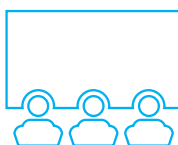




CAREER GUIDANCE & COUNSELLING MANUAL



With the support of: MINEDUC, RTB, RP, MIFOTRA,
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Rwanda TVET Board - RTB



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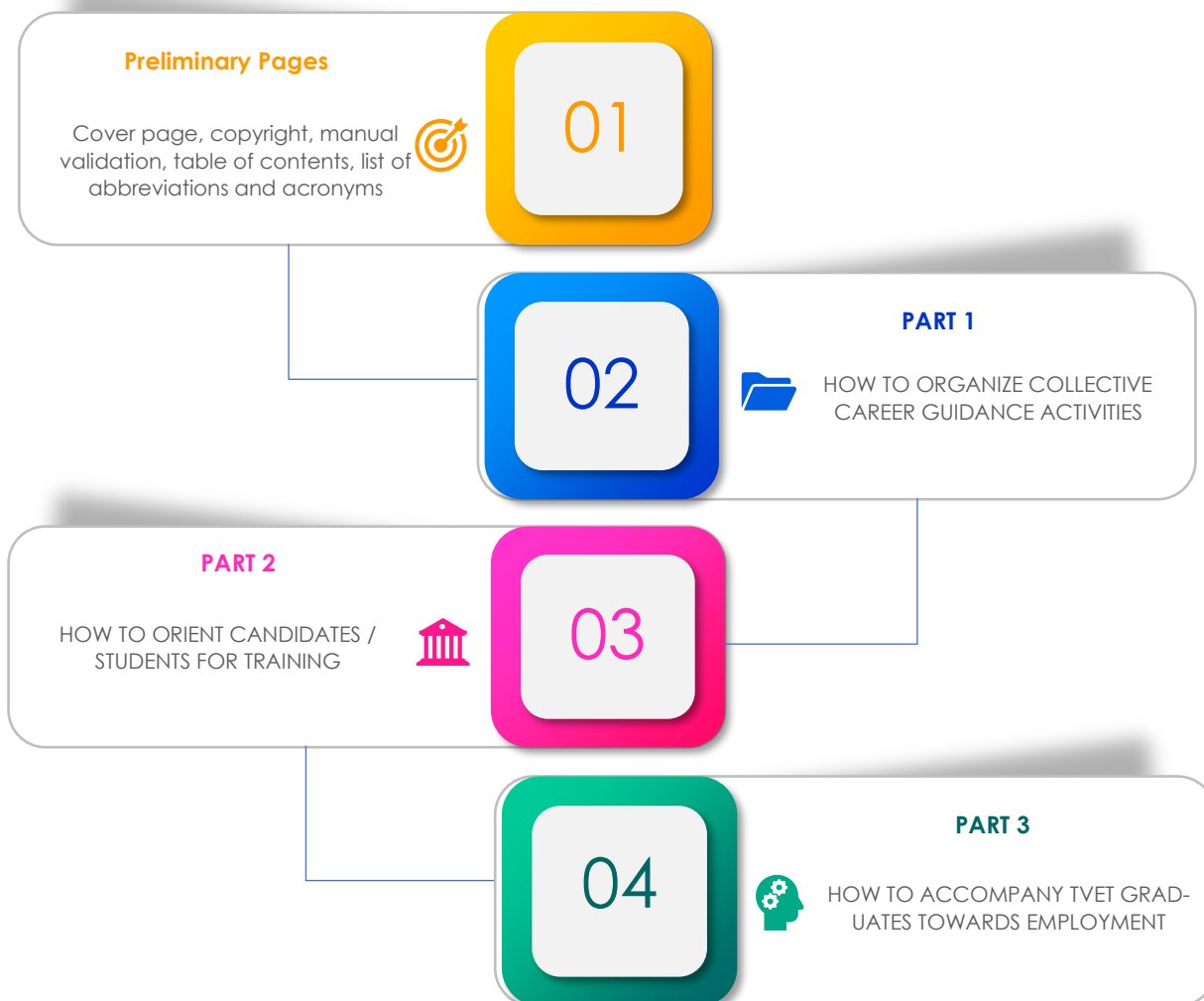
ABBREVIATIONS AND ACRONYMS

APEFE	Association pour la Promotion de l'Education et de la Formation à l'Etran- ger
GIZ	German Agency for International Cooperation
MIFOTRA	Ministry of Public Service and Labour
MINEDUC	Ministry of Education
RDB	Rwanda Development Board
RP	Rwanda Polytechnic
RTB	Rwanda TVET Board
TVET	Technical and Vocational Education and Training
USAID	United States Agency for International Development
VS	Vocational School



STRUCTURE OF THE MANUAL

This manual is developed under the following structure;





INTRODUCTION

The Rwanda TVET Board (RTB) elaborated a **CAREER ORIENTATION, GUIDANCE AND COUNSELLING GUIDE FOR TVET BASIC EDUCATION LEVELS**, which represents the overall framework for career guidance in the Rwandan TVET sector.

This guide includes:

- 1 section providing policy and operation framework
- 3 sections detailing activities to be conducted in the career orientation, guidance and counselling process:
 - Career orientation activities
 - Career guidance and counselling activities
 - Monitoring and tracking

Career Orientation, Guidance and Counselling services help TVET students and graduates make educational, training and occupational choices and to plan their careers.

The present **CAREER GUIDANCE AND COUNSELING TRAINING MANUAL** aims at transferring relevant tools and skills to all kinds of Rwandan staff in charge of career guidance: staff of TVET Schools, Employment Service Centers, Yego Centers and Business Development Advisors, through training sessions on career guidance and career management.

The training manual has two (2) objectives:

- a) Provide to the staff in charge of career guidance a standardized framework that allows them to structure the career guidance process for TVET candidates/students/apprentices;
- b) Provide to the staff in charge of career guidance the tools to facilitate the integration of graduates in the labor market through their placement in companies or the creation of small and medium-sized companies.



In terms of content, this training manual will **focus on individual and collective services** and educational activities aiming at offering accompaniment to TVET candidates/apprentices/jobseekers in the development of their professional identity and in their vocational training, and at assisting the TVET graduates / unemployed people in the construction of their professional career.

The training manual is divided into three parts:

1st Part: HOW TO ORGANIZE COLLECTIVE CAREER GUIDANCE ACTIVITIES? 3 hours

2nd Part: HOW TO ORIENT CANDIDATES / STUDENTS FOR TRAINING? 12 hours

3rd Part: HOW TO ACCOMPANY TVET GRADUATES TOWARDS EMPLOYMENT? 12 hours

Total duration of the training: 27 hours

Training material needed for this course: a flip chart, a digital camera, an overhead projector and a computer for each participant

IMPORTANT NOTE:

Before starting the training, please examine the “CAREER ORIENTATION, GUIDANCE AND COUNSELLING GUIDE FOR TVET BASIC EDUCATION LEVELS”.



