
15th Edition of the International Conference on Sciences of Education,
Studies and Current Trends in Science of Education, ICSED 2017,
9-10 June 2017, Suceava (Romania)

Studies and Current Trends in Science of Education

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<https://doi.org/10.18662/lumproc.icsed2017.26>

How to cite: Krawczyn-Blicharska, M. (2017). Education and Vocational Counselling as a Response to the Labour Market Requirements – European Guidelines and the Situation in Poland. Clipa (ed.), *Studies and Current Trends in Science of Education*. (pp. 236-252). Suceava, Romania: LUMEN Proceedings.
<https://doi.org/10.18662/lumproc.icsed2017.26>

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Education and Vocational Counselling as a Response to the Labour Market Requirements – European Guidelines and the Situation in Poland

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Abstract

In the current social situation, education systems, work styles and living models evolve dynamically. This means individuals need to adapt to reorientation and modify the accepted and consolidated action models. Successful transition to the knowledge-based economy and society must be accompanied by increased stress on lifelong education. Member states are encouraged to develop coherent strategies and practical measures within their competences aimed at the growth of widely available lifelong education. Education and vocational counselling is an important component of the lifelong education process. This type of knowledge and skills, passed efficiently, shapes attitudes and triggers motivation to act in relation to conscious and responsible professional and personal development.

Keywords: guidance, educational and vocational counseling, labor market.

Introduction

In the current social situation, education systems, work styles and living models evolve dynamically. This means individuals need to adapt to reorientation and modify the accepted and consolidated action models. Successful transition to the knowledge-based economy and society must be accompanied by increased stress on lifelong education. Member states are encouraged to develop coherent strategies and practical measures within their competences aimed at the growth of widely available lifelong education.

Lifelong learning was defined in the European Employment Strategy² as comprehensive learning, carried out on a continuous basis, to

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²European Employment Strategy (EES) *is a set of major principles and priorities, aiming the European Union's activities at specific targets related to the employment policy. Its objective is to coordinate national employment policies in Member States as well as delineate development directions in relation to preventing and counteracting unemployment, developing workforce potential and social integration of the labour market. The European Employment Strategy was initiated in November 1997 during the Summit in Luxembourg. The*

<https://doi.org/10.18662/humproc.icsed2017.26>

Selection and peer-review under responsibility of the Organizing Committee of the conference



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develop knowledge, improve skills and increase competence. This is why the Europe Strategy 2020³ assumes Europeans live in a complex social and political world nowadays. Their wish to manage their own life is stronger than in the past. At the same time, their expectations have grown. They should contribute actively to social development and learn to operate freely in the environment with so much cultural, ethnic and language diversity. Education, taken more broadly, is an indispensable key, enabling to learn and understand how to face those challenges. (Memorandum on Lifelong Learning, 2000, p. 5). Every European should know how to live, understand the world, how to think and act. To achieve that, it is necessary to know how to learn and develop, as well as how to gain and improve one's own competences or, in other words, how to construe contemporaneity and operate in it efficiently.

Every human should be offered identical opportunities to make them able to face the requirements imposed by the social and economic changes and also participate actively in building the future of their own and of Europe. One of the basic components helping the individual to face such a challenge is efficient vocational counselling. This article is aimed at presenting the counseling as the act deeply rooted in the lifelong learning process and able to influence the conscious development of the human, i.e. the professional and personal development.

Vocational counselling as lifelong activity – European guidelines

The contemporary vocational counselling is perceived as an important instrument supporting professional and social development of individuals by promoting any proactive and self-fulfillment forms as well as lifelong learning and improvement. The significance of the contemporary counseling and its role in the European society development is presented e.g. by:

- Memorandum on Lifelong Learning of 2000;
- Guidance Throughout Life in Europe of 2004;
- Council Resolution on better integrating lifelong guidance into lifelong learning strategies of 2008.

Treaty of Amsterdam, which included the "employment promotion" into the European Communities' objective list, was adopted then. It provides for the procedure of monitoring and reporting by all Member States based on the Employment Guidelines updated annually. The Employment Strategy is based on 4 pillars: individual ability to find employment, entrepreneurship, adaptability and equal opportunities <http://www.mpips.gov.pl>.

