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USING THE OECD CAREER GUIDANCE QUESTIONNAIRE

REVIEW OF CAREER GUIDANCE POLICIES

FINAL REPORT

POLAND

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1. OVERVIEW

Here we would like a brief overview of arrangements for information, guidance and counselling services in your country.

1.1 Please provide a brief (no more than one page) overview of national arrangements for career information, guidance and counselling services in your country.

In answering this please describe the principal service providers, and indicate the extent to which the provision of career information, guidance and counselling overlaps with or is integrated with other services. Indicate how responsibility both for managing and for funding information, guidance and counselling services is divided: between different Ministries (for example Education and Labour); between different levels of government; and between governments and other providers. If possible, include as an Annex the contact details and homepages of key players and main providers of services. (Note: questions that allow more detailed descriptions of services can be found elsewhere in the questionnaire).

Career guidance and information services are provided mainly by two Departments of State: the Ministry of National Education and Sport and the Ministry of Labour and Social Policy. Each of the ministries manages and finances the services independently. While within the Ministry of Labour and Social Policy there exists a special Department of Vocational Counselling with a monitoring and co-ordinating function, in the Ministry of National Education and Sport there is no separate organisational unit of this type.

Within the Ministry of National Education and Sport, information and career guidance services are provided mainly by a network of 590 Psychological and Pedagogical Centres.¹ They employ counsellors based on the "Teacher's Charter" Act² (e.g. a full time position means a 20-hour work-week). All centres are supervised by local governments (at the poviát level, i.e. middle-tier of the local government structure, roughly corresponding to a district).

In line with their statutory tasks, the centres offer assistance to children and youth in the 0-19 age brackets. In this age group, a mere 7 per cent of the entire population receive direct specialist support from these institutions, in such areas as:

- early diagnosis and rehabilitation;
- counselling for teenagers (including preventing addictions);
- family counselling;
- help for the disabled children and teenagers; and
- career counselling.

The Ministry of Labour and Social Policy offers information and career counselling services on two levels. At the first, basic level, all activities are carried out by approximately 460 career counsellors who work in the poviát labour offices, which are supervised by higher local authorities called "starostwa".

The second level is composed of career counsellors from 51 Career Information and Planning Centres of the Voivodship Labour Offices, supervised by Voivodship Marshals (i.e. heads of provincial government. "Voivodship" roughly corresponds to a province]. These Centres offer comprehensive, professional services in career information and vocational counselling. Their staff provide individual counselling services as well as information related to career planning

¹ *Career Guidance in the Polish Educational System* by Grażyna Sołtysińska, National Centre for Vocational Training Support, Warsaw 2002.

² "Teacher's Charter" - Act of 26 January 1982 (with amendments) that regulates the status of teachers in the Polish educational system.

2. KEY GOALS, INFLUENCES, ISSUES AND INITIATIVE

Here we would like you to provide information about the broad goals for information, guidance and counselling services, about the influences that are shaping these services, about the key issues in their organisation, management and delivery, and about important recent initiatives.

2.1 What are the key objectives and goals of national policies for information, guidance and counselling services in your country? Please describe differences in objectives and goals that might exist between Ministries. Where a legislative basis exists for these objectives and goals, please provide details.

The key goals of Polish national policies concerning information, guidance and career counselling services are defined in the *National Strategy for Employment Growth and Human Resources Development*.³

The main goal formulated in the Strategy is wider involvement of citizens in the labour process. It is assumed that this will be achieved by:

- increased employability owing to development of quality human resources;
- promotion of entrepreneurship;
- improved ability of enterprises and their employees to adapt to the changing market conditions;
- enforcing a policy of equal opportunities on the labour market.

Improvement of employability will be of crucial importance with respect to career counselling because in most cases it is directly connected with individual career planning and career management, the need to acquire additional vocational skills, continued vocational training and equipping the individual with the ability of how to act on the labour market.

It is crucial therefore to create a system of widely available career information and to improve the quality and availability of counselling services. It is also indispensable to integrate more fully all institutions and stakeholders involved. This will increase the effectiveness and complementarity of such services.

The assumptions of the National Strategy for Employment Growth and Human Resources Development include⁴:

- adding career counselling to the overall school goals at every level of education;
- introduction the principle of the continuity of services in the sphere of planning and career development;
- increasing availability of career information for youth and adults;
- integration of career counselling systems for adults and for young people;
- ensuring high quality of individual services for career counselling by introducing uniform standards of services;
- ensuring ongoing improvement of career counselling methods and information materials facilitating career planning for individuals;
- creation of a system of training and vocational development in the sphere of career counselling and teachers – school counsellors;
- raising social awareness of the importance of continuing, individual career planning aimed to improve employability on the changing labour market.

³ National Strategy for Employment Growth and Human Resources Development, Ministry of Labour and Social Policy, January 2000.

⁴ *Ibidem*, pages 52 and 53.

It has to be said, however, that the government has achieved little as far as the fulfilment of the above objectives is concerned. In order to be realised, those objectives require substantial organisational and legal changes. Drafting a bill on integrated career counselling system for youth and adults seems a most expedient solution.

The recent government document (still under preparation) defining the goals and objectives of national policy in the sphere of career information and counselling services is the "Sectoral Operational Programme – Human Resources Development"⁵. It is one of the six sectoral operational programmes that are to serve as the vehicles for the implementation of the National Development Plan (the National Development Plan identifies the key structural operations which Poland, as a member of European Union, intends to launch in the years 2004 - 2006 using UE support funds in order to create favourable conditions for sustainable growth and improved standards of living).

The overriding goal of the *Sectoral Operational Programme – Human Resources Development* is to "build an open, knowledge-based society by ensuring favourable conditions for the development of human resources through education, training and work".⁶

In legislative terms, the goals and objectives of national policies for information and career counselling services are defined in the Employment and Counteracting Unemployment Act of 14 December 1994 (Journal of Laws 6/2001 item 56 as amended).

Article 17 (Career Counselling) stipulates that:

1. The aim of career counselling is to provide the unemployed and other job-seekers with career information in order to help them choose a suitable occupation and employment and to help the employers select suitable candidates for positions requiring a specific physical and mental disposition.
2. Career counselling should be organised according to the following principles:
 - a) availability of services for all the unemployed and other job-seekers as well as for employers;
 - b) non-compulsory character of career guidance services;
 - c) equality of access to career counselling services for all, regardless of their nationality, sex, religion, membership of any political, social organisations or other considerations;
 - d) freedom of choice regarding occupation and employment;
 - e) free-of-charge access to career counselling services;
 - f) confidentiality and protection of the personal data of the unemployed and other job-seekers who make use of counselling services;
3. Career counselling services are provided by the Poviats Labour Offices and Centres for Career Information and Planning in the Voivodship Labour Offices.
4. Career counselling services are provided both for individuals and for groups.
5. Individual counselling may be preceded by a medical and psychological examination, at no cost for the unemployed or other job-seekers.
6. Such medical checks are carried out solely with the consent of the person concerned.

<p>2.2 What are the major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services?</p>
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The following factors influencing the shape of national policies for information and career counselling services can be listed:

- high level of unemployment resulting from such factors as insufficient education, skills and qualities ensuring (employability);

⁵ Sectoral Operational Programme - Development of Human Resources (draft), Ministry of Labour and Social Policy, July 2002.

⁶ *Ibidem*, page 8.

- dismantling the system of labour offices. As a result, the offices function in isolation, are permanently underfinanced and suffer from a high turnover rate (50 per cent per year). Effective and efficient employment-related activities require an in-depth knowledge of the labour market, as well as adequate regulations, methods and tools;
- considerable influx of young graduates and school-leavers into the labour market (baby-boomers of the 1980s);
- lack of support for career counselling from the academic sector and the resulting lack of papers, publications, reports and analyses showing the need for the development of career counselling and lobbying the issue among the frequently changing decision-makers;
- shortage of private institutions providing career counselling services;
- lack of consistent, co-ordinated activities in the field of career counselling on the part of the Education and Labour Ministries.

2.3 What are the most important issues facing policy makers in your country in the organisation, management and delivery of information, guidance and counselling services?

The most important issues that the policy makers in Poland face in the sphere of organisation, management and delivery of career information and counselling services include:

- 1/ subordinating career counselling services to two ministries, and the ensuing lack of consistency of actions and the dissimilar status of counsellors - in educational institutions, counsellors are employed pursuant to the "Teachers' Charter", whereas counsellors in the Labour Offices are employed using the pay structures for the local administration. As a result, both the workweek and salaries of counsellors can considerably differ;
- 2/ there is no definition of the counsellors' status, which is a new occupation (inadequate pay structures and low salaries) and a high turnover rate of counsellors in labour offices;
- 3/ low awareness of the role and unique character of career counselling services among the potential decision makers (local governments), resulting in:
 - lower availability of services;
 - obsolete databases for career information;
 - dissipation of available resources;
 - weaker topical supervision;
 - encumbering career counsellors' with responsibilities that are not connected with career counselling;
 - shortage of career counsellors in the labour offices.
- 4/ shortage of funds earmarked for career information and counselling services, reduction of funds after the year 2000 (counsellors working in the labour offices are subordinated to local governments).
- 5/ low priority of career information and counselling issues in the Ministry of Education – lack of any separate organisational unit (department or division).

2.4 Please describe any recent (last five years) initiatives and changes that are of particular significance for the organisation, management, funding, staffing, or delivery of information, guidance and counselling services.

For example you might like to describe initiatives such as: government reports that have recommended new approaches or new priorities, new methods and philosophies of providing services (for example within the context of lifelong learning), new or proposed legislation and regulations, new or upgraded services or the down-sizing or elimination of existing services, changed priorities for access to services, changed responsibilities between agencies for the provision of services, new education and training requirements for staff, initiatives to engage citizens in the planning and delivery of services, changes in the involvement of the private sector, technological developments that have made a real difference to the ways in which services are delivered and/or accessed

The changes that are significant in this respect include:

I. Initiatives and changes that have a positive impact:

- 1) Development of a uniform structure of career counselling services in the labour office system in the years 1995-2001. Over 600 well-equipped workplaces for career counsellors were created. The cadre of career counsellors (its organisation, professional development and training) might serve as a model example of effective and efficient government administration;
- 2) Setting up a network of Centres for Career Information and Planning in the Voivodship Labour Offices (51 offices in 1999);
- 3) Computerisation of counsellors' workplaces within the Labour Offices System – equipping the offices with state-of-the-art software – a multimedia application “Counsellor 2000” (for a short description see Annex 2);
- 4) Development of the standard for the "Career Counselling" service by the National Labour Office (1999);
- 5) Elaboration of the "Integrated Model of Career Counselling in Poland" (1999);
- 6) Setting up the Methodological Centre for Career Information and Counselling (2000) within the structures of the National Labour Office;
- 7) Development of a professional qualification standard for the occupation of “career counsellor” (2000);
- 8) Launching the Vocational Guidance Forum at the Task Force for Training and Human Resources (BKKK) - the National Observatory
- 9) Launching the National Resource Centre for Vocational Guidance at the National Labour Office and National Support Centre for Vocational Education - KOWEZ (1999) – implementation of projects under the Leonardo da Vinci Programme;
- 10) Admission of the Polish Association of School and Vocational Counsellors to the International Association for Educational and Vocational Guidance – IAEVG (2000);
- 11) Organisation of the IAEVG World Counselling Congress by the Polish Association of School and Vocational Counsellors with the financial support of the Ministry of Labour and Social Policy and the Ministry of National Education and Sport (2002).

