case of men around 53 (which is true mostly about managerial positions).

### Work, but who for?

Most Polish people, that is 65%, are employed on the power of job contract (umowa o pracę), with employees under 25 being the exception, as they often work on the power of civil-legal contracts, internships, and traineeships.

The grey zone encompasses both men employed in construction and agriculture, and women working as cleaners, personal services workers, and helpers in agricultural farms. Poles aged 35–44 on average seek employment for 40 months. In the 55–64 group – as long as 57 months. This is the group with the highest proportion of the unemployed on the record: 68%. The highest proportion of the long-term unemployed, was present in the following regions: Podkarpackie – 57%, Opolskie – 55%, Warmińsko-Mazurskie – 50%, and Pomorskie – 49%. The percentage of people in long-term unemployment (seeking a job for more than 12 months) in Poland reached 46% of all the unemployed aged 18–64. Among the unemployed of over 35, near-

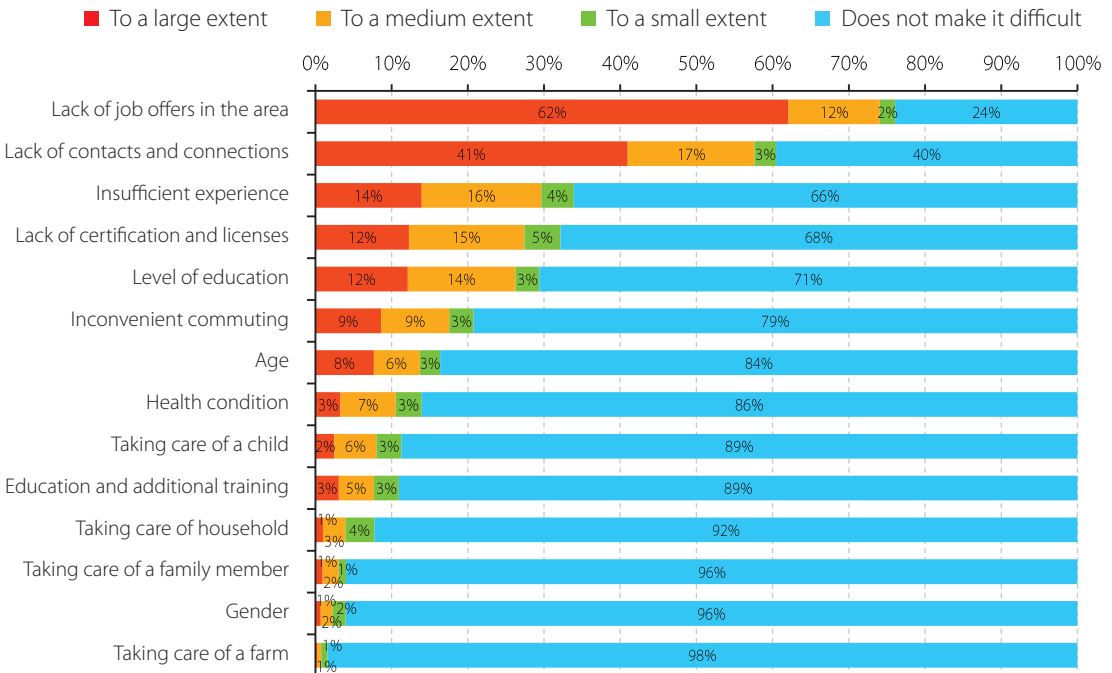
ly every other sought employment because of being dismissed by the previous employer. A great deal of problems with returning into employment were encountered by women returning from maternal leaves. Despite the backing declared by the government, more or less every third unemployed woman aged 25–49 cannot find employment for that reason.

The unemployed complained that there are no appropriate jobs offered in the labour market for them, and finding employment is rendered impossible by the lack of acquaintances and contacts. They believe that these are your connections that give you an opportunity of employment.

Only one in every three unemployed believes that the reason for remaining without employment may be insufficient experience, lack of certificates and permits, and/or the level of education. 16% of the unemployed claim that they cannot find a job because of their age – every other unemployed over 50 pointed to the birthdate as the root of the problem.

**76%**  
of the unemployed believe there are no appropriate job offers for them

Chart 3.3. Major obstacles to taking up a job by the unemployed



Source: [Czarnik, Turek 2012].

## PLN 1457

is how much an unemployed would like to learn on average to go into employment

### Work, but what?

The type of work sought by the unemployed depends mostly on the level of their education. People with the lowest education seek simple jobs, usually on worker positions: men in mining, industry, construction, and transport; and women – in services and offices.

38% of the unemployed with higher education would like to work on positions of professionals. Every other unemployed would like to start a new work in a sector in which they worked previously.

Every fifth unemployed considered the possibility of starting an own business

(economic activity), yet only a few of them (17%) took any steps to achieve this. A decided majority, namely 82% of the unemployed, would be ready to learn a new occupation: a trend followed more often by the young and the well-educated, even though in the 55–64 age group, more than every other respondent was interested in retraining. 11% of the unemployed were ready to accept any job.

The average salary that the unemployed would consider satisfactory amounted to PLN 1964 after taxation. The average lowest salary which the unemployed would accept to work for was PLN 1457.

**Table 3.2. Real salaries of people employed full-time and expected remuneration of the unemployed seeking employment in the given occupation. General categories according to ISCO**

	Mean monthly net salary of the employed full-time (PLN)		Salary expectations of the unemployed seeking employment in the given occupation (PLN)			
	Mean 5%	N	MIN	MID	MAX	N
1 Managers	3432	174	2108	2592	4719	5
2 Professionals	2518	802	1660	2374	3483	105
3 Technicians/associate professionals	2340	578	1474	2005	3084	106
8 Operators and assemblers	2087	530	1779	2367	3574	92
7 Skilled workers	1949	1009	1595	2101	2906	240
4 Clerical support workers	1876	419	1450	2007	2771	154
5 Sales and services workers	1657	879	1308	1740	2366	304
9 Unskilled workers	1577	421	1367	1785	2372	259
6 Agricultural and related trades workers	1546	319	1308	1967	2453	14
Any job (seeking employment)	-		1382	1899	2671	145
Total	2014	5131	1457	1964	2728	1424

\*5%–trimmed mean was applied.

