



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

IO2:

Strategy for vocational education and training in the context of energy transformation in the Eastern Greater Poland region

Input and recommendations

Authors:

Łukasiewicz Research Network – Institute for Sustainable Technologies (Radom, Poland)
Centre for Craftmanship, Dual Education and Vocational Education (Konin, Poland)
FURIM Institutt (Oslo, Norway)

The report was developed as part of a project financed under the EEA Financial Mechanism and the Polish government-funded Education Programme.

The publication reflects only the position of its authors and no funding institutions are responsible for its contents.

Konin, Radom 2023

TABLE OF CONTENTS

WPROWADZENIE	4
1. Rekomendacje dla Strategii kształcenia i szkolenia zawodowego w kontekście transformacji energetycznej Wielkopolski Wschodniej.....	6
Obszar 1. Oferta edukacyjna szkół, wyposażenie i doposażenie szkół, kompetencje nauczycieli...	6
Obszar 2. Wpływ transformacji energetycznej na działalność przedsiębiorstw i współpraca na linii pracodawca – szkoła.....	12
Obszar 3. Doradztwo zawodowe w szkołach prowadzących kształcenie w zawodach szkolnictwa branżowego.....	17

INTRODUCTION

The report presents the preliminary results of the work carried out as part of intellectual output 2 ***Strategy for vocational education and training in the context of energy transformation in the Eastern Greater Poland region*** developed 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*.

In line with the project proposal, task 2 concerns identification and specification of key innovative vocational education directions to which Greater Poland should open up and which it should promote among young people. As a result of the labour market analyses, important matters regarding cooperation between local employers and vocational training institutions will be identified in order to make the changing labour market a place for practical classes. Given that changes are required, it seems that practical education centres have grown in importance. A common approach to education and challenges posed by the energy transition will help build trust and ensure undisturbed introduction of changes. The strategy will also take into consideration matters related to career guidance and counselling and informed selection of directions important for the Greater Poland region. Without the aspect of career counselling, education directions important for the region will be unlikely to be implemented by the labour market.

The project proposal also assumed that the strategy for the development of vocational education in Eastern Greater Poland will be developed based on the results of the Analysis regarding vocational education and training in the eastern greater Poland region in the context of energy transformation (intellectual output 1). The strategy will take into account the identification of professions, qualifications, effects from which vocational training should begin and professions to be struck off the educational offer, as well as changes to the form of education – training (qualifying vocational courses (KKZ)).

Accordingly, 3 priority areas (sessions) for which preliminary recommendations were made were formulated. They are as follows:

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

The recommendations are based on the Analysis regarding vocational education and training in the Eastern Greater Poland region in the context of energy transformation and in-depth interviews conducted using the Metaplan method at workshops held in:

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

The developed recommendations will be discussed with project partners and stakeholders and they will contribute to the development of the Strategy for vocational education and training in the context of energy transformation in the Eastern Greater Poland region, and particularly to the determination of strategic and operational objectives and measures to be taken.

1. Recommendations for the Strategy for vocational education and training in the context of energy transformation in the Eastern Greater Poland region

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

As part of the **Strategy for vocational education and training in the context of energy transformation in the Eastern Greater Poland region**, as regards the development of the educational offer, modernisation of the school equipment, retrofitting, and development of teachers' professional competencies, the authors recommend the following:

- 1) An in-depth, cyclical analysis concerning optimisation of the educational offer in each city/town and county/district with respect to the same profession.
- 2) Consideration of an in-depth, cyclical analysis of the needs of students with disabilities as regards further secondary education at technical or vocational (level 2) schools.
- 3) Introduction of measures promoting among students/graduates of vocational schools level 1 opportunities offered by vocational schools level 2. Such measures could be connected with cyclical analysis of choices made by vocational school level 1 students and educational offers of vocational schools level 2. However, it should be stressed that introducing a new profession to the curriculum, ensuring proper qualifications of the teaching staff and proper equipment, as well as enabling practical classes to be held at companies is quite complicated and time-consuming.
- 4) Introduction of measures to disseminate among vocational school representatives and employers the knowledge of the energy transition of the Eastern Greater Poland region, in particular, specific measures that require the introducing to the educational offer of vocational schools professions included in the vocational school curriculum, as well as new professions as part of a pedagogical experiment.
- 5) Introduction of additional vocational skills to the vocational school curriculum. The basic criterion for the selection of the offer should be the needs of the labour market, which can be the subject of cyclical analysis.
- 6) Exchange of good practices as regards measures introduced by schools that incorporated additional vocational skills (DUZs) into their offer.