II. Initiatives and changes that have a negative impact:

The key negative change that has a strong influence on the organisation, management and provision of career information and counselling services is the dismantling of the Labour Office System. The rapid and intensive development of career counselling that took place in Poland in the years 1994 - 2000 was largely possible owing to the proper functioning of the Labour Office system. This system made it possible to:

- allocate some of the responsibilities to several units across the country;
- verify, implement and evaluate career information and counselling products;
- organise training courses, meetings, and work teams throughout Poland;
- offer co-ordinated topical support and implement new methods nationwide;
- gather local information and distribute it across the country;
- collect and process data from local labour markets.

Starting from the year 2000, labour offices were subordinated to local governments. From a uniform, modern government administration these offices were transformed into local institutions (lacking any vertical structure) that implement local policies connected, to a smaller or greater extent, with the labour market. They lack topical support, co-ordination and networking.

The Labour Office System, created with a great financial effort (the World Bank loan) and huge contribution from many people who helped put it together, staffed with well-trained, professional personnel, has changed into a disoriented bunch of local institutions that – like a smoothly operating mechanism whose steering and power supply systems have suddenly come to a halt – are helplessly looking for a reason justifying their existence. Currently, the functioning of labour offices depends on the level of knowledge and awareness of the needs of local governments. As a result, a whole gamut of development scenarios can be taken into consideration, ranging from responsible local governments that not only continue the good practices of career counselling but also spare no effort to improve them, to a complete regression, in which the well-trained personnel are dismissed or leave voluntarily and where

tasks relating to career information and counselling services become a low priority task, replaced by other bureaucratic procedures that the counsellors now have to perform.

3. POLICY INSTRUMENTS FOR STEERING SERVICES

Here we wish to know about the key policy instruments that are used to steer information, guidance and counselling services, and about how policy goals are translated into service delivery.

3.1 How important is legislation in steering information, guidance and counselling services in your country? Please briefly describe the main pieces of legislation that directly affect information, guidance and counselling services. More complete details and examples can be provided in an Annex.

The basic legislation, which defines the need for organisation and support to career information and counselling services by public authorities is the Constitution of the Republic of Poland dated 2 April, 1997. It guarantees the right to career counselling services to all Polish citizens. In Poland, two different Ministries are responsible for career counselling:

- Ministry of National Education and Sport – counselling services for the learning youth, implemented via psychological and pedagogical centres and schools;
- Ministry of Labour and Social Policy – counselling services for adults provided by units of public employment services.

The legislation regulating work of psychological and pedagogical centres and schools in the sphere of career information and counselling is the Educational System Act of 7 September, 1991 (Journal of Laws 1996 as amended) and the accompanying regulation of the Education Minister of 1 January, 2001 on the principles of organisation and provision of psychological and pedagogical support in public kindergartens, schools and other educational institutions (Journal of Laws 13/2001 item 110).

Public schools and counselling centres provide free career information and counselling services to students and their parents, primarily in the sphere of further education, choice of occupation, career planning.

The functioning of labour offices in the sphere of career information and counselling is regulated by the Employment and Counteracting Unemployment Act of 14 December, 1994 (Journal of Laws 25/1997 item 128 as amended) and the accompanying regulation of the Labour Minister of 9 February, 2000 on detailed principles of provision of career information and counselling services, organisation of training courses for the unemployed, building of methodological background for career counselling, organisation and financing of labour clubs (Journal of Laws 12 item 146, art. 36).

Tasks related to career information and counselling are performed by 373 poviat labour offices and 51 Centres for Career Information and Planning operating within the structures of the voivodship labour offices. Career counsellors employed in public employment services (approx. 700 counsellors all over the country) offer assistance to the unemployed and other job-seekers in solving their career problems.

3.2 What other instruments are normally used for the political steering of information, guidance and counselling services and to monitor implementation?

For example you might like to describe the use of instruments such as outcomes targets, mandatory or voluntary service quality standards, mandatory or voluntary competency standards and qualification standards for staff, competitive tendering for services and the like.

A very important political tool for steering and monitoring of career information and counselling services is the National Strategy for Employment and Human Resources Development for the years 2000-2006 and the accompanying National Action Plan for Employment. Its priorities and major activities should ensure a steady development of career counselling services, which is now subordinated to two ministries.

3.3 Please describe how government regulation, funding and provision of information, guidance and counselling services are related to one another. Is the same (government) body typically responsible for all three, or are they carried out by separate agencies?

As it was mentioned before, career counselling is subordinated to two different ministries. There is no single body on the central level of government that is responsible for this sphere. The Ministry of National Education and Sport is responsible for the development of career information for young people at school, whereas the Ministry of Labour and Social Policy is responsible for counselling services targeted at adults, especially the unemployed and job-seekers.

Currently the Ministry of National Education and Sport is preparing the ground for school job counsellors who would support the school's activities by launching and stimulating the educational process that would help each student to prepare a rational career decision, expressed in the form of a plan of individual education and career path.

3.4 What mechanisms, if any, exist for co-ordinating information, guidance and counselling services: between different Ministries; between different levels of government; between governments and other parties such as employers, trade unions, the private sector, and community groups; between services for youth and for adults; and between the different agencies that provide services? What barriers exist to co-ordination of services and to networking among providers?

Solving important problems by the two ministers is carried out on an ad hoc basis. One example of co-operation might be the joint establishment of the National Resource Centre for Vocational Guidance (Leonardo da Vinci Programme), under the agreement between the Education Minister and the Director of the National Labour Office of 6 July 1999. The tasks of the National Resource Centre for Vocational Guidance are performed by two teams: one is established at the Ministry of Labour and Social Policy and the other at the National Centre for Vocational Education Support of the Ministry of National Education and Sport. The work of both teams is co-ordinated by the National Steering Committee. Both ministries nominate the members of the committee, selected from among non-governmental organizations, social partners, representatives of universities and the National Agency of the Leonardo da Vinci Programme. The committee identifies policies for the National Resource Centre for Vocational Guidance in keeping with the strategy for the development of counselling services adopted on the central level. It also performs evaluation functions, and assesses both the progress and outcomes of the Centre's activities.

The so-called Employment Councils represent an important (albeit rarely used) co-ordination mechanism of career information and counselling services. Members of these councils are representatives of trade unions, employer organisations, government administration bodies and representatives of local governments (Cf. The Employment and Counteracting Unemployment Act of 14 December, 1994). The Supreme Employment Council is an opinion and advisory body assisting the Labour Minister, whereas the Voivodship Employment Councils assist the marshals and the Poviats Employment Councils – the starosts (heads of poviats governments). Major activities relating to career information and counselling services development could be co-ordinated with the help of the relevant employment councils, depending on the level of the administration structure.

3.5 What barriers exist to co-ordination of services and to networking among providers?

The need for co-ordination of services and networking between providers of career guidance services and their social partners is expressed in the project entitled "An Integrated Model of Career Counselling in Poland".⁷

The key existing barriers to co-ordination of these services include:
lack of understanding of the role and unique character of career guidance services among potential policy makers (the decision makers change far too frequently on the local and the central level alike);
low priority of career guidance issues in the Ministry of National Education and Sport as compared to the Ministry of Labour and Social Policy;
lack of favourable conditions (legal regulations) for the development of non-public providers of career guidance services.

4. THE ROLES OF THE STAKEHOLDERS

Here we wish to know about the roles played some key stakeholders other than government Ministries -- such as employer organisations and trade unions – in information, guidance and counselling services.

While answering this question, it should be borne in mind that the development of this branch of services has been very rapid in the recent 10 years and there are many areas of its functioning which still need refining and improvement. For example, social awareness of the significance and practical importance of these services lags behind the fast development of knowledge, tools and methods of career information and counselling. Hence, there is no significant activity of partners other than the two Ministries (such as for example employer organisations, trade unions, etc.).

It is undoubtedly necessary to undertake large-scale activities popularising knowledge of the significance of career information and counselling services. The awareness of advantages and benefits offered by professional services of this type (especially among teachers, decision-makers, parents and potential clients themselves) remains, as yet, definitely unsatisfactory.

Starting co-operation with a wide range of social partners who should take part in the production and promotion of career information and counselling services is yet another task. However, a question arises: who should accomplish this? The ministries are mainly interested in the realisation of their tasks and not in the development of this area of services in general. It seems that given the existing possibilities, the National Resource Centre for Vocational Guidance (operating within the Leonardo da Vinci Programme - see section 3.4) could play the role of a well-established institution, defining the perspectives of the further development of career counselling in Poland. Nonetheless, the basic condition would be to ensure institutional support for such an initiative and to separate this function from the structures of the two Ministries, which is the status quo.

⁷ Trzeciak W., Drogosz-Zabłocka E.: "An Integrated Model of Career Guidance in Poland", National Observatory for Vocational Education and Training, Warsaw 1999.

Employer organisations

4.1 What role do employer organisations play in regulating or funding information, guidance and counselling services?

For example by participating in advisory and co-ordination bodies; by contributing to common funds for information, guidance and counselling services; through providing employee leave to take part in career guidance; or through participation in programme management committees.

In Poland, no tradition or practice related to the participation of employer organisations in the regulation or financing of career information and counselling services has emerged as yet.

4.2 What initiatives do employer organisations take to help provide information, guidance and counselling services?

For example: involvement in career information programmes in schools and tertiary education; the provision of guidance and counselling; organising careers fairs and exhibitions; or the production of career information.

The only initiatives related to career information and counselling services in which employer organisations are involved include co-operation in the organisation of labour fairs and occasional co-operation with career bureaus at universities.

During the gathering of career information, direct contacts with employers are established, with a view to paying visits in institutions and enterprises, job analysis and job description, etc.

4.3 Does employer involvement in information, guidance and counselling services tend to be:

In answering this question please tick the box that best applies. You might also like to add some descriptive material in support of your response.

Seldom		Occasional		Regular
1X	2	3	4	5

	Mostly local, but some national	50-50	Mostly national, but some local	National
Local	2X	3	4	5

As regards the situation described above, it is difficult to discuss employer involvement in career information and counselling services. The existing initiatives are in most cases local in character and are seldom developed into lasting and systematic operations.

Trade unions

Considering the fact that trade unions in Poland play no role in the area of career information and counselling, we leave the sections 4.4 to 4.6 below unanswered.

4.4 Do trade unions play a role in regulating or funding information, guidance and counselling services?

For example through participating in advisory and co-ordination bodies, or in programme management committees.

4.5 What initiatives do trade unions take in providing information, guidance and counselling services?

For example involvement in career information programmes in schools; providing guidance and counselling; or producing career information. Here also describe any initiatives taken by trade unions to provide information, guidance and counselling services to their own members.

4.6 Does trade union involvement in information, guidance and counselling services tend to be:

In answering this question please tick the box that best applies. You might also like to add some descriptive material in support of your response.

Seldom		Occasional		Regular	
1	2	3	4	5	
Local		Mostly local, but some national		Mostly national, but some local	
1	2	3	4	5	National

Other Stakeholders

4.7 Please describe ways in which policies encourage other stakeholders – such as parents, associations of students, alumni, community organisations, educational institutions or the end-users of services -- to play a role in information, guidance and counselling services.

For example through roles that are expressed in legislation; through policies to contract service provision to non-government organisations; through membership of advisory bodies; through membership of programme management committees.

Both the existing and the currently developed social policy strategies significantly encourage and promote other stakeholders' participation in the production and provision of information, guidance and counselling services. Private non-profit organisations (e.g. see section 9.9), such as foundations or associations, can be regarded as key stakeholders in this respect. Obviously, encouragement and declarations are not enough; they should be accompanied by reinforcement and support, for example by clear, transparent and consistent strategies of contracting tasks.

Owing to independent activities of some foundations and associations, sometimes interesting projects are successfully completed. These bodies also participate in preparing legislation or sit on advisory bodies. However, there is no structured system of involving the stakeholders into the planning of government activities.

Here are some examples of good practice:

- an extremely interesting initiative is the establishment of the Vocational Guidance Forum - operating since 2000 at the Task Force for Training and Human Resources.

