



Innovative Vocational Education and Training in the Eastern Greater Poland Region in the Context of Energy Transformation (Project No.: EOG/21/K3/W/0046)

IO1:
**Analysis regarding vocational education and training
in the eastern greater Poland region in the context of
energy transformation**

Abstract

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INTRODUCTION

The energy policy and fair energy transition are key priorities of Poland's Energy Policy until 2040. The energy transformation offers an opportunity to create new jobs and, as a result, helps build competitive advantage. The energy transition process is taking place in 6 Polish regions, also in Eastern Greater Poland, which includes the city of Konin and the districts of Konin, Turek, Słupca and Koło.

Eastern Greater Poland is the largest industrial area in the Greater Poland (Wielkopolska) region where the socio-economic situation is constantly deteriorating. This district is the heart of the Polish heavy industry that is based on lignite resources. The depletion of deposits coincides with the European Commission's measures aimed to counteract climate change. The directions for achieving climate neutrality are set out in the European Green Deal the main goal of which is to introduce a mechanism for a just transition, including, among others, The Fund for a Just Transition aiming to provide support to territories which, due heavy reliance on fossil fuels and carbon-intensive processes, face serious socio-economic challenges arising from the transition towards climate neutrality.

The Just Transition Concept for Eastern Greater Poland specifies the main measures authorities should take to counteract the negative effects of the transformation, e.g. improving management strategies in, among others, the education sector, and singling out an objective related to the development of the education sector, including vocational education and training, which requires education sector stakeholders to take complementary measures.

From the Strategy for the Development of the Greater Poland Region until 2030¹, it follows that Eastern Greater Poland:

- is the largest industrial area in the Greater Poland region where the socio-economic situation is constantly deteriorating. The area is dominated by traditional industries based on power generation from the combustion of lignite. Given the circumstances, the Greater Poland area is likely to lose its function in the near future;
- offers various conditions for renewable energy development and, due to its potential, could become an important site for the production of energy from alternative sources, particularly in the eastern part of the Greater Poland region.

¹ Development Strategy for the Greater Poland District until 2030. Governing Authorities of the Greater Poland District, Poznań, January 27, 2020, p. 29.

The report presents the results of the work carried out under the project: **Innovative Vocational Education and Training in the Eastern Greater Poland Region in the Context of Energy Transformation** centred around preparing the authorities of the Eastern Greater Poland region for the challenges related to the changing economic structure as a result of the energy transition, which require, among others, adapting the vocational education offer and infrastructure to the needs of the changing labour market. The Project is financed under the EEA Financial Mechanism and implemented under Component III of the Education Programme: *Institutional cooperation to improve the quality and relevance of vocational education and training (VET) and continuing education*.

Another problem is that a vast majority of vocational school students/graduates are believed to have insufficient professional qualifications (practical and soft skills) and thus unprepared to enter the labour market. This situation poses a challenge for the vocational education and training sector, as well as for career counsellors, and requires the adoption of specific strategic measures enabling the alignment of the educational offer with the needs of youth and the labour market, and also calls for career planning and development.

Eastern Greater Poland is an area characterised by homogeneity of the socio-economic phenomena. It is essential to develop inclusive education with good quality training and lifelong learning in order to maintain and acquire skills enabling students and graduates to deal with the changing labour market needs and requirements. The development of the quality-centred culture in the education sector, including internal quality assurance systems, will occur through quality assurance of the developed assurance procedures related to the curriculum standards and learning outcomes, as well as to vocational education and training, with a focus on meeting future demand for specific skills. Good quality education is a prerequisite for success in terms of both education, prosperity, better job opportunities, and social inclusion. This is particularly important in the case of disadvantaged communities. Good quality education revolving around social welfare offers high return on investment in education and training. Good vocational training will contribute to better employment opportunities, higher wages or better access to education, thereby improving young people's welfare.

Therefore, the main objective of the project was to develop a Strategy for the Development of Vocational Education and Training in Eastern Greater Poland, which would allow local governments and other stakeholders to better prepare for the challenges associated with the changing economic structure of the region, respond to new needs of the labour market, and adjust the scope and quality of education. The project assumes the development and promotion of the vocational education and training sector, including, among others, the dual teaching system and cooperation between vocational education institutions and employers. In practice, both the authorities and the VET

institutions themselves will have a solid foundation for organising education, hiring and training teachers, and making investments in the practical vocational training infrastructure.