- 7) Development of new thematic areas of additional professional skills, especially those that will be related to the energy transition of Eastern Greater Poland or other labour market needs. According to the workshop participants, it is faster to add new areas to a profession already included in the school's curriculum, even if it is only in the form of a pedagogical experiment, than to introduce an entirely new profession.
- 8) Cyclical analyses by a designated entity (e.g., the Centre for Craftsmanship, Dual Education and Vocational Education) to identify changes in DUZs and advise school principals and/or their designated teaching staff representatives.
- 9) Introduction of measures aimed to raise students' awareness of the benefits offered by classes revolving around additional vocational skills.
- 10) Inclusion of DUZs in the professional development offer for vocational education teachers (theoretical and practical) and cyclical analyses of needs in that regard.
- 11) Involvement in the process of developing DUZs for special school students.
- 12) Introduction of **market qualifications** to the vocational school curriculum under externally financed projects. Project funds will also make it possible to cover the costs of qualification validation and certification incurred by participants.
- 13) Exchange of good practices as regards measures introduced by schools that incorporated market qualifications into their offer.
- 14) Development of new market qualifications, especially those that will be related to the energy transition of Eastern Greater Poland or other labour market needs.
- 15) Cyclical analyses by a designated entity (e.g., the Centre for Craftsmanship, Dual Education and Vocational Education) to identify changes in market qualifications included in the Integrated Market Qualifications Framework (in line with the curriculum and the labour market needs) and to advise school principals and/or their designated teaching staff representatives.
- 16) Introduction of measures aimed to raise students' awareness of the benefits of market qualification training, validation and certification.
- 17) Inclusion of selected market qualifications in the professional development offer for vocational education teachers (theoretical and practical) and cyclical analyses of needs in that regard.
- 18) Involvement in the process of developing market qualifications for special school students.
- 19) Cyclical analyses by a designated entity (e.g., the Centre for Craftsmanship, Dual Education and Vocational Education) of the labour market needs as regards **additional vocational skills**, particularly with reference to professions included in the school/institution's educational

offer or similar professions in which graduates can be employed. It would be advisable to include this topic, for example, to analyse graduates' success stories.

- 20) Introduction of theoretical classes revolving around additional vocational skills to the vocational school curriculum.
- 21) Identification of sources of funding and using them to cover the costs of organising and running training courses as well as costs of examinations and certification of additional vocational skills.
- 22) Exchange of good practices as regards measures introduced by schools that incorporated the topic of organisation of **additional vocational skills** into their offer.
- 23) Introduction of measures aimed to raise students' awareness of the benefits of additional vocational skills.
- 24) Inclusion of DUZs in the professional development offer for vocational education teachers (theoretical and practical) and cyclical analyses of needs in that regard.
- 25) Certification of schools as exam providers or teachers as trainers of additional vocational skills (if required).
- 26) Cyclical analyses by a designated entity of the labour market needs as regards Qualifying Vocational Courses (KKZs) or Vocational Skill Courses (KUZs), particularly with reference to professions included in the vocational school/institution's educational offer. Consideration of differences between counties/districts.
- 27) Introduction of new professions (particularly those emerging in relation to the energy transition) to the vocational school curriculum.
- 28) Exchange of good practices as regards measures introduced by schools that incorporated KKZs and KUZs into their educational offer for adults.
- 29) Introducing measures aimed to raise employers and their employees' awareness of the benefits of KKZs and KUZs.
- 30) Inclusion of KKZs and KUZs in the professional development offer for vocational education teachers (theoretical and practical) and cyclical analyses of needs in that regard.
- 31) Involvement in the process of developing KKZs and KUZs for special school students.
- 32) Introduction of an external institution for schools and employers that would play the role of coordinator and intermediary between schools and employers, also as regards the addition of new subjects to schools' educational offers, also with reference to the energy transition of the Eastern Greater Poland region.
- 33) Cyclical analyses of short- and long-term labour market needs as regards new ending with recommendations to add new subjects to the educational offer of vocational schools.

