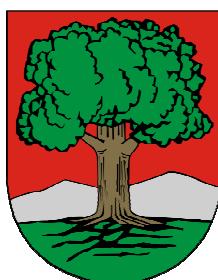


ET-STRUCT

EconomicEducational Territorial - Structure

Project ID: 2CE273P1

REGIONAL SURVEY <PP9 WAŁBRZYCH - LOWER SILESIA VOCATIONAL INFORMATION AND TEACHERS TRAINING CENTER>



METHODOLOGY

In carrying out this research, primary data (based on survey and research) and secondary data (from different sources) have been used.

Primary data have been taken from the research carried out on a sample of secondary school, post-secondary school, higher studies and postgraduate studies graduates and employers representing the leading regional economic sectors.

Aside primary data, this research uses secondary data that are a meta-analysis of the existing reports and of the analyses of regional research, statistics and other data.

The following have been particularly relevant for this report:

statistic data from Central Statistical Office of Poland (GUS) and Statistical Office in Wrocław

·
statistic data from the Lower Silesian District Employment Agency in Wałbrzych

·
statistic data from other reports:

·
the analyses of reports from Central Statistical Office of Poland (GUS) and Statistical Office in Wrocław:

·
the analyses of reports from the Lower Silesian District Employment Agency in Wałbrzych

·
the analyses of the research on economy/labour market reports:

„Prognoza zapotrzebowania gospodarki regionu na siłę roboczą w układzie sektorowo-branżowym i kwalifikacyjno-zawodowym w województwie dolnośląskim” (on Dolnośląskie voivodeship Marshall Office's order – 2010)

„Obserwator rynku pracy regionu wałbrzyskiego” – project realised by Dolnośląska Agencja Rozwoju Regionalnego S. A. 2010

„Prognoza trendów zmian gospodarczych w powiecie wałbrzyskim w latach 2010-2020” conducted by Fundacja Edukacji Europejskiej in Wałbrzych – 2009

„Regionalne badanie rynku pracy” ZPORR 2.1. Project conducted by: Dolnośląska Agencja Rozwoju Regionalnego S.A. in Wałbrzych, Główny Instytut Górnictwa in Katowice and Dolnośląskie Centrum Informacji Zawodowej i Doskonalenia Nauczycieli

„Zawód na dziś i jutro - diagnoza kierunków kształcenia kadr dla małych i średnich przedsiębiorstw w regionie wałbrzyskim” conducted by Biznes Partner s.c. Doradztwo i Szkolenia and Pracownia Badań i Analiz Statystycznych – 2009

„Opinie przedsiębiorców powiatu wałbrzyskiego na temat sytuacji na rynku pracy” 2009

„Prognoza trendów zmian gospodarczych w powiecie wałbrzyskim w latach 2010-2020” – survey on Wałbrzych region traders' opinion on local labour market

the analyses of strategic documents:

„Strategia Rozwoju Województwa Dolnośląskiego do 2020 r.”

·
the analyses of press materials from economic and business journals:

·
Also the following comments and suggestions have proved to be of use:

·
The analyses of respective regional economies are based on the classification of economic activities

(PKD 2004) due to accessibility of historical statistical data. It is worth noticing that the new classification (PKD 2007) has been introduced on 1 January 2009 while most of the business entities have yet to update their classification. Therefore, the nomenclature for all sections and branches in this project is based on PKD 2004 regulations. The basic analysis of economic development potential is also established due to PKD 2004 regulations. Labour market analysis is based on the classification of professions and specialisations according to regulation of Ministry of Economy and Labour from 8 December 2004 (*Dziennik Ustaw* – Dz.U. No. 265, item 2644) and the regulation of Minister of Labour and Social Policy from 1 June 2007, modifying the regulation on classification of professions and specialisations (Dz. U. No. 106, item 728). The analysis has been conducted on big professional groups (1-digit code) with the reference to particular professions and specialisations (6-digit code). The educational system analysis is based on the educational classification compliant with the International Standard Classification of Education (ISCED '97). A following definition of the graduate group has been established for this survey: a graduate is a person who completed their post-secondary/higher education or vocational training in the last three years and is not planning on continuing the educational process, however taking part in vocational training or language courses is acceptable here.

Chapter 1 Legal framework

1.1 National legal framework in the field of secondary education, post-secondary education and vocational training

Polish education system consists of kindergartens, primary schools, gymnasiums, secondary schools, post-secondary schools, art schools, and other schools.

According to the Constitution of the Republic of Poland, everyone has a right to education. Education is compulsory for people between 7 and 18 years of age, however only primary school and gymnasium are mandated by the Government. Education in public schools is free of charge.

Organisation and operation of education system are specified in educational system regulation from 7 September 1991.

Education in the Republic of Poland is a public welfare for the society. It follows the principles established in the Constitution of the Republic of Poland and the orders of Universal Declaration of Human Rights, International Covenant on Civil and Political Rights and Convention on the Rights of the Child. Upbringing and education rely on universal ethics with respect to the Christian value system. Education institutions may be state or non-public (private). Laws and duties of the kindergarten, school, and other education institution teachers are specified in 2003 Teacher's Charter (Dz.U. No. 118, item 1112, as amended). Any local government unit, legal person or natural person is entitled to establish and run school. The new education system structure has been introduced in 1999.

Children between 3 and 6 years of age attend kindergarten. The so-called “zerówka” (grade 0) for 6-year-olds is no longer compulsory. Grades 0 are typically organised in kindergartens, but schools also have a right to establish them.

Education in six-year primary school is divided into two 3-year stages. The first stage consists of grades 1 to 3. The basis for it is the integrated education where classes are maintained by one teacher who is also the form master. Teacher is not obliged to divide teaching time into 45-minute units, as it is generally accepted in further stages of education. Pupils may also attend religion or ethics classes (although the latter are extremely rare in Polish schools due to the lack of interest in them). Parents decide whether their children should attend religion classes. On this point of education process, particular additional classes, such as foreign language classes, may be introduced into curriculum. Some pupils attend teaching-compensatory classes and remedial/corrective exercises. Introducing other types of additional classes for some or all pupils is also possible on the headmaster's decision and within the curriculum flexibility time. The flexibility time limit is granted to each grade unit to use in the course of 3 respective years.

In grades 4 to 6 classes are maintained by different teachers. One form teacher is responsible for their class. Among the subjects taught are the following:

- Polish
- modern foreign language
- Mathematics
- History and Social Science
- Natural Science
- Music
- Arts
- Crafts

- Computer Science
- Physical Education
- Religion (according to parents' decision) or Ethics (extremely rare in Polish schools)
- Personal Health and Social Education (according to parents' decision)

Introducing other types of additional classes for some or all pupils is also possible on the headmaster's decision and within the curriculum flexibility time. Among additional classes may be e.g. extra modern foreign language or teaching-compensatory classes. According to parents' decision, pupils may attend Personal Health and Social Education classes from 5 grade on. In 6 grade pupils are subjected to the mandatory standardised general knowledge and skills assessment, with the proper answer sheets for pupils with special educational needs (the latter may also undergo the assessment individually). The assessment is carried out by the Central Examination Board. Results of the assessment do not influence a pupil's graduation from primary school nor the pupil's admission to gymnasium.

Gymnasium

The new educational system structure introduced in 1999 has established gymnasium as a compulsory stage of education. Gymnasium pupils are between 13 and 16 years of age. On this point of educational process, the curriculum is general. Among subjects taught are the following:

- Polish
- History
- Civic Education
- Arts
- Music
- modern foreign language
- additional modern foreign language
- Mathematics
- Physics and Astronomy
- Chemistry
- Biology
- Geography
- Computer Science
- Crafts
- Physical Education
- Art Workshops
- Craft Workshops
- Education for Security

Art Workshops, Craft Workshops, Education for Security and additional modern foreign language have been introduced into the curriculum in the school year 2009/2010 for 1 grade only, according to changes in core curriculum.

Parents decide whether their children should attend religion classes. Ethics classes should be established by the gymnasium headmaster for those pupils who do not attend religion classes. Pupils also attend Personal Health and Social Education classes, however they are not mandatory.

Gymnasium education process ends with final exam taken by 3 grade pupils in April (particular date is set by the head of Central Examination Board every year). The exam consists of two written parts: humanistic and scientific (from the school year 2008/2009 modern foreign language is also a part of the exam). Results of the assessment do not influence a pupil's graduation from gymnasium

– however they are relevant for an admission to secondary schools (general secondary school, specialised secondary school, technical secondary school and vocational school).

Secondary schools

- a) **Basic vocational schools** (with education period no shorter than 2 years and no longer than 3 years) – completion of this school results in obtaining a certificate of qualification after passing an exam and allows a graduate to continue education in schools mentioned in e) and f).
- b) **3-year general secondary schools** – completion of this school results in obtaining a certificate of secondary education after passing secondary school final examinations (Matura).
- c) **3-year specialised secondary schools** (with general professional education profiles) – completion of this school results in obtaining a certificate of secondary education after passing secondary school final examinations (Matura)
- d) **4-year technical secondary schools** – completion of this school results in obtaining a certificate of qualification after passing an exam and allows pupil to obtain a certificate of secondary education after passing secondary school final examinations (Matura).
- e) **2-year complementary secondary schools** (for the graduates of schools mentioned in a)) – completion of this school results in obtaining a certificate of secondary education after passing secondary school final examinations (Matura).
- f) **3-year complementary technical secondary schools** (for the graduates of schools mentioned in a)) – completion of this school results in obtaining a certificate of qualification after passing an exam and allows pupil to obtain a certificate of secondary education after passing secondary school final examinations (Matura).
- g) **Post-secondary (vocational) schools** (with the education period no longer than 2.5 years) – completion of this school allows students with a certificate of secondary education to obtain a certificate of qualification after passing an exam.
- h) **3-year special schools** (preparing pupils with moderate mental handicap or severe mental handicap and pupils with multiple disabilities to job) – completion of this school allows pupil to obtain a certificate affirming their readiness to work.

Tertiary schools (higher studies)

The Education System Act exclude tertiary schools from the education system. However, pursuant to Art. 4 Par. 3 of the Act on National Higher Education System from 30 August 2005, tertiary schools are an integral part of education and science system. Therefore some argue that excluding tertiary schools from the education system, based on vague and arbitrary criteria, is unjustified [See P. Bała, *Konstytucyjne prawo do nauki a polski system oświaty*, Warsaw: 2009, p. 244].

Planned reforms and changes in education system

The aims of changes in education system are as follows:

- reinforcement of professional position of a teacher
- reform of general education aimed at precise description of education results on every level of education and enhancing school autonomy in creation of educational process

- enhancement of vocational training quality, meeting special educational needs and improvement of the conditions of Lifelong Learning programme
- outward looking of the Polish education system, integration of foreigners within the Polish education system and supporting the education of Polish children abroad
- enhancement of education quality through elimination of bureaucracy within education supervision and clear division of assignments among administrative boards and education supervision agencies, aimed at a rational, partial decentralisation of the state's competence in the field of education and upbringing

What is more, two modern foreign language classes shall be introduced into the gymnasium curriculum. A new subject called Education for Security shall also be introduced into the curriculum by agreement.

Alongside the core curriculum subjects in gymnasium, additional courses shall be offered to pupils from a large pool of sport, art and technical classes, as the new core curriculum puts more emphasis on encouraging pupils to make independent choices.

In general secondary schools, pupils shall be offered 2 or 3 subjects with extended program and additional courses aimed at expanding pupils' horizons. Technical secondary schools shall offer 2 foreign language courses and 2 subjects with extended program.

The Ministry of Science and Higher Education is planning on carrying out the higher education reform aiming at enhancement of education and research quality, promoting innovation and simplifying the promotion requirements. Higher education shall be more economy-oriented due to developing majors strategic for the economy and of top priority to the state.

