

Appendix 1

Country Name: Poland

Country team (names, positions, email addresses, telephone numbers):

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words) Krótki zarys dot. Kraju-demografia, liczebność, usługi poradnictwa – klienci i usługodawcy (max. 300 słów)
<p>Geography Poland is situated in Central Europe. It is surrounded by Russia, Lithuania, Belarus, Ukraine, Slovakia, Czech Republic and Germany. Poland's administrative territory is 312 679 square kilometres.</p> <p>Demography In the end of the year 2010, the population of Poland was 38 200 037. Most of these people – 23 264 383 persons – lived in the cities.</p> <p>Labour market Most of Poles, that is around 57%, work in services sector, 30% work in industry and 13% - in agriculture. In the end of 2010, 1 954 706 people were officially unemployed (which meant 12,3% unemployment rate).</p> <p>Education The educational system contains primary schools (6 years), and secondary schools. There are two levels of secondary schools: the <i>lower-secondary school</i> (3 years) and the <i>general secondary school</i> (3 years), <i>technical secondary school</i> (4 years) or <i>basic vocational school</i> (2-3 years). There are public (paid and unpaid) and private (paid) higher education schools.</p> <p>Main national career guidance services Career guidance in Poland is performed by institutions belonging to the ministries of education, labour, as well as institutions of the private sector. The Ministry of National Education (MNE) is responsible for ensuring career guidance for children and young learners. Starting from the level of the lower secondary school, career guidance within the domain of education is carried out by psychological and pedagogical counselling centres and schools. The Ministry of Labour and Social Policy (MLSP) is responsible for ensuring career guidance for adults and youth at risk of social exclusion. Career guidance within the domain of labour is carried out by poviats labour offices (341), Vocational Information and Career Planning Centers (50) operating within the voivodeship labour offices, Voluntary Labour Corps as well as Employment Agencies working in the field of career guidance (705). Ministry of National Defence is responsible for Reconversion Centres. There are also non-governmental organisations and associations which include career guidance in their action programmes. Many educational institutions, such as the Continuing Education Centres and Vocational Education Centres employ career guidance counsellors who</p>	

help learners to choose the appropriate training course. Vocational counsellors operate also within the Academic Career Centres, which can be found in both, public and private, higher education institutions.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
<p>Globalisation processes have changed the essence of work, resulting also in a series of changes in the functioning of contemporary organisations and the labour market. Employees are required to be more and more flexible. As a consequence, the demand for career guidance is growing, as it may support people in the career planning process, thus, enabling them to achieve professional success and stay in the market.</p> <p>More and more persons having influence on policy directions acknowledge the need to provide citizens with access to vocational counsellors at every stage of life. Therefore, the amended ordinance on organisation of psychological and pedagogic support in schools and education institutions specifies the tasks of career guidance practitioners and obliges headmasters to appoint teachers responsible for performance of the tasks related to career guidance if no such career guidance practitioner is employed in the given school or institution.</p>	<p>The bodies managing schools and educational institutions are not sufficiently aware of the need to provide pupils and adults who wish to change or supplement their qualifications with support in the form of meetings with a career guidance practitioner.</p> <p>Polish regulations contain no provisions which would oblige school headmasters and directors of education institutions to employ vocational counsellors, which results in only few schools having qualified specialists.</p>	
Strength 2	Weakness 2	
<p>The Law on employment promotion and labour market institutions includes legal regulations which ensure conditions for development of the career guidance system for adults in Poland.</p>	<p>Despite the fact that there is a system of career guidance services in place in PES and in other institutions mentioned above, these services are not available for all those who need them.</p>	

<p>In the recent years many actions were implemented with the objective of improving labour market services, including services related to career guidance and information. The most important ones include implementation of standards and conditions for provision of labour market services and a new form of support for the unemployed and job seekers, the so-called Individual Action Plans (IAPs).</p> <p>The IAP is the most comprehensive form of support, covering basic services of the labour market, with the use of labour market instruments. During the last three years, 848 new career guidance practitioners joined PES. At the end of 2010, services related to career guidance and information were provided in labour offices by a total number of 1,786 career guidance practitioners.</p>	<p>The most serious problems with access to such services concern rural areas, as their inhabitants have to travel a long distance to receive career guidance services in poviats labour offices or in Vocational Information and Career Planning Centers (VICPC).</p> <p>The attempts to solve this problem include, among other things, providing remote services of career information and guidance by the VICPC.</p> <p>Some institutions, e.g. Voluntary Labour Corps, make also attempts at providing such services in a mobile manner, with the use of specially equipped buses.</p>
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Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Strength 1	Weakness 1
<p>The contemporary labour market transfers the responsibility for career success to citizens, expecting them to be flexible in fulfilling various roles and to easily adapt to changes regarding their positions. As a result, the importance of continuous education is growing, as well as the need for support in making decisions related to shifts in one's career plans. Career guidance becomes life guidance, supporting citizens in creative approach to vocational problems and improving techniques necessary for overcoming difficulties.</p> <p>The ordinance of the Minister of National Education specifies detailed requirements concerning qualifications of teachers acting as career guidance practitioners.</p> <p>Depending on the school or institution type, such requirements comprise: completed first (BA) or second (MA) degree studies in career guidance or completed first (BA) or second (MA) degree studies of any kind and postgraduate studies in career guidance,</p>	<p>Still no solution has been designed to solve the problem concerning transmitting information on outcomes of services related to career guidance provided by various institutions.</p> <p>Although there are persons with professional qualifications of a career guidance practitioner on the labour market, schools and institutions do not employ them.</p>