- 34) Introducing measures aimed to improve cooperation between representatives of schools providing vocational education and employers as regards inclusion of new professions in the educational offer, including those created as a result of the energy transition of Eastern Greater Poland.
- 35) Exchange of good practices as regards measures introduced by schools that incorporated new subjects into their offer, including those created as a result of the energy transition of Eastern Greater Poland.
- 36) Introduction of measures raising employers, employer organisations, and schools awareness as regards the possibility to add new subjects to schools' educational offers, also with reference to the energy transition of the Eastern Greater Poland region.
- 37) Introduction of the topic of adding new subjects to schools' educational offers, also with reference to the energy transition of the Eastern Greater Poland region, to the professional development offer for vocational education teachers (theoretical and practical) and employers' representatives involved in this process.
- 38) Involvement of external entities (e.g., representatives of authorities, employer organisations, employers, job centres, employment agencies and other institutions) in cyclical reviews of educational offers of vocational schools providing in Eastern Greater Poland for potentially required updates.
- 39) Development of the educational offer taking into account the specificities and needs of special school students.
- 40) Involvement in measures aimed to improve the effectiveness of awareness-building actions concerning energy transformation in the Eastern Greater Poland regions and related labour market changes.
- 41) Development of proposals for new professions related to the energy transition of Eastern Greater Poland which are not included in the classification of professions and their introduction to the educational offer of vocational schools, also as part of a pedagogical experiment.
- 42) Provision of funds to equip schools providing vocational education with machines, devices, tools and workshops required to teach new professions.
- 43) Implementation of measures aimed to raise elementary school pupils' awareness of and to promote among them subjects meeting the current and future labour market needs, including those related to the energy transition of Eastern Greater Poland.
- 44) Development of procedures and implementation of measures facilitating cyclical analyses of the relevance of the curriculum and introduction of necessary changes. It is advisable to include representatives from vocational schools, as well as employers, including those

related to the energy transition of Eastern Greater Poland. The recommendation is part of the measure to increase the influence of companies and employer organisations on the functioning of the vocational education system – the design of the core curriculum and indicated in the Strategy for Responsible Development until 2020 (with 2030 outlook).

- 45) Agreement at the supra-local level (Eastern Greater Poland) on the directions of vocational training and education, consistent with the current and projected needs of the local labour markets, including those related to the energy transition of Eastern Greater Poland.
- 46) Conclusion of agreements between authorities managing vocational schools in the Eastern Greater Poland districts/counties, regarding the organisation and introduction of courses at individual schools.
- 47) Cyclical analyses of the needs for retrofitting vocational school laboratories and workshops.
- 48) Expansion of the cooperation between employers and schools by transferring practical classes to companies, thereby making use of often unique, modern machinery, equipment and tools.
- 49) Monitoring teacher supply and demand at vocational schools in the Eastern Greater Poland region, particularly as regards acquisition of specialists to teach vocational classes.
- 50) Introduction of mentoring programmes, in which retired (or approaching retirement) vocational education teachers with many years of professional experience could become mentors and provide mentoring support for fully qualified first-time teachers.
- 51) Improvement of the image of the teaching profession, including vocational education teachers, e.g. through the campaigns focusing on increasing the prestige of the profession or aimed to improve the attractiveness of the teaching profession among present and future teachers, as well as former teachers interested in coming back to the profession. Another way to increase the attractiveness of the teaching profession may be to focus on such factors as job satisfaction and teacher perceptions of the value that society attaches to the teaching profession or school environment.¹
- 52) Systematic monitoring of teachers' training needs, including vocational training at schools, in consultation with the authorities, and preparation on that basis of a professional development offer.
- 53) Monitoring of activities related to the energy transition of Eastern Greater Poland, combined with the preparation of an offer of professional development training for vocational education teachers (theoretical and practical) and instructors of practical vocational training

