

ESTABLISHMENT OF CAREER GUIDANCE AND COUNSELING CORNERS IN TVET SCHOOLS



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I. Background of career guidance and counseling in TVET schools

Referring to the mission of RTB to promote quality education in technical and vocational education and training, aiming to fast-track the country's socio-economic development, there is a need to establish career support services in TVET schools to produce competent graduates ready to integrate into a more competitive and dynamic labor market.

NST2, in transforming Rwanda's education and workforce, depends significantly on the holistic development of learners. The establishment of Career Guidance and Counselling Corners in TVET schools emerges as a strategic initiative to create supportive, learner-centered learning environments, thus bridging the gap between school training and the holistic development of learners.

By enhancing Social Emotional Learning, TVET institutions can produce resilient, emotionally intelligent, and socially responsible citizens fully aligned with NST2's vision of building a knowledge-based economy and an inclusive society. Career Guidance and Counselling Corners serve as critical enablers of NST2 by embedding Social Emotional Learning into the fabric of TVET education. Hence, preparing learners to be emotionally intelligent, adaptable, and resilient, and helping build a future-ready workforce that contributes to Rwanda's sustainable development.

The career guidance & counselling corners aim to provide learners with **personalized support**, **career planning resources**, and **emotional guidance** that align with their individual aspirations, strengths, and challenges. More importantly, they serve as a platform to cultivate **Social Emotional Learning (SEL)** skills, such as self-awareness, emotional regulation, empathy, responsible decision-making, and interpersonal communication skills, which are increasingly critical for success in both the workplace and life.

Embedding SEL frameworks into career development services will empower learners to navigate their career paths with confidence, resilience, and purpose. This initiative also supports the broader goals of inclusive education, mental well-being, and youth empowerment.

For the success of the initiative of having career guidance and counselling corners in TVET schools, the school personnel with such responsibility are equipped with the necessary skills and knowledge to ensure that learners are well-prepared both professionally and personally. These individuals support learners in making informed decisions about their career paths while also fostering their personal growth through social-emotional learning.

II. Key aspects of Career Guidance and Counselling Corners

Career Guidance and Counseling Corners are resource centers designed to help individuals, particularly learners, explore career options, develop necessary skills, and make informed decisions about their future. They provide support through various activities like career awareness programs, counseling sessions, and access to relevant information and resources.

a) Career Awareness

These corners raise awareness about different career paths, their opportunities, their requirements, and the skills needed to succeed in them. They often host workshops, seminars, and presentations to educate individuals about diverse professions.

b) Career Counseling

Trained counselors in these corners provide personalized guidance to help individuals understand their strengths, interests, and values. They offer support in exploring career options, setting realistic goals, and developing action plans.

c) Resource Provision

Career Guidance and Counselling Corners offer access to a wide range of resources, including career information materials, online resources, and connections to relevant organizations and professionals.

d) Skills Development

These corners also focus on developing essential skills for career success, such as resume writing, interview skills, and networking.

e) Lifelong Learning

Career development is a continuous process, and these corners encourage individuals to embrace lifelong learning and adapt to the changing world of work.

f) Target Audience

Career Guidance and Counselling Corners can be beneficial for individuals at various stages of their careers, including learners, recent graduates, and those seeking career changes.

III. GENERAL OBJECTIVES

To establish Career Guidance and Counseling Corners in TVET schools that provide comprehensive support services to enhance learners' career readiness, emotional well-being, and personal development, thereby facilitating their successful integration into the workforce.

3.1 Specific objectives

- ✚ To give the orientation to the TVET schools to create programs that will help learners learn about various career paths, employment opportunities, industry requirements, and the skills necessary for success in related fields.
- ✚ Set up a system where trained counselors help learners understand their strengths and interests. They will assist learners in setting realistic career goals and making plans to reach them.
- ✚ To give the orientation to the TVET schools to include activities that help learners build important skills like self-awareness, managing emotions, and making good decisions. This will help learners grow personally and prepare them for future jobs.
- ✚ Establish metrics and feedback mechanisms to assess the effectiveness of the counseling corners and make necessary adjustments to enhance their impact on learners' outcomes.

IV. SCOPE

The scope of the Career Guidance and Counseling Corners encompasses various aspects to ensure comprehensive support for all learners. This includes the following components:

1. **Inclusion of All TVET Schools:** The initiative will cover all TVET schools, including public, government-subsidized, and private schools. This ensures that every learner has access to career guidance and counseling services, promoting educational equity.
2. The structure of career guidance and counseling corners involves the **School Administration** (School Headteacher, the Deputy Headteacher in charge of Studies and the Discipline), the School **Career Guidance and Counseling Advisor (Trained Teacher)**, the **Class advisor (Class teacher)**, and the **Class representative**.
3. **Comprehensive Support Services:** The corners will provide a range of services, including:
 - Career awareness programs to inform Learners about various professions.
 - Personalized counseling sessions to help learners explore their strengths and interests.

