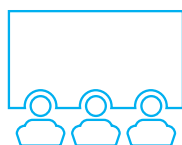

**GUIDE TO CAREER ORIENTATION, GUIDANCE, AND
COUNSELING FOR TVET AT BASIC EDUCATION LEVELS**





Acknowledgement

The guide for career orientation, guidance, and counseling at the TVET basic education levels has been produced, thanks to the collaborative efforts of various stakeholders, including MINEDUC, RTB, RP, Rulindo District office, Expertise France, GIZ, Swiss Contact, Kepler, and APEFE.

Forewords

Rwanda, as a growing economy on the African continent, has embraced TVET as a core strategy to provide youth with relevant skills for decent jobs in Rwanda and worldwide. To achieve this, we believe that career orientation, guidance, and counseling is a key program to accompany them, helping them seize opportunities and make informed decisions for their lives and careers.



We are pleased to publish this career orientation, guidance, and counseling guide for TVET basic education levels to ensure that clear guidelines exist across all participating stakeholders, facilitating the proper orientation of our students towards a brighter future.

Career orientation, guidance, and counseling are crucial for every student to discover how to pursue the most suitable career opportunities based on their competences, values, personality, wishes, and dreams. To adapt to the changing environment, this guide will be revised from time to time as the career orientation, guidance, and counseling system grows and develops, in consultation with stakeholders.

I extend a special vote of thanks to all stakeholders who have participated in the development of this guide.

Dipl.-Ing. Paul Umukunzi

Director General

Rwanda TVET Board



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List of Acronyms

BDF	: Business Development Fund
CGC	: Career Guidance and Counselling
DoS	: Director of Studies
IAP	: Industrial Attachment Program
IPRC	: Integrated Polytechnic Regional College
MINEDUC	: Ministry of Education
NEET	: Not in Education, Employment or Training
NSDEPS	: National Skills Development and Employment Promotion Strategy
RP	: Rwanda Polytechnic
RTB	: Rwanda TVET Board
STEM	: Science, Technology, Engineering and Mathematics
TVET	: Technical and Vocational Education and Training
TSSs	: Technical Secondary Schools
VSs	: Vocational Schools
YEGO	: Youth Empowerment for Global Opportunity



Definition of key terms

Attachment (or Industrial Attachment): An Industrial Attachment (IA) is a compulsory component of an educational program, typically implemented in the TVET sector and higher education. Participants are students, and the successful completion of the attachment is a prerequisite for graduation and certification.

Career: The sequence and variety of work roles, both paid and unpaid, that a person undertakes throughout a lifetime. More broadly, "career" encompasses life roles in the home and community, leisure activities, learning, and work.

Career Choice: It is the process of deciding which career paths to pursue out of a wide range of options. It involves making a wise decision based on a clear understanding of oneself, including aptitudes, abilities, interests, ambitions, resources, limitations, and knowledge of their causes. Additionally, it requires knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work.

Career Counseling: A process, whether individual or group-based, that emphasizes self-awareness and understanding, facilitating individuals in developing a satisfying and meaningful life/work direction.

Career Development: The lifelong process of managing learning, work, leisure, and transitions to move towards a personally determined and evolving future.

Career Development Competencies: Understandings, skills, and attitudes that people use to develop and manage their careers. These competencies equip individuals to better understand themselves, make informed decisions about learning and work options, act on their decisions, and participate effectively in work and society.

Career Development Programs: Detailed structures outlining courses, strategies, activities, and outcomes to deliver a developmental program for young people, helping them develop the skills to make informed decisions about their further education, training, and employment.

Career Development Plan: A document providing an overview of all career development programs and services offered by a given institution. It must be a living, working document that is easy for all staff to understand and is regularly updated.

Career Guidance: A range of interventions that help people transition from a general understanding of life and work to a specific understanding of realistic learning and work options available to them.

Career Orientation: The process of discovering a career that fits one's interests, skills, and ambitions.



Internship: An opportunity offered by an employer to potential employees, known as interns, to work at a firm/organization for a fixed or limited period in the area related to their field of study.

Job: A specific work position held over a defined period of time (e.g., being a quality inspector at one factory for 10 years). Individuals may hold different types of jobs over the course of a single career.

Labor Market Information: Information concerning conditions in, or the operation of, the labor market, including data on employment, wages, standards and qualifications, job openings, and working conditions. Information may be historical, current, or projected, formally or informally collected, and based on skills, occupations, or industries.

Occupation: An activity undertaken by a person to earn a livelihood. It can be business or employment that a person undertakes to make money.

Profession: A type of job that requires special education, training, or skill.

Professional Integration: An opportunity for students to gain hands-on experience in a workplace where activities related to their field of study are practiced. This includes all preparation related to and for successful professional integration.

Work: Refers to the domain of life in which people provide services or create goods.

Work Values: Beliefs about the desirability of various work features, usually applied by referencing potential rewards derived from working (e.g., pay, prestige, opportunities to learn).

Workplaces: Vary in size, including family businesses, informal income-generating activities, one-person very small activities, medium-sized businesses, and larger industries or factories.

Work Exposure: Covers activities that reveal ideas, information, and concepts about a relatively unknown world of work and career development by students. The objective is to observe and learn.