¹ European Commission/EACEA/Eurydice, 2015. The Teaching Profession in Europe: Practices, Perceptions, and Policies. (Zawód nauczyciela w Europie: polityka, praktyka i odbiór społeczny) Eurydice Report. Luxembourg: Publications Office of the European Union, p. 101.

in companies, aimed, on the one hand, to familiarise teachers with the effects of the energy transition of Eastern Greater Poland and on the other hand, at to improve the qualifications of or retrain vocational education teachers in a real work environment. Alternatively, on the basis of monitoring, development of an offer of new full-time or postgraduate studies and specialised training courses supported by the aforementioned opportunities for teachers to receive internships and apprenticeships in companies.

- 54) Inclusion in the processes of improving vocational education teachers, practical vocational education teachers and in-company instructors' professional competencies various forms of training opportunities (e.g. study visits, professional internships or apprenticeships in enterprises). In particular, this applies to the organisation of such forms of training in companies that would take into consideration the energy transition of Eastern Greater Poland.
- 55) The energy transition of Eastern Greater Poland and planned changes in the educational offer call for the introduction of new training courses for vocational school students.
- 56) Introduction of modular training and innovative IT-based training methods and forms. Improvement of the quality of training courses provided through monitoring and evaluation.
- 57) Creation of a professional development system for teachers to help them improve students' social competencies specified in the core curriculum for vocational education and training. Particularly those that make students more open to change, help them cope with stress, broaden knowledge or improve negotiating skills, etc.

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

As part of the **Strategy for vocational education and training in the context of energy transformation in the Eastern Greater Poland region**, as regards tightening cooperation, the authors recommend the following:

- 1) Inclusion of industry specialists in vocational education. This is particularly important with reference to measures introduced on the labour market in connection with the energy transition of the Eastern Greater Poland region.
- 2) Introduction of measures to disseminate among vocational school representatives and employers the knowledge of the energy transition of the Eastern Greater Poland region, in particular, specific measures that require the introducing to the educational offer of vocational schools professions included in the vocational school curriculum, as well as new professions as part of a pedagogical experiment.
- 3) Introduction of procedures, tools and measures aimed at identifying plans and actions connected with and results of the energy transition of Eastern Greater Poland and, on that basis, advising employer organisations and employers of the impact on their operations.
- 4) Monitoring programs that support the energy transition and advising representatives of employer organisations and employers interested in joining the transition process.
- 5) Development of procedures and tools for monitoring local employers in Eastern Greater Poland in terms of labour demand. Monitoring the labour market in terms of educational policy needs, classification of professions, introduction of new professions and professions to satisfy future needs is a measure recommended under the Strategy for Responsible Development until 2020 (with 2030 outlook).
- 6) Introduction and promotion of measures aimed at adapting vocational education to current labour market needs, through: Improving the quality of students/graduates' transferable skills (allowing them to be used in a wide variety of professions), including social skills related to cooperation and communication, language skills (bilingual education), practical skills, entrepreneurship, self-reliance, and supporting the development of talents, individual abilities, qualifications, competencies and skills in the region's strategic industries.
- 7) Improvement of the quality and attractiveness of education through large-scale involvement of employers in the process of vocational education (including dual education, patronage classes) and examination, as well as increasing the level of preparation and practical

experience of teachers and lecturers, rationalisation of the choice of the educational path, and development of counselling and career guidance services. Introduction of measures aimed to raise the awareness of representatives of employers and schools of the need to put more emphasis on the development of students' practical skills by taking actions intended to gradually extend the scope of internships and apprenticeships carried out in companies, and enabling education in the real work environment – development and dissemination of dual education.