Source: [Czarnik, Turek 2012].

Not only the unemployed seek employment. More than a million Poles who are already in employment would like to change jobs. Most daring here are the young: nearly every fifth employee aged from 18 to 24 is seeking four new options, while in the 25–34 group this is true only for every 10th.

### Competencies vs. seeking jobs

Various types of jobs require various skills and talents. Employees have a certain understanding of the skills they have to perform a specific job. Candidates assess most highly their interpersonal competencies. Interestingly, employers quite



often report shortage of these very competencies in potential employees. The level of certain competencies depends on the age: this is best visible in the case of computer skills: among the youngest, this competency receives highest marks, and among the oldest – lowest. Assessed similarly are the competencies related to physical fitness, availability, and artistic qualities. The availability of women depends to a great extent on the plans related to maternity and bringing up children, which is why, they as a rule declare high availability before the birth of children, and also around the age of 50, when the children are already independent. Technical competencies (handling, assembly, and repairs of equipment) do not change with age, and one sees no differences parallel to ageing in their level.

Some competencies are more developed in men and include: technical competencies, physical fitness, and availability. Dominant in women are artistic and office competencies. This is strongly related to the earlier mentioned division into typically feminine and masculine occupations. The level of competencies increases parallel with education. In candidates with higher education, computer skills, cognitive competencies (the skill of finding and analysing information, and drawing of conclusions), office, managerial, and mathematical skills are definitely developed more strongly. These candidates have, as a rule, greater expectations related to remuneration but they also earn more in the real world. Moreover, employees with highly developed mathematical and computer skills have high odds of obtaining high remuneration.

## 4. Who do the employers want to employ?

### **If only the employees felt like feeling like**

Requirements of recruiting employers have not changed for quite a long time.

For nearly 3 in every 4 employers, it is not immaterial whether they employ a woman or a man on a given post. Women are preferred for white-collar jobs, but not ones that require more preparation, while men are in turn, perceived as better suited to physical work, and jobs related to a higher level of specialisation. Gender matters mostly in the case of physical worker occupations (with men having greater opportunities), and loses its significance in the case of positions where specialist knowledge is required.

The more challenging the occupation, the greater the expectations concerning the

experience on the post and education: the highest regard managerial positions. Employers still seek staff with specific experience and occupation-related education. Obviously, the more complex duties are imposed on the employer, the greater the requirements set before the candidate in the process of recruitment. Employers expect primarily that the candidate will be capable of independent organisation of own work, will show initiative and motivation to work – this is expected by every other employer, independent of the offered job or its sector. For 45% of employers, significant are also interpersonal competencies: the skill of establishing contacts with colleagues and clients. Special attention is paid to these features by employers seeking candidates to jobs

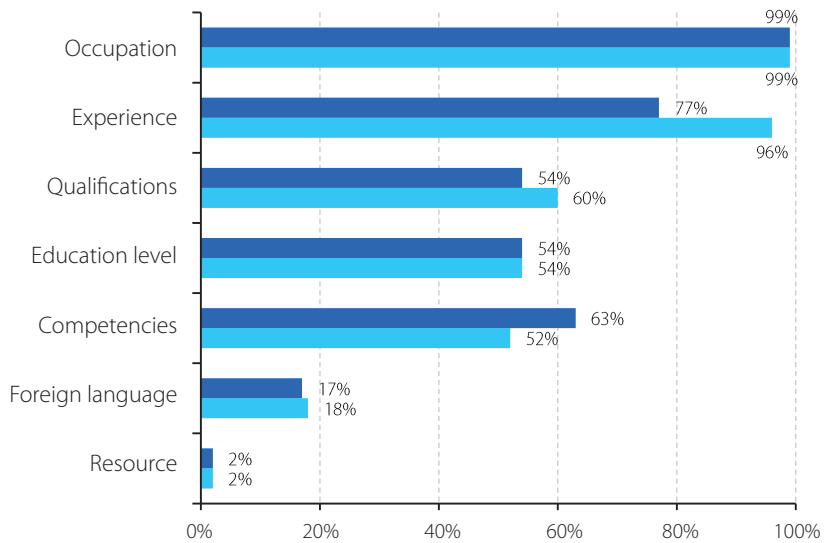
45%

of employers consider interpersonal competencies of the staff significant

that require contact with other people. Occupational competencies – unique for each occupation – are significant, especially in the case of physical occupations. Yet their significance falls greatly. What, however, gains on importance are the already mentioned self-organisation and interpersonal competencies, especially in

the case of managerial, professional, and associate professional jobs, and tasks related to client care. Employers proved a strong preference to employ people who show eagerness to work, and prove independence and communicativeness, even if their occupational competencies are not at the highest level.

Chart 4.1. General requirements for employees put in job offers by employers (percentage, N<sub>2010</sub> = 20009, N<sub>2011</sub> = 20634)



Source: [Kocór, Strzebońska, Keler 2012].

### Jobs – available; appropriate employees – not

It turns out that the competencies most sought after by employers belong among the ones that the potential employees most frequently lack. This is true especially about interpersonal and self-organisation competencies, even though the level of the issue is satisfactory in the self-assessment of the employees. Competency mismatch: candidates to work have other competencies than the ones sought by the employers – a phenomenon that has made recruitment difficult in the case of every third recruiting employer. Another reason was the lack of occupational experience

(the worst problem while employing to managerial positions), and – simply – lack of motivation to work, which was true especially in the case of unskilled workers.