along with pedagogic preparation.	
<p>Strength 2 The challenges connected with lifelong career guidance in Poland, as regards the development of human capital, have to take into account, among other things, demographic changes (low population growth rate, decreasing number of persons at the age of occupational activity and the process of population ageing). Therefore, it is necessary to modernise the labour market and apply tools which would adapt the society and economy to the changed demographic environment. The National Reform Programme under the strategy Europe 2020 provides for enhanced cooperation between public and non-public institutions operating in the area of employment as well as social support and integration. In 2007, upon the initiative of the Ministry of Labour and Social Policy, a Discussion Platform for Lifelong Career Guidance was launched, in order to establish contacts between entities responsible for development of career guidance in Poland at the central, voivodeship and local level, and to encourage their cooperation. Such activities constitute an important element of the state policy. Building cooperation between government and self-government institutions, non-governmental organisations, local business entities and members of the local community undoubtedly contributes to the improved situation on the local labour market and, thus, to improvement of the situation on the labour market country-wide, as well as to the increased accessibility and quality of labour market services.</p>	<p>Weakness 2 There are no tested ways and methods for examining efficiency of services related to career guidance. No monitoring research is conducted in this regard, either. The basic source of information on the activity of career guidance practitioners in relation to customers of labour offices are the statistics on the performed services.</p> <p>Four years after the launch of the Discussion Platform for Lifelong Career Guidance the attempts to activate academic and research institutions and encourage them to take up joined actions have still brought no effects. While implementing its projects, the Ministry of Labour and Social Policy cooperates only with individual persons from the academic environment.</p>

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	
Strength 1	Weakness 1
Contemporary career guidance practitioners should have comprehensive professional competencies guaranteeing appropriate quality of the services they provide and should demonstrate motivation, personal involvement and	Dynamic changes connected with the opportunities offered by modern technologies and no possibility of purchasing modern equipment for schools and institutions limit the capacity of career guidance practitioners to reach all

<p>active approach to their tasks under the guidance process. The education systems offers career guidance practitioners and teachers performing such tasks trainings and materials connected with the changes in organisation of the school career guidance system, enabling them performance of the assigned tasks in a proper manner.</p>	<p>potential groups of services' recipients.</p>
<p>Strength 2</p>	<p>Weakness 2</p>
<p>In the public employment services the profession of a career guidance practitioner is a regulated profession. The Low on employment promotion and labour market institutions of 20 April 2004 determines the basis for the functioning of this professional group, conditions of performing the profession of a career guidance practitioner, requirements concerning the level of education and qualifications as well as the necessary period of service. Pursuant to the Act, career guidance practitioners employed at labour offices are obliged to hold a professional licence, granted by a voivode. The Ministry of Labour initiates training projects addressed to PES employees. At present, two projects are being implemented: <i>Module trainings for employees of labour market institutions implementing labour market services and programmes for professional activation</i>. Under this programme in the period 2008-2010, 593 career guidance practitioners completed training. The second project is titled: <i>E-learning training for employees of labour market institutions, based on module programmes prepared under the SOP HRD</i>. This project envisages preparation of didactic materials for 20 module training programmes and courses for 100 trainers in order to prepare them to conduct e-learning trainings.</p>	<p>In Poland, within the ministry of education or the ministry of labour there are no legal provisions concerning supervision and intervision for career guidance practitioners. Career guidance practitioners working in the labour area underline the need for professional training, for example in the area of supervision, in which particularly beginner career guidance practitioners are interested. In view of introduction of remote guidance services, career guidance practitioners should develop skills connected with performance of such services.</p>

<p>Theme 4: Evidence-based practice; evidence-based policies</p>	
<p>Strength 1</p>	<p>Weakness 1</p>
<p>In the school year 2010/2011 organisation of the Career Planning and Management Olympiad was initiated. The main purpose</p>	

<p>of the Olympiad is to raise the level of knowledge and skills related to career planning and management and to underline the role of career guidance in the process of choosing career and educational paths. Under the long-term objective, the competition is to develop knowledge and skills among pupils and teachers as regards the necessity of making conscious career decisions as well as conscious career planning and management. The Olympiad contributes to development of knowledge in this area also among teachers.</p>	
<p>Strength 2</p>	<p>Weakness 2</p>
<p>Partnerships at the regional level have been being created for several years now in Poland, aimed at integration of institutions involved in development and promotion of career guidance in the given voivodeship. The partnerships provide for cooperation of labour market and educational institutions which implement common projects for increasing the quality and efficiency of career guidance. The scope of their cooperation includes such areas as development of methodology used in career guidance, organising trainings for persons performing career guidance and information services, as well as promoting guidance and diagnostic activities among employers. In implementation of these tasks the working teams receive expert support from research workers.</p>	<p>Poland still struggles with the problems related to the need for continuous update of career information due to the fact that information connected with the labour and education market becomes obsolete very fast. There is no separate institution in the country, which would prepare such information, therefore such tasks are fulfilled by the Ministry of Labour and Social Policy and by the institutions under the Ministry of National Education, among others. Vocational counsellors employed in units providing counseling services also update the vocational information.</p>