- Access to resources such as career information materials, online tools, and connections to industry professionals.
 - Skills development workshops focusing on resume writing, interview techniques, and networking.
4. **Feedback and Assessment Mechanisms:** Establish metrics and feedback systems to evaluate the effectiveness of the counseling corners. This includes:
- Regular surveys and assessments to gather learner feedback on services.
 - Monitoring learner outcomes related to career readiness and emotional well-being.
 - Making necessary adjustments to enhance the impact of the counseling services based on feedback.
5. **Lifelong Learning Emphasis:** Encourage a culture of lifelong learning by providing resources and support for ongoing education and skill development, ensuring that learners can adapt to the changing job market.

V. Organizational Structure, Roles and Responsibilities

The structure for implementing career guidance and counseling corners involves multiple stakeholders, each with defined roles and Responsibilities:

1. School Administration:

- **Headteacher:**
 - ✓ Oversee the establishment and functioning of the Career Guidance and Counseling Corners.
 - ✓ Ensure alignment with the school's overall educational objectives and policies.
 - ✓ Facilitate collaboration with external stakeholders and partners.
 - ✓ Facilitate availability of resources
- **Deputy Headteacher in Charge of Studies:**
 - ✓ Coordinate the integration of career guidance activities into the school timetable.

- ✓ Monitor the effectiveness of the counseling services and their impact on learners performance.

- **Deputy Headteacher in Charge of Discipline:**

- ✓ Coordinate and report school activities related to Career Guidance and Counseling corner
- ✓ Support the emotional and behavioral development of learners through counseling services.
- ✓ Address any disciplinary issues that arise from career exploration activities.

2. Career Guidance and Counseling Advisor (Trained Teacher):

- ✓ Act as the primary counselor, providing personalized guidance to learners in career planning and emotional support.
- ✓ Organize and conduct workshops, seminars, and awareness programs on various career paths and skill requirements.
- ✓ Maintain up-to-date resources and information on job markets, career opportunities, and educational pathways.

3. Class advisor:

- ✓ Collaborate with the Career Guidance and Counseling Advisor to deliver workshops and training sessions.
- ✓ Serve as mentors, providing informal guidance and support to learners in their career exploration.
- ✓ Facilitate discussions about career options within their subject areas and help learners connect learning with real-world applications.

4. Class representative:

- Participate actively in career guidance activities and workshops.
- Provide feedback on the services offered to ensure they meet the needs of learners.
- Encourage peers to engage with the counseling corners and utilize available resources for career planning.

VI. Implementation and Reporting System

The implementation of Career Guidance and Counseling Corners will involve a structured approach to ensure effective execution and ongoing evaluation of services. This includes the following key components:

1. **Planning and Setup:** The **Launch and Operation** phase will commence at the start of the TVET schools' academic year 2025/2026, marking the official opening of the Career Guidance and Counseling Corners. Regular counseling sessions, workshops, and career awareness programs will then begin to support learners in their career development
2. **Monitoring and Evaluation:** The monitoring and evaluation process will involve monthly assessments of career guidance and counseling activities and learners participation, along with surveys to collect feedback on the effectiveness of the services provided. Key performance metrics will include tracking learners engagement in workshops and counseling sessions, measuring improvements in career readiness and emotional well-being through pre- and post-assessments.
3. **Reporting System:** The reporting system will include **Termly reports** prepared at the end of each school trimester. These reports will summarize the activities of the Career Guidance and Counseling Corners, detailing the number of workshops and counseling sessions held, participant demographics, and engagement statistics. Additionally, the reports will include outcomes based on learners feedback and assessments. All reports will be submitted to the Rwanda TVET Board before the end of each term to ensure timely oversight and support.

At the end of the academic year, an **annual review** will be conducted to evaluate the overall effectiveness of the Career guidance and counseling corners. This comprehensive review will summarize findings and provide recommendations for improvement, which will then be presented to the school administration and stakeholders. This annual report will also be submitted to the Rwanda TVET Board, ensuring alignment with broader educational objectives and facilitating continued development of the program.

4. **Feedback Mechanisms:** The feedback mechanisms for the Career Guidance and Counseling Corners will include a system that allows learners to anonymously share their

experiences and suggestions for improvement. This feedback will be crucial for adjusting programs and resources to better align with learners needs. Additionally, engagement with local industry partners and external stakeholders will be prioritized to gather insights on the evolving job market and the skills required for success. Incorporating this stakeholder feedback into the program will ensure its relevance and effectiveness, ultimately enhancing the support provided to learners in their career development

5. **Sustainability Plan:** The sustainability plan for the Career Guidance and Counseling Corners will focus on ensuring long-term effectiveness and relevance. This will involve continuous training for school personnel to keep them updated on best practices in career guidance, enabling them to provide the most effective support to learners. Additionally, ongoing partnerships will be established with local businesses and educational institutions to facilitate resource sharing and collaboration. To stay aligned with the dynamic nature of the job market, regular updates to materials and resources will be implemented based on industry trends and educational advancements. This comprehensive approach will help maintain the corners' effectiveness and adaptability over time

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