The third discretionary fiscal response

Source: Database of Country Fiscal Measures in Response to the COVID-19 Pandemic.
Mild recession in 2020

Source: prepared by the Polish Economic Institute based on the Eurostat database.
The lowest unemployment in the EU

Source: prepared by the Polish Economic Institute based on the Eurostat database.
One of only two countries with growth in employment in 2020

Source: prepared by the Polish Economic Institute based on the Eurostat database.
Part I

The education system during the pandemic
Weaknesses have been exposed by remote learning

- Lack of e-skills among teachers and pupils
- Insufficient Internet access and the lack of IT equipment
- Deterioration of interpersonal relations
- Varying level of teachers’ didactic skills in a new environment
- Challenges for pupils’ activity and engagement assessment

Source: Polish Economic Institute
Insufficient digital literacy and skills among teachers

Assessment of teachers' preparedness for online teaching during COVID-19 in Poland

<table>
<thead>
<tr>
<th></th>
<th>According to teachers</th>
<th>According to pupils</th>
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<tbody>
<tr>
<td>Definitely not prepared</td>
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<tr>
<td>Definitely well prepared</td>
<td>5</td>
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</tbody>
</table>

Helping a child with homework (daily number of hours)

- Five hours or more: 21%
- Four hours: 18%
- Three hours: 20%
- Two hours: 15%
- One hour: 6%
- Less than one hour: 6%
- Definitely not prepared: 1%
- Definitely well prepared: 5%

Scenarios for the evolution of the learning curve after COVID-19

Major challenges facing the education system

- infrastructure
- digital skills
- inequality
- loss assessment

Source: Polish Economic Institute.
Major challenges facing education system

- broadband access
- IT equipment
- lifelong learning (e-skills programme)
- exam modification
- additional classes

Source: Polish Economic Institute.
Part II

Corona Generation
The costs of COVID-19 for the Corona Generation were measured in three areas:

- Education
- Mental health
- Labour market

Source: Polish Economic Institute.
The impact of COVID-19 on education

Figure 5. Annual loss in earnings by education attainment and gender (USD)

Triangle Intervention Proposal regarding education

- Investing in digital skills and technology
- Revise the educational model
- Maintaining government spending on education

Source: Polish Economic Institute.
The impact of COVID-19 on mental health

Figure 8. Direct and indirect costs related to mental health problems before and after COVID-19 (EUR billion)

Source: Polish Economic Institute.
Triangle Intervention Proposal regarding mental health

- Providing economic aid and security
- Increasing the number of specialists
- Extending mental health services

Source: Polish Economic Institute.
The impact of COVID-19 on the labour market

Figure 13. Short-term impact of COVID-19 on the labour market by region (in billion USD)

- Upper Middle (USD 4,048 to USD 12,536)
- High (USD 12,536 or more)
- Lower Middle (USD 1,036 to USD 4,045)
- Low (USD 1,035 or less)

Source: Polish Economic Institute.
Triangle Intervention Proposal regarding the labour market

Source: Polish Economic Institute.
Corona Generation: total costs

Short-term costs (2020), in USD billion
- Mental health: 407
- Unemployment rate: 1,294

Long-term costs, in USD trillion
- Education: 23.3
- Labour market: 21.2

Source: Polish Economic Institute.
Part II

Planned reforms
Reforming labour offices

The employment support system existing in Poland for over 20 years requires modernisation – as part of the planned reform, poviat labour offices will change their tasks by focusing work on supporting not only job seekers, but also employees looking for development opportunities and new competences, and employers looking for employees.

The procedure for registering the unemployed for the purposes of health insurance will be transferred to the Social Insurance Institution, which will reduce bureaucracy in labour offices.

Voivodship labour offices will continue their tasks of coordinating support for the labour market at the regional level – they will cooperate very closely with universities and training centres, supporting the planning of employee competence development.

As part of the new approach to lifelong learning, we will provide everyone who is interested with the possibility of professional and personal development.
Local STEM centres

A strong economy of the future and Poles’ good lives largely depend on how we take care of the development of young people’s talents.

To meet these challenges, we will launch a network of ‘STEM centres’ – educational centres offering special classes to develop talents in the field of science, mathematics and technology. We plan to make such centres available in all powiats, ensuring equal access to classes for all students.

These centers will conduct laboratory classes for students within the current core curriculum, but they will also offer developing classes for gifted students in specific areas.
The National Educational Programme on Equalising Opportunities

In order to bridge the educational gap and avoid the lost generation effect, we will launch additional classes, in the form of workshops or consultations rather than traditional lessons.

The aim will not be to test and assess, but to create the possibility of supplementing the material and knowledge affected by the pandemic. In addition to catching up with knowledge, the second element of the programme will be the promotion of sports through tournaments in the most popular disciplines.

The programme will be financed from the COVID fund and all materials as well the proposed forms of classes will be prepared by the Ministry of National Education, taking into account each subject and all levels of education.

The programme will start in 2021 and its continuation will be possible in the coming years.
A psychological and pedagogical office in every school

We want children and their parents to be able to benefit from the help of a psychological and pedagogical specialist in every school and pre-school.

Concern for the mental health of children, especially in the context of returning to full-time education after the COVID-19 pandemic, is a priority.

The key to effective help for children who face problems is early recognition of difficulties, therefore their identification will be part of teacher training.
The goal is to achieve an average share of health expenditure in GDP at 7% over 6 years.

New funds will be allocated to investments, digitisation, new staff and modern therapies.

Higher salaries for medical professionals. The minimum wage for medical workers will be increased. A rise in outlays on key health areas will also be accompanied by appropriate remuneration of specialists.

The Hospital Development Agency. We will create an entity responsible for the development of optimisation programmes. The agency will also monitor the implemented programmes, possible changes in the processes of development, modernisation and restructuring as well as analysing their effects. It also assumes the creation of a corps of managers and a change in the hospital ownership structure.
More flexible work arrangements for parents

Combining work duties with childcare is not easy. To change this, we will introduce legal solutions that will bring relief to working parents. In the event that parents do not have access to the service of day care institutions, they will both gain more flexibility at work.

The employer will be required to agree to use at least one of the three instruments:
(1) work performance in the form of telework or remote work,
(2) part-time work; or
(3) postponement of the hours for starting and finishing work.

The choice of an instrument that will make the work of young parents more flexible will depend on the nature of the work performed and will be made in the form of an agreement between the employer and the employee.
Thank you

Piotr Arak
Director
Polish Economic Institute
e: piotr.arak@pie.net.pl

Ignacy Święcicki
Head of the Digital Economy Team
Polish Economic Institute
e: ignacy.swiecicki@pie.net.pl