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REGIONAL CAREER GUIDANCE & COUNSELLING POLICY FRAMEWORK FOR TVET

BEAR PROJECT II





Message from the Director

UNESCO Regional Office for Eastern Africa



It is a fact that high quality career guidance and counselling services play a key role in supporting lifelong learning, career management and achievement of personal career goals. It provides learners with access to professional service useful to help them choose, plan and manage their career and education decisions. It is also a fact that TVET plays a very important role in producing a skilled workforce that underpins industry and economic growth. Comprehensive and professional career guidance services are therefore critical in helping learners and relevant stakeholders appreciate TVET as a tool for economic

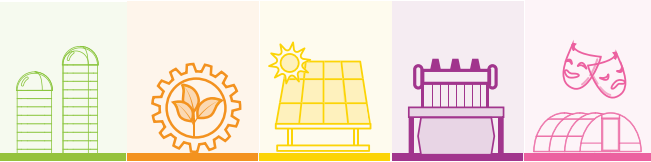
development and a tool needed to prepare them for self or formal employment opportunities.

For this reason, UNESCO and the Republic of Korea (RoK) initiated ‘The Better Education for Africa’s Rise II project (BEAR II)’ as a joint initiative to improve the relevance, quality and perception of Technical and Vocational Education and Training (TVET), targeting five countries of Eastern Africa – Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda. Towards this, BEAR II project supported these countries to develop career guidance and counselling materials. The materials were in form of career guidance and counselling guidelines, handbooks, training manuals, counselling systems, among others. While all these documents are relevant productions for developing career guidance and counselling for TVET in different specific countries, it was necessary to harmonize the different approaches by creating regional standardized tools and guides.

I am happy to note that a Regional Career Guidance and Counselling Framework for TVET for the BEAR II countries has been developed. Remarkably is the fact that the development of this framework took an inter-ministerial, multi-sectoral, public and private sector, including all members of the TVET value chain approach. This is important for coordination, cooperation, partnership, collaboration and synergy building purposes among relevant ministries and stakeholders to ensure coherence in the service can be achieved. As such, the framework will be used as a guide for all the BEAR II countries. It should be used to develop and build a vibrant and coordinated career guidance sector anchored on policy frameworks, learners career skills services, service provider competences including quality assurance systems as well as monitoring and evaluation. The ultimate goal is to give TVET graduates in the five beneficiary countries a better chance to access decent employment and/or generate self-employment.

UNESCO would like to take this opportunity to thank the regional coordinator, all the authorities, stakeholders in all the five countries for the management and the implementation of the project and their active participation.

Prof. Hubert Gijzen



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- | | |
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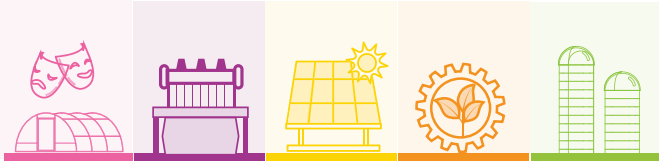


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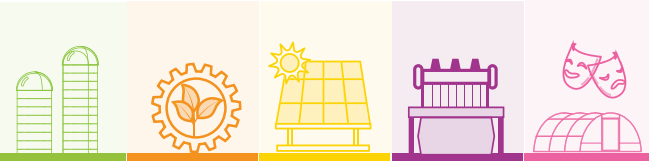
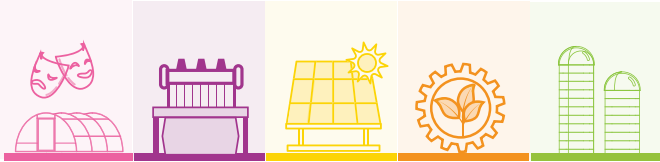


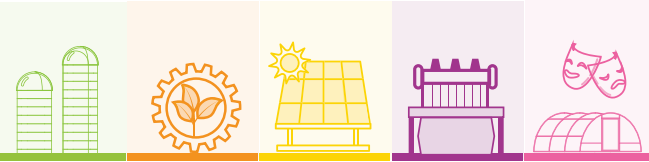
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Acronyms and Abbreviations

AFD	Agency French Development
AUF	University Agency of the Francophonie
BEAR II	Better Education for Africa's Rise II
BTVET	Business and Technical Vocational Education Training
CCGD	College of Career Guidance and Development
CDF	Career Guidance Framework
CEDEFOP	European Centre for the Development of Vocational Training
CG	Career Guidance
CGC	Career Guidance and Counselling
CGI	Career Guidance Institute
CICA	Career Industry Council of Australia
CIO	Integration and Guidance Counsellors
CPD	Continuous Professional Development
DENF	Department of Non-Formal Education
DOTS	Decision learning; Opportunity awareness; Transition learning; Self-awareness
ETF	European Training Foundation
EVG	Education and Vocational Guidance
FUE	Federation of Uganda Employer
GC	Guidance and counselling
IAEVG	International Association for Educational and Vocational Guidance
IYF	International Youth Foundation
KEMI	Kenya Management Institute
KICD	Kenya Institute of Curriculum Development
KUCCPS	Kenya Universities and Colleges Central Placement Service
LMI	Labour Market Information
MEN	Ministry of National Education
METFP	Ministry of Technical Education and Vocational Training
MOE	Ministry of Education
MOES	Ministry of Education and Sports
NACE	National Association of Colleges and Employers
NDPs	National Development Plans
NICE	Network for Innovation in Career Guidance and Counselling in Europe
OCS	Office of Career Services
OECD	Organisation for Economic Cooperation and Development



Acronyms and Abbreviations

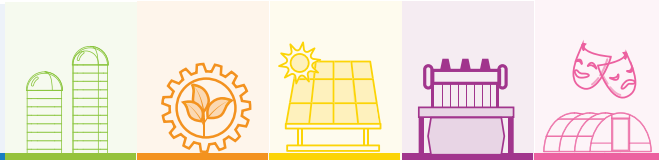
OSP	Educational and Vocational Guidance
PIPOM	Promotion of Professional Integration and Guidance in Madagascar
PNEFP	Politique Nationale de l'Emploi et de la formation Professionnelle
PWDs	People Living with Disabilities
QAS	Quality Assurance System
RoK	Republic of Korea
STEM	Science, Technology, Engineering and Mathematics
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TOTs	Trainer of Trainers
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
UNESCO	United Nation Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
USE	Universal Secondary Education
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority

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Glossary of Terms

1. Avocational Guidance

Avocational guidance is a type of guidance that provide opportunities for participation in extracurricular activities, recreation or use of leisure time appropriately. It assists students in developing hobbies and interests

2. Career

Career is a sequence and variety of work undertaken by individuals across lifespan either paid or unpaid which helps them actualize their potential. It includes other life roles, leisure activities, learning and work.

3. Career Assessment

Career assessment is a tool designed to help individuals know their personal attributes (skills, interests, or values) and their influence on their potential success and satisfaction in their preferred career choices or work environments.

4. Career Counselling

Career counselling is a service provided to assist individuals to identify, own and manage their personal career concerns or challenges.

5. Career Guidance

Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. It helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves.

6. Career Guidance Service Provider

Career guidance service provider is trained personnel with career guidance competences to offer career guidance services to diverse client groups in TVET order to foster their career development.

7. Career Information

Career information refers to information (print, electronic, personal contacts and other resources) that assists the process of career development. Career information includes occupational and industry information, education and training information and social information related to the world of work.

8. Counselling

Counselling refers to a professional service offered by a trained counsellor to an individual to help him or her in overcoming personal or psychological problems.

9. Educational Guidance

Educational Guidance is that assistance given learners to understand their potentialities, have knowledge of different educational opportunities and their requirements and to make wise choices on school, colleges, the course including extracurricular.

10. Economic Guidance

Economic guidance is assistance given to individuals who have difficulty in managing their financial affairs.

11. Moral Guidance

Moral guidance are guidelines that help people to live by what is desirable and acceptable in the community. It also helps in bringing people who have engaged in undesirable and unacceptable practices back to track and help in their all-round development.

12. Guidance

Guidance is an educational service designed to help students make more effective use of the schools training programmes.

13. Health Guidance

Health guidance is assistance given to individuals or groups about their personal health. It promotes preventive care through health education e.g. guidance in HIV/AIDs, Covid 19 & both communicable & uncommunicable diseases

14. Labour Market Information

Labour market information is information related to conditions in, or the operation of, the labour market, including wages, job openings, working conditions, and current and future skill, occupation and industry requirements. It is an increasingly important element of career information.

15. Personal Guidance

Personal guidance is the assistance provided to an individual to solve their social, mental, moral, health, and ethical problems which cannot be solved with vocational and educational guidance.

16. Social Guidance

Social guidance assists in helping individuals acquire feelings of security, being accepted in a social group, develop social relationship and become tolerant towards others

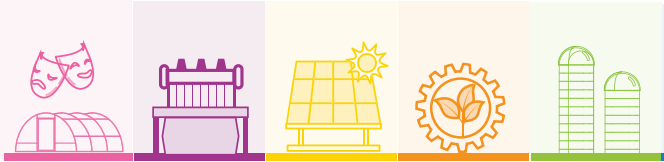
17. Vocational Guidance

Vocational guidance is the assistance given to individuals to choose, prepare for and progress in an occupation.

SECTION 1:

BACKGROUND INFORMATION





BACKGROUND INFORMATION

The Better Education for Africa's Rise II project (BEAR II) is a joint initiative between UNESCO and the Republic of Korea (RoK), targeting five countries of Eastern Africa (Ethiopia, Kenya, Madagascar, Tanzania and Uganda). The purpose of the project was to improve the relevance, quality and perception of their Technical and Vocational Education and Training (TVET) systems. These contribute to global efforts to implement the Education 2030 Agenda¹, the Continental Education Strategy for Africa (2016-2025)² and the UNESCO Strategy for TVET (2016 – 2021)³.

The project builds on national reforms and strategies as well as on UNESCO's existing work in the region, namely the Mahe Process⁴, to strengthen TVET in Eastern Africa, which includes recommendations to develop quality assurance mechanisms; enhance the quality of TVET teacher training; strengthen the teaching of entrepreneurship, basic and generic skills in TVET; facilitate the transition to self-employment; as well as develop and strengthen partnerships with the private sector.

In order to achieve these objectives, a broad range of activities were undertaken under the framework of the project, corresponding to the following three expected result areas:

- a) Increasing the relevance of TVET to the needs of the economy by developing training curricula to respond to market demand of skills;
- b) Enhancing the quality of TVET delivered to trainees by building capacities of TVET trainers and institutions; and
- c) Improving the perception of TVET among young people, enterprises and society, therefore making it a more appealing education and training option.

The BEAR II project supported each beneficiary country in transforming their TVET systems in a perspective of sustainable development through specific sectoral interventions and capacity-building activities in areas such as: Agro-processing sector (Ethiopia); Environmental sector (Kenya); Textiles industry (Madagascar); Agro-processing and post-harvest management (Uganda); Agribusiness and creative industries (Tanzania).

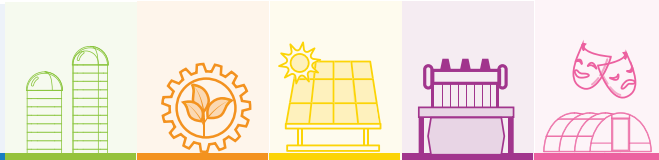
To improve perception of TVET, National Career Guidance and Counselling Framework for Technical and Vocational Education and Training was proposed in the five (5) BEAR II countries to ensure coordination among relevant ministries and stakeholders.

¹ <http://www.iiep.unesco.org/en/educational-planning-2030-agenda>

² <https://edu-au.org/strategies/cesa>

³ <https://en.unesco.org/sites/default/files/tvet.pdf>

⁴ <https://unevoc.unesco.org/home/Youth+Skills+for+Work+and+Entrepreneurship+in+Eastern+Africa/country=Seychelles>



Towards this, BEAR II project supported the following:

- development of career guidance and counselling materials in the five countries.
- diagnostic review of the state of career guidance in the five countries
- development of a regional career guidance framework for TVET

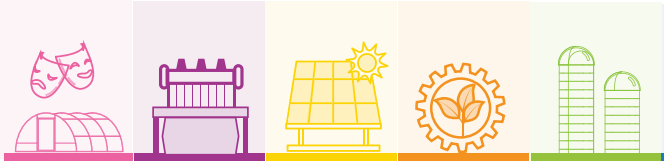
The documents review and stakeholder engagements in the five (5) BEAR II countries informed the process of final development of this Regional Career Guidance and Counselling Framework for TVET. The framework is a service tool designed to be used by TVET sector and their stakeholders.

In order to create the framework UNESCO and Republic of Korea assigned this task to the Institute of Research and Policy Alternatives (IRPA) whose team members are career guidance specialists and researchers. To deliver the task, the team adopted two methods to collect information that would be necessary to come up with a harmonized career guidance framework. These were desktop research and interviews. Desktop reviews examined existing career guidance frameworks internationally and regionally, analysed the status of career guidance in each country, reviewed documents developed in Phase 1 under the BEAR II project and additional relevant resources in each country. The interviews with stakeholders targeted personnel involved in BEAR II and other TVET sector actors and were held virtually for Ethiopia, Uganda, Tanzania and Madagascar. This was necessitated by COVID measures at the period of the data collection. We conducted physical meetings in Kenya.

This framework proposes five (5) thematic areas:

1. Policy development framework and strategy;
2. Career learning skills for the learners;
3. Competences for TVET service providers;
4. Career guidance support systems and
5. Quality assurance systems, monitoring and evaluation.

It is envisaged that the development of a career guidance framework will support coordination, effectiveness and efficiency of career guidance in TVET sector. It will also encourage qualification in career guidance for effective service delivery and school to work skills for the learners. The purpose is to encourage member states to develop career guidance policies, implementation plans, monitoring and quality assurance systems, so that career guidance may have a positive impact on individuals, community and the economy.



STATUS OF CAREER GUIDANCE IN BEAR II COUNTRIES

This section presents the status of career guidance in BEAR II countries and the interventions made by the funding provided by UNESCO and Republic of Korea. The intervention produced several documents and identified additional information gathered through stakeholders' engagement. It revealed that career guidance services are essential not only in TVET institutions but also throughout the life of an individual, economy and society. The following presents a summary of the status of career guidance in Kenya, Uganda, Tanzania, Ethiopia and Madagascar respectively.

KENYA

In Kenya, the concept of career guidance is historically embedded in guidance and counselling programmes. This dates back to 1970 when the Ministry of Education established a Guidance and Counselling (GC) Unit within the Inspectorate Division. The unit was charged with the responsibility of dealing with educational and vocational guidance, and psychological counselling in schools (Wambu and Fisher 2015). Since then, there have been efforts to institutionalize and strengthen guidance and counselling in schools through education commissions, education sector plans, sessional papers, Acts of Parliament, national conferences on education, Vision 2030 and curriculum reforms. The GC service is well established in basic education focusing psychological counselling with limited efforts towards career guidance (CG) services. One policy document that anchors its service is "Mentorship Policy for Early Learning and Basic Education" (2019). Delivery of the small component of career guidance is reported that most career teachers and counsellors perform limited duties due their skills gap in career guidance.

Tertiary Education (Universities and TVET)

Like in basic education, career guidance in TVET was previously managed under the TVET Guidance and Counselling Policy (2011) which has a very small component of it. But since 2012 there have been several documented efforts showing the growth trajectory of its services in the sector. Notable is the University Act (2012) which led to the establishment of Kenya Universities and Colleges Central Placement Service (KUCCPS) with the role of placing high school learners into universities and TVET institutions under government sponsorship (Kaimenyi 2015). Through the placement service, enrolment of learners in TVET institutions has improved <https://kuccps.net/>

Students' enrolment in TVET institutions is growing and there was a 4.8 % increased from 430.6 thousand in 2019 to 451.2 thousand in 2020. Growth by gender in the same period was reported to be male students by 16.9 per cent to 76.4 thousand in 2020, while that of female students grew by 14.7 per cent to 53.6 thousand in 2020.