In 2011, three in four employers seeking people to work experienced problems with finding appropriate candidates. The proportion was precisely the same as a year earlier. Sought most frequently are skilled workers (*bricklayers, plasterers, pavers, carpenters and joiners in construction industry, painters, roofers, pipe fitters, and drivers*) – every other business declared difficulty finding them. Problems in recruitment of service workers (*hairdressers, waiters, beau-*

75%

of recruiting employers faced problems with finding appropriate candidates in 2011

ticians, protection workers, and salespeople) were experienced by 24% of employers. Every third employer sought profession-

als, even though the demand for this type of employee decreased by nearly 25% as compared to 2010.



**Małgorzata Skibińska,**  
Head of the  
HR Department  
Provident Polska

*Changes in the economic situation certainly influence large enterprises to a smaller degree. A smaller or medium-sized business experiences the economic downturn far more strongly. Every unexpected change strongly influences the human resources in smaller businesses. The market still belongs to the employer. There are still graduates who seek work, which gives such organisations as ours the comfort of the choice. Despite the large number of candidates applying to our firm, we find it difficult to recruit staff to expert positions, in whose case unique skills and experience are required. Thus, the situation in our firm corroborates the results of the BKL Study in the area of shortage of staff to professional positions.*

In the spring of 2011, the sectors that generated the largest demand for employees were: construction and transport, services for people, and specialist services.

friends (67%), and also the assistance of County Employment Offices (PUPs), whose work they believe to be satisfying.

**Table 4.1. Professions characterised by the biggest difficulties with finding the right people to work in them, reported by employers from businesses of various sizes seeking workforce in 2011 (percentage)**

	1-9	10-49	50+
Managers	3	7	8
Professionals	14	17	39
Technicians	17	16	18
Clerical support workers	6	4	6
Services workers	25	18	10
Skilled workers	33	37	28
Operators and assemblers	13	13	12
Unskilled workers	4	4	5
N	1875	98	43

Source: [Kocór, Strzebońska, Keler 2012].

Employers in most cases seek staff online or through newspaper ads – as declared by large businesses. Small enterprises used mostly recommendations from family and

### The cautious employer

In 2011, employers had to struggle not only with the competency mismatch and lack of qualified personnel but also with unstable economic situation. Uncertainty in financial markets resulted in great caution in employment changes. As compared to the 4th quarter of 2010, only 5% more employers declared increasing employment. Thinking most often about increasing the number of staff are large businesses (40%), as only 17% of small employers planned such an increase.

Another testimony to the high level of caution among employers is also the fact that increase in employment as a rule takes place as part of rotation on the already existing posts: only every 10th employer declared that they sought candidates to work at newly opened jobs (in the autumn of 2010, employers expressed their caution concerning the subject as well, yet as many as 15% of them wanted to open new jobs). The forecasts for the future do not al-

**40%**  
of large firms plan to increase employment

low an extremely optimistic mood either: the number of employers who believe that employment in the coming months will increase declined. From the 2nd quarter of 2010 to the 2nd quarter of 2011, the highest increase in employment was recorded in professional occupations, and among clerical staff. In the remaining occupations,

unemployment was reduced: a fact that affected especially elementary workers. High fiscal burdens additionally limit the plans related to increasing employment. Employers, especially smaller businesses, complained that the main barriers in raising employment in firms are too high labour costs and taxes.



Jacek Męcina,  
Secretary of State,  
Ministry of Labour  
and Social Policy

*A good diagnosis is a key condition for designing changes and making correct decisions. The scale of the challenges is determined by the pace of changes in economy and the difficulties present in adjusting labour supply to demand. Investments in human capital are the condition for the competitive edge and innovation of economy. The great challenge that the Ministry of Labour is facing is to seek new instruments of active labour market policy, and cooperation between employment services with other agencies. The synergy effect may be achieved thanks to the good collaboration of the services and stakeholders in the labour market. Analysing the forms of employment in Polish economy, and importantly the number of the so-called "rubbish contracts", self-employment, and the actual presence of flexible forms of work, one clearly sees that there is still plenty to be done to catch up with the highly developed economies of Western Europe. We tried to extend special care about the unemployed and the young who are only entering the labour market.*

*Nevertheless, what guarantees the economic growth is first of all an increase in employment. It is that increase that is decisive for the possibility of both investments in human capital and reduction of labour costs, and also development of incentives to create new jobs.*

46%

of employers believe that it is worthwhile to improve the competencies of the staff employed

### Competences earmarked for improvement

Most employers participating in the second round of the BKL Study expressed satisfaction with the level of competencies of the staff they employ. Yet 46% of them, mostly larger firms, perceive a need, if not a necessity, to provide additional training for their personnel. Employers believe that the worst deficiencies are present in

occupational, self-organisational, and interpersonal competencies: i.e. the ones that are in greatest demand in the process of recruitment. This proves that employers (especially large ones) strongly prefer employing personnel with lower occupational competencies yet motivated and capable of independent management of their work than the staff declaring higher occupational competencies, yet without motivation to work.



## 5. Education after school

### The educated are motivated, the not educated – not really

In 2011, only 20% of adult Poles participated in any form of learning. Their number included 2.69 million of the employed and 290,000 of the unemployed.