INTRODUCTION

Students in TSSs or VSs often choose career paths based on their parents' understanding, which may not align with their talents and interests. Alternatively, they may leave schools with limited knowledge of job options due to a lack of standardized career orientation, guidance and counseling. Furthermore, TVET institutions lack trained agents to provide essential career information and counseling to students. As a result, the Rwanda TVET Board (RTB) has developed this guide for career orientation, guidance and counseling for TSSs and VSs as a technique to formalize and streamline the delivery of career orientation, guidance and counseling services.

Career orientation, guidance, and counseling services play a crucial role in helping TVET students and graduates make informed decisions about educational, training, and occupational choices, as well as in planning their careers.

This document is intended to have a far-reaching impact on RTB, schools, districts, students, and capacity-building programs:

For RTB: This document will provide guidance in coordinating activities in schools related to career orientation, guidance, and counseling.

For schools: The document will offer guidance for planning and executing activities related to career orientation, guidance, and counseling. Different activities for TSSs and VSs, when relevant, will be provided to comply with their respective students' needs.

For district education units: This document will provide guidance in monitoring activities in schools related to career orientation, guidance, and counseling.

For students: This document maps different career guidance activities that students undertake during their studies at RTB.

For any capacity-building program related to career orientation, guidance, and counseling:

It shall be based on this document to place stakeholders' contributions in the right position.

This guide includes:

- 1 section providing policy and operational framework.
- 3 sections detailing activities to be conducted in the career orientation, guidance, and counseling process which are:
 - ✓ Career orientation activities
 - ✓ Career guidance and counseling activities



Figure 1: Career Orientation, Guidance and Counselling Process



The Career orientation, guidance and counselling training manual complements this guide, and provides all needed tools (questionnaires, activity description sheets, templates, etc.) to implement the activities mentioned in this guide.



SECTION ONE: CAREER ORIENTATION, GUIDANCE AND COUNSELLING FRAMEWORK

1.1. Policy framework

TVET provides young people and the unemployed with the competencies to gain productive employment and offers those already in employment (including entrepreneurs) an opportunity to upgrade their skills. TVET is officially delivered through Vocational Schools (VSs), Technical Secondary Schools (TSSs), and Integrated Polytechnic Regional Colleges (IPRCs). To increase linkages and relevance to the labor market, formal workplace learning, including internships, industrial attachments, and apprenticeships, has increasingly been used as part of curriculum delivery to ensure that TVET graduates attain practical competencies related to their courses.

The Government of Rwanda recognizes the importance of Career Guidance and Counselling (CGC) services in schools, as reflected in the policy framework. The Education Sector Policy (2003) and the Education Sector Strategic Plan (2013/14 – 2017/18) emphasize training all teachers in career guidance and counselling skills so that they can provide CGC services to students in schools. Additionally, the Rwanda Education Board established a guidance and counselling unit to monitor the implementation of Guidance and Counselling activities in schools and to organize teacher training in the field of Guidance and Counselling, among other things, to enforce CGC services in schools.

The National Employment Policy 2019 states that, to enhance demand-driven employability skills for productive job creation and private sector satisfaction, RP (and RTB since its establishment in November 2020) shall provide career information and guidance to prepare students for the world of work, including self-employment. Additionally, to support the development of a creative and innovative Human Resource Base through enhancing the culture of achievement and excellence, RTB and other players shall enhance career guidance and development advisory services as a bridge to talent detection and reorientation.

The third pillar for National Skills Development and Employment Promotion Strategy (NSDEPS) 2019-2024 is matching. This pillar aims to support a well-functioning jobs ecosystem that connects job seekers, employers, and the education pipeline. This pillar recognizes the importance of Career Development and Professional Integration, with a special mention of the importance of job seekers, employers, and the education system.



1.2. Implementation framework

1.2.1 Involved institutions

MINEDUC-Coordinates and supervises Career Orientation, Guidance and Counselling activities at national level.

RTB –Coordinates the implementation of the Career Orientation, Guidance and Counselling within VSs and TSSs through:


- ✓ Encouraging VSs and TSSs to implement Career Orientation, Guidance and Counselling, build their capacities (especially DoS and Heads of Departments) and provide the needed information, documents and support
- ✓ Monitoring the implementation of the Career Orientation, Guidance and Counselling within VSs and TSSs at national level and provide data to the MINEDUC

Technical Secondary Schools (TSSs) and Vocational Schools (VSs); implement Career Orientation, Guidance, and Counselling activities as described within this guide, with the support of and in coordination with RTB and the Education Unit of their District office. They:

- Mobilize their Directors of Studies (DoS) and Heads of Department to implement it, ensuring, with the support of RTB, they have the necessary knowledge and skills to do so.
- Organize all seminars, workshops, and counseling sessions as described in this guide, utilizing the Career Orientation, Guidance, and Counselling manual.
- Mobilize external resources from relevant stakeholders to contribute to the activities, including experts from companies, entrepreneurs, universities, District offices, Employment service centers, etc.
- Mobilize needed financial resources, with the support of the Education Unit of their District office when necessary, to implement activities.
- Provide requested data and recommendations to the Education Unit of their District office to facilitate monitoring.

District offices, especially Education unit, Employment Service Centres and YEGO Centres – support and monitor Career Orientation, Guidance and Counselling activities implemented by TSSs and VSs. They;

- ✓ Mobilise their staff to support specific activities as described in this guide, and to collect data from TSSs and VSs
- ✓ Facilitate connections of TSSs and VSs' students with local services and networks for employment and entrepreneurship (Employment Service Centres, YEGO Centres, Business Development Fund, Youth Development Alliances, etc.)