1.3 Framework of regional/local Knowledge Management Tools

1. Biuletyn Informacji Starostwa Powiatowego w Kłodzku (www.bip.powiat.klodzko.pl).
2. Dolnośląskie Hufce Pracy (www.dolnoslask.ohp.pl).
3. Lower Silesian District Employment Agency (www.dwupp.pl)
4. www.RynekPracy.pl
5. Website of City Hall in Wałbrzych (www.uw.walbrzych.pl).
6. Dolnośląskie Centrum Doskonalenia Nauczycieli i Informacji Pedagogicznej (www.dodu.wroclaw/walbrzych.pl).
7. Platforma Edukacji Wałbrzyskiego Centrum Kształcenia Ustawicznego i Praktycznego (www.wckuip.edu.pl).
8. Informator Dolnośląskiego Rynku Pracy
9. Obserwatorium Dolnośląskiego Rynku Pracy (www.obserwatorium.dwupp.pl).
10. Centrum Informacji Zawodowej in Wałbrzych
11. Informator Edukacji (for the Lower Silesian voivodeship)
12. Miejski Ośrodek Pomocy Społecznej in Wałbrzych (www.mops.walbrzych.pl)
13. Panorama Ziemi Kłodzkiej (www.panoramazk.pl).
14. Biuletyn Informacji Publicznej Starostwa Powiatowego w Świdnicy (www.bip.powiat.swidnica.pl)

Chapter 2 Statistical indicators of the regional/local economy and labour

2.1 Current statistical indicators of the regional/local economy and labour

Population

- ◆ Citizenry of the region: 67,218 – ca. 1.8% of the citizenry of Poland
- ◆ Crude birth rates (birth per 1,000 inhabitants) – 96 (live births)
- ◆ Females per 100 males – 109.8
- ◆ Productive age – 65,200
- ◆ Pre-productive age – 17,300

Labour market

- ◆ Employment rate for the 15-64 age group – 138,700
- ◆ General unemployment – 40,800 (where females – 22,100). According to research, in 2009 unemployment rate in this subregion flirted around 18-20%. The highest unemployment rate was recorded in March (19.9%) and the lowest in September (17.9%). It is the highest unemployment rate in the Lower Silesian voivodeship.
- ◆ Unemployment of citizens under 25 years of age – 16.9%, being unemployed longer than one year – 28.9 %
- ◆ Income:

- general – 108913

- ◆ public sector – 41000
- ◆ private sector – 67913
- ◆ market services – 21833
- ◆ non-market services – 33487

Gross domestic product

- Gross domestic product in the region – 16674
- Gross domestic product per citizen in 2007 – 24,452 PLN

Structural business statistics

- ◆ Capital expenditures – 1,629.1 PLN
- ◆ Agricultural capital expenditures – 2%
- ◆ Construction capital expenditures – 71.1 %
- ◆ Market services capital expenditures – 24.5%; non-market services capital expenditures – 2,4 %
- ◆ Added value:
- ◆ general – 14587
- ◆ agriculture – 422
- ◆ industry – 4984
- ◆ services – 9181

Education

- Students at all levels of education – 8,875
- 6-year old children in pre-primary education institutions – 4,996
- Number of persons in age group 3-24 – 163,878

- Number of persons in age group 16-18 – 24,653
- Number of persons in age group 19-24 – 59,202

Tourism

- Collective tourist accommodation establishments – 159 (where hotels – 61)
- Farm tourism

Specification	Wałbrzych region
Number of agritourism farms	116
Services provided:	113
- rooms for rent	20
- camp site	95
- self-catering in host's kitchen facilities	75
- full board	42
- horse riding	107
- region with good tourism opportunities	70
- monuments	70
- fishing	81
- hunting	62
- bicycle livery	15
- lido	36
- ski routes	74
- mushroom picking	107
- organic farms	2
- bus transport (PKS)	82
- rail transport (PKP)	21

2.2 Socio-economic trends for the future

Strategy for voivodeship development is the most crucial document provided by local governments, as it states the aims and priorities for development policy of the region. A successful strategy should aim at integration, not only of the inhabitants, but also of non-governmental organisations and all-level administrative units of the region.

This strategy is a basic planning act and a point of reference for operational documents on the voivodeship level. It has been established within the system of the regional development policy of the state as a basis for assessment for voivodeship boards within National Strategy for Regional Development.

ECONOMIC SPHERE

The “economic” aim is to build a competitive and innovative economy of the Lower Silesian region. Such plan posits attaining a high and steady growth rate and economic development, as well as improving the competitiveness of Lower Silesia as a region attractive for investment and maintaining the innovative economic activity (using the endogenous development factors).

Priority Action Description

1. Making the region of Lower Silesia attractive for investment. Supporting domestic and foreign investment. Economic marketing of the region of Lower Silesia. The actions are aimed at expanding the institutional potential of public administration that maintains domestic and foreign investors. Among the planned operations are: carrying out training and informational projects, and creating web platforms that will promote the region and thus serve as successful informational platforms for prospective investors.
2. Creating the areas and centres of economic growth and development. The actions are aimed at supporting development of agglomerations and economically active regions that are the centres of social and economic growth (regional as well as national) and thus reduce differences in development status in proportion to other EU regions.
3. Support for the business-related institutions. The actions are aimed at supporting the development of regional business-related institutions, reduction of formal and non-formal barriers and increasing competitiveness of the regional business. Among the planned operations are: creating a successful web of interconnections between the business-related institutions and traders, and popularisation of the knowledge of regional economy through supporting the regional economy-related institutions.
4. Development of knowledge-based economy. Developing modern techniques and technologies (also in the service sphere) and technical skills. Among the planned operations is the support for research and technological activity of establishments and for initiative in the field of development of regional service sector (material and non-material). What is more, the emphasis is put on: stimulating the development of technique and technology market (particularly BAT – Best Available Techniques), supporting Research and Development (R&D) within enterprises (including the funding of industrial research and pre-competitive research by individual enterprises or groups of enterprises in co-operation with scientific and research institutions), creating and introducing the organisational and technological innovations in regional enterprises, supporting the traders' use of informative and communicational technologies, and creating safe webs and information systems in enterprises.
5. Increasing the innovative potential. Among the planned operations are: establishment of new innovative enterprises in the region, promoting innovation, creating proper conditions for absorption and diffusion of innovation. The planned actions are directly connected to sector-related operations aiming at the development of innovative economy. What is more, the emphasis is put on creating and reinforcing pro-innovation institutional structures, promoting innovation awareness of the regional society, and gathering and making available the information on innovative resources of the voivodeship (such as enterprise staff, science and research centres, innovative enterprises, Internet resources, libraries, schools, consulting companies, training companies and their training offer, and other).
6. Support for technology transfer. Among the planned operations are: support for enterprises that acquire new technologies, identification of the new technology sources and their promotion, spreading the knowledge of productivity, effectiveness and practical use of new technologies, and financial support for new technology transfer.
7. Support for economic activity of the region of Lower Silesia. Supporting the small and medium enterprise (SME) development. Among the planned operations are: supporting SME, eliminating any barriers and reducing the economical threat to SME's performances (caused by institutions or unfair competition). What is more, the aim is to comply with EU directives.

8. Promotion and marketing of regional products. Among the planned operations is creating the specific market offer which will include products that are characteristic for the region of Lower Silesia (also non-material). What is more, the aim is to introduce new promotion tools (promotion of export among them) and to create the institutional and systemic base for export and promotion support (intended for the traders' and local governments' use). Other planned actions include financing of marketing planning and marketing strategy including regional products and aimed at extra-regional customers.

9. Support for regional business relationships. Among the planned operations is the support for regional business relationships aimed at creating group companies (e.g. agricultural producers group), cooperative groups, distribution groups, corporate groups, enterprise and local government entities groups – through creating network structures and other practices.

10. Extending the interregional and international cooperation. The main aim is to establish cooperation between regional companies and other national companies as well as foreign ones. Among the planned operations is also promotion of the cooperation with other regional representatives (especially those from the EU).

11. Support for the region inhabitants' (especially small town citizens) initiative. Among the planned operations are: economy training for the region's inhabitants and promoting the initiative. The aim is to introduce economical training into various levels of education; especially favoured will be projects that focus promoting the merits of small towns of the Lower Silesian region and point to the possible ways of development.

12. Support for the process of privatisation of public enterprises and real estate. Among the planned operations is building efficient institutional system aimed at conducting the process of privatisation in such a way that it shall contribute to the development of local enterprise and encourage further investment.

13. Support for export, building the export potential and internationalization of Lower Silesian enterprises. Among the planned operations is the support for the development of regional enterprise export activities.

14. Support for the integration and economic development of Lower Silesian tourist and health resort and its promotion. Among the planned operations are: building the regional tourist enterprise network and extensive promotion of Lower Silesia inside and outside the region. Extending the regional tourist and health resort offer through financing and promoting development is also planned.

15. Improving the quality and effectiveness of education and research, improving the quality of teachers and trainers education and promoting the revitalising educational methods. Among the planned operations are: support for the teachers and trainers that educate regional society and support for a variety of methods, forms and thematic range of education (including the improvement of health education). Support for projects aimed at building broadband Internet access for public and commercial sphere is also planned.

16. Increasing the number of students of Science and Technology. Among the planned operations is creating a positive image of Science and Technology graduate as regionally and globally indispensable for the society. Improving the labour market of Lower Silesian region is also planned. What is more, the aim is at creating the regional staff that will meet the expectations of labour market in the sphere of knowledge-based economy.

17. Forming the open educational system that allows a continuous education. Among the planned actions is the support for the development of regional continuing education. Support for the Lifelong Learning programmes, extending the role that higher education institutions of the voivodeship play in education of the adults, and integration of the traditional and continuing education are also planned.

18. Reinforcement of the bond between education and economy, science and local environment; process of making education more society-friendly. Among the planned operations is creating the favourable conditions (in terms of organisation and finances) for secondary schools and the higher education institutions to cooperate with local enterprises, which will allow the knowledge of modern technologies transfer from academic to business environment. Special aim is on changing educational offer to meet the demands of knowledge-based economy.

19. Coordination of educational/training profile for the unemployed and those in search of a job with the labour market demands. Among the planned operations are the projects aimed at recognising the labour market demands, as well as the vigorous reaction to labour market's changes (through adjusting the training courses program).

20. Extending range of information and improving the quality of career guidance. Developing the system of professional pre-orientation. Evaluation of the quality of career guidance in the region and active participation in establishing connection between career guidance centres and educational institutions are essential. Among the planned operations is creating proper conditions for schools (especially on the basic level) to cooperate with professional pre-orientation centres.

21. Development of skills aimed at answering the regional labour market demands (as identified in labour market survey and analysis). Among the planned operations is expanding the potential of local and regional human resources through support of employees' skills development. This includes encouraging the low-skilled workers and elderly employees to participate in training courses and complying the employees' professional skills to regional economical profile. Among other planned operations is conducting survey on regional labour market (including the analysis of socio-economic changes within the region and the assessment of future labour market tendencies) and on the connection between the regional labour market demands and the actions aimed at developing professional skills. The analysis of labour market in terms of specific professions, industries, sectors and the employers' demands is also planned.

22. Support for restructuring processes. Among the planned operations is the requalification of employees in danger of losing their jobs due to restructuring processes (this also includes help in obtaining new professional skills and finding new employment). What is more, preventing the further growth of unemployment rates in rural regions through the support of training and career guidance organisations (that aim at requalification of farmers who want to change their professional sector) is also planned.

23. Self-employment promotion. Among the planned operations is the support for individuals planning to start their own economic activity. This also includes various kinds of assistance (guidance, training, financial support) at the starting point as well as through the first stage of maintaining the economic activity.

Chapter 3 Education/training demand

3.1 Occupational needs of local enterprises

3.1.1 Employment forecast by job profile, sector of activity, enterprises size class

There is a variety of business units in the Wałbrzych region. The most dominant business units are, respectively, limited liability companies, sole traders, general partnerships, and civil law partnerships. Among the surveyed business units, 4 sections out of twenty-one proved to be dominant within the region in question: processing industry (wholesale and retail), car service, construction, and other services activities.

Basic competencies required for the particular sectors of activity

Members of public authorities, high-rank officials and managers:

The analysis of employers' expectations towards this group has shown that the most required competencies are documented experience on the same or similar position and computer literacy (including the knowledge of such programs as MS Word, MS Excel, MS Power Point). Among further required competencies are: practical professional skills, knowledge of foreign language (usually English; German and other European languages are less common), driving licence (category B).

In the field of social competencies the future employees are expected to have strong management skills and availability. Being communicative, motivated, creative, polite and responsible is also required.

Specialists:

Like in the formerly discussed sector of activity, also in the Specialists sector the most required competency is a documented experience on the same or similar position. Specialists are also expected to have computer literacy, knowledge of a foreign language (usually English), practical professional skills, and driving licence (category B).

In the field of social competencies the future employees are expected to be communicative and disposable. Commitment, ability to work in team, precision, responsibility and motivation are also required.

Technicians:

Technicians and other middle-level personnel workers are above all expected to have computer literacy. Having practical professional skills is also essential. Employers also expect the future employees to have a documented experience on the same or similar position, knowledge of a foreign language (usually English) and driving licence (category B).

In the field of social competencies the future employees are expected to be communicative and disposable. Commitment, resilience to stress and bargaining skills are also required.

Customer service workers and sales assistants:

Computer literacy (including the knowledge of such programs as MS Word, MS Excel, MS Power Point) and documented experience on the same or similar position (within the field of required competencies) are among the essential skills for this group of employees. Further required competencies are practical professional skills, knowledge of foreign language and driving licence (category B).

Industry labourers and artisans:

Above all other skills, documented experience is essential for this group. Employees are also required to have practical professional skills, knowledge of foreign language, computer literacy and driving licence (category B).

In the field of social competencies, the future employees are expected to be hard-working, committed and disposable. Self reliance, creativity, good organisational skills and motivation are also required.