The Forum brings together a wide representation of career counselling organisations and institutions around different topics of meetings;

- participation of the members of Polish Association of School and Vocational Counsellors in the work of expert groups set up by the Ministry of Education, relating to such issues as the conditions for the development of career counselling, principles of operation of career counsellors at schools or creating a system of career information.
- implementation of the programme entitled "ViDI - a Virtual Internet Counsellor" (www.telepraca.pl/v_d) by the Foundation for Social Policy Development with the participation of the Polish Association of School and Vocational Counsellors.

5. TARGETING AND ACCESS

Here we want to know about priorities for access to information, guidance and counselling services. This section also asks about how services are provided for adults.

5.1 Please describe any priorities or target groups for information, guidance and counselling services, including how priority needs are established.

For example target groups might include: school students; young people; adults; unemployed people; those receiving social welfare benefits; tertiary education students; employees; refugees and members of ethnic minorities.

Priorities for career information and guidance services are defined depending on the current situation on the labour market. Currently, one of the priorities for the year 2002 is the implementation of the National Graduate Career Stimulation Programme called "The First Job". The programme is mainly targeted at recent graduates on all educational levels. In 2002, approx. 900,000 students will complete school education. It can be expected that approx. 520,000 (!) will need help in the process of entering the labour market

The aim of "The First Job" Programme is to counteract unemployment amongst this group of service users, to reduce unemployment among school graduates, reduce the period of their professional inactivity to a minimum and counteract psycho-social effects of their unemployment.

In addition to nationwide programmes, career counsellors employed at labour offices take part in initiatives on the regional scale (voivodships), where they provide services targeted at various groups, e.g. to the long-term unemployed, unemployed in the rural areas, disabled persons, employees who were made redundant, etc.

5.2 How are any such priorities or targets expressed?

For example give details of any legislation that provides rights or entitlements to services for particular groups.

Priorities are set by the government, i.e. "The First Job" activities package is a result of the Economic Strategy "Enterprise – Development – Jobs". "The First Job" programme is one of the implementation tools of the "National Strategy for Employment Growth and Human Resources Development in the years 2000 - 2006", based on the European Employment Strategy. "The First Job" programme is comprehensive in character and is accompanied by various legal regulations, such as: amendment to the Privatisation and Commercialisation of Enterprises Act, Public Welfare Organisations and Voluntary Organisations Act, regulation of

the Council of Ministers on the allocation formula for the Labour Fund, and guidelines for the development of voivodship programmes for graduate employment.

5.3 Where such priorities exist, what active steps are taken to ensure that access to services is possible for target groups?

For example "one-stop-shops"; drop-in services that do not require appointments; telephone help-lines; use of community organisations for service delivery; targeted advertising.

"The First Job" programme is accompanied by extensive information on available forms of support and addresses where services are provided; information and programme promotion in the mass media (public television), the programme web site (www.1praca.gov.pl), publications, hot-lines, courses, etc.

5.4 Typically, are different methods used to provide services for different target groups?

Career information and guidance services are offered in different ways depending on the target group, both for individuals and for groups (e.g. methods used in the case of the long-term unemployed include "Development of individual characteristics improving employability, an "inspiration course" and other methods used by the counsellors in labour clubs).

5.5 Do examples exist in which individuals are required to take part in guidance and counselling?

For example to continue to receive social security benefits or pensions; or to avoid expulsion from school.

Both in legislation and in practice the rule of the voluntary (i.e. non-compulsory) nature of career guidance services is observed.

5.6 Do policies for information, guidance and counselling services favour:

- A comprehensive approach (so that services are universally accessible and meet a wide range of needs); or
- A targeted approach that favours those in greatest need; or
- Both of these approaches.

Owing to the small number of the counselling personnel in labour offices, a direct attitude prevails that favours people who are in greatest need (especially when career guidance services, both for groups and individuals, are taken into account). As far as informative activities are concerned – an open attitude is common, with no preferences for any target group (especially in the Centres for Career Information and Planning of the Voivodship Labour Offices).

5.7 Please describe the major gaps, if any, in the provision of information, guidance and counselling services. Are there any groups whose needs appear to be met less effectively than others?

Definitely, there is inadequate access for school students to career information and guidance services. Both in psychological and pedagogical centres and in labour offices the demand is much higher than counsellors' ability to satisfy it.

According to the legal regulations, career information and guidance services for school students should be provided by psychological and pedagogical centres. However, their staffing and equipment is not sufficient to provide services for all who need them.

Assistance to young people is provided through a network of 51 Centres for Career Information and Planning of the Voivodship Labour Offices that offer services for secondary school students. At the same time, however, this limits the availability of career information and guidance services for the unemployed and adults.

Great interest in guidance services offered by the labour offices among school students is a consequence of the modern infrastructure of the labour offices and attractive methods of work.

It can also be assumed that the disabled have a difficult access to this type of services since the counselling staff in labour offices is too small and there is not a sufficient number of centres that would be specially adapted to accommodate the disabled.

The most serious gap in the Polish system of career guidance services is the lack of services provided by private institutions that would supplement the public services system (complementary character of career guidance services).

Another barrier is also the lack of legislation concerning the position of career counsellors at schools. This barrier should be partly eliminated in the near future owing to efforts which are currently under way in the Ministry of National Education and Sport.

Services for adults

5.8 Please describe how information, guidance and counselling services are organised and provided for adults in your country.

For example: which agencies (educational institutions, community organisation, the public employment service) typically provide services for adults; are these different from the agencies that provide services for youth; how are different agencies co-ordinated; what priority do services for adults have compared to services for youth; what recent initiatives have been taken to provide services to adults.

Career guidance services are provided on two different levels.

The first level is a basic one and refers to career counsellors employed in the Poviats Labour Offices subordinated to "starosts" (i.e. heads of local government at the poviat level). Their main task is to assist the clients of labour offices in solving their career problems. The clients are both people who plan to choose their future occupation and people who already have some work experience and who want to retrain; the unemployed who have problems with finding a new job and people threatened with unemployment. It is worth mentioning here that the role of career counsellors in a labour office is to optimise a broad range of activities carried out by other employees of the office. In the office, the counsellor plays the role of an expert for job brokers, experts in training programmes for the unemployed, job clubs leaders, and employees who deal with loans for business ventures, etc. Career counsellors offer advice in solving different career problems to the unemployed and other job-seekers. They also help employers choose appropriate candidates for work. In addition to activities aimed at clients, they also carry out other activities that are intended to create a network of labour offices partners. Counsellors in the poviat labour offices gather and update the information on jobs on local labour markets and make it available to people wishing to choose an occupation or change an occupation by acquiring new qualifications. They offer individual career advice, conduct group sessions for young people entering the labour market and for the unemployed.

Counsellors with a background in psychology carry out studies of interests and aptitudes, and make an individual evaluation of the client. They help the unemployed develop and implement their individual career plans. They also take part in programmes for counteracting unemployment organised by labour offices, e.g. in the programme for recent graduates. In the structure of the Poviats Labour Offices, the position of the career counsellor is closely connected with the position of the expert in unemployed training, which makes it easier to assess the training needs of the unemployed and to choose appropriate vocational training. Career counsellors holding degrees in psychology are entitled to provide psychological services for clients, such as: tests, interpretation of the test results, preparing an opinion in order to use the test in the counselling process. Additionally, counsellors are entitled to provide services for employers related to the selection of appropriate candidates for positions requiring a specific physical and mental disposition. In 248 Poviats Labour Offices, career counsellors make use of specially prepared Career Information and Guidance Rooms which are furnished with suitable facilities necessary to provide counselling services (group counselling).

The second level of career guidance in the labour offices are counsellors working in a network of 51 Centres for Career Information and Planning in the Voivodship Labour Offices subordinated to marshal offices (local government at the regional level). It is worth mentioning here that the establishment of the first such centres in the labour offices was made possible owing to an agreement signed between the Polish and German Ministries of Labour. This project was implemented by the German Federal Labour Office and the Polish National Labour Office.

As a result of this co-operation, the Polish Centres are an adapted version of similar institutions operating in the German employment services system. Career information databases, their complementary character, forms of distributing information (files on specific occupations, sets of leaflets, short films on specific occupations) and information-related activities – all this was elaborated in co-operation with the German experts. The network of Centres for Career Information and Planning in the Voivodship Labour Offices offers to its clients complementary information on occupations, vocational education and training possibilities and about employers' demand for qualified personnel. Counsellors help clients solve their specific career problems by individual and group consultations. The Centres are very popular with school and university students. The counselling staff of 5-10 people (per Centre) offers professional assistance to those groups of clients who were not able to receive it in the Poviats Labour Offices. The Centres' target groups are clients of the labour offices, particularly – owing to the open-access nature of their services – the unemployed, job-seekers and people threatened by unemployment. Career counsellors working in the centres offer individual counselling programmes, make available career information and provide specialised services concerning career planning. They also help clients assess their employment opportunities, define suitable career goals, improve their employability. It can be said that they also build the clients' independence in their efforts aimed at finding and keeping a suitable job. Through career assessment using such tools as psychological methods, information resources, analysis of experiences and decision-making training, career counsellors help clients solve problems related to employment. One of the important tasks of career counsellors working in the Centres is gathering, updating, collating and disseminating region-wide career information (preparing publications concerning vocational training for adults, the labour market, employers' expectations concerning candidates for work, etc.).

Another significant element of the counsellors' work is popularisation of the concept of career counselling in the society (co-organisation of such events as: Labour Fairs, Education Fairs, Enterprise Fairs, Career Days, etc.). To this end, information available on the Internet is frequently updated. It should also be added that the 16 Centres are located in cities which are the seats of voivodship governments and that they co-ordinate the development of career guidance services in their respective voivodships.

A new initiative launched by some of the Centres for Career Information and Planning is implementation of EU projects under the Leonardo da Vinci Programme (career guidance in the European dimension).

In 2000, Career counsellors working in labour offices, despite many problems connected with reorganisation and financing, well performed their duties, which is corroborated by statistical reports⁸ indicating that in the year 2000, 253,399 people (excluding school students) made use of career guidance services, 60 per cent of whom were women, and 90.5 per cent were the unemployed.

In 2000, the Poviats Labour Offices in 2000 altogether had 228,413 clients, whereas the Centres for Career Information and Planning – 23,480 clients. Statistics show that among the selected categories of the unemployed, the group up to 24 years of age was the most numerous clientele (43.2 per cent). The values for the rural unemployed and recent graduates were roughly similar (36.3 per cent and 32.6 per cent, respectively).

The most frequently quoted reason for making use of guidance services was search for a job (44.0 per cent). On the other hand, gaining new qualifications (vocational training or development) was quoted by 28.4 per cent clients. 20,795 clients took psychological tests (most frequently - young people under 24 and recent graduates).

To summarise, it could be said that activities that are undertaken by counsellors not only meet the expectations of various clients but also produce the most desirable effect, which is taking up employment.

6. STAFFING

Here we wish to know about the types of staff that provide information, guidance and counselling services in your country, and about their qualifications and competencies.

In answering this section, please describe differences between staff in the different settings in which information, guidance and counselling services are provided: for example schools, tertiary education, community organisations, public employment services.

6.1 What types or categories of staff are employed to provide information, guidance and counselling services in your country?

For example information librarian, classroom careers teacher, school counsellor, public employment service counsellor.

At the beginning of the 1990s, labour offices hired staff with secondary or tertiary education for career counsellor positions. In 1993, the National Labour Office ruled that until professional university courses are offered for career counsellors, only those having an MA degree, preferably in psychology, pedagogy or sociology, can be hired as career counsellors.

In 1995, the profession of career counsellor was added to the “Classification of Occupations and Trades”.