Nearly 3,000,000 people improve their competencies on their own, without the participation of trainers or educators, while the remaining ones resort to various courses and training. Yet, a decided majority of Poles do not use any form of education. People with lower education, that is ones who could improve their situation in the labour market thanks to such training, are not interested in improving their qualifications. They usually justified their situation with insufficient

time, motivation, and simply by seeing no reason for such involvement. People with higher education are most motivated to improve their qualifications. The studies prove that learning most often were employees in professional occupations and managers. They were information and communication professionals, teachers, health care staff, chief executives, senior officials and legislators, lawyers, and business and administration professionals. More than every other member of these groups participates in courses cofinanced by the employer, while every fifth training being financed by the respondents themselves. Most of the courses are day courses (67%), with training at the worksite coming second (20%)

**80%**  
of adult Poles  
did not participate  
in any form  
of education in  
2011

Table 5.1. Training activity of employed and unemployed during the last 12 months broken down by age and level of education (in %)

			Training during the last 12 months				N
			no training in any form	training in any form (A or B)	Training in:		
					informal education (self-education) (A)	non-formal education (courses, training, etc.) (B)	
<b>Employed</b>	Age	18-24	76	24	14	14	724
		25-34	72	28	15	20	3100
		35-49	74	25	13	19	4208
		50-59/64	78	21	12	15	2562
	Level of education	Lower secondary and below	87	13	6	8	963
		Basic vocational	90	10	4	7	2856
		Secondary	77	24	12	17	3959
		Higher	53	47	28	35	2816
	<b>Total</b>		75	25	14	18	10594
	<b>Unemployed</b>	Age	18- 24	78	25	16	16
25-34			77	23	13	14	480
35-49			87	16	7	11	466
50-59/64			88	12	6	6	393
Level of education		Lower secondary and below	87	13	6	7	365
		Basic vocational	90	10	5	6	595
		Secondary	74	26	16	16	606
		Higher	63	37	20	24	220
<b>Total</b>		81	19	11	12	1787	
<b>TOTAL POPULATION</b>			<b>79,6</b>	<b>20,4</b>	11,5	13,8	17783

Source: [Szczucka, Turek, Worek 2012].

## Importance of the certificate

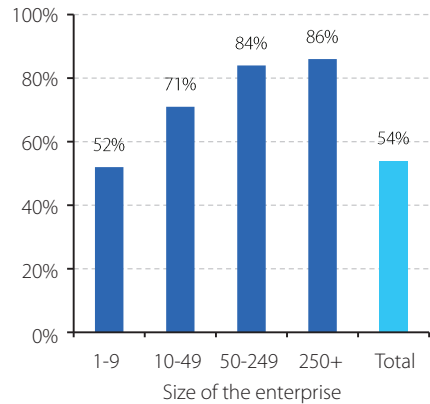
Three fourths of the organised courses and training sessions end in certification: obtaining the certificate is important for most learners, yet is not a condition necessary to improve qualifications. No fewer than 73% of the working people with certificates and other permits admitted that they helped them to be given their current job. In the case of the unemployed, the lack of appropriate certificates and permits was among the barriers in finding employment. The respondents' declarations prove that there are not going to be significant changes in the approach to education: only 19% planned any educational activity in the coming 12 months. They are mostly interested in learning foreign languages, and occupational and computer training. Still, however, 70% of the unemployed, and 80% of the employed do not intend to learn at all.

## Learning and not learning organisations

A large proportion of employers are still not convinced that investment in human resources is a strategic and necessary activity that helps the development of their business. This was proved by the fact that throughout 2010 only every other employer embarked on any activity aimed at improving qualifications and skills of their staff. Large businesses are more likely to train: 9 out of every 10 of them provide training, while the same is true only about every other micro-business. Interestingly, state (89%) train much more often than private (50%) businesses. 66% of businesses assessed as developing<sup>1</sup> invest in training, while in the case of poorly developing companies, only every other trains staff, with the corresponding proportion among the stagnant businesses being only 40%.

<sup>1</sup> Taken into account for the assessment of companies were the indicators concerning the last 12 months of their operation: introduction of new products, services or ways of production; a positive balance of employment; and demonstration (as assessed by representatives) of an increase in profits. Those that met all the three conditions were counted among the stronger developing enterprises, while stagnant ones met none of the above-mentioned conditions. The intermediate degrees of development ("developing" and "poorly developing") were assigned respectively to businesses meeting two or one of the above-mentioned conditions.

Chart 5.1. Percentage of enterprises investing in the development of human resources in any form in 2010 (N = 16159)



Source: [Szczycka, Turek, Worek 2012].

It is worth emphasising that even though micro- and small businesses do not invest in the development of their staff as often as large ones, the percentage of their staff covered by training is higher.



Bożena Lubińska-Kasprzak,  
CEO of the Polish Agency  
or Enterprise Development

Research clearly shows that enterprises that invest in the development of their staff are more innovative and achieve better results in business than the ones that do not embark on such activities. Lack of investment in human capital is not the question of money, as the BKL Study has confirmed. In the case of improving qualifications, necessary are changes at the level of awareness. A change in the approach to the question of education and making both sides of the labour market aware how education influences the level of operation of the firm and the employee is crucial.

54%  
of employers  
trained their staff  
in 2010

### Why firms don't train

Employers do not train their personnel but the reason is not, as it is generally believed, shortage of funds for training. Money is not the worst of the obstacles. Employers do not see such a need, as they are convinced that the people they employ reached appropriate levels of competencies. This is the main reason for conducting no training activity. Some firms (mostly micro) complained also that there is no training offered in the market that would suit them properly.