Farmers:

For employers within the farming sector the employees' lower expectations regarding salary as well as their good physical condition, young age and general strength are essential. The graduates' commitment and will to work, however, is of lesser importance for the employers.

Employers of the industry field put emphasis on the graduates' ambition, aspiration and motivation. Employers of the public sector, on the other hand, require commitment, will to work, zest, availability and flexibility; the graduates' higher efficiency and efficacy is highly acclaimed.

Employment (fluctuation, employment plans, employment demands)

According to research, the traders of Wałbrzych region claim their company situation to be stable, as ca. one half of the companies surveyed proved to retain the number of employees within the last 6 months of the year of reference.

In most of the 18 economic sectors represented by the companies surveyed, employment situation was compliant with the general assessment (with certain exceptions). Two sectors stood out among the others: in the sector of Wholesale and retail trade; repair of motor vehicles and motorcycles the employment rate rose in 22.9%, declined in 19.6% and did not alter in 57.0% of surveyed enterprises; in the sector of Construction, the employment rate rose in 27.9% and declined in 19.6% of surveyed enterprises. The situation in Processing industry sector came out less positive – 37.2% of respondents pointed to the decline of employment, 41.8% to a steady level and only 21.0% to the increase. The situation in the sector of Other services activities came out similar – the decline of employment has been reported in 28.7% of the companies surveyed.

In the field of employment of new workers by the local enterprises, among 1000 companies surveyed, ca. 60% reported recruiting new employees within the last 6 months, while 38.8% of companies did not recruit any new employees within the last 6 months.

Taking into account 4 economic sectors most widely represented by the enterprises surveyed it can be discerned that in sectors of Processing industry and Construction the employment rate is significantly higher than in the other sectors. In the sector of Wholesale and retail trade; repair of motor vehicles and motorcycles, the employment rate proved to be the lowest among all 4 formerly discussed economic sectors.

Research has shown that the enterprises of Wałbrzych subregion have recruited 4,489 new employees (where 1,510 are female, which makes for the 33.6% of all recruited workers) within the last 6 months. In 4 economic sectors most widely represented by the enterprises surveyed, the sum total of new employees was 3,616, which makes for the 80.8% of all newly recruited employees within all enterprises surveyed. In particular sectors, the employment rate is as follows: 40.2% – Processing industry, 16.8% – Other services activities, 12.8% – Construction, 11.0% – Wholesale and retail trade; repair of motor vehicles and motorcycles, 5.0% – Mining and quarrying and 4.8% – Transporting and storage. There is a discernible difference in gender-based employment

rates for the particular sectors of activity. The predominance of male employment is visible in the following sectors: Transporting and storage (only 9.3% of employees are female), Mining and quarrying (only 9.4% of employees are female) and Construction (only 11.5% of employees are female) – therefore those sectors are typically “male”. In the sector Accommodation and food service activities, on the other hand, among the newly recruited employees were 61.1% females, in the sector of Processing industry among the newly recruited employees were 48.2% females, in the sector of Wholesale and retail trade; repair of motor vehicles and motorcycles among the newly recruited employees were 36.4% females, and in the sector of Other services activities – 36.1% female employees.

Recruiting new employees is connected with the economic status of enterprise. Companies that perceive their economic status as good or very good recruit new employees much more often (60%) than those who perceive their economic status as bad or very bad (40%). Also the impact of market changes on enterprises influenced the rate of employment.

The companies that faced a significant economic improvement (compared with the analogous period of the previous year) have recruited new employees much more often (ca. 70%) than the companies which faced economic decline (ca. 45%).

The most decisive factors in the process of employing are, respectively, staff rotation and the growth of market demand on the enterprise's products. The third important factor is a need to recruit qualified specialists and introducing new products or services into the market.

Therefore, it is not the general condition of goods and services market, but the need for employees to meet employers' demands that determine the employment process (that is why staff rotation influences the employment policy within the enterprises surveyed).

The company leaders who declared that they faced some difficulties in finding proper employees pointed to the fact that lack of professional experience and practical skills for particular position is the main reason the potential employees are not offered a job. What is more, the lack of proper education, special qualifications and independence, as well as the need for constant supervision of the employees and the employees' too high expectations towards the salary are also a problem.

Employment plans

According to research, almost half of the enterprises surveyed do not intend to recruit new employees in the forthcoming 6 months. However, nearly one-third of respondents declared that recruiting new employees is a part of the plan for the nearest future.

Such a small number of enterprises intending to recruit new employees in forthcoming months suggests that most of enterprises of the Wałbrzych subregion do not plan on developing to such an extent that it would be necessary to employ new members of the staff. Therefore, the chances are thin that employment rates will increase in the subregion within the forthcoming few months, or even a year. Enterprises expect to employ 1,659 new workers (where 546 will be female, which makes for 32.9% of the group).

Number of new employees will be most significant in the following sectors: Processing industry (42.3% of all potential new employees), Other services activities (16.5%), Wholesale and retail trade; repair of motor vehicles and motorcycles (9.1%) and Construction (9.1%).

3.1.2 Recruitment forecast by contract classification (kinds of agreements/contracts)

In more than half of Lower Silesian enterprises that practice internship, trainees are being paid (57.9%), in every fifth enterprise trainees are not being paid for internship (21.2%); other enterprises practice paid internship as well as unpaid one. Companies often benefit from the funds granted by regional job centres (79.7% of Lower Silesian enterprises use this kind of financial support). Most of the enterprises supported by regional job centres are from the industrial (88.6%) or service sector (86.1%).

Internships are usually 3 to 6 months long (54.4%) or one-year long (25.8%). 3 to 6 months long internships are usually practised by the enterprises from agricultural or commercial sector; in other sectors 3 to 6 months long internships are as often as the one-year long ones.

3.1.4. Vocational training and education

Research has shown that many enterprises (ca. 40%) organise internal training for their employees. Almost as many enterprises choose to organise internal training or provide external vocational training. Almost 10% enterprises choose to send their employees to public and private education and training institutions, and almost every fifth enterprise does not provide any training at all.

Medium-sized and big companies provide both types of training. Among micro- and small-sized companies, on the other hand, the vast majority does not provide any training at all. Nevertheless, most companies provide some kind of training for their employees. Almost half of the regional companies is ready to cooperate with regional job centres and training institutions in the organisation of training courses. The other half is not interested in this kind of cooperation.

The level of education required by enterprises in recruiting employees

The analysis of research conducted in the last 2 years in the region has shown that employers expect their potential employees to have proper professional qualifications on the level of secondary education (technical secondary school and basic vocational school) and tertiary education. Gymnasium and general secondary school graduates are much less likely to be recruited.

Employers emphasise that among the most crucial features required from the potential employees are practical skills. The graduate's ambitious attitude, focus on success and high motivation are also essential. This echoes the previous responders' claims that good practical education of vocational school graduates is indispensable. Employers value the following features: wide theoretical knowledge and ability to manage many different tasks. What is more, employing graduates is beneficial for employers due to the financial relief they get for such practices (e.g. from the regional job centres). On the other hand, the fact that a potential employee is a graduate of the school which cooperates with the enterprise or has been a trainee in the enterprise as a student/graduate, is of lesser importance for the employers.

In the last 2 years the revival of vocational training has been observed, which is important from the point of view of employers and their demands towards employees' proper education. Nowadays, vocational training is much more often chosen by young people than general profile of education (like general secondary school). The number of people interested in obtaining a vocational school certificate is rising, which points to the revival of such artisan professions as bricklayer, baker, purse maker, electromechanical engineer, locksmith, cook. Any difficulties in obtaining the certificate are often caused by young people's little interest in specialising in those professions. No wonder that employers point to the unsatisfactory level of professional education presented by basic vocational school graduates. In some cases, only one out of ten employees is properly trained for their profession and deserves to be called a specialist. Indirect reason for such situation is a constant change on labour market.

Some of the unemployed possess qualifications which do not meet the modern professional standards. Therefore it seems that following the labour market trends and proper work experience are indispensable for those who wish to find a job as an artisan. Apart from proper education and skills, motivation is also extremely important. Many unemployed registered in regional employment agencies remain passive – their true intention is not to find a job, but to have social insurance for themselves and their families. Thus the number of persons officially looking for a job does not correspond with the actual number of candidates who answer job offers. Many people decide to resign from professional career or choose to work illegally (with no agreement/contract).

3.1.5 Main sources for enterprises' job recruitment

Analyses of the existing surveys prove that the Wałbrzych subregion enterprises often choose to recruit employees that have been recommended by other enterprises or family members of the staff. Nearly every third enterprise practices this kind of employees acquisition, which corresponds with the common belief that the easiest way to find a job is by recommendation/personal contacts (data based on individual survey). Another 30% of employers turn to regional job centres or other agencies for help in finding proper employees. Only one out of ten employers chooses to advertise job offers in local newspapers. Ca. 10% of employers choose to recruit new staff via Internet.

The cooperation between local enterprises and vocational schools should be significant in the process of recruiting new staff. However, surveys have shown that only a small number of local enterprises approve of this kind of cooperation. Only one regional enterprise out of twenty organises internships for vocational school students. Therefore employers are not likely to recruit vocational school graduates.

The main reason that enterprises of the Wałbrzych subregion choose not to recruit new employees is the candidates' lack of professional experience. What is more, employers emphasise difficulties in finding employees with a proper vocational training.

3.2.1 General overview of the data collected and processed

25 enterprises of the Wałbrzych region have been a subject of this research. Within the analysed group the Wałbrzych District was most highly represented (54% of all enterprises analysed), the further representatives were, respectively, the Świdnica District (20%), the Kłodzko District (12%), the Dzierżoniów District (11%) and the Ząbkowice Śląskie District (3%).

Among the enterprises surveyed 25% were from the Wholesale and retail trade; repair of motor vehicles and motorcycles sector, 23% – Processing industry, 19% – Other services activities and 16% – Construction. Those are the most strategical economic sectors of the region. Most of the companies surveyed aim their production at local market (75%). 78% of surveyed enterprises employ up to 249 employees (therefore these are small- and medium-sized companies).

Employment plans for the consecutive few months show that every third enterprise wishes to recruit new employees (over a half of the enterprises wish to recruit up to 4 new employees). The companies surveyed recruit employees on definite term contracts (44%) as well as on indefinite term contracts (62%) – the latter is usually a trial period contract lasting 1-3 months (93%). Small-sized companies often choose a mandatory contract as a method of recruitment (32%). One out of three enterprises organises internships.

The surveyed enterprises plan on increasing the rate of employment due to staff rotation, growth of market demand on the enterprise's products and sales increase. This means that recruiting new employees is often a matter of replacing the old ones, and not a display of active policy aimed at employment rate growth. The possible reason for such situation is a negative assessment of economic development caused by the global economic crisis (such a negative demeanour does not allow for recruitment of new employees).

Employers are, above all, looking for production and service workers (auto mechanics, hairdressers, cooks, bakers, sales representatives) and specialists.

New employee profile focuses on industry workers, service workers and sales workers, who deal with tasks connected with production (56%) or sales (41%).

Employers expect their potential employees to have documented work experience (71%) – at least one year long (42%), and specific skills essential for the particular positions (capacities to design, set-up, operate, and correct malfunctions involving application of machines or technological systems) – ca. 80%. What is more, employees are expected to have social skills, e.g. communicating effectively in speaking and writing, ability to work in group, customer focus. Employers point to the fact that potential employees often lack social skills.

In terms of education, secondary school graduates (69%) and post-secondary school (or other schools that allow to obtain certain qualifications) graduates (14%) are mostly sought-after as potential employees. However, every third employer believes that education is not as important as particular qualifications and skills.

The enterprises surveyed usually organise training courses for their employees (74%). The training may be external (44%) or internal (41%). More than 50% of the enterprises surveyed face difficulties in finding well-trained employees, which proves that potential employees lack qualifications and experience. Employers often look for potential employees via immediate contact (32%) or via job centres (36%). Very few enterprises choose to advertise in the Internet. Employers usually look for young employees (where an average age is 30-34 years old), male (58%) as well as female (42%).