- 8) Development of mechanisms to motivate employers to establish cooperation with schools providing vocational education in order to formulate the educational offer adapted to the employers' needs.
- 9) Strengthening the cooperation between vocational schools, local authorities and employers through the creation of a network of linkages conducive to the development of cooperation between schools providing vocational education, employers or employer organisations, with the support provided by external entities, e.g. research institutes or universities. This can be fostered by concluding agreements between the authorities running schools, schools providing vocational training, employers or employer organisations. Taking into account, for example, the division into 32 industries listed in the classification of professions and, on that basis, creation of single- or multi-industry clusters (as required).
- 10) Support by authorities managing schools, employer organisations and employers of the idea of networking employers and vocational schools.
- 11) Introduction of financing mechanisms helping to network employers and vocational education schools. At the beginning, these can be funds from local budgets (e.g., within the framework of civic budgets – financing of ideas submitted by schools and employers, from activities intended for the development of vocational education), regional, national or EU funds (e.g., within the framework of local calls for proposals – introducing in the terms additional criteria rewarding activities aimed at developing cooperation (including networking) between schools providing vocational education and employers).
- 12) Establishment within each of the 32 industries listed in the classification of professions of one or more entities to network and coordinate cooperation between schools and employers in Eastern Greater Poland. Such solutions were adopted in the Metal Cluster in Radom coordinated by the representative of the Chamber of Commerce and Industry of the Radom Region. In the opinion of the workshop participants, it would be advisable to appoint an employee who will act as a local (institutional) coordinator of cooperation development and represent their entity in the cooperation network, and to provide them with adequate remuneration.

- 13) Legal and organisational support for schools and employers establishing cooperation in the area of practical training of students in companies.
- 14) Consideration of demographic changes and needs of local labour markets when taking measures to optimise and adapt the educational services provided in Eastern Greater Poland counties/districts.
- 15) Dissemination among employers of knowledge about specificity of vocational education, including learning outcomes achieved by students taking exams confirming their qualifications.
- 16) Development of mechanisms encouraging cooperation between vocational schools a given district/county, exchange of good practices, support for other schools wishing to implement a new solution.
- 17) Development of mechanisms encouraging employers to support each other in introducing new solutions and taking measures facilitating cooperation with vocational schools.
- 18) Development of mechanisms encouraging schools and companies to gradually transfer practical classes from schools to companies, taking into account risk and opportunity analyses. This approach will reduce the needs and costs incurred by schools with reference to retrofitting.
- 19) Involvement of local company employees in the process of practical training of students of vocational schools.
- 20) Promotion and exchange of good practices aimed at developing dual education of students in companies in Eastern Greater Poland and creating patronage classes with the support of employers. A patronage class for the underground miner professions at the General and Technical Education School in Kłodawa created in cooperation with the salt mine "Kłodawa" may be used as an example. Students of the patronage class are guaranteed practical training (this is an exception to other schools that have patronage classes), apprenticeships and priority treatment in the recruitment process. The greatest experience in establishing patronage classes have the Agricultural School of the Practical Education Centre in Kaczki Średnie (4 patronage classes) and the Stanisław Staszic Mining and Energy School in Konin. Admitting the possibility of several patrons of patronage classes.
- 21) Introduction of other mechanisms for employers, besides educational subsidies for practical classes in companies, particularly those aimed at developing dual education and creating patronage classes. This, for example, could be awarding bonus points to employers applying for funds for retrofitting – the equipment would also used by students taking practical classes in the form of dual education.

