

**National Report on Guidance in
Group Settings**
NAVIGUIDE LLP-LDV-TOI-11-AT-0010

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Due on: November 20, 2011

Each country partner must complete the following sections based on guidance within your own country. Please include any visual/diagrammatic explanations, web addresses and references. Please answer the following questions according to your national situation in guidance!

1. Guidance in General

Please explain how guidance takes place in your country.

- *Who provides the guidance services?*
- *Who do they target?*
- *Are there specialised services?*
- *Are there National policy objectives?*
- *What is positive/negative about Guidance in your country?*

Every individual has the right to be assisted by various institutions providing services of professional development. These institutions are both public institutions located in the department of education and work and private institutions operating in the open market, providing services in the field of vocational guidance for different customer groups.

Law of 20 April 2004 on the promotion of employment and labour market institutions (Ustawa z dnia 20 kwietnia 2004 r. o promocji zatrudnienia i instytucjach rynku pracy) empowers the following institutions to offer guidance services and apply guidance tools:

“**Art. 6.** 1. Labour market institutions that realize the tasks enumerated in the Law are:

- public employment services;
- Voluntary Labour Brigades (Ochotnicze Hufce Pracy);
- employment agencies;
- training institutions;
- institutions of social dialogue;
- institutions of local partnership.”¹

Public employment services are: county and regional employment offices, Minister of Labour and his office as well as voivodship offices.

¹ Ustawa z dnia 20 kwietnia 2004 o promocji zatrudnienia i instytucjach rynku pracy (Dz. U. z dnia 1 maja 2004 r.), rozdz. 3, art. 6

Employment agencies are mainly all job agencies, HR agencies, vocational guidance agencies and temporary work agencies.

Training institutions include: state schools, non-state schools, universities and non-school education facilities.

Institutions of social dialogue are employers' associations, associations of the unemployed and nongovernmental organisations.

Law of 17 November 2010 on the rules of providing and organising psychological and pedagogical aid in public kindergartens, schools and institutions (Rozporządzenie Ministra Edukacji w sprawie zasad udzielania i organizacji pomocy psychologiczno-pedagogicznej w publicznych przedszkolach, szkołach i placówkach, Dz. U. 2010 nr 228 poz. 1487) states as follows:

"§ 4.2. Psychological and pedagogical aid in kindergartens, schools and institutions is being provided by teachers, tutors and specialists realising the tasks of psychological and pedagogical aid, especially psychologists, pedagogues, speech therapists and vocational counsellors (...)"

"§ 31.1. The tasks of vocational counsellor consist of:

- 1) systematic diagnosis of the students need for educational and vocational information and providing aid in education and career planning;
- 2) gathering, updating and providing educational and vocational information adequate for the particular schooling level;
- 3) conducting classes preparing the students for aware career planning and choosing a professional role;
- 4) coordinating the informative and consultative activity performed by the school and the institution;
- 5) cooperating with teachers in creating and providing the continuity of activity in the area of vocational and educational counselling."

In the department of national education the tasks of vocational guidance are also being realised by psychological counselling offices. At the moment there are 598 offices functioning and 26 of them are specialist offices aiming at providing career guidance to youth. They use various diagnostic methods for

identifying psychophysical predispositions of the pupils. The other psychological offices provide vocational counselling services for children and youths and support parents and teachers in the process of raising and educating children and youths. Many educational institutions, such as the Lifelong Learning Centres (Centra Edukacji Ustawicznej) and Vocational Education Centres (Centra Edukacji Zawodowej) employ vocational counsellors who help students to select the appropriate training course.

In the non-public sector there are vocational guidance agencies and non-governmental organisations and associations which include vocational guidance in their action programmes.

In Poland there are no private companies that specialize in providing paid services in the field of vocational guidance. However, there are commercial firms offering personnel consulting services associated with the selection of qualified workers for employers.

Vocational guidance in Poland is carried out within institutions of three ministries as well as in the non-public sector.