The project: **Innovative Vocational Education and Training in the Eastern Greater Poland Region in the Context of Energy Transformation** is implemented in the broader context of the energy transition process taking place in the Eastern Greater Poland region, which requires, among others, adapting the vocational education offer and infrastructure to the needs of the changing labour market.

The main objective of the project is to prepare local authorities (institutions managing vocational training institutions) and other stakeholders for challenges posed by the changes in the economic structure as a result of the energy transition process.

As regards the specific objectives of the project, these are as follows:

- Analysis of the resources, potential, and needs of the VET sector;
- Development of the basis for the implementation of VET strategic management in Eastern Greater Poland;
- Improvement of local VET stakeholders' knowledge of the VET sector development programmes and strategies;
- Definition, dissemination and implementation of cooperation instruments and best practices concerning cooperation between employers and VET institutions;
- Institutional development and internationalisation of partners;
- Establishment of closer cooperation between countries disbursing funds and Poland; and
- Promotion of vocational education and training as a priority educational choice among young people and local society.

The report presents the results of the work produced as part of the first intellectual output, i.e. *Analysis regarding vocational education and training in the eastern greater Poland region in the context of energy transformation*, the main objective of which, as the title denotes, was to develop and prepare an analysis of the VET in Eastern Greater Poland in the context of the energy transition.

Transformation of the economy to a sustainable model calls for modernising the educational offer in response to the energy transition of the Eastern Greater Poland region. It is necessary to identify the needs of employers and modify the vocational training offer in the counties in which the project is implemented with the use of the research tool (survey and in-depth interviews) developed. The information collected will determine the areas and directions relevant to the development of the analysis of variables relevant to stakeholders. Given the defined transformation/transition strategies, the information on new qualifications, competencies, and professions related to the local labour market will need to be verified to specify the strengths and weaknesses of vocational training

institutions and local employers. The analysis was prepared in cooperation with employers and vocational training institutions and it takes into account the elements of the adopted transformation and issues relevant to vocational training.

The developed thematic scope of the report exceeds the assumptions presented in the project proposal. The analysis concerned the curricula and scope of vocational education and their relevance to employers, demand for market qualifications and learning outcome packages, as well as the state of vocational education designed for vocational education professionals and counsellors working at vocational schools in Eastern Greater Poland.

For the purposes of the analysis, two research tools were developed – a survey questionnaire to be filled out by respondents representing vocational training schools and a survey questionnaire to be completed by employers operating in the Eastern Greater Poland region. The data obtained through surveys carried out at vocational training schools and from employers in Eastern Greater Poland were discussed with school, employer, and partner representatives to adopt preliminary assumptions for the strategy for the development of vocational education.

The research tools (survey questionnaires) used to prepare the analysis and the in-depth interview scenario were developed by the employees of the Łukasiewicz Research Network – Institute for Sustainable Technologies in Radom, in cooperation with the Centre for Craftsmanship, Dual Education and Vocational Education (CWRKDiZ) in Konin, and FURIM Institutt (Norway). CWRKDiZ was responsible for field surveys. The report was drawn up by the employees of the Łukasiewicz Research Network – Institute for Sustainable Technologies in Radom and project partners.

The report presents methodological assumptions as well as qualitative and quantitative results in the following areas:

- Educational offer of vocational schools and vocational education institutions in Eastern Greater Poland, also in the context of energy transition;
- Equipping and retrofitting vocational schools and vocational education institutions in Eastern Greater Poland, also in the context of energy transition;
- Competencies of teachers at vocational schools and vocational education institutions in Eastern Greater Poland, also in the context of energy transition;
- Impact of energy transition of Eastern Greater Poland on businesses (employer–school cooperation); and
- Career counselling at schools providing vocational education.

The surveys helped obtain necessary information on new qualifications, competencies, and professions related to the local labour market required in connection with the introduced Energy Transition Strategy for the Eastern Greater Poland region.

Conclusions were grouped into 3 areas (sessions) and then subjected to an in-depth interview conducted using the Metaplan method at workshops held in:

- Session 1. Educational offer, equipment and retrofitting of schools and teacher's competencies.
- Session 2. Impact of energy transition of Eastern Greater Poland on businesses (employer–school cooperation); and
- Session 3. Career counselling at schools providing vocational education.