- 22) Introduction of mechanisms for assessing the quality of implementation of practical classes for students in companies.
- 23) Inclusion of employers' representatives in the creation of additional educational offers in vocational schools, for example in the form of additional professional skills.
- 24) If a school wishes to introduce a new profession to its educational offer, it should be obliged to select such a number of employers that would be suitable for the number of students to be provided with practical training.
- 25) Development of IT tools to improve cooperation between schools and employers intended to improve practical vocational training in companies.
- 26) Consideration of the specificities and needs of individual cities/towns and districts/counties in Eastern Greater Poland when taking measures aimed at developing cooperation between vocational schools and companies.
- 27) Implementation at the local level of measures aimed to increase the number of students of vocational schools in Eastern Greater Poland in international internships financed under the Erasmus+ programme. Such measures are implemented, among others, by the Centre for Craftsmanship, Dual Education and Vocational Education in Konin. Ideally, 100% of students should have such an opportunity at least once during the course of their education at a vocational school.
- 28) Introduction of mechanisms encouraging employers to tighten cooperation with schools providing vocational education. Employers most often engage in one form of cooperation with schools.
- 29) Increasing the involvement of schools and employers in the implementation of activities aimed at promoting vocational education, including, among others, through joint organisation of local professional skills competitions modelled on the idea of WORLDSKILLS or EUROSKILLS competitions.
- 30) Increasing the involvement of employers in improving practical classes and vocational education curricula. This will help to better adapt the practical vocational education curricula to employers' technological capabilities
- 31) Development of mechanisms allowing a compromise between school and employers' needs.
- 32) Establishment of stronger school-employer cooperation through application of instant messaging systems. This form was first used during the COVID-19 pandemic.
- 33) Development of students, teachers and employers ICT skills and digital competencies by equipping schools with ICT tools – this will improve the quality of the educational process.
- 34) Translation of measures implemented with reference to the energy transition of Eastern Greater Poland into directions supporting education and training activities.

- 35) Adaptation of the education offered in the region to the regional labour market needs (based on ongoing labour market analyses).
- 36) Introduction of mechanisms to invest in appropriately qualified employees who are ready to incorporate the latest technologies into vocational training.
- 37) Improvement of the competencies and qualifications of employees in companies delegated to cooperate with schools and teachers providing vocational education.

Area 3. Career counselling at schools providing vocational education

As part of the **Strategy for vocational education and training in the context of energy transformation in the Eastern Greater Poland region**, as regards the improvement and development of career guidance and counselling services provided to students of vocational schools in the Eastern Greater Poland region, the authors recommend the following:

1. Consideration of the specificity of the local area and individual schools when taking measures aimed at improving career counselling for young people.
2. Preparation for career counsellor and educators cyclical information on the energy transition of the Eastern Greater Poland region, which could be passed on to students and taken into account when creating their educational and professional development plans.
3. Training for school management, teaching staff, vocational education specialists concerning legal aspects of provision of career guidance and counselling in secondary vocational schools.
4. Development of a career guidance and counselling programme at vocational schools by a team appointed by the school principal composed of the school managers, (head) teachers, pedagogue, school counsellor, psychologist, and librarian.
5. The career guidance and counselling program for secondary vocational schools in Eastern Greater Poland should be developed for individual academic years.
6. Development of a career guidance and counselling program, taking into account the intra-school career counselling system and all its components required under the Regulation of the Minister of Education of February 12, 2019 on career counselling.
7. Implementation of measures aimed to raise the teaching personnel's awareness of the role they play in the career guidance and counselling programme.
8. Inclusion in the career guidance and counselling program:
 - compulsory educational classes in general education or vocational training;
 - career guidance and counselling classes (10);
 - classes related to choosing a field of study and career conducted as part of psychological and pedagogical assistance; and
 - classes with head teachers.
9. Increasing the number of classes devoted to career guidance and counselling (more than 10) at vocational schools in Eastern Greater Poland and thus creating an opportunity to have career counsellors employed full-time.