³The "Europe 2020" Strategy (long-term EU social and economic development scheme), <http://www.mg.gov.pl/Bezpieczenstwo+gospodarcze/Strategia+Europa+2020>.

The present-day social and economic transformations are based on creating active citizen attitudes and increased employability or self-employability. The basis of the active citizenship and employability is possessing appropriate and updated knowledge and competence which enable to participate in the social and economic life and contribute to the personal development. Building such ways of thinking and acting is an innovative task for the lifelong learning strategy introduced nowadays. *Memorandum on lifelong learning* presents 6 major assumptions referring to putting the lifelong learning into practice.

Table 1. European assumptions on lifelong learning management

EU strategic document	Major assumptions on lifelong learning management
Memorandum on lifelong learning	New, basic skills for everyone
	Increased investment in human resources
	Innovative teaching and learning methods
	Recognition of education value
	Altered nature of counselling and guidance
	Bringing learning closer to the place of abode

Source: Own compilation based on the Memorandum on Lifelong Learning, Brussels, 2000, p. 10-18.

The above assumptions cover primarily:

- New, basic skills for everyone – this provision is aimed at guaranteeing popular and continuous access to learning and acquiring and improving skills required for complete participation in the knowledge society. Economic and social transformations modify and update the scope of basic skills. The new, basic skills are defined as "those required for active participation in the knowledge society and economy" – on the labour market and at work, in real life and in virtual communities, and also in a democracy, and for a person with a coherent sense of identity and direction in life. Besides the ability to read, write and count, everyone should build new, contemporary, basic skills related to using technological culture, foreign languages and entrepreneurship. An important skill related to the complete and active functioning in the society is building self-assurance as well as self-definition and risk-taking. Every individual should master the new skills because they are the basis for lifelong learning.
- Increased expenditure for human resources – according to European standards, it is necessary to increase investment in the intellectual capital, based primarily on the workforce potential. It is necessary to increase the

number of stimuli encouraging to start education at various levels and stages. Creative and innovative approach to investment in intellectual resources is an integral part of creating and organising lifelong learning.

- Innovative teaching and learning methods – this provision is aimed at developing efficient teaching and learning methods and at finding the appropriate context for lifelong and comprehensive learning. Entering the "age of knowledge", we change our opinion on what education is, where and how it is carried out and what its purpose is. To enable every individual to become an active learner, it is necessary to improve the existing educational systems and develop new, diverse strategies which would make it possible to benefit from the opportunities offered by cutting-edge IT technologies and full scope of educational contexts. Developing new methods, it is impossible to neglect the changing roles of lecturers, coaches and teachers. Their role is reduced to offering assistance and support to learners who manage their learning themselves. Active education entails the existence of high self-consciousness level, motivation to learn, ability to formulate critical opinions and learning skills. The education systems should include the changes in social existence and evolution or, even more so, introduce innovative methods of teaching about them.
- Recognition of education value – this provision assumes people should understand and appreciate the present and future advantages of learning, especially of informal and unofficial one, to a greater degree. Ensuring popular and appropriate recognition of the value of learning is a component contributing to the value of the service offered. Consequently, the diplomas and certificates confirming the qualifications are an important point of reference for employers and the employment market. It is of immense importance to develop high-quality accreditation systems for the education and experience acquired before and to promote their application in many different educational and market contexts..
- Altered nature of counselling and guidance – this provision is aimed at ensuring that everyone has easy access to reliable information and guidance concerning the learning opportunities within Europe and at every stage of their life. Nowadays, everyone needs information which helps them to answer the questions of "What to do in the future?", "Where and how to learn?", "What qualifications and competences are preferred on the labour market?". The above questions and answers are an integral part of the continuous process of planning and performing the individual life project where the paid job is a predominant

component. Consequently, it is necessary to change the way counselling is perceived and start treating them as popular and ever-available services, covering educational, vocational and personal counselling addressed nowadays to a broad group of new recipients. The task of counselling is to accompany individuals on their path, increasing their motivation, providing appropriate information and facilitating the decision-making process. More proactive orientation is indispensable – this means meeting the requirements of humans instead of waiting until they come to get some advice. The counselling services should be available nearby. The counsellors need to know not only the situation of people they offer information and guidance to but also the labour market profile and employers' needs. The counselling services should be future-oriented.