The following ministries are responsible for vocational guidance:

- domain of education – Ministry of National Education (Ministerstwo Edukacji Narodowej) – vocational guidance for children and studying youth.
- domain of labour – Ministry of Labour and Social Policy (Ministerstwo Pracy i Polityki Społecznej) – vocational guidance for adults and for youth, in particular for youth at risk of social exclusion. Department of Labour Market (Departament Rynku Pracy) is responsible for all matters related to vocational guidance and information.
- domain of national defence – Ministry of National Defence (Ministerstwo Obrony Narodowej) – vocational guidance for professional soldiers and former professional soldiers. The Social Affairs Department (Departament Stosunków Społecznych) is responsible for matters relating to supervision and organisation of personnel reconversion in the Ministry of National Defence.

Vocational counselling target groups can be distinguished as follows:

- students making a choice of their future educational path,
- graduates of schools on different levels of education,
- the unemployed and persons seeking work,
- working persons endangered by the loss of employment.

Clients benefiting from vocational guidance are people experiencing a number of problems related to vocational decisions in such situation as when they:

- have limited work experience or do not possess it at all and want to make a career choice for the first time,
- made a choice of profession which they perceive to be wrong and want to make a career choice once more,
- possess professional experience but want or need to change profession (consider such possibility due to external circumstances),
- intend to develop their knowledge and professional skills,
- Intend to start a business activity and expect an evaluation of the project's chance for success,
- have vocational adjustment problems,
- have deficits in job search skills.

The national policy objectives are as follows:

- To make professional counselling services available at every stage of human life
- To equip pupils in rational career choice skills
- To introduce during education the problems of economy and entering into the labour market
- To introduce vocational counselling into schools and institutions
- To create a system of widely available vocational information and to develop the quality and availability of counselling services
- To ensure availability of reliable information and guidance regarding the possibilities of education in the whole Europe and at every life stage

When it comes to strong and weaker sides of guidance in Poland, Górczyński (2010) mentions in his report the lack of co-operation between institutions under the Ministry of National Education (Ministerstwo Edukacji Narodowej) and the Ministry of Labour and Social Policy (Ministerstwo Pracy i Polityki Społecznej). Mutual cooperation of these two ministries is declarative in nature and often does not translate into practice. This makes it difficult to work especially for those involved in activities in the field of education and career counselling in schools (e.g. in getting the information, tools, publications, exchange of professional experience necessary for work of counsellors). He also states that the Polish system of vocational guidance lacks the strong connection with employers.

Moreover, vocational training provided by schools is often detached from the labour market – this results with a growing group of unemployed graduates.

Bielecki (2010) claims in his report the number of vocational counsellors in schools and psychological offices is still inadequately small. Moreover, the author states that the schools' level of awareness of the need of employing vocational counsellors is insufficient. Also, the work of vocational counsellors needs to be standardised (in order to maintain the quality of services).

2. Guidance Settings: Individualised and Group

- *How is guidance provided in your country?*
- *What is the prevalence of group and individualised guidance?*
- *What methods/techniques/tools are used for guidance in group settings?*
- *Are these methods/techniques/tools also used in individualised settings?*
- *If not, what makes them so effective in a group setting?*

The main task of the education system with regard to vocational guidance is to provide students with professional assistance which enables them to choose further course of education and/or vocation in a well-considered manner, and thus increases accuracy of educational and vocational decisions, as well as to

provide students with access to information about educational trends and opportunities and about the labour market.