Survey questionnaires and a list of tables and figures constitute appendices to the report.

This report presents the information about the organisation, area, environment and research sample characteristics; it also includes conclusions related to the 3 thematic sessions. Conclusions formulated in this way formed the basis for the formulation of recommendations – input to the strategy for vocational education and training in the context of energy transformation in the Eastern Greater Poland region.

1. ORGANISATION, AREA, ENVIRONMENT AND RESEARCH SAMPLE CHARACTERISTICS

1.1. Area – characteristics of schools/educational institution participating in the study

As part of the *Analysis regarding vocational education and training in the eastern greater Poland region in the context of energy transformation* the selection of the research sample was targeted, as the study involved public schools and educational institutions providing vocational education, as well as employers from different areas in the Eastern Greater Poland region, including:

- Konin (town);
- Konin (county/district);
- Turek (county/district);
- Słupca (county/district); and
- Koło (county/district).

The study involved a total of **26 schools and educational institutions** that provide vocational education Eastern Greater Poland, including 8 schools from the Konin (town), 4 from Konin county, 3 from Turek county, 5 from Słupca county, and 6 from Koło county.

Tables 1.1 and 1.2 list the schools and educational institutions participating in the study revolving around the identification of needs regarding the alignment of vocational education provided at vocational schools/institutions with the labour market demand, particularly as regards energy transition of the Eastern Greater Poland region.

Table 1.1. General list of schools/educational institutions from Eastern Greater Poland that participated in the survey per district/county

No.	District/county	Number of schools	School/educational institution type			
			Vocational school level I (BS I)	Technical school (T)	Vocational school level II (BS II)	Community college (SP)
1.	Konin (town)	8	7	5	2	2
2.	Konin (county/district)	4	4	2		1
3.	Turek (county/district)	3	2	2		
4.	Słupca	5	3	4		

No.	District/county	Number of schools	School/educational institution type			
			Vocational school level I (BS I)	Technical school (T)	Vocational school level II (BS II)	Community college (SP)
	(county/district)					
5.	Koło (county/district)	6	3	5		
	TOTAL	26	19	18	2	3

Source: Authors

In Eastern Greater Poland there are 26 vocational schools and educational institutions offering vocational education, including:

- 19 vocational schools level 1 (BS I) (and 5 special);
- 18 technical schools (T);
- 2 vocational schools level 2 (BS II); and
- 3 community colleges (SP).

Table 1.2. Detailed list of schools/educational institutions from Eastern Greater Poland that participated in the survey per county/district

No.	School/institution name and website	District/county	Code	School/educational institution type			
				Vocational school level I (BS I)	Technical school (T)	Vocational school level II (BS II)	Community college (SP)
1.	Specjalny Ośrodek Szkolno-Wychowawczy im. J. Korczaka w Koninie / J. Korczak Special Educational and Pedagogical Centre in Konin https://sosw.konin.pl/	Konin (town)	MK1	X*			
2.	Zespół Szkół Centrum Kształcenia Ustawicznego im. Stefana Batorego w Koninie / Stefan Batory Continuing Education Centre in Konin www.zscku.konin.pl	Konin (town)	MK2	X	X		X
3.	Wielkopolskie Samorządowe Centrum kształcenia zawodowego w Koninie / Vocational Education Centre for Greater Poland in Konin www.medyk.konin.pl	Konin (town)	MK3				X
4.	Zespół Szkół Budownictwa i Kształcenia Zawodowego im. Eugeniusza Kwiatkowskiego w Koninie / Eugeniusz Kwiatkowski Construction and Vocational School in Konin www.zsbikz.konin.pl	Konin (town)	MK4	X	X	X	