- Bringing learning closer to the place of abode– it assumes bringing the lifelong learning opportunities as close to learners as possible, preferably within their communities, and supporting them with appropriate devices based on IT. Using the technology, including online learning, everyone will be able to use the time spent for learning in the most convenient way, regardless of where they are physically at a given time. (Compare Memorandum on Lifelong Learning, 2000, p. 10-16).

According to the European Commission, initiating joint actions to implement the lifelong learning is the best way to create a new, open society, offering equal opportunities to get high-quality education to all its members, where the education and training systems are based primarily on the individual needs and requirements. The Memorandum stresses that the lifelong learning is closely connected with increased general level of education and the qualifications possessed in all sectors, ensuring at the same time that the knowledge and skills possessed correspond to the changing requirements imposed by the job, occupation, organisation and work methods. It also encourages and prepares the individuals to participate more actively in all spheres of contemporary public life locally, regionally and in Europe.

All these actions are to contribute to building the attitudes of conscious responsibility for one's own life and development. The major factor contributing to creating such awareness, motivation and activities in this respect is e.g. effective vocational counselling. The authors of *Guidance Throughout Life in Europe* believe that the activities within the vocational counselling are of key importance for creating lifelong activity of humans. The resolution lists seven priority areas for the cutting-edge vocational counselling.

Table 2. Priority areas for lifelong vocational counselling in Europe

EU strategic document	Priority areas for lifelong vocational counselling
The resolution on lifelong vocational counselling in Europe	Vocational counselling in EU Member States is provided by versatile structures and education and coaching activities. Such a diversity offers a rich base for cooperation and exchange of experience.
	Vocational counselling can offer significant support in transition between levels and areas of various education and training systems, as well as from school to adult career, to individuals.
	Providing high-quality vocational counselling services throughout the whole life is an important component of education, training and employment strategies to reach the planned strategic objective which is Europe intending to become the most dynamic, knowledge-based society worldwide.
	With respect to the lifelong learning, the counselling refers to a group of activities enabling to identify skills, competences and interests of citizens within any age group and at any development stage. Vocational counselling contributes to making vocational and educational decisions and to managing one's own development path.
	Implementation of periodical vocational counselling services in the system of vocational education and training ensures young people's decisions on education and career planning are not accidental. Vocational counselling services ensure support in building and managing own education and career paths. For the educational institutions, vocational counselling may be a key instrument, improving the quality and process of education.
	Lifelong vocational counselling contributes to achieving objectives adopted by the European Union, including e.g. economic development, labour market performance and vocational mobility. By increased efficiency of investment in education and vocational training, as well as by reinforced lifelong education process, influencing the individual potential and development of European human resources
	Efficient provision of vocational counselling services is of key importance for counteracting social exclusion by promoting social justice, equality of genders and civic activity by encouraging and supporting individual participation in education and training as well as by helping to select realistic and optimum career paths

Source: Own compilation based on Guidance Throughout Life In Europe 2004, Brussels 2004, p. 1-2.

The Guidance Throughout Life in Europe resolution pays special attention to the fact that the transition to the knowledge-based society

creates new challenges for the human resource development and the vocational counselling systems and services. In the context of the civilisation-related needs and the lifelong learning the counselling services should be available in the time and form to encourage all Europeans to continued development of their individual skills and competences throughout the whole life and should also be connected with the criteria of the dynamically evolving labour market. The resolution stresses the preventive role of vocational counselling for the correct course of education at school and its significance for acquiring the skills related to managing one's own education and career, as well as in the process of returning to the education of those who quit school prematurely.

The areas of lifelong counselling delineate the new role of vocational counselling when promoting social and economic integration of citizens by supporting popular access to a wide array of educational, training and vocational opportunities, as well as by increasing the number of graduates at all education levels. The efficiency of the above activities is determined by the need for flexibility and diversity of the ways to provide vocational counselling services, including the use of innovative methods and technologies. Going beyond the existing patters when providing counselling services will make popular access to them easier. The ability to implement the said guidelines in the EC states will contribute to standardised counselling and guidance services and, consequently, to covering most people with activities stimulating their individual lifelong development.