Three acts regulate the process of providing guidance at schools and educational institutions:

- Act on the Education System (Ustawa o systemie oświaty) – obligates the education system to provide a preparation of the pupils for the choice of career and educational path;
- Teacher’s Charter (Karta Nauczyciela) – regulates the rules of determining the number of work hours of the job counsellor in schools and institutions;
- Regulation on the detailed rules of functioning of the public psychological-pedagogical counselling offices, including the public specialist counselling offices (Rozporządzenie w sprawie szczegółowych zasad działania publicznych poradni psychologiczno-pedagogicznych, w tym publicznych poradni specjalistycznych);
- Regulation on the rules of providing and organising psychological aid in public kindergartens, schools and institutions (Rozporządzenie w sprawie zasad udzielania i organizacji pomocy psychologiczno-pedagogicznej w publicznych przedszkolach, szkołach i placówkach);
- Regulation on types, organisation and activity of the public institutions for lifelong learning and the public institutions for practical training, including the public institutions for vocational training (Rozporządzenie w sprawie rodzajów, organizacji oraz sposobu działania publicznych placówek kształcenia ustawicznego i publicznych placówek kształcenia praktycznego, w tym publicznych ośrodków dokształcania i doskonalenia zawodowego).

The governing body of a school or an institution defines a number of teaching hours for vocational counsellors conducting activities related to selection of course of education and career in order to support students in making education- and profession-related decisions. Schools are obliged to create intraschool vocational guidance systems at lower secondary schools, general secondary schools, technical secondary schools and basic vocational

schools. The tasks pertaining to vocational guidance and information are implemented with the use of active work methods.

Career guidance for young people is also carried out free of charge by public psychological and pedagogical counselling centres, Lifelong Learning Centres (Centra Edukacji Ustawicznej) and Practical Training Centres (Centra Edukacji Praktycznej).

In psychological counselling offices, the tasks of a job counsellor are as follows:

- performs diagnostic research (individual and group) allowing identification of the students' vocational predispositions and preferences, and realises postdiagnostic tasks (counselling, pronouncing opinion, stating);
- leads group activities in the counselling office or in the educational institutions;
- disseminates the knowledge from the field of educational and vocational information and orientation among pupils, parents and teachers;
- supports the educational skills of the teachers and the parents by organising workshops, support groups and other educational activities;
- cooperates closely with teachers from the assigned schools and institutions in the field of deepening the diagnosis of needs and methodological counselling;
- designs and disseminates methodological materials for the use of pupils, parents, teachers and counselling-related professionals.

In the years 2002-2004, as a part of the government's Graduates Vocational Activation Program 'First Job' (Program aktywizacji zawodowej absolwentów "Pierwsza Praca"), were taken the following initiatives:

- creating Communal Information Centres (Gminne Centra Informacji) aimed at activating young people and local communities and revitalising local labour market by providing easy access to modern communication technology,
- creation and development of the Academic Career Offices (Akademickie Biura Karier) providing assistance to students and alumni in career

- planning by facilitating the recognition of vocational predispositions, gathering information on companies and employment opportunities, obtaining job offers, gathering information on vocational and language courses, scholarships and abroad studies,
- creation of School Career Centres (Szkolne Ośrodki Kariery) in the lower and upper secondary schools. The tasks of the centres are to collect and share educational and vocational information, to counsel students and parents, and to conduct activating group classes,
 - establishing a network of Mobile Centres of Vocational Information (Mobilne Centra Informacji Zawodowej). The aim is enabling young people to acquire the skills of active planning of professional development and acquiring the knowledge necessary to enter the labour market. The primary target group is young people living in remote rural areas at risk of marginalization and social exclusion.

Supporting social and professional advancement is implemented by district labour offices, in cooperation with the Centres of Information and Career Planning (Centra Informacji i Planowania Kariery Zawodowej), through services aimed at creating individual activity plans covering the objectives and subsequent stages of careers, taking into account the labour market services and instruments of the labour market supporting employment.

Vocational guidance and vocational information, in accordance with the Act of 20 April 2004 (article 38) on employment promotion and labour market institutions in the public employment service (Ustawa o promocji zatrudnienia i instytucjach rynku pracy), aim to:

- help the unemployed and job seekers in choosing the right profession and place of employment, in particular by:
 - providing information on occupations, job market, training and education opportunities,
 - giving advice through the use of methods facilitating the choice of profession, changing qualifications, taking or changing job, including identification of vocational interests and abilities,

- directing to specialist psychological and medical examinations which enable giving an opinion about the vocational usefulness for a job, a profession or a training course,
- initiating, organising and conducting vocational group counselling,
- help the employers in selecting candidates for hiring, in particular by providing information and consulting.