1- FIRST PART: HOW TO ORGANIZE COLLECTIVE CAREER GUIDANCE ACTIVITIES?

First part's outline: This part of the training manual explains how TVET School management teams can organize collective career guidance activities.

Estimated duration of the training session: 3 hours for the proposed exercises below
Training material: computer for each participant



Use the different templates below and adapt them to your needs

- **Activity sheet 1-TSSs and VSs local actions in TVET public awareness campaign**
Template of concept note for an awareness campaign:



template CN
awareness campaign

- **Activity sheet 2-How to organize open day event for TSSs and VSs?**
Template of concept note for an open day:



Template CN open
day

- **Activity sheet 3-How to organize additional orientation activities?**



Depending on the capacity of the TSSs/VSSs, other initiatives can be conducted to orient youth towards TVET:

- ☐ TVET Skills Competition
- ☐ TVET Expo
- ☐ TVET Roadshow
- ☐ Social Media Discussions
- ☐ TV/Radio talk show
- ☐ Live classroom broadcast
- ☐ Website

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

Exercise: Select one possible additional orientation activity and write a concept note following the proposed format: 1- Dates, 2- Context, 3- Objective, 4- Methodology, 5- Expected results, 6- Participants, 7- Timetable, 8- Budget

Some materials might be useful for the initiatives described above (bill boards, flyers, documentary videos, etc.). Other formats can be applied when elaborating their content.

- Activity sheet 4-How to organize an induction week?

Exercise: write a concept note following the proposed format: 1- Dates, 2- Context, 3- Objective, 4- Methodology, 5- Expected results, 6- Participants, 7- Timetable, 8- Budget

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

Template of concept note for a career day:



Template CN career day

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

Template of concept note for study visits:



Template CN study visits

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



Entrepreneurship club manual

- Activity sheet 8- How to conduct a seminar on Job readiness?

To organize a Job readiness seminar, please refer to the following work readiness modules.



WR module 1



WR module 2



WR module 3



WR module 4



WR module 5



2- SECOND PART: HOW TO ORIENT CANDIDATES / STUDENTS FOR TRAINING?

Second part's outline: This part of the training manual explains how to orient candidates / students for a vocational or technical training program.

Estimated duration of the training session: 12 hours, including for the proposed workbook and related exercises

2.1. Understand the phases of an individual's vocational development

The development of an individual's vocational identity begins in childhood, with the first contact with the immediate learning environment, familiarization and socialization (family, school, church, collective games, etc.). This process is genuinely initiated through the school career and this, in a perspective of progressiveness and continuity.

Generally, following Bandura's theory relating to the educational development of an individual, there are three (3) phases of questioning that the candidate for training must go through before choosing a professional career.

The following table presents the diagram of this process:

	<i>Phases / Progression</i>		<i>Questions?</i>
1	Identity development	➔	Who am I? What are my values, my strengths, my interests?
2	Exploration and information	➔	What are my training and career options?
3	Decision	➔	What is my choice?

This approach leads the candidate for training to question himself on his progress, which will allow him to examine the different possibilities available to him via multiple psycho-technical tests and



thus to possibly set training and career goals in related to his/her motivations, aptitudes and interests.

According to Bandura's theory¹, “guiding” activities are proposed which consider the phases of vocational development and the candidate’s situation for training. Here are the phases and themes related to the activities to be carried out by the Career Guidance Counselor at the TVET School level:

	<i>Phases</i>		<i>Topics</i>
1	Exploration	➔	Awareness of self-knowledge; exploration of trades and professions
2	Crystallization	➔	Relation of personal interests and professional choice
3	Specification	➔	Consideration of one or two professions more seriously
4	Realization	➔	Development of an action plan to confirm the choice

2.2. Sequential plan of career guidance activities proposed in this methodological guide

The choice of sector refers to self-knowledge and the exploration of professions. The tools will allow the candidates for training to get to know themselves better, identify training courses related to their personal profile and have a more coherent self-image.

AO/0 Reception and identification

AO1 Self-knowledge

AO1.1- Dream of the future

AO1.2- Interests: Questionnaire A

AO1.3- Personal qualities: Questionnaire B

AO1.4- Compilation of results (RIASEC²)

AO1.5- Definitions of personality types according to the Holland typology (RIASEC)

AO1.6- Personal balance sheet

AO2 Exploration of vocational training

AO2.1- Work interests

AO2.2- TVET training programs in relation to Holland's Typology³

AO2.3- Professional assessment

AO3 Positioning and fixing the professional project

AO3.1- Balance sheet consolidation

¹ Albert Bandura, Canadian [psychologist, well known for his](#) theory of social learning and his concept of « self-efficacy ». His work is aimed at actors in the education of adolescents, their sense of effectiveness and their professional orientation.

² Acronym formed from the first letters of the following words: Realistic (R), Investigator (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C). These are professional profiles following the Holland typology.

³ John Lewis Holland (October 21, 1919 – November 27, 2008) was an American psychologist and Professor Emeritus of Sociology at Johns Hopkins University.



AO3.2- Personalized follow-up

2.3. Personalized interview and protocol

Meeting I (each session is sequenced in several interviews)

Activity	Objective	Context and instructions	Transition to the next step
1 Intake interview and identification Code: AO/0 Duration: 15 minutes	Identify the training candidate and collect data needed to start the orientation process.	The interview is individual and conducted during the pre-registration by a Career Guidance Counselor. A copy of the questionnaire is given to the candidate for training; the Counselor notes the answers. Questions are closed. N.B. The choice of sector / trade made during pre-registration is provisional (the results of the orientation process will determine the final choice).	This first interview is a prerequisite for the “AO1.1-Self-knowledge / Dream of the future” test. The 2nd interview must occur no more than two days after (the time needed to process the information collected and assemble the orientation file).
Activity	Objective	Context and instructions	Transition to the next step
2 Written test on self-knowledge and determining the dream of the future Code: AO1.1 Duration: 10 minutes	Allow the candidate for training to express his / her projection in the future and to highlight the means he/she intends to use to achieve his/her objectives.	This activity is carried out two days after the reception and identification interview. The candidate for training communicates the answers in writing. The questions are open.	The Counselor must verify the correlation between the information provided by the candidate for training during the test and the answer(s) provided for the previous interview. The following interview should start right away.
Activity	Objective	Context and instructions	Transition to the next step
3	Help the person in a learning situation to get to know him/herself better.	The Counselor communicates the instructions to the candidate for training. Indeed,	Once the counting of points is complete, the Counselor communicates the instructions for the next test