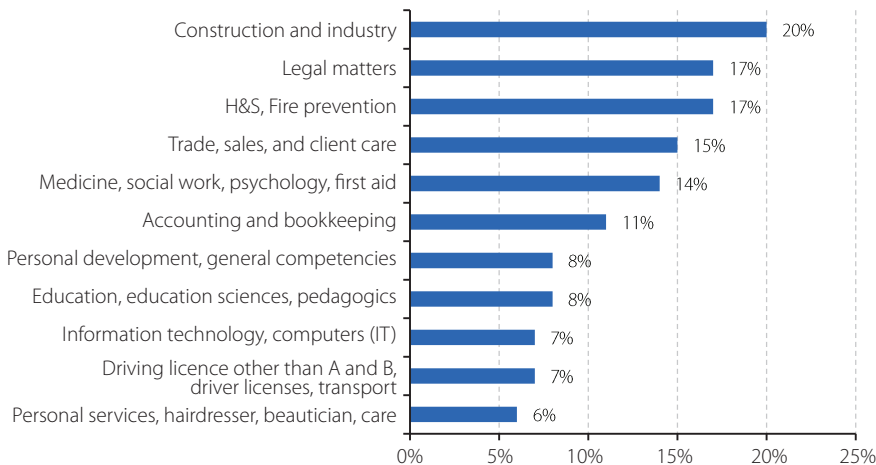
Forecasts for the coming year do not look best: instead of the expected growth, small drops may be expected: currently, only 52% of all the employers intend to conduct activities aimed at improving the competencies of their personnel. Such plans are far more often declared by the employers who recently trained their staff.

### How do firms train?

Employees improve their qualifications mostly in courses and training, usually external. Nearly every other training is an internal project conducted mostly in large organisations. The results of studies prove that a strategic approach to the training policy in businesses is still lacking: training activities are often conducted haphazardly, without applying more advanced tools, including e.g. the system for assessing competencies and individual development plans. If applied at all, these tools are used mostly in large and quickly developing firms.

Employers most eagerly invest in technical training, i.e. training related to construction and industry – as they were pointed by every fifth training. Training in safety at work and fire prevention came second, and was nominated by 17% of employers who ran training. Ranking at par with them were legal questions, and sales and customer care.

Chart 5.2. Subject range of training (percentage of respondents who pointed to specific subject matter, N=7946)



Source: [Szczycka, Turek, Worek 2012].

In 2010, the average costs incurred for the education of a single employee amounted to PLN 691. Investing least (less than PLN 1000) were micro-businesses, while the

expenditure of large businesses was much higher: in 2010, 63% of employers spent over PLN 25,000 on training.

**PLN 691**  
is the average amount earmarked to an employee by the employers who trained their staff in 2011



**Maciej Ziejewski,**  
Manager of the  
Department of Training  
Standardisation and  
Trainer Management at  
Orange Polska

*We should motivate staff to assume part of responsibility for their development. An employee should not treat training as a constraint or an obligation imposed by the employer, but should see personal benefit in it. Thanks to more efficient completion of tasks and/or career development. For example, many employees of Orange Polska went through training in project management. Every employee who has managed a project or a package of tasks in a given project participated in such training. Sometimes, however, the employees did not use the knowledge they gained fully, which formed a certain type of "over-competency", which the employee could possibly use in future. For that reason, we assumed that we would shift responsibility for the selection of the path of development and acquisition of the necessary competencies to employees and their managers. For this reason, we developed a system of development in project management, where the staff receive the necessary and standard knowledge required in project management free of charge as they used to, and co-finance their education at higher levels of this competency. The costs they incur are reimbursed to them once they have achieved a specific level of development and have a PMP certificate to corroborate their competencies. The staff see that the organisation helps them to develop, yet at the same time requires their self-motivation and involvement to continue "investing" in them. In this way, in our organisation we are also capable of regulating the number of staff who really need the highest competencies in project management, and whose higher efficiency in working on projects returns the investment in the development fully.*

## Who trains in Poland

There are nearly 10,000 training businesses operating in Poland. Characteristic of the training market is the high churn. No fewer than 8% of training firms and institutions that participated in the first round of the BKL Study in 2010, either ceased to exist or no longer provide training services. Dominant here are enterprises with relatively short experience: 31% of them have been in the market for less than five years, yet a fourth of the respondents operating in the sector have been in the business for over 16 years.

Still dominant are private training and consulting firms, which account for 83% of the market. Most of them are micro (43%) and small (43%) businesses, medium-sized ones (12%) are rare, and very rarely large ones account for only 2%. The turnover of 28% of training businesses exceeded PLN 1 million in 2010, yet the turnover of as many as 11% of them ranged only from PLN 25,000 to PLN 50,000. The businesses admitted that their revenues were higher than a year earlier. It is worth emphasising that every other responding training business conducted training projects financed from EU funds, and 60% are intending to apply for funds to conduct such projects.

## What do businesses and individual clients need

A decided majority of firms (66%) conduct training both for individual and collective (corporate) clients. Individual clients most often participate in motoring-related training (driver's license and other licences for drivers), and training related to personal services, leisure, personal development, medicine, psychology, first aid, and information and communication technologies. Businesses seek training in management, marketing, trade, and customer care, development of general competencies, accounting, finances, foreign languages, and also construction and industry. Still, participation in traditional courses and training is the most popular form of education, yet an increasing number of firms offered online training and coaching; no fewer than 25% of the respondents declared that they offer all these forms of training.

The market is dominated by training in personal development, general competencies, health, welfare and psychology, information and communication technology and computers, driving licences, with categories other than A and B, and also driver licences, personal services, hairdressing and beauty services, and enterprise management. Training busi-



nesses forecast that education related with information and computer technologies and working with the computer, construction and industry, motoring, and also personal development and development of general competencies will continue to enjoy the greatest interest of the clients. A trend that has remained constant for a number of years.

**Professionalisation of the industry**

The Polish training sector wants to become increasingly professional: this is attested by the increase in the number of businesses that have been accredited or certified to confirm the quality of the services they provide, with 38% of businesses already boasting such certificates and 37% claiming interest in applying for accreditation or quality certificate in the coming months. Expanding operation has been declared by 77% of businesses. If, however, we examine specific activities that are to testify to the above, the situation is not as optimistic as before. Compared to 2011, the interest in increasing employment, em-

barking on promotional activity, and expanding the range of training on offer is falling.

