RESEARCH REPORT, *Poland*

CURSOR: Crafting Career Roadmaps

In-service Training Needs Analysis Report to identify the needs of front-line youth workers to be used in the In-service Training Programme Handbook

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Findings from the field research in Poland

To fulfill the requirements of the in-service training needs analysis process in Poland, researchers from Tomorrow conducted telephone interviews(8 persons) and surveys (4 persons) to discuss the research topics with 12 professionals who work in the fields of youth work, second-chance education for disadvantaged young people and youth counseling. The following section presents the findings from these research activities.

Respondents' profile:

Category	Number
Youth Worker	0
Youth Trainer	2
Social Worker working with young people	0
Teacher	7
Mentor	0
Career Adviser	3
Total	12

Men	Women
3	9

Age group of the young people that respondents work with	Number of answers
13-18 years	7
19-24 years	5
24-29 years	4
30-35 years	1

Do the respondents work with young people with disadvantaged backgrounds and/ or fewer opportunities?

Yes	No
4	8

Please elaborate upon the obstacles emphasized by your respondents as being faced by the young people they work with:

Of the twelve young professionals who participated in this research process, 5 were teachers at local youth schools; Teachers gave you their practices as part of the education hours once a month in each class in order to help students determine their professional predispositions. The students had to choose a further education block related to their future professional work. Of the remaining 7 professionals, there are people working with youth and teachers who implement a school support program under the latest ministerial guidelines in raising qualifications among teachers and thus effectively raising awareness, social usefulness and educational trends among students. 7 experts work in different age groups at the same time.
Five of all respondents said that they work with disadvantaged young people.

 As we can see from the results presented in this table, the most common obstacles faced

Disability	1
Educational difficulties	2
Economic obstacles	3
Cultural differences	1
Health problems	0
Social obstacles	3
Geographical obstacles	0
Other: Availability of new technologies	2

by young people among the professionals surveyed are 'economic obstacles' and 'social obstacles'.

Please present an overview of the answers provided by your respondents regarding the skills and competencies for career planning that the young people they are working with consider most and less important:

Of the 12 young professionals who participated in the CURSOR exercise in Poland, competences related to topic 5 - self and topic were evaluated by our participants as the most important; because these themes were perceived as critical and at the same time the most neglected of the educational system in strengthening the personal and professional development of disadvantaged young people with whom they work.
The remaining competences from topics 1-4 were also set very high, at a comparable level, but evidently the topic 5 turned out to be the more important element with which trainers working with youth have to deal with themselves.

Competences related to the first two themes were perceived by professionals as very important in providing young people with basic skills and self-awareness enabling them to develop and further develop their career management skills. Everyone pointed to the connection between their own development, attitudes, and self-awareness, with a proper translation of this into the right attitude in working with young people. By appropriate attitudes, they understood the principle that in order to set a good example and properly carry out further work related to designing the path of development of young people, they should skillfully find their own tasks, have clearly defined goals, methods and educational programs, understand their own strengths and be aware of your own skills. Among the opinions of young professionals, lack of competences under these two first themes does not allow proper development and implementation of competences mentioned in the topic 3 - Perspectives 4 - Relationships, and 5 - Other competencies to manage a career.

While young experts agreed that the first themes are important and important to ensure young people progress in their careers, they gave special importance to contemporary topics in topic 5, especially communication and modern digital technologies. They noticed that if they do not have the skills, approach and trust in communication processes, the effects of their work with young people are less effective.

Therefore, own competences and own strengths are important, but not the most important. You can not expose yourself in the first place; firstly, you must carefully and precisely approach the needs and expectations of the students. After that, focus on the individual methodology and prepare the program for the individual. It is only specialists who enter their own competences here. In addition, they pointed out that in such a rapidly changing world, different competences must be constantly developed and supplemented depending on the needs of students' career development.