3.2.2 Evidence of the percentage of each single answer out of the whole sample

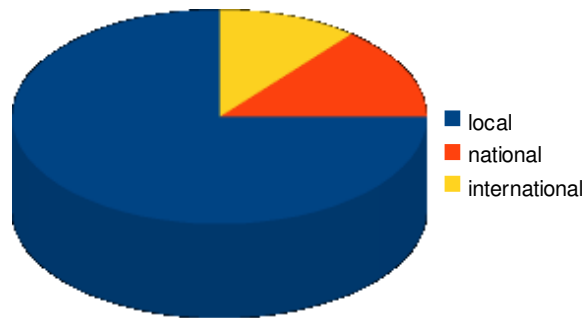
Economic sectors

Processing industry	Construction	Wholesale and retail trade; repair of motor vehicles and motorcycles	Other services activities	Accommodation and food service activities	Education	Real estate activities	Human health and social work activities
23.00%	16.00%	25.00%	19.00%	8.00%	2.00%	2.00%	3.00%
1	2	3	4	5	6	7	8



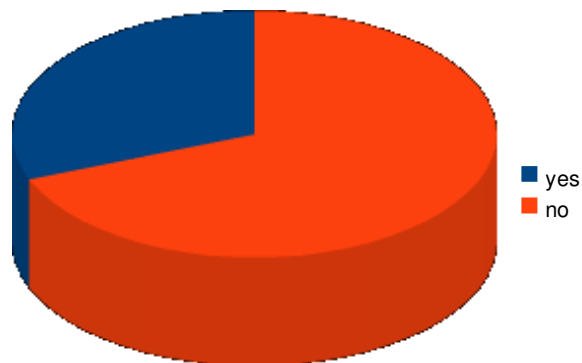
Market

Local	National	International
75.00%	14.00%	11.00%



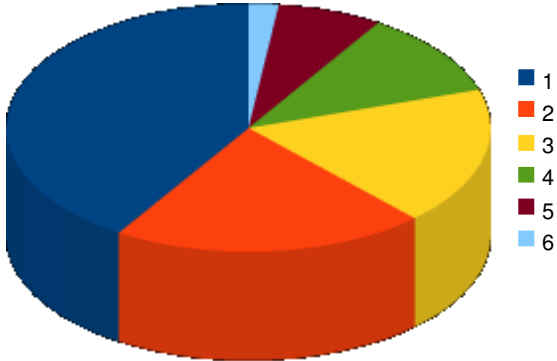
Planned recruitment of new employees

Yes	No
31.00%	69.00%



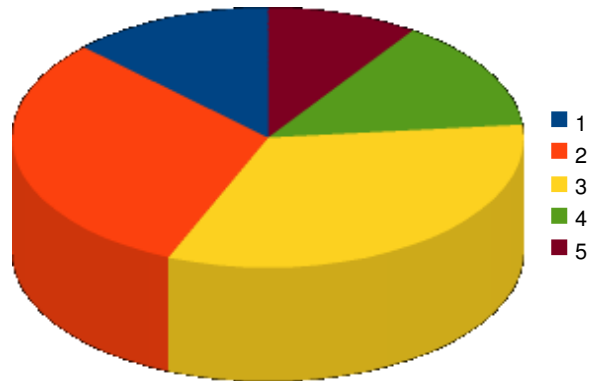
Reasons for recruitment of new employees

Staff rotation	Demand increase	Sales increase	Quality improvement	New branch	Other
41.00%	21.00%	18.00%	11.00%	7.00%	2.00%
1	2	3	4	5	6



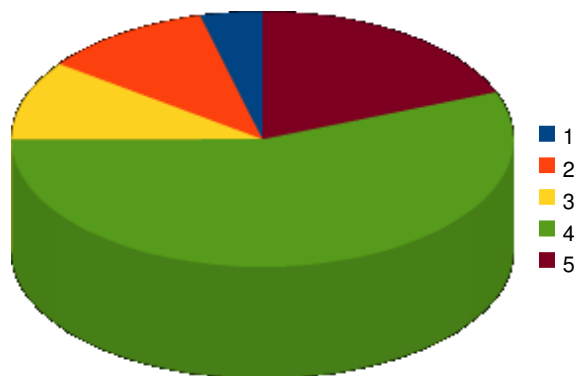
Job profile

Technicians	Service workers / Sales assistants	Industry workers	Specialists	Machine tool operators
12.00% 1	29.00% 2	31.00 3	13.00% 4	9.00% 5



Rate of demand

1	2	3	4	Over 5
4.00%	11.00%	10.00%	56.00%	19.00%

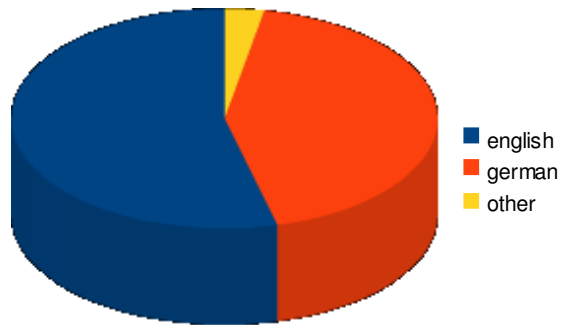


Skills required

Interaction capacity	23.00%
Mathematics	7.00%
Understanding written text	34.00%
Speaking – Talking to others to convey information effectively	36.00%
Writing – Communicating effectively in writing	23.00%
Ability to work in group	46.00%
Ability to work independently	27.00%
Problem solving ability	16.00%
Ability to manage many important tasks simultaneously	3.00%
Coordination capacity	5.00%
Negotiation capacity	17.00%
Calculation capacity	8.00%
Planning activities and resources	6.00%
Management of financial resources	9.00%
Management of material resources	53.00%
Management of Personnel Resources	3.00%
Customer focus	56.00%
Capacity to design, set-up, operate, and correct malfunctions	16.00%
Capacity to use equipment, maintenance and installation	31.00%

Knowledge of foreign languages

English	German	Other
54	43.00%	3.00%



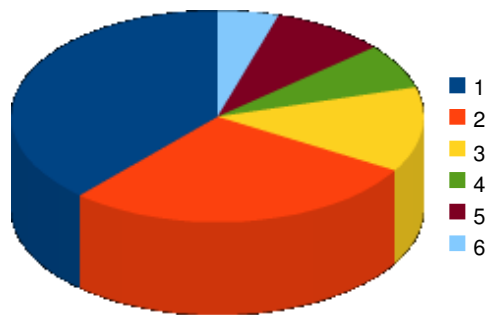
Contract classification

Indefinite term (open-ended contract)	Definite term (fixed term contract)	Internship (apprenticeship)	Mandatory contract (atypical contract)	Work performance contract (specified purpose contract)
44.00% 1	62.00% (where 93% is a 3-6 month long trial period) 2	31.00% 3	32.00% 4	9.00% 5



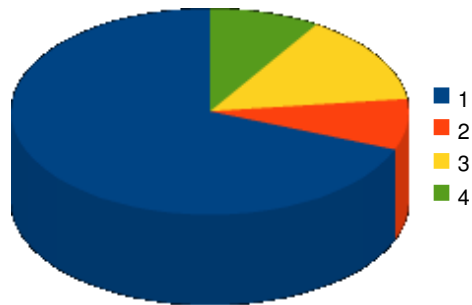
Company sectors involved

Manufacturing / Production planning	Commercial sales	Purchasing / Logistics / Warehouse	Information systems / Data centre	Installation / Maintenance	Secretarial / Reception
56.00%	41.00%	19.00%	10.00%	13.00%	7.00%
1	2	3	4	5	6



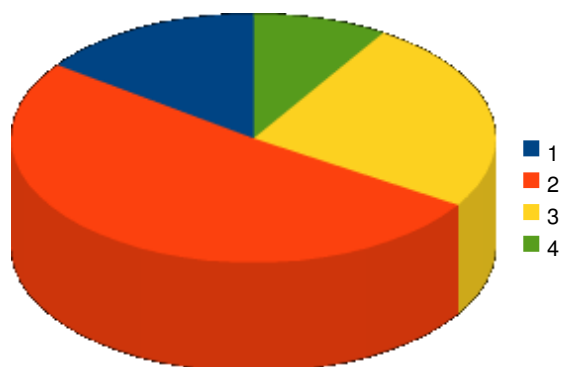
Educational level required

Secondary	Higher (tertiary education)	Post-secondary (vocational training)	No specific education required
69.00%	8.00%	14.00%	9.00%
1	2	3	4



Importance of educational level

Very important	Important	Not so important	Not important at all
15.00%	51.00%	25.00%	9.00%
1	2	3	4



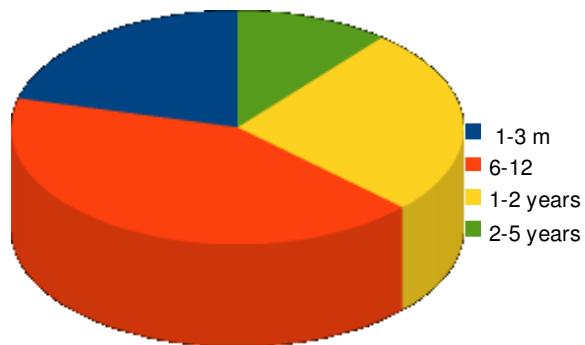
Previous experience required

Yes	No
71.00%	29.00%



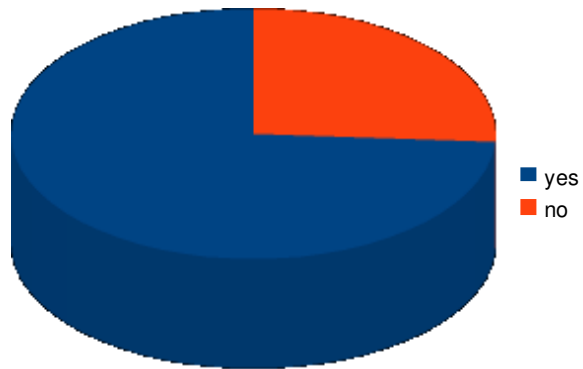
Duration of experience

1-3 months	6-12 months	1-2 years	2-5 years
21.00%	42.00%	26.00%	11.00%



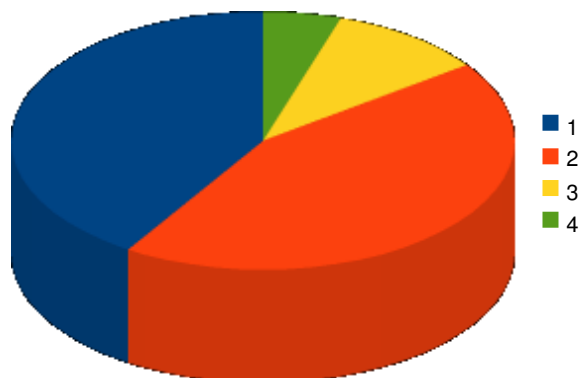
Organisation of training courses by the enterprise

Yes	No
74.00%	26.00%



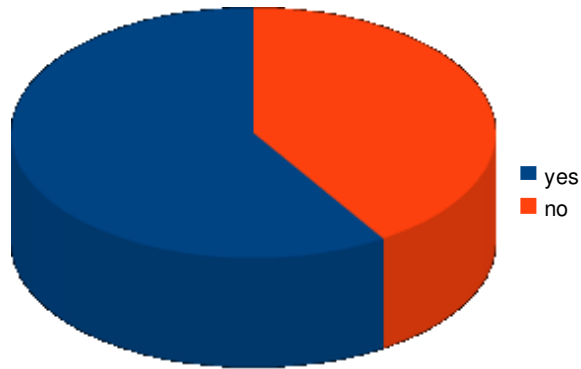
Types of courses organised by the enterprise

Internal	External	During working hours	Independent learning
41.00%	44.00%	10.00%	5.00%
1	2	3	4



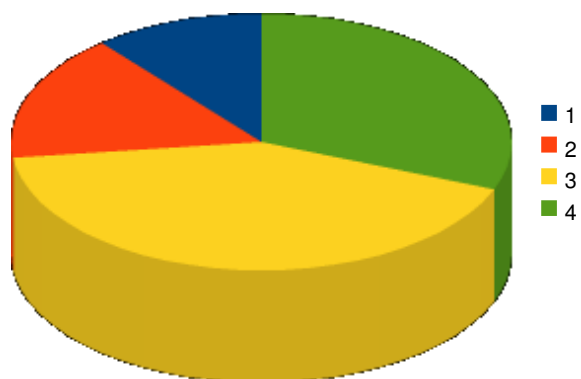
Difficulties with finding the required job profile

Yes	No
59.00%	41.00%



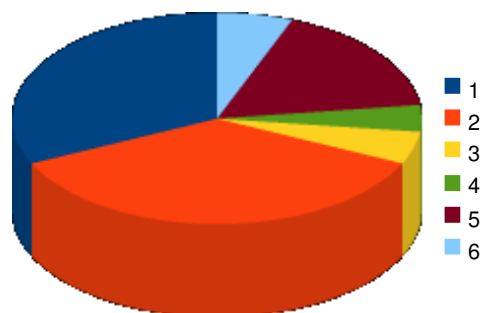
Reasons for the difficulties in finding new employees

No proper candidates	Lack of education	Lack of training	Lack of experience
11.00%	16.00%	42.00%	31.00%
1	2	3	4