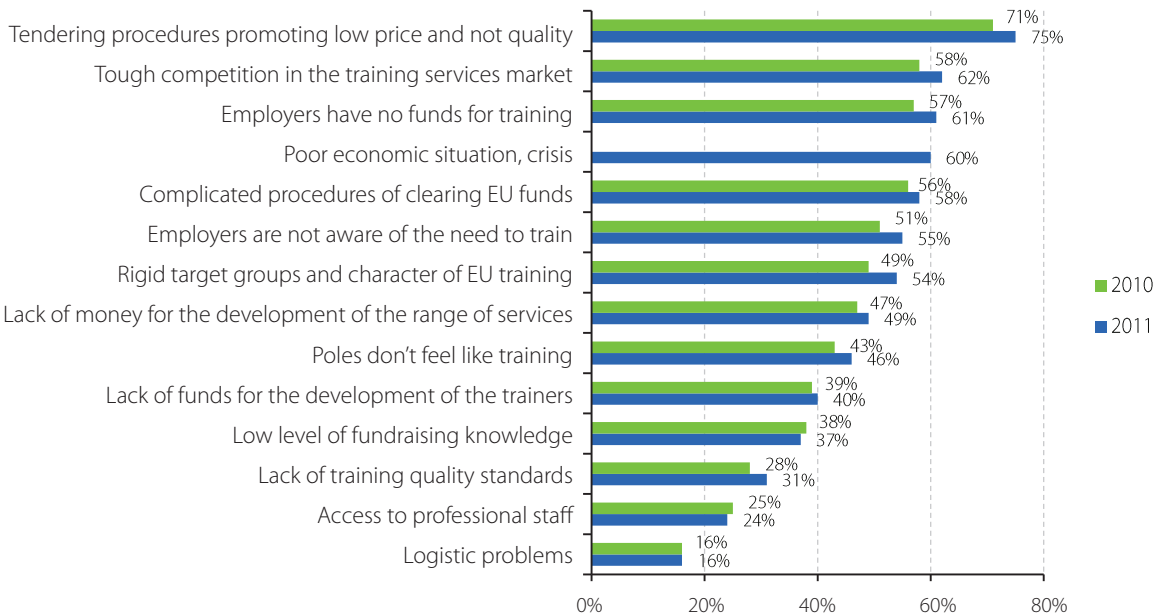
**External barriers**

Representatives of training firms believe that the main barrier in the development of the sector are the tendering procedures promoting low price and not the quality of the training offered. Businesses believe that the market is highly saturated, which is why the competition between the enterprises is very high. Interestingly, representatives of training firms believe that limitations in the number of the training projects conducted are caused by financial shortcomings among the employers. On the other hand, representatives of businesses claim that money is not the main reason why training projects are stricken off.

Many training firms believe also that entrepreneurs are not aware of the significance of investment in the development of staff, and have no training strategy, which results in major chaos in their training activities.

**77%**  
of training firms  
intend to expand  
their operation

**Chart 5.3. Barriers in the development of the training sector in Poland (% of the respondents declaring that the given factor renders the development of training firms and/or institutions to a moderate or high degree) (in %)**



Source: [Szczucka, Turek, Worek 2012].

## 6. Challenges for Polish economy

The Study of Human Capital in Poland project focuses on the question of the supply and demand for employees with a specific set of competencies. Thanks to the complex research of the labour market, it is possible to point to the most significant challenges that all the institutions responsible for the quality of human capital in Poland must face.

We are in the period of catching up with highly developed economies. The social and economic development must follow such a course that the Polish economy could be capable of high tempo of economic growth for an extended period. Innovation and creativity are necessary to ensure stable long-term economic growth, and this requires perfectly educated people.

The report wrapping up the second round of the study portrays the significance of competencies for the operation of the labour market. The intention of the authors is to address the significance of good education being the key growth factor. Moreover, education of the society carries a general civilizational value, which is hardly attributable to specific business projects. It improves the quality of life and establishes general conditions for further development. For a country like Poland, with lim-

ited capital resources among its citizens, investment in education is the key to success.

### As the twig is bent, so grows the tree

To a great extent, the level of education depends on the level of education of the teachers. It is necessary therefore to invest in the development of the teaching staff, demand much from the teachers, and reward them for the effects of their work. At the level of primary, lower secondary, and upper secondary schools, attention must be paid to a good level of education in mathematics and introduction of students into the world of achievements of science and technology. Knowledge should be organised around the problem-solving skills, and not reproduction of course-book knowledge. The studies prove that a return to vocation-centred education that would not bar its students' path to further education is of extreme significance. Today, vocational schools are definitely retreating, and students consider them worse, as they are the ones that do not give an opportunity to obtain an interesting job. It does not have to be so! The more so as the demands of the employers for qualified worker force continue to rise, which is not true in the case of graduates with general education.



Czesława Ostrowska,  
Undersecretary of State,  
Ministry of Labour  
and Social Policy

*The data on demography is clear. After 2015, a large group of employees will leave the labour market. This will very quickly turn the employer dominated market, which we experience now, into the employee dominated market. Changes that have not been considered before will certainly take place. Approach to employment policy will have to change not only in employment offices but mostly among the employers, who will also have to introduce plenty of modifications in the way of working with their staff. The changes in the retirement system planned currently by the government will alleviate the shortages in the labour market, yet not entirely. Which is why, employers must creatively join into the process of training the future staff: not only at the level of higher education, which is already taking place, but primarily – of vocational and secondary education.*

## Where are students heading to?

Selection of the course of the studies very strongly influences the subsequent odds of the graduates in the labour market. Observed still is the unwavering interest in studying humanities. Unfortunately, as the results of the research prove, they are the graduates of humanist studies that find it most difficult to find employment. Interest in technical studies is slowly rising. It is very important that graduates of institutions of higher education are prepared to design products, technical appliances and technologies, and to develop business and social projects creatively. Of key importance

are general competencies, including the skill of organising own work, skill of collaborating in project teams, and interpersonal communication. These are the competencies that recruiting employers pointed to most frequently.