In 1997, a university curriculum for career counsellors was introduced using the programme developed by the University of Łódź (as part of the World Bank project TOR#8 implemented by the Ministry of Labour and Social Policy). The following courses are offered:

- 3-year BA programme in career counselling; its graduates will be licensed career counsellors and will be able to continue education at the MA level in the specialisation: psychology of career counselling;
- 5-year MA programme in psychology, specialisation: career counselling psychology;

⁸ Information on the Delivery of Career Guidance Services in Labour Offices in 2000. Service Standardisation Department of the National Labour Office, Warsaw, April, 2001, pages 9 and 10.

- 1-year postgraduate studies in career guidance addressed to graduates from psychology studies;
- 2-year postgraduate studies in career guidance addressed to graduates from other faculties than psychology.

The National Labour Office also opened up possibilities in the sphere of short or long-term vocational training programmes for counsellors. Training courses with the participation of foreign experts as well as in-service training programmes. Moreover, career counsellors employed in the poviats labour offices participate in training courses organised by the Centres for Career Information and Planning of the voivodship labour offices.

Some of career counsellors took part in training courses abroad (study visits) and courses in Poland with the participation of experts from Germany, France, US, Denmark and Sweden. In-service training courses were conducted by experts from tertiary education institutions, ministries and the National Labour Office.

Career counsellors are provided with amenities for self-education including information and methodological materials developed and disseminated by the National Labour Office.

The main group of career counsellors in the Psychological and Pedagogical Centres (about 90 per cent) are psychologists and teachers. Most of them (about 60 per cent) systematically raise their qualifications during short training courses and vocational development programmes dealing with such issues as: preparing students for the choice of occupation using active methods, diagnosis techniques, etc. Over 30 per cent of career counsellors have completed postgraduate studies in vocational orientation and career guidance, and many of them have various specialisation degrees in this field. All of them are university graduates and hold at least a master's degree.⁹

6.2 What is the best information that can be provided on the number of staff, by type or category, who are employed to provide information, guidance and counselling services in your country? Please indicate if information on their age, gender and equity group structure is available.

703 career counsellors are employed in labour offices (including 460 employed by the poviats labour offices and 243 in the Centres for Career Information and Planning). Career counsellors are university graduates. 41.1 per cent of counsellors graduated from pedagogy faculties, 16.4 per cent – from sociology, 15.5. – from psychology and 25 per cent from other faculties. There is no detailed information concerning the age of career counsellors. About 95 per cent of all counsellors are women.

In the Psychological and Pedagogical Centres, about 1,500 counsellors provide career information and guidance services. Most of the counsellors are women (90.2 per cent). Over 60 per cent of counsellors have 10 years of work experience, and 74 per cent of all counsellors are under 45. It is a young cadre, with good academic background and ambition to enhance their professional qualifications.¹⁰

⁹ *Vocational Guidance in the Polish Educational System*, Grażyna Sołtysińska, The National Centre for Vocational Education Support, Warsaw, 2002.

¹⁰ *Ibidem*, page 4

6.3 What education and training qualifications are the different types or categories of career information, guidance and counselling staff required to have? (Where qualifications are required, please indicate whether it is government or a professional association that requires them, and describe relevant professional licensing bodies).

For example teaching qualifications, university degrees in psychology, special diplomas in guidance and counselling, post-graduate qualifications, completion of in-service courses and so on. Please describe the length of the education and training and the type of qualification that it leads to. Please describe any differences in requirements between the different settings in which services are provided.

Career counsellors working in labour offices have higher education diplomas (BA or MA degrees); many of them completed postgraduate studies in career counselling. Short and long-term courses, whose completion is awarded with certificates, play an important part in vocational development of career counsellors.¹¹ Most frequently, the subject matter of such training courses includes methodologies and techniques of career guidance for individual clients and groups. For instance, career counsellors with a background in psychology were trained how to use Holland tests (on interests) and the General Aptitudes Tests Battery (GATB). It is worth mentioning that in 2000 a team of experts¹² developed a draft of the "Description and standard of professional qualifications for career counsellors". It specifies requirements for career counsellors working within the structures of the two Ministries. The level of qualifications is described in the table below.

		Level of Education and Training					
		Teaching qualification	University degrees in psychology	Special diplomas in guidance & counselling	Post-graduate qualification	In-service courses	Other
Type of staff position	Counsellor in government agency	-	yes	yes	yes	yes	-

6.4 What, typically, are the types of competencies (or knowledge and skills) that these different types or categories of workers are required to have?

For example communication skills, group facilitation skills, individual and group assessment skills, labour market knowledge, knowledge of career development theory.

The requirements for career counsellor positions in labour offices are the following:: communication skills, ability to conduct guidance interviews and to work with groups, job analysis, ability for individual and group evaluation, knowledge of the labour market, knowledge of the career development theory, negotiating skills, job brokerage skills, and in the future – skills in transnational information management (using information technologies).

¹¹ Issued by the Director of the National Labour Office.

¹² The draft was developed by: H. Bednarczyk, D. Koprowska, M. Żurek and U. Jeruszka.

6.5 How are the competencies or knowledge and skills required of those who provide information, guidance and counselling changing, and why? What is being done to meet these changing knowledge and skill needs?

It is possible to observe fundamental changes in the patterns of young people's transfer from school education to labour market. An increasing number of young people in Poland have a difficult career start due to the lack of job vacancies. Adaptation of the educational system to the changing realities of the labour market is a serious challenge. The nature of labour is also changing, and employers set higher and higher requirements for candidates. All this necessitates the need for continued training for career counsellors and for acquiring new competencies so as to be able to meet the requirements of their day-to-day work. In Poland, there are many possibilities for education and training of career counsellors. Their offices have been equipped with computer hardware and software. Databases on resources have been created as a result of international co-operation and opening up of the Polish counselling and guidance system to the solutions adopted by countries with extensive experiences in this field. The establishment of the National Resource Centre for Vocational Guidance (Leonardo da Vinci Programme) facilitates ongoing co-operation with a network of National Centres in the European Union countries and in the so-called candidate countries and development of the career counselling system having a European dimension.

In order to create favourable conditions for acquiring new competencies by career counsellors under the Leonardo da Vinci Programme, the "Transnational Vocational Guidance" project is currently under way. The outcome of the project will be a curriculum for transnational post-graduate studies in career guidance. When it is launched, Polish, German, Austrian and Hungarian career counsellors will acquire qualifications confirmed with one certificate, recognised in all of these countries.

6.6 What opportunities exist for information, guidance and counselling service staff to update their knowledge and skills?

For example: Do industrial agreements allow time for recurrent education and skills upgrading? What time, and what programmes, do government agencies provide for the purpose? What recurrent education and skills upgrading courses are provided by tertiary institutions?

In order to systematically update the knowledge and skills of career counsellors, a series entitled "Information and Methodological Bulletin for Career Counsellors" has been published for the past 10 years (21 issues have been published so far). The bulletins are distributed to all career counsellors across the country. Additionally, there are other materials, papers, reports and other publications which are published irregularly. Career counsellors also attend various seminars organised as part of the Leonardo da Vinci Programme and conferences organised by the Polish Association of School and Career Counsellors. A great deal of information that is useful in the work of career counsellor is available on the Internet (for example at: www.telepraca.pl/sdsiz). Career counsellors can also improve their qualifications at postgraduate studies offered by several universities.

6.7 Please describe any policies that exist to systematically make use of groups such as alumni, parents and local employers in delivering services.

For example by acting as mentors, or by visiting classes to provide information on careers.

There is no policy of making use of such groups as: graduates, parents and local employers in popularising career information and guidance services. Only occasionally, some graduates are asked to make presentations of their schools (studies, enrollment conditions, etc.).

Usually, the venues for such presentations are events like Education Fairs or Career Fairs. Local employers most frequently present their enterprises during the Labour Fairs.

7. DELIVERY SETTINGS

Here we would like to know about the delivery of services in different settings.

Schools

7.1 Are separate career education lessons a normal part of the school curriculum? If so, for each school grade, please indicate whether or not such lessons are required and the mandatory number of hours per year.

In the Polish educational system, there is no separate subject that would be embedded in the curriculum and would deal with career education.

7.2 If separate career education lessons are not provided, are policies in place to integrate career education into other subjects? Details can be provided in an Annex.

Currently, study work is carried out, aimed to integrate the issue of career orientation and vocational guidance with other subjects. It refers to the introduction of the following subjects:

- "Preparation for taking an active part in economic life" as a part of the Introduction to Social Science module – in middle schools (*gimnazjum*);
- "Entrepreneurship" – in secondary vocational schools;
- "Career Activity Issues" - as an interdisciplinary module in general profile secondary schools (*liceum*).

7.3 Are periods of work experience¹³ required as part of the secondary school curriculum? For each school grade please indicate whether or not such experience is required, and how many hours per year are required.

There are no regulations or requirements for vocational practice periods (in order to help make a career decision and understand the world of work) in the Polish educational system.

7.4 What other types of career information, guidance and counselling services are typically provided for school students (that is, apart from career education lessons and work experience)?

For example careers fairs; personal counselling; access to career libraries; alumni programmes; parent involvement programmes; internet or computer-based programmes.

Psychological and Pedagogical Centres disseminate, on a local (sometimes regional) scale, career information concerning:

- type of schools at all levels of education, education profiles, criteria and conditions of recruitment;

13. This refers to periods that students are required to spend in workplaces in order to assist their career decision making and in order to understand the world of work. It does not refer to those periods of workplace experience that are included in vocational education programmes in order to allow students to develop or practice the work-related skills and competencies included within the vocational education curriculum.

- forms of education and training outside the school system;
- special institutions providing instruction to the disabled and the mentally handicapped and people from social exclusion areas.

Career information includes descriptions and characteristics in various forms: leaflets, pamphlets, career information files (containing data on occupations, working conditions, contraindications, career development prospects).

Importantly, Psychological and Pedagogical Centres issue statements qualifying for further education for students suffering from various diseases and health problems. In the school-year 1999/2000, the centres issued 29,657 such statements.

In addition to diagnosis and individual counselling, the centres undertake more and more efforts directed at larger groups of young people – the so-called activity workshops are conducted by 65 per cent of career counsellors. According to the data provided by the Information and Analysis Service of the Methodological Centre for Psychological and Pedagogical Counselling, in the year 1999/2000, 268,134 school students took part in such workshops. The courses are addressed to students at every stage of education and those facing career and education choices. Most of the scenarios for meetings with young people deal with the acquisition of such skills as:

- self-knowledge;
- self-assessment;
- collecting relevant career information;
- decision-making;
- self-presentation in different situations;
- active search for work.

Nearly 84 per cent of career counsellors offer lectures on career possibilities for school students and their parents. More than 30 per cent of counsellors carry out surveys relating to the choice of occupation and the choice of school, drawing on the results of their work with students. In addition, information and training sessions are organised for school pedagogues. 64 per cent of the Centres' staff takes part in organising such activities.

In the school recruitment period, the centres, in co-operation with school inspectorates and secondary schools, operate school information desks.

More and more frequently, career counsellors initiate career fairs and education fairs organised in co-operation with school inspectorates, vocational schools, general secondary schools, post-secondary schools, crafts' guilds and state administration institutions at the voivodship level.

The public employment service

7.5 What information, guidance and counselling services are provided by the public employment service?

For example: what is the relative balance between career and job information services and guidance and counselling; what types of clients typically seek and receive assistance; how are these services related to overall national labour market and employment policies?

Career information and guidance services are provided in every poviats labour office by a special organisational unit. The services include:

- providing individual career guidance services;
- providing career guidance services for groups;
- providing career information to individuals;
- providing career information to groups of clients;

- ensuring access to tests checking predispositions for specific occupations and medical examinations that are needed for issuing an opinion on the aptitude for employment, occupation or training profile;
- assistance offered to employers in choosing candidates for jobs requiring special mental and physical characteristics;
- gathering and disseminating career information.