Another strategy related to counselling promotion is *the Council Resolution on better integrating lifelong guidance into lifelong learning strategies in Europe*. It refers primarily to the aspects of practical implementation of vocational counselling and delineates four priority areas in the context of lifelong learning.

Table 3. Vocational counselling priorities in the lifelong learning system

EU strategic document	Vocational counselling priorities
The Council Resolution on better integrating lifelong guidance into lifelong learning strategies in Europe	Encouraging to acquire and develop abilities to manage one's own career
	Making access to counselling services easier for all citizens
	Supporting coordination of various partners' activities and cooperation between them
	Implementing solutions to ensure high-quality counselling services

Source: Own compilation based on the Council Resolution on better integrating lifelong guidance into lifelong learning strategies 2008, Brussels 2008, pp. 6-8.

The ability to manage one's own career is crucial for consolidating individuals in the process of involvement in shaping their own educational paths and integrating them with career. The skills which should be maintained on a lifelong basis, based on key competences, including but not limited to the competence related to learn ("how to learn") as well as on the initiative and entrepreneurship. The ability to manage one's own career, especially during transition periods from one vocational stage to the other comprises e.g.:

- acquisition of knowledge on jobs, labour market and business;
- ability to get to know oneself and assess oneself, as well as to identify competences acquired during formal, informal and non-formal education;
- development of the ability to manage one's own career in education curricula at all educational levels;
- substantive and practical preparation of teachers, counsellors and coaches to carry out the above activities;
- encouragement of parents to get involved in the aspects of counselling;
- stimulation of organisations and social partners in the counselling area;
- considering counselling to be a priority task of primary, secondary and university education. (Council Resolution on better integrating lifelong guidance into lifelong learning strategies, 2008, p. 6)

The counselling services should be available to everyone, regardless of their background knowledge or initial skills. Special effort should be made to improve access to those services for the groups in greatest need. The following activities should be implemented to that aim:

- active promotion of counselling services by means of information and communication media;
- offering easily accessible services based on human needs, in line with their conditions of life and work;
- enabling individuals to get support in the process of verifying their formal, informal and non-formal results of learning to ensure and retain their employment at later stages of vocational life;
- promotion of free access to vocational information resources;
- development of counselling service quality standards. (Council Resolution on better integrating lifelong guidance into lifelong learning strategies, 2008, p. 7)

Counselling is of key importance for major decisions to be taken by individuals throughout their whole life. In this respect it may contribute to supporting individuals in managing their own career paths more safely in the context of today's labour market and achieving better balance between personal life and career. The process of increased globalisation and extended time of active employment require the individuals to adjust their skills, embrace changes and take care of their own career paths. Professional preventive and counselling services have become an effective tool, preventing vocational and social exclusion. EU commitment to develop high quality vocational counselling services for all Europeans will promote availability at all stages of life and ensure independent management of education and career paths, supporting also the process of transition between particular vocational development stages. All the same, the activities marginalising and pathologising vocational life will be reduced.

Education and vocational counselling in the Polish institutional system

The central tasks related to the vocational counselling in the Polish institutional system are carried out by two Ministries: the Ministry of National Education with respect to education and the Ministry of Labour, Family and Social Policy with respect to the labour market.

In the education sector the tasks are structured and allocated to specific units within the institutional structure. The national entity, reporting directly to the Ministry of National Education, is the Centre for Education Development (CED) and the National Centre for Supporting Vocational and Continuing Education (NCFSVCE). Then, at the regional and local level there are Psychological and Pedagogical Counselling Centres and schools (lower- and upper-secondary and universities). This structure includes also Research Centres (RC).

With respect to the labour market sector, the central body is the Ministry of Labour, Family and Social Policy. The labour market institutions include: public employment services, Voluntary Work Corpses, employment agencies, training institutions and the institutions for social dialogue and local partnership.

Labour market institutions carry out the state tasks related to employment promotion, unemployment effect mitigation and vocational activation. The tasks taken by the labour market institutions are aimed at complete and effective employment, human resource development,

achievement of high labour quality, improved social integration and solidarity, as well as increased labour market mobility.