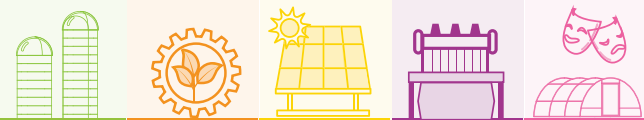


Table 1: Enrolment in TVET institutions (public and private) between 2017 - 2021

Institution	2016		2017		2018		2019		2020*	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Kenya Technical Training College	2,806	2,114	1,750	1,219	1,730	1,374	4,871	2,157	2,791	2,232
Kisumu National Polytechnic	2,941	1,415	3,608	1,887	5,137	3,113	6,407	4,349	6,212	4,303
Eldoret National Polytechnic	3,793	2,174	4,965	3,215	7,875	6,040	8,827	6,561	8,238	6,308
Meru National Polytechnic	744	287	2,727	1,990	4,730	3,113	5,810	4,155	5,440	4,016
North Eastern National Polytechnic	613	428	256	200	690	449	898	381	634	409
Kenya Coast National Polytechnic	736	1,142	822	1,318	4,033	2,957	4,107	3,011	4,787	3,039
Kitale National Polytechnic	907	512	978	673	2,860	1,998	3,973	2,970	4,437	3,494
Kisii National Polytechnic	1,733	1,217	2,219	1,810	3,654	3,137	5,446	4,792	1,834	1,872
Kabete National Polytechnic	2,048	979	2,607	1,051	7,034	3,642	11,711	6,260	6,940	4,328
Nyeri National Polytechnic	1,218	646	1,874	1,282	2,625	1,807	3,709	2,926	3,393	2,704
Sigalagala National Polytechnic	1,001	762	2,399	1,868	4,140	3,208	4,475	4,282	4,462	3,844
Nyandarua National Polytechnic	...	...	...	...	...	...	...	...	958	440
Sub-Total	18,540	11,676	24,205	16,513	44,508	30,838	60,234	41,844	50,126	36,989
Total	30,216		40,718		75,346		102,078		87,115	
Other TVET Institutions										
Public Technical and Vocational Colleges ¹	17,589	9,569	29,584	17,982	49,454	34,948	65,347	46,763	76,416	53,648
Private Technical and Vocational Colleges ¹	27,280	30,298	35,951	38,689	41,623	43,997	39,484	41,376	41,879	42,446
Vocational Training Colleges ²	46,340	34,565	59,756	44,685	66,894	47,590	81,421	54,129	89,663	60,038
Sub Total	91,209	74,432	125,291	101,356	157,971	126,535	186,252	142,268	207,958	156,132
Total	165,641		226,647		284,506		328,520		364,090	
Grand Total	195,857		267,365		359,852		430,598		451,205	

Source: Economic Survey 2022⁵

In the TVET sector, specifically, growth of career guidance services can be traced to the efforts of implementation of the rebranded TVET policy to improve its perception as a viable option for learners leaving high school into post-secondary education as recorded in TVETA Strategic Plan 2018-2022. The establishment of the State Department for Post Skills Training Development under Executive Order No. 1/2020 has further boosted this. The department is mandated to promote relevant skills development in all sectors and bridge the existing gap between the demand and supply of skills. One of the core functions is to develop career guidance

programmes. To this end, this State Department has championed the establishment of an Office of Career Services (OCS) in universities and tertiary institutions; Drafting of National Career Guidance and Counselling Policy, 2021 and Monitoring and Evaluation Framework on Office of Career Services, (FY2021/2022)⁵. As such TVET institutions are making efforts to establish the OCS since its launch in 2018. Besides, there are additional efforts geared towards skills development of staff in this office through capacity building training programmes by Kenya Management Institute (KEMI) and other private sector players.

⁵ <https://www.knbs.or.ke/wp-content/uploads/2022/05/2022-Economic-Survey1.pdf>

⁶ <https://www.education.go.ke/>

BEAR II Career Guidance Interventions

In view of the above, BEAR II adds to existing efforts to improve the relevance, quality and perception of Technical and Vocational Education and Training (TVET) systems. Specifically for Kenya, the intervention focused on enhancing capacity building to ensure the employability of trainee graduates from TVET Programmes in the Environmental Technology sector.

Kenya produced eight (8) documents. These are:

1. Gap Analysis Report on Career Guidance and Counselling Services in The Ministry of Education Kenya,
2. Towards The Development of National Career Guidance and Counselling in TVET Institutions in Kenya: A Global Intervention Report,
3. Needs Assessment Report for Development of National Career Guidance and Counselling in TVET Institutions in Kenya,
4. Career Guidance and Counselling in TVET Institutions in Kenya Training Manual,
5. Kenya TVET National Skills Gateway: User Manual and Guide,
6. Quality Assurance Training Manual for TVET Institutions in Kenya,
7. Continuous Professional Development (CPD) Policy Framework and Guidelines for TVET Sector Kenya
8. Gender Audit Report

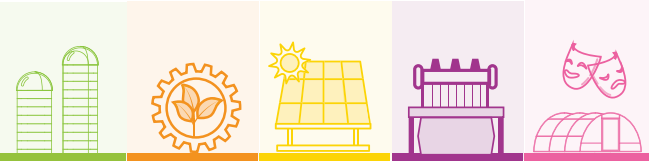
Additional documents and efforts outside BEAR II still relevant in this project

1. TIVET Institutions Guidance and Counselling Policy and Operational Guidelines (2011)
2. Handbook on Establishment of Office of Career Services in Tertiary Educational Institutions (2018)
3. Draft National Career Guidance and Counselling Policy (May 2021)
4. Monitoring and Evaluation Framework on Office of Career Services (FY2021/2022)
5. Professional Body: Career Guidance Institute (CGI) The Association of Career Guidance Practitioners in Kenya⁷
6. Formal Academic Training Programme in Career Guidance and Development⁸
7. Career Assessment, Psychometric Testing and Counselling⁹

⁷ <https://careerguidanceinstitute.org/>

⁸ <https://www.careerguidancecollege.com/>

⁹ <https://www.discoveryyourcareer.co.ke/>



UGANDA

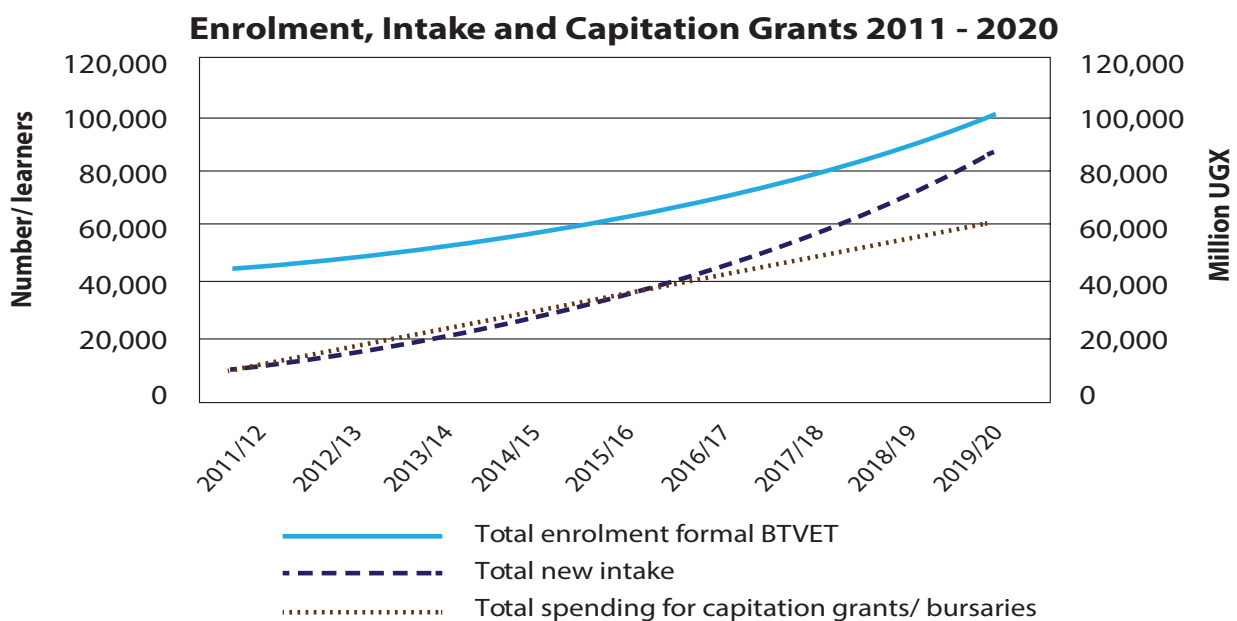
Career guidance and counselling in Uganda dates far back in the 1940s when formal education was expanding in the country spearheaded by the missionaries (Otwine et al, 2018). Educational reforms and commissions during the pre-independence and post-independence further aimed at streamlining career guidance and counselling in schools (Castle Review Commission of 1962 and Kajubi Review Commission of 1992).

In 2008, a fully-fledged department of guidance and counselling with substantial staff was established to provide strategic and technical leadership in all

matters of guidance and counselling in all schools. Its mandate was to design and disseminate programs in schools among them to meet learners career guidance and developmental needs and psychosocial concerns of learners (MOES, 2007).

The introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE) increased learner enrolment in schools. In the light these universal secondary education policies, enrolment in TVET has also grown. The following figure 1 shows increase in enrolment, intake and capitation grant of TVET students between 2011 -2020.

Figure 1: Enrolment and Intake in TVET, 2011-2021, Uganda



Source: *BTVET STRATEGIC PLAN 2011-2020, Uganda*

The growth of TVET further necessitated the promotion of guidance and counselling to meet learners' career, emotional, social and physical needs. This created a paradigm shift from regular career guidance to a broader approach to guidance and counselling. The shift aimed at responding to among others, the challenge of unemployment

among school leavers at all levels of education. To address this challenge, career teachers, counsellors, learners and parents were also faced with a challenge of lack of structured framework and guidelines to effectively facilitate learners' career decision making. In addition, resources or information needed to enhance career guidance

¹⁰ https://www.ilo.org/dyn/youthpol/en/equest.fileutils.dochandle?p_uploaded_file_id=153

has been scanty. Generally, what is available contains general information on guidance and counselling with insufficient guidelines specific to career guidance and counselling (Wambu, G, W., & Fischer, 2015). Mapfumo (2013) observed that in spite of clear policy guidelines on how guidance and counselling services should be offered, effectiveness is extremely low due to lack of support by school heads, limited skills, and user manuals to help career teachers and counsellors. Therefore, career guidance and counselling are haphazard with no standardised guidelines for career masters and counsellors to prepare and deliver effective career guidance and counselling tasks.

Career Guidance in TVET

Career guidance in TVET is anchored on Uganda's TVET Policy of 2019. The policy prioritises human development and creation of skilled manpower for national development with a view to: increase equitable access to appropriate skills training at all levels; improve the quality and relevance of skills development; and to enhance the efficiency and effectiveness in skills delivery. Among its policy rationales and strategic objectives are to address skills challenges among the youth. As such, the

policy provides a structure to coordinate, regulate and harmonise TVET at all levels. One of them is to create career path and linkages between general education and TVET and a structure for professional career guidance and placement services for TVET learners so that they can make appropriate choices and access industrial attachment.

BEAR II Career Guidance Interventions

In Uganda, the BEAR II intervention focused on enhancing the capacity of the TVET system personnel to produce quality graduates that are employable in the agricultural sector (particularly in Agro-processing and post-harvest management). This included the development of teachers and instructor capacity in line with the new teachers' policy approved by the cabinet of Uganda and supported by UNESCO. The Policy has been designed to professionalize teachers, develop standards and improve the development, management, and utilization of teachers in Uganda. It is also meant to promote and retain the highly motivated, professional and ethically upright teaching force in Uganda. It was under this background that Uganda produced six (6) documents which are still in draft format.

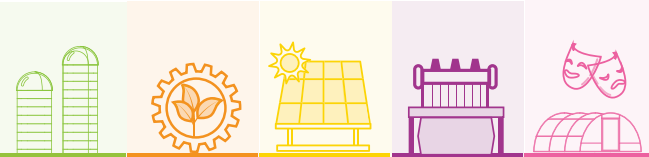
These are:

1. Training Needs Assessment Report 2020: Strengthening Career Guidance Systems in TVET for Agro Processing and Post-Harvest Management
2. Career Guidance and Counselling Handbook: A Step-By-Step Guide to Career Guidance and Counselling
3. Standardized Guideline for using Career Guidance and Counselling Handbook on Agro-processing and Post-Harvest Management 2020
4. Activities to Capacitate TVET Instructors to Deliver Career Guidance and Counselling in Post-Harvest Management and Processing (Targeting Maize, Vegetable and Fruits Value Chain)
5. Report for the Two Days Training Workshop for career masters and mistresses on counselling and guidance
6. Monitoring and Evaluation framework

Additional documents still relevant to this project:

1. TVET Policy (2019)¹¹

¹¹ https://www.education.go.ug/wp-content/uploads/2020/05/FINAL-TVET-POLICY_IMPLEMENTATION-STANDARDS_IMPLEMENTATION-GUIDELINES_19TH_MAY_2020.pdf



TANZANIA

Career guidance in Tanzanian schools can be traced to vocational education which was started during the colonial period. During that period, career masters offered vocational guidance (Shayo, 2011). Today, the country is making deliberate attempts to put up a systematic career guidance structure. One notable effort is a national government directive through the Ministry of Education (MOE) and Vocational Education and Training (VET) that the heads of secondary schools should appoint career masters and mistresses with the responsibility to offer career-related services (Biswalo, 1996). This is the first attempt to institutionalize CG as an integral part of the education system. This is supported and anchored on the Education Act and National Education and Training Policy of 2014

Career Guidance in Vocational Education and Training (VET)

The development of career guidance in VETs is tied to Circular No. 11 of 2002 that demanded the establishment of guidance and counselling services in schools and colleges. In response, VET Authority in partnership with International Youth Foundation (IYF), developed 'Career Guidance, Counselling and Job Placement System for VET Institutions in Tanzania'. In another development,

the Prime Minister's office under which Labour Youth, Employment and Persons with Disability Departments, vocational teacher training centers came up with 'National Apprenticeship Guidelines' as a concerted effort to guide young apprentices in career choices and development. Moreover, the growth of CG is captured at the VET institutions where curriculum-based initiatives for the vocational teachers is being implemented. In these institutions for example, in Morogoro, career guidance is featured as one of the compulsory courses aimed at preparing teachers to gain more knowledge of issues relating to occupations (URT, 1995).

Enrolment of students in public TVET institutions is showing growth trajectory in the last 3-5 years. Total enrolment in TET institutions increased from 12,247 students in 2017/2018 to 16,130 in 2019/2020; an increase of 32% in a period of three years. Enrolment of female students also increased from 4,588 in 2017/2018 to 6,185; which represents an increase by 35% while male students increased by 30 percent. By 2019/2020, the gender parity in TET institutions had reached 38% females up from 37% in 2017/2018.

The following table 2 shows enrolment by areas of training or trades.