It's modern digital technologies, the ability to use them, and smooth communication, gaining the trust of the recipient, significantly contribute to the immediate growth of activities for young people who want to develop career management skills. In general, in all 5 topics, all of the listed competences were rated as very important by the majority of respondents.

Significantly fewer answers were marked as moderately important at all points. Competences in the subject no. 2- "Self-confidence, resilience and learning ability when something is not going well" and competence from block 4 - "Ability to determine how a man affects his life, his work ..." were marked as competences with evidently of medium importance.

It is therefore justified to state that all of the competences included in the survey in all 5 thematic blocks, apart from two competences, have been indicated as very important - more than half of the experts surveyed in each case. The importance of all skills and competences in career management, according to the experts studied, is important. Especially that all young people with whom they work have well-developed digital skills even those from disadvantaged areas. However, some of them often struggle with lack of

confidence and self-efficacy, lack of ability to take initiative in action, effective communication, motivation and the ability to acquire available education, training and employment opportunities. Young people at the beginning of their careers show something like "learned helplessness". Therefore, it is important that the CURSOR project is directed and dedicated to people working as career counselors. To the CURSOR handbook it was a support program in the field of professional development for both students and individuals who completed their education, but they can not independently determine their own perspectives and paths of their own professional development, or take independent actions. Thanks to the CURSOR project, you will be able to develop the remaining competences, qualifications and skills of young people who are not in the direction of education, which they have acquired or will acquire by completing education. Students who finish their school as well as young employees should be enabled and supported in gaining soft skills: how to use and cope with the baggage of knowledge and skills ?; How to determine in what direction do I want to continue ?; What are my needs and required activities to achieve my goals?

Please elaborate upon the specific methods, techniques and resources of your respondents to support career guidance and planning of their target group:

Teachers and experts working with school youth and young people at the beginning of their careers stated that they mainly work on the basis of paper-based competence questionnaires. They also indicated that they support their activities using digital devices and tools generally available on the Internet, created as part of the EU funds obtained. As the most frequently used, they exchanged the E-zamek and youth questionnaire for professional interests in Młokozz.

In addition, they indicated that they are actively looking for methods of work in guides related to the subject of professional development, publications and competency courses. The first individual meeting with a young person concerns determining the resources of his / her competences and hard and soft qualifications as well as defining interests and directions of planning professional development. Subsequent meetings concern practical support regarding the preparation of resumes, indicating directions for further development and possible places of their implementation in the form of courses and apprenticeships. Group meetings, most often in schools, in classes as part of educational classes with students, to lead to the realization of their professional predispositions and potentially possible further directions of development.

Seven out of twelve specialists stated that they often encounter a situation in which a young person is required to help with determining their interests and professional predispositions, as well as what additional qualifications should be obtained. Many young people in Poland do not know at all what they would like and what they can do after finishing school. They have no idea for themselves. They do not know where to look for this idea, and if they already have one, they lack the initiative and knowledge at which employers can look for

employment. Many of the specialists also stated that often their source of inspiration in working with their pupils are ready-made cases of early pupils, which only need to be modified or even given a good example. Often the trigger for taking initiative and self-activity among young people are examples of their successors who succeed. Therefore, all activities are usually limited to individual work based on the presentation of possible forms of action. Experts, however, complain about the lack of one, specific tool that would give them a certain pattern, algorithm of conduct. A formula that they could complement with practical content, the stage of individual cases taken from their own area of activity. These individual cases mobilize young people to act, but a prologue is also a prosaic individual action plan. A plan showing the following activities should be taken while creating a career development path either by a specialist or by an individual student / young employee.