10. Professionalization of career counselling by employing career counsellors who, being full-time school employees (as in the case of a school counsellor or psychologist), will be prepared to develop a career guidance and counselling programme as part of the internal career counselling system at the stage of its creation and assess measures taken in that regard. Such career counsellors, through career guidance and counselling classes, will bring together the results of measures taken by the entire teaching staff and external experts and will, together with students, determine measurable outcomes of their actions in the form of a further educational and professional development plan.
11. Introduction into the developed career guidance and counselling programme as part of the internal career counselling system of measures directed to students' parents.
12. Introduction of professional development training in cooperation with teachers, representatives of employers, psychological and pedagogical counselling centres and other experts. The scope of the training could include raising awareness of the role and importance of career counselling, principles of cooperation, involvement in the implemented educational content of career counselling, methods and deadline for implementation, principles of documentation of activities by the student, as well as other topics (as needed).
13. Involvement of as many teachers (of general and vocational subjects), representatives of school management, heads of practical vocational training, instructors of practical vocational training, psychologists, or even librarians in the provision of career guidance and counselling services at vocational schools in Eastern Greater Poland. At the same time, it is advisable to clearly define the tasks to be carried out by each of them and set the deadlines for their implementation in keeping with the developed career guidance and counselling programme.
14. Participants in the workshops organised under the project concluded that it would be reasonable to implement measures aimed to expand cooperation with the representatives of:
 - psychological and pedagogical assistance centres;
 - Centre for Craftsmanship, Dual Education and Vocational Education as an institution supporting education as well as career guidance and counselling development;
 - other vocational schools, including vocational and continuing education centres;
 - job centres;
 - primary schools;
 - teacher training institutions as institutions supporting professional development of educators and career counsellors;
 - universities;

- Voluntary Labour Corps, employment agencies; and
 - employer organisations, associations, trade and professional organisations.
15. When planning cooperation, methods addressed directly to students and included in the career guidance and counselling programme, and methods addressed to persons involved in career guidance and counselling at vocational schools should be considered.
 16. Introduction of **individual action plans**, in which students plan different possible educational and career directions based on their own resources and values, as well as information about the education and labour market and predict the results their decisions could have. Students should also have a portfolio, in which they could collect evidence of their career guidance-related work and other documents confirming their achievements.
 17. Periodic internal monitoring of the implementation of career guidance and counselling by the vocational school principal (in accordance with applicable laws) and, on that basis, formulation of conclusions and recommendations.
 18. Implementation of measures aimed to motivate as many students as possible who would be interested in developing individual educational and career plans based on the information about them, labour market or energy transition of Eastern Greater Poland.
 19. Introduction of professional development training for career counsellors, teachers and other staff involved in career counselling as regards motivating students to create an Individual Action Plan, which should, at least, contain further educational and professional development plans.
 20. Development and introduction of simple guidebooks for career counsellors, (head) teachers, students and parents which enable the implementation of systemic cyclical measures aimed to assist in drafting an individual educational and career plan for students at different types of secondary schools.
 21. Analysis of the need for employing career counsellors at vocational schools and teachers' needs to acquire formal career counsellor qualifications (postgraduate studies).
 22. Cyclical analyses of training needs of vocational counsellors and teachers employed at vocational schools to broaden knowledge and improve skills necessary to best implement career guidance and counselling-related tasks. The analyses should identify course/training topics that could be implemented in short forms.
 23. Creation of career guidance and counselling labs standing out in terms of equipment and resources.
 24. Implementation of measures aimed at providing schools and vocational training institutions with teaching aids for the implementation of career guidance and counselling, including:
 - communication methods and forms attractive to students used to using modern digital technologies;

- presentations showing, step by step, how the class will be organised and run. This is especially important for teachers who do not have experience in career guidance classes. Teaching materials available, among others, on the website of the Centre for Education Development, require from teachers the ability to properly select and combine resources. Unfortunately, the vast majority of teachers involved in career guidance and counselling do not have such skills;
 - Development of a standard of teaching equipment necessary for the implementation of career guidance and counselling at vocational schools, which would periodically reviewed and updated. On the basis of the developed standard, in-depth analyses of the needs of career guidance and counselling labs should be carried out.
25. Implementation of measures to make the search for funding opportunities more effective and win funds for career guidance and counselling organised for students in the form of extra-curricular activities.