Table 2: Enrolment in TET (NACTE) Institutions by Trade 2017 -2020

N/S	SECTOR	2019/2020			2018/2019			2017/2018		
		M	F	T	M	F	T	M	F	T
1	Agriculture, Agribusiness and Agro-Processing	4,433	3,128	7,561	3,575	2,351	5,926	3,227	1,994	5,221
2	Constructions	1,277	352	1,629	1,174	333	1,507	1,035	316	1,351
3	Energy	0	0	0	112	21	133	85	14	99
4	Information and Communication Technology	755	348	1,103	1,036	375	1,411	918	281	1,199
5	Tourism and Hospitality	460	354	814	493	365	858	247	169	416
6	Transport and Logistics	3,020	2,003	5,023	1,970	1,623	3,593	2,147	1,814	3,961
	All Sectors	9,945	6,185	16,130	8,360	5,068	13,428	7,659	4,588	12,247

Source: TVET Indicators Report, 2021¹² (Ministry of Education, Science & Technology)

BEAR II Career Guidance Interventions

In addition to the above efforts, BEAR II project in Tanzania focused on Agribusiness and creative arts. Notable activity in this area was the livestock sector which was considered as tool to increase household food security, income generation

activity, foreign currency earner, and provision of employment opportunities. As such Tanzania produced three (3) BEAR II documents and two (2) additional.

These are:

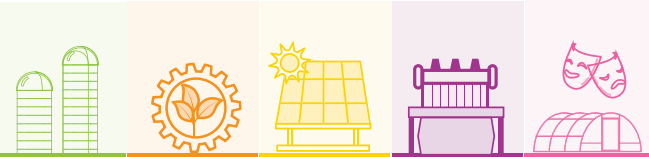
1. A comprehensive mapping report regarding data sources, skills assessment tools and available results to guide planning of BEAR II project in food processing sub-sector in Tanzania
2. Industrial visit to establish partnership between vet providers and local enterprises for internship, placement and apprentices at Morogoro
3. Career guidance, counselling and job placement system for vocational education and training (VET) institutions in Tanzania

Additional documents explored were;

1. National Apprenticeship Guidelines
2. National Education and Training Policy 2014¹⁰

¹² <https://www.nacte.go.tz/wp-content/uploads/2021/12/TVET-INDICATORS-REPORT.pdf>

¹³ <http://www.tzonline.org/pdf/educationandtraining.pdf>



ETHIOPIA

Career guidance services in Ethiopia can be traced to 1960s when graduates of psychology were posted to schools as school counsellors (Wako 2016). These counsellors addressed learners' psychosocial and academic problems (Wako 2016) such as low self-concept, lack of proper study skills, time management problems and lack of assertiveness among female learners (Jarsso 2015). Since there were no policy document and guidelines to support it, counsellors did not understand their duties and tasks to perform both in schools and in TVET institutions.

The Ethiopian Education and Training Roadmap (2018-30)¹⁴ articulates that education and training plays a major and leading role in the development of a nation. Its core elements envisions human development with the right skills and competences. It further states that children's development and the level of education need to be systematically structured in ways that learners are guided on career choices with a link to higher levels of education.

Table 3: Ethiopia TVET enrolment forecast until 2030

Number of students ('000)	2020	2025	2030
TVET	456	864	1295
Levels 1-2	241	482	739
Levels 3-5	214	382	556
of which: Non-Government	91	216	388
% of Non-Government Students	20%	25%	30%

Source: *Ethiopian Roadmap: Education and Training*

Career guidance is emphasised in the policy document and strongly recommends integration of Science, Technology, Engineering and Mathematics (STEM) education into TVET in order to build

In view of this, the Ethiopian education and training system is inspired and driven by the nation's long term development goals of enhancing the well-being of its citizens; becoming a self-reliant, economically prosperous, sustainable and harmonious society; and reaching a lower middle income economy status by 2025. The roadmap addresses thirteen critical areas that require attention in the education system of the country, one key area is career development, professional support and life-long learning for teachers.

Career Guidance in TVET

The Ministry of Science and Higher Education-Ethiopian TVET policy and strategy (2020) aspires to create competent and self-reliant citizens in order to improve the livelihoods of all Ethiopians by 2030. It also intends to provide demand driven, high quality, relevant technical and vocational education and training. The following table 3 shows the projected TVET enrolment, the number of students in '000 by 2030.

trainees' interest and deepen their understanding of STEM career pathways. On TVET image building, the policy points out that even though there has been improvement in the sector, the perception

¹⁴ https://planipolis.iiep.unesco.org/sites/default/files/ressources/ethiopia_education_development_roadmap_2018-2030.pdf

of TVET as a second choice open for only those who have failed to join higher education persists. It further states that TVET community and trainees are considered as low-quality professionals. An intervention to build TVET image is therefore needed to develop a system that can provide for career guidance and vocational counselling service at all levels of the education system.

In an effort to address this, The Federal TVET Agency in collaboration with UNESCO, developed a training manual on vocational guidance and counselling to address critical issues related to vocational choices,

decision making and the development of career pathways. The training manual is envisaged to help vocational guidance and counsellors and those who are interested in the area to be acquainted with the requisite skills, knowledge and competencies for the effective provision of the services to trainees. The critical issues highlighted in this document formed part of the recommendations that informed the drafting of this framework.

BEAR II Career Guidance Interventions

In addition to the above efforts, Bear II project in Ethiopia focused on ***Agro-processing sector***.

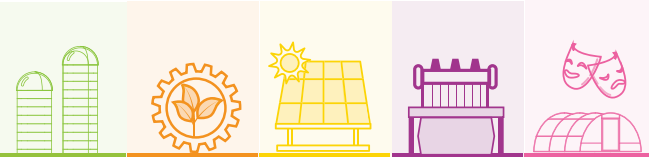
The country produced three (3) documents and two (2) additional documents.

1. Gap Analysis and Training Need Assessment on Vocational and Guidance Counselling (VGC) for TVET institutions
2. Vocational Guidance and Counselling Services in Ethiopia's TVET System: A Training Manual
3. VGC Services in Ethiopia's TVET System: Guidelines
4. Training needs Assessment Report of Trainers

Additional documents were:

1. Ethiopian Technical and Vocational Education and Training Policy & Strategy: The Ministry of Higher Education (2020)
2. Ethiopian Education and Training Roadmap (2018-30)¹⁵

¹⁵ https://planipolis.iiep.unesco.org/sites/default/files/ressources/ethiopia_education_development_roadmap_2018-2030.pdf



MADAGASCAR

Career guidance in Madagascar is enhanced through Education and Vocational Guidance (EVG) programmes. EVG is hosted in the Ministry of National Education (MEN), and specifically the Department of Non-Formal Education (DENF) at the national level. Its vision is **“A successful orientation is a thoughtful guidance”**. The department is responsible for setting up approaches to educational and vocational guidance. One way is through projects such as **“Promotion of professional integration and guidance in Madagascar (PIPOM)”** which was by the University Agency of the Francophonie (AUF), the Campus France Madagascar and French Embassy entities in Madagascar.

Another effort has been through staff training partnership with other ministries, the Ministry of Higher Education and Scientific Research, the Ministry of Employment, Technical Education and Vocational Training, the Ministry of Labor, the National Information Office on Teaching and Professions (France), and the French Embassy. Through this partnership, 48 vocational guidance counsellor and 5 trainers of trainers have been trained. In addition to this, 10 career guidance units have been established and strengthened. An active network of exchanges between guidance counsellors and with the human resources departments of 40 largest companies in private sector have been created. Also, the tool-kits have

been made available to pupils and learners to disseminate information on guidance. At primary level, the Department of Primary Education and Literacy through the project: **“Improving the Education Sustainability in Madagascar - AQUEM”** 660 teachers and school staff have been trained. Moreover, a school and vocational education guide and portfolio have been designed and shared with colleges.

Educational and Vocational Guidance at TVET

In TVET, career guidance is anchored in the Ministry of Technical Education and Vocational Training (METFP). The Ministry has a policy, ‘The Framework of the National Employment and Vocational Training Policy (Politique Nationale de l’Emploi et de la formation Professionnelle) (PNEFP)’ whose aim is to contribute towards preparation of the youth to enter the world of work. Besides the policy, the Ministry has trained trainer of trainers (TOTs), center managers and counsellors in career guidance. It is noteworthy that actor-moderator for the success of the activities of the Educational and Vocational Guidance (OSP) within the TVET belongs to Integration and Guidance Counsellors (CIO) in a TVET institution. Some of their roles are to support young people in the decision-making process and reassure young people and their parents that guidance is inclusive, that everyone has the right to be helped to find their way regardless of gender, origin, disability or religion.

It is noteworthy that TVET enrolment of students in TVET institutions is growing. The following figure shows students’ enrollment in 2020 and 2021 reflecting an increase of 38%.

Figure 2: Students’ enrolment in Madagascar’s TVET Institutions 2020-2021

TVET Enrolment 2020	TVET Enrolment 2021	Growth Rate
70,791	97,885	38.3% Increase

Source: Directorate of Technical and Vocational Education and Training, Madagascar

BEAR II Career Guidance Interventions

Through BEAR II Madagascar focused on the capacity of the TVET system in the Textile, clothing and accessories industry. The overarching goal is to improve the employability of trainees graduating from TVET programs. This sector is promising with potential for value addition and job creation goals. This aligns to Madagascar's draft National Employment and Vocational Training Policy (PNEFP). In this project, Madagascar produced one (1) document on TVET National Skills Gateway and two (2) other relevant documents.

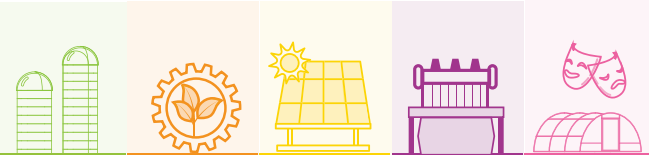
These are:

1. TVET National Skills Gateway
2. Guide to Education for Educational and Vocational Guidance at College and Educational and Vocational Guidance at the LYCEE (2020)
3. Development of the harmonized training guide for Integration and Guidance Counsellors (CIO) at the Ministry of Technical Education and Vocational Training (Guide for Advisor Trainers)

Summary of BEAR II Documents

The following is the summary of the documents and activities by each country:

1. **Gap Analysis:** Kenya and Ethiopia had conducted a **gap analysis**. The purpose was to establish if there exist gaps between the current practice and training in career guidance and counselling in TVET institutions.
2. **Training Needs Analysis:** Kenya, Uganda and Ethiopia conducted training need assessment. For Uganda, the needs analysis focused on career guidance systems in TVET for Agro-processing and post-harvest management.
3. **Training Manuals/ Guides/ Handbooks:** All the countries have a working document on career guidance and counselling and job placement services for TVET learners. Tanzania has attempted to link industry and academia by conducting industrial visits.
4. **Skills Gateway:** All the countries embraced the concept of 'skills gateway'. Kenya and Madagascar have developed a **User Manual** and have conducted staff training.
5. **Skills Competitions:** The competitions have started and the process is ongoing.
6. **Gender Audit Report:** Only Kenya conducted a study on gender audit.



The following Tables 4 and 5 shows the summary of documents for each country

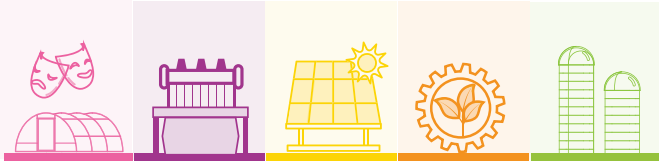
Table 4: Summary of List of Documents in BEAR II

Document	Kenya	Uganda	Tanzania	Ethiopia	Madagascar
Cap Analysis & Mapping Report	√		√	√	
Training Needs Assessment	√	√		√	
Training Manual for TVET Institutions/ Handbook	√	√		√	
Career Guidance and Counselling Platform Developed		√			
Guidelines/system for the career guidance, counseling and job placement	√	√	√	√	
Industrial Visit to Establish Partnership Vet & Industry Report			√		
Monitoring and Evaluation Plan: Guide to Deliver Career Guidance & Counseling		√			
Skills Gateway: User Manual & Associated activities	√				√
Staff Training: Vocational guidance counselors training	√	√			
Gender Audit Report	√				
Continuous Professional Development Policy Framework	√				
Quality Assurance Training Manual for TVET	√				

Table 5: Other Additional Documents Relevant to the Project

Country	Documents/ Efforts
Kenya	<ul style="list-style-type: none"> • Draft Career Guidance Policy • Draft National Skills Policy • Office of Career Services Handbook for TVET's and Universities • TVET Guidance and Counselling Operational Guidelines • Career Guidance Professional Body • Career Guidance Academic Diploma Training • Career Assessment/ Psychometric Testing Companies
Uganda	<ul style="list-style-type: none"> • TVET Policy
Tanzania	<ul style="list-style-type: none"> • National Apprenticeship/ Internship Guidelines: Guidelines for undertaking apprenticeship in Tanzania
Ethiopia	<ul style="list-style-type: none"> • Ethiopian Technical and Vocation and Training Policy & Strategy: The Ministry of Higher Education (2020) • Ethiopian Education and Training Roadmap (2018-30)
Madagascar	<ul style="list-style-type: none"> • Guide to Career Guidance at High Schools and Colleges • A TVET Guide for Advisor Trainers

In review of the diagnosis of state of career guidance in each BEAR II countries, the documents they produced, additional relevant documents and key stakeholders' engagement, the following were conclusions and recommendations. These were instrumental in guiding towards development of the framework in Section 3.



CONCLUSION

Career Guidance Service:

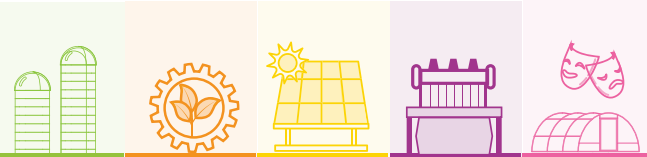
The BEAR II documents and stakeholders engagement revealed that career guidance services are essential not only in TVET institutions but also throughout the life of every individual. However, there exists confusion and misunderstanding between career guidance and guidance and counselling in all the countries.

Career Guidance Policy:

To support career guidance programs from school to work, all countries felt the need to have a Career guidance policy, anchored in relevant ministries (education and labour), national guidelines and institutional frameworks. This would improve coordination and synergies in ministries, TVET sector, institutions, private sector and all relevant stakeholders. Kenya has started the journey with a draft National Career Guidance policy, TVET career guidance guidelines and institutional frameworks (in draft format). While all countries have come up with relevant career guidance handbooks, guidelines, training manuals among others, there is dire need for comprehensive career guidance training to improve the understanding of the field, its services and interventions. The level of awareness regarding career guidance and counselling was also said to be very low which affects the level of support that is offered by the TVET institutions.

Labour Market Information:

All the countries reported the need for a fully functional labour market information (LMI) system to not only guide learners on the opportunities that exist in the labour market but also help them understand the relationship between learning, work, society and the economy. The LMI would also serve as a reference point to career service providers and stakeholders. While the skills gateway serves as a regional structured and harmonized labour market intelligence and information platform, they felt it should be improved to serve the purpose.



RECOMMENDATIONS

The following are recommendations from document analysis and engagement with stakeholders with the teams in each of the BEAR II countries.

Career Guidance Policy, frameworks and operational guidelines:

01

Each county needs to develop a career guidance policy using a multi-sectoral, inter-ministerial, private sector, employers' associations and professional bodies approach. The policy framework should not only touch on TVET but should go across the whole education sector and labour markets to ensure smooth transitions to the entire spectrum of careers. Operational guidelines should help in the implementation of career guidance services in TVET institutions.

Coordination & Partnerships:

03

Career guidance efforts were said to be disjointed and offered in different settings. It is important to have coordination, collaboration and linkages with government, learning institutions, employers/industry, professional bodies and other relevant stakeholders. The suggestions were to have a focal point to improve service delivery.

Training and Development:

02

There is need to have comprehensive and professional training for all career guidance personnel to improve the understanding of the field, services and interventions. This should cover both schools and TVET institutions.