Written test on Self-knowledge and determining Interests (Questionnaire A) Code: AO1.2 Duration: 15 minutes		the latter spontaneously ticks the statements that best characterize him/her, adds the number of boxes ticked and indicates the total for each section.	to the training candidate. The sequence is done without delay.
Activity	Objective	Context and instructions	Transition to the next step
4 Written test on Self-knowledge and identifying Personal Qualities (Questionnaire B) Code:AO1.3 Duration: 10 minutes	Allow the candidate for training to identify all the qualities that will determine skills and competencies.	The training candidate spontaneously ticks the qualities that best describe him/her, adds the number of ticked boxes and indicates the total for each section.	At the end of this test, the Counselor must ensure that all the questionnaires have been adequately completed, as the next step is to compile the results.
Activity	Objective	Context and instructions	Transition to the next step
5 Compilation exercise of the results obtained on self-knowledge (RIASEC) Code:AO1.4 Duration: 5 minutes	Compile the results obtained according to Holland's typology (RIASEC)	The candidate for training reports the results obtained for questionnaires A and B in a table, and then adds the results of sections A and B vertically and writes the result in the appropriate space (A + B).	Once the training candidate has completed the RIASEC chart, the Counselor should announce the next activity.
Activity	Objective	Context and instructions	Transition to the next step
6 Reflection on self-knowledge through the definitions of per-	Lead the training candidate to introspect on the different types of "professional personalities".	The training candidate will read the short texts and underline the keywords that best describe him/her according to his/her RIASEC code.	We automatically move on to the next activity, which is the personal assessment.



sonality types according to the Holland typology (RIASEC). Code:AO1.5 Duration: 10 minutes			
Activity	Objective	Context and instructions	Transition to the next step
<div style="border: 1px solid black; padding: 2px; display: inline-block; width: 20px; text-align: center;">7</div> Exercise on self-knowledge and consisting in making a personal assessment Code:AO1.6 Duration: 5 minutes	Allow the candidate for training to take stock of his/her personality, abilities and aspirations	Now, the candidate for training must synthesize what he/she has retained, his/her "personal assessment ". Thus, he/she will eventually be able to make better professional choices.	The candidate for training has just taken stock of his/her personal interests and qualities. This allowed him/her to project him/herself into a mirror to discern the professional profile to which he/she corresponds. This 7th session has just put an end to the 1st meeting. The next stage corresponds to professional exploration tests. It starts at the 2nd meeting.

Meeting II (each session is sequenced in several interviews)

Activity	Objective	Context and instructions	Transition to the next step
<div style="border: 1px solid black; padding: 2px; display: inline-block; width: 20px; text-align: center;">1</div> Orientation exercise on exploring vocational training and determining the candidate's interests for training in terms of work. Code: AO2.1 Duration: 10 minutes	Help the candidate for training to identify his/her tastes and interests in terms of work so that he/she can identify the types of activities that he/she likes, and then, better choose the profession that interests him/her.	This is the first test of the 2nd appointment of the candidate for training with the Counselor. Following his explanations, the candidate for training completes the questionnaire him/herself. The Counselor may also verbally translate the questions into Kinyarwanda.	After counting the points and listing the three (3) streams, the Counselor and the candidate for training go directly to the next activity which is purely exploratory.



Activity	Objective	Context and instructions	Transition to the next step
2 Orientation exercise on exploring vocational training and identifying the training programs available at the TVET Schools in relation to Holland's Typology (RIASEC). Code: AO2.2 Duration: 10 minutes	Allow the candidate for training to explore the training offered at TVET Schools according to the different professional profiles.	The Counselor actively helps the candidate for training to carry out this exercise. From his/her profile established via the RIASEC test, the candidate for training highlights the training courses he would like to know more about.	Armed with all this information, the candidate for training is ready to move directly to the professional assessment phase.
Activity	Objective	Context and instructions	Transition to the next step
3 Orientation exercise on the exploration of vocational training and consisting of making a professional assessment Code: AO2.3 Duration: 10 minutes	Allow the candidate for training to analyze his/her skills, aptitudes and motivations in order to define his/her training project. It is a decision-making tool.	The candidate for training indicates or recalls the training course(s) that interest him/her according to the first letter of his RIASEC profile	The Counselor must check all of the candidate's answers and go directly to the next step.

Meeting III (each session is sequenced in several interviews)

Activity	Objective	Context and instructions	Transition to the next step
1 Exercise relating to positioning and fixing the professional project and allowing consolidation of the balance sheet. Code: AO3.1 Duration: 10 minutes	Allow the candidate to integrate and reinvest the learning achieved as part of his/her exploration process.	At this level of the orientation exercise, the Counselor must "fix" the applicant's choice. This penultimate stage corresponds to a codification of the administrative pre-registration.	After this step, the Counselor goes directly to the last phase, which defines the prospects for supporting the candidate to guarantee his/her success in relation to his/her choice of training.

Activity	Objective	Context and instructions	Transition to the next step
2 Exercise relating to positioning and setting the professional project and allowing follow-up regarding support for the candidate. Code: AO3.2 Duration: 10 minutes	Determine what the candidate needs regarding support to succeed in his/her training.	This interview is done verbally. The Counselor asks the questions by facilitating the expression of the candidate.	This is where the candidate's professional orientation path ends. However, the Counselor may repeat a step in the process, if any change or rectification is necessary.

2.4.WORKBOOK OF PART II



Reception and identification



(AO0)

AO/0- Interview and identification

The purpose of the interview is to start the interaction with a candidate and to initiate the career guidance process with him/her.

Important: before starting the interview, the candidate should sign a consent form.

Last Name:

First Name:



Date of birth:
 Last class attended:
 Address:
 Telephone:
 Email:
 Reference person and tel.:

Career Guidance counselor

Name: Title:

1. Summary of the applicant-learner's educational background

<i>Academic years</i>	<i>School</i>			<i>Level/ Class</i>
	<i>Name</i>	<i>City</i>	<i>District</i>	

2. Professional experiences

Have you ever worked for any company or institution (paid work)?

Yes ☐ No ☐ If yes, complete the table below:

<i>Company name</i>	<i>Company ac- tivities</i>	<i>Duration of employment</i>	<i>Tasks performed</i>	<i>Working regime (tick all possible answers)</i>
				1 <input type="checkbox"/> School holidays 2 <input type="checkbox"/> Full time 3 <input type="checkbox"/> Part-time/AM 4 <input type="checkbox"/> Part-time/PM 5 <input type="checkbox"/> Weekend
				1 <input type="checkbox"/> School holidays 2 <input type="checkbox"/> Full time 3 <input type="checkbox"/> Part-time/AM 4 <input type="checkbox"/> Part-time/PM 5 <input type="checkbox"/> Weekend
				1 <input type="checkbox"/> School holidays 2 <input type="checkbox"/> Full time 3 <input type="checkbox"/> Part-time/AM 4 <input type="checkbox"/> Part-time/PM 5 <input type="checkbox"/> Weekend
				1 <input type="checkbox"/> School holidays 2 <input type="checkbox"/> Full time 3 <input type="checkbox"/> Part-time/AM 4 <input type="checkbox"/> Part-time/PM 5 <input type="checkbox"/> Weekend

1. Family status



Father's profession/occupation:
 Mother's profession/occupation:
 Number of brothers: /sisters:
 Marital status: ☐Single ☐Married ☐Divorced ☐Free union ☐Separated
 Number of children:

2. Preliminary choice of sector/trade:

☐ Wish 1:

☐ Wish 2:

☐ Wish 3:

How did you discover this/these professional sector(s)? (Many possible responses)

☐ By my teacher;

☐ Open day / exhibitions / fairs;

☐ Family;

☐ Media;

☐ Friends;

☐ Other - specify:.....