Much like a year ago, when the results of the first round of the BKL Study were presented, a competency mismatch is recorded: candidates to work have other competencies than the ones sought by the employers. This renders recruitment difficult for every third employer. Following the needs of the employers becomes one of the key challenges that the Polish higher education is facing.



Piotr Palikowski,  
President, Polish Human  
Resources Management  
Association

*The results of the second round of the BKL Study draw the attention to the problems of Polish employers in recruiting. This should be food for thought for the institutions responsible for education and training of the young people to work. Still, the adjustment of the system of education to the requirements of the labour market is not a strong point of Polish institutions of higher and upper secondary education. Creation of changes in the system of education lies not only with the Ministry of Education. A large role to be played belongs here to the employers themselves, as they should cooperate actively with schools, which would grant them an authentic influence on the shaping of the necessary competencies of their future staff.*

## School, and what later?

Development of businesses, meaning transition from technological adaptation characteristic of the phase of catching up with developed economies to development based on creative adaptation of solutions and innovations requires continuous enhancement of competencies. Yet the results of the BKL Study are still alarming: 80% of adult Poles do not learn having finished school or graduated from higher education. Worse: forecasts for the coming months are not more optimistic. Employees with the lowest education, who could improve their situation in the labour market thanks to training, did not see the reason to continue education. More eager to educate

are people with higher education. If the dependencies between the level of education and further educational activity continue, we should – at least, thanks to the increase in the level of formal education – observe a gradual increase in the interest in adult education. Yet, institutional – and even more importantly: mental – changes are necessary to introduce a lasting change to attitudes (and even more – to behaviours). For majority of people who do not invest in their own development, education is simply not necessary to perform work. This is true both about the employees (4/5) and the employers (3/4), and even about 1/3 of the unemployed who make no efforts in the area. This results from the fact that

people do not perceive the benefits that can be obtained thanks to improvement of qualifications. This is why promotion of the

lifelong learning culture and establishment of an efficient system of non-formal education are so important.



Dominika Staniewicz,  
Business Centre Club

*An analysis of the results of the BKL Study corroborates the claim that one of the main problems that we as a society face is the lack of the proactive quality. Schools do not teach “how to take matters into our own hands”, and Poles expect that somebody will guide them: beginning with the choice of the path of formal education, and extending to the corporate career path. I very often observe helplessness and lack of initiative among employees. A change of mentality and approach so that we “felt like feeling like,” is one of the greatest challenges that both employees and employers face. We do not have competencies to analyse reality on our own, and to make decisions and shoulder related risks. Linked to these skills is the pro-active of quality, which is lacking in Poles. A change of our lives and the environment in which we live requires a change of attitudes.*

### Investing in human resources: does it pay?

Increasing awareness of benefits stemming from investment in the development of human resources still remains a major challenge. Only every other employer finances the development of their staff’s competencies. However, most education continues as part of the obligatory training: safety at work, law, and accounting. Few are the firms that invest in training that – as they claim themselves – is most crucial for the development of the firm, i.e. the training of interpersonal and communication skills.

As representatives of training firms declare, many employers have not developed a training strategy. Moreover, such a strategy is randomly connected to the business strategy of the firm, and training is provided ad hoc. They also believe that the main barrier in conducting corporate training lies in the lack of funds. It, however, turns out that the lack of training activity does not depend on wealth, but rather on the awareness of how strongly the competencies of the staff translate into actual profits of the firm.

Lack of significant changes in the area

challenges the capacity of building Poland’s competitive edge based on the quality of the human capital. It seems that the prospect of transformation of the Polish society into a learning society, and Polish enterprises into learning organisations is still distant. The question of employee training and development is becoming even more crucial, and requires greater attention in the context of the demographic changes that take place. In the near future, businesses operating in the Polish market will have to seek appropriate staff also among the people 50+, who will have to stay longer in the labour market due to the planned delay of the retirement age.

### The need for “middle age education”

The resources of 50+ staff diminish little by little. We have long observed a tendency to premature occupational deactivation in Poland. The results of the BKL Study show that Poles quit learning even earlier: on average, even 10 years earlier. The people over 50 carry out decisions that they actually make having reached 40, whose symptom is a significant drop in educational activity in this age group. As a rule, already



at the age of 45, Poles consider themselves too old to learn. Many people do not believe that they will be able to get promoted and change their position in the labour market. To counter this, one needs to focus on the group 40+ and not on the group of 50+, and encourage this very group to

learn. The policy of countering the phenomenon of occupational deactivation of the elderly conducted so far, and focusing on the group of 50+ was missed.

One cannot forget about the education of people who are only midway through their professional career.



*Piotr Piasecki,  
Management &  
Leadership Consulting*

*In the light of the results of the second round of the BKL Study, meeting the expectations concerning the development and adjustment of training products to the varied needs of the market seems a significant question. It turns out that EU funds do not fully stimulate such actions. Additionally, a large fragmentation and diminishing (though still high) profitability of training services do not favour that either. A specific group of enterprises on which the changes must centre are the large enterprises and enterprises in the development phase. In the first case, the training firms must face the growing amount of internal training conducted by appropriate divisions in these enterprises. On the one hand, a significant question is the problem of quality: mechanisms enforcing quality (mostly in the ESF area) are still lacking, among others because quality is defined by the civil servants in intermediary institutions. On the other hand: all attempts at regulation remind of the anachronistic methods used in education.*

### **Where does the training market head to?**

A large role in making Polish entrepreneurs aware of the significance of investing in human resources is played by training and consulting companies. Very often this is nobody else but consultants who are capable of convincing employers that training is not a cost but an investment that brings a specific profit to the company. The educational role of training firms will be far stronger if they care for the improvement of quality of their services: at least through a system of training, cer-

tification, and improving competencies of the trainers they employ. They should also appropriately shape the range of education they offer, so as to propose training that is significant from the point of view of the employer. There is still a group of enterprises that cannot find services they would consider suitable for themselves in the training market.