Furthermore, all Centres for Career Information and Planning of the Voivodship Labour Offices, in addition to providing career information and guidance services, also offer specialised services in the area of career planning using psychological methods. They also run courses on how to acquire skills related to seeking employment and gather, update, develop and disseminate regional career information. Centres for Career Information and Planning at the Voivodship Labour Offices in major cities of the region organise and co-ordinate the development of career information and guidance services; they also support job clubs in the region.

Most frequently clients of career counsellors in Centres for Career Information and Planning recruit from:

- unemployed youth;
- the unemployed;
- the rural unemployed;
- graduates.

The least numerous group of clients are the disabled.

The most common career problems include:

- choice or change of occupation;
- vocational training and development;
- finding employment (e.g. self-employment and assistance in assessing the prospects of a given project, difficulties with job adaptation, lack of skills facilitating search for employment).

It is worth mentioning that career counsellors, in addition to their direct work with clients, also prepare their own publications on various labour market issues; they develop guidebooks on educational and training institutions, popularise career counselling services by co-operation with the mass-media. They also organise (along with other institutions) such events as: Career Days, Labour Fairs, Educational Fairs, Enterprise Fairs, etc. They co-operate with many social partners, such as: the Voluntary Labour Association, Social Welfare Centres, Municipal Centres for the Disabled Employment and Rehabilitation of the Disabled, correction institutions, offices, career bureaus at various universities, etc.

Tertiary education

In answering this section, please separately describe services in university-level tertiary institutions (those offering programmes at ISCED-97 levels 5A and 6) and in non-university-level tertiary institutions - such as community colleges and polytechnics (those offering programmes at ISCED-97 level 5B).

If applicable, also describe services in post-secondary non-tertiary institutions (those offering programmes at ISCED-97 level 4) and in institutions offering continuing education or further education and training programmes.

7.6 Please describe information, guidance and counselling services that are provided within tertiary education.

For example: Are they a normal and standard service within tertiary institutions or are they only provided in some institutions? Are they normally provided separately from or together with personal and study counselling services? Are they normally provided separately from or together with job placement and graduate recruitment services?

Relatively few universities and colleges offer career counselling services to their students. Only in 34 such schools there operate Graduate Promotion and Recruitment Centres, popularly referred to as the Career Bureaus. The first such centre was set up in 1993 at the Mikołaj Kopernik University in Toruń.

The most important of the many tasks of the Career Bureaus are related to job placement services offered to students and graduates, and specifically include:

- individual guidance (individual interviews with students of the fourth and fifth year);
- workshops (helping students to prepare for job interviews, self-presentation exercises, communication exercises, stress management, etc.);
- meetings and training sessions in various faculties;
- running of the so-called “career libraries” (with databases on job vacancies, job descriptions, information on studies abroad, vocational courses, seasonal jobs, etc.);
- organising placements, practices, voluntary and temporary work.
- practice periods organisation, other courses and ad hoc jobs.

Apart from the information and counselling services, Career Bureaus co-operate with employers by handling job offers, organising companies’ presentations at universities, organising job fairs for students and facilitating access of students to employers. Career Bureaus also engage in the promotion of their own university; they communicate information on desirable professional qualifications of graduates gathered from the employers to the university authorities, which in turn allows to modify the curricula. Career Bureaus co-operate with voivodship labour offices, receive free literature on the subject and assistance in the training of career counsellors. They also get job offers from poviats labour offices. In addition, Career Bureaus also take part in the organisation of such events as: Job Fairs, Student Promotion Fairs, Education Fairs, etc.

The private (for-profit) sector¹⁴

7.7 What is known about career guidance and counselling services provided by the private (for-profit) sector: such as management consultants, outplacement services or private practitioners?

For example describe their client base, the level of their fees, the sorts of services that they provide, and what is known about growth in these services over time.

Career information and counselling services offered by the private sector are only entering the Polish market. The first such attempts include private career information offices and psychological and pedagogical centres. Usually, they provide a much wider range of services, not limited to career counselling. A significant barrier to the development of private career counselling services is the lack of popularly available career information databases, methods and tools that can be used in the private career counsellor’s work.

7.8 Please describe any steps that governments have taken to try to encourage private (for-profit) organisations to provide guidance and counselling services or to regulate the ways in which such services are provided.

For example by providing vouchers that can be used to purchase services; by changing legislation; by contracting out services; by setting staff qualification levels; by regulating fees that can be charged.

14. Section 8 asks about the role played by the private sector in producing educational and occupational information for use in information, guidance and counselling services.

There are no such government initiatives.

Other organisations

7.9 What role do other organisations -- for example in the community sector -- play in providing information, guidance and counselling services? What types of clients do they serve? What types of needs do they attempt to meet?

In Poland there are no activities on the part of the community sector. There were only sporadic and limited attempts: pilot projects, study works. Although the outcomes were interesting, they were not – regretfully - widely disseminated.

An example of an interesting project of this type could be the "ViDI Programme – a Virtual Internet Counsellor" (See section 4.7).

7.10 Have governments attempted to increase their role (for example by contracting out services)? If so, why? Have they attempted to regulate the ways in which they provide services?

There are no such government initiatives.

8. DELIVERY METHODS

Here we would like to know about delivery methods, including the ways in which they are influenced by government policies.

8.1 Career information, guidance and counselling services can be delivered in a variety of ways. In the last five years, how have these been influenced by government policies? (These might be policies to improve the use of resources, policies to increase access, policies to better meet client needs, policies to encourage equity, or other types of policies. To guide your answer, a list of some of the ways in which information, guidance and counselling services are delivered is given below in bullets).

- Batteries of psychological tests
- Telephone information, guidance and counselling
- CD-ROM-based self exploration and job-search packages
- Internet-based self exploration and job-search packages
- Careers fairs and exhibitions
- Educational experiences such as transition years
- Organised workplace experience or community experience
- Group guidance and counselling sessions
- Individual face-to-face interviews
- The systematic use of community members such as employers, parents or alumni: for example as sources of career information or as mentors and role models
- Career information libraries
- Paper – and – pencil self assessment techniques: for example the Holland Self Directed Search

The basic method of the counsellor's work with clients is the face-to-face interview. Following such an interview, the counsellor obtains all the information that is relevant to assess the client's situation, the course of his/her education or career, state of health, interests and expectations concerning occupation or employment. The interview is the starting point for a discussion of the client's further activities. For instance, in the case of graduates, usually the

interview ends with the formulation of an individual action plan that will allow to **determine** suitable vocational training.

Since 1997, career counsellors more widely use self-assessment techniques, such as the Holland Self Directed Search technique. Career counsellors with a background in psychology use psychometric tools, such as:

- interests and occupation aptitude tests;
- Holland Job Preferences Questionnaire;
- General Aptitude Test Battery;
- IQ tests, EQ and personality tests;
- APIS-P tests of IQ and perception processes;
- Status Index and Fear Characteristics (ISCL);
- Eysenck Personality Questionnaire (EPQ-R);
- Temperament Questionnaire – Formal Behaviour Characteristics (FCZ-KT).

Starting from 1996, group counselling methods of solving career problems of the unemployed have been used in labour offices: the French "Educational Method" and the Danish method known as the "Inspiration Course".

The "Educational method" places the client's personal experience in the centre of counselling activity and improves their knowledge about the world of occupations. It also helps clients define their own career situation in the context of changing needs of the labour market and help them prepare an individual plan of action.

The "Inspiration Course" is an effective method used in work with the long-term and those people threatened with long-term unemployment. This method reinforces motivation and active efforts of the unemployed in realistic planning of their career.

Starting from 1999 and owing to co-operation with French experts, selected counsellors have used the methods of creating a „balance of competencies“. This method enables both the employed and the unemployed and those searching for a job to analyse their own career experience and to reconsider their relations with their working environments. The co-operation between the counsellor and the client leads to identification of the client's professional competencies which will help him or her cope better on the labour market.

Since 2000, career counsellors working in labour offices of the Małopolskie voivodship, in co-operation with Spanish experts, have used a method called: "Developing individual characteristics making it easier to find a job". This method enables the long-term unemployed to take the effort of searching for a new job in spite of their lack of motivation resulting from psychological barriers.

Many counsellors use other methods, such as: "The Readiness for Change", "Become a Rockefeller", "Career Start", "Enterprise" that take a form of workshop sessions.

In every labour office, clients may use the computer career guidance support application, "Counsellor 2000". The programme is updated every year and consists of four modules: "Client", "Occupations", "Education" and "Navigator". It opens up new possibilities for analysing the world of labour, makes clients reflect about their own career and stimulates their activity and prepares them for making the right career choice (for a short description of the application see Annex no. 1).

<p>8.2 Please describe any recent or current initiatives to develop Internet-based information, guidance and counselling services.</p>

The counsellors working for the Centre for Career Information and Planning of the Voivodship Labour Office in Toruń were the first to gain experience in career information and guidance using the videoconference method. In 1999-2000, they implemented the VOGUE project as part of the Leonardo da Vinci Programme. The project was addressed to young people who

were making career decisions. Using the videoconference method, career counsellors communicated useful information to their clients. 50 guidance interviews were carried out using this method.

The Leonardo da Vinci projects: "Transnational Vocational Counselling", "National Resource Centre for Vocational Guidance" and "Distance Counselling", implemented by the Methodological Centre for Career Information and Guidance of the former National Labour Office, were very important for career information and guidance services in Poland, especially in its European dimension.

The "Transnational Vocational Counselling" project, a part of an international programme of training for Euro-counsellors (apart from Polish participants, also German, Austrian and Hungarian partners take part in the programme), will allow to upgrade professional qualifications of career counsellors. Distance learning methods will be used during postgraduate schemes for Euro-counsellors.

The "National Resource Centre for Vocational Guidance" project, involving meetings with foreign partners and launch of the "EURO-GUIDANCE" website, will provide access to reliable information on education and training in a given country and other European countries. The implementation of the project „Distant Guidance”, through elaboration of theoretical assumptions in the form of a manual and training of Polish counsellors-multipliers in Germany (the project promoter) will allow to launch this alternative communication and counselling methods.

Those initiatives, run by teams in the Ministry of National Education and Sport and the Ministry of Labour and Social Policy, will help fulfil the clients' need for reliable information and professional career guidance.

8.3 Can examples be provided of the use of screening tools to match client needs or client type to the type of service provided? If such screening tools exist, please describe the reasons for developing them, and describe where they are used.

Centres for Career Information and Planning serve as useful tools for collecting career information, particularly by young people facing important career decisions. They provide the media, information, infrastructure as well as consultations for that group of clients. Their impact in the sphere of information is possible because of the complementarity of the information resources in the traditional form (occupation profiles, leaflets, occupation guides, databases of educational institutions) and in the modern form (multimedia), using audio and video interactive workstations. The aim of the counsellor is to provide the client with advice on how to use the Centre's resources and to answer questions on request, which are only a supplement to the information independently found by the client.

9. CAREER INFORMATION

Here we wish to know about the educational and occupational information that is used in information, guidance and counselling services.

9.1 What is the public sector's role in producing career information?

For example indicate which Ministries are responsible for its production; how it is produced; whether it is produced on a national level or at the regional/provincial/state level. Also indicate if governments legislate to control how information is classified, distributed or stored.

There are two ministries that are responsible for production of career information in Poland – the Ministry of Labour and Social Policy and the Ministry of National Education and Sport. Both carry out their own policies and activities. However, the role of the Ministry of National Education and Sport in the production of career information is rather of a symbolic character. The Ministry's special unit: the National Centre for Vocational Education Support does not produce any career information. It only issues methodological information for teachers (e.g. the career guidance and orientation package "School and Career Orientation in Secondary Schools" - MNE 2000, or "My Future Job – Materials for Vocational School Students: A Guide for Vocational School Teachers" Warsaw: KOWEZ, 2001 edited by: Sołtysińska G., Żywiec-Dąbrowska E.)