Please provide in the table below the distribution of answers related to the participation of your respondents in train-the-trainer program(s) for acquiring/improving the skills necessary when working in the field of youth guidance and support in career planning:

Answer 'Yes'	Answer 'NO, I am self-educated'
4	8

Please provide in the table below the distribution of answers related to the need of your respondents for attending a train-the-trainer program to acquire/improve the skills necessary when working in the field of youth guidance and support in career planning:

Answer 'Yes'	Answer 'No'
12	0

Please elaborate upon the justification that your respondents provided for their answer regarding the need to attend a train-the-trainer programme:

In response to the need to use training programs, all of the surveyed specialists answered in the affirmative. This means that there is a high awareness, responsibility and need for precise education among specialists in the field of career counseling in Poland. Eight of the interviewees justified their choice because working with another person is an extremely responsible job, and the profession of a career counselor is associated with a very large responsibility and social trust. Therefore, young people can not be helped to create their professional paths based on hasty, ill-considered directives and guidelines. The work of a

career counselor determines the further life, activity and satisfaction of a young person, so that it should be practically and without any harm to him.

The remaining respondents indicated their own development of a professional and personal, permanent and continuous improvement of their own skills, qualifications and competences. Everyone also pointed out the responsibility for their work. This responsibility allows only the implementation of precise, in line with the ministerial guidelines, preparation for the profession of a vocational counselor.

Please present an overview of the answers provided by your respondents regarding their own (current) skills

According to the answers presented in the table in the questionnaire in point 9, as the weakest areas of their predisposition indicated "assessment of educational and other interventions in career planning for young people" "reporting of their educational and other interventions during career planning for young people" and "use blended learning curricula and e-learning environments in vocational counseling of young people ". Noting that they lack specific tools, instructions or procedural templates in these areas. Therefore, the CURSOR program should consider the preparation of a competent tool, instruction manual, and a guide harmonizing the professional development program for experts working with young people.

Based on the findings above, obtained from your field and desk research, please formulate a list of Learning Outcomes that you consider as necessary to be included in CURSOR Learning Outcomes Matrix (LOM):

Learning Outcome	Knowledge	Skills	Competencies

LO1: Learning how to support young people to access and use effectively a full range of career management products and services at a time and place that suit their needs	K1.1 Intermediate knowledge of the topics of the CURSOR Career Management Resources K1.2 Advanced knowledge of how to use the CURSOR Resources in a range of settings K1.3 Advanced knowledge of the key learning outcomes to be achieved on completion of the CURSOR Career Management Resources	S1.1 Using the CURSOR Career Management Resources in an educational setting with young people S1.2 Teaching in a blended learning environment S1.3 Developing an assessment framework for the CURSOR Resources to be used with young people	C1.1 Demonstrate how to use the CURSOR Career Management Resources with young people C1.2 Develop a lesson plan for integrating CURSOR Career Management Resources into teaching/coaching sessions C1.3 Assess if the learning outcomes for each of the CURSOR Resources have been achieved
LO2: Learning how to enable the young people to identify opportunities to develop their learning goals and employability skills	K2.1 Intermediate knowledge of the range of education and training programmes available to young people locally, nationally and also online. K2.2 Intermediate knowledge of digital tools and resources that can be used to K.2.3 Intermediate knowledge of how to set realistic learning goals for disadvantaged learners	S2.1 Ability to identify learning opportunities for young people S2.2 Using digital resources to encourage young people to re-engage in education and training S2.3 Setting learning goals for disadvantaged learners.	C2.1 Demonstrate how to identify learning opportunities C2.2 Demonstrate how to use digital tools to find learning opportunities online C2.3 Advising young people on how to set SMART learning goals for themselves

LO3: Learning how to support young people to research possible career pathways, how to plan a career for themselves and understand how the labour market works	K3.1 Having knowledge in how to research different careers K3.2 Having knowledge of how to plan a career pathway for different careers, using the information that is available online K3.3. Advanced knowledge of the processes involved in applying for a job	S3.1 Research skills S3.2 Critical thinking skills S3.3 Coaching skills	C3.1 Demonstrate to young people how to research potential careers C3.2 Demonstrate to young people how to plot a career pathway for their chosen careers C3.2 Explaining the job application and acquisition process to young people

Among the respondents as part of the analysis of training needs in Poland, 10 respondents indicated that they would like to create a national working group of the CURSOR project in Poland. However, everyone declares their willingness to participate in a professional training course, if it arises. Translating it with the need to standardize the procedures and directions of professional support for young people in accordance with the standards and intercultural needs of the labor market. Today, we do not limit ourselves to working in a designated place. Today, it's a free job where it's our place. Polish youths are looking for work all over the world, while people who are young with young people are looking for a multi-cultural and multicultural tool to meet these needs.