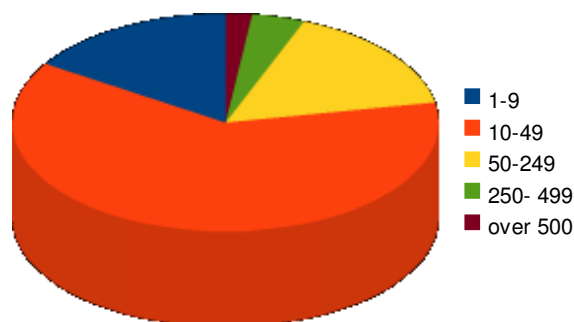
Ways of searching for new employees

Immediate contact	Job centres	Newspapers	Internet	Curriculum Vitae	Career guidance centres
32.00%	36.00%	5.00%	4.00%	17.00%	6.00%
1	2	3	4	5	5



Enterprise size class

1 to 9	10 to 49	50 to 249	250 to 499	Over 500
16%%	62.00%	16.00%	4.00%	2.00%



Average age of employees: 30-34 years old

Chapter 4 Education/training offer

4.1 Framework of schools and professional profiles and competences level obtained from the different qualifications provided by the local education and training system according to the current legal framework

Secondary schools (2009)

TITLE	Auto Mechanic
General subject of the training	Maintenance and repair of motor vehicles
Length of the training	2 years (basic vocational school) or 4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Wholesale and retail trade; repair of motor vehicles and motorcycles (G)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Electromechanical Engineer
General subject of the training	Maintenance and repair of motor vehicles
Length of the training	2 years (basic vocational school) or 4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Wholesale and retail trade; repair of motor vehicles and motorcycles (G)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Mechatronic Engineer
General subject of the training	Maintenance and repair of motor vehicles
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Wholesale and retail trade; repair of motor vehicles and motorcycles (G)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Electrician
General subject of the training	Maintenance and repair of electrical devices
Length of the training	2 years (basic vocational school) or 4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Electricity, gas, steam and air conditioning supply (D)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, mathematics
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Cook, Fast-food Cook
General subject of the training	Cooking, catering
Length of the training	2 years (basic vocational school) or 4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group,

	problem solving ability, calculation capacity, Management of Material Resources, customer focus, coordination capacity, planning activities and resources
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Catering Technician
General subject of the training	Management
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, coordination capacity, planning activities and resources, Management of Financial Resources, communicating effectively in writing
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Hotel Industry Technician
General subject of the training	Hotel service
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, negotiation capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Technician of Catering Technology
General subject of the training	Catering Technology
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Hairdresser, Qualified Hairdresser
General subject of the training	Hair styling
Length of the training	2 years (basic vocational school) or 4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, speaking, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Bricklayer
General subject of the training	Bricklaying
Length of the training	2 years (basic vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Construction (F)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	

Number of different institutions providing the training	1
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TITLE	Painter, Decorator
General subject of the training	Painting and decorating
Length of the training	2 years (basic vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Construction (F)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Locksmith
General subject of the training	Hand and machine metal processing
Length of the training	2 years (basic vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Construction (F), Other services activities (S)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Sales Assistant
General subject of the training	Sales and purchases
Length of the training	2 years (basic vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Wholesale and retail trade; repair of motor vehicles and motorcycles (G)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group,

	problem solving ability, calculation capacity, Management of Material Resources, customer focus
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Commerce Technician
General subject of the training	Commerce
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Wholesale and retail trade; repair of motor vehicles and motorcycles (G)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Economic Technician
General subject of the training	Finance and accounting
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Financial and insurance activities (K)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Building Technician
General subject of the training	Construction

Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Construction (F)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, planning activities and resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Road Technician
General subject of the training	Road construction
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Construction (F)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Technician of Food and Household Economics
General subject of the training	Nutrition
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Agribusiness Technician
General subject of the training	Farming, agribusiness
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Agriculture, forestry and fishing (A)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Logistics Technician
General subject of the training	Transportation and logistics
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Transporting and storage (H)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Landscape Architecture Technician
General subject of the training	Landscape architecture
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Other services activities (S)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group,

	problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, coordination capacity, negotiation capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Computer Technician
General subject of the training	Computer theory
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Other services activities (S)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing, knowledge of English
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Environmental Protection Technician
General subject of the training	Environmental protection
Length of the training	2 years (basic vocational school) or 4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, coordination capacity, communicating effectively in writing
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Postal Service Technician
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General subject of the training	Postal service
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Telecommunications Technician
General subject of the training	Telecommunications
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Information and communication (J)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	ICT Technician
General subject of the training	Information and communication technology
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Information and communication (J)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing
European recognition of the qualification	

Number of different institutions providing the training	1
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TITLE	DTP Technician
General subject of the training	Desktop publishing
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Other services activities (S)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, planning activities and resources
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Ceramics Technician
General subject of the training	Ceramics
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Manufacturing (C)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Garment Technician
General subject of the training	Garment technology
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Manufacturing (C)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity,

	Management of Material Resources, mathematics
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Tourist Service Technician
General subject of the training	Tourism
Length of the training	2 years (basic vocational school) or 4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Arts, entertainment and recreation (R)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, planning activities and resources, communicating effectively in writing, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Waiter
General subject of the training	Food and beverage service activities
Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Financial Analyst
General subject of the training	Finance and accounting

Length of the training	4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Building/Construction Finishing Technician
General subject of the training	Finishing works in building
Length of the training	2 years (basic vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Construction (F)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Confectioner
General subject of the training	Confectionery industry
Length of the training	2 years (basic vocational school) or 4 years (technical secondary school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Machine Tool Operator
General subject of the training	Machine tool operation
Length of the training	2 years (basic vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Manufacturing (C)
Basic access requirements to the training	Gymnasium completion certificate
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources
European recognition of the qualification	
Number of different institutions providing the training	1

Vocational training (post-secondary vocational schools, postgraduate studies, training courses)

TITLE	Office Technician
General subject of the training	Office work
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Specialist in Advertising
General subject of the training	Organisation of advertising
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	

Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Administrative Technician
General subject of the training	Administration
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Economist Technician
General subject of the training	Economy, finance and accounting
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Tourist Service Technician
General subject of the training	Tourist service
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Arts, entertainment and recreation (R)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Social Worker
General subject of the training	Social work
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Mechatronic Engineer
General subject of the training	Maintenance and repair of motor vehicles
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Wholesale and retail trade; repair of motor vehicles and motorcycles (G)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity,

	Management of Material Resources, customer focus, mathematics
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Hotel Industry Technician
General subject of the training	Hotel service
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, negotiation capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Technician of Catering Technology
General subject of the training	Catering Technology
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Accommodation and food service activities (I)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, planning activities and resources, Management of Financial Resources, communicating effectively in writing
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Building Technician
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General subject of the training	Construction
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Construction (F)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, planning activities and resources
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Agribusiness Technician
General subject of the training	Farming, agribusiness
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Agriculture, forestry and fishing (A)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Commerce Technician
General subject of the training	Commerce
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Wholesale and retail trade; repair of motor vehicles and motorcycles (G), Other services activities (S)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, interaction capacity

European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Logistics Technician
General subject of the training	Transportation and logistics
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Transporting and storage (H)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Computer Technician
General subject of the training	Computer theory
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Other services activities (S)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing, knowledge of English
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Telecommunications Technician
General subject of the training	Telecommunications
Length of the training	2 years (post-secondary vocational school)

Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Information and communication (J)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	ICT Technician
General subject of the training	Information and communication technology
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Information and communication (J)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Information Science Technician
General subject of the training	Information and communication technologies
Length of the training	2 years (post-secondary vocational school)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Information and communication (J)
Basic access requirements to the training	Certificate of secondary education
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing
European recognition of the qualification	

Number of different institutions providing the training	1
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TITLE	Health and Safety Officer
General subject of the training	Health and safety at work
Length of the training	2 years (post-secondary vocational school), postgraduate studies
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education or higher education diploma
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, Management of Material Resources, customer focus, mathematics, communicating effectively in writing
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Human Resources Manager
General subject of the training	Human resources management
Length of the training	Postgraduate studies
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Higher education diploma
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, interaction capacity, Management of Personnel Resources
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Estate Manager
General subject of the training	Estate management
Length of the training	Postgraduate studies

Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Higher education diploma
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Social Welfare Specialist
General subject of the training	Social welfare organisation
Length of the training	2 years (postgraduate studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Higher education diploma
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Sociotherapist
General subject of the training	Sociotherapy
Length of the training	2 years (postgraduate studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Higher education diploma
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	

Number of different institutions providing the training	1
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TITLE	Social Rehabilitation Specialist
General subject of the training	Social rehabilitation
Length of the training	Postgraduate studies
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Human health and social work activities (Q)
Basic access requirements to the training	Higher education diploma
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Probation Officer
General subject of the training	Guardianship
Length of the training	2 years (postgraduate studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Higher education diploma
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Career Guidance Counsellor
General subject of the training	Career guidance
Length of the training	2 years (postgraduate studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Higher education diploma

Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

Tertiary education (higher studies)

TITLE	Sociologist
General subject of the training	Sociology
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, planning activities and resources, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Pedagogue
General subject of the training	Pedagogy
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Education (P)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity,

	customer focus, coordination capacity, planning activities and resources, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Political Scientist
General subject of the training	Political science
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity, ability to manage many important tasks simultaneously
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Physiotherapist
General subject of the training	Physiotherapy
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Human health and social work activities (Q)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Economist
General subject of the training	Economy
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Finance and Accounting Specialist
General subject of the training	Finance and Accounting
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	European Studies Specialist
General subject of the training	European studies
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group,

	problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Production Engineer
General subject of the training	Production engineering
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Manufacturing (C)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Construction Engineer
General subject of the training	Construction
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Construction (F)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Marketing and Administration Specialist
General subject of the training	Marketing and administration
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	3

TITLE	International Relations Specialist
General subject of the training	International relations
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Computer Scientist
General subject of the training	Computer Science
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group,

	problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	English/German/Spanish/Russian Philologist
General subject of the training	English/German/Spanish/Russian philology
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Education (P)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Polish Philologist
General subject of the training	Polish philology
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Education (P)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Landscape Architect
General subject of the training	Landscape Architecture

Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Cosmetologist
General subject of the training	Cosmetology
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

TITLE	Logistics Specialist
General subject of the training	Logistics
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity,

	interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Tourism and Recreation Specialist
General subject of the training	Career guidance
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Arts, entertainment and recreation (R)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	2

TITLE	Human Resources Manager
General subject of the training	Human resources management
Length of the training	3 years (higher studies)
Cost of the training (year 2009-2010)	
Economic sector of reference (NACE code)	Administrative and support service activities (N)
Basic access requirements to the training	Certificate of secondary education (Matura exam)
Specific skills acquired during the training	Ability to work independently and in group, problem solving ability, calculation capacity, customer focus, mathematics, communicating effectively in writing, negotiation capacity, interaction capacity
European recognition of the qualification	
Number of different institutions providing the training	1

4.2 Framework of schools and professional profiles and competences level obtained from the different qualifications provided by the local education and training system according to legal framework evolutions and trends

Effective vocational training is one of the priorities for educational policy of the state. Suggestions to the education system reform focus on the assumption that knowledge and skills acquired during educational process should allow graduates to find their proper place within labour market, according to the acquired qualifications that will meet the employers' demands.

Economic changes, globalisation, geographical mobility and changes in labour organisation system due to the growth of employers' expectations (in terms of employees' qualifications) are the reasons that there is a serious need for modernisation of Polish vocational training system. In such context, Lifelong Learning programme becomes crucial, as it allows employees to get new qualifications and skills in various ways (formally as well as non-formally). Therefore, the so-called new skills for new jobs are determined by the demands of labour market. Needs of Polish economy and labour market as well as Poland's obligations as a member of EU influence the proposed changes in vocational training system. Those obligations relate to the renewed Lisbon Strategy (including Lifelong Learning strategies, European Qualifications Framework and National Qualifications Framework, the European Credit system for Vocational Education and Training, Europass, and validation of non-formal learning).

An outline of proposed changes

It is emphasised in the plan of proposed changes that vocational schools should become a positive choice schools, where general education will be as important as vocational training.

Aims:

- customising educational offer to changing labour market demands
- making the subjects of training more flexible
- improving the quality of education and therefore allowing more students to get their professional certificates
- meeting the special needs of students with disabilities

Modification of the classification of “school” professions will be based on re-grouping and integrating professions. Certain qualifications will be discerned and named within those professions and then assessed during the external exams. The qualifications will be described in new curriculum as a repertory of information, skills and attitudes for particular professions, which will facilitate dealing with tasks independently.

The exams assessing professional qualifications will deal with each qualification separately – regardless of the form of education which allowed a student to get certain qualification (either school or extra-school). What is more, the system of vocational exams will be unified for all forms of learning (school and extra-school).

The following institutions should participate in creating centres for professional assessment: employers' organisations, professional associations, economic self-governments and individual employers – all of them making for the economic environment of vocational schools and having their own requirements and demands towards the potential employees. The employers' participation is essential for the centres for professional assessment to function properly.