No	School/institution name and website	District/county	Code	School/educational institution type			
				Vocational school level I (BS I)	Technical school (T)	Vocational school level II (BS II)	Community college (SP)
5.	Zespół Szkół Górniczo-Energetycznych im. Stanisława Staszica w Koninie / Stanisław Staszic Mining and Energy School in Konin www.zsge.pl	Konin (town)	MK5	X	X		
6.	Zespół Szkół im. Mikołaja Kopernika w Koninie / Nicolaus Copernicus School in Konin http://www.kopernik.konin.pl/	Konin (town)	MK6	X	X		
7.	Zespół szkół technicznych w Koninie / Technical school in Konin www.zst.konin.pl	Konin (town)	MK7	X	X		
8.	Rzemieśnicza Szkoła Zawodowa Cechu Rzemiosł Różnych w Koninie – Branżowa Szkoła I Stopnia w Koninie / Vocational school of the Crafts Guild in Konin – Vocational school level 1 rsz.konin.pl	Konin (town)	MK8	X		X	
9.	Special vocational school level 1 in Rychwał	Konin (county/district)	PK1	X*			
10.	Zespół Szkół Ekonomiczno-Usługowych im. F. Chopina w Żychlinie / Frederic Chopin Economic and Services School in Żychlin www.zychlin.edu.pl	Konin (county/district)	PK2	X	X		
11.	Zespół Szkół Ogólnokształcących i Technicznych w Kleczewie / General and Technical Education School in Kleczew www.zspklezew.pl	Konin (county/district)	PK3	X			X
12.	Zespół Szkół Ogólnokształcących i Technicznych w Sompolnie/ General and Technical Education School in Sompolno	Konin (county/district)	PK4	X	X		
13.	Zespół szkół technicznych w Turku / Technical school in Turko www.zst.net.pl	Turek (county/district)	PT1	X	X		
14.	Zespół Szkół Rolniczych Centrum Kształcenia	Turek (county/district)	PT2		X		

No.	School/institution name and website	District/county	Code	School/educational institution type			
				Vocational school level I (BS I)	Technical school (T)	Vocational school level II (BS II)	Community college (SP)
	Praktycznego w Kaczkach Średnich / Agricultural School of the Practical Education Centre in Kaczki Średnie zsrkaczki.edu.pl	t)					
15.	Branżowa Szkoła I Stopnia Specjalna – dla uczniów niepełnosprawnych intelektualnie w Turku / Special vocational school level 1 in Turek for students with intellectual disabilities zpew-turek.pl	Turek (county/district)	PT3	X*			
16.	Zespół Szkół Zawodowych im. gen. Władysława Sikorskiego w Słupcy / General Władysław Sikorski Vocational School in Słupca www.zszslupca.pl	Słupca (county/district)	PS1	X	X		
17.	Zespół Szkół Ekonomicznych im. Maksymiliana Jackowskiego w Słupcy / Maksymilian Jackowski Economic School in Słupca www.zseslupca.eu	Słupca (county/district)	PS2		X		
18.	Zespół Szkół Ogólnokształcących i Zawodowych w Zagórowie/ General and Vocational Education School in Zagórow www.zszagorow.eu	Słupca (county/district)	PS3	X	X		
19.	Branżowa szkoła I stopnia w Słupcy / Vocational school level 1 in Słupca www.soswslupca.pl	Słupca (county/district)	PS4	X*			
20.	Centrum Kształcenia Zawodowego i Ustawicznego w Strzałkowie / Vocational and Continuing Education Centre in Strzałków ckziu-strzalkowo.pl	Słupca (county/district)	PS5		X		
21.	Zespół Szkół Ogólnokształcących i Technicznych w Kłodowie/ General and Technical Education School in Kłodawa www.zsoitkłodawa.pl	Koło (county/district)	PKO 1		X		
22.	Branżowa Szkoła Specjalna I Stopnia w Specjalnym Ośrodku Szkolno-Wychowawczym im.	Koło (county/district)	PKO 2	X*			

No.	School/institution name and website	District/county	Code	School/educational institution type			
				Vocational school level I (BS I)	Technical school (T)	Vocational school level II (BS II)	Community college (SP)
	Świętego Mikołaja w Kole w Zespole Opiekuńczo-Edukacyjno-Wychowawczym w Kole / Special Vocational School level 1 at the Saint Nicholas Special Educational and Pedagogical Centre in Koło of the Educational and Pedagogical Centre in Koło www.soswkolo.szkolnastrona.pl						
23.	Zespół szkół technicznych w Kole / Technical school in Koło www.zst-kolo.pl	Koło (county/district)	PKO 3	X	X		
24.	Zespół Szkół Rolnicze Centrum Kształcenia Ustawicznego im. Stanisława Staszica w Kościelcu / Stanisław Staszic Agricultural School – Continuing Education Centre in Kościelec zsrckukoscielec.pl	Koło (county/district)	PKO 4		X		
25.	Zespół Szkół Ekonomiczno-Administracyjnych im. Stanisława i Władysława Grabskich w Kole / Stanisław and Władysław Grabski Economic and Administrative School in Koło ekonomikkolo.pl	Koło (county/district)	PKO 5		X		
26.	Zespół Szkół Centrum Kształcenia Rolniczego w Powierciu / Agricultural Education Centre in Powiercie www.powiercie.eu	Koło (county/district)	PKO 6	X	X		
Total:				19	18	2	3