- 
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- ✓ Provide detailed and consolidated data from all TSSs and VSs of the District to RTB
 - ✓ When needed, provide financial support to TSSs and VSs to implement the Career Orientation, Guidance and Counselling activities
 - ✓ Organise specific activities at District level to contribute to Career Orientation, Guidance and Counselling: awareness campaign, job fair, etc.

1.2.2 Other involved stakeholders

Beyond the key institutions, career orientation, guidance and counselling process shall mobilise a large number of actors which all will support the students to identify opportunities and clarify their path towards future occupation. These key actors include;

- ✓ **Family and guardians:** though students are the direct target groups of vocational training, parents' and families' opinions greatly influence the student's decision-making process. Therefore, it is important to explore how parents formulate their opinions and where they seek their information.
- ✓ **TVET alumni or current TVET trainees:** they can present their career choice, share their personal experience and provide potential new trainees with first-hand information about the TVET training environment. Many successful TVET trainees/graduates also become role models to share their own journey about how they overcome difficulties to achieve career goals. These are inspiring stories to encourage more young people into vocational career pathways
- ✓ **Employers:** provide real-world insights and perspectives into the specific requirements and expectations of the labor market. Employers can offer valuable information about industry trends, skill demands, and emerging opportunities, helping students align their career choices with the current and future needs of the workforce. This engagement with employers enhances the relevance of TVET programs, ensuring that students are well-prepared for the practical aspects of their chosen fields and increasing their employability upon graduation.
- ✓ **Higher education institutions:** a high rate of TVET students are willing to join universities or IPRCs, and need to get informed on the existing opportunities, the career offered through the different higher education institutions, the selection criteria requirements among others.
- ✓ **Entrepreneurs, programs to support entrepreneurship:** various government programs aim to support development of entrepreneurship in Rwanda; students shall be aware of this support opportunities and schools shall ensure to spread relevant information and invite them when relevant.



SECTION TWO: CAREER ORIENTATION ACTIVITIES

For Technical Secondary School, the career orientation period occurs prior to the commencement of the academic year. Generally, a student's orientation before entering a school is done at the family level. It can be influenced by a lack of knowledge from parents, friends, and other relatives, who may guide their children based on emotional feelings, their own career paths, success stories, and current market trends. It's apparent that this isn't done in a professional manner. This suggests that, in order to advise their children effectively, parents must be aware of the future labor market. To provide all potential future students and their parents with the necessary information, a number of events are held to inform potential future trainees about TVET opportunities.

While conducting any career orientation activities (core or additional), TSSs, VSs, and District offices have to comply with the following key messages:

- ✓ **Focus on quality:** The best advertisement for a product is the quality of what you do and having a delighted customer. For a school, all communication and marketing means are worth nothing if the quality of your training is low. The quality and employability of TVET trainees or employers' satisfaction with TVET graduates' competencies are the most persuasive content for marketing TVET to different target groups.
- ✓ **Create positive emotions:** As important as the identification of the target groups is the framing of an appealing key message. Due to a flood of information available on the internet and social media channels, it is difficult to get attention for your specific service. Thus, it is crucial to create positive emotions to draw and maintain audiences' attention.
- ✓ **Be proactive in communication:** Proactive communication creates credibility, loyalty, and trust in your institution. Proactive communication includes opt-in notifications and chats, social media responsiveness, and multi-channel contact.
- ✓ **Promote inclusion and gender equality in TVET:** Female as well as disadvantaged groups (ethnic minorities, poor people, people with disabilities, etc.) participation in TVET, mainly in technical occupations, is strikingly low. Therefore, special efforts are necessary to correct this imbalance, particularly in the formal training system. In order to transform mindsets and to eliminate negative perceptions regarding women in training and employment – especially towards “non-traditional skills”.

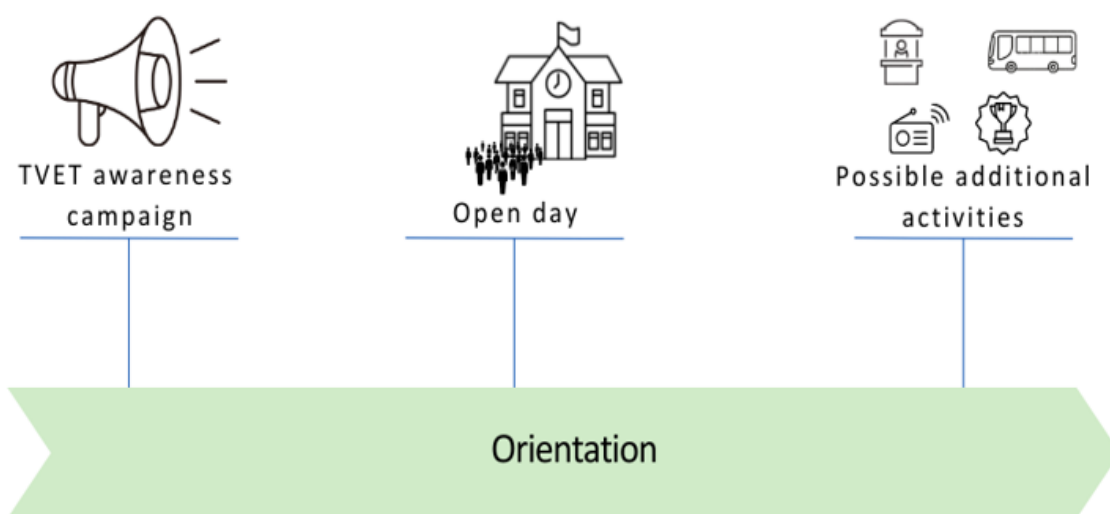



Figure 2: Career guidance activities to be conducted by TSSs and VSs are highlighted above