Table 4. Classification of labour market institutions

Institution category	Activity profile
Labour market institutions	Public employment services create employment bodies together with the voivodeship labour offices, poviast labour offices and municipal labour offices, as well as the office serving the minister competent for labour and the voivodeship offices, carrying out the statutory tasks.
	Voluntary Work Corpses are a national unit specialising in activities for young people, especially those threatened with social exclusion and the unemployed below 25 years.
	Employment agencies are non-public organisational units offering labour agency services, labour agency services for work abroad for foreign employers, vocational counselling, personal guidance and temporary work.
	Training institutions Training institutions include public and non-public bodies offering out-of-school education based on separate regulations.
	Social dialogue institutions (SDI/NGO). The social dialogue institutions on the labour market are the organisations and institutions dealing with the labour market, i.e. trade unions, organisations of employers and the unemployed, as well as the non-governmental organisations cooperating with various public employment services and the Voluntary Work Corpses to perform the statutory tasks ⁴
	Local partnership institutions are the ones carrying out the initiatives of the labour market partners, created to perform statutory tasks and supported by the local self-government bodies

Source: Own compilation based on the information concerning the labour market, to be found at the website of the Ministry of Labour and Social Policy, <http://www.mpips.gov.pl/praca/instytucje-rynku-pracy/>

Among the specified labour market institutions, the largest share in the activities aimed at employment promotion, unemployment effect

⁴ For more information on the most important social dialogue institutions, see the websites of:

- Centre for Social Partnership: www.cpsdialog.pl
- Employers of Poland <http://www.pracodawcyrp.pl/>
- NSZZ "Solidarność": www.solidarnosc.org.pl
- All-Poland Alliance of Trade Unions (OPZZ): www.opzz.org.pl
- Polska Konfederacja Pracodawców Prywatnych: www.pkpplewiatan.pl/
- Porozumienie Związków Zawodowych "Kadra": www.kadra.org.pl
- Polish Craft Association: www.zrp.pl
- Trade Unions Forum www.fzz.org.pl
- NGO database: www.ngo.org.pl

mitigation and vocational activation belongs to the public employment services.

The following organisations belong to the public employment services:

- Voivodship Labour Office, a specialised entity operates within this office, coordinating counselling activities, i.e. Centre for Information and Career Planning;
- Poviat Labour Office or Municipal Labour Office, specialised entity operates within this office, coordinating counselling activities, i.e. Centre for Vocational Activation and Labour Club.

Within the labour market, there are also a number of other entities supporting the operation of labour market institutions, e.g. Commune Information Centres, University Counselling Bureaus, School Career Centres, Entrepreneurship Support Centres.

Institutions reporting to the Ministry of Labour, Family and Social Policy and funded by it, operating in the area of education are the School Career Centres and University Counselling Bureaus. The former operate within the lower- and upper-secondary school system, while the latter within the university education. There are also sector-specific Agencies and Centres for Vocational Activation, e.g.: Railway Vocational Activation Agencies and Military Centre for Vocational Activation.