To be completed by the Career Guidance Advisor/Officer only:

During the interview:	V G	G	S	NS
- Presentation				
- Listen				
- Understanding of questions				
- Expression				
- Reasoning, argumentation				

Legend

VG : Very good

G : Good

S : Satisfactory

NS : Not satisfactory



1st STAGE:
Orientation activities on “Self-Knowledge” (AO1)

AO1.1- Self-knowledge / Dream of the future

What job or profession would you like to pursue? In 2, 3 or 5 years:

A) WRITE IN THE SPACE BELOW YOUR DREAM FOR YOUR PROFESSIONAL FUTURE (TRADE OR PROFESSION).

B) IN YOUR OPINION, WHAT CAN YOU DO TO ACHIEVE THIS IN TERMS OF STUDIES AND MOTIVATION?

AO1.2 - Self-knowledge/assessment: Questionnaire A

This short questionnaire is a tool for reflection that aims to help the candidate to know him/herself better.

“Spontaneously tick the statements that best describe you, add the number of ticked boxes and indicate the total for each of the sections (A, B, C, D, E, F)”⁴

<p>A)</p> <p><input type="checkbox"/> I like to work with my hands to make products.</p> <p><input type="checkbox"/> I enjoy doing sports and physical activities.</p> <p><input type="checkbox"/> I love the outdoors and nature.</p> <p><input type="checkbox"/> I am realistic and practical.</p> <p><input type="checkbox"/> I am adventurous and courageous.</p> <p><input type="checkbox"/> I work with precision.</p> <p><input type="checkbox"/> I have good manual skills.</p> <p><input type="checkbox"/> I like to use tools/machines.</p> <p style="text-align: right;">TOTAL: _____</p>	<p>B)</p> <p><input type="checkbox"/> I like to do research on the Internet and in books.</p> <p><input type="checkbox"/> I like mathematics, sciences and computer sciences.</p> <p><input type="checkbox"/> I like books and reports that teach me things.</p> <p><input type="checkbox"/> I like to think.</p> <p><input type="checkbox"/> I am studious.</p> <p><input type="checkbox"/> I am skeptical and inclined to doubt.</p> <p><input type="checkbox"/> I am logical and seek to understand how things work.</p> <p><input type="checkbox"/> I'm curious.</p> <p style="text-align: right;">TOTAL: _____</p>
<p>C)</p> <p><input type="checkbox"/> I like cinema, shows and theatre.</p> <p><input type="checkbox"/> I like arts, drawing and what is beautiful.</p> <p><input type="checkbox"/> I am creative and imaginative.</p> <p><input type="checkbox"/> I have a good sense of aesthetics.</p> <p><input type="checkbox"/> I know how to combine colors and shapes.</p> <p><input type="checkbox"/> I like to entertain people.</p>	<p>D)</p> <p><input type="checkbox"/> I enjoy helping and caring for others.</p> <p><input type="checkbox"/> I like to be surrounded by friends.</p> <p><input type="checkbox"/> I find it easy to make new friends.</p> <p><input type="checkbox"/> I know how to listen to my friends and understand them.</p> <p><input type="checkbox"/> I am generous, helpful and devoted.</p> <p><input type="checkbox"/> I wish everyone well-being.</p>

⁴ Necessary to translate questionnaires into Kinyarwanda



<input type="checkbox"/> I have the ability to read three-dimensional plans and maps. <input type="checkbox"/> I like to decorate. <p style="text-align: right;">TOTAL: _____</p>	<input type="checkbox"/> I have great communication skills. <input type="checkbox"/> I like to go to parties. <p style="text-align: right;">TOTAL: _____</p>
<p>E)</p> <input type="checkbox"/> I like to organize activities. <input type="checkbox"/> I like to persuade and convince others. <input type="checkbox"/> I like to be the leader of a group. <input type="checkbox"/> I like competition. <input type="checkbox"/> I am dynamic and energetic. <input type="checkbox"/> I know how to carry out projects and I am persevering. <input type="checkbox"/> I am sure of myself. <input type="checkbox"/> I am optimistic. <p style="text-align: right;">TOTAL: _____</p>	<p>F)</p> <input type="checkbox"/> I like to classify and store my things. <input type="checkbox"/> I like to have clear instructions. <input type="checkbox"/> I like order and cleanliness. <input type="checkbox"/> I am meticulous and methodical. <input type="checkbox"/> I am discreet and disciplined. <input type="checkbox"/> I work with precision. <input type="checkbox"/> I have good computer typing skills and I am quick on the calculator. <input type="checkbox"/> I like to follow the rules of a game and understand the instructions. <p style="text-align: right;">TOTAL: _____</p>

AO1.3 - Self-knowledge / Personal qualities: Questionnaire B

“Spontaneously tick the qualities that best describe you, add the number of ticked boxes and indicate the total for each section”

I AM A PERSON ...

<p>A)</p> <input type="checkbox"/> Patient <input type="checkbox"/> Meticulous <input type="checkbox"/> Physically enduring <input type="checkbox"/> Natural <input type="checkbox"/> Frank <input type="checkbox"/> Practical <input type="checkbox"/> Concrete <input type="checkbox"/> Direct <p style="text-align: right;">TOTAL: _____</p>	<p>B)</p> <input type="checkbox"/> Sens of analysis <input type="checkbox"/> Curious <input type="checkbox"/> Calm, reserved <input type="checkbox"/> Persevering <input type="checkbox"/> Logic <input type="checkbox"/> Objective, rational <input type="checkbox"/> Rigorous <input type="checkbox"/> Intellectual <p style="text-align: right;">TOTAL: _____</p>	<p>C)</p> <input type="checkbox"/> Spontaneous <input type="checkbox"/> Expressive <input type="checkbox"/> Imaginative <input type="checkbox"/> Emotional <input type="checkbox"/> Independent <input type="checkbox"/> Original <input type="checkbox"/> Intuitive <input type="checkbox"/> Passionate <p style="text-align: right;">TOTAL: _____</p>
<p>D)</p> <input type="checkbox"/> Attentive to others <input type="checkbox"/> Collaborator <input type="checkbox"/> Dedicated <input type="checkbox"/> Sensitive <input type="checkbox"/> Friendly <input type="checkbox"/> Insightful <input type="checkbox"/> Communicative <input type="checkbox"/> Encouraging <p style="text-align: right;">TOTAL : _____</p>	<p>E)</p> <input type="checkbox"/> Persuasive <input type="checkbox"/> Energetic, active <input type="checkbox"/> Leader <input type="checkbox"/> Optimistic <input type="checkbox"/> Bold/courageous <input type="checkbox"/> Self-confident <input type="checkbox"/> Ambitious <input type="checkbox"/> Determined <p style="text-align: right;">TOTAL: _____</p>	<p>F)</p> <input type="checkbox"/> Loyal, trustworthy <input type="checkbox"/> Organized, systematic <input type="checkbox"/> Efficient, orderly <input type="checkbox"/> Respectful of authority <input type="checkbox"/> Perfectionist <input type="checkbox"/> Conscientious <input type="checkbox"/> Punctual <input type="checkbox"/> Discreet <p style="text-align: right;">TOTAL: _____</p>