* Special schools

Source: Authors

Through surveys, feedback from **56 employers** based in the town of Konin (29 respondents), Konin county (8 respondents), Turek county (4 respondents), Słupca county (6 respondents) and Koło county (9 respondents) was obtained (Figure 1.2).

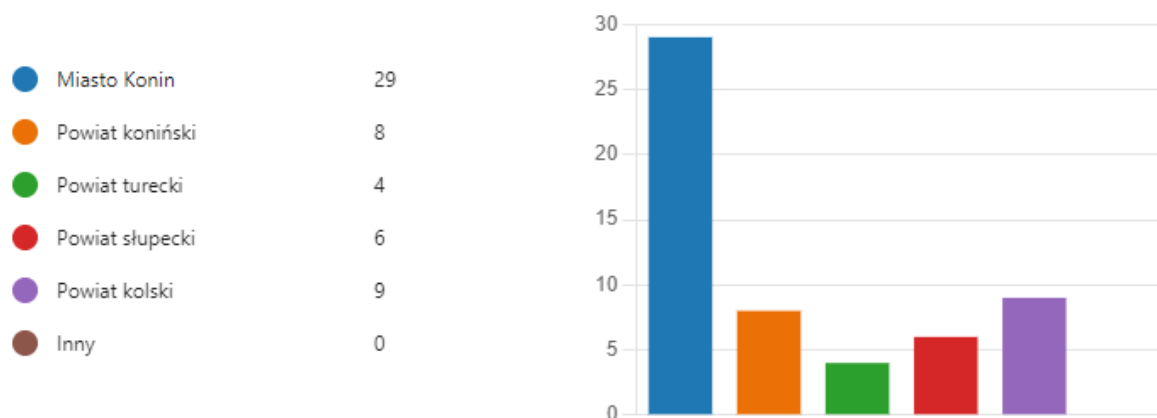


Figure 1.1. Employers – respondents per registered address

Source: Authors

The majority of the surveyed businesses were micro-enterprises (43%), i.e. businesses with up to 9 employees. Small (10–49 employees) and medium companies (50–249 employees), constituted 27% and 16% of respondents respectively, and large companies (250+ employees) – 14%.



Figure 1.2. Employers – respondents per headcount

Source: Authors

Data obtained from respondents show that the oldest surveyed company was established in 1930. One in three of the surveyed companies were established between 1990 and 2000, and one in four – before 1989 (Table 1.3). Thirteen (13) companies were established between 2001 and 2010, and ten (10) – between 2011 and 2020. One respondent did not specify the date of establishment of the company represented.

From the data collected it follows that over 80% companies have more than 11 years of business experience. Therefore, they are knowledgeable about the market situation and are a valuable source of information.

Table 1.3. Employers – respondents per date of establishment (N=56)

Date of establishment	Number of companies (%)
Before 1989	14 (25%)
1990–2000	18 (32.1%)
2001–2010	13 (23.2%)
2011–2020	10 (17.9%)
After 2021	0 (0%)
Not stated	1 (1.8%)

Source: Authors

The majority of the surveyed businesses (almost 50%) are sole traders, followed by limited liability partnerships/companies (ca. 36%), i.e. 20 entities.