Findings from the desk research in Poland

Best practice in the design, development and provision of In-service Training Programmes for youth professionals

Name or title of the best practice	E-lock-Internet Pupils and Teachers Programme
Link (where the practice can be accessed or practice's identification data)	www.e-zamek.pl/

Brief description of the best practice	e-zamek.pl- practice involving the examination of career predispositions, needs and goals of students and job seekers. On this basis, an indication of the proposed career path along with her suggestions as to the further direction of development. The diagnosis is carried out using a remote teaching and diagnosing platform, where the student / job seeker can independently recognize their own starting point and direction of professional development. Diagnosis and creation of a development path can therefore take place individually, but also with the help of a career counselor. The practice is easily available without restrictions related to the space and distance and the predispositions of free time by the interested.
List of partners involved in this best practice	• Wojewódzkie Ośrodki Doskonalenia Nauczycieli • Pro-szkolenia.pl • Instytut Rozwoju Kompetencji Cyfrowych • Nowa Era • Unia Europejska EFS • Stowarzyszenie I LOVE MATH • National schools • JST
Why do you think this is a best practice? Please justify your choice.	The practice includes a proven model that requires moderate physical engagement and moderate substantive preparation from jobseekers. Participants, on the other hand, can use the resources and training materials at any time without time or space restrictions. The practice is flexible and comfortable to use. The "push" model allows participants to engage independently to take action to take up a job / study at any time and place they choose. This is reinforced by the diagnostic materials and training proposals, composed in terms of aesthetics and interaction. In addition, activating and mobilizing is sharing their own experiences, observations and practices with other participants of the training, borrowed from various levels of their individual professional experience using various asynchronous means of communication.

Issue to be addressed in CURSOR Handbook

Name of the issue/topic	How to use the CURSOR e-learning platform and digital career management resources to eliminate barriers and aversion to career guidance among career guidance trainers
Brief description of the issue/topic	Young people, especially at the beginning of their career, have problems with training, acquiring new competences and finding their place on the demanding job market. It is connected with the possession of specific competence in the scope of one competence module and lack of knowledge of where and how to extend and improve qualifications. Young people joining their professional path are faced with the need to acquire additional knowledge through a variety of flexible methods, including e-learning and blended learning. Trainers in the field of career guidance often have to offer imprecise and outdated templates to diagnose the needs of young people. Developed and standardized according to requirements from around 20 years ago. There is a lack of precisely trained and prepared vocational counselors already at the level of education. Most often, this role is played by teachers of other subjects who have gained the competence of vocational counseling by completing simple, fast courses. Due to the excess of duties, teachers working in schools do not have the desire or time to expand their knowledge and skills in the field of career counseling among young people. Career counselors do not have adequate experience or the ability to use IT and multimedia resources. Consequently, vocational counselors lack easily accessible and precise tools that would support their work without involving their private time and do not require additional work in the field of

	designing professional development programs.
	There is a lack of confidence in the quality of training offered through digital sources.
	Governmental and self-governmental organizations implement new trainings on everyday basis to improve the qualifications of young people in response to the needs of the labor market. However, there is a lack of guides, promotions and information and development paths that are ready to be proposed, easily accessible to the needs of the surveyed group. In a nutshell, there are modern implementations, but they lack a transitional stage in the form of training of career counseling staff where to look for them, how and how to use them
	In short, there is no reliable place where respondents could get information on what and where they should do to expand their skills, competences, qualifications correlating with the requirements of the labor market and their previous education.