AO1.4 - Self-knowledge / Compilation of results (RIASEC)

- Report the results you obtained in questionnaires A and B;
- Next, add vertically the results of sections A and B and write the result in the appropriate space (A + B).

	R	I	A	S	E	C
	A	B	C	D	E	F
Questionnaire A	Total :	Total :	Total :	Total :	Total :	Total :
	A	B	C	D	E	F
Questionnaire B	Total :	Total :	Total :	Total :	Total :	Total :
A + B						
Write in descending order the 3 RIASEC letters of your highest results: 1_____ 2_____ 3_____						

WHAT DO THESE THREE (3) LETTERS REPRESENT...?

According to American psychologist John Holland, the majority of people can be grouped according to their degree of resemblance to the following six (6) personality types: realistic (R), investigative (I), artistic (A), social (S), enterprising (E) and conventional (C).

“Now read the description of your three (3) most dominant types and underline the words that best describe you”.

AO1.5 - Self-knowledge / Definitions of personality types according to the Holland typology (RIASEC)

Read the texts and underline the keywords that best describe you according to the code you obtained.

<p>I am realistic...</p> <p>I am practical, natural and frank. I like hands-on work. I love the outdoors and nature. I like to expend energy. People say I have good physical endurance and I am good manually. I am shy and reserved. I prefer contact with nature and animals. I sometimes have difficulty expressing myself.</p>	<p>I am an Investigator...</p> <p>I am the kind of person who wants to be informed of what is happening, I am curious and critical. I love studying, besides, I always want to know more. Me and mathematics, we are good friends. People say I am very good at analyzing and solving problems. I like being in contact with others but also being alone.</p>
--	--



<p>I am artistic... I am sometimes recognized by my clothing or the color of my hair. It happens that I am a “dreamer”. I need freedom. I like to create and I have a lot of imagination. I like to express myself either through speech, through the arts or writing. My friends sometimes say I'm not well organized because my things aren't tidy, but I almost always find myself!</p>	<p>I'm Social... I am attentive to others. I listen a lot and my friends often visit me to tell me about things that happen to them. I am good at talking and I know a lot of people. Teamwork does not scare me. I can also work alone.</p>
<p>I am enterprising I like to take risks and initiatives. Life is beautiful, and you have to enjoy it. I like to organize parties, committees and I like to lead. I still have a lot of energy. My friends tell me that I am very convincing.</p>	<p>I am Conventional... I am organized and have a good memory for details. I leave little room for improvisation. I am a reliable person so, people can trust me. I prefer to focus on one thing at a time rather than doing several things at the same time. My principle is to finish what I start. They say that I am a good collaborator!</p>

AO1.6 - Self-knowledge / Personal assessment

The personal balance sheet answers these questions.

- Who am I?
- What do I know?
- What can I do?

Through the previous activities, you have learned to know yourself better in relation to your future dreams, interests, and personal qualities. Now, we suggest you synthesize what you remember about what characterizes you, in other words, your "personal assessment." Thus, you can make better professional choices considering what you are.

a) My professional future:

Following this self-knowledge process, is the job you wanted to practice still the same?

☐ Yes ☐ No

If it has changed, specify the trade or profession that attracts you:

.....

b) My interests:

From “Questionnaire A” on interests, choose three statements that best characterize you among all those you checked off.

Refer to AO1.2-My Interests / Questionnaire

☐

☐

☐

c) My personal qualities:



From "Questionnaire B" on personal qualities, write down your personality's five most dominant qualities.

Refer to AO1.3. Personal qualities / Questionnaire B

d) My RIASEC code:

Indicate your RIASEC code: _____

Based on what you have learned, write in the space provided the personality profile of each character below. Take inspiration from this word bank.

Realistic, Investigative, Artistic, Social, Enterprising, Conventional

2nd STAGE:

**Orientation activities on the "Exploration of vocational training"
(AO2)**

AO2.1- Exploring Vocational Training/My Work Interests

To guide you towards a training course, it is important to identify your tastes and interests regarding work. Here is a short questionnaire to help you identify the types of activities that you like. You will then be able to choose the profession that interests you.

How to answer this questionnaire:

If you like an activity a lot	➔	2 points
If you like an activity a little	➔	1 point
If you dislike an activity	➔	0 point

a) Manual work

	2, 1 or 0
Do manual labor (making lamps, chairs, cooking, etc.)?	
Repair broken objects (clocks, furniture, clothes, engines, etc.)?	
Create a work of plastic arts?	
Do operations that require great manual precision (detailed adjustments on televisions, embroidery, electronics, etc.)?	
Total	

b) Work with machines

	2, 1 or 0
Work in auto mechanics?	



Repair household appliances (refrigerator, washing machine, etc.)?	
Use heavy machinery or trucks in sand pits, construction sites, etc.?	
Install, use, check and repair machinery; monitor operations (brewery, cleaning product manufacturing industry, etc.)?	
	Total

c) REPETITIVE AND ORGANIZED WORK

	2, 1 or 0
Repeat the same operation daily (like on an assembly line)?	
Be a secretary, receptionist or office clerk?	
Deliver documents always using the same process?	
Classify products according to their brand, color or size?	
	Total

d) BUSINESS RELATIONS

	2, 1 or 0
To be a salesperson in a store?	
Conduct telephone surveys for market research?	
Convince local companies to donate goods for a fundraising campaign?	
Contact people by phone or in person to ask them to try a new product?	
	Total

e) HELPING RELATIONSHIPS

	2, 1 or 0
Caring for the elderly persons or people suffering from a sickness?	
Ensure the protection of people and the environment?	
Keeping children at home?	
Cleaning private homes?	
	Total

Which field(s) of interest did you obtain the most points?

Choose three professions among those that correspond to your interests.

Write down the three jobs that interest you:

- a- _____
- b- _____
- c- _____

AO2.2 - Exploration of vocational and/or technical training proposed by the TVET Schools in Rwanda

Explore the various training programs proposed by TVET Schools

From your RIASEC profile, highlight the professional training you would like to know more about.



My RIASEC profile: _____

AO2.3 - Exploration of vocational training

What is your professional background?