Vocational guidance in the labour offices is performed in accordance with these rules:

- availability of counselling services for the unemployed, job seekers and employers;
- voluntariness of use of vocational guidance services;
- equality in the use of vocational guidance services, regardless of gender, age, disability, race, ethnicity, nationality, sexual orientation, political beliefs, faith and union membership;
- freedom of choice of occupation and place of employment;
- providing guidance services free of charge;
- confidentiality and data protection of the unemployed and job seekers using the services of vocational guidance.

Configuration of guidance tools applied with regards to people in need of the support from a vocational counsellor is established during the meeting with the client on the basis of the analysis of his/her individual needs. Formal aspects of counsellor's activities, depending on the needs of the person applying to the counsellor, are defined by the state regulations, especially chapter 4, § 23 of the Regulation of 2 March 2007 (Rozporządzenie Ministra Pracy i Polityki Społecznej w sprawie szczegółowych warunków prowadzenia przez publiczne służby zatrudnienia usług rynku pracy)

"§ 23 1. Vocational counsellor, offering vocational information and guidance, uses in particular the following:

- 1) vocational guidance methods and tools;

- 2) self-developed programmes on vocational information and guidance;
 - 3) standardised diagnostic tools for examining vocational interests, predispositions and aptitudes;
 - 4) databases of the unemployed or job searchers and of employers;
 - 5) local, regional, national and international resources of professional information, including data on professions, educational opportunities and labour market;
 - 6) address information of institutions specialising in solving the vocational problems of the unemployed or people searching for a job;
 - 7) information materials containing employment office's resources.
2. Vocational counsellor applies only these methods and tools that he has been trained to use and which he is authorised to use.
3. Selection of psychological tests is subject to individual assessment of the vocational counsellor with psychological education, who, while applying these tests, should respect tests' copyrights and procedures of testing and result interpretation appropriate to a specific test."²

Resources and tools used in vocational guidance are:

- standardised working methods, including among others: counselling interview, Educational Method, Course of Inspiration, Spanish Method;
- information about professions in traditional and multimedia forms such as: Guide to occupations, Guide to professions evaluation from the viewpoint of different kinds of disabilities, movies about occupations;

² Rozporządzeniu Ministra Pracy i Polityki Społecznej z dnia 2 marca 2007 w sprawie szczegółowych warunków prowadzenia przez publiczne służby zatrudnienia usług rynku prac (Dz. U. z dnia 16 marca 2007 r.), rozdz. 4

- psychological tests measuring occupational preferences and aptitudes, such as tests of interests, talents, personality traits;
- information on the labour market, including, among others information about surplus and deficit occupations, current requirements of employers, self-employment opportunities, etc.
- guides for training and educational institutions.

Individual counselling plays a fundamental role in the multifunction dimension of career guidance and involves:

- help in deciding on the choice of profession, job, type of training;
- providing information on occupations, occupational needs of the environment and training opportunities;
- identifying vocational predispositions to ensure the right choice of a profession or the direction of training;
- referring to specialist psychological and medical tests;
- focusing on career guidance services aiming to equip the client in active job search skills, conscious defining of themselves and their own potential, and constructing of individual activity plans,

As a part of group guidance counsellors conduct workshops that prepare the unemployed for a successful entry into the labour market. The workshops are modular which means they form a cycle consisting of thematic parts developed basing on the recommended methodology and taking into account the specific needs of target groups. Trainings have an educational dimension and aim at:

- development of awareness of opportunities and possibilities to cope with the situation of job loss;
- acquisition of skills of preparing application documents;
- diagnosis and assessment of one's abilities, personality traits, interests and occupational preferences;
- preparing for interviews and self-presentation;
- increasing readiness to change;
- increasing motivation for activity.