It should be mentioned here that some attempts were taken in order to co-ordinate work of both Ministries by the National Resource Centre for Vocational Guidance. These efforts, however, mainly have a European dimension and do not produce a great number of materials concerning career information.

Definitely, the greatest achievement of the Polish career information and counselling in the recent years was the activity of the National Labour Office. In the period of the development of the Labour Office System in Poland (in the years 1993-2000), owing to the involvement of the staff of the Methodological Centre for Career Information and Counselling of the National Labour Office (originally the Department of Vocational Counselling and Training of the Unemployed), a significant development of career guidance services took place. Starting from a point of virtually no career information, we have attained a level where fundamental resources required in career guidance are available. Very important in this respect was international assistance: use of funds made available under the World Bank Project (TOR # 8), financial support and non-returnable funds granted by the German Federal Labour Office, as well as help of other countries, such as: the US, France and Denmark.

As a result, all career counsellors working in labour offices (and in 51 Centres for Career Information and Planning) have at their disposal uniform, modern facilities, including – in addition to career information - other methods and tools that are indispensable in their work. As regards career information they can use for example:

- "Classification of Occupations and Trades";
- 301 occupational profiles;
- 301 leaflets about various occupations (synopsis of information from the profiles);
- set of 546 job characteristics included in the "Guidebook to Occupations";
- set of 119 short films presenting various occupations on VHS tapes;
- 590 occupations with the relevant Holland code – included in the "Job Evaluation Manual".

Career counsellors also received a multimedia application entitled "Counsellor 2000" (developed by the "Demon" company) that is offered to clients of all labour offices on almost 540 computer workstations all over Poland. It was the first time in Poland that a software was made available which opens new possibilities for multi-dimensional analysis of occupations, simulates the client's efforts and helps them prepare for choosing the right job (more information on the programme is provided in Annex 2.).

"Counsellor 2000" is a tool that is regularly updated based on feedback from its users. The new, modified version is adapted to the needs of the disabled (both in terms of content and access); it also offers possibilities for exchange of local information, data updating via the Internet and access to information about European Union countries.

Additionally, career counsellors receive various databases and publications, i.e. catalogues, guides, magazines containing information on occupations, the labour market, vocational training institutions, etc.

Career information developed on the central, national level was supplemented, mainly by Centres for Career Information and Planning with the local information (voivodship or regional).

Unfortunately, career information databases that have been developed very quickly run out of date. Without an updated system (with procedures, methods and standards) of collecting, classifying, processing, disseminating and updating of career information the production of modern career information system is not possible.

After closing down of the National Labour Office (in March this year) the task of developing career information is now one of the responsibilities of the Career Guidance Section of the Department of Labour Market Policy in the Ministry of Labour and Social Policy. We hope that this issue will be treated as a priority and that important solutions concerning career information and guidance services will be implemented in the coming years.

In the sphere of classification, production, dissemination and storage of career information, the Polish government has not created any systemic regulations. The only classification that is functioning in Poland is the Classification of Occupations and Trades. It was adopted as legislation (developed by the Institute of Labour and Social Affairs) on the basis of the Regulation of the Minister of Labour and Social Policy of 14 April, 1995 (Journal of Laws No. 48 item 253). This classification contains a description of over 2,000 occupations and trades. It is addressed to people who seek information on the current job structure on the labour market in Poland and in particular can serve as a basic tool used in the education and in the labour systems.

9.2 What forms does career information typically take?

For example: printed guides containing information on a large number of jobs and courses; individual leaflets or information sheets; CD-ROMs; Internet-based services.

Till now, the majority of the created career information databases have been available in the printed form (separate career information files, occupation guides, occupation characteristics, leaflets, etc.). The first significant attempt to integrate all the information databases into an electronic form was the "Counsellor 200" application making use of all the existing forms of career information and a database of educational institutions.

Attempts are made to provide career information via the Internet (see Annex 1).

9.3 Typically, which client groups is it aimed at?

For example school students; public employment service clients; tertiary students; the general public.

Career information databases which have been developed so far (mainly due to the character of the institutions that produced them) firstly and foremostly were targeted at clients of labour offices, in other words - adults. However, since many clients of the Centres for Career Information and Planning are young people, also their needs have been taken into account during the developing of career information databases.

Career information developed in the private sector (see section 9.8) is definitely more targeted at the needs of school students and graduates, both from schools and universities.

9.4 What methods are used to gather it?

Three methods are worth mentioning, as far as gathering of information is concerned:

I. Methods used in collecting information about occupations:

1. During the development of job characteristics, the CIOP (Central Institute of Labour Protection - www.ciop.pl) created a methodology of collecting and analysing career information using the two tools: Job Description Questionnaire and Occupation Analysis Questionnaire.
2. During the development of Occupation Information Files (by Demon), the Career Analysis Sheet (part A – *Job training* and part B - *Work*) was used. It is the Polish adaptation of tools used by the Federal Labour Office in Germany.

II. Methods used in collecting information about educational institutions:

1. During the development of the database about educational institutions in Poland (vocational schools, secondary schools, universities and training companies) a methodology developed by the Demon company (author: Wojciech Kreft) was used. It employed both an information questionnaire about institutions and a special computer programme enabling each of the 60 persons (the number of people working on data collection) to input the data, in line with the given instructions, to local voivodship databases. People that collected information directly reached the institution they were describing (by personal visit or phone call).

III. Methods used in collecting information about the labour market:

1. Classical statistical methods are used here. They are based on GUS (Polish Central Statistical Office) reporting. These include, among others: national and voivodship statistics concerning the unemployed, the unemployment rate, active forms of fighting unemployment, job offers, etc. This information can be found on the Internet at: www.praca.gov.pl/stat/
2. The first attempts were made in order to make forecasts concerning the labour market. The Polish Government has established (as a support body of the Government) the Inter – Ministry Work Group for Labour Demand Forecasts (see Annex 3 and the web site: www.rcss.gov.pl/mzppp/)

9.5 Please describe the steps that are taken to ensure that it is accurate and timely.

In the production of career information in the public sector, data accuracy and its up-to-date character was ensured only at the stage of collecting information. In the methodology of data collecting, there were some procedures that ensured that the collected data were accurate and up-to-date. The procedures included for example: need to reach sources of information and differentiate them, multi-stage verification of the collected data, analysis of the consistency of definitions adopted by experts, etc.

For instance, while collecting and putting together information about occupations during the development of the "Counsellor 2000" computer programme, the two correction and verification procedures were used:

- P1. Analysis of the uniformity of the criteria of variables describing an occupation:
- Defining precise definitions of variables that describe an occupation;
 - Defining precise premises and criteria for attributing variables to occupations;
 - Defining value brackets for premises and criteria in attributing variables to occupations;
 - Analysis and evaluation of the differentiation of variables on various positions in a given occupation;
 - Printing of occupation lists by variables and analysis of subjective criteria used by experts;
 - Evaluation carried out by independent, competent evaluators of the appropriateness of attribution regarding each of the occupations.
- P2. Consultations with experts, representatives of a given occupation, doctors, HES Inspectors and other competent persons.

As regards the career information databases that were produced in the recent years, they are updated only with respect to occupational characteristics. This work was started by the Methodological Centre for Career Information and Counselling of the National Labour Office and currently rests with the Career Guidance Section in the Department of Labour Market Policy in the Ministry of Labour and Social Policy.

Unfortunately, at present there is no genuine career information updating system in Poland. As a result, information tends to become outdated.

To address this situation, in 2001 the Ministry of National Education and Sport established a team of experts in order to develop assumptions for a modern and comprehensive education and career information system. Recently the assumptions have been integrated into the project entitled "The National Vocational Information System", elaborated by three experts from the Polish Association of School and Vocational Counsellors. This project outlines the basic assumptions for a career information system and includes complex procedures, methods and standards for gathering, classifying, processing, disseminating and updating career information.

Technologically, the project is based on recent solutions in computer-assisted knowledge management. It is based on the Multimedia Knowledge System containing all forms of career information in the form of text, photographs, graphics, grids, transparencies, animations, movies, audio files, independent computer programmes, websites, etc. Computer presentation will make it possible to use elements of artificial intelligence (AI) and especially knowledge concerning expert systems and decision theories.

Career information that is produced in the private sector and sold on the market (see section 9.8) is systematically updated with new releases of the products.

<p>9.6 Please describe the steps that are taken to ensure that it is user-friendly and oriented to user needs.</p>

I. Public sector

The analysis of client needs concerning career information and the level of its being "user-friendly" is usually carried out when new databases are produced, new product versions prepared or when the currently used products are checked for their effectiveness.

The needs of clients are analysed through feedback from career counsellors. On the basis of their work with clients, they define the type and scope of client needs.

Analysis of the "user-friendly" aspect of career information is a complex issue since it relies on a great number of factors, which change depending on the form in which this Information is provided.

During the development of the first Occupation Information File, all assumptions concerning the "user-friendly" character of the description were included in the methodology and suggestions for the authors. During the next phase (text editing) this aspect was also analysed. Subsequently, in the implementation phase, clients' opinions on the "user-friendly" aspect and clarity of the description were gathered and analysed.

The development of computer programmes requires a different kind of analysis. While designing the "Counsellor 2000" application, a number of factors was taken into account, such as: type of the interface, number of variables describing job characteristics, educational institutions, number of options available on the screen. The first, draft versions of the programme were tested in several Centres for Career Information and Planning for feedback both from career counsellors and from clients themselves (in the form of questionnaires). It allowed the authors of the programme to develop the programme in such a way that it meets

client requirements. During work on the next two versions of the programme, analysis of questionnaires from counsellors resulted in making relevant modifications.

In Poland, there is no systematic research on those two issues.

II. Private sector

Producers of career information developed in private sector and sold on the market (see section 9.8) have to systematically analyse client needs and ensure “user-friendly” character of their products if they want to stay in the market. This is done primarily by analysis of feedback from clients (questionnaires, letters, etc.)

9.7 How is it typically distributed?

For example through career information centres; through public libraries; through community organisations; to schools and tertiary institutions.

Products ordered or directly developed by the National Labour Office (currently - the Ministry of Labour and Social Policy) are distributed only within the Ministry structure to counsellors working for labour offices and Centres for Career Information and Planning).

Similarly, products commissioned by the Ministry of National Education and Sport are distributed only within the Ministry structure to counsellors working for psychological and pedagogical centres and in some cases directly to schools.

9.8 What role does the private (both for-profit and not-for-profit) sector play in providing career information?

For example: What is known about the size and nature of the market for privately published guides to jobs or to tertiary education? What examples can be provided of privately funded career information web sites? Are there examples of the mass media taking an active role in providing career information?

The private sector of career information and guidance services represents an insignificant part of the market – it does not produce large quantities of products, or a wide range of services. The private sector in Poland is mainly made up by:

- private publishing houses issuing educational guides (mainly at universities). An example of a large private educational company that produces a wide range of educational guides is the “Perspektywy” Publishing House (www.perspektywy.pl);
- private companies developing computer software (multimedia guides, information and educational programmes).

This situation is due to at least three factors:

- lack of career counselling in Polish schools – young people are not conscious of the need to seek career information on their own. They are not able to plan their own career, hence they do not need any tools or materials;
- “social habits”, i.e. a popular belief that this kind of information should be available for free (at schools, information centres, labour offices, etc.);
- lack of any government support for private sector; lack of an integrated career information and guidance system that would include mechanisms supporting the private sector.

Exemplary private website services include:

- www.telepraca.pl/sdsiz - The Polish Association of School and Vocational Counsellors

- www.perspektywy.pl - Perspektywy – Educational Publishing House
- <http://www.twojakariera.pl> - Foundation for the Promotion of Social Policy

Activities carried out by the mass-media are rather limited to occasional events (television programmes, radio broadcasts, press articles), especially, in periods when education is the “topic of the day” (secondary school final exam period, beginning of the school year, etc.).