You have just taken another step in exploring vocational training courses. You have also identified the vocational training courses that interest you according to your RIASEC profile and you have specified your tastes and interests in terms of work.

At this stage, you should indicate or recall the vocational training course(s) that interest you according to the first letter of your RIASEC profile (refer to activity AO2.2 - Exploration of vocational training in relation to the Holland Typology).

My RIASEC profile: _____

In the table below, indicate the three vocational training courses that interest you the most. To mention the Centers of Interest, take the answers you ticked in the activity "AO1.2 - Self-knowledge / Interests: Questionnaire A".




	Trades	Centers of interest that correspond
1		
2		
3		

3rd STAGE:

Orientation activities on the "Positioning and fixing of the professional project" (AO3)

AO3.1 - Positioning and fixing the professional project / Consolidation of the balance sheet.

This phase of the professional orientation process allows the candidate for training to integrate and reinvest the learning achieved as part of his exploration process. He/she will thus be able to confirm his/her personal and professional project.

	Not satisfied	Satisfied	Very satisfied
			
My general appreciation of these orientation activities			
The experiments were interesting and varied			
The experiments allowed me to get to know the training offer better.			



Which program will you choose? The next step will be the registration process in a TVET School.

AO3.2 - Positioning and fixing of the professional project / Follow-up of personalized support

My strengths / assets:

.....

My weaknesses:

.....

...

To succeed in your training cycle, indicate what are the additional support you need:

.....

.....

.....

.....



Tests and exercises that Career Guidance Counselors can organize with their students/graduates/jobseekers:

1- Exercises of career orientation:

- To gather information from the Rwandan labor market with students/candidates
- To organize discussions with groups of students/candidates to explore the labor market and different professions (with occupational profiles)
- To examine the training offers of RTB and RP
- To organize visits of companies in different trades
- To organize observation sessions of different professions

2- Explore / do these orientation tests:

- <https://www.onlinepersonalitytests.org/riasec/>
- <http://personality-testing.info/tests/RIASEC.php>
- <https://www.123test.com/career-test/>
- <https://www.truity.com/test/career-personality-profiler-test>
- <https://www.careerhunter.io/tests>
- <https://www.assessment.com/>
- <https://novoresume.com/career-blog/career-aptitude-test>
- https://www.thecareertest.org/?gclid=CjwKCAjw1ICZBhAzEiwAFfvFhJJlr-ZiY4aEuVzDRZKXMbUC3T_W44EemCgBGWgPWmw7D-N5Exeu-hhoC8eQQAvD_BwE

3- Alternative career development plan template:



Career development
plan template

4- Individual Capacity Development Plan template:



ICDP



Careers and Interest Areas Sample Professions

Realistic (Doers)	Investigative (Thinkers)	Artistic (Creators)	Social (Helpers)	Enterprising (Persuaders)	Conven- tional (Organizers)
Aerospace	Arch. De- sign*	Actor (Drama)*	Academic Advising	Barber, Hair- stylist	Accounting
Aircraft Me- chanic	Biotech*	Art Teacher	Activist	CEO	Actuary
Auto Body Repair	Computer Programmer	Art Therapist	Athletic Trainer	Desktop Pub- lishing	Auditor
Biochemistry	Dentist	Computer Animation*	Child care	Digital Re- cording	Bank Teller
Carpenter	Economics	Counseling	Counselor	Economics	Bookkeeper
Computer Operator	Engineer*	Creative Writer*	Dental Hygienist	Entrepreneur	Business Economics
Culinary Arts	Environmen- tal Science	Dance Teacher	Education Counseling	Event Planner	Busi- ness/MBA
Dentist	Lawyer	Drama Ther- apy	Lawyer	Human Re- sources	Cashier
Electrician	Mathematics /Statistics	ESL Teacher	Nurse	Insurance	Clerk
Engineer – Design & De- velopment*	Medical Re- search	Fashion De- sign*	Paralegal	Journalism	Computer Of- fice Careers
Environmen- tal Science*	Medicine	Graphic De- signer*	Parole Of- ficer	Marketing	Court Re- porter
Firefighter	Ph.D.	Journalist	Physical Therapist	Office Man- ager	Customer Service
Geology	Pharmacist	Language Teacher	Public Health	Politics	Economics
Mathematics /Science	Physician	Music teacher	Social Worker	Public Ad- ministration	Finance
Me- chanic/Auto- mobiles	Professor	Psychologist	Special Edu- cation	Purchasing	Human Re- sources
Mili- tary/ROTC	Psychiatrist	Reli- gion/Clergy	Speech-lan- guage Pathologist	Real Estate	Insurance
Police Officer	Psychologist	Translator/ Interpreter	Trainer	Sales	Lawyer
Sports Medi- cine	Computer Programmer*	Journalist	Teacher	Secretary	Mathematics



3- THIRD PART: HOW TO ACCOMPANY TVET GRADUATES TOWARDS EMPLOYMENT?

Third part's outline: This part of the training manual explains how to accompany TVET graduates towards “salaried employment”. A specific entrepreneurship training session may be organized for TVET graduates who want to create their own business.

Estimated duration of the training session: 12 hours, including for the proposed exercises

In terms of future employment, Career Guidance Counselors are responsible for setting up systems to promote the professional integration of their apprentices/graduates, during all phases of a training program, from the professional project to the labor market.

To inform them, train them, support them and measure their professional integration, the counselors have to run three important activities:

3.1.Establish links with companies

The mechanism for bringing together TVET Schools and companies involves setting up and formalizing links with the representatives at the District level, representatives of the Private Sector Federation and professional associations of trades and crafts.

It is recommended that TVET Schools build and use a database of partner companies.

The purpose of this action is to:

- a) Facilitate and regulate internships or dual training
 - Drawing up and signing internship/apprenticeship agreements;
 - Development of a Trainee booklet for follow-up and assessment.
- b) Promote training and production through trade fairs, exhibitions, forums, etc.



- c) Promote the institutional immersion of apprentices through the regular organization of visits to companies;
- d) Have information on job offers within companies to place graduates.

3.2. Provide apprentices with complementary skills

Career Guidance Counselors can organize workshops to help apprentices and graduates to find internships or jobs. This kind of additional training aims at acquiring additional skills, in order to promote the integration of graduates into their future employment. The training sessions are divided into two (2) modules:

- a) “Job search techniques, preparation and presentation of applications” module (including: assistance with writing CVs and cover letters; preparing unsolicited applications and recruitment interviews);
- b) Other complementary and transversal skills.