Career guidance Professional body:

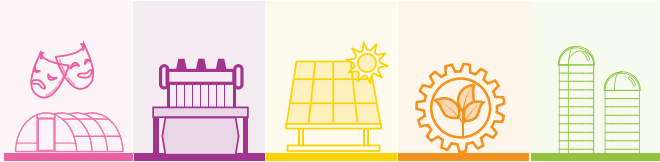
04

There is need to establish professional bodies for career guidance providers to advocate and promote career guidance best practices and professionalism in each country (except for Kenya where there is the previously established Career Guidance Institute. This will create an opportunity for networking, knowledge sharing and sector advancement.

Monitoring and Evaluation System:

05

There is need to have a monitoring and evaluation framework with clear criteria for measuring career services and activities, feedback mechanism and reporting procedures.



Awareness creation and advocacy:

06

The level of awareness regarding career guidance and counselling is low. This is because it is often confused with guidance and counselling. There is need to create an awareness strategy that guides service sensitization for trainees and all relevant stakeholders on the importance and availability of career guidance services.

Career Information:

07

Many countries reported a lack of a fully functional labour market information system to guide learners and service providers on the opportunities that exist in the labour market. There is need to develop and operationalise a national/regional structured and harmonised labour market intelligence and information platform. Also develop career resources like handbooks/ career guides, and other related materials for use in the education sector

Gender and Disability Mainstreaming:

08

Concerted efforts should be made to ensure the integration of gender and disability issues into career guidance policies, guides, materials, and services. Gender-responsive strategies include affirmative actions for admissions to improve the number of girls being admitted in technical-based subjects; encourage and support fair and equal opportunities both female and male learners to perform in STEM-related subjects at schools, and the de-masculinization of certain male-dominated professions. Disability mainstreaming would include identifying structured ways of responding to the needs and circumstances of Persons with Disabilities (PWD). All evaluation and monitoring frameworks should include indicators for gender and PWD.

Need to develop a Career Guidance Framework (CGF):

09

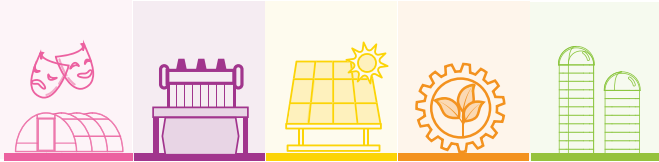
Concerted efforts should be made to develop a CGF integrating main stakeholders under organization models that have a mission and vision, career guidance programme components, leadership, organization and management, clear reporting lines, human resources requirements (professionals, technical positions, volunteer and administration staff) financial resources, facilities, use of information communication technology (ICT), institutional and external relations, research and monitoring and evaluation.

SECTION 2:

CONTEXT OF CAREER GUIDANCE

IN THE FRAMEWORK





CONTEXT OF CAREER GUIDANCE IN THE FRAMEWORK

This section covers the context of career guidance. This is necessary in order to respond to the conclusion and recommendations from countries analysis in Section 1. One element that stood out was the general misunderstanding between the concept of career guidance with guidance and counselling. In this case, the purpose of this section is to clarify the misunderstanding by examining the concepts of guidance, counselling, career guidance, career guidance service delivery process and final ideal career guidance for TVET institutions. This will be helpful in the development and final implementation of the harmonized framework. Hopefully, confusion will be eliminated and also, encourage all users to read from the same page.

Guidance

Many people consider guidance and counselling merely as an activity associated with schools because of the problems associated with learners. On the contrary, almost every average person in this world meets with difficulties that need to be solved. It is needed by any person irrespective of developmental age. Guidance, therefore, is the process of helping individuals adjust to their present situation and to plan their future in line with their

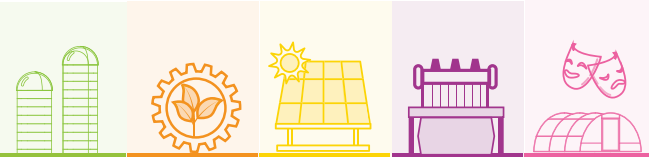
interests, abilities and social needs. Guidance is applicable to all aspects of human life physical, mental, emotional and spiritual in all stages of development from infancy to old age. The main objective is to help individuals to utilize the basic potentialities to the maximum for adequate adjustment in the environment. (Dhal 2017). The scope of guidance is wide as illustrated in the figure 3 as shown:

Figure 3: Scope of Guidance



From this diagram it is clear that vocational (career) is part of the umbrella body of guidance. Vocational

guidance is the process of assisting an individual choose an occupation, prepare for it, enter and



progress in it. Vocational guidance helps a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into reality with satisfaction to himself and benefit to society' (Shrivastava, 2003). Today the term is more developmental and is now known as career guidance.

Counselling

Counselling on the other hand refers to a professional service offered by a trained counsellor to an individual to help him or her in overcoming personal or psychological problems (Kinra, 2008). Counseling is a central aspect of the whole guidance programme. As stated, it helps individuals

in solving their problems thus enhance personal, social, emotional, educational and vocational development. Counseling has remedial, preventive and developmental value (Cojocariu et al.2014).

Career Guidance

The purpose of this overview is to set boundaries for the task to be covered by this framework. It is necessary to note that there are many different ways how career guidance has been defined but for the purpose of this framework, the working definition of career guidance has been adopted from OECD policy review (2004, p. 19). It provides a useful definition for the purposes of this framework:



Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it.
(OECD, 2004)

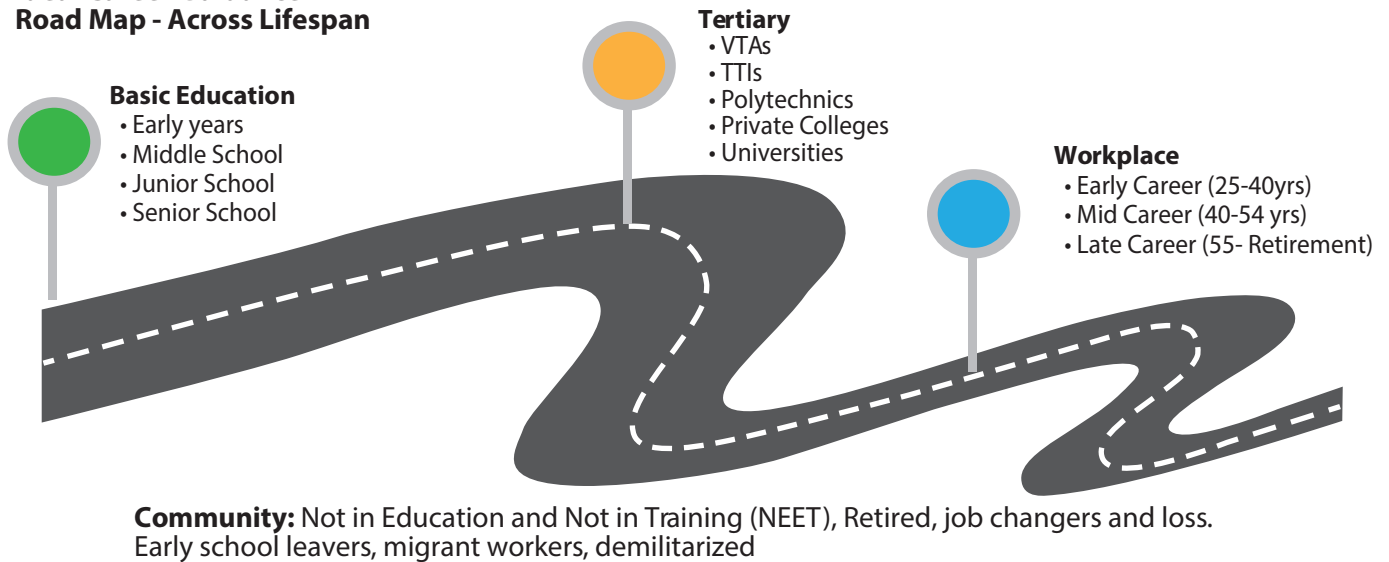
This definition helps to show that career guidance has a lifespan and lifelong approach and its scope of career guidance: self-awareness, career information, career education, career decision making and opportunity awareness of work and education.

If career guidance has to take a lifelong approach, then ideally, it should start from basic education, to higher education, work and throughout the life of an individual. The road map shows an ideal career guidance path.

The following figure 4 is a road map showing an ideal career guidance path across lifespan.

Figure 4: Ideal Career Guidance Roadmap Across Lifespan

Ideal Career Guidance Road Map - Across Lifespan



For the purposes of this framework however, the career guidance interventions will only be at TVET institutions.

Career Guidance Service Delivery Model

In order to achieve the delivery of career guidance and its services in the framework, it was necessary to adopt a career guidance delivery model that can help the member state to use in implementation. Thus, this framework proposes DOTS model by Law & Watts (1977/ 1996) (McIlveen et al. 2011). This model has 4 stages:

1. Self-awareness: An understanding of learner characteristics talents, values, strengths, skills, personality traits, attitudes as well as how they influence choice of programmes of study and success in it.
2. Opportunity Awareness: Expose learners

to opportunities and the ability to research on labour market patterns, enterprises, occupations, work-based learning opportunities

3. Decision Learning: Help learners understand the different ways in which decisions are made, develop good decision-making skills and take appropriate action
4. Transition Learning: Help learners gain an awareness of skills needed for, transition into world of work such as use of job of search strategies, identification of vacancies, interview processes, self-presentation etc.

The process of delivery of the service should start with the TVET learner engaging in self-awareness, opportunity awareness, decision making and finally end with transition. The following figure 5 illustrates the step-by-step process.

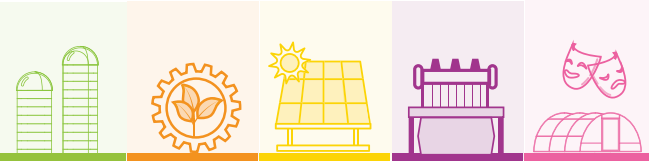


Figure 5: Model of Career guidance delivery process



DOTS Model Law & Watts 1977/ 1996

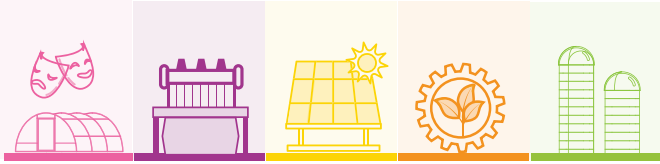
Career Guidance in TVET

Research shows TVET plays a very important role in producing a skilled workforce that underpins industry and economic growth (UNESCO Strategy for TVET 2022-2029): <https://en.unesco.org/sites/default/files/tvet.pdf>. Comprehensive and professional career guidance services therefore become critical in helping young people and relevant stakeholders appreciate TVET as a tool for economic development, expansion and improvement of quality of employment. As such, careers guidance activities should typically be organised chronologically starting with **pre-entry** support, during the **period of study** and lastly **near the end or at** exit of the course (Williams et al, 2018). The purpose of pre-entry support is to attract learners to TVET, and to ensure they are matched to the most appropriate course in order

to minimise the risk of dropouts, study mismatch and career misalignment including gender stereotypes.

During the **period of study**, career guidance should assist learners with their career and learning activities. This includes support in identifying future work and learning opportunities, building an understanding of what they require in terms of qualifications, skills and experience, and developing and implementing plans to pursue these goals. Part of this process is intended to help learners develop the competencies to become more self-efficient in managing their career development in future.

The careers guidance services when nearing the end of their course or at exit should support the learners



with successful transitions into work (employment or self-employment), training or further study. This stage is primarily focused on helping learners to identify specific jobs and options that they want to pursue and supporting them through job readiness process and opportunity for academic progression.

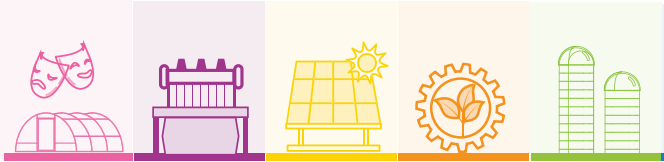
The career services department should also engage in TVET graduate tracer surveys to gather data to improve the study programme, improvements of the curriculum or measure the employability of graduates (Schomburg, 2016).

SECTION 3:

DEVELOPMENT OF THE

FRAMEWORK





DEVELOPMENT OF THE FRAMEWORK

This section outlines the concept, aim, objectives, target market, design/process of the framework, the content of the framework and main competences. The design of this framework took into cognisance the reviews of countries' status of career guidance, BEAR II and additional documents analysis, stakeholders' engagements (Section 1) ideal career guidance activities for TVET (Section 3) and international best practices. Section 1 revealed the status of career guidance, gaps, misconception and recommendations. Section 2 resolved the misconceptions of career guidance and suggested model of delivering career guidance services. This section outlines the competencies necessary for effective service delivery of CG in TVET.

Concept of the framework

The Career guidance framework is a service tool designed to improve coordination and synergies in ministries, TVET sector and institutions, private sector and all relevant stakeholders. It will be used by stakeholders to develop and grow the career guidance sector so that TVET learners may receive professional career guidance services in a coherent and a systematic way. In this way it is anticipated that the framework will help improve the perception of TVET among young people, enterprises and society, therefore making it a more appealing education and training option.

To achieve this desired outcome, the framework draws its strength from the strategic planning, implementation, quality assurance systems, monitoring and evaluation of programs. For career services providers specifically, the framework provides a structure about the knowledge and skills TVET learners and graduates need to manage their careers effectively, from making decisions about their courses to securing their first job and beyond. This framework is intended to be a referral point for all mapped stakeholders.

Aim of the Framework

The aim of the framework is to support the planning, design and delivery of career guidance programs in line with BEAR II overall goal; to give

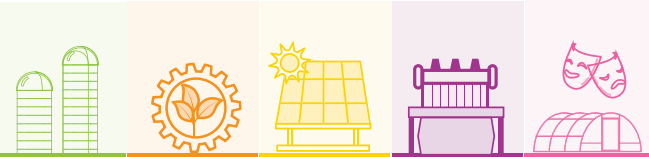
young people in the five beneficiary countries a better chance to access decent employment and/or generate self-employment. The framework ensures the structural co-ordination of career guidance services, including the implementation of programmes with TVET institutions, relevant government ministries, the private sector, labour market and other stakeholders.

The overarching aim is to ensure that learners should have an understanding of self, programme of study options and work environment; the officers possess the requisite skills to perform their work effectively; and have the necessary support systems with stakeholders.