An important element improving the efficiency of the training is maintaining the similarity of problems experienced within the group and thus creating a high level of cohesion.

3. National Stakeholders

- *Who are the key stakeholders in guidance in your country?*
- *What do they invest (time, money, commitment energy etc., and what outcome/ impact do they expect?*

The key stakeholders interested in national guidance area are: Ministry of National Education (Ministerstwo Edukacji Narodowej), Ministry of Science and Higher Education (Ministerstwa Nauki i Szkolnictwa Wyższego), Ministry of Labour and Social Policy and Department of Labour Market (Ministerstwo Pracy i Polityki Społecznej, Departament Rynku Pracy), National Centre For Supporting Vocational and Continuing Education (Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej), Voluntary Labour Brigades (Ochotniczy Hufiec Pracy), Main Methodical Centre for Vocational Information (Centralny Ośrodek Metodyczny Informacji Zawodowej), School Career Centers (Szkolny Ośrodek Kariery), Centres for Information and Career Planning (Centrum Informacji i Planowania Kariery Zawodowej), Voivodeship and Poviast Labour Offices (Wojewódzki Urząd Pracy, Powiatowy Urząd Pracy), Municipal Information Centres (Gminne Centrum Informacji), Academic Career Offices (Akademickie Biuro Karier), Military Centre of Vocational Activation (Wojskowe Centrum Aktywizacji Zawodowej), Universities, secondary schools, psychological and pedagogical counselling offices, training institutions, employers.

The mentioned institutions and organisations invest a range of resources – time, money, commitment, energy, etc., and expect a higher level of self-awareness and career planning competences on both individual and national level.

4. Qualification and further training of guidance staff

- *In general what types of qualifications do guidance practitioners have?*
- *Is there a minimum qualification required?*
- *Is there specific training provided for career counsellors?*
- *Are there further education/training courses provided for guidance practitioners?*
- *Is there a continuous Professional Development (CPD) process in place? If so how does this work.?)*

To ensure high quality of vocational counsellors' services, the necessary qualifications of a teacher-vocational counsellor have been specified in the Ordinance of the Minister of National Education of 12 March 2009 on the detailed requirements concerning teacher qualifications and on the definition of schools and cases when teacher with no higher education degrees or teaching qualifications can be employed. Depending on the school or institution type, first (B.A.) or second (M.A.) degree studies in vocational counselling or first (B.A.) or second (M.A.) degree studies of any kind and postgraduate studies in vocational counselling, and having pedagogic preparation are required.

Generally there are 5 systems of teaching counsellors:

- Full time studies.
- Continuing studies (while working).
- Extramural studies.
- Short courses, lasting a few days, raising qualifications.
- Supervision and support of more experienced counsellors." ³

To be a vocational counsellor in the labour offices, a person is required to have higher education. The preferred study areas are: psychology, pedagogy or sociology. Over 50% of counsellors possesses psychological education, and the

³ <http://www.sdsiz.pl/index.php/publikacje/161-doradztwo-zawodowe-w-krajach-unii-europejskiej>

rest (over 40%) – pedagogical or sociological (data for 2007, *Doradztwo i poradnictwo zawodowe w Polsce*).

The character of a vocational counsellor's work, engaged in employment services, requires interdisciplinary knowledge and skills. Since 1997, there is a possibility of gaining education in the field of vocational guidance at the university level. Modular university training programs for counsellors are based on four levels:

- 3-year bachelor's degree in vocational counselling – after completing the graduate is a licensed vocational counsellor and may start master's degree studies with a specialisation in pedagogy of vocational counselling;
- 5-year master's degree in psychology, specialisation in psychology of vocational counselling;
- 2 or 3 semester post-graduate studies in the field of vocational guidance for persons with higher education

5. Existing Networks for Career Counsellors and Trainers

- *Are there any fora/way for guidance practitioners to exchange information or to share good practice e.g. regular peer meetings, conferences, seminars, workshops etc.?*
- *If yes, is this a formal or informal process?*

The Association of School and Vocational Counsellors of the Republic of Poland (Stowarzyszenie Doradców Szkolnych i Zawodowych Rzeczypospolitej Polskiej)

<http://sdsiz.pl/>

The Association of School and Vocational Counsellors of the Republic of Poland is a non-governmental social organisation. It started its substantive activity in 1991, and its founders were psychologists and teachers employed in psychological and pedagogical counselling centres and in employment offices.