<p>Section 3</p>	<p>Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium.(1 = most important – 4 = least important)</p>			
<p>Political, economic and social changes and the changing role of career guidance and career guidance policies</p>	<p>1</p>	<p>Priority 2</p>	<p>3</p>	<p>4</p>
<p>Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities</p>	<p>1</p>	<p>Priority 2</p>	<p>3</p>	<p>4</p>
<p>The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners</p>	<p>1</p>	<p>Priority 2</p>	<p>3</p>	<p>4</p>
<p>Evidence-based practice; evidence-based</p>	<p>Priority</p>			

policies	1	2	3	4
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Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
<p>High-level key public policy/practice initiative 1</p> <p>The Ministry of National Education has taken measures to strengthen career guidance services under the modernisation programme for continuous and vocational education. Since 2009 the National Centre for Supporting Vocational and Continuing Education has been implementing a system project titled: “Development of the career guidance model, internet-based education and career information system”. The project aims at development and pilot implementation of the career guidance model which would provide access to guidance services for pupils, and widen access to reliable education and career information for students, parents, teachers and career guidance practitioners, by establishing the Internet Education and Career Information System acting as a web portal with information which could be accessed at the central, regional and local level.</p>	
<p>Linked most closely to Theme 1</p>	
<p>High-level key public policy/practice initiative 2</p> <p>The Ministry of National Education, with the use of structural funds, is implementing the following projects related to designing diagnostic tools and methodological materials supporting the process of recognising pupils’ vocational predispositions and interests. “Vademecum Talent” – an integrated assessment of pupils’ vocational predispositions and interests, “Get to know your interests and the world of vocational education”, “Recognising predispositions and interests as a guarantee for life success”, “DIAPREZAMUS – a diagnostic and methodological package supporting process of vocational orientation of children and youth”, “Methodological support for the process of recognising vocational predispositions of pupils”, “Labyrinth of professions – non-verbal tests of vocational predispositions and interests for pupils, with multimedia resources of career information”, “TalentGame – methodology and tools for diagnosing occupational predispositions and interests of pupils”, “Design and dissemination of a coherent package of diagnostic tools and didactic materials for recognising vocational predispositions and interests of pupils”, “Questionnaire on Occupational Interests for Youth – MŁOKOZZ”.</p>	
<p>Linked most closely to Theme 3</p>	
<p>High-level key public policy/practice initiative 3</p> <p>One of the most important actions undertaken by the Ministry of Labour and Social Policy in the recent years and having impact on the development of labour market services, including career guidance, was implementation of the ordinance on standards and conditions for provision of labour market services. The list below includes the basic assumptions of this legal act: basic labour market services should be performed and documented by public employment services in a uniform manner country-wide; there should be specified conditions of cooperation among employees of labour offices in relation to provision of services to customers, as well as specified conditions of cooperation between career guidance practitioners from poviats labour offices and from the Vocational Information and Career Planning Centres; there should be specified deadlines for undertaking by the labour offices particular actions as regards specific services of the labour market and specified technical conditions</p>	

necessary for provision of specific services; and there should be a minimum number of employees in poviats labour offices and in the VICPC.

Linked most closely to Theme 2

High-level key public policy/practice initiative 4 (additional, interesting)

An example of an interesting initiative which for three years now has been integrating hundreds of institutions at the central, regional and local level is the Polish Career Week. The Polish Career Week is the initiative of the Association of School and Career Guidance Practitioners of the Republic of Poland, and its aim is to inspire and promote country-wide, regional and local initiatives of career guidance practitioners for supporting the process of planning and choosing the educational path, profession, place of work and career. The target audience of this initiative includes all persons in need of professional support in planning their education, profession, work and career. This project is addressed to both pupils (children and youth), as well as students and adults, teachers and parents, with the objective of promoting conscious education and career planning. The programme of the Polish Career Week includes seminars and conferences, lectures, competitions, meetings with career guidance practitioners and employers, educational and job fairs, presentation of didactic films and materials, trainings, workshops, presentations, career festivals, open days in institutions providing career guidance services, games, contests, chats, etc. Every year hundreds of events are organised under the Polish Career Week. So far the editions of the Polish Career Week have been organised under the auspices of the Minister of Labour and Social Policy and the Minister of National Education.

Section 5

Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).

- It is necessary to improve and develop career guidance and a more common perception of its importance among a growing group of persons (policy makers, persons managing various institutions and persons using services of career guidance practitioners).
- Building partnerships and establishing cooperation between institutions which provide services related to career guidance in specific regions of the country increase the opportunities of development of such services.
- Increasing awareness among pupils, their parents and adults in relation to the possibilities offered by vocational education.