Objectives of the Framework

The framework will be used to develop the career guidance sector, design, implement and evaluate career development programs in the life of students in TVET institutions of BEAR II Projects beneficiary countries (Ethiopia, Kenya, Uganda, Tanzania and Madagascar). Working with different stakeholders, the objectives of the framework therefore are:

- Develop career guidance sector supported by sound strategic and policy frameworks encompassing vision, mission, objectives, values and guides
- Design career guidance implementation plans



across the TVET ecosystem and supporting partners

- Showcase the right competences needed for effective delivery of career guidance services
- Identify the necessary support systems for ease of collaboration with stakeholders
- Create quality standards that provides adequate mechanisms of monitoring and evaluating of career guidance services offered in TVET institutions

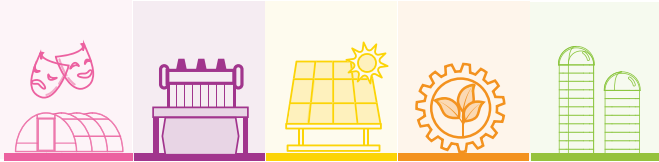
Intended target audience of the Framework

The framework is based on the belief that when

policy frameworks and strategic plans are developed with the government and all relevant stakeholders, and when TVET career services providers gain the requisite career guidance skills and competencies, and if they have the necessary support systems, and if a quality insurance system to monitor and evaluate career guidance programs are developed, then all the BEAR II countries will achieve an effective and vibrant career guidance sector for learners, the society and the economy. This document has been developed for the following stakeholders and possible use for each one of them as shown in Table6:

Table 6: Stakeholders Mapping

Stakeholders	Possible use
Government ministries & departments (Education, Labour, Youth, Finance, gender, ICT) Quality Assurance bodies, Professional bodies, National councils, sector departments, labour markets Funding partners	<ul style="list-style-type: none"> • Policies and strategies to influence the practice, • Strategic leadership and co-ordination with relevant stakeholders; • Efficient use of evidence data; • Legislation; • Development and promotion of quality standards; • Development of a strong voice for learners in shaping the nature of career guidance services
Industry associations Private sector actors Employment Service Providers Disability Service Providers HR & Recruitment Career/employment Bureaus	<ul style="list-style-type: none"> • Develop, support, regulate and promote professional standards for technical and ethical competence.” • Develop CG continuous professional development (CPDs) models • Design products, programs and services to facilitate the development of career competencies
Qualification framework authorities Curriculum developers Education and training institutions TVET regulation authorities Examination bodies	<ul style="list-style-type: none"> • To develop career guidance curriculums • Review existing career guidance programs • Design CG training programs • Embed CG in teacher education • Regulate the CG training and trainers
TVET institutions Career Guidance Departments Career guidance Service providers/professionals Institutional Managers and administrators TVET deans, trainers and coordinators educational stakeholders and experts Alumni associations Industry linkage officers/ Placement professionals	<ul style="list-style-type: none"> • Review competency gaps and provide interventions • Resource analysis and bridging gaps • Design learning plans and portfolios for learners. • Design staff development workshops • Develop CG program components and organisational models • Useful for graduate tracer surveys
Resources Developers Publishers Researchers and evaluators	<ul style="list-style-type: none"> • Design ICT platforms (career portals), guides, manuals programs and services to address specific career management competencies. • Develop career information resources • Use research results to inform practice
TVET Learners	<ul style="list-style-type: none"> • Identify career activities at different stages of their programme of study, assessment feedback, transition, work-based learning, apprenticeships



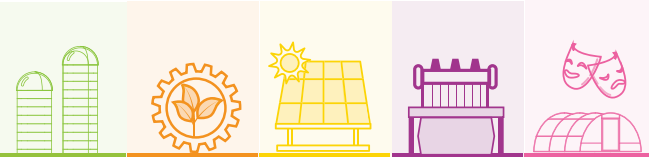
How to use the Framework

This Framework is a tool for guiding career guidance stakeholders to perform effectively in their roles. Target audience are expected to use the framework in the following ways;

1. Designing, implementing, evaluating and revising national policy frameworks, guidelines and comprehensive career development program in TVET institutions
2. Develop strategy based on theory of change and result-based management (logical and result framework with relevant indicators of objectives, results, performances and impacts)
3. Determining practitioners/service providers career guidance competencies, so as to develop intervention strategies to address their needs and the organization model integrate with stakeholders
4. Reviewing or mapping labour market assessment, occupational standards, courses, curriculum or program of study to determine the competencies that meet the market needs including labour market analysis.
5. Reviewing or/and creating a short career development course or workshop within the institutions, career training colleges, career associations or with professionals
6. Ensuring that the resources/products developed address targeted career guidance competencies through a quality assurance system
7. Reviewing the institutions career information resources to determine which career management competencies are covered and what needs to be adopted
8. Developing a communication and advocacy system to increase awareness among different stakeholders and to ensure dissemination of information
9. Integrating technologies (ICT) at all the level to improve quality of service through learning management systems (Odel), Information systems, websites and promote access of digital devices.

Good Practice Tips

- Establish a vibrant, visible, structured and well-resourced career department
- Ensure relevant staff are hired and developed with the right CG competencies
- Create your activities with learners' pre-entry support, during the period of study and transition/exit support systems
- Ensure effective careers leadership within and without the institution
- Work collaboratively with all stakeholders
- Evaluate and review CG programs



Designing the framework

The design of this framework takes cognisance of the reviews of countries' status of career guidance, BEAR II and additional documents analysis, stakeholders' engagements (Section 1) ideal career guidance activities for TVET (Section 3) and international best practices. Desktop reviews on these best practices show existence of competence frameworks, national standards, guidelines and

benchmarks, which have been developed through international collaborations, transnational projects and national initiatives. They all support that a stable career guidance practice should take a lifelong approach; to help individuals manage their careers at any age and at any point in their lives. The following table 7 shows national initiatives and their career guidance frameworks:

Table 7: National Initiatives Sample Career Guidance Frameworks

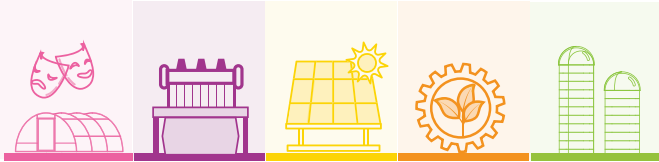
BEST PRACTICES	UK	New Zealand	Canada	USA	Australia	South Africa	Singapore
Benchmark	√	√	√	√	√		
Standards & Guidelines	√		√	√	√		√
National Frameworks	√		√	√	√	√	√

The following is a summary of the components of career guidance frameworks in each country or national contexts.

- United Kingdom has eight (8) benchmarks, guidelines and framework under Gatsby benchmarks (Gatsby Charitable Foundation, 2018). This framework is designed for career guidance to support secondary schools and colleges. Its purpose is to provide learners with possible career educations, information, advice and guidance. Its elements touch on career guidance programming (education), career and labour market information, identification of career needs at all stages of learners' leaning, exposure to world of work through job talks or company visits, information on post-secondary education and individual consultation of learners with career advisers.
- United States of America has guidelines and a competency framework under the National Career Development Association (NCDA)). NCDA is a division of the American Counselling

Association (ACA) which represents career counsellors and other career service providers. NCDA has eleven (11) competencies for career counsellors and career development facilitators. These competences represent the minimum competencies that are attained at or above the Master's degree level of education" (NCDA, 2009a). The competencies cover the following elements: career development theory; counselling skills, career assessment; career information, career education programmes, technology, ethics and supervision, career guidance. These competencies are applicable to career guidance services for learners, adults, employees both in public and private sector (Zunker,2006).

- Canada has career guidance standards and guidelines under the Blueprint for Life/Work Designs which has core competencies, areas of specialization and a code of ethics. The core competencies highlight the knowledge, skills, attitudes and values required by all



career development practitioners, regardless of their client group or the nature of their work. The core competencies are arranged in five (5) categories: professional behaviour, interpersonal competence, career development knowledge; and needs assessment and referral. In addition to the core competencies, the framework has six (6) areas of specialization covering career assessment; facilitated individual and group learning; career counselling; career information and resource management; work development; and community capacity building (Jarvis & Richardt, 2000).

- Australia has a national framework: The Australian Blueprint for Career Development. It is designed for practitioners to support career development from kindergarten through to world of work. Its purpose is to design, implement and evaluate career development programs for young people and adults to enable them make informed choices and effectively manage their careers. It has eleven (11) career management competencies that are grouped in three (3): personal management; learning and work exploration and career building. (MCEECDYA, 2010).
- South Africa has practitioner's competency framework for career development practitioners. It has benchmarks of minimum competencies that individuals must possess in order to offer career development services. It has core competencies on communication; ethics; professional behaviour; career information; career development service delivery; employability skills and self-exploration career assessments. Specialized competencies cover career counselling; psychometric assessment; research; career development education; and recruitment, selection and placement (Career Development

Services & Department of Higher Education and Training, 2016).

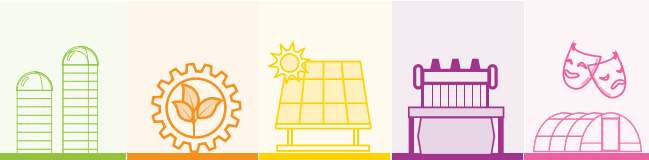
- New Zealand has a career development framework for tertiary organizations and external bodies. It is a tool to help them review the effectiveness of career development programmes and services. It has four (4) elements on learner career management, organization engagement and employer and industry engagement (Careers New Zealand, 2016).

International collaborations and Transnational projects

This is the summary of the content of career guidance frameworks that have developed in these projects:

- International Association for Educational and Vocational Guidance (IAEVG)¹³: is the only international professional association for career and educational guidance practitioners and practitioner associations. Its mission is to advocate for educational and vocational guidance for all people. It also supports the provision of quality services by recommending minimum qualifications for educational and vocational guidance practitioners. Its framework has two sections: core competencies that all practitioners need regardless their job setting, and specialized competencies. The core competencies elements touch on: ethics and professional conduct, advocacy and leadership, theory and research into practice theory and research into practice, clients' cultural differences; career development, counselling and consultation, career guidance programming, communication, use of updated information on educational, training, employment trends, labour market, and social issues and lifelong

¹³ <https://iaevg.com/competencies>



career development process. The specialized competencies are arranged into ten (10) areas: assessment; ii. educational guidance; career development; counselling; information management; consultation and coordination; research and evaluation; program and service management; community capacity building; and placement.

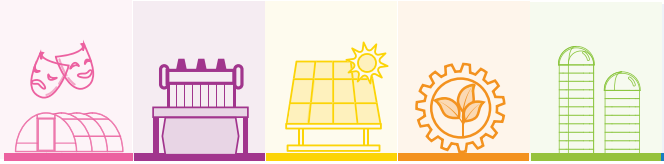
- European Centre for the Development of Vocational Training (CEDEFOP) was involved in a project whose aim was to professionalize career guidance in Europe. It investigated practitioner competencies and qualification routes, and proposed a competency framework. The project adopted four (4) competence: cognitive competence (use of theory and concepts); functional competence (skills to deliver the service); personal competence (personal attributes) and ethical competence () personal and professional values.
- Network for innovation in career guidance and counselling in Europe (NICE): European competence standards for Academic training of career professionals (2015). This is a consortium of academics, from 40 higher education institutions from 28 European countries, which specialize in career guidance and counselling training and research in Europe. Its mission is to promote professionalism and excellence in career guidance and counselling. In their publication 'Handbook for the Academic Training of Career Guidance and Counselling (CGC) Professionals' they proposed six (6) professional roles that constitute the profession of career guidance and counselling. These are: career Guidance and Counselling professional; career educator; career information and assessment expert; career counsellor; programme and service manager and social systems intervener and developer.
- Career Industry Council of Australia (CICA): Professional Standards for Australian Career

Development Practitioners. This is the focal point for government and other stakeholders concerned for and interested in promoting quality career development services in Australia. The council provides the competency framework for practitioners which has both the core and specialized competencies: The core cover: career development theory; labour market information; communication and interpersonal skills; ethical practice; diversity and inclusion; technology, information and resources; professional practice application. The specialized competencies cover: career assessment; career counselling; program delivery; working with diverse clients; project management; employer liaison and research skills

- The National Association of Colleges and Employers: Professional Standards for College and University Career services (2014). The association provides professional standards in career services, which are intended to facilitate excellence in the creation, maintenance, and delivery of programs and services. The mission is to support academic and experiential learning programs to promote learner learning and learner development. The standards cover the following elements: program components of the career services function, career advising/ counselling, career information, use of technology, employment services, graduate and professional school planning, and experiential learning programs.

In review of these efforts, it is noteworthy that the list is not exhaustive but for the purposes of this framework the information gleaned so far is sufficient. It reveals that:

- Most of the frameworks have been described as either benchmarks, standards, guidelines or competences but they show some

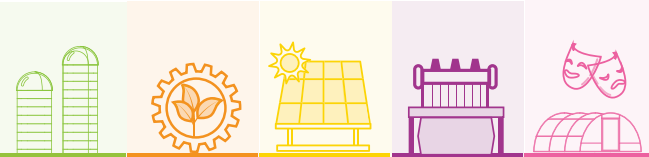


commonalities irrespective of their geographical location.

- The frameworks are anchored on national policies and legislation.
- Most of the elements in their frameworks cover skills or competence for the individual (user of the service), the practitioner competences (the service provider), stakeholders' engagement (policy, government, funding agencies, training institutions, employers, labour market organizations etc.) and career guidance programming (design, development and implementation of career guidance services and activities either at the institution or at national level).
- Most have the following components: core competences and specialized competences for the service provider and their academic qualifications; recognition of career guidance as a profession with clear career pathways and career guidance programmes design, implementation and evaluation.

In view of this, this framework will adopt five (5) thematic areas.

1. **Policy frameworks and strategy:** For any career guidance practice to grow and become sustainable, it must be anchored on government policies and legislation. BEAR II countries recognized that career guidance service take place in a disjointed and disorganized manner because there is a career guidance policy vacuum. This theme proposes that each country need to develop a career guidance policy, framework with strategies on implementation.
2. **Career learning skills for the learners:** BEAR II countries recognizes that TVET plays a very important role in producing a skilled workforce that underpins industry and economic growth. International benchmarks recognizes that career guidance is a tool necessary useful to help learners with skills to identify, explore and make informed choices of education and careers. This thematic area proposes that following competencies on self-knowledge and personal management, career /work exploration and career management skills.
3. **Competences for TVET Service Providers:** International career guidance standards recognizes that career guidance programming and services need competent staff. They recommend both core and specialized competencies. BEAR II countries findings recommended the need for a comprehensive and professional training for all career guidance personnel to improve the understanding of the field, services and interventions. This framework proposes career guidance competences covering personal, career guidance practice and client interaction service.
4. **Career guidance support systems:** Career guidance programmes and services require support from different stakeholders. The practice encourages collaborations and partnerships to address economic, social, educational and employments goals of the community. BEAR II countries identified the need for collaboration and linkages with government, learning institutions, employers/industry, professional bodies and other relevant stakeholders. This framework proposes competences on how to engage stakeholders and harness technology, encourage membership to professional body as an institution and individuals and provision of referral services.
5. **Quality assurance systems, monitoring and evaluation:** Quality assurance (QA) has been considered as a systematic process of determining career guidance service meets specified requirements. This framework proposes quality standards when developing career guidance programmes, standard for



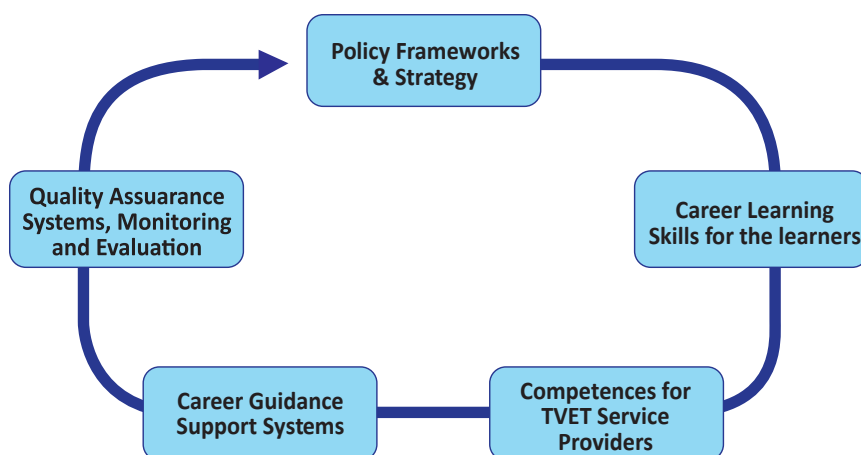
provision of career guidance services and information, standard for working with clients, standards for professional qualifications and curriculum; establishment of careers department; building partnerships and collaborations.

These thematic areas and competencies will be covered more in the next section on scope of the framework.

Scope of the Framework

The scope of this proposed framework takes five (5) thematic areas: Policy development frameworks and strategy, Career learning skills for students; Competencies for Service providers; Support systems competences; Quality Assurance, Monitoring and Evaluation Systems. The following figure 6 is an illustration of the scope of the framework.