2.1 TVET public awareness campaign

Once a year, usually in February, MINEDUC organizes a national TVET Public Awareness Campaign to rebrand TVET and change its perception by the general public to contribute to Rwanda's aspiration of increasing the number of O' Level/ 9YBE graduates joining TVET up to 60%. The TVET public awareness campaign leads to the promotion of the TVET system in the country with respect to identified key Priority Economic Sectors. It encourages more girls to join TVET, especially in STEM-related trades, as well as the establishment of strong partnerships between TVET institutions, the private sector, and other stakeholders.

TSSs: They shall conduct field actions targeting O'Level students, their families, and guardians, and the local community. Consequently, TSSs' management teams are requested, in coordination with the District office, to present their training offers and inform about corresponding career opportunities through:

- Visiting 5 to 10 surrounding secondary schools to reach O'Level students (only TSSs).
- Delivering presentations to the local communities, families, and guardians during local public meetings such as Umuganda.



VSs: For attracting students for Levels 1 and 2, VSs management teams shall primarily address job-seekers and NEETs through:

- Delivering presentations to the local communities during local public meetings such as “Umuganda”.
- Delivering presentations to youth mobilized through Employment Service Centres or YEGO Centres.

During these events, VSs and TSSs are requested to:

- Use appropriate communication support (pull-ups, banners, flyers, etc.).
- Mobilize employers from the offered trade to highlight career opportunities.
- Invite the targeted audience to their next open day.



See the Career orientation, guidance and counselling training manual:

Activity sheet 1-TSSs and VSs local actions in TVET public awareness campaign

2.2 Open Day

Once a year, in May, June, or July, TSSs and VSs are requested to organize an event called "Open Day" lasting 1 to 3 days. During this period:

- O’Level students, their families and guardians, the local community, local leaders, job-seekers, and NEETs will be invited to witness what is being taught, visit premises, and gain a good understanding of TSSs/VSs training offers and corresponding career opportunities.
- All TSSs/VSs management and trainers will be mobilized to present the institutions and showcase the practical works performed in the TSSs/VSs.
- TSSs/VSs students will present their yearly projects and/or demonstrate the use of workshops under the supervision of trainers.
- Employers from the offered trades will be invited to highlight career opportunities.

The objective is to promote the different trades and ensure that visitors witness firsthand what is being taught, becoming ambassadors of TSSs/VSs to their peers. During the preparation phase and the Open Day, in coordination with the District office, TSSs/VSs are requested to use appropriate communication support such as pull-ups, banners, flyers, etc.



See the Career orientation, guidance and counselling training manual:

Activity sheet 2-How to organise open day event for TSSs and VSs?

2.3 Additional possible orientation activities

Depending on the capacity of the TSSs/VSs, other initiatives can be conducted to orient youth towards TVET. These initiatives include;

- ✓ TVET skills competition
- ✓ TVET expos
- ✓ TVET roadshow
- ✓ Social media discussions
- ✓ TV/Radio talk shows
- ✓ Video documentaries
- ✓ Live classroom broadcast
- ✓ Bill boards
- ✓ Website

When possible, TSSs/VSs are requested to conduct additional career orientation activities in coordination with and with the support of the district office.



See the Career orientation, guidance and counselling training manual:

Activity sheet 3-How to organise additional orientation activities?

SECTION THREE: CAREER GUIDANCE AND COUNSELLING ACTIVITIES

Career guidance and counseling cover the academic years spent by students within the school.

Career guidance refers to the career-orienting activities typically provided by head trainers as they help students become aware of the work world, the value of planning, and self-attributes that may relate to various career options. Career guidance is critical for assessing students' true potentials and directing them towards the proper career path. Before deciding on an academic path, students should receive appropriate guidance. It enables students to acquire knowledge and understanding, skills, attitudes, and values that allow them to understand themselves while exploring feasible education and career options, resulting in informed decisions with development plans.

Career counseling refers to services offered to ameliorate or prevent problems related to career choice and development. Formats of career counseling typically take place between an individual student and a counselor, though many career counselors also employ group counseling or workshops, particularly in educational settings where many are dealing with common developmental challenges (e.g., academic or career-related choices). It entails assisting students in deciding among various career paths as well as educational or training options that may have career relevance.

3 main orientations: Students from Vocational Schools and Technical Secondary Schools have three main orientations to be pursued once graduated: get employed, continue further studies, or become entrepreneurs (or self-employed). Thus, all career guidance and counseling activities shall ensure students get needed information on these three perspectives.