Education in secondary school with vocational program (including 3-year basic vocational school), will be based on integration of general education and vocational training through:

- closing the general education cycle opened in gymnasium
- introducing the practical training in enterprises (from the 1 grade of basic vocational school)
- preparing the technical secondary school students to pass their written Matura exam on advanced level in at least two subjects

Practical training should make for at least 50% of the teaching time in technical secondary schools and at least 60% in basic vocational schools.

The new curriculum for vocational training shall describe particular qualification in a way that will account for the examination standards. The curriculum for particular professions, elaborated by schools and based on examination standards, may be formulated by subjects (pointing out the theoretical subjects for various disciplines and practical subjects, focused on professional training and divided into theory and practice) or by modules (pointing out the modules and modular units that integrate theory and practice based on various disciplines and branches of technology).

The education reform is based on customising aims and contents of education for particular subjects to evolving reality. Structure of education system – number of schools, length of education etc., remains the same.

The new aims and contents of education have been defined in regulation of Ministry of National Education from 23 December 2008 on curriculum for pre-primary education and general education in all types of schools (commonly referred to as *curriculum*) and have been published in *Dziennik Ustaw* (Dz.U. No. 4, item 17) on 17 January 2009.

The education reform will be implemented gradually – year by year, starting from the forthcoming school year. In the school year 2009/2010, the reform will include kindergartens, 1 grades of primary schools and gymnasium 1 grades. In the next school year, the reform will include 1 and 2 grades of primary schools and gymnasium and so forth. Implementation of education reform in general secondary schools and basic vocational schools shall end in 6 years' time, in 2015; in technical secondary schools and art secondary schools – in 2016, and in complementary secondary schools – in 2017. The main reason for such reform is a misfit between the current curriculum and population of students.

The educational aspirations of Polish youth have been growing during the last few years. Only a couple of years ago, ca. 50% of pupils of every grade chose education in school which allowed passing the Matura exam. Nowadays, after completing gymnasium, 80% of pupils choose schools like that. As a result, every second Polish citizen aged 19-24 is currently completing a higher education, and the number of Polish students (on the tertiary level of education) has increased 5-fold in the last few years.

The main aim of education reform is the improvement of education effectiveness, therefore knowledge and skills that the moderate capability pupils are expected to obtain on consecutive levels of education have been defined as a set of demands. The basic aims of education for particular subjects have also been defined as a set of general demands which point to the higher level skills (e.g. cognition in science) that are expected to be developed by each and every teacher in pupils. That makes the existence of separate examination standards unnecessary – their co-existence with curriculum has only been disorientating.

New curriculum is more flexible: it defines the minimal number of hours for realisation of every

subject in the educational process instead of defining only the weekly hours. A school headmaster is responsible for organisation of the education process and therefore expected to keep tabs on the sum total of lessons realised in the 3-year cycle so that it corresponds with the curriculum requirements. Hours within the school year are flexible so that particular days may be devoted to extra-school education and training (the hours may therefore be included in teaching time for particular subject and in timetable for teachers on duty).

Tertiary education

Draft amendment to the regulation of the Council of Ministers entitled *Prawo o szkolnictwie wyższym oraz ustawy o stopniach naukowych i tytule naukowym oraz o stopniach tytule w zakresie sztuki* has been established on 28 October 2009. The project of amendment of the aforementioned regulation has been a subject of public debate since 30 March 2010 until June 2010. The final project of regulation, after being accepted by the Council of Ministers, shall be directed to the Sejm. Planned time of the regulation going into effect is the academic year 2011/2012.

Main aims of the reform:

Financing of the institutions of higher education shall be based on the effects of scientific studies. The most significant sums shall be granted to the best, and more funds than before shall be granted on the basis of competitions. The special pro-quality fund shall be raised to finance faculties, institutes and scientific units that will have a status of a national leading scientific centre (Krajowy Naukowy Ośrodek Wiodący – KNOW) or an honouring valuation of the State Accreditation Committee. In 2011, 4 national leading scientific centres (KNOW) shall be honoured through a competition and thus be granted over 10,000,000 PLN in the consecutive 5 years. The status of KNOW shall favour the scientific centres in a process of applying for budgetary or EU funds for investment and research apparatus. Public as well as non-public institutions will be able to obtain the KNOW status.

Those higher education institutions that award a professor title will be able to start new majors independently. Generally, higher education institutions will be given more freedom in managing their property. Cooperation between higher education institutions and socio-economic environment will be more significant – specific procedures are planned to enable education on employer's demand. Clear procedures will govern competitions for academy employees; what is more, higher education institutions will welcome more foreign researchers. The rules which govern a process of obtaining a PhD or professor title will change. The procedure for awarding a habilitation degree will shorten from 11 to ca. 6 months. The rules of awarding a professor title will also change.

Researchers will no longer be able to work in many different higher education institutions – the number of possible institutions of employment shall be limited to 2. To rule out a possibility of biased decisions and non-objective scientific estimation, reporting lines shall be eliminated (that will also enable to rule out nepotism from Polish higher education institutions). Each student shall be granted a pool of points that will enable them to study one major free of charge. After exhausting the pool, a student will need to pay for further education. Only the best students will be allowed to major in two different faculties free of charge (that will be ca. 10% of students of particular major, just like it is at present) – non-prepared students willing to study two majors should not stand in way of those who are prepared to it. The limit of points will not concern interfaculty (interdisciplinary) students. The rules for granting financial support to students and PhD candidates will also change. 75% of funds shall be expended on this kind of financial support. The limits for granting financial support will be higher. What is more, all students of higher education institutions (public and non-public ones) will be offered a list of services free of charge. Among the listed

services will be e.g. exams (also resit exams and final resit exams), Final Thesis examination, assessment of Final Thesis and issuing the Diploma Supplement.

Chapter 5 Impact of the local education/training offer

5.1 Research/elaboration of current local surveys/analyses giving evidence of the different education/training disciplines

In the school year 2008/2009, basic vocational schools of the Wałbrzych subregion offered education in a total of 29 professions. Among them, most numerously represented were the following professions: auto mechanic, fast-food cook, sales assistant, hairdresser, bricklayer, confectioner, painter-decorator, sanitary sewage systems and sanitary appliances fitter, baker, carpenter, electromechanical engineer, machine tool operator, locksmith. More than 85% of pupils of these schools chose one of the 13 above mentioned professions, out of whom 18.8% were trained as auto mechanics, 15.1% as fast-food cooks and 11.5% as sales assistants.

In the Dzierżoniów District in the school year 2008/2009, basic vocational education was offered in 24 different professions. Professions most commonly chosen by pupils were as follows: fast-food cook (19.0% of pupils of the district's basic vocational schools), auto mechanic (15.7%), sales assistant (9.9%), hairdresser (9.5%). In the Kłodzko District, basic vocational education was offered in 20 different professions. Those most commonly chosen by pupils included: fast-food cook (19.7% of pupils), auto mechanic (19.1%), painter-decorator (15.6%), hairdresser (7.7%). In the Świdnica District, basic vocational education was also offered in 20 different professions; most commonly chosen: auto mechanic (24.4%), sales assistant (18.1%), hairdresser (9.5%), fast-food cook (8.8%). In the Wałbrzych District, basic vocational education was offered in 21 different professions; most commonly chosen: fast-food cook (14.6% of pupils), hairdresser (14.1%), auto mechanic (13.1%), sales assistant (10.6%). In the Ząbkowice Śląskie District, basic vocational training was offered in 17 different professions; most commonly chosen: auto mechanic (24.2%), fast-food cook (15.3%), sales assistant (11.3%), bricklayer (10.6%).

In the next school year – 2009/2010, the offer of available professions in basic vocational schools increased in every district of the Wałbrzych subregion. In the subregion, such schools offered education in 39 different professions. Professions most commonly chosen by pupils remained, however, largely unchanged. Most numerously represented were the following professions: auto mechanic, fast-food cook, sales assistant, hairdresser, bricklayer, building/construction finishing technician, confectioner, painter-decorator, sanitary sewage systems and sanitary appliances fitter, baker, machine tool operator, motor vehicles electromechanical engineer, tailor, electromechanical engineer. 86.2% of pupils of basic vocational schools in the subregion chose one of the 14 above mentioned professions, among whom 20.0% chose to be auto mechanics, 16.7% fast-food cooks, 9.7% sales assistants, 8.6% hairdressers and 7.5% bricklayers.

Complementary technical secondary schools in the Wałbrzych subregion offered in the school year 2008/2009 education in 26 different professions.

Approximately 80% of pupils chose one of 9 of the above mentioned professions: economic technician (14.6% of all technical secondary school pupils), computer technician (14.4%), hotel industry technician (12.9%), mechanical technician (12.7%), catering technician (7.8%), building technician (6.6%), technician of food and household economics (4.4%), commerce technician (3.6%), electronic technician (2.9%).

In the next school year – 2009/2010, as with the basic vocational schools, the offer of available professions in complementary secondary schools increased in every district of the Wałbrzych subregion. In the Wałbrzych subregion, schools of this type offered education in 32 different professions. The list of professions most commonly chosen by pupils remained mostly unchanged with the notable exception of a digital graphics technician appearing as a possible choice. A total of two thirds of pupils from the Wałbrzych subregion chose one of the following 9 professions: hotel industry technician (16.9% of all complementary technical secondary schools), digital graphics technician (9.6%), economic technician (8.6%), computer technician (7.4%), auto mechanic (6.8%), tourist service technician (4.8%), cook (4.4%), ICT technician (4.0%), waiter (3.9%).

In the Wałbrzych subregion, more than 80% of graduates of basic vocational schools are representatives of the following 8 professions: fast-food cook (20.6% of all basic vocational school graduates), auto mechanic (17.7%), sales assistant (15.7%), hairdresser (8.2%), confectioner (5.7%), baker (4.9%), sanitary sewage systems and sanitary appliances fitter (4.0%), bricklayer (3.8%). In the Dzierżonów District, the six most popular professions among basic vocational school graduates were: the fast-food cook, sales assistant, hairdresser, auto mechanic, confectioner and bricklayer. In the Kłodzko District, graduates were usually qualified in one of the 4 following professions: fast-food cook, auto mechanic, sales assistant and confectioner. In the Świdnica District, the 7 most popular professions among basic vocational school graduates were as follows: auto mechanic, sales assistant, fast-food cook, baker, bricklayer, hairdresser and confectioner. In the Wałbrzych District, graduates tend to follow the profession of a fast-food cook, sales assistant, hairdresser, auto mechanic, sanitary sewage systems and sanitary appliances fitter, or an electronics technician/fitter.

In the Ząbkowice Śląskie District, the 5 most numerous represented professions were as follows: auto mechanic, sales assistant, fast-food cook, sewage systems and sanitary appliances fitter, carpenter. Approximately 80% of complementary technical secondary school graduates in the Wałbrzych subregion were qualified in one of the following 9 professions: economic technician (14.6%), computer technician (14.4%), hotel industry technician (12.9%), mechanical technician (12.7%), technician of catering technology (7.8%), building technician (6.6%), technician of food and household economics (4.4%), commerce technician (3.6%), electronics technician (2.9%). In the Dzierżonów District, most graduates chose the following five professions: economic technician, computer technician, mechanical technician, hotel industry technician, mechatronic engineer. In the Kłodzko District, most graduates represented one of the following professions: hotel industry technician, economic technician, technician of catering technology, computer technician, building technician. In the Świdnica District, the 5 most commonly chosen professions were as follows: computer technician, economic technician, mechanical technician, hotel industry technician, technician of catering technology. In the Wałbrzych District, the most numerous represented professions were as follows: computer technician, environmental protection technician, technician of catering technology, electronics technician, economic technician, mechanical technician, hotel industry technician, logistics technician. In the Ząbkowice Śląskie District, most graduates were qualified in one of the following professions: mechanical technician, economic technician, technician of food and household economics, computer technician, building technician, agribusiness technician, technician of catering technology.

In the Wałbrzych subregion, in the academic year 2009/2010 there was an estimated 8 thousand students, making up 4.8% of the total number of students in the region, out of whom 6.5 thousand were studying in the Wałbrzych District (80.9% of all students in the subregion). Students in the Wałbrzych subregion most often chose the following faculties: management (2.0 thousand, 25.0% of the total amount of students in the subregion), pedagogy (1.1 thousand, 14.3%), administration (1.0 thousand, 12.5%), logistics (0.5 thousand, 6.6%).

In the academic year 2007/2008, 35.3 thousand graduates earned their university degree, out of whom 1.5 thousand graduates from the Wałbrzych subregion (4.8% of the total number of graduates in the region). Most college graduates in the Wałbrzych subregion represented one of the following educational subgroups: pedagogical – 448 graduates (30.02%), welfare services – 321 graduates (21.6%), economical and administrative – 265 graduates (17.8%), humanities – 198 graduates (13.3%).