Possible prototype tool that supports Career Planning

Name of the prototype tool	Career to the max
Link where the prototype tool can be accessed	www.e-zamek.pl
Brief description of the prototype tool	The e-zamek portal is a portal intended for people who have not yet decided on the choice of career path and would like to recognize their professional predispositions. We assume that in order to be able to use all the resources published on the portal, you must have an active account. The portal allows you to solve specialist tests of professional predispositions, which can be analyzed by teachers or advisers.

	The website has been divided into two substantive parts. In the first one there is a dictionary of terms used in creating the platform and dictionary of professions. A definition and animation (or comic book) presenting the main features of a given profession (employee's job on a given position, competences and qualifications required from a candidate for a given profession, as well as a description of the work environment) have been added to each profession. In the second part of the platform there is an interactive application with a test of professional predisposition, in which the user after completing a questionnaire consisting of nearly 200 questions, is the element of diagnosis, after completing (selecting statements that suit the user best) the application will ask us to answer questions regarding situation scenarios. Then, after the analysis, the portal will present us with "the best" possible ways to develop the professional path. The task of the application embedded in the portal is to make an analysis that would normally be performed by a vocational counselor, based on tests prepared by psychologists.
	Another element of the portal will be the possibility of placing training information by companies dealing with professional development, this option is considered later in the platform's operation.

Relevant best practice in the design of blended learning curricula and e-learning environments in career guidance of the young people, with a focus on those with fewer opportunities

Name or title of the best practice	Programujemy Kieleckie- We're programming Kieleckie
Link (where the practice can be accessed or practice's identification data)	www.programujemy.edu.pl

Brief description of the best practice	The program is addressed to teachers and educators, on the subject of programming and animation for children and youth, as well as equalizing digital competences of project participants. The teaching process was connected with two parts, in the first part of the project they acquired theoretical knowledge from materials placed on the e-learning platform, the second meeting with experts, where participants discussed problems during self-education, listened to trainers' advice and made practical exercises in the discussed areas.
List of partners involved in this best practice	- Colegium Masovia - Europejski Fundusz Rozwoju Wsi, - Tommorow Sp. Z o.o. - Pro-szkolenia
Why do you think this is a best practice? Please justify your choice.	The theoretical preparation of students before the meeting with the trainer / teacher is aimed at increasing the efficiency of teaching. On the other hand, transferring some of the activist's activities into a virtual environment brings about a significant reduction in costs and the possibility of transferring a larger part of material in a convenient time for participants. "We're programming Kieleckie" is a program financed by the European Union, equipped with a flexible e-learning platform, combining the possibility of blended learning in a synchronous and asynchronous form. Program participants take part in training during special educational meetings during trainings with experts in given thematic blocks. At conferences, they are acquainted with the possibilities offered to them by the e-learning platform, its support and the project of further independent learning and own development based on the product and material obtained during the

conferences. A further part of the theoretical material is made available to the participants in the form of partial substantive content, scripts on the platform. The next step is to use and verify the acquired knowledge in solving exercises, tests and tasks placed on the platform. After getting familiar with the content and performing the evaluation tasks, the participants can simultaneously use and correlate the acquired knowledge with the practical work performed by them. In this way, it enriches your own work workshop. Completed with testing tests, training blocks give the participants the status of the course and documents, certificates and certificates improving their competences.

Thanks to this, trainers / teachers themselves gain benefits in the form of learning, using the e-learning platform and acquiring new substantive knowledge and skills that they later use in their work with their pupils. They have a simple tool at their disposal that teaches them to use digital devices and at the same time use them at work. The proposed prototype tool seems to be an ideal solution dedicated, among others, to the education system's teachers and the implementation of the process of building career development paths already at the stage of education in primary schools. In addition to teachers, the tool should be extended to the possibility of using them outside the system of continuous education. Among trainers dealing with the support and development of educational paths of people who have already completed.