Systematic efforts were taken by "Perspektywy", the largest magazine addressed to secondary school students. In response to a great demand, it publishes information concerning career information and guidance services. One of its sections is “Career Step-by-Step”, which provides interesting descriptions of popular occupations.

9.9 Have governments tried to increase the role of the private sector in providing career information?

For example by contracting out the production of material.

Until now, there have been no efforts on the part of the Polish Government to increase the role of the private sector in the distribution of career information and counselling services (e.g. information about the labour market).

The National Strategy for Employment Growth and Human Resources Development in the years 2000-2006 lists activities related to the "possibility of providing career information and guidance services by "non-profit" institutions, contracted by local authorities on the basis of public procurement " (see page 53).

Parallel to the raising of social consciousness concerning the importance of career information, the real demand for these service is increasing. It might be an opportunity for the Polish private sector to boost its activity in this field. However, any fast development of this sector is not possible without government support that should stimulate and support the efforts of the private sector. By supporting the private sector not only on topical matters but also financially, public administration would ensure realisation of many goals identified in the government social policy plans.

9.10 Please describe the ways in which labour market data is typically included in career information.

For example through inclusion of data on unemployment rates and earnings; through the inclusion of data on regional variation in employment and unemployment for particular occupations; through inclusion of the results of graduate employment and course satisfaction surveys.

The first attempts at combining this kind of information were made in the “Counsellor 2000” computer programme. The information on job offers and the number of the unemployed in given occupations was included in the programme. This information involved statistical data from all over Poland. Local counsellors can also input information on the local labour markets into the programme (job offers and the number of the unemployed for various jobs, the situation on the local labour market, wages and salaries, employability, etc.)

10. FINANCING

Here we wish to know about: the ways in which information, guidance and counselling services are funded; the ways in which costs are shared; and the financial resources devoted to information, guidance and counselling services.

10.1 What method(s) do governments use to fund information, guidance and counselling services?

For example: direct service provision; contracting out/tendering; public-private partnerships. If possible indicate the percentage of total government funding of information, guidance and counselling services that flows through each of these methods.

Services concerning career information and guidance provided by labour office counsellors are financed from the Labour Fund. According to the Employment and Counteracting Unemployment Act of 14 December, 1994 (Journal of Laws No. 6/2001 item 56 as amended) the Labour Fund monies are used to fund the "preparation and dissemination of career information and equipment for provision of career guidance services in co-operation with institutions whose statutory tasks included career information and guidance" (Art. 57, item 9).

10.2 Are individuals required to meet some of the costs of government information, guidance and counselling services? If so, what sorts of clients are asked to pay, and what is the typical level of fees charged?

Clients of labour offices' and psychological and pedagogical centres use career information and guidance services free of charge.

10.3 Please describe what cost and expenditure data is available to government and to stakeholders -- for example on the relative costs of different delivery methods, or the cost of achieving particular outcomes, or the costs of providing services to particular types of clients -- when making policies for information, guidance and counselling services. Describe the ways in which this information is used, providing specific examples if possible.

No data are available.

10.4 Please provide the best available estimates of the cost (most recent year) to governments of providing information, guidance and counselling services.

In answering this, where possible provide information on the ways in which this cost is divided between different Ministries and between different levels of government. Where possible, provide information on trends in costs over time. Where possible break costs down by type: for example staff costs; information production costs; capital and equipment costs.

In answering this, it might be helpful to include an Annex describing the problems that are involved in providing expenditure and cost data for information, guidance and counselling services in your country.

According to the legislation which constituted the basis for the reform of the state's administrative system reform starting 1 January, 2000, the system of labour offices (Poviat Labour Offices, Voivodship Labour Offices) was no longer in use as a separate administration. Labour offices were subordinated to local administration. Local authorities which now supervise labour offices that provide career information and guidance services receive monies from the Labour Fund using a special algorithm (Art. 57a of the above-mentioned Act). There is no information concerning financial resources that were earmarked for the provision of career information and guidance services in the year 2001.

- 10.5 Please provide an indication of the statutory salaries of information, guidance and counselling service workers. As a base, take the case of guidance officers/counsellors with a guidance or counselling qualification at ISCED-97 level 5 (i.e. a university degree or equivalent) and indicate:**
- **The starting salary for those with the minimum required training**
 - **The salary after 15 years' experience**
 - **The number of years from the starting salary to the top salary**
 - **Where available, please provide equivalent information for other categories of guidance and counselling workers**

The earnings of career counsellors working in psychological-pedagogical centres are the following:

- a/ starting salaries for staff with level 5 qualifications: PLN 1,229.05¹⁵
b/ salaries after 15 years' experience: PLN 1,925.22¹⁶
c/ the number of years of work between the lowest and the highest salary is estimated at 30.

The financial status of career counsellors working in labour offices depends on the local (voivodship) salary tariffs. Their salaries mainly depend on the situation of a given labour office because there is a lot of discretion as regards ascribing pay category for this position.

For example, initial salaries might vary from PLN 780 up to PLN 1380, whereas after 15 years of work they range between PLN 1060 and PLN 2450. It is not possible to define the exact number of years of work between the lowest and the highest earnings.

11. ASSURING QUALITY

Here we wish to know about the ways that the quality of information, guidance and counselling services is evaluated, maintained and enhanced.

- 11.1 Please describe the steps that governments take to maintain and increase the quality of information, guidance and counselling services.**

There was only one step - development of the standard for "Career Counselling" by the National Labour Office (1999). Regrettably, this standard was not put into practice because of the dismantling of the Labour Office System.

- 11.2 Do standards exist for the delivery of information, guidance and counselling services? How and by who were these developed? What status do they have? Do they differ between providers?¹⁷**

See section 11.1.

- 11.3 Do standards exist for the competencies required by information, guidance and counselling services staff? If so, how and by who were these developed? What status do they have? Do they differ between providers?⁴**

¹⁵ A detailed calculation is provided in Annex 4.

¹⁶ *Ibidem.*

¹⁷ Please provide details in an Annex.

In 2000, a team of experts¹⁸ developed the "Description and standard of job qualifications for career counsellors", which defined the requirements for career counsellors.

11.4 Are there formal requirements, for example expressed in regulations or legislation, for the education and training qualifications required by information, guidance and counselling staff?⁴

There are no regulations or legislation in Poland relating to education and training qualifications required by information, guidance and counselling staff.

11.5 Do guidelines exist on information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises produce career information?⁴

There are no guidelines concerning information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises produce career information.

11.6 Please provide details of any professional groups, bodies or associations of information, guidance and counselling services workers in your country.

In answering this please describe the extent to which such professional groups, bodies or associations: work to raise standards of professional practice, for example through the professional development and recurrent education of their members; are actively involved in lobbying governments on professional issues, for example relating to service quality; and have an industrial role to improve the employment conditions of their members.

There are no professional groups, bodies or associations which provide information or direct counselling services.

The only association organising counsellors is the Polish Association of School and Vocational Counsellors. It is a non-governmental, nationwide organisation set up in 1991 and grouping professionals dealing with career counselling and career orientation. Among the members of the Association there are: psychologists, tutors, school counsellors and teachers, career counsellors, job counsellors, sociologists working for various institutions and departments (especially in education and career departments) as well as academic teachers and senior students of career counselling.

The Association's basic aims include:

- integration of people professionally involved in solving problems connected with school and career counselling in various departments;
- topical activities - enhancing the members' knowledge and raising their qualifications by means of discussing theoretical contexts for counselling. Making available methods and techniques of various counsellors. Improving professional skills and qualifications, exchanging experiences and information;
- development of new methods – inspiring, designing and developing new methods in the field of career orientation and counselling aimed at secondary school students, academic students, the disabled as well as adult in search of a job or wishing to change their profession/occupation;
- dissemination of information - distribution of career development information.

¹⁸

The project was elaborated by: H. Bednarczyk, D. Koprowska, M. Żurek and U. Jeruszka.

11.7 Please describe any ways in which career information, guidance and counselling professionals are involved in the development of policy: for example through formal roles for professional associations; or through providing feedback to service providers.

The Polish Association of School and Vocational Counsellors also operates as an opinion-making body; it serves as forum for expressing members' positions on various matters and for determining policies regarding desirable changes. It also issues statements in the field of career orientation and guidance, and sends them to appropriate government and local government institutions.

12. THE EVIDENCE BASE

Here we wish to know about the ways in which the delivery of information, guidance and counselling services is evaluated and supported by data and research evidence. In answering this section please refer in particular to national evidence where this is available, rather than to studies conducted in other countries.

12.1 What information is available about the extent to which information, guidance and counselling services are used? What is known about differences in levels of use and access as a function of factors such as: socio-economic status or family background; geographical location; gender; age; educational level; and levels of disadvantage? Do regular national statistical collections monitor access? Have access and usage levels changed over time?

Provision of services in the sphere of career information and guidance in labour offices is recorded. According to the regulation of the Prime Minister of 6 September, 2000, there is an obligation to report career information and guidance services according to uniform statistical forms (Annex 4 to MPIPS-01 report). On the central level, there are aggregate data concerning the number of people who have used career information and guidance services broken down by sex, type of counselling (group or individual) and career information (individual clients and organised groups). These statistics apply to services that are provided in individual voivodships and include data concerning poviats labour offices as well as separate data concerning Centres for Career Information and Planning of the voivodship labour offices and their branches.

The reports provide data concerning services offered to:

- the unemployed, especially those living in the rural areas, graduates, long-term unemployed (over 12 months), the disabled;
- job-seekers;
- other adults.

Additionally, they provide information referring to services provided to the unemployed broken down by education level and the time out of work.

The Ministry of Labour and Social Policy analyses the reports on access to career information and guidance services and takes certain actions in order to increase the availability of those services.

The National Labour Office was another institution evaluating career information and guidance services. Quantity and quality evaluations were provided in such publications as: "Centres for Career Information and Planning in the 21st Century", [Bulletin no. 17], National Labour Office, Service Standardisation Department, Warsaw, 2001. This publication presented the activity of all Centres for Career Information and Planning. Up to 2000, when

the Labour Office System was in place, the number of people using career counselling services was steadily increasing.

12.2 How is the level of community need and demand for information, guidance and counselling services established (for example by use of surveys, rates of service usage, waiting lists)? What is known about the expectations that clients have of services?

There are no Poland-wide studies on needs and demand for career information and guidance services. Counsellors working in the Poviats Labour Offices and in the Centres for Career Information and Planning are aware of this fact. Counsellors working in the Voivodship Labour Offices were trained in the years 1994 and 1995 in the field of the evaluation of career information and guidance services provided in labour offices.

12.3 What criteria are normally used to judge the benefits or outcomes of information, guidance and counselling services?

Quality and effectiveness of provided services are evaluated on two different levels: on the basis of data available in reports, and on the basis of data and information available in the client guidance services charts. An important indicator of effectiveness is the number of people who have received counselling services, which is juxtaposed with the number of registered clients. This indicator enables to define what share of clients has received these services.

Until 2000, voivodship career counselling co-ordinators evaluated career guidance interviews and contacts with clients. Additionally, indicators concerning service quality are included in the "Career guidance" service standard.

12.4 Please provide details of any recent (last five years) studies that have been conducted of:

- The costs of providing information, guidance and counselling services.
- How costs vary as a function of the type of service delivered and the characteristics of clients.
- How the outcomes or benefits of information, guidance and counselling services relate to their costs.
- How the benefits or outcomes of information, guidance and counselling services are related to the type of service provided and the characteristics of clients.
-

No such research has been carried out.