5.2 Evaluation

The analysis of the recent study indicates that graduates in general are fond of their school both in terms of conveying theoretical knowledge (95%) and practical “know-how” (92%), as well as the adjustment of the curriculum to the requirements of the labour market; roughly three-quarters of all graduates expressed the opinion that the curriculum fits the requirements of future employers near perfectly. At the same time, many graduates postulate broadening the cooperation with possible employers (job fairs and meetings), claiming that such action on behalf of the school would greatly assist them in navigating the labour market.

15% of graduates expressed the opinion that if given a second chance, they would choose a different school. This is to be considered a strong signal, especially when paired with the fact, that only a very small percentage of graduates express a negative opinion concerning the capability of their school to convey theoretical and practical knowledge (5% and 8% respectively). The conclusion is that a number of graduates chooses a school/profession which fails to satisfy their expectations.

Entering the labour market

The low economic growth rate makes it difficult for graduates to successfully navigate the labour market. This situation seems to overlap with a general tendency observed across the EU. Youth below 25 years of age constitutes a group with a very difficult position on the labour market, as finding satisfactory employment grows to be more of a challenge for new graduates with each passing year.

In the second quarter of 2009, ca. 20% of people below 25 years of age in Poland remained unemployed; these numbers also depict the situation in the Wałbrzych region accurately. Young people find it difficult to enter the labour market, with the majority of graduates expressing the opinion that personal contacts are the deciding factor when seeking employment. A certain number of employers offer job opportunities for graduates who successfully conclude their internship. A small percentage of graduates entering the labour market find employment through labour market institutions, while few manage to effectively apply directly to their desired companies. Graduates in general speak highly of the knowledge acquired during their education, however, most employers expect work experience and specific skills, which are assets that schools are unable to provide. The majority of graduates who do find a job mostly express contentment when speaking of it. It is worth noting, however, that this might be misleading, as satisfaction is likely to be derived from acquiring a job per se, while not necessarily reflecting beneficial employment conditions. As a result, graduates rarely undertake the conscious effort of seeking a better job. Switching to a superior employment position is mostly the result of an “opportunity”, or chance and the main motive for such a change is monetary gain.

Labour supply for high school graduates

Recent regional surveys indicate that approximately 60% of graduates declare permanent employment, while the remaining 40% remain unemployed due to various reasons (further education, training/apprenticeship, problem with finding a job etc.).

The proportion of currently employed graduates is higher in urban (64%) than in rural areas (56%). Consistent with recent predictions, the largest group of employed graduates consists of personal services professionals – hairdressers and sales assistants. Three-quarters of graduates declaring permanent employment practise one of the given professions: sales assistant, hairdresser, mechanical technician, auto mechanic, office worker, cook, waiter, bricklayer, confectioner, baker, construction worker, tradesman, welder or similar, computer technician.

It seems to be appropriate to focus on those graduates, who, despite their efforts, remain unemployed. Such a group could provide an answer as to the professional structure of the labour

supply for graduates. Professionals most commonly seeking employment are: sales assistants, economic assistants, hairdressers, landscape architecture technicians, cooks, auto mechanics, bakers, computer technicians, tradesmen, electronics technicians, building technicians, environmental protection technicians and similar, electromechanical engineers, hotel industry technicians, confectioners, technicians of catering technology, gardeners, machine tool operators, technicians of food and household economics, catering technicians, locksmiths. The remaining professions appear sporadically: postal services and ICT technicians, accounting assistants, panel beaters, electricians, photographers, tailors, fast-food cooks, car painters, painter-decorators, bricklayers, agribusiness organisers, tourist service technicians, artists, household and gastronomy workers, electricians, land-surveyors, mechanical technicians, gardeners, building/construction finishing technicians, weavers, knitters and similar.

Exploring the above mentioned groups of graduates further (unemployed seeking employment), every fifth person considers employment only within their current field of expertise and excludes retraining. 29% of graduates seek employment related to their education, but are willing to settle for a different job at least temporarily. By far the largest group (44%) are willing to take advantage of any job opportunities that may arise. Unemployed graduates are less than enthusiastic when speaking of their chances of finding employment within their chosen fields of expertise in the next 12 months. More than half of the graduates (55%) believe this task to be either difficult or very difficult, whereas only 13% are convinced they can handle the problem effortlessly. The most common reason for unemployment as presented by currently unemployed graduates is the lack of job opportunities (61%).

While the practised profession commonly overlaps with the learned profession amidst graduates employed in agriculture and services, this does not seem to be the case with industry employees. In big companies employing over 250 people this situation indeed appears to be quite rare. This may be due to the fact that large enterprises tend to organise specialised training courses much more often, thus making requalification relatively easy. It may also indicate that the educational offer of basic vocational schools doesn't really match the employers' expectations and thus the supply of graduates possessive of certain skills does not match the demand set by their future employers. Employers offering job opportunities for graduates with basic vocational and technical secondary education, who are having problems finding employees for specific positions claim that these difficulties result from the maladjustment of basic vocational education – it is hard to find employees with the desired set of skills as well as the necessary “know-how” and work experience. The expectations of future employees are considered much less of an obstacle.

5.3 Quantitative / qualitative research over a precise sample of graduates on the local education / training system

5.3.1 General overview of the data collected and processed

The research sample was comprised of 12 secondary school graduates, 12 higher school graduates and 7 post-secondary and postgraduate school graduates. In total, 31 persons have been questioned. The group included 18 women and 13 men, age 20-36. The average age was 25, with the most numerous age subgroup being 24 (22.4%).

The group was representative of the whole Wałbrzych region and consisted of inhabitants of Wałbrzych, Świdnica, Kłodzko, Ząbkowice Śląskie, Świebodzice, Szczawno-Zdrój, Bardo Śląskie, Walim and Głuszyca. Most numerous were the inhabitants of Wałbrzych (48%).

As far as the graduation year is concerned, nearly half the group is made of 2008 graduates.

The subjects represented a broad spectrum of professions: sociologist, psychologist, auto mechanic, waiter, sales assistant, building/construction finishing technician, accounting technician, computer technician, painter-decorator, cook, catering technology technician, physiotherapist, mathematician, Polish philologist, economist, financier, teacher, lawyer, health and safety officer, cosmetologist, human resources manager, security guard.

The above mentioned professions represent a wide array of trades: machine-building industry, electrical and optical appliances industry, building industry, trade, repair and maintenance of motor vehicles, financial and insurance enterprises, real-estates, science and education, public administration and national defence, services, culture, media-related enterprises, show-business, healthcare and social service.

The subjects gained employment through various means, both formal – the office of employment (32.2%), advertisements (25.8%), apprenticeship and training in a given company (19.3%), open position contests (9.7%) and informal – personal connections (13.0%).

The vast majority of the test group gained employment through the office of employment and public advertisements. The respondents remained unemployed for no more than two years since graduation and their workplace was situated in the same region they acquired their education. 55% of respondents were employed under a service agreement, while 42% found employment under a contract of specified task.

The vast majority of the test group works in small/micro companies employing no more than 49 persons. 16% of the subjects gained employment in large enterprises.

It is fair to say that the whole group went through the required apprenticeships with only 6.5% being able to skip this preliminary level of employment.

The graduates speak highly of the knowledge gained during their education (71%) and find it useful in day to day tasks in their appointed positions. Formal education certified by a diploma, however, proved useful only to approximately half of the subjects. This means that every second member of the group found employment in a position, where certified education was deemed unnecessary.

As far as job-related skills are concerned, the respondents mentioned both “soft” skills, as well as “hard” technical and conceptual abilities.

Most commonly mentioned “soft” skills included interaction capabilities, communication and negotiation skills (50%), ability to work independently and in group (75%), customer focus (48%), problem-solving abilities (63%) and communication – both written and spoken (40%). It is worth noting that the majority of respondents have acquired the above mentioned skills outside their formal education.

Among other skills, the subjects pointed out technical capability and “know-how”, mathematical skills, the ability to tackle problems and work under pressure, analysis, calculation and expense planning.

The respondents are most commonly familiar with English (61%) and German (39%).

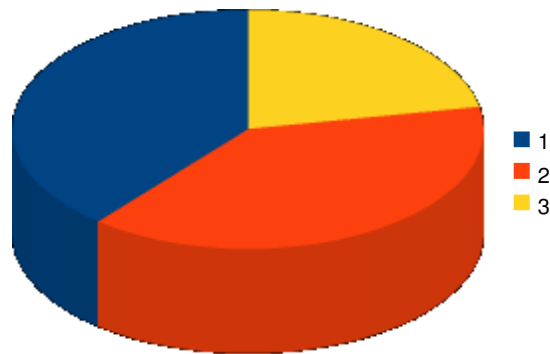
Since the questionnaire did not evaluate the level of the subjects’ language proficiency, it is therefore difficult to account for the usefulness of their linguistic skills on the labour market.

The survey indicates that the vast majority (94%) of respondents is content with their job and does not plan to actively seek other employment possibilities in the nearest future (74%). Among the few discontented persons, the main reasons for dissatisfaction were maladministration and the resulting poor atmosphere in the work environment, overworking and lack of leisure time. Burn-out, unsatisfactory salary and the lack of perspectives for further development are quoted as the main reasons for seeking a new job.

Chapter 5.3.2 Evidence of the percentage of each single answer out of the whole sample

Type of education

Secondary education 1	Tertiary education 2	Post-secondary education, postgraduate studies, vocational training 3
39.00%	39.00%	22.00%



Age of the surveyed

20	21	22	23	24	25	26	27	28	29	36
3.20%	9.60%	9.60%	3.20%	22.40%	9.60%	13.00%	9.60%	3.20%	13.00%	3.20%
1	2	3	4	5	6	7	8	9	10	11



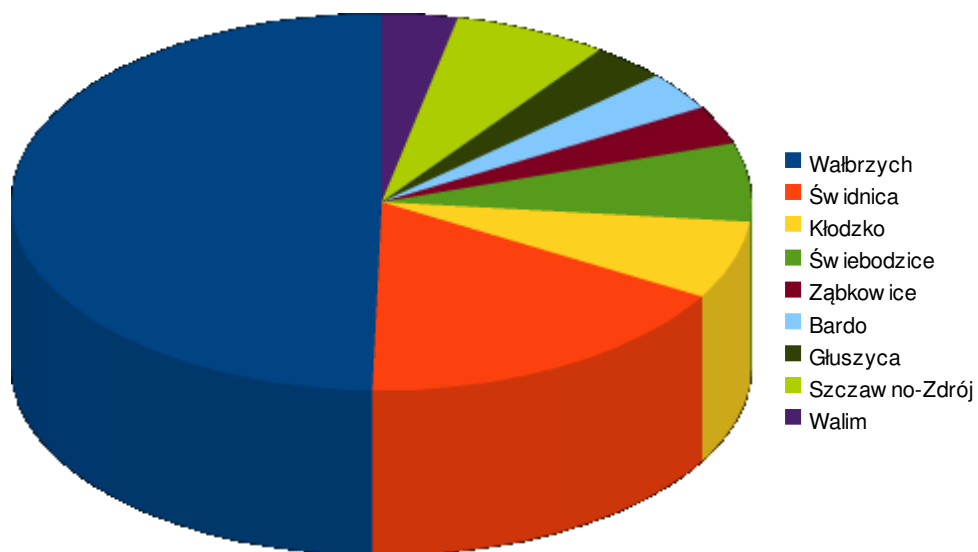
Gender

Female	Male
58.00%	42.00%



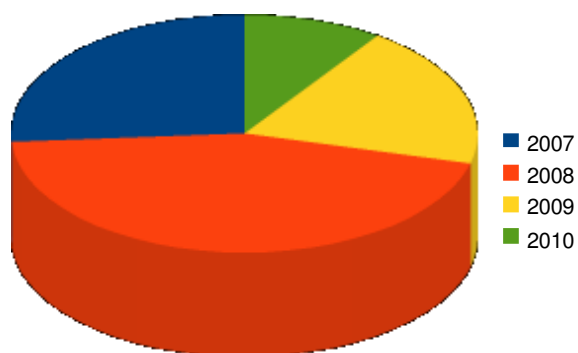
Municipality of residence

Wałbrzych	Świdnica	Kłodzko	Świebodzice	Ząbkowice Śląskie	Bardo Śląskie	Głuszyca	Szczawno-Zdrój	Walim
48.00%	16.50%	6.50%	6.50%	3.20%	3.20%	3.20%	6.50%	3.20%



