

Systemic approach to vocational/career guidance

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 POLAND

Timeline

2018 **Approved/Agreed**

ID number 28755

Background

Vocational/career guidance had been previously based on the Regulation of the Minister for National Education of 30 April 2013 providing and organising psychological and pedagogical assistance in public preschools, schools and other education institutions. However, no specific programme content for each education stage has existed in vocational/career guidance. School practice has differed substantially in terms of programme, organisation and persons responsible for guidance/counselling. Often vocational guidance has been treated as an occasional activity rather than as a process in the education system.

Objectives

Changes introduced in career guidance aimed to improve provision to meet the changing needs of the labour market and to implement career/vocational guidance in a more coherent and systematic way.

Description

A Regulation establishing a systemic approach to vocational/career guidance in schools was adopted in September 2018. The regulation defines the goals as well as the terms and manner of implementing and organising vocational guidance, including detailed programme content. According to the regulation, the basic goal of vocational/career guidance is to support students in making independent and responsible decisions concerning their educational and professional life, based on learning about their own resources, the education system and the labour market. Career/vocational guidance has to be perceived as continuous, starting in preschool and continuing at subsequent stages of education. Vocational guidance and counselling are to be conducted at all school levels, including:

- (a) preschools [ISCED 0] – vocational pre-orientation;
- (b) primary school classes 1-6 [ISCED 1-2] – vocational orientation;
- (c) seventh and eighth grades of primary school [ISCED 2] and secondary schools [ISCED 3] – vocational guidance activities.

Schools are required to develop their own annual activity programme to implement the

intra-school vocational guidance system. This programme should specify:

- (a) the activities to implement vocational guidance (including the content of the activities, methods and forms of implementation, time frame of implementation, persons responsible for implementation);
- (b) the entities with which the school cooperates in this field.

The regulation indicates the requirements for those conducting vocational guidance in schools and preschools. Among the most important is the requirement, for teachers conducting vocational guidance activities in the seventh and eighth grades of primary school and in secondary schools, to have a qualification as a vocational counsellor. However, a transition period was set for that requirement until the 2021/22 school year.

Some of the provisions of the Regulation on vocational guidance were included in the Education Law Act (November 2018).

2018 Approved/Agreed

Bodies responsible

- Ministry of National Education
- Ministry of National Education (until 2021)

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)

Education professionals

Teachers
Guidance practitioners

Entities providing VET

Companies
VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)

Thematic categories

Supporting lifelong learning culture and increasing participation

Lifelong guidance

Subsystem

IVET

Further reading

[New regulation on vocational guidance](#)

[Act of 22 December 2018 amending the Education Law, the Act on the Education System and other acts \(Journal of Laws 2018, item 2245\)](#)

Related policy developments

2018 **Approved/Agreed**

2018 law reforming VET

The new act:

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Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 **Implementation**

Supporting vocational guidance

In January 2016, the National Centre for Supporting Vocational and Continuing Education (KOWEZIU) launched the two-year ESF co-funded project 'effective educational and vocational guidance for children, adolescents and adults', aimed at creating an effective guidance system in education and train

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Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

“ ... ” **Cite as**

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