The DOTS model: To align and reconcile complexes of factors that comprise the goals for career development learning, the conceptual framework that best satisfies criteria in terms of integration with the world-of-work, self-reflection, and transferability across settings is the DOTS framework (Watts, 2006). The four domains comprised within the DOTS model are:



3.1 Develop students' self-awareness

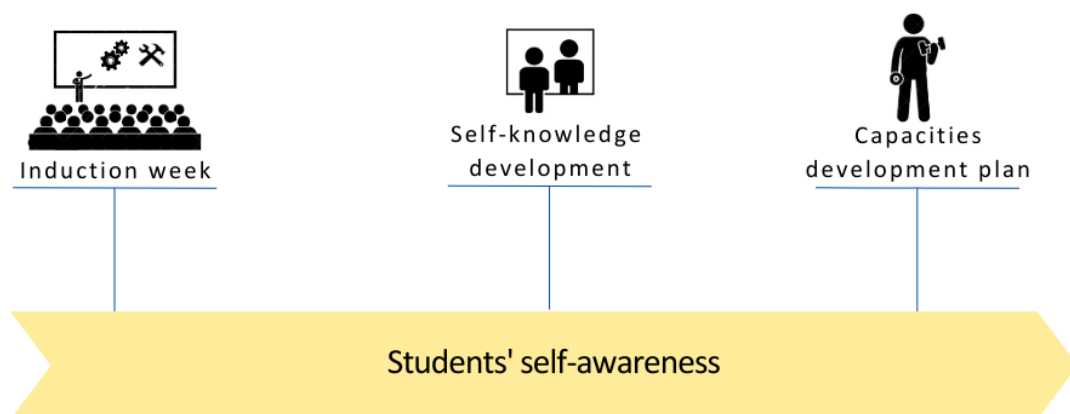
The development of students' self-awareness is the 1st domain students shall work on. Consequently, it will be implemented:

- **Within TSSs:** For Level 3, the whole year.
- **Within VSs:** For Level 1 and 2, during the 1st quarter of the training year.

The notion of self-awareness is fundamental to career development learning and reflexivity. TVET students' self-awareness comprises the ability to:

- Identify their own knowledge, abilities, and skills and how these can be deployed.
- Identify their own interests, values, and personality in the context of vocational and life planning.
- Identify strengths and weaknesses and areas requiring further development, specifically in the context of TVET studies.

It also includes the knowledge of the school, as self-development will always refer to the trade the students are involved in. Consequently, TSSs and VSs are requested to organize the following activities:




3.1.1 Induction week

Both TSSs and VSs students shall benefit from an induction. For VSs students, it can be reduced to 2 days, and the program shall be adapted accordingly.

The objectives of the induction week are to:

- Allow new students to know the school environment: their peers, their teachers, the different departments, the management team, the requirements, the students' life, etc.
- Improve students' perception of TVET: they shall understand the added value of TVET in the frame of the national strategy, be aware of jobs and life opportunities provided by technical skills in the modern economy.
- Ensure they get acquainted with the trade: content, possible job opportunities, the sector in Rwanda and outside.



The induction week shall include the following activities:

- A joint seminar gathering all new students on the school environment and TVET opportunities.
- Workshops per trade with teacher presentations, exchanges with advanced peers (L6 and 7), graduates, companies' experts, and entrepreneurs.



See the Career orientation, guidance and counselling training manual:

Activity sheet 4-How to organise an induction week?

3.1.2 Self-knowledge development

Thanks to the self-knowledge development, students shall be able to describe:

- Their knowledge, skills, and capacities they have developed through their learning, life, and work experiences.
- Their interests, values, and personality, and their professional objectives and dreams.

For TSSs, self-knowledge development shall include the following activities:

- **Workshop on self-assessment:** per class, with individual or group work on a self-assessment questionnaire.
- **1 group or individual counseling session:** presentation by students of the self-assessment questionnaire and discussion on it.

For VSs, this can be limited to distributing the self-assessment questionnaire to students; they fill it independently.



See the Career orientation, guidance and counselling training manual:

Document 1- Self-assessment questionnaire

3.1.3-Capacity development plan

By developing their capacities development plan, students shall be able to describe:

- Their strengths and weaknesses to achieve their objectives, and the capabilities required to achieve it, and specifically to a successful transition to their first step beyond school.
- How they can further develop the needed capabilities, including the support needed from school and the external environment.

For TSSs, the capacities development plan shall include the following activities:

- **Seminar on capacity development:** per class, with individual or group work, with exchanges from companies' experts, entrepreneurs, and universities/IPRCs to facilitate the identification of needed capacities.
- **1 individual counseling session:** face-to-face discussions to develop an individual plan for capacity development based on the corresponding template.

For VSs, this can be limited to **1 group counseling session:** group discussions to explain to students how to develop an individual plan for capacity development, using the corresponding template.