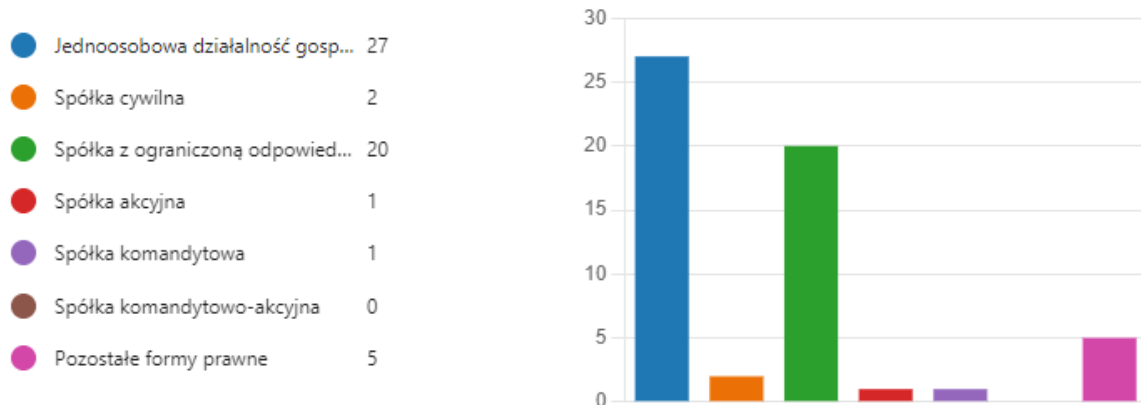


Figure 1.3. Employers – respondents per legal form

Source: Authors

2. CONCLUSIONS

The following conclusions were drawn for each of the three (3) sessions held:

Session 1. Educational offer, equipment and retrofitting of schools and teacher's competencies.

1. Few specialists assist vocational schools in the educational process.
2. Vocational school students – proportions: 30% choose vocational schools level 1, 70% – technical schools.
3. Fierce competition among schools for students (in the same city/town and as regards the same vocation).
4. Respondents find it difficult to connect the profession included in the vocational education curriculum with the energy transition in the Eastern Greater Poland region.
5. Additional vocational skills (DUZs) are taught at 4 out of the 26 vocational schools surveyed.
6. Market qualifications are taught at 3 schools.
7. Additional vocational credentials are offered by 10 schools.
8. Qualifying courses are offered to students/adults at 8 schools.
9. The educational offer is not updated at 8 schools.
10. Professions are struck off the educational offer as a result of little or no interest expressed by students or insufficient number of teachers.
11. Over 50% of the schools surveyed find it necessary to extend their educational offer (1/4 difficult to predict).
12. Core vocational education curriculum is not adapted to the local labour market needs as regards 22 professions.
13. Inclusion of new courses – rationale: the availability of resources and teachers is more important than the needs of the labour market.
14. Curriculum is planned to be updated at 9 schools (out of 26 schools surveyed).
15. 88% of respondents believe that schools are rather well equipped/retrofitted.
16. 153 classrooms need new equipment/need to be retrofitted.
17. 25 schools surveyed use the resources published on the Integrated Educational Platform.
18. It is estimated that in the 2023–2030 period, the teachers' professional development offer will have to be updated to account for the effects of the energy transition of Eastern Greater Poland.
19. A new offer for teachers' professional development needs to be developed for the 2023–2030 period to account for the effects of the energy transition of Eastern Greater Poland.

20. Insufficient number of teachers was reported by 10 vocational schools level 1, 15 technical schools, 1 vocational school level 2, and 2 community colleges.
21. A new teachers' professional development offer accounting for the effects of the energy transition of Eastern Greater Poland should be developed with post-graduate studies, apprenticeships and internships in mind.
22. The energy transition and planned changes in the educational offer call for the introduction of new training courses in preparation for vocational exams, practical education, and analysis of achievements.
23. The energy transition necessitates improving competencies through training for vocational education teachers, practical vocational training and in-company instructors (study visits, work placements, internships), or analysing professional development needs as regards new professions to be included in the vocational education curriculum.
24. Teachers expressed the need to develop their social competencies (openness to change, coping with stress, updating knowledge, negotiation, etc.).

Session 2. Impact of energy transition of Eastern Greater Poland on businesses (employer–school cooperation)

1. Employers find it difficult to determine the impact of the energy transition on their business operations (both now and by 2030) (about 50% – difficult to predict).
2. According to employers – there is (an in the next 5 years and by 2030 will be) a great demand for skilled workers and technicians in the Eastern Greater Poland region (also as a result of the energy transition process).
3. Employers believe that energy transition of Eastern Greater Poland will not lead to lay-offs (in the next 5 years and by 2030).
4. Employers most frequently cooperate with vocational schools level 1 and technical schools.
5. Other entities with which employers cooperate include job centres, universities and craft guilds.
6. Employers believe they are well prepared to cooperate with schools in terms of practical vocational training, training supervision, and violations of work regulations by students.
7. Cooperation between employers and schools is very often occasional.
8. According to employers, cooperation should be initiated by schools.
9. Employers express their willingness to engage in practical vocational training, promotion, trips, dual education.
10. Schools most often cooperate with a few (1 to 5) of employers only.