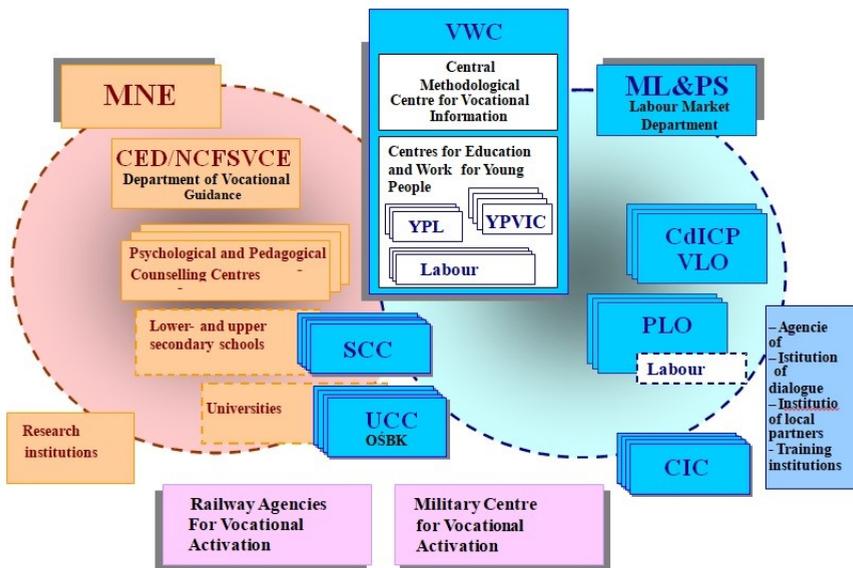


Figure 1. Diagram of the Polish vocational counselling system

Source: Compilation by the Voivodship Labour Office in Kielce, Centre for Information and Career Planning.

* Key:

- MNE: Ministry of National Education
- CED: Centre for Education Development
- NCFVSCE: National Centre for Supporting Vocational and Continuing Education
- PPCC: Psychological and Pedagogical Counselling Centres
- L&USS: Lower- and upper secondary schools
- U: Universities
- RC: Research centres
- MLFSP: Ministry of Labour, Family and Social Policy
- VLO: Voivodeship Labour Office
- CdICP: Centre for Information and Career Planning
- PLO: Poviats Labour Office
- CVA: Centre for Vocational Activation
- LC: Labour Club:
- CIC: Commune Information Centres
- NGO: Non-government organisations / Public benefit organisations (Employment agencies, Social dialogue institutions, Local partnership institutions, Training institutions)
- VWC: Voluntary Labour Corps (CMCVI - Central Methodological Centre for Vocational Information; CELYP - Centre for Education and Labour of Young People; YPLO - Young People's Labour Office, YPVIC - Young People's Vocational Information Centre, LC - Labour Club)
- SCC: School Career Centres
- UCC: University Career Centres
- RAVA: Railway Agencies for Vocational Activation
- MCVA: Military Centre for Vocational Activation

The labour market situation, profound social and economic changes, as well as the new perception of the employment problems open a new scope of tasks to the vocational counsellor. In the education sector, this scope of tasks is determined and governed by the MNE Regulation concerning the rules of offering and organising psychological and pedagogical assistance in public nursery schools, schools and centres.

Table 5. Counselling tasks in the education sector

Strategic document	Tasks of the vocational counsellor in the process of offering psychological and pedagogical assistance
Regulation of the Minister of National Education concerning the rules of	regular diagnosis of students' demand for educational and vocational information, and helping to plan education and career
	collection, updating and provision of educational and vocational information relevant for a given stage of

offering and organising psychological and pedagogical assistance in public nursery schools, schools and centres of April 30, 2013.	education
	organisation of classes related to the selection of the education major and vocation, as well as education and career planning
	coordination of informative and counselling activities carried out by the school and centre
	cooperation with other teachers to create and ensure continued activities related to the educational and vocational counselling
	support for teachers, tutors and other specialists in offering psychological and pedagogical assistance

Source: own compilation based on the MNE Regulation concerning the rules of offering and organising psychological and pedagogical assistance in public nursery schools, schools and centres of April 30, 2013.

In the realm of education, the counselling contact is aimed at the relationship between the counsellor and the student, oriented at discovering and developing student's potential. The appropriate level of inspiration and stimulation enables to get to know oneself, develop self-awareness and courage to create own self-fulfillment path.

According to Z. Wiatrowski, a narrow approach to the counsellor's tasks will determine the following problems:

- related to orientation, vocational counselling and guidance;
- vocational school and education place in the reformed educational system;
- employee's qualifications and competences of the vocational school graduates;
- employment, labour and unemployment perceived from other perspectives, not limited to the economic one;
- adaptation, identification and vocational stability;
- lifelong learning of employees;
- employee's being the subject in the labour process;
- threats and pathologisation of labour;
- values of labour, shaping employee's attitudes. (Wiatrowski, 2005, p. 20)

In the broad perspective, the counsellor's tasks were presented in the New Classification of Jobs and Specialisations. They include e.g.:

- collection, development and updating of job-related information, ways to acquire vocational qualifications and labour market needs;