DESCRIPTION OF TRAINING MODULES

Module of Job search techniques, preparation and presentation of applications (including: assistance with writing CVs and cover letters; preparing unsolicited applications and recruitment interviews)

- a) Objective of the module: To provide apprentices/graduates with the practical skills necessary to seek and obtain an internship or a job.
- b) This module contains four (4) workshops based on:
 - self-reflection (workshop # 1)
 - knowledge of the job market (workshop # 2)
 - acquisition of techniques (workshop # 3)
 - confrontation with a real situation (workshop # 4)
- c) Scoring:
An external assessor will assign a note to the apprentices/graduates at the end of the 4th workshop. He will not intervene in the first three (3) workshops so he will be able to assess the final result, having the student's CV and cover letters in hand. The Career guidance counselor will send the scores to the TVET Managers.
- d) Description of workshops

Workshop # 1: Which skills?

Objectives: Allow participants to deepen their professional projects, in line with their knowledge and skills, thanks to interactive tools



- ☐ For each participant:
 - Take stock of professional training course
 - Deepen one's skills, knowledge, personal characteristics, and professional interests
 - Better identify the types of trades or functions in relation to referential professions
 - Confront your choices with the socioeconomic reality
- ☐ Presentation of the educational content:
 - Acquired skills and personal characteristics: know-how (technical skills, transferable and associated skills) and interpersonal skills
 - The main families of skills; “target” professions: identification of professions in correspondence with the previously defined skills portfolio
 - The characteristics of employment in Rwanda (Labour legislation)

Exercise:
Explore the Rwanda Labour Law 2018:



RWANDA LABOUR
LAW

- ☐ Expected results:
 - Enhancement of the skills of each participant
 - Deepening the knowledge of the trades in connection with the choice of trade and interests
 - Positioning in relation to the job market (workshop 2) and preparation for writing a CV (workshop 3)
- ☐ Materials needed
 - 1 room equipped with computers
 - 1 overhead projector

Workshop # 2: Know and explore your job market

Objectives: 1) Bring the candidate to clarify his/her positioning in the job market;
 2) Acquire business prospecting techniques

- ☐ Presentation of the educational content:
 - How to explore your job market?
 - The different modes of access to the labor market
 - What are the sectors of economic activity concerned
 - By my training? the functions, the missions, the salary ranges?
 - What are the profiles required by companies?
 - What skills and abilities are required or strongly desired?
 - How to prospect companies?
 - The different prospecting methods: Internet, telephone, forums, networks
 - Preparing for prospecting
 - Targeting companies according to the preferred method of prospecting



- Business databases
- The telephone approach
- The preparation of the mailing
- The organization of prospecting
- Monitoring dashboards
- When to start prospecting?

☐ Expected results:

At the end of the workshop, each participant will have chosen a targeted internship or job offer on the basis of which they will prepare their CV and cover letter for Workshop 3.

☐ Materials needed:

- 1 room equipped with computers;
- 1 overhead projector

Workshop #3: Curriculum Vitae and Cover letter

Objectives: At the end of the workshop, each participant will have an operational CV and a cover letter

☐ Presentation of the educational content:

Analysis and correction of CVs:

- The construction of a CV: what sections to include?
- How to present skills, professional experience?
- CVs critical analysis by the participants
- Corrections and final CVs

Writing the cover letter:

- The cover letter for unsolicited applications
- The cover letter in response to an internship or job offer

Construction and layout rules:

- What does a cover letter include?
- How to write a “punchy” introduction?
- How to present your arguments, your skills?
- How to approach the request for an appointment?
- Correction of the motivation letters by the participants, with the assistance of the Career Guidance Counselor

☐ Expected results:

At the end of this workshop, each participant will have in hand an operational CV and a “model” of a cover letter, adaptable to any recruiter.

☐ Materials needed:

- 1 room equipped with computers;



- 1 overhead projector

Workshop # 4: Practice for the job interview

Objectives: Practice the interview for a job, based on simulations carried out by external speakers with recruitment professionals providing their knowledge of the company.

☐ **Prerequisites:** The candidate arrives at the workshop with the following:

- an updated CV;
- a cover letter in response to an offer to which he/she wishes to respond or has responded
- the internship or job offer in question. If there is no offer, in the case of a spontaneous application, the candidate presents the company to which he/she wishes to apply.

☐ **Presentation of the educational content:**

- Information on recruitment processes
- Presentation and analysis of the recruiter's questions
- Decoding and analysis of the CV and cover letter
- How is the interview going and why?
- Interview simulation based on a role-play (filmed, if applicable)
- Collective debriefing
- Debriefing of the speaker

☐ **Expected results:**

At the end of these 4 workshops, each participant will have perceived his/her strengths and weaknesses. He/she will be able to adjust him/herself to the job market:

- Prospecting companies
- Write a CV and cover letter
- Preparing for an interview

☐ **Materials needed:**

- 1 room equipped with computers;
- 1 digital camera;
- 1 overhead projector

3.3.Additional complementary and cross-cutting skills

Objective of the module: prepare for integration into employment by completing academic training.

Workshop # 1: Enhance your written communication



Objectives: Know the different types of professional writing, improve your ability to structure your thoughts, enrich your vocabulary, use an appropriate language level, improve your style, better respect spelling and grammar rules.

☐ **Prerequisites:**

The Counselor can organize, on request, a refresher workshop for apprentices experiencing difficulties in the English language (syntax, grammar, vocabulary, writing).

☐ **Presentation of the educational content:**

- Session 1: Know the different types of professional writing

Presentation of the different types of professional writing (letters, notes, reports): nature, objectives, characteristics.

- Session 2: Structuring your thought, structuring a plan, expressing a problem

Prepare for writing internship reports, work, experience...

Workshop # 2: Enhance your oral communication

Objectives: Prepare for the oral presentation: arguments, stage fright/fear management, and verbal/non-verbal communication.

☐ **Prerequisites:**

The Counselor can organize, on request, a refresher workshop for apprentices experiencing difficulties in oral expression.

☐ **Presentation of the educational content:**

- Session 1: Speaking in public: managing stage fright

- The physical manifestations of stage fright
- The correlation between stage fright and challenge
- Identifying resistance to stress and knowing what to do with it
- Self-esteem to regain confidence
- Verbal communication: volume of voice, diction, flow, breathing, silence
- Non-verbal communication: gestures, posture
- Prepare the framework of his/her intervention and prepare to intervene

Between sessions 1 and 2, participants will prepare the content of their next presentation:

- Structure and objectives of the presentation
- Analytical work on the knowledge and know-how developed during the course (internship, tutorials, rewarding experience)

- Session 2: Preparing your argument

- Identification of key messages to convey
- Argue using a grid (Advantages/because/Objections)
- Where to start and where to end (angle of attack)
- How to stage yourself



- Identification of solid points and points of progress
- Scenario where the group will have the role of jury

Workshop # 3: Prepare for recruitment

- Objectives:
- Know recruitment techniques and prepare for them:
 - Recruitment tests
 - Assessment of the skills and reactions of the candidate placed in a professional situation
 - Job interview

□ Presentation of the educational content:

- Session 1: Preparing to take tests
 - General presentation on tests and their use in recruitment, practices and ethics, the place of tests in the recruitment process
 - The various tests: efficiency tests, specific aptitude tests, personality tests
 - Example of efficiency test sequences: passing a test, correction
 - As a group: passing a test, correction
- Session 2: Collective tests

From a collective scenario, prepare participants for collective/collaborative assessment tests.