The Association, as a non-profit organisation professionally dealing with the issues of career orientation and counselling, wishes to actively and

pragmatically contribute to the trend of changes that affects our country, shaping and influencing our most precious asset – human resources.

Currently, members of the Association are experts dealing with career guidance in various institutions and sectors (e.g. career advisors, school advisors, job advisors, psychologists, teachers, sociologists and academic teachers) who have considerable achievements and numerous works to their credit.

The Association is organising annual conferences on vocational counselling. This year, the 21st edition took place.

The Association of Career and Personal Counsellors (Stowarzyszenie Doradców Zawodowych i Personalnych)

http://www.cpip.pk.edu.pl/cpip_new/cpip_view.php?plk=sdzip.html

The aim of the Association is to support the development of career and personal counselling (entry compliant with the application for the entity registration in the National Court Register):

1. Supporting career and personal counselling;
2. Preventing unemployment;
3. Helping people looking for job and at risk of unemployment;
4. Helping the unemployed in professional activation;
5. Protecting the rights, dignity and interests of the members of the Association;
6. Multilateral promotion of business activity in terms of the widely-understood career and personal counselling;
7. Concern for a impeccable level of ethics and professionalism if the members and creating appropriate conditions for raising this level;
8. Creating Career Resource Centres;
9. Lobbying for the professional group of career and personal advisors.

National Forum for Lifelong Guidance Policy (Narodowe Forum Doradztwa Kariery)

www.doradztwokariery.pl

National Forum for Lifelong Guidance Policy is an association which comprises guidance counsellors, and persons connected with the guidance in Poland.

The main objectives pursued by the Forum are:

1. Creating a platform of contact, integration and exchange of experiences between professional advisors and all persons associated with consulting services in Poland;
2. Supporting the development of vocational guidance by providing modern methods, tools and publications for the counsellors, trainings, workshops and conferences for guidance counsellors;
3. Popularization of the idea of career counselling and awareness of its importance in building a modern labour market, and to combat unemployment;
4. Cooperation with local government and government institutions, in the development of vocational guidance in Poland, and to combat unemployment - cooperation, among others, with the Offices of the Marshals of Regional Voivodeships (Urząd Marszałkowski), the Commission of Education, Science and Sport of the Senate of the Republic of Poland (Komisja Nauki, Edukacji i Sportu Senatu RP), the Ministry of Science and Higher Education (Ministerstwo Nauki i Szkolnictwa Wyższego);
5. Cooperation and exchange of experiences with other EU countries in the European Lifelong Guidance Policy Network as well as participation in an international projects such as the "School and World of Work".

Moreover, the Student Learned Society of Personnel and Vocational Counselling (Studenckie Koło Naukowe Doradztwa Zawodowego i Personalnego) is organising annually a nationwide Student Scientific Conference. In 2011, the society organised the conference for the 5th time.

6. Existing Methods e.g. handbooks, databases, resources etc.

- *How do guidance practitioners access information on new methods and resources in guidance?*
- *Are there online platforms that assist practitioners in gaining new information and sharing good practice?*
- *How effective are they?*
- *Do you have any idea of their usage? What is good about them / what is not so good about them?*

In order to improve the functioning of vocational guidance services, informative and methodological materials for vocational counsellors are published, seminars and training on issues identified by counsellors are organized, and international cooperation is undertaken within the implementation of EU projects and programs.