See the Career orientation, guidance and counselling training manual:

Document 2- Individual plan for capacity development template

3.2 Develop students' opportunities' awareness

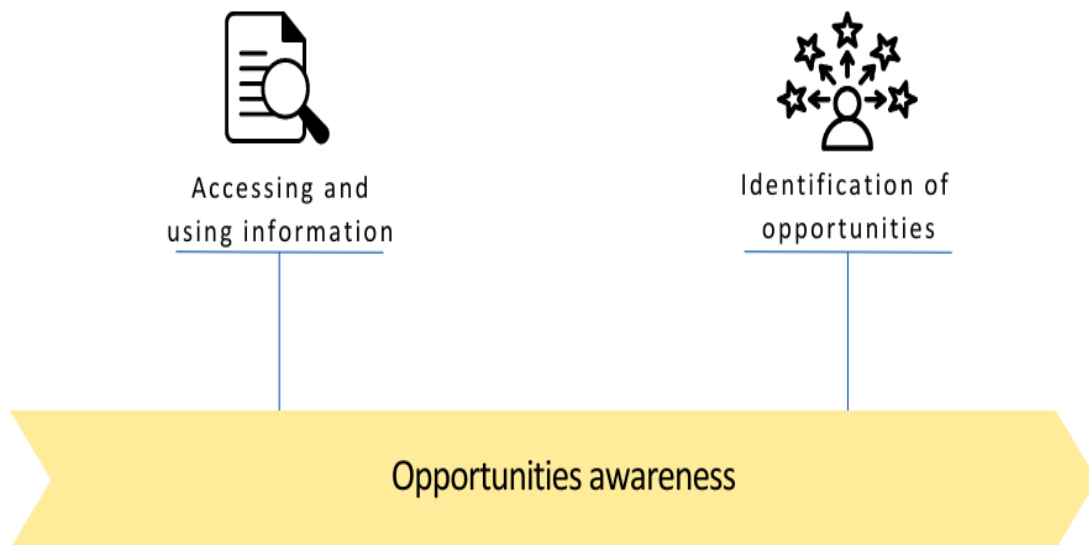
The development of students' opportunities-awareness is the 2nd domain students shall work on. Consequently, it will be implemented:

- **Within TSSs:** For Level 4, the whole year.
- **Within VSs:** For Level 1 and 2, during the 2nd quarter of the training year.

Students must be aware of the worlds-of-work if they are to align their interests and energies in an appropriate occupational direction. Opportunity awareness requires students to:

- Demonstrate research-based knowledge of typical TVET levels related career options and options in which one is interested.
- Demonstrate knowledge of general trends in TVET graduate employment and opportunities for graduates in one's discipline.
- Demonstrate understanding of the requirements of graduate recruiters.

Consequently, TSSs are requested to organize following activities:




2.1-Accessing and using information

Students shall be able to:

- Know sources of information relevant to get acquainted with the different existing opportunities
- Access accurate information to explore their future learning, entrepreneurship and work opportunities
- Use information to examine and evaluate opportunities that could enhance their life and work plans

TSSs shall conduct the following activities:

- **Seminar** on information research covering, with the intervention of ESC or YEGO centre:
 - Areas of growth, current and future workforce shortages and corresponding demand for skills
 - available and likelihood of future vacancies, training places, entrepreneurship opportunities

- 
- existing sources of information for job search (including hidden job market), higher education registration and entrepreneurship support
 - **2 Group research sessions:** group discussions to share sources of information and explore it, especially to find internship opportunities; when possible, according to the availability of computers and internet connection, one of these sessions should take place in the computer lab of the school.

For VSs, this can be limited to the seminar.

2.2. Identification of opportunities

Identification of opportunities is a key step in the career guidance process, requesting an important effort from the schools. Through it, students shall be able to:

- Make some connections between their learning and future opportunities
- Build comprehensive connections and build network to access a diverse range of opportunities available beyond school
- Identify job and/or learning opportunities that relate to their culture, strengths and interests, aspirations and motivations
- Understand requirements from recruiters

TSSs shall conduct following activities:

- **Career fair:** for each trade offered by the TSS, at least 1 company expert or entrepreneur will be invited to spend at least 2 hours per Level 4 class in order to:
 - Present his occupation and career
 - Highlight technical and soft skills needed
 - Answer questions of students
- **Visit of companies:** each Level 4 class shall visit at least 1 company intervening in the relevant trade
- **Participation in entrepreneurship clubs:** TSS shall support students to establish an entrepreneurship club, with 1 specific group for each trade offered by the TSS. Students interested in entrepreneurship for their future orientation will be included in the relevant group.
- **1 Individual counselling session:** following industrial attachment, TSS will make sure every student has a 1-hour counselling session with the trade manager to provide feedback on the immersion within a company, summarize other research (including higher education and entrepreneurship), and how it impacted his thinking on career development.

For VSs, this can be limited to **1 Individual counselling session** to make sure the student has identified opportunities, and to support him in his research if needed.

In addition when possible, TSSs and VSs shall encourage students to explore other opportunities such as:

- **Job shadowing:** through their own network, many students can get an opportunity to be hosted by an employer for 1-day to discover one or several occupations.
- **Job fairs:** at district or national level, different career fairs shall be organized and can be easily accessed.

- **Visit of universities/IPRCs:** for those willing to continue further studies, they can find a way to visit campuses. If possible, the TSS shall organize such a visit.



See the Career orientation, guidance and counselling training manual:

Activity sheet 5- How to organize a career fair in a TSSs?

Activity sheet 6- How to organize visit of companies for TSSs students?

Activity sheet 7- How to establish and manage entrepreneurship club in a TSS?