 - For a group interview situation (Assessment Center), the ability to:
 - Plan group activities: organization
 - Manage interpersonal relations: consideration of participants
 - Establish collaborations: leadership, collaboration, diplomacy
 - For a group discussion situation, (theme of discussion given to the group, exchanges, decision-making), measure the capacities:
 - Interpersonal skills
 - Listening skills
 - Leadership
 - Speaking
 - Ability to develop arguments
 - Confidence

N.B.: Workshops for entrepreneurship / business creation may be run in parallel. Please refer to the APEFE "TRAINING OF TRAINERS' MANUAL - ENTREPRENEURSHIP TRAINING MODULES FOR SMALL AND MICRO ENTERPRISES

3.4. Do the follow-up of the professional integration of the graduates

The Career Guidance Counselor has set itself the task of surveying, measuring and analyzing, on a regular basis, the future of all TVET graduates (every 3, 6 or 12 months, for example, after obtaining their diploma). Therefore, the Counselor must maintain contact with graduates, whether they pursue a professional activity or not.



The following table, a personalized follow-up sheet, summarizes the information needed to follow up on insertion.

Personalized follow-up sheet

Important: before starting the interview, the candidate should sign a consent form.

Identification of graduate	First name:.....	Last name:.....	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
Coordinates of graduate	<div style="display: flex; align-items: center;"> <div style="border-bottom: 1px dashed black; flex-grow: 1;"></div> </div> <div style="display: flex; align-items: center;"> <div style="border-bottom: 1px dashed black; flex-grow: 1;"></div> </div>						
Trade	<div style="border-bottom: 1px dashed black; height: 20px;"></div>						
Occupation	<input type="checkbox"/> Employee <input type="checkbox"/> Unemployed <input type="checkbox"/> Entrepreneur						
Coordinates of employer	Location/address: <div style="display: flex; align-items: center;"> <div style="border-bottom: 1px dashed black; flex-grow: 1;"></div> </div> <div style="display: flex; align-items: center;"> <div style="border-bottom: 1px dashed black; flex-grow: 1;"></div> </div>						
If employee, what kind of contract	<input type="checkbox"/> Permanent contract <input type="checkbox"/> Fixed term contract/duration: (# of months) <input type="checkbox"/> One-off contract/duration: (# of months) <input type="checkbox"/> Verbal contract/duration: (# of months) <input type="checkbox"/> Contract per task or per piece <input type="checkbox"/> Daily contract						
If entrepreneur, sector / trade and date of business creation	<input type="checkbox"/> Industry Specify: <input type="checkbox"/> Commerce / Services Specify:..... <input type="checkbox"/> Agriculture <input type="checkbox"/> Other Specify:..... <div style="border: 1px solid black; width: 200px; height: 20px; float: right; margin-top: 10px;">Date of business creation:</div>						
Professional needs of the graduates	<input type="checkbox"/> Full-time job <input type="checkbox"/> Part-time job <input type="checkbox"/> Wants to create a business <input type="checkbox"/> Needs an additional training/ Specify: ... <input type="checkbox"/> Other Specify:.....						
Recommendations and the way forward	<div style="border-bottom: 1px dashed black; height: 20px;"></div> <div style="border-bottom: 1px dashed black; height: 20px;"></div>						



Exercises for career guidance counselors

How to conduct a Tracer survey?

Read the tracer survey guide below



Tracer survey guide

and elaborate a Google form questionnaire for a tracer survey.

How to establish an Alumni association?

Read the Alumni association guide below



Alumni association
guide

Tests and exercises that career guidance counselors can organize with jobseekers:

Test the RTB's online Graduate Tracer Survey (link to be included)

Explore the job market

- Read job postings in newspaper classifieds and websites (RDB's Kora Job Portal - <https://jobportal.kora.rw>, Job in Rwanda – <https://www.jobinrwanda.com/>) related to your job profile
- Consultation of websites and social media specializing in the publication of jobs
- Activation of personal or relational networks

- Networking spider game (10 minutes)

Make groups of 4 people

First individually: make your network 'spider':

- ☐ Step 1: You are in the center; put your name in the middle
- ☐ Step 2: Write down as many organizations, companies, NGO's you know and you are interested in
- ☐ Step 3: Write down the names of people you know, who work there
- ☐ Step 4: Tell the others where you miss names and connections
- ☐ Step 5: Look together if you could fill in 1 or more missing links for each person in your group

Plenary discussion:

- ☐ How big is your network?
- ☐ Bigger or smaller than you thought?

Analysis of job offers





- The Terms of Reference (ToR) defining the missions, tasks and attributions related to the position as well as the qualifications and skills required.

N.B It is necessary to distinguish:

- a- Objective criteria often linked to a diploma, mastery of a technique or software (know-how)
- b- The subjective criteria, that sometimes depend on how to be and the sense of organization (associative and community experience, availability).

Explore CVs and cover letters' templates

Here are CV and cover letter templates:

 CV sample	 Cover letter template
--	---

Practice for the job interview

Analyze different aspects:

- a) Physical (dress, general behavior);
- a) Intellectual (training + experience);
- b) Psychological

Preparation: training, research of information on the company, the position to be filled and the recruiter

Exercises / simulations of the hiring process and role plays of the interviewer(s) and interviewee(s), or with a jury (preferably with a camera to film the interviews and review for joint analysis to identify possible weaknesses).

Please also consult the document below: How to conduct mock recruitment interviews?



Mock interview

Exploring alternative solutions and other short courses to complement the graduates' skills to enhance their employability and define a career development plan

.....

The top 10 skills and qualities employers are looking for when recruiting are:	
1. Communication skills (verbal & written)	Able to communicate clearly
2. Honest/Integrity	Good intentions



3. Teamwork skills	Able to work well with others
4. Interpersonal skills	Relating well to others
5. Motivation skills	Take initiative to get things done
6. Strong work ethics	Willing to work and get the job done
7. Analytical skills	Able to break down the pieces before reaching a conclusion
8. Flexibility	Able to adapt to changing plans and situations
9. Computer skills	Ability to use a variety of computer programs
10. Self-confidence	Belief in yourself and your abilities



ANNEX

Collective evaluation grid (to be completed at the end of the training course)

<i>Aspects to be assessed</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Actions for improvement</i>
<i>General organization of the course</i>			
<i>Work environment (premises, transport, logistics)</i>			
<i>Group participation</i>			
<i>Content of the training</i>			
<i>Trainer/Facilitator</i>			
<i>Training materials/aids</i>			
<i>Rate of ownership of the methodological tools</i>			
<i>Reinforcement of capacity building of program partners</i>			
<i>Additional training needs?</i>			