Figure 6: Scope of the Proposed Career Guidance Framework



These thematic areas are further elaborated in table 8 and discussed in detail under the structure of the framework in Section 4.

Table 8: Framework Thematic Areas

	Thematic Area	Components of the Competences
Thematic area 1	Policy development frameworks and strategy	<ul style="list-style-type: none"> • Career guidance policy frameworks • Strategic plans (vision, mission, objectives, values, guides) • Financing & implementation • Communication & advocacy
Thematic area 2	Career learning skills for learners	<ul style="list-style-type: none"> • Self-knowledge and Personal Management • Career /Work Exploration • Career Management Skills
Thematic area 3	Competences for TVET service providers	<ul style="list-style-type: none"> • Personal competences • Career guidance practice and • Client interaction service competence
Thematic area 4	Career guidance support systems	<ul style="list-style-type: none"> • Stakeholders' engagement • Use of Technology (ICT) • Professional Body Membership • Referral services
Thematic area 5	Quality assurance, Monitoring and Evaluation systems	<ul style="list-style-type: none"> • Tracking • Assessments, • Interventions, • Standards, • Quality Assurance

The framework works as guide for all the BEAR II countries to develop and build a vibrant and coordinated career guidance sector. To achieve this, it is important to analyse all the sector elements and analyse their fit in order to provide a comprehensive and integrated framework for learners, the society and the economy. The figure 7 shows the critical levels that the framework has to go through to achieve success, as follows;

- a) Strategic level
- b) Implementation level
- c) Monitoring, Evaluation and quality assurance

Figure 5: Framework Critical Approach

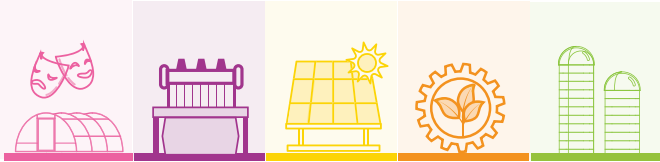


SECTION 4:

STRUCTURE OF THE

FRAMEWORK





STRUCTURE OF THE FRAMEWORK

This section explains the description of the five (5) thematic areas and twenty-three (23) competencies that have been adopted for this framework. Each thematic area has its own sub-competences with suggested activities and resources where applicable. They are: policy development frameworks and strategy, career learning skills for the learners, competences for TVET service providers, career guidance support systems and Quality assurance systems, monitoring and evaluation

Thematic
Area

#01

Policy development frameworks and strategy

For any career guidance system to thrive and grow, it must be recognized and anchored on government policies. BEAR II countries recognized that career guidance activities take place in a disjointed and disorganized manner because there is a career guidance policy vacuum. The countries reported lack of formal co-ordination mechanisms between the major stakeholders, especially between labour and education. Relegation of career guidance within general guidance services in education. Limited career and educational information resources as well as limited opportunities for students to experience the world of work. Again, the service providers lack of career guidance competences.

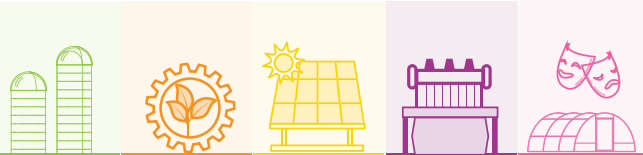
In view of these observations, the countries strongly recommended the need for a policy using a multi-sectoral, inter-ministerial, private sector, employers' associations and professional bodies approach. The policy framework should not only touch on TVET but should go across the whole education sector and labour markets to promote better school to work transitions. Operational guidelines should help in the implementation of career guidance services in TVET institutions. As such, the following competences have been proposed to encourage the move towards creation of career guidance policy and framework for each country: *policy co-ordination; strategic leadership; legislation; financing; communication and advocacy monitoring and evaluation; quality assurance mechanism; international support.*

Thematic
Area

#02

Career learning skills for the learners

The main aim of this career learning skills is for the service provider to help learners understand themselves, how to choose courses, how to link the courses to the world of work, society and economy, how to secure jobs or start business. These are: *Self-knowledge and Personal Management, Career /Work Exploration, Career Management Skills*



Thematic
Area

#03

Competences for TVET service providers

This competence framework for career service providers in TVET institutions is intended to describe personal, career guidance practice and client service activities needed to deliver effective career guidance services. The purpose of this competence is to provide a working tool to help officers recognise the value of using the right skills and knowledge to implement career guidance skills for TVET learners in systematic way.

They are adapted from international best practice from Australia, New Zealand and Consortium of European countries. These are *personal, career guidance practice and client interaction service competence*

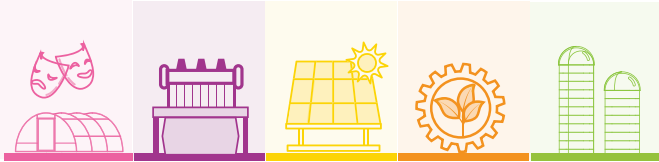
Thematic
Area

#04

Career guidance support systems

This competence framework is intended to help career guidance service providers to identify and enlist support systems for themselves and their clients. As such they are encouraged to seek collaborations with organizations (e.g., employers, public or social institutions) and other TVET institutions in setting up and developing networks and communities. Through networking and community-building, for example, they can support their clients in reaching their career goals such as finding work or getting into self-employment.

As service providers, it will give them an opportunity to build a community that can be a resource to one another, engage in knowledge sharing forums to widen the understanding of career services and respond emerging trends. Additionally, they can organize for benchmarking activities between institutions and also international best practices. These are some useful competences to achieve this goal: *Stakeholders' engagement, Use of Technology, Professional Body Membership Referral services*



Thematic
Area

#05

Quality assurance systems, Monitoring and Evaluation

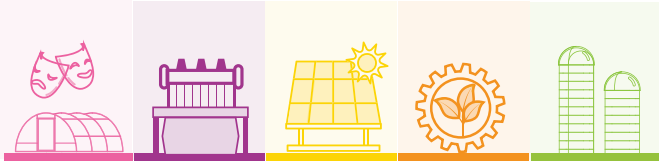
Quality assurance (QA) has been considered as a systematic process of determining whether a product or service meets specified requirements. QA system then establishes and maintains set requirements or standards for developing reliable products, benchmarking, and monitoring performance. Therefore, quality standards will be needed for processes of delivering career guidance services and their expected outcomes. Measuring the provision and delivery of service should help to support continuous improvement by tracking progress and sustainability. This should be a concern for all parties involved in career guidance.

Career guidance services with high standards are those developed in co-operation with key stakeholders with a purpose for continual quality improvement in order to meet the expected outcomes. Competencies needed in this area are: *development of standards for career guidance service, quality standards for the service provider, quality assurance tools, design monitoring and evaluation mechanisms and tools.*

SECTION 5:

COMPETENCE FRAMEWORK





COMPETENCE FRAMEWORK

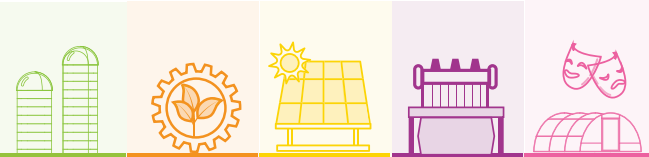
This section outlines the main characteristic of the thematic areas their core competences and their descriptors, suggested activities and resources where applicable.

Thematic Area 1: Policy Development Frameworks and Strategy

The main focus of this policy framework and strategy is to outline activities which will be required to have a career guidance policy in each country. This will help have a stronger impact upon the organisation and delivery of career guidance services. The following competences have been proposed to encourage the move towards creation of career guidance policy and framework:

- Policy co-ordination
- Financing;
- Quality assurance mechanism
- Strategic leadership
- Communication and advocacy
- Monitoring and evaluation

Policy Development Frameworks and Strategy	
Career guidance policy development frameworks	
The development of career guidance policy will fill the policy vacuum that exists in many countries. The service of career guidance has been described as disjointed, unstructured, offered by many different people making the field to be loosely professionalized. This policy will improve its coordination. The following are the main components.	
Competency	Descriptor
Competency 1: Strategic plans	<ul style="list-style-type: none"> • Policy formation and legislation • Vision, mission, objectives, values, guides • Strategies and workplans • Co-ordination mechanisms: Ministries of education, labour, youth, gender, ICT, public services; • Identification of focal points • Stakeholders’ involvement • Education and training • Recognition and listing of career guidance profession
Competency 2: Financing & Resources	<ul style="list-style-type: none"> • Identify all activities and human resource requirements • Facilities • Identify funding priorities & prepare funding strategy; government funding, grants, donations, sponsorships • Internal and external sources of funds
Competency 3: Communication & Advocacy	<ul style="list-style-type: none"> • Creation of awareness of the framework • Communication strategies • Marketing campaigns
Competency 4: Quality Assurance Mechanism	<ul style="list-style-type: none"> • Creations of standards • Quality assurance frameworks and approaches • Quality assurance tools
Competency 5: Monitoring and Evaluation	<ul style="list-style-type: none"> • Items for measuring impact • Process reports • Data collection tools • Result framework and Result based management systems • M & E theory of change and logical framework

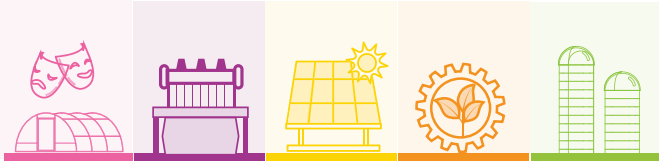


Thematic Area 2: Career Learning Skills for the Learners

The main focus of this career learning skills is for the service provider to help learners understand themselves, how to choose courses, how to link the courses to the world of work, society and economy, how to secure jobs or start business. These are:

- Self-knowledge and Personal Management
- Career /Work Exploration
- Career Management Skills

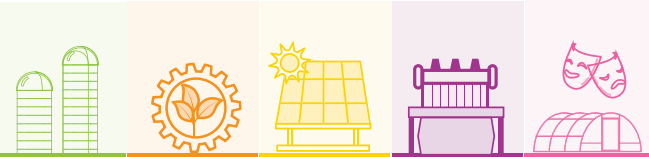
Self-knowledge and Personal Management		
Self-Knowledge/Personal Management <ul style="list-style-type: none"> • Concept of understanding of one's own capabilities, skills, interests, values or talents and how they influence choice and completion of courses offered in TVETA; • Acquisition of personal management skills useful for preparation of world of work, employability 21st century skills and personal growth 		
Competencies	Activities	Resources
Competency 1: Skills to know thyself and how they influence choice of programmes of study.	<ul style="list-style-type: none"> • Examine personal and professional values, interests and motivations in making career choices • Identify requisite knowledge, abilities and transferable skills developed by programme of study for future employment • Explore the range of professional and enterprise opportunities related to the field of study 	<ul style="list-style-type: none"> • Career Assessment Tools
Competency 2: Skills to develop personal management skills that support employability	<ul style="list-style-type: none"> • Create career goals with plans or strategies to attain them. • Generate a list of employability skills needed by employers/ entrepreneurs • Apply communication and collaborative skills to work with others and professional network • Identify strategies to overcome personal barriers to education and training. • Engage and demonstrate professionalism in a range of workplace contexts • Develop a plan for program and cocurricular activities to enhance employment opportunities 	<ul style="list-style-type: none"> • 21st Century framework • Employability skills framework • Academic success frameworks • Personal management competencies framework



Career and Work Exploration

Career and work exploration deals with activities that are expected to help learners explore, examine and investigate about the world of work by either observing or actively participating in real work in workplaces. In these activities, the learners get a glimpse of how their courses link to actual work, the expectations of employers or opportunities for self-employment. These activities will respond to learners’ questions like: What’s out there that’s related to my course? Options, jobs, careers and industries relation to my course and how to apply my skills and interests?

Competencies	Activities	Resources
<p>Competency 3: Skills to research on career fields that have the best fit for personal needs</p>	<ul style="list-style-type: none"> • Generate a list of companies visited or researched • Generate a list of job titles or careers associated with the course • Contact professionals in careers or industries of interest to conduct informational interviews • Participate job shadow • Identify knowledge of trends in graduate employment and opportunities for graduates in one’s area of study 	<ul style="list-style-type: none"> • Internet resources • Company websites • Personal contacts (family and friends) • Print media: newspapers, job bulletins • Manpower HR outsourcing companies • Job search sites • Online job boards
<p>Competency 4: Skills to engage in work-based learning</p>	<p>Participate in:</p> <ul style="list-style-type: none"> • Industrial attachment • Practicum • work-based learning project • Work study • Apprenticeships • Cooperative education • Part-time employment • Community service learning 	<ul style="list-style-type: none"> • Work-based learning frameworks, guides or models
<p>Competency 5: Skills to locate, evaluate, and interpret labour market information.</p>	<ul style="list-style-type: none"> • Identify job opportunities available to an individual with a given set of occupational skills. • Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors) in order to explore work opportunities or how to start a business. 	<ul style="list-style-type: none"> • Skills gateway • Labour market information systems • Labour market information portals • Job search sites • Online job boards



Career Management Skills

Career management skills are competencies, which help learners at transition to successfully get into the world of work. These competencies should help individuals to develop and articulate their own personal and marketable identity that reflect their values, skills, training, knowledge and interests. Essentially, they should be able to demonstrate career readiness in either formal employment or self-employment.

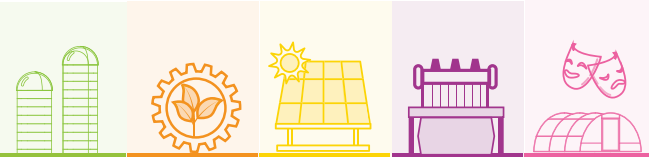
Competencies	Activities	Resources
Competency 6: Skills to secure a job	<ul style="list-style-type: none"> • Workshops on job search strategies: <ul style="list-style-type: none"> o Researching companies & jobs o CV/ Resume guidelines and writing o Creating portfolios o Interview skills o Cover and Application letters o Salary offers and negotiation o Elevator pitch o Personal statements & branding • Attending networking forums • Joining alumni associations • Joining professional bodies • Professional dress 	<ul style="list-style-type: none"> • Company websites • Job search tools
Competency 7: Skills to navigate the first job	<ul style="list-style-type: none"> • Understanding company culture • Personal financial management • Business etiquette and communication • Work ethics • Personal management skills • Relationships with coworkers and customers • Promotions and career growth in organizations • Work-life balance 	<ul style="list-style-type: none"> • HR manuals • Company websites • Workplace ethics • Professional ethics and conduct guidelines
Competency 8: Skills to build work experience	Secure and engage in: <ul style="list-style-type: none"> • internship • volunteer programmes • graduate apprenticeship programmes 	<ul style="list-style-type: none"> • Internship frameworks • Employers guide on internship • Apprenticeship guidelines • Volunteer guidelines
Competency 9: Skills to start and manage a business	<ul style="list-style-type: none"> • Entrepreneur skills checklist • Generating business ideas & business research • Sources of funding • Business mentoring • Book keeping skills • Sourcing services • Branding and marketing services • Human resources services • Business incubation services 	<ul style="list-style-type: none"> • Entrepreneurs' guides • Business Coaching and Mentoring • Business keeping toolkit

Thematic Area 3: Competences for TVET Service Providers

This competence framework for service in TVET institutions is intended to describe personal, career guidance practice and client service activities needed to deliver effective career guidance services. The purpose of this competence is to provide a working tool to help officers recognise the value of using the right skills and knowledge to implement career guidance skills for TVET learners in systematic way. They are adapted from international best practice from Australia, New Zealand and Consortium of European countries. These are:

- Personal
- Career guidance practice
- Client interaction service competence

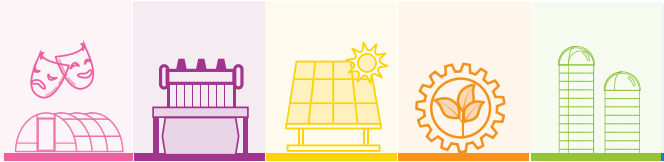
Personal Competences	
<p>Personal competences describe the abilities, skills and knowledge needed by officers to offer professional service to learners. It outlines essential personal skills, values and ethical approaches, which should be exhibited in all activities undertaken with or for learners in need of career guidance services.</p>	
Competency	Descriptor
<p>Competency 1: Professional Practice</p>	<p>Career Services Professionals must have the requisite qualifications and competencies to perform effectively in their defined roles with career services to the target population or group and professional functions and skills to deliver the service.</p> <ul style="list-style-type: none"> • Target population: learners, alumni, faculty, administrators, community members, parents and employers. • Professional functions: offering career and employment counselling and advising, organizing work-based learning activities such as industrial attachment, internships, work-study/on-campus employment, career information management, integration of technologies, establishing stakeholders' networks or links and organizing, managing, marketing/branding, evaluating of career services. • Skills: Communication and interpersonal skills, working with diverse people, identify and respond to clients' diverse needs work effectively in a team environment, continuous professional development, collect, locate, analyse and use career and labour market information, use and integration of technology, information and resources
<p>Competency 2: Ethical principles for professional competency and conduct</p>	<ul style="list-style-type: none"> • All persons involved in the delivery of career services to learners must adhere to the highest standards of ethical behavior. • The Head of Career Services should also actively provide guidance and education on these standards to all staff or members of the department. <p>Sample code of ethics</p> <ul style="list-style-type: none"> o Rights and responsibilities to learners o Confidentiality of data concerning learners/individuals o Staff members must recognize and avoid personal conflict of interest o Staff members must have the right qualifications in career guidance competencies & represent their professional competencies, training and experience accurately o Uphold integrity in management of funds allocated to career service department o Must adhere to procedures that are non-discriminatory on the basis of tribe, gender, culture, religion, age, disability, level of income etc. o Creating and maintaining user records



Career Guidance Practice Competences

These are minimum competencies needed to perform effectively in helping learner address their career need at entry, during the period of their studies and at or near exit into the world of work.