12.5 Please provide details of any recent (last five years) initiatives or pilot projects that have been designed to provide insight into: the impact of careers services on individuals' career choices; the ability to use career information; the impact of services upon employers; the impact of services upon the development of a learning society.

There have been no such initiatives.

12.6 Do any national research centres specialise in career information, guidance and counselling services? Do they specialise in evaluative and policy studies: or do they mainly focus upon guidance techniques and methods?

Career counselling centres at universities can be perceived as academic centres that focus on the area of career information and guidance. However, they do not carry out any research on evaluation, policy or strategy concerning the development of career guidance services.

12.7 How useful have governments found the work of research centres in developing policy for information, guidance and counselling services?

No such research has been carried out.

12.8 Have governments taken steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres? Has such support been on the basis of individual commissioned studies, or are more on-going forms of support used?

The Ministry of Labour and Social Policy has commissioned the following activities to the scientific institutions and universities:

- Central Institute of Labour Protection: development of sets of occupation characteristics;
- University in Łódź: development of an academic education programme for counsellors;
- Jagiellonian University: culture adaptation of Holland interests test and the General Aptitude Test Battery (GATB).

These activities relate to guidance methods and collection of information and are not studies evaluating career guidance services.

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- 4) *Planning Career Path* - L. Herr, S. H. Cramer; "Information and Methodological Bulletin for Career Counsellors", no. 75. National Labour Office, Warsaw 2001
- 5) *Project of the qualification standard for "career counsellors"* - H. Bednarczyk, D. Koprowska, M. Żurek, U. Jeruszka.
- 6) *Balance of Competencies as an Aim in Career Planning and Development* - W. Trzeciak; "Labour Service" no. 2/2000.
- 7) *National Strategy for Employment Growth and Human Resources Development in the years 2000-2006* - Ministry of Labour and Social Policy, 2000
- 8) *On Psychological and Pedagogical Counselling* – The Reform Library; MNE 2001
- 9) *Memorandum of the European Commission on Continuing Education and its Implications for Career Counselling* - W. Trzeciak; "Labour Service" no. 1/2002
- 10) *Occupations, Career Guidance, Job Brokerage* - A. Bańka; PRINT-B 1995

Annexes:

- 1) Information on addresses
- 2) The “Counsellor 2000” application - a short description
- 3) List of publications of the Inter – Ministry Work Group for Labour Demand Forecasts
- 4) Annex to Section 10 - Financing

Address information

Ministry of Labour and Social Policy

Career Guidance Section
of the Department of Labour Policy
ul. Tamka 1
00-349 Warszawa
tel. (+48 22) 828 53 86; 828 53 82; 828 53 83
Centr. - 826 70 61
kupcmi@praca.gov.pl
www.praca.gov.pl/Cmi/cmi.htm

Ministry of National Education and Sport

Al. Szucha 25
00-918 Warszawa
tel.: (+48 22) 622-36-91
ponczek@menis.gov.pl
www.menis.gov.pl

All addresses of Psychological and Pedagogical Centres in Poland:

www.nrcgkoweit.edu.pl/adr_ppp.htm

All addresses of Centres for Career Information and Planning in Poland:

www.praca.gov.pl/Cmi/struktura_i_zadania/Centra.htm

Internet:

www.koweit.edu.pl - The National Support Centre for Vocational Education

www.praca.gov.pl/Cmi/cmi.htm - The Methodical Centre for Career Information and
Counselling of the National Labour Office (was
working till March, 30th, 2002)

www.rcss.gov.pl/mzppp - Interdepartmental Team for Forecasting Work Demand

www.telepraca.pl/sdsiz - The Polish Association of School and Vocational Counsellors

www.perspektywy.pl - Perspektywy – Educational Publishing House

www.twojakariera.pl - Foundation of Social Policy Development

www.telepraca.pl/v_d/ - Project ViDI - Virtual Internet Counsellor

www.cofund.org.pl/bkkk - The Task Force for Training and Human Resources
(BKKK)

THE “COUNSELLOR 2000” APPLICATION

I. The title of the Project

”Counsellor 2000” – a multimedia program supporting the work of career counsellors in the Labour Office System”

II. The place where the Project is implemented

The program has been implemented in all Labour Offices (over 500) in Poland.

III. Brief Characteristics of the Project

The program was developed by PPHU ”Demon” and commissioned by the National Labour Office following the 1997 tender, as part of the project “Promotion of Employment and Development of Employment Services” implemented by the Ministry of Labour and Social Policy (component TOR#8 – Employment Services) and co-financed by a World Bank loan.

The Program was developed in the period from July 1997 till July 1998. In November 2001, the third (3.0) version of the program was completed.

A brief description of the program

“Counsellor 2000” is a program that has been created with a view to supporting career counsellors’ work in the Labour Offices. It is a complex application, offering many functions and modules, addressed to both counsellors and clients.

This program has been designed in such a way that it “introduces itself” to the client so that the counsellor does not have to explain the same material over and over again to new clients.

It is most useful to start with the Navigator module and then get acquainted with the Program Guide and Steering Elements of the Program.

“Counsellor 2000” contains four basic modules: Navigator, Client, Occupations and Education .

The Navigator Module

This is an information and a training module. It shows how to operate the steering elements of the program. It also contains a guide through the program and “creators” guiding the user step by step through various parts of the program and through the “Career Visions” training module supporting clients in making their career decisions.

The information part of the program is an addition. It provides information on the labour market and consists of three sections: Institutions supporting career counselling, FAQ, and a Dictionary.

The Client Module

This module aims to compile the data obtained from the client self-description. The data includes:

- ✓ client’s interests, skills, characteristics, and
- ✓ expectations concerning the job and work.

They can be input by the counsellor or directly by the client.

In this way, a profile of the Client is created.

Clients have the possibility to obtain a list of occupations meeting the defined criteria:

- ✓ occupations for which there exist strong contraindications due to their state of health;
- ✓ occupations which are possible despite health limitations;
- ✓ occupations chosen in line with the client's hobbies, skills, abilities and characteristics;
- ✓ occupations requiring professional qualifications that the client already has (related occupations);
- ✓ occupations chosen in line with the clients' expectations concerning their future work.

The list of occupations is created using continuous feedback from the client: the list of occupations fulfilling selected criteria is provided during the entire operation. It is possible to go directly to the occupation information module from any occupation on the list.

The Occupations Module

This module contains a multi-dimensional database with information on "the world of occupations" and is based on the *Classification of Occupations and Trades*.

This module:

- ✓ gives access to information on particular occupations and the labour market – in a descriptive, graphic or multimedia form;
- ✓ enables the user to search for occupations according to the characteristics defined by the user;
- ✓ enables the user to search for occupations that are similar to any given one using selected criteria.

The Education Module

This module contains a database of educational institutions:

- ✓ it allows to define conditions that have to be fulfilled by a given educational institution (parameters of the educational institution);
- ✓ it allows to define conditions that have to be fulfilled by a given profile of education (parameters of the profile of education);
- ✓ it gives access to information about institutions and profile that meet the selected criteria.

This module describes to path to individual careers and provides information about:

- ✓ the conditions related to starting education for a given occupation (minimum initial level of education, conditions of admission to a given institution);
- ✓ the educational process (type of school, organisation of education, length of the instruction period, vocational placements).

It is also possible to find detailed information on:

- ✓ where vocational placements are held;
- ✓ the possibilities of receiving scholarships;
- ✓ the accommodation conditions;

and other additional information concerning a given profile of education.

The advantages of the program are the following:

- ✓ a huge database, with information which, if printed, would use app. 30.000 pages;
- ✓ the possibility of multidimensional analysing "the world of occupations";

- ✓ stimulating people and providing them with an opportunity to reflect on their careers, more variables available (concerning career information);
- ✓ an extended client dossier (scope of data) with an exploring function, a wide range of automatically generated reports providing statistical information for counsellors;
- ✓ an open-ended program –the users may edit the data (mainly the “Education” database);
- ✓ a new information and educational option (i.e. “Other Information” and “Visions of Career” training module);
- ✓ designing mechanisms of updated exchange of data and of extending the program in the future.

IV. Achieved goals

The program “Counsellor 2000” has been developed in order to support the work of career counsellors in the labour office system. We would like to emphasise here that even the best computer application is not capable of replacing a high-class specialist – a career counsellor in direct contact with the clients.

However, as one of the career counsellor tools, a computer with good software can:

- ✓ replace the counsellor in doing the most boring and routine professional activities;
- ✓ quickly provide (to counsellor or directly to the client) desired career information;
- ✓ support the counsellor in the process of “diagnosing” the client (tests and questionnaires);
- ✓ create and maintain standard client documentation;
- ✓ generate various statistics and reports;
- ✓ replace the counsellor in providing basic routine information to clients;
- ✓ support the clients’ educational activity related to basic labour market skills (multimedia training).

List of publications
Interdepartmental Team for Labour Demand Forecasts

Volume I - **Labour Market and Labour Demand in National Economy Models**

Volume II – **Forecasting Labour Demand – Elements of Methodology**

Volume III – **Forecasting Demand for Major Occupation Groups in 2010**

Volume IV – **Multi-variant Labour Demand Forecast in Poland in 369 Occupation Groups**

Volume V – **Forecasting Labour Demand by Qualifications and Educational/Training Needs**

Table of contents - Volume III – **Forecasting demand for major occupation groups in 2010**

- I. Methodology
- II. Characteristics of the 1996 database
- III. Forecasting demand for major occupations until 2010
 - 1. The way of interpreting the results for 2010
 - 2. General evaluation of results
 - 3. Occupations with highest dynamics of demand increase until 2010
 - 4. Occupations with highest dynamics of demand decrease until 2010
 - 5. The disproportion between educational process and the demand for labour
- IV. Conclusions concerning strategy and organisation

Table of contents - Volume IV – **Multi-variant Labour Demand Forecast in Poland in 369 Occupation Groups**

- I. Discussion of general assumptions and results of the forecast
 - II. Methodology
 - 1. Review of methodology
 - 2. Macro-economic model (CGE)
 - 3. Macro-economic model (demand-driven)
 - 4. Analysis of structural changes in the economy (methodological summary)
 - III. Suggestions concerning organisation, monitoring and computerisation of forecasting labour demand
 - IV. Information on the use of the model and the database
 - V. Annexes
 - 1 - Characteristics of the Classification of Occupations and Trades (as included in the study)
 - 2 –List of occupations and sectors of the economy with codes used in the forecasts
 - 3 – Aggregate presentation of the forecast results
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Annex to Question 10. Financing

Ad. 10.5. Salaries of employees with counsellor qualifications on the 5th level in psychological and pedagogical centres are as follows:

a/ initial salaries for employees with university degrees, without work experience:

position:	Junior Teacher
basic salary acc. to table ¹	1046.00 PLN
bonus 0% - 20% (it varies between different centres and is determined	

by the

Local Government' Council)

i.e. 10% = 104.60 PLN

allowance 7.5% for work in difficult conditions 78.45 PLN

total 1229.05 PLN

b/ salaries after 15 years of work:

it should be assumed that after a period of 15 years of work the employee has been promoted, e.g. to a tenure teacher.

position: Master of Arts with pedagogical qualifications,
tenure teacher

basic salary 1453.00 PLN

bonus 0% - 20%, i.e. 10% 145.30 PLN

allowance 7.5% for work in difficult conditions 108.97 PLN

seniority allowance 15% 217.95 PLN

total 1925.22 PLN

1. on the grounds of the Regulation of Education Minister dated May 22, 2001, changing the regulation on minimal salaries for teachers, the method of calculating the basic salary for one unit hour of work and additional tasks and activities entitling to a bonus, general terms of granting bonuses, list of difficult and toilsome working conditions justifying the award of allowances for work in difficult conditions and special cases of including periods of employment and other periods entitling to seniority allowances. [Journal of Laws No. 52 of 26 May 2001 item 544.]