Institutions of public employment services providing guidance are equipped in a unified information resource. These resources include: the classification of professions and specialties, folders of information on occupations, flyers for events, movies about professions, guides on occupations (546 occupations characteristics) and catalogues, brochures, guidebooks.

Counsellors have also access to computer programs, also available in the Internet, which are databases of vocational characteristics, information on educational and training institutions and local occupational information that are being input by the counsellors from the whole country.

Ministry of Labour and Social Policy is publishing informative-methodological handbooks for vocational counsellors (Zeszyty informacyjno-metodyczne doradcy zawodowego). So far, 48 issues have been published.

National Centre For Supporting Vocational And Continuing Education (Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej) is publishing handbooks directed at vocational counselors and makes them accessible on its website (www.koweziu.edu.pl).

Within the project Euroguidance books, articles and a bulletin concerning the topic of vocational guidance are being published (www.euroguidance.pl/index.php?id=5).

Besides the websites of the three key institutions mentioned in the former chapter, there are some other on-line websites dedicated to exchanging experience between counsellors like for example:

- http://www.koweziu.edu.pl/edukator/index.php?option=com_content&view=article&id=478&Itemid=1

National Centre For Supporting Vocational And Continuing Education
/NCFSVCE/;

- http://www.cm.ecorys.pl/index.php?option=com_content&task=view&id=154&Itemid=103

Methodical Center for Vocational Counsellors (Centrum Metodyczne Ecorys Polska) – a branch of the company Ecorys working commercially;

- www.euroguidance.pl

Euroguidance – a multinational European network associating 51 centers and 135 people from 32 countries.

There are also international projects for vocational advisors that Polish organisations have participated in, for example:

- Leonardo da Vinci LLP - "GuideMe! Quality Measures for Guidance of Job-Seekers in Group Settings"; www.guideme.at
- Leonardo da Vinci LLP - "Join In a Job! – New paths of qualification and training for juvenile migrants by the means of cross cultural clearing and counselling instruments"; <http://join-in-a-job.eu/lang/1/>
- Grundtvig LLP – "Parents as family vocational advisors for children" - <http://www.parents-project.eu/>
- Leonardo da Vinci LLP – "Parents as facilitator in choosing vocational education for their children Training for school career counsellors focused on co-operation with parents"; <http://www.parentsvoctrainers.eu/>
- a transfer of CPT (Career Path Test) a former project "Developing an effective tool for career path of secondary schools' students to prevent

unemployment and misemployment”

http://www.cpteu.com/about_project.php. A useful vocational diagnostic tool for better matching students' predispositions and skills with the jobs will be elaborated within that project.

7. Further comments

- *Have you any other comments that would be interesting to capture regarding Guidance in your own country? Particularly in relation to group guidance?*

According to a report made in 2008 by Regional Labour Office in Cracow (Grodzki Urząd Pracy w Krakowie), these are the main expectations of the guidance services beneficiaries:

- getting a job;
- receiving a ready “recipe”;
- information about the local labour market;
- preparing for effective activity in the labour market (editing application documents, preparation for interviews, job search methods, starting a business , recruitment of employees);
- identifying occupational aptitudes and one’s resources;
- knowledge about occupations and educational paths;
- getting help in choosing the future direction of education;
- customer-concentrated attitude;
- availability of offered services.

The main needs of the guidance services beneficiaries were identified as follows:

- finding a job;
- getting help in choosing the direction of education or additional training;
- showing the possibilities of retraining;
- presenting the institutions supporting the labour market;

- positive reinforcement / building a sense of self-value / emotional support;
- preparing for effective activity in the labour market;
- identifying occupational aptitudes and one's resources;
- the need for professional advice or consultation;
- the need for human contact;
- the need for support in decision making and solving problems;
- obtaining information on the profession, salaries, schools, courses, today's job market, job offers, starting a business, etc.

8. Bibliography

- *See attached note for Bibliography layout/format*
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