11. When selecting an employer for cooperation, schools most frequently pay attention to a company's willingness to cooperate with the school, its equipment and infrastructure, and ability to implement the core curriculum.
12. In the case of the majority of vocational schools level 1, practical vocational education takes place at the employer's.
13. In the case of the vast majority of technical schools, practical classes are held at school laboratories.
14. Apprenticeships and internship programmes offered by technical schools are implemented at the employer's.
15. Dual training of students is not a popular form of the school-employer cooperation.
16. Patronage classes are not a popular form of the school-employer cooperation.
17. Schools also expect financial support from employers (e.g., purchase of additional equipment), while employers prefer support through joint ventures (practical vocational training, promotion, dual training, trips).
18. Employers most often engage in one form of cooperation with schools.
19. The peculiarities of the local labour market (county/district level) have an impact on the preferred form of the school-employer cooperation.
20. Employers rarely attend meetings with schools to discuss changes in education.
21. Meetings between employers and school representatives most often revolve around the organisation of practical classes at companies.
22. According to schools, the main impediments to cooperation with companies are: the insufficient number of company employees to teach students; the lack of the need for cooperation; the necessity to make organisational changes and delegate an employee responsible for student training; and the lack of support from the state.
23. According to employers, improving the quality of theoretical and practical education of students and covering the cost of an in-company educator can improve the employer-school cooperation.
24. Schools rate graduates' readiness to enter the labour market much better than employers. This includes students' theoretical and practical preparation, language skills, teamwork, work culture, and professional attitudes.

Session 3. Career counselling at schools providing vocational education

1. Not all (5) vocational schools have a career counselling curriculum taking into account the Intra-school Career Guidance and Counselling System.
2. Various teaching staff participate in the preparation of the career guidance and counselling curriculum.

3. In four (4) schools no school employees participated in the preparation of the career guidance and counselling curriculum and in one (1) school the curriculum was prepared by one person.
4. The career guidance and counselling curriculum is not always updated for each academic year.
5. The developed curricula do not include all components listed in the regulation on career guidance and counselling.
6. Career guidance and counselling is mainly offered as part of career guidance and counselling classes (10 hours).
7. Not all vocational schools in Eastern Greater Poland offer psychologically and pedagogically assisted career guidance and counselling as part of classes with the head teacher or other teacher.
8. Teacher – career counsellor is usually a full-time school employee and teaches other subjects (career guidance and counselling as an additional subject).
9. Students are the main recipients of career guidance and counselling services.
10. Not all vocational schools in Eastern Greater Poland direct their career guidance and counselling services to parents, (head) teachers or employers.
11. There are vocational schools where all teaching staff are involved in career guidance and counselling.
12. At vocational schools, career guidance and counselling is most often offered in cooperation with employers, psychological and pedagogical counselling centres, CWRKDiD, and other vocational schools.
13. Not all vocational school offering career guidance and counselling cooperate with psychological and pedagogical counselling centres.
14. 50% of the vocational schools and vocational training institutions in Eastern Greater Poland do not develop measurable individual career guidance and counselling deliverables (e.g. individual action plans (IPDs)).
15. According to respondents, students need to be better motivated to develop IPDs and teachers-counsellors should be better trained in that regard.
16. In many schools and vocational training institutions in Eastern Greater Poland (16), career guidance and counselling is not evaluated.
17. Vocational school employees involved in career guidance and counselling are interested in improving their qualifications (post-graduate studies, courses).
18. Vocational schools interested in creating a laboratory or designated premises in which career guidance and counselling services could be provided.

19. Vocational schools are mainly interested in being equipped with multimedia tools and teaching aids that would support teachers' work with students as part of career guidance and counselling classes.
20. Additional career guidance and counselling services were offered under projects financed by the EU.

3. LIST OF TABLES AND FIGURES

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