Barriers in the development of training firms lie not only in external factors, but to a great extent depend on the training firms themselves and on what they offer their customers.

## Reports

All readers interested in a more detailed insight are encouraged to become familiar with the whole series of reports available at [www.bkl.parp.gov.pl](http://www.bkl.parp.gov.pl):

Jarosław Górniak [2012], [Competencies as the key to the development of Poland- the report concluding the second round of the Study of Human Capital in Poland conducted in 2011](#)

Marcin Kocór, Anna Strzebońska, Karolina Keler [2012], [What kind of staff do employers search for? Employers' demand for employees and competency requirements for the potential employees](#)

Szymon Czarnik, Konrad Turek [2012], [Labour activity of Poles - Career, education, competencies](#)

Anna Szczucka, Konrad Turek, Barbara Worek [2012], [Education after school - adult learning, investments in employees, training firms and institutions](#)

Magdalena Jelonek, Dariusz Szklarczyk [2012], [Poland's secondary and higher education: future employees in the making. Analysis of fields of education conducted in 2011 as part of Study of Human Capital in Poland](#)

## [www.bkl.parp.gov.pl](http://www.bkl.parp.gov.pl) – the source of knowledge about the Polish labour market

All the information on the project is available on the website [www.bkl.parp.gov.pl](http://www.bkl.parp.gov.pl), where interested parties can find the reports and also use a highly functional research result browser, and register online for conferences and regional seminars on the project. The website allows individual data investigations to be run both at the level of the entire country and of a selected region. The [www.bkl.parp.gov.pl](http://www.bkl.parp.gov.pl) portal is a source of credible and updated data on the Polish labour market necessary in undertaking key decisions concerning human capital.

## Partnership for development

The thoroughness and professionalism of the research is guaranteed by the initiators of the project: Polish Agency for Enterprise Development and the Jagiellonian University. Falling back upon the many years of experience of their experts, also international, the two institutions have prepared the premises, methodology and tools for research, and are now working on reports from the consecutive rounds, and provide expert control over the entire project. The field research was entrusted to an experienced and well known research company.



**Polish Agency for Enterprise Development (PARP)** is a governmental agency subordinate to the Minister of Economy. The task of the Agency is to manage the funds available from the budget of the state and the European Union earmarked for supporting entrepreneurship, innovation, and development of human resources.



**The Centre for Evaluation and Analysis of Public Policies at the Jagiellonian University (CEiAPP)** is a scientific and research unit providing expertise and education, and collaborating mostly with public administration – both central and regional, including the Ministry of Finance and the Ministry for Regional Development. CEiAPP specialises in running Project pertaining to the entire society, and concerning among other things, the labour market, life-long learning, support of entrepreneurship, and regional development.





**Polish Agency for Enterprise Development (Polska Agencja Rozwoju Przedsiębiorczości, PARP)** is a governmental Agency reporting to the Minister of Economy. It was established on the power of the Act of 9th November 2000. The task of the Agency is to manage funds received from State Treasury and the European Union allocated to manage entrepreneurship and innovativeness, and development of human resources.

For over a decade, PARP has supported entrepreneurs in implementing competitive and innovative projects. The goal of the Agency is to conduct programmes aimed at developing economy, supporting innovation and research activity in small and medium-size enterprises (SMEs), regional development, growth of export, development of human resources, and the use of new technologies.

The mission of the Agency is to establish favourable conditions for sustained development of Polish economy by supporting innovation and international activity of businesses, and promotion of environmentally friendly forms of production and consumption.

In the financial perspective 2007–2013, PARP is responsible for the implementation of tasks in three operational programmes: Innovative Economy, Human Capital, and Development of Eastern Poland.

**The Centre for Evaluation and Analysis of Public Policies at the Jagiellonian University (CEiAPP UJ)** was established in 2008 as an autonomous university research and development unit. The main area of its operation is collaboration with public administration – both central and regional – in the scope of evaluation and analysis of public policies and their methodology. The activity of the Centre covers educational services, conducting scientific and applied research, and expert and analytical studies focused primarily on the sector of public administration at various levels.

During the few years of the Centre's operation, its staff and experts have conducted a number of projects for the institutions of central administration: Ministry of Regional Development, Ministry of Finance, Chancellery of the President of the Council of Ministers, Polish Agency for Enterprise Development, and Pracodawcy RP. In that period, the Centre has also collaborated with regional institutions – the Regional Employment Office in Kraków, the Office of the Marshal of Małopolska Region and other scientific and research centres, including the University of Economics in Kraków, Małopolska School of Public Administration, and the Regional Statistical Office in Kraków.

**Polish Agency for Enterprise Development**  
ul. Pańska 81/83, 00-834 Warszawa, Poland  
phone: + 48 22 432 80 80, fax: + 48 22 432 86 20  
[biuro@parp.gov.pl](mailto:biuro@parp.gov.pl), [www.parp.gov.pl](http://www.parp.gov.pl)

**Centre for Evaluation and Analysis of Public Policies  
at the Jagiellonian University (CEiAPP)**  
ul. Grodzka 52, 31-044 Kraków  
phone/fax: + 48 12 663 17 92  
[ceapp@uj.edu.pl](mailto:ceapp@uj.edu.pl), [www.ceapp.uj.edu.pl](http://www.ceapp.uj.edu.pl)