Competency	Descriptor
Competency 3: Career Development Theory	<ul style="list-style-type: none"> • Describe career guidance theories, concepts and related models to practice • Identify the constructs of major career guidance theories and their application • Theoretical models associated counseling and information-delivery techniques and resources. • Use theory to inform career guidance programmes development
Competency 4: Career Counselling	<ul style="list-style-type: none"> • Identify career counselling theories and models to address clients' needs • Demonstrate theoretically-driven career counselling • Integrate response and referral services • Gain skills in career counselling
Competency 5: Career Assessment	<ul style="list-style-type: none"> • Ability to identify standardized career assessment instruments and informal assessment methods appropriate for clients and for own knowledge and skill level • Gain qualifications in assessment processes choice of instruments, administration and interpretation
Competency 6: Career Guidance Program Delivery	<ul style="list-style-type: none"> • Assess the need for, design, deliver and evaluate career guidance programs • Develop and deliver theoretically-driven career guidance programs that are inclusive, gender responsive, culture sensitive and level of the learners • Prepare and present program proposals that consider context, budget, objectives, and outcomes, monitoring and evaluation mechanisms • Mount a marketing and public relations campaign on career guidance activities and services
Competency 7: Career & Labour Market Information	<ul style="list-style-type: none"> • Collect, organize, and disseminate information pertinent to education, training, occupations, and employment opportunities • Coach clients in effective use of labour market information • Source, identify and apply credible, reliable, current labour market information and trends that is free of bias • Use career information resources e.g. occupational classification systems, labour market information, mass media, computer and internet-based career information to help learners in career planning • Locate educational and training opportunities and resources and transition pathways as appropriate to work setting
Competency 8: Industry Liaison Skills	<ul style="list-style-type: none"> • Liaison role with employers and other organisations to provide information about work, training, and career opportunities and /or work-based learning experiences for learners and other clients. • Network and collaborate with diverse internal and external stakeholders, including recruitment agencies, employers, peak industry groups to maximise benefits for the learners
Competency 9: Graduate Tracker Survey	<ul style="list-style-type: none"> • Determine the purpose of graduate tracer survey: relevance of programmes of study or courses, accreditation, career guidance and marketing, quality assurance, alumni office etc. • Design the survey instruments • Decide on the target population • Determine the methods of data collection • Method of administration & address data bank • Data Analysis • Reporting procedures • Presentation of results • Dissemination of results

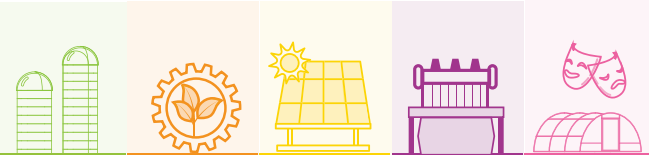


Client Interaction Service Competences	
<p>These competences relate to how the staff of Office of Career Services interact with the learners or other users. It describes the activities, which take place directly with users of career guidance services. It provides opportunity for delivery of service to individuals or in groups, face-to-face or remotely by use telephone, Internet or e-mail facilities</p>	
Competency	Main Tasks
<p>Competency 10: Skills to help users undertake career or self-awareness activities</p>	<ul style="list-style-type: none"> • Build the relationship with users • Enable learners’ self-understanding • Encourage career exploration • Facilitate workplace readiness and job search strategies
<p>Competency 11: Skills to help users access career information</p>	<ul style="list-style-type: none"> • Guide on sourcing of quality, authentic or relevant career information • Facilitate sessions on how to access to career information • Guide on interpretation and use of career, occupational, and employment information
<p>Competency 12: Skills to conduct career assessments</p>	<ul style="list-style-type: none"> • Clarify and agree the need for assessment • Support the use of self-assessment tools and activities • Administer formal assessment • Organize counselling pre and post results interpretation
<p>Competency 13: Skills to develop and deliver career programmes</p>	<ul style="list-style-type: none"> • Design programmes to meet identified needs of the learners at entry, during their period of study and near/at exit e.g., orientation, industrial attachments, work place readiness etc. • Organize activities to support the identified needs • Make provisions for referrals and advocacy services

Thematic Area 4: Career Guidance Support Systems

This competence framework is intended to help career guidance service providers to identify and enlist support systems for themselves and their clients. As such they are encouraged to seek collaborations with organizations (e.g., employers, public or social institutions) and other TVET institutions in setting up and developing networks and communities. Through networking and community building, for example, they can support their clients in reaching their career goals such as finding work or getting into self-employment. As service providers, it will give them an opportunity to build a community that can be a resource to one another, engage in knowledge sharing forums to widen the understanding of career services and respond emerging trends. Additionally, they can organize for benchmarking activities between institutions and also international best practices. These are some useful competences to achieve this goal:

- Stakeholders’ engagement
- Professional body membership
- Use of technology
- Referral services



Career Guidance Support System

Supporting competences describe a range of activities, which are needed to support career guidance service providers in their work with service users. They may include building of networks and collaborations with professional communities within their geographical area including leveraging use of technology.

Competencies	Activities
<p>Competency 1: Skills to engage with stakeholders</p>	<ul style="list-style-type: none"> • Identify the stakeholders within the institutions <ul style="list-style-type: none"> o Institutions' management o Registrar o Faculty members o Other departments: Counselling, Deans of Academics, PR and Marketing o Parents o Government agencies o Alumni • Identify the stakeholders outside the institutions <ul style="list-style-type: none"> o Business community associations o Association of Professional Bodies o Parents o Employers' Associations o Small and Medium Enterprises Associations o Community and Faith Based Organization o Non-Governmental organizations o Funding agencies • Establish mutually beneficial relationships with the stakeholders • Consult with parents, faculty, administrators and other agents to enhance their work with learners • Organize meetings with stakeholders to create referral sources • Exchange information with network members • Organize joint events with stakeholders such as job fairs, skills competitions, guest speakers' forums, public lectures on career guidance etc.
<p>Competency 2: Skill to leverage on use of technology</p>	<ul style="list-style-type: none"> • Use Information Technologies to provide educational and occupational information • Identify computer-based guidance and information systems • Identify methods of good use of computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) • Identify websites with information on training and job opportunities, to explore occupations and career pathways, on employability, salaries and other indicators for different professions or sectors. • Identify free self-evaluation tools for attitudes and skills relating to specific career pathways
<p>Competency 3: Skill to belong to a professional body</p>	<ul style="list-style-type: none"> • Membership to career guidance professional body • Attend workshops, conferences and networking forum • Undertake formal accredited courses by professional body • Take advantage of mentoring opportunities • Opportunity to earn Continuous Professional Development (CPD) points • Opportunity to access career resources, reports • Create a learning community
<p>Competency 4: Skill to recognize learners' issues beyond the scope of career guidance and provide for referral services</p>	<ul style="list-style-type: none"> • Make referrals when necessary or appropriate to outside resources for learner and/or family support. • Identify cases such as mental health, stress, depression • Create a process of identifying cases that need referral services • Create referral documentation forms; • Provide a list of referral sources • Create and maintain their records • Referral process includes such activities as: <ul style="list-style-type: none"> o Referral paperwork o Initial and on-going consultation with parents/ other professional staff o Initial and on-going contact with referral agencies o Activities relating to the re-entry process o On-going monitoring of learner re-adjustment

Thematic Area 5: Quality Assurance Systems, Monitoring and Evaluation

Quality assurance (QA) has been considered as a systematic process of determining career guidance service meets specified requirements. This framework proposes:

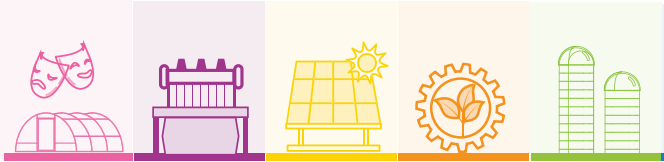
- Quality standards when developing career guidance programmes
- Quality standard for provision of career guidance services and information,
- Quality standard for working with clients,
- Quality standards for professional qualifications and curriculum;
- Quality standards for establishment of careers department;
- Quality standards for building partnerships and collaborations
- Monitoring and Evaluation process and tools

Quality Assurance Systems, Monitoring and Evaluation	
Quality assurance systems, monitoring and evaluation: Quality assurance (QA) has been considered as a systematic process of determining career guidance service meets specified requirements. This framework proposes quality standards when developing career guidance programmes, standard for provision of career guidance services and information, standard for working with clients, standards for professional qualifications and curriculum; establishment of careers department; building partnerships and collaborations.	
Competencies	Descriptor
Competency 1: Skills to engage with stakeholders	<ul style="list-style-type: none"> • Quality standards when developing career guidance programmes • Quality standard for provision of career guidance services and information, • Quality standard for working with clients, • Quality standards for professional qualifications and curriculum; • Quality standards for establishment of careers department; • Quality standards for building partnerships and collaborations
Competency 2: Monitoring and Evaluation	<ul style="list-style-type: none"> • Items of measuring impact • Process reports • Data collection tools • Result framework • Result based management systems

SECTION 6:

MONITORING AND EVALUATION TOOL





MONITORING & EVALUATION TOOL

This section outlines the procedures for implementation of the framework, how to monitor and evaluate the framework implementation, monitoring and evaluation action plans, and finally the monitoring and evaluation matrix.

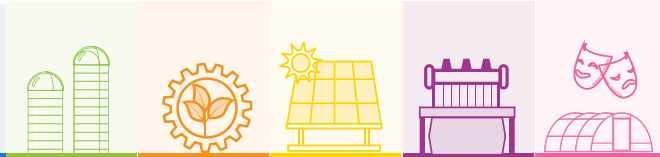
Implementation of the Framework

The implementation of this framework requires specific interventions that are aimed at professionalising the career guidance practice in TVET institutions in the BEAR II countries. This framework not only identifies the gaps in the sector but also captures the recommendations, the competences in the thematic areas to improve and advance career services offered. The following key interventions, derived from the conclusions and recommendations of the findings have been identified to implement the competency framework:

- 1. Development of Career Guidance National Policy, national frameworks, standards, and operational guidelines.** To achieve the competencies, career guidance needs to be anchored through government policy frameworks. Each county therefore needs to develop a career guidance policy using a multi-sectoral, inter-ministerial, private sector, employers' associations and professional bodies approach. The policy framework should not only touch on TVET but should go across the whole education sector and labour markets to ensure smooth transitions to the entire spectrum of careers. Operational guidelines should help in the implementation of career guidance services in TVET institutions.
- 2. Coordination & Partnerships:** The findings showed that career guidance efforts were disjointed and offered in different settings.

Support services is a key thematic area under this framework. It is important to have coordination, collaboration and linkages with government, learning institutions, employers/ industry, professional bodies and other relevant stakeholders. Each country needs to have a focal point, e.g., a national council, so as to improve service delivery.

- 3. Development of professional career guidance training curriculums/short course for career guidance within the framework.** The most important outcome of a competency framework is skills development. Skills development happens by means of education and training. A great way in implementing the framework is to link the competencies outlined to education and training requirements. It is highly recommended that training providers benchmark the competencies against National Qualifications Framework and standards for career guidance practice in respective countries. This will lead to the development of relevant links between qualifications and the competencies.
- 4. Establishment of vibrant career guidance departments in all institutions.** Today's learners need relevant and rigorous educational programs that integrate academic, technical, employability and career decision-making skills and that provide the support and guidance necessary to connect them to the hopes, dreams and realities of their futures. They are the heart of this competency framework. Structured career



guidance activities are essential in preparing learners for successful education and career transitions, which are important to realizing both personal goals and national economic and workforce objectives. These can be easily realised through structured and well-funded career departments, run by competent service providers.

5. **Establishment of Career guidance Professional bodies:**

Professional bodies have an important role to play in professionalising a sector and taking leadership. A strong industry career professional body and supported by the relevant stakeholders is paramount. The professional body for career guidance providers will advocate and promote career guidance practices and professionalism in each country. This will create an opportunity for networking, knowledge sharing and sector advancement. The professional body will also create professional standards under which professionals will operate. These bodies can also be a focal point to establish a regional body to learn from each other. (Kenya has an already running profession body, Career Guidance Institute www.careerguidanceinstitute.org).

6. **Development of career occupations within the framework and inclusion of career guidance profession in the National Organising Framework for Occupations of each country.**

Career service providers work in many diverse environments and some also possess certain specialised knowledge, skills, attitudes and values. As such various types of career development practitioners will operate at different levels of this framework. This requires key collaborations with career training providers, policy makers, professional bodies, government departments, agencies, among others. These

specialist designations will be developed and linked to the competencies in the framework and associated qualifications of each country.

7. **Establishment of a fully functional labour market information system to guide learners on the opportunities that exist in the labour market.**

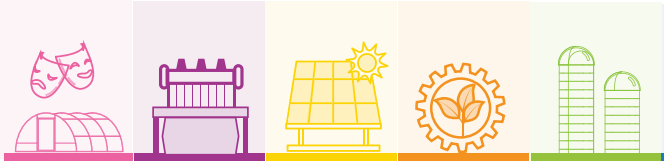
There is need to develop and operationalise a national/regional structured and harmonised labour market intelligence and information platform. Development career resources like handbooks/ career guides and other related materials for use in the sector is key.

8. **Awareness creation and Advocacy.**

There is need to create an awareness and implementation strategy for the competency framework, from regional, national, TVET and institutional level. Despite adopting an inclusive and collaborative process during the BEAR II project, a large number of institutions, service providers and stakeholders may not be aware of this process. This therefore calls for advocacy and communication campaigns, targeting TVET sector, institutional management, policy makers, professional bodies and quality councils, practitioners, ministries and all relevant stakeholders. This will ensure that the information disseminated remains consistent.