3.3 Decision making and transitioning

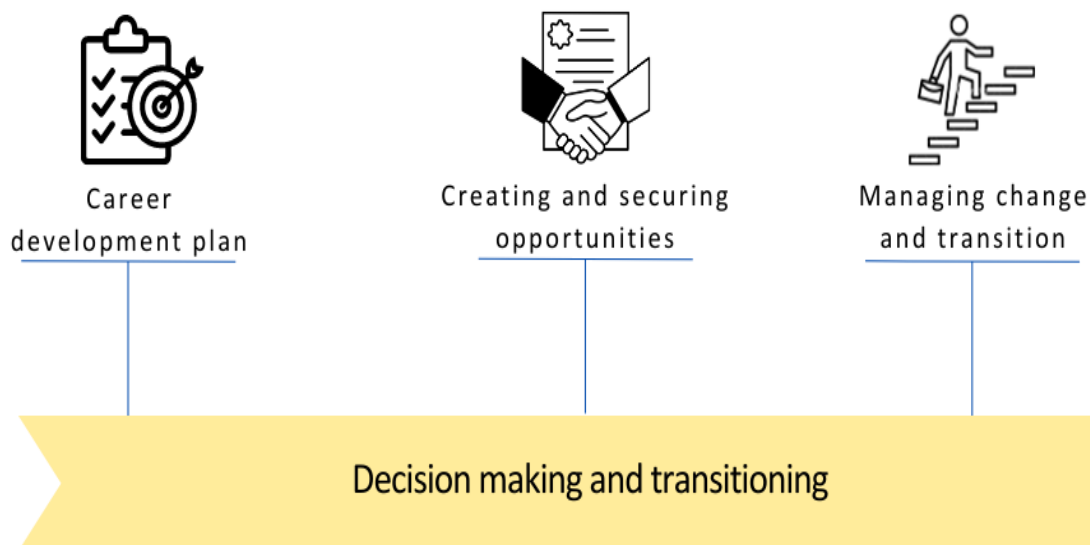
Decision making and transitioning is the 3rd domain students shall work on. Consequently, it will be implemented as follows:

- **Within TSSs:** for Level 5, the whole year
- **Within VSs:** for Level 1 and 2, during the 3rd quarter of the training year

Decision making and transitioning is obviously a critical period as it is time to decide and to prepare the transition, during which students shall:

- Build on self-awareness and knowledge about available opportunities to identify the key elements of career decision-making and formalize it in a short/medium-term career development plan
- Get acquainted with recruitment/selection methods of applications for job opportunities
- Identify job/internships opportunities from various sources, including hidden job market
- Demonstrate capacity to vary self-presentation to meet requirements of specific opportunities, including application, selection interviews and other selection processes

Consequently, TSSs are requested to organize the following activities:



3.3.1 Develop a career development plan (CDP)

Students are able to:

- **Synthesize** the output of self-awareness and opportunities awareness steps and express a limited number of orientation options.
- **Define strategies** to meet different selected objectives, including tactics to overcome identified barriers.
- Formalize the selected options in a **career development plan**.
- **Review the career development plan** on a regular basis, taking into account their last experiences.

TSSs shall conduct the following activities:

- **Individual work:** as a preliminary step for the development of the Career Development Plan, students can be requested to draft a summary of precedent steps.
- **Seminar on Career Development Plan (CDP)** to identify any obstacles or barriers, consider what is involved in pursuing each option, and if the option is realistic, make an informed choice about your future career and formalize it in a CDP.
- **Group or individual counseling:** to review, revise, and complete the CDP by the end of the year to identify career development goals.

For VSs, this can be limited to 1 group or individual counseling session to review, revise, and complete the CDP by the end of the year to identify career development goals.



See the Career orientation, guidance and counselling training manual:

Document 3- Career Development Plan template


3.3.2. Creating and securing opportunities

Students:

- **Identify different ways** to create work, learning, or entrepreneurship opportunities for themselves by proactively mobilizing different networks (community, family, school, internet, etc.).
- **Mastering the recruitment process** (application, interviews, administrative tasks) is key to securing opportunities.

TSSs shall conduct the following activities:

- Participation in **entrepreneurship club**.
- Participation in job fairs at the district and/or national level.
- **Individual counselling** to support students in their search for job/internship, higher education, or entrepreneurship opportunities, including:

- 
- Employer hiring practices/documents (i.e., identification/citizenship documents, criminal records, physicals, etc.).
 - CV, cover letters, email writing.
 - Mock recruitment interviews.

For VSs, this can be limited to 1 individual counseling session to support students in their search for job/internship or entrepreneurship opportunities.



See the Career orientation, guidance and counselling training manual:

Document 4- CV template

Document 5- Cover letter template

Activity sheet 8- How to conduct mock recruitment interviews?

3.3.3 Managing change and transition

Students:

- **Understand the need to be open** to change and be flexible in their life, learning, and work plans and have some coping strategies to manage unplanned change.
- **Secure their internship.**
- **Finalize their CDP** and conduct all needed actions to start implementing it (job search, registration for higher education, starting a business).

TSSs shall conduct the following activities:

- **Seminar** on preparation for the last Industrial Attachment program covering soft skills expected from employers (work ethics, teamwork skills, problem-solving skills, critical thinking, conflict resolution, etc.) and rights and responsibilities at work.
- **Individual counseling** after IAP and opportunities after graduation and the last review of the CDP.

For VSs, this can be limited to individual counseling on debrief on IAP and opportunities after graduation and the last review of the CDP.