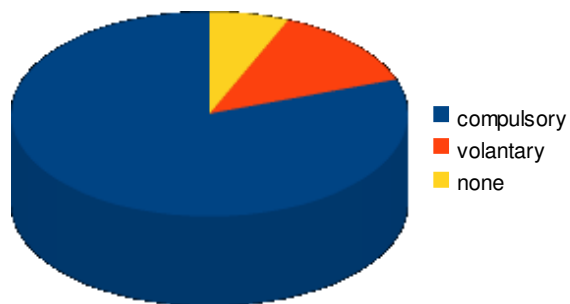
Year of graduation

2007	2008	2009	2010
26.20%	45.00%	19.40%	9.70%



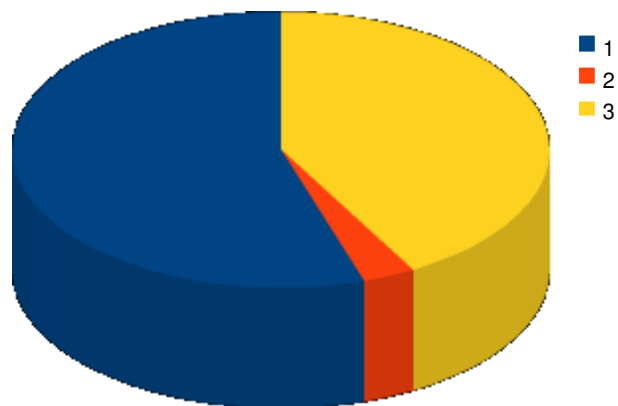
Working experience during the education (e.g. internship)

Compulsory	Voluntary	None
80.50%	13.00%	6.50%



Type of employment

The contract of employment	Self-employment	Mandatory contract / Work performance contract / Other types of atypical employment
55.00%	3.20%	41.80%
1	2	3



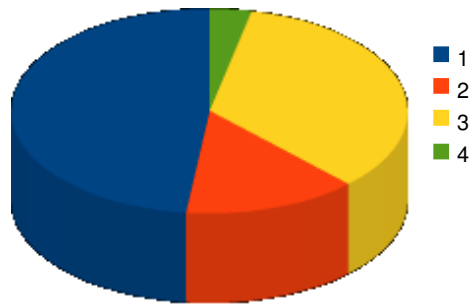
Way of accessing the labour market

Internship	Job listing / Announcements	Public competition	job Personal contacts	Job centres
19.30%	25.80%	9.70%	13.00%	32.20%
1	2	3	4	5



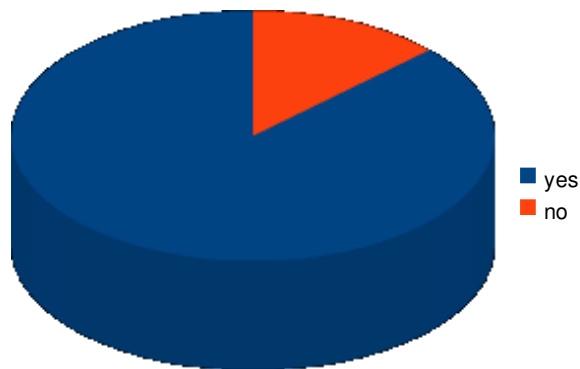
Time of entering the labour market after graduation

Within 6 months	Within 6 to 12 months	Within 2 years	Within 3 years
45.20%	13.40%	32.20%	3.20%
1	2	3	4



Still working for the same company

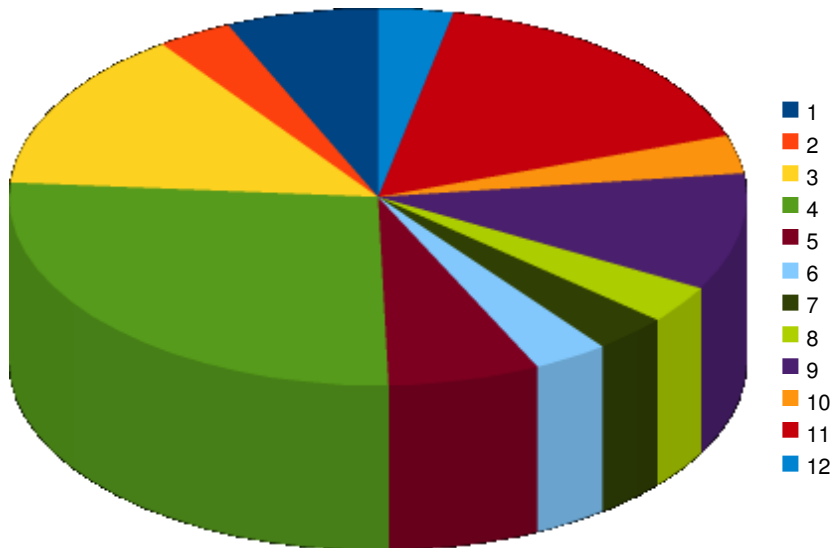
Yes	No
87.00%	13.00%



Economic sectors

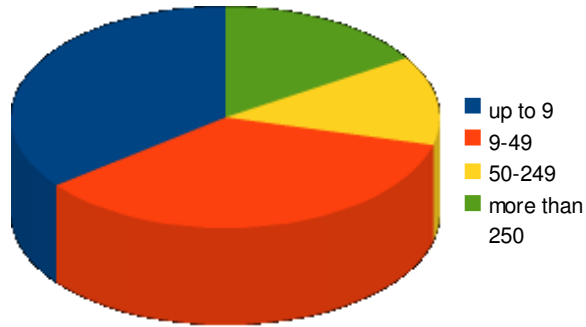
Manufacture of machinery and	Manufacture of electrical and optical	Construction	Wholesale and retail trade; repair	Financial and insurance activities	Real estate activities	Professional, scientific and technical	Public administration	Education	Arts, entertainment and recreation	Other services activities	Human health and social work activities
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equip ment	equip ment		of motor vehicle s and motorc ycles			activiti es					es
6.50% 1	3.20% 2	13.5 00% 3	26.00 % 4	6.50% 5	3.20% 6	3.20% 7	3.20% 8	9.80% 9	3.20% 10	16.00 % 11	3.20% 12



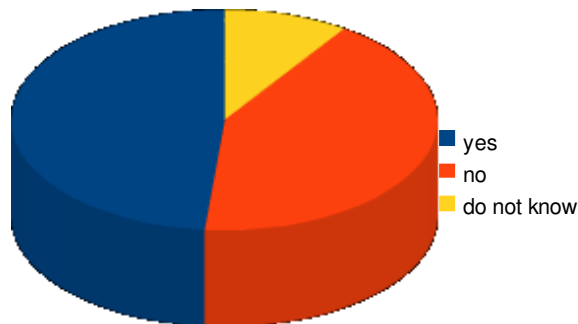
Size of the current company (number of employees)

Up to 9	From 9 to 49	From 50 to 249	More than 250
35.50%	35.50%	13.00%	16.00%



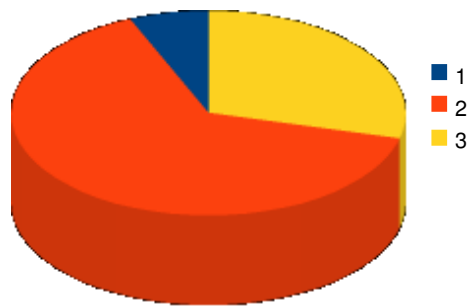
Diploma required for current job position

Yes	No	Do not know
48.50%	42.00%	9.50%



Utility of the acquired knowledge for the current job position

Highly useful	Enough useful	Poorly useful / Not at all
6.50%	64.50%	29.00%
1	2	3



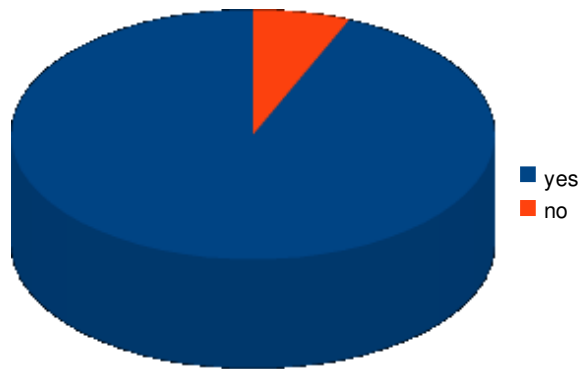
Knowledge of foreign languages

English	German
61.00%	39.00%



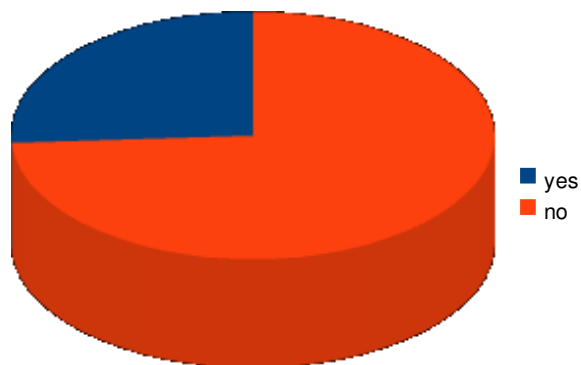
Satisfaction with the current job

Yes	No
93.50%	6.50%



Searching for a (new) job

Yes	No
26.00%	74.00%



Specific skills required for the current job position

Skills	Acquired during education	Not acquired during education
Interaction capacity	9.60%	29.00%
Mathematics	9.00%	
Understanding the written text	22.50%	13.00%

Speaking – Talking to others to convey information effectively	22.50%	22.50%
Writing – Communicating effectively in writing	25.80%	16.00%
Ability to work in group	19.30%	54.80%
Ability to work independently	16.00%	29.00%
Problem solving ability	32.50%	29.00%
Ability to manage many important tasks simultaneously	3.20%	13.00%
Coordination capacity	13.00%	9.60%
Negotiation capacity	29.00%	22.50%
Calculation capacity	19.30%	22.50%
Planning activities and resources	19.30%	13.00%
Management of financial resources	13.00%	3.20%
Management of material resources	22.5%	13.00%
Management of Personnel Resources	6.50%	22.50%
Customer focus	13.00%	35.50%
Capacity to design, set-up, operate, and correct malfunctions	9.60%	13.00%
Capacity to use equipment, maintenance and installation	22.50%	9.60%

Conclusions

This report summarises research and analyses of the ET-struct project. The international project is aimed at those regions where there is a misfit between local labour market employers' demands and education offer.

Among the most crucial factors contributing to the general situation on local labour market is an envisaged gradual decrease of the number of people in a productive age and lesser inflow of graduates into labour market due to demographic low. Also the little professional activity rate (especially of women and persons over 50 years of age) is discernible. Despite the fact that unemployment rate has decreased recently, it remains significantly high, especially in Kłodzko District (21.6%) and Dzierżoniów District (ca. 21.1%) – that is almost 4-times higher unemployment rate than the national one (ca. 9.5%).

Ca. 40% of graduates remain unemployed, for a number of reasons – further education, courses, training or unemployment.

Unemployed graduates often look for a job as a: sales assistant, economic technician, hairdresser, landscape architecture technician, cook, auto mechanic, baker, computer technician, commerce technician, electromechanical engineer, building technician, environmental protection technician or other technician, hotel industry technician, confectioner, technician of catering technology, gardener, metal machine tool operator, machine and device mechanic, technician of food and household economics, catering technician, locksmith.

Graduates usually find employment in service activities sector (as a hairdresser, sales assistant, cook, waiter, baker, auto mechanic).

The global economic crisis have caused a decrease of prosperity in those economic sectors that are export-oriented.

Predictions in the mid-term planning point to a further growth of employment demand, which stems from steady upward trend in regional key economic sectors and strategic businesses (chemical production, radio, television and telecommunication equipment and devices production, hotels, restaurants and health resorts, other economic activity).

Growth of employment demand and decrease of supply (caused by declining number of citizens in a productive age and diminishing number of graduates entering labour market) may lead to a labour force deficit in the region in forthcoming years.

The misfit between local labour market employers' demands and secondary and post-secondary school graduates' educational profiles (e.g. the number of engineering, technological and information technology majors is declining in the structure of tertiary education while the number of humanistic and pedagogical majors is increasing) is expected to be further growing. Employers emphasise weak practical skills represented by graduates due to a lack of work experience. Even though there is a significant employment demand for many professions (such as hairdresser, electromechanical engineer, cook), employers face difficulties in finding employees representing a proper qualification level.

Among the employed, a profession practised often corresponds with a profession learned – for those graduates who found recruitment in a sector of farming and services activities. Such situation is much less common among graduated employed in a sector of industry. Also in large enterprises, where there are at least 250 employees, such situation is not common. Such a relatively low

indicator is probably caused by the fact that in larger enterprises (with several hundreds of employees) a number of special training courses is organised, which allows employees to obtain new qualifications. What is more, the vocational schools educational offer is not considered satisfactory by employers from big enterprises. Supply of employees with particular qualifications does not correspond with employers' demand for certain skills.

The analyses prove that there is a vital need to improve practical skills and knowledge of foreign languages in the region, on secondary and post-secondary school level. What is more, employers emphasise a need for potential employees to improve their social skills (customer focus, interaction capacity) as they are essential in the recruitment process.