9. **Feedback loop into the competency framework**

A competency framework is a 'dynamic document', which needs to continually be informed by industry and practitioners to ensure that it remains current and relevant to changing demands. Such feedback structures need to be formalised by the focal point, relevant ministries, departments, professional bodies, among others.



Monitoring and Evaluation of Implementation

As stated in Section 3, The Career Guidance framework is a service tool designed to be used by career guidance providers to offer career guidance programs and services for TVET learners and graduates in a systematic way. The framework ensures the structural co-ordination of career guidance services, including the implementation of programs with TVET institutions, relevant government ministries, the private sector, labour market and other stakeholders.

This section describes how its implementation should be monitored and evaluated. This then requires the following questions to be answered:

- i. Has the competency framework resulted to development of career guidance policy frameworks standards and operational guidelines in the respective countries?
- ii. Has the competency framework resulted in the establishment of vibrant career guidance departments in TVET institutions? Has it resulted to improvement in the quality of career development services offered?
- iii. Has the competency framework resulted in the development of qualifications that advance the knowledge, skills, values and attitudes of career development practitioners?
- iv. Has the competency framework resulted in an increased number of qualified and competent career development practitioners in TVET institutions within the BEAR II countries?
- v. Has the competency framework resulted in the development of occupational titles like Career advisors, Career Counsellors, Career Practitioners among others identified as a recognised occupation in the respective countries?
- vi. Has the competency framework resulted in posts being created within institutions to create formal employment opportunities for career guidance service providers?
- vii. Has the competency framework resulted in establishment of active and influential professional bodies in growing, promoting and supporting the profession?
- viii. Has the competency framework resulted in the development of a fully functional labour market information system that guides learners on the opportunities that exist in the labour market?
- ix. Has the competency framework resulted in gender and disability mainstreaming into the career guidance policies, guides, materials and services?
- x. Is the competency framework being revised and updated to remain relevant to changing demands?

These monitoring and evaluation priorities are by no means exhaustive, but serve as a departure point and relate to the implementation interventions above.

Monitoring and Evaluation Action Plan

This section described the indicators/priority areas that need to be carried out to ensure the successful implementation of this competency framework for the career guidance sector. This will be a dynamic document that will move through the following

- a) Short Term- development and implementation phase
- b) Medium-term - Competences accepted, embedded into practice and subjected to review
- c) Longer-term phase - competencies are subject to ongoing maintenance, review and updating.

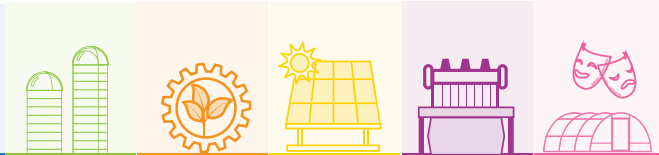


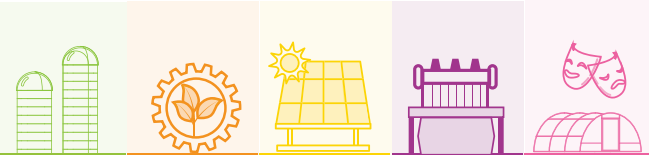
Table 9 below is the monitoring and evaluation matrix illustrating the priority interventions previously described, in the context of a prospective timeframe. For each priority intervention, specific tasks have been identified to guide the implementation process, including suggestive responsible entities as per findings.

Monitoring and Evaluation Matrix

Table 9: Monitoring and Evaluation Matrix

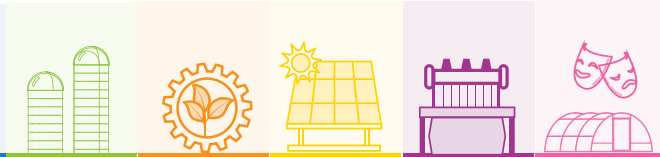
Elements	Indicators/ Priority Areas	Timeframe				Data Source/ Means of Verification	Responsibility
		Short Term (1yr)	Medium Term (3yr)	Long Term (5yr)			
POLICY & STRATEGY i	<p>Development of Career Guidance National Policy, national frameworks, standards, and operational guidelines</p> <p>a) Each country to develop career guidance policies using inter-ministerial, multi-sectoral, private sector, labour markers and professional bodies approach. All relevant stakeholders must be involved</p> <p>b) Create a strategic plan that encompasses policy visions, mission, values, objectives and guides</p> <p>c) Create sector quality standards</p> <p>d) Develop national operational guidelines and workplans</p> <p>e) Mainstream gender and disability into the career guidance policies, guides, materials and services?</p>	√	√	√	<p>Process reporting</p> <p>Surveys, interviews,</p> <p>Stakeholder engagements</p> <p>Process reporting</p>	<p>Gov ministries & departments (Education, Labour, Youth, Finance, gender, ICT),</p> <p>Private sector, Professional bodies</p> <p>Funding agencies and partners</p> <p>Non-government organisations (NGO's)</p> <p>Community-based organisations (CBO's),</p> <p>Faith based organisations (FBO) among others</p> <p>Employers & Industry players</p>	
POLICY & STRATEGY ii	<p>Set up a National CG coordination body</p> <p>a) Establish a focal point where all matters careers will be coordinated from</p> <p>b) Set up taskforces in each country to develop operational guidelines linking to the competencies for TVET institutions</p> <p>c) Set up a taskforce to create structures for coordination and collaboration with all stakeholders including the private sector</p> <p>d) Develop career occupations within the framework and inclusion of CG profession in the national organising framework for Occupations and harmonise titles</p> <p>e) Create roles and regulations for each entity/stakeholder</p>	√	√				

Elements	Indicators/ Priority Areas	Timeframe				Responsibility
		Short Term (1yr)	Medium Term (3yr)	Long Term (5yr)	Data Source/ Means of Verification	
IMPLEMENTATION (i)	<p>Create awareness and advocacy for the Competency Framework</p> <p>a) Develop a communication and advocacy plan for TVET institution management, practitioners, related occupations, qualifications authorities and all other stakeholders</p> <p>b) Develop the strategy with clear and consistent message that will guide the implementation of the competency framework</p> <p>c) Conduct workshops/seminars/webinars in each respective country with practitioners and relevant stakeholders to give essential information about the implementation of the competency framework</p> <p>d) Develop websites/information portal to promote the competency framework and provide information on the implementation process</p> <p>e) Prepare a competency framework version that can easily and widely be disseminated</p>					<p>TVET sector</p> <p>TVET institutions & management</p> <p>Education & Training Providers</p> <p>Curriculum developers</p> <p>National qualification framework authorities</p> <p>Examination bodies</p> <p>Professional bodies</p>
IMPLEMENTATION (ii)	<p>Develop professional career guidance training curriculums</p> <p>a) Link the competencies in the framework to education and training requirements</p> <p>b) Benchmark competencies above against the national qualification's frameworks and associated education and training requirements in each country</p> <p>c) Link competencies to the qualifications developed</p> <p>d) Create short courses for professional development linked to competencies</p> <p>e) Benchmark with existing career guidance curriculums in the region and globally</p> <p>f) Use the communication and advocacy plan above to encourage</p> <p>a. Service providers to identify skills gaps, upscale and belong to the professional body</p> <p>b. Encourage training providers to develop qualifications as per the competencies, professional development trainings etc</p> <p>c. Professional bodies to recognise the profession and advance the practice</p> <p>g) Education ministries, labour and related departments to recognise the competency framework and encourage service providers to upscale</p>	√	√	√	<p>Process reporting</p> <p>Records</p> <p>Stakeholder engagements</p>	<p>Funding agencies</p> <p>Private sector</p> <p>HR & Recruitment agencies</p>



Elements	Indicators/ Priority Areas	Timeframe				Data Source/ Means of Verification	Responsibility
		Short Term (1yr)	Medium Term (3yr)	Long Term (5yr)			
IMPLEMENTATION (iii)	<p>Establish vibrant career guidance departments in all institutions</p> <p>a) Establish well-structured and resourced career departments in all TVET institutions guided by the competence framework</p> <p>b) Ensure all personnel working in this departments have the requisite competences in the framework</p> <p>a. Gain qualification in career guidance</p> <p>b. Undertake professional development regularly</p> <p>c. Belong to a professional body</p> <p>c) Fund the departments to ensure sustainability and competencies achievement</p>	√			Records	TVET sector	
					Process reporting	TVET institutions & management	
					Surveys	Education & Training Providers	
						Curriculum developers	
						National qualification framework authorities	
IMPLEMENTATION (iv)	<p>Establish Career guidance professional bodies</p> <p>a) Set up and register a career guidance professional body in each country. If need be, set up regional one as well</p> <p>b) Identify appropriate members for the professional body and establish standards and categories</p> <p>c) Communicate professional registration to all practitioners</p> <p>d) Benchmark with existing career guidance professional bodies in the region and globally</p> <p>e) Develop a framework for professionalising the CG profession.</p> <p>f) Build and maintain a national register of professionally registered practitioners</p> <p>g) Develop a continuous professional development model for members</p> <p>h) The professional body to work closely with the coordination body</p>	√			Process reporting	Examination bodies Professional bodies	
					Records	Funding agencies	
						Private sector	
						HR & Recruitment agencies	

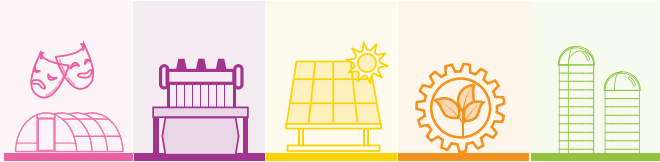
Elements	Indicators/ Priority Areas	Timeframe				Data Source/ Means of Verification	Responsibility
		Short Term (1yr)	Medium Term (3yr)	Long Term (5yr)			
IMPLEMENTATION (v)	<p>Establish labour market information systems and develop career resources</p> <p>a) Create a careers portal with TVET career pathways</p> <p>b) Continuously improve the regional skills gateway</p> <p>c) Encourage TVET colleges to post their courses and links to the job market with sector analysis.</p> <p>d) Link the LMI with job search sites, online job boards, employers etc and guide learners on the opportunities that exist in the labour market</p> <p>e) Develop career books, journals, guides among others</p>				<p>Survey</p> <p>Records</p>		
MONITORING, EVALUATION & QUALITY ASSURANCE	<p>Develop a feedback loop into the competency framework</p> <p>a) Develop and approve feedback structures and procedures to regularly update the competency framework</p> <p>b) Revise, where necessary the competency framework and publish further versions according to approved plans</p> <p>c) Develop an evaluation mechanism to monitor the implementation of the competency framework</p> <p>d) Produce annual monitoring reports on the implementation of the competency framework</p> <p>e) Encourage research topics and funding mechanisms to implement research within the sector and publish</p> <p>f) Develop standards for career guidance service, quality standards for the service provider,</p> <p>g) Design quality assurance tools aligned with national standards.</p> <p>h) Conduct impact study on the implementation of the competency framework in the 5th year</p>		√	√	<p>Surveys</p> <p>Impact study</p>	<p>Quality Assurance bodies,</p> <p>Professional bodies,</p> <p>National councils,</p> <p>Sector departments,</p> <p>Labour market</p>	



CONCLUSION

In conclusion, to improve the perception of TVET, a harmonised Career Guidance and Counselling Framework for TVET is critical for the BEAR II countries to ensure coordination and synergies among relevant ministries and stakeholders. This framework therefore takes a multi-ministerial, multi-sectoral and private sector approach, including all members of the career guidance value chain for policy development, strategic planning, implementation, quality assurance, monitoring and evaluation.

The framework works as a guide for all the BEAR II countries to develop and build a vibrant and coordinated career guidance sector anchored in policy frameworks in their countries. As such the development of this framework has put into consideration the role of each sectors' players: government, ministries, tertiary education, employer associations employment bureaus, publishers, funding agencies, private and voluntary. The framework has proposed close co-operation and partnership so that coherence in the service can be achieved.



RECOMMENDATIONS

Following the above conclusions, it is recommended that all stakeholders analyse sector elements and their fit to the framework in order to provide a comprehensive and integrated vision, mission, tools and guides for learners, the society and the economy.

1**States:**

The national governments have a critical role to play in creating the career guidance policies and enact the necessary legislation. In that way, funding and other resources for effective services in the institutions needs to be provided for. Governments should initiate private-public partnerships to create a vibrant career guidance sector and provide services for learners especially work based learning programmes. Other role will be to ensure that the qualification in career guidance is listed and recognised like any other profession.

2**Institutions and Ministries:**

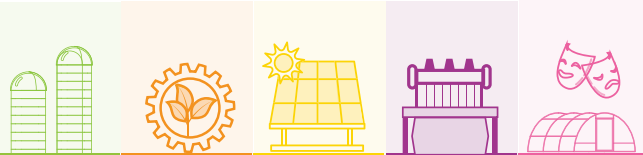
To develop a coherent and vibrant career guidance sector, the relevant ministries (Education, ICT, Labour, Gender and Finance) within an inter-ministerial taskforce to create structures for coordination and collaboration with all stakeholders on all matters careers. The taskforces in each country should develop operational guidelines linking to the competencies for TVET institutions. They should develop a communication and advocacy plan with clear workplans for the TVET institutions, offer a framework for curriculum development and a plan for a structured and well-resourced career department.

3**TVET Institutions:**

All TVET institutions should establish vibrant, well-structured career guidance departments guided by the competence framework. The institutions should ensure all personnel working in this departments have the requisite competences in the framework by obtaining qualifications in career guidance, undertake professional development and belonging to a professional body. All TVET management are expected to support these departments.

4**Higher Learning Institutions and Curriculum developers:**

The framework recognises that service providers need career guidance competences. As such it is recommended that career guidance curriculums need to be developed to bridge between the career guidance service and service provider. This will allow the service provider gain the right qualification.



5

Private Sector:

There is a need to invest in facilitating measures, including appropriate incentives, designed to encourage the development of career guidance services within the private sectors, professional bodies and associations. Close collaborations and support will enhance growth and effective implementation of career guidance strategic workplans.

6

Partners:

There is evidence that developing partners have positive impact of supporting the development of career guidance systems, training courses for career guidance service providers. Alongside the sector can benefit from their experiences, materials and systems developed in their countries. Extension of these programs could assist national governments to develop robust and relevant career guidance services for their citizens.

7

Learners:

The learners and individuals will benefit from skills on how to understand themselves, how to choose courses, how to link the courses to the world of work, society and economy, how to secure jobs or start business.

8

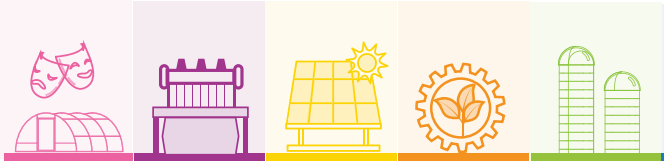
Career guidance framework for basic education:

Career guidance should begin from basic education because TVET learners' transit from secondary schools. Therefore, there is need to develop a career guidance framework for basic education.

9

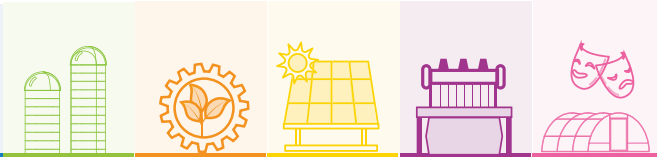
Career guidance lifespan and lifelong approach framework:

Ideally career guidance should start from basic education, to higher education, work and throughout the life of an individual. Therefore, there is need for a career guidance framework that has a lifespan and lifelong approach



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