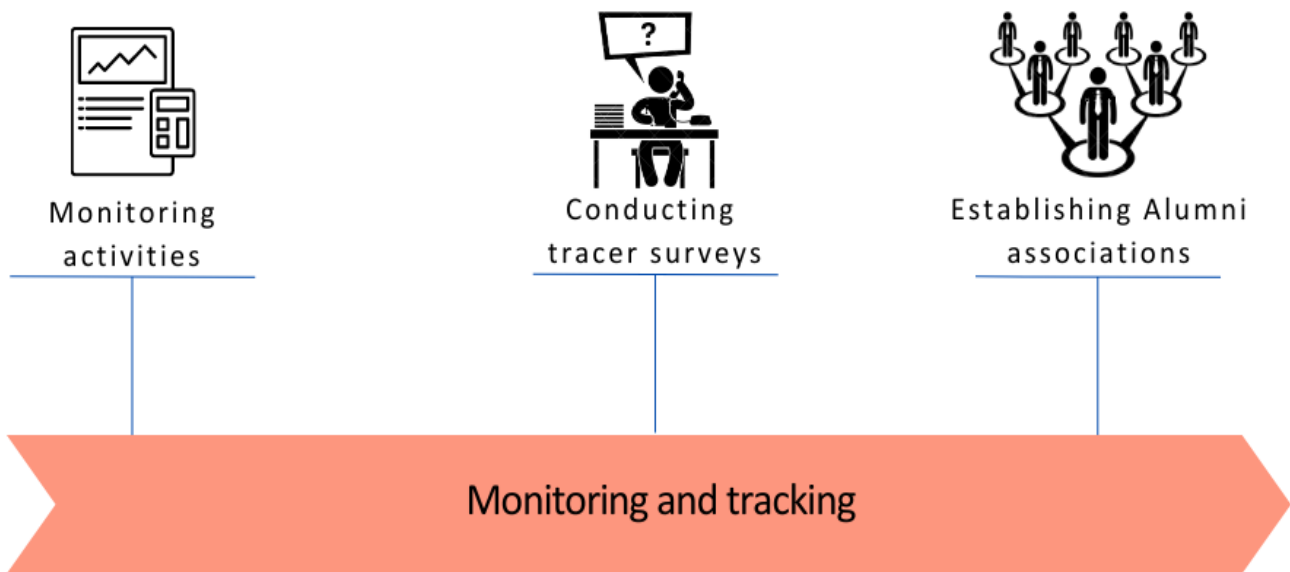
See the Career orientation, guidance and counselling training manual:

Activity sheet 9- How to conduct a seminar on Job readiness?

SECTION FOUR: MONITORING AND TRACKING

In addition to the activities of career orientation, guidance, and counseling, it is of paramount importance for the TVET system to be able to assess its quality and its impact on the graduates. It will allow the different stakeholders, i.e., MINEDUC, RTB, RDB, Districts, Employment Service Centers, and schools to adapt the process on a regular basis, and it can even be used as key decision-making tools for improving the services offered by the schools.

Consequently, TSSs are requested to organize following activities:





4.1. Monitoring career orientation, guidance and counselling activities

At schools, district, and national levels, it is requested to monitor the activities conducted in terms of career orientation, guidance, and counseling in order to:

- Identify potential challenges in conducting activities.
- Collect recommendations from TSSs and VSs to improve the support mechanisms.

Consequently, **TSSs and VSs** are requested to inform about the different activities mentioned in this guide and to send the data to the Education Unit of the District office on a quarterly basis.

The data shared by the schools shall present:

- For every requested activity mentioned in the guide, indicate if it has been conducted.
- When it has been conducted, specify the dates.
- For activities targeting students, specify the number and percentage of expected students participating.
- For counseling activities, specify if it has been conducted on an individual or group basis.
- For activities targeting external stakeholders, specify the number of persons reached for each type.
- Comments and recommendations.

Districts shall consolidate the data received from all schools and send it to RTB on a quarterly basis.



See the Career orientation, guidance and counselling training manual:

Document 5- Career orientation, guidance and counselling monitoring framework

4.2. Conducting tracer surveys

The tracer survey is a key decision-making tool that will inform schools, districts, and RTB on the transition of their graduates for each trade and, consequently, on the relevance and quality of trades. The main principles a tracer should be built on are:

- The tracer survey has to be conducted every year, at the same period.
- The tracer survey does not require a high budget, only telephone credits to call graduates.
- The tracer survey has to track 100% of graduates (no sampling).
- Data has to be collected on digital tools (such as Google Forms) allowing rapid and easy analysis.

TSSs are requested to conduct a tracer survey 1 year after each graduation of Level 5 students.

VSs are requested to conduct a tracer survey 6 months after each graduation of Level 1 and 2 students.



See the Career orientation, guidance and counselling training manual:

Activity sheet 10- How to conduct a Tracer survey?

4.3. Establishing Alumni associations

The last activity in terms of career orientation, guidance, and counseling is the establishment of an alumni association for each school. This shall allow the school to maintain contact with the graduates and progressively develop a robust network with employers and higher education institutions where they will be recruited or continue their studies. This shall substantially facilitate the mobilization of employers for all activities related to career orientation, guidance, and counseling, and industry liaison.

Thus, TSSs and VSs are requested to establish alumni associations and ensure they are active by having at least one meeting per year gathering the board of the association and the management team of the school.



See the Career orientation, guidance and counselling training manual:

Activity sheet 11- How to establish an Alumni association?



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