- offering individual and group information on jobs, educational institutions and ongoing situation on the labour and employment market;
- carrying out diagnoses of the professional suitability, using the methods and techniques of the psychological and pedagogical measurements;
- developing professional suitability diagnoses based on the collected materials and medical opinions on the employee;
- offering individual vocational advice based on the specialist examinations carried out, including the psychological, pedagogical and medical ones, especially to the ones unable to decide what job to choose, having limitations concerning the job selection and wishing to change their job;
- offering information on the opportunities to acquire professional qualifications and the labour market situation to teachers and parents whose children are about to choose their job, in the form of training, meetings and individual consultations;
- maintaining close cooperation especially with the labour counsellor to use the materials devoted to the labour market, organising visits to the workplace and contacts with employers;
- keeping appropriate record of people requesting counselling. (Lelińska, Gruza, Stahl, 2004, pp. 78-80)

The tasks specified in the document called Classification of Jobs and Specialisations are a connector between the realm of education and the one of the labour market.

However, in the realm of the labour market, the counselling tasks are defined in the Act on Employment Promotion and Labour Market Institutions of 2014 as amended. The guidance and counselling tasks are carried out primarily in the labour market institutions (including but not limited to the public employment services).

Table 6. Guidance and counselling tasks related to the public employment services

Strategic document	The tasks of the customer's counsellor in the public employment services ⁵
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⁵ The Act of 14 March 2014 amending the Act on Employment Promotion and Labour Market Institutions and some other acts (Journal of Laws 2014, item 589) introduces the following amendments: Article 91. 1. The public employment service employees are the workers employed in those services, including: labour agents, vocational counsellors, career development specialists, programme specialists, EURES counsellors and assistants. The said

<p>The Act of 14 March 2014 amending the Act on Employment Promotion and Labour Market Institutions and some other acts</p>	<p>permanent care for the unemployed and those looking for jobs, including but not limited to establishing the assistance profile, preparation and supervision of the individual action plan performance, offering the basic labour market services individually and facilitating access to other assistance forms specified in the act</p>
	<p>regular cooperation with the employer with respect to the assistance stipulated in the act, including but not limited to establishing the demand for new workers with the employer and obtaining job offers within labour agency services, as well as facilitating access to other assistance forms specified in the act</p>

Source: own compilation based on the Act of 14 March 2014 amending the Act on Employment Promotion and Labour Market Institutions and some other acts

The Customer's counsellor is expected to offer highly efficient work, e.g. comprehensive support for the unemployed and helping them out of unemployment, including the fact of finding the actual job. The customer's counsellor should possess comprehensive education, rich professional experience and particular personality traits. Highly professional approach is a must as the new professional role is based on a multitude of competences, including psychological, pedagogical, social, labour market-related, advisory, tutoring and coaching ones.

The above counselling tasks in the assistance process should be carried out in the form of the counselling contact. The counselling contact is well defined by A. Gawłowska who described it as a contact in which both parties should grow, develop, mature, improve and have better relations with other people. (Gawłowska 1988, p. 50). According to A. Czerkawska, the relationship presented in this way reflects the true interpersonal relation, emphasizes its two-directionality, understanding, stress on mutual welfare, authenticity, openness and frankness. (Czerkawska, 2001, p. 135) The counselling contact should be oriented towards optimisation and improvement, support stereotype fighting and creation of friendly behaviours, considered better than the previous ones, promoting integration and removing any troubles. It should be carried out in a conscious interaction schedule, based on participants' cooperation.

The counselling contact should be relational, subjective and dialogue-minded. The counsellor should be willing to learn and understand. They should offer answers to the questions and emerging problems. The

employees, following the Act amendment, may take the position of the **customer's counsellors**.

counselling meeting should create a participation ties between the person seeking advice and the counsellor. The counselling contact, expressed by openness, respect and full acceptance is the attitude enabling to accompany another person in new and difficult situations (Buber, 1991, pp. 41-43).

Conclusions

The transformations of the present-day world shape a new human and a new model of their life. The quantity, intensity and quality of changes often lead to confusion and inability to cope with the contemporaneity. Nowadays, individuals need permanent guidance and counselling at every stage of personal, family, educational, professional, economic and social development. It is important to consider the counselling services in the education system and the labour market as modern, popularly available forms of support and assistance which can contribute to the conscious and responsible personal, professional